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MINISTRY OF EDUCATION



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# MORAL, SOCIAL & CULTURAL STUDIES



Grade  
**07**

# **Moral, Social and Cultural Studies**

**Student Book**

**Grade 7**

**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.”

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

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## Unit 1

# Individual Responsibilities and Duties and Moral Obligations

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**Lesson 1** What is Meant by Duties and Responsibilities?

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**Lesson 2** Duties and Responsibilities of Parents Towards their Children

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**Lesson 3** Duties and Responsibilities of Sons and Daughters

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**Lesson 4** Moral Rules

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**Lesson 5** The Moral Imperative Rules Governing Behaviour

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What are individual  
responsibilities, duties and moral  
obligations?

**What is meant by duties and responsibilities?**

**What are the duties and responsibilities of parents towards  
their children?**

**What are my duties and responsibilities?**

**Which moral values should your children be taught?**

**How are moral rules applied?**



## Lesson 1

# What is Meant by Duties and Responsibilities?

### Learning Outcomes:

- Discuss responsibilities and duties towards their classmates.

### Vocabulary

responsibility

duties

1 Look at the pictures. In your opinion, what are students' rights and duties at school?



## 2 Read about students' duties and responsibilities and then discuss the points that follow.

In order to survive, grow and develop, every community needs legislation and laws that govern relationships among its members. The community might be small, like a family, or large, like a country. In both cases, the laws that govern the community and determine its members' rights and duties usually originate from customs, traditions and general moral principles. They also come from the harmony created among members of a community through a social agreement—also known as a constitution. A constitution is basically a set of rules and laws. It aims to ensure the rights of individuals and determine their duties and responsibilities towards one another, the community they form and the country they live in. Individuals can then serve the greater good and common interest.

In this context, the situation at school is no different. After all, a school is considered a small community that must ensure a good educational framework. Therefore, every school should have internal regulations, usually established by the Ministry of Education or the school administration. The regulations govern the relationships among students, on the one hand, and between students and the school faculty and administration, on the other. This is how the rights and duties of students and the school are defined.

In class, it is the students' duty and responsibility to adopt certain behaviours that ensure the good framework of the educational process. These behaviours govern their relationships with their colleagues and their teachers. Students' awareness of their duties and responsibilities towards their classmates and more generally while on school grounds is the cornerstone of mutual support and interdependence in their relationships with one another. It also creates a warm, familiar atmosphere. Indeed, it is considered a key factor in preparing them to become responsible citizens and productive individuals after finishing their academic journey, and entering the community at large.

- a.** Write three examples about the relationship between the school and the students.
- b.** What are the duties and responsibilities that make you a responsible and productive citizen?

### 3 Read about the right to learn and committing to duties and then discuss the points that follow.

Access to education is one of the most important characteristics of a developed country. In fact, educational standards are taken into account when measuring a country's level of development. Measuring education standards involves assessing the number of educated people, their education levels and the quality of the education. Standards to measure the quality of education include students' rights during their academic journey. Students' rights include receiving training in dealing with real-life situations and having public rights in their country. In addition, students' duties involve committing to a set of morals and behaviours that they should follow in life, in terms of respect for the law and dealing with others responsibly and tactfully.

Similar to countries, academic institutions grant their students basic rights and ask them to accomplish general school-related duties. Rights that students benefit from in academic institutions include: the preservation of dignity; freedom from insults or discrimination based on their religion, gender, race or family background; participation in

the educational process; freedom to express their thoughts and feelings; access to educational materials that meet quality standards; and freedom to ask about certain details that they do not fully understand during classes.

Duties that students must abide by include: committing to daily attendance during school hours; providing an explanation when absent; knowing which lessons they missed and making up for them; and committing to upholding general morals at school with teachers and classmates alike. Also, students must look after school property and the tools used by the class, and commit to bringing their own tools and attending exams. As well as these general rights and duties, each school or institution may have its own regulations based on its own academic system.

- a.** Work with your classmate to explain why you follow the moral ethics in the community.
- b.** From your experience, describe a duty that your school has assigned you. Did this help clarify the concepts of rights and duties for you?



**4** Through its educational vision and mission, the UAE Ministry of Education seeks to build and manage an innovative educational system in order to create a knowledge community with global competitiveness. With this in mind, it recently set a strategic plan to be fulfilled between 2017 and 2021. Read about the goals of this plan, and then discuss the points that follow.

**Strategic goals of the Ministry of Education:**

1. Ensure inclusive quality education including pre-school education.
2. Achieve excellent leadership and educational efficiency.
3. Ensure quality, efficiency and good governance of educational and institutional performance, including the delivery of teaching.
4. Ensure safe, conducive and challenging learning environments.
5. Attract and prepare students to enroll in higher education internally and externally, in light of labor market needs.
6. Strengthen the capacity for scientific research and innovation in accordance with the quality, efficiency and transparency standards.
7. Provision of quality, efficient and transparent administrative services, in accordance with the quality, efficiency and transparency standards.
8. Establish a culture of innovation in an institutional working environment.

**a.** Write about the rights and responsibilities that you have to follow as a citizen of the UAE.  
**b.** Write a report on the elements of the safe environment in your school. Suggest some improvements to create a safer environment.



## 5 Read about the responsibilities and duties of students in Japan. Discuss the points that follow.

The Japanese education system focuses on developing students' sense of community and responsibility towards society. This starts with their school environment, such as looking after school facilities, teaching materials, school furniture and so on.

Japan is known for its clean schools. The first thing that catches the eye of a visitor to a Japanese school is the collection of shoes at the entrance to the school building. Each pair is neatly stored in a closet or on wooden shelves, and bears the name of its owner. Students must take off their regular shoes and put on these clean sneakers inside the school building. This practice is adopted in most elementary and middle schools and in many high schools.

It is also common in Japanese schools for students to sweep the floors of the classrooms and clean them at the end of the school day. Moreover, they often sweep the corridors, and wipe them with wet cloths. In addition, they clean the restrooms, collect fallen leaves in the schoolyard and pick up any rubbish they find! Teachers often join them to work on achieving general cleanliness, whether at school or in public places, such as public parks and beaches during the summer holidays. Nobody looks down on students or teachers when they undertake this work.

This system develops the students' sense of community and their leadership skills too. This is especially true when the teacher assigns someone to watch the class when he or she is absent, or puts someone in charge of preparing the class, organising it and resolving problems, including those between students.

At the end of the school day, students gather and check whether they have fully accomplished the day's tasks, if they have missed something or if another issue has arisen. There is no doubt that this method of education promotes a sense of community, responsibility, commitment and leadership. It also helps students to avoid inappropriate social behaviour when dealing with certain communities and with other people.



- a. Work with your classmate to identify the importance of school for students and teachers in Japan. Justify your answer using examples from the text.
- b. Present what students do at the end of the school day and why you think it is important.
- c. Organise with your classmates a "Cleanliness at School Week" activity and implement it. Decide on the places you will clean that week. Create rules that apply to all students to help keep these places clean.

**6 Work with your classmate: Determine the responsibilities and duties of each of the following employees at your school:**

Security:

The nurse:

The headmaster:

The bus driver:

## Lesson 2

# Duties and Responsibilities of Parents Towards their Children

### Learning Outcomes:

- Demonstrate their awareness of daily responsibilities and duties in their family.

### Vocabulary

the role

family tree

**1** Identify some of the qualities of an ideal father from the words of the late Sheikh Zayed bin Sultan (may God have mercy upon him).

A real leader is one who takes care of, observes, follows up with, and asks about his people as if they are his family members.



Sheikh Zayed (may God have mercy upon him), with children

**2** Read the text about family and then discuss the points that follow.

The family is the pillar of society. Indeed, the way family members are raised is essential to building a generation capable of successfully withstanding all the difficulties of life. Therefore, parents should be keen on taking care of their children and promoting their self-confidence and the ability to assume responsibility. They should take an interest in everything they face, at home or out in the world, listening to them and discussing different matters with them. Parents should also guide their children to respect the common social customs and other people's rights, abide by moral values and respect our customs and traditions, all for the good of the family and society equally.

- a. Give examples that show a proper upbringing in action.
- b. Name a hobby that you or one of your family members practice. Share with your classmates how your parents encourage you to practice it.

**3** The United Arab Emirates signed the United Nations Convention on the Rights of the Child, which was concluded on 20 November 1989. The table below shows some of the important articles in this Convention. Read the table and then answer the questions that follow.

- a. Identify the parties responsible for meeting children's rights stated in the table and write them in the second column.

	Numbered articles in the Convention	The parties responsible for meeting such rights	The responsibility
1	24. You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.		
2	28. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.		
3	12. You have the right to give your opinion, and for adults to listen and take it seriously.		
4	13. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.		

5	39. You have the right to help if you've been hurt, neglected or badly treated.		
6	42. You have the right to know your rights! Adults should know about these rights and help you learn about them, too.		
7	2. All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability or whether they are rich or poor.		



- b.** Evaluate and then select the most appropriate responsibility for each item (meeting essential needs, moral support, education) and write it in the third column.
- c.** With your classmates, discuss the goals of UAE organisations concerned with the Child Protection Law and the reasons for its inception.

## 4 How does the UAE protect children? And what is the "Wadeema" Child Protection Law?

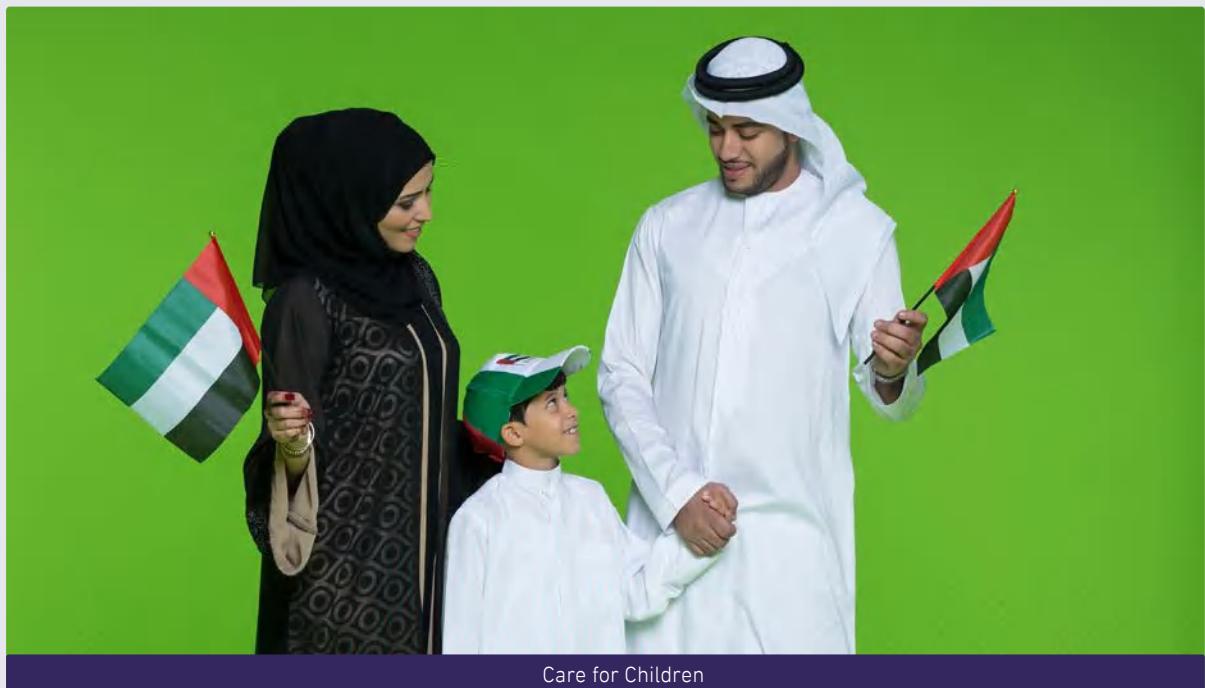
Read about this law, and then discuss the points that follow.

UAE society welcomed the State's efforts to provide full protection for children, through the declaration of the "Wadeema" Child Protection Law. It was named in memory of the eight-year-old girl Wadeema, who was killed by her father in 2012 in a crime that shook UAE society.

His Highness Sheikh Khalifa bin Zayed Al Nahayan (God Save Him), President of the UAE, declared this Federal Law on 8 March 2016 and it entered into force on June 15th 2016. It highlights the UAE's role in preserving children's rights to live, survive and develop, and in providing all the opportunities required to help achieve this objective. It also protects the child from negligence, exploitation and abuse.

In this context, it is worth mentioning that the law uses the term "best interest" in taking measures to protect the child.

Wadeema's Child Protection Law addresses both aspects of preventing and resolving. The preventive aspect is represented by sending warning messages and holding private organisations responsible for child protection as stated in Article 29: "Telecommunications companies and Internet service providers shall notify the competent authorities or the concerned entities of any child-inappropriate materials being circulated through the Internet." And in Article 56, which states: "that the competent authorities and concerned entities shall coordinate with the Ministry of Social Affairs to determine the standards and engineering specifications related to construction laws and safety and security conditions that protect children from any type of harm, in order to reduce risk of children falling off of house balconies."



- a.** Analyse the meaning of "best interest", and clarify the services provided under this term.
- b.** Name some family activities that make you feel safe.

**5** Read the following text by a woman about her late father. And then discuss the points that follow.

As well as being a loyal patriot until his last day, my father was a great parent. He was caring, loving and good-hearted. He loved his family greatly and looked at boys and girls equally. He used to gather us and discuss different life-related topics with us. He often took our opinions, despite him being highly cultured and experienced in life matters, encouraged us to abide by the basics of morality, such as honesty and loyalty, and raised us on the values of love for the family, the country and loyalty at work. He was socially active and had a zest for life. He was also very generous towards others. He stood by them in their moments of joy and sadness and earned their love and respect. He was a great teacher, a great role model and will always be alive in our hearts.

**a.** Consider the father's behaviour in this story. How does it compare with what Sheikh Zayed (may God have mercy upon him) did as an ideal father?

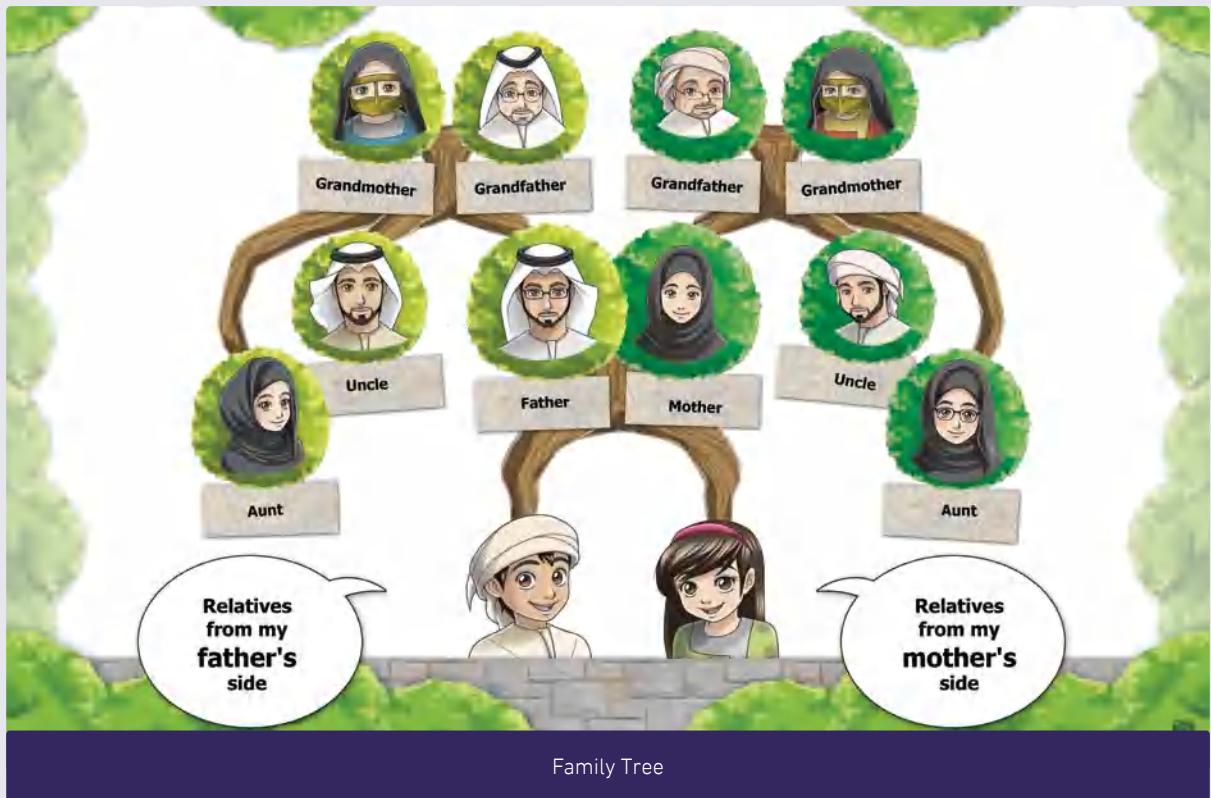
**6** Read the following text about family structure and family trees. Then answer the questions that follow.

A family is a group of individuals related to each other by kinship and blood.

Families come in different forms, including:

- The nuclear family: includes the parents and their children (if they have any).
- The extended family: includes grandparents, uncles and aunts, and can extend to three generations.
- Single-parent family: a family that has lost one of the parents, either through death or divorce.
- Joint family: a family that has multiple marriages and half-brothers and sisters.

For generations, families have drawn trees that represent their members and illustrate their origins and kinship. The family tree goes from top to bottom, from the oldest to the youngest.



- Look at the family tree example and then draw your own family tree.
- Compare the characteristics of life within a nuclear family and an extended family.

## Lesson 3

# Duties and Responsibilities of Sons and Daughters

### Learning Outcomes:

- Demonstrate awareness of their daily responsibilities and duties in their family.

### Vocabulary

kindness to parents

dependency

**1** Children's responsibilities and duties towards their parents start at home, but do they end there? Discuss this topic in class.

**2** Read the text about parents' rights and children's duties, and discuss the points that follow.

Children have important duties towards the parents who raised them, cared for them and supported them financially. Parents spend long days and nights taking care of their children, putting their children's needs even before their own. They also work hard, doing everything they can to provide a decent life for their children. They give their children all the support they need to fulfill their wishes and needs. Therefore, it is the duty of children to be kind to their parents and to fulfill their obligations towards them.

The most important obligations of children towards their parents include:

- Respecting their parents' opinions and discussing controversial issues with them
- Being kind to them and never scolding them
- Listening to them and answering their questions

- Accepting their requests and trying to make them happy
- Getting close to them, seeking their love and never making them feel indebted
- Show kindness to them even after their death

- Think of a time when your parents made an important sacrifice for you.
- Write a story about something you have done to show your appreciation for your parents. Then present it to the class.



### 3 Is it your responsibility to help your parents by doing chores at home? Discuss with your classmates. Then match the skills with the tasks in the table below.

Tasks	Physical and Psychological Skills
1. Washing the dishes	a. Mastering delicate hand movements
2. Setting the table	b. Understanding scientific concepts
3. Helping with the shopping	c. Awareness of the cost of goods
4. Keeping track of household spending	d. Switching from one activity to another
5. Helping younger siblings with their homework	e. Developing environmental awareness
6. Preparing desserts	f. Understanding the meaning of waste
7. Repairing domestic appliances	g. Practising calculation
8. Sorting waste for recycling	h. Arranging administration
9. Making a list of missing items	i. Understanding household budgeting
	j. Housekeeping
	k. Learning habits
	l. Helping and benefiting others



Helping family

#### 4 Read this extract from the book *The Birth of a Historical Leader*. Then discuss the points that follow.

The late Sheikh Zayed bin Sultan (may God have mercy upon him) grew up under the care of good parents. They raised him on the solid teachings and principles of their tribal surroundings.

Sheikh Zayed, like other children of his generation, received his education from a teacher at a small Al- Kataeeb school, which taught children to read the Holy Quran and the principles of religion and morality, as well as some basic mathematics. The principles that Sheikh Zayed (may God have mercy upon him) was raised on, both at home and at school, had a strong and direct impact on his personality throughout his life. This was apparent to anyone who listened to his speeches and statements.

Growing up, he received the rest of his education by attending daily meetings headed by his father, the leader of the Emirate of Abu Dhabi. His father was a strong ruler with many good qualities, such as tolerance, good manners and close ties with his people. His people loved him and were faithful to him. Sheikh Zayed (may God have mercy upon him) was very close to his father, and he always attended his meetings and discussions with tribal leaders and the people - hearing, analysing and memorising everything. He learned a lot from his father, particularly the importance of having love for his people - showing them kindness and generosity, and adhering to the traditions and customs he was raised on.

Sheikh Zayed (may God have mercy upon him) was eight years old when his father passed away. The personality of Sheikh Zayed was significantly impacted by his

mother, Sheikha Salama, since he was close to her and influenced by her guidance, gaining a lot of her character and ethics, which instilled into him love of the people and charity to the poor and needy.

These qualities were established in the personality of Sheikh Zayed (may God have mercy upon him) and instilled in him by his parents until they became an integral part of his qualities for which he was so renowned.



The late Sheikh Zayed bin Sultan (may God have mercy upon him)

- a.** Work in groups. List the obligations that Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) fulfilled towards his family during his early life. Think about the national achievements of Sheikh Zayed (may God have mercy upon him). Did he follow the same principles in dealing with his people?
- b.** The previous text showed how strong family and tribal ties can develop a sense of duty and responsibility. With your group, research the possible reasons those bonds can become weaker. Offer suggestions on how to strengthen those bonds.

## 5 Read the text. Then answer the questions that follow.

When Zhao, a Chinese student, was a young boy, he was struck with polio, a disease that if left untreated causes paralysis of the legs. As a result, he was unable to walk.

Throughout this ordeal, his father, a single parent, cared for him, taking him by bicycle from one doctor to another.

Eventually, Zhao was cured. Later in life, just as he was about to start university, his father contracted a mysterious illness that paralysed him.

Faced with that situation, Zhao had a difficult decision to make. He needed to take care of his father, but he had to go to university. So what should he do?

For Zhao, the only solution was to bring his father to stay with him in the university dormitories. That way he could take care of his father and pay back what he owed him in life, with care, patience and tenderness. And that's what he did. While the other first-year students were arriving at university with excitement and anticipation of a new life and new friends, Zhao divided his time between cooking, feeding his father, fulfilling his daily needs, studying and preparing for exams. He also had to find a part-time job to support himself and his father.

- a.** Why didn't Zhao put his father into a nursing home? And what would you think if he had done that?
- b.** How does the UAE take care of elderly people with home care benefit?

6 Write a paragraph that explains how ethics and mutual respect are the basis for a sense of duty and responsibility, whether among children, between children and parents, or between students and school. Present this text through a photo-supported presentation to your classmates next week.

## Lesson 4

# Moral Rules

### Learning Outcomes:

- Define and classify some moral rules, such as stealing is wrong, lying is wrong, keeping a promise is right.
- Reflect on “doing what is right”.
- Apply at least one moral rule that has been discussed in the unit.
- Justify how disobedience could be acceptable when the alternative is to discriminate against someone.

### Vocabulary

moral rules

globalisation

ethics

popular heritage

moral values

community service

moral duty

modesty

### 1 Read this poem by Ahmad Shawki. Then write a sentence summarising the moral values that the poet supports.

Nothing is worse than lying,

He who lies will never be noble.

Stick to honesty, even if you expect severe consequences.

## 2 Read this text about the United Nations Sustainable Development Goals and the Earth Charter as a declaration of the fundamental ethical principles of the international community. Then complete the activity that follows.

The United Nations has always been committed to human dignity and rights, environmental preservation and environmental protection.

Sustainable development puts these values into action, both for present and future generations. Sustainable development also promotes biodiversity and the preservation of species, as well as human diversity, non-exclusion and participation all. For any person developing their own view of the world, it is essential to understand these values. When learning how to build a sustainable future, people need to understand their own values, society's values

and the values of others around the world. Each country, cultural group and individual must then learn how to apply these values in the context of sustainable development. The Earth Charter was launched in 2000 by the Earth Charter Commission. It is the outcome of a decade-long global intercultural dialogue on common goals, moral principles and shared values. It is an international declaration of fundamental values and principles for building a just, sustainable and peaceful global society in the 21st century. Its aim is to promote a comprehensive approach to addressing global affairs. The project began as an initiative of the United Nations. It has since inspired the United Nations Educational Contract for Sustainable Development.



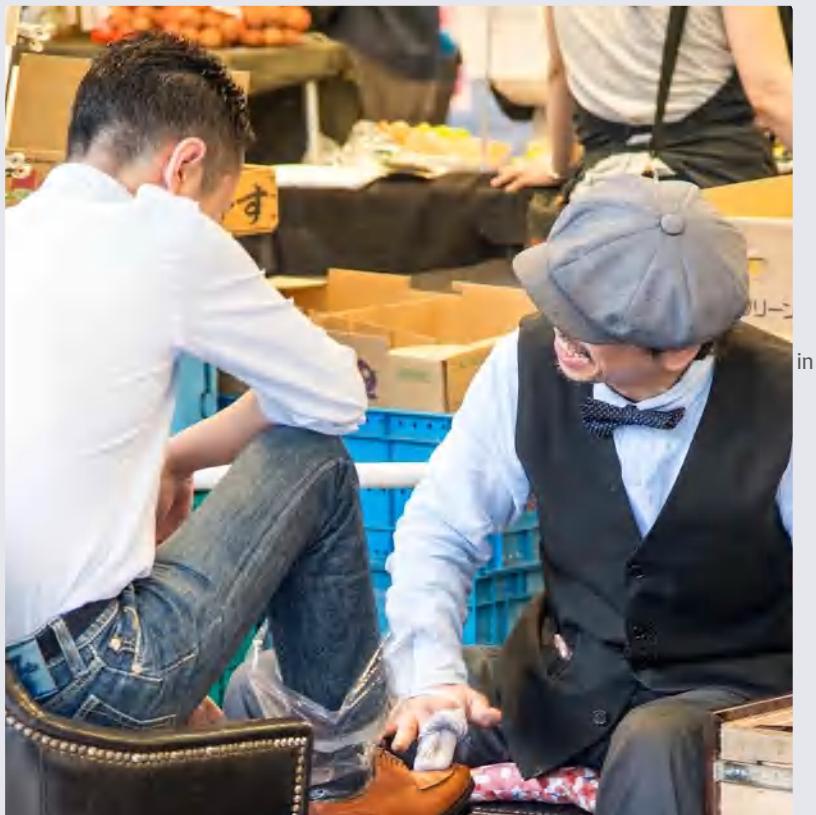
Diversity of communities in the world

- a. What moral values do you think are common among individuals all over the world?**
- b. Work in groups. Research the Earth Charter principles. Explain the importance of applying them in societies.**
- c. Corruption is the opposite of morals. Research the UAE government policy aimed at combating corruption at the level of state departments. Summarise the legislation related to corruption.**

### 3 There is a saying in Japan. 'Morals are the secret behind the success of the Japanese experience'. Read this passage and see how it relates to that saying.

Japanese society is disciplined, creative, respects time and order, values teamwork, and highly committed to ethics and good manners. Based on honesty and truthfulness, commercial ethics in Japan are sophisticated, stemming from the educational programmes on morals and conduct at home, school and in society. Moreover, Japanese social values compel people to apologise for mistakes. Apology is an important phenomenon in Japan. Both for the offender and the victim, apologising is a way to alleviate remorse and conscience. That's why Japanese people do not generally hesitate to apologise. Fortunately, Japanese people accept apologies and are generally forgiving.

In 1989, the Japanese education system reviewed its educational programmes, removing all instances of imported individual values. It also added a comprehensive behavioural and moral programme, which was introduced in all school activities and programmes. In addition, one hour every week throughout the school year is dedicated to a specialised programme on morals. The programme emphasises the importance of individual morals: diligence and mastery in all work; dealing with people truthfully and honestly; respect of personal freedom; discipline; enhancement of personal points of strength; love of truth; and striving to achieve ideal morals and behaviours. In terms of interaction with others, the programme emphasises the importance of gentleness, polite dialogue, compassion, faithfulness in friendship, helpfulness, modesty, acceptance of others' ideologies and being appreciative of assistance, especially from the elderly. Japanese students also clean their schools and care for the plants and animals there.



Japanese companies' executives wipe the shoes of new employees to eliminate ego and to be an example of modesty.

- Community service and respecting those working in it is ethical. Give an example of community service that you do at your school in cooperation with your classmates (planting flowers, cleaning the school or any similar work).
- In Japan, apology dominates all situations and is a moral duty. Analyse the concept of "moral duty". Then create a scene with one of your classmates showing the importance of apologising for a mistake.

## 4 Popular culture is a summary of a deep repository of human values. To understand the importance of preserving the popular culture of the UAE, read this text. Then complete the exercise that follows.

The UAE's heritage combines spiritual, emotional and behavioural values. Decades ago, the late founder, leader of the state, Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him), said that 'he who has no past has neither present nor future'. He also said that heritage represents the spirit, wisdom and innovations of nations. Nations are evaluated by their heritage; there is no nation without heritage.

As a nation develops, it needs a moral and behavioural code. This code forms a solid ground on which the nation can achieve its objectives and establish its presence in the global arena.

The culture of globalisation has led to a more open world. The result is that a nation can become influenced by values that are not part of its moral code. Our UAE cultural heritage then becomes a fence that protects the individual, the family and society from cultures that are contrary to our values and morals. These lead to a number of important social responsibilities:

- Media institutions need to be committed to their historical responsibility to preserve society and protect its cultural and social texture.
- The institutions of civil society, such as people's associations, sports clubs and cultural institutions, should introduce new generations to the importance of culture and heritage, especially in the context of the relationship among various generations.
- Cultural institutions need to morally and financially support thoughtful research and studies by Emirati people, encouraging them to introduce today's generations to the civilising value of their people's heritage.

National popular culture in the UAE aims to introduce new generations to their cultural, moral and civilising roots. The goal is to preserve the personality of society. Our culture represents a life system and an educational and creative approach that was developed by generations of creative Emirati people.

- a. Compare the Emirati, Moroccan and German cultural heritages.
- b. Conduct research on the programme 'The Stories of Ancestors — Righteousness'. Explain its role in teaching the importance of popular culture to future generations.



Rightful hospitality makes today's children tomorrow's men.

## 5 Conclude from the pictures the moral values gained from family and school.

Treat people based on your morals, not theirs.

Morality is man's mirror.

They say:

Be good-looking and you will never be forgotten.

But...

Be good mannered and their hearts will not forget you.

Morals are the ornament of man.

## Lesson 5

# The Moral Imperative Rules Governing Behaviour

### Learning Outcomes:

- Describe the importance of some moral rules.
- Reflect on 'doing what is right', and apply at least one moral rule that has been discussed in the unit.

### Vocabulary

moral rules

the concept of volunteerism

morals

rights

duty

social values

moral values

**1** How do you apply moral rules to control behaviour? Look at the pictures. Discuss with your classmates the moral values they represent.



A female specialist helps a turtle



A relief worker gives water to an abandoned Nigerian child

**2** Read the story about the integrity of a taxi driver in the Philippines. Then discuss with your classmates the questions that follow.

On January 17, 2016, a Filipino taxi driver took an Australian businessman to Baguio city in the Philippines. When he was getting out of the car, the businessman was in a hurry and left his bag behind. 'He got out of the taxi and forgot his luggage,' said the driver.

When the businessman realised what had happened, he went immediately with his friend to the police station. 'We arrived at the police station to report the missing luggage, but found that the taxi driver had got there before us. We were so happy when we saw him there with the luggage. It was a wonderful moment that showed he was a man of principles,' said the businessman's friend.

The story received a lot of attention. The Philippines government gave this honest taxi driver a certificate of appreciation and praise during a special ceremony. And he also received another unexpected reward. The Vivixx Academy and the Fast Track Coding Boot Camp, based in Australia, offered the driver a six-month scholarship to learn computer coding. Upon completion of this course, an Australian company promised to offer him a job as a reward for his honesty.



Taxi in Manilla

- a.** What do you think would have happened if the driver had not brought the bag to the police station? What would you have done if you were the driver? Why?
- b.** Conduct a questionnaire in class. Ask your classmates to name the three most important moral rules that should be applied in class, in the playground, on the school bus, at the school library, in the laboratory, etc.

### 3 The UAE regards human rights as a top priority. Read the text.

Then complete the activity that follows.

The UAE is committed to promoting and protecting human rights at home and throughout the world. The pillars of the State's foreign policy are based upon the principles of justice, equality and the observance of these rights.

The UAE regards human rights as a top priority in accordance with the international standards of human rights, and is committed to continuously improving its laws and practices, all rooted in the cultural heritage of the people of the UAE, and values that enshrine the principles of justice, equality and tolerance.

- a. Suggest a list of five rights and a list of five duties that you should respect in order to preserve human rights in your community and throughout the world.
- b. Work in groups. Prepare a study on how people apply moral rules by observing their actions in society, institutions, schools and other places. Then present the results of your study in class.

#### **4 Voluntary work is an essential activity that reflects the moral values in our community and the world. Read the text about the voluntary work in Germany and the UAE. Then complete the activity that follows.**



A German healthcare worker in Burkina Faso

During their leisure time, one third of Germans participate in voluntary work and activities for charitable purposes. Such activities help people develop moral values, such as integrity and honesty, and social values, such as tolerance and helping others. Joachim Gauck, who was president of Germany between 2012 and 2017, described this as 'free but invaluable activity'. Charities and other organisations that provide assistance for public benefit need people to work voluntarily and be socially responsible by, for example, offering aid during sporting events or caring for the elderly.

In the United Arab Emirates, HH. Sheikh Mohamad Bin Rashid Al Maktoum launched volunteers.ae, the National Volunteer Platform in Dubai. This platform aims to encourage more people to do volunteer work in the UAE by facilitating the process of volunteering. It also serves as a medium between volunteers and volunteer opportunities offered by public and private sector organisations. Individuals can register and apply for volunteer roles on the website, and can use the platform to search for opportunities according to their interest, skills and experience.

The Ministry of Community Development received a great response from people from all areas of society to the volunteer opportunities made available on the platform. Several members of the council of ministers registered with the platform due to their belief that volunteering has a humanitarian value and an important role in building and developing our society.



Emirati volunteers in action

- a.** Voluntary work is a moral duty towards society. Explain the concepts of both voluntary work and moral duty.
- b.** Did you know that anyone over the age of six years can volunteer in the Dubai Volunteering Program? Design an activity or task that will benefit you and the school so that you will be an example for other students to follow.

## 5 The application of moral values is reflected in the protection of the environment. Let's consider the efforts of the UAE and Finland in this respect. Read the text. Then complete the activity that follows.

### In the United Arab Emirates

Environmental protection is the main objective of the UAE's development policies, which aim to increase green spaces and develop water resources. The UAE has developed a set of laws to ensure environmental sustainability, and has joined the world in recognising environmental problems through the signing and ratification of environmental conventions. Environmental protection bodies organise educational campaigns at the level of each emirate or in co-ordination with the concerned federal authorities to conduct such campaigns at federal level.

### In Finland

The environment in Finland is in a positive and healthy state. For example, Finland has a specialised plant to deal with waste, with all the waste from trees used in the timber industry used to generate energy. Finland's industrial sector has an excellent reputation in environmental protection, which has likely been a positive factor in the spread of factories across the country.

Finland has also entered into many significant agreements with the European Union designed to address environmental challenges.

- a.** In your opinion, what is the connection between moral values and environmental preservation? Give examples.
  
- b.** Conduct a team exercise with your classmates that benefits the school environment. Submit a report after implementing this work. In the report, explain the implementation steps and methods.

## 6 Deduc from these images:



Students in the United States cleaning their town



A young man helps an elderly lady carry a shopping bag and cross the street

- a. The moral rules reflected in the images.
- b. The importance of practising ethics in daily life, and its impact on individual and society.

## 7 Read the quote. Then complete the activity.

'Without morality and good behaviour, and without learning, nations cannot build their generations nor do their duty. The nation's civilisation is built through knowledge, good manners, integrity, knowing the past and looking forward to the bright present and future.'

Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him)

- a. Identify with your classmates the values that you want to enhance in your school.
- b. Work with your classmates to develop a project to raise awareness and instill global moral values among children at the primary stage. Be sure to explain the steps of developing and preparing the project. The project could be a theatrical performance about moral values and their importance in our lives. Or it could be an open day for values, interspersed with recreational activities and artistic projects.
- c. Launch a media campaign to support your project. Discuss it with parents, asking them to participate and help support. Invite some of them to participate in preparation for the values' open day.

## Unit 2

# Making Good Decisions

**Lesson 1** Staying Safe at Home and Outside

**Lesson 2** Responding to Harmful Situations

**Lesson 3** First Aid

**Lesson 4** Ways of Protection Against Crimes

**Lesson 5** Thinking About Crime



What risks might you encounter in your daily life and  
how can you protect yourself from them?

**What is a risk?**

**What are the consequences of taking risks?**

**What actions should you take when you are at risk?**

**How can you protect yourself from risk?**



## Lesson 1

# Staying Safe at Home and Outside

## Learning Outcomes:

- Understand what is meant by risk and consequence.
- Understand dangers that might occur in the home and local environment.
- Identify and apply ways to respond to danger (e.g. by contacting emergency services).

### Vocabulary

risk

consequence

danger

environment

1 Write a sentence that explains what (a) a risk and (b) a consequence are. You may use the word bank to help you.

chance	danger	happens
punishment	take	result
outcome	action	unknown

a. A risk is: .....

b. A consequence is: .....

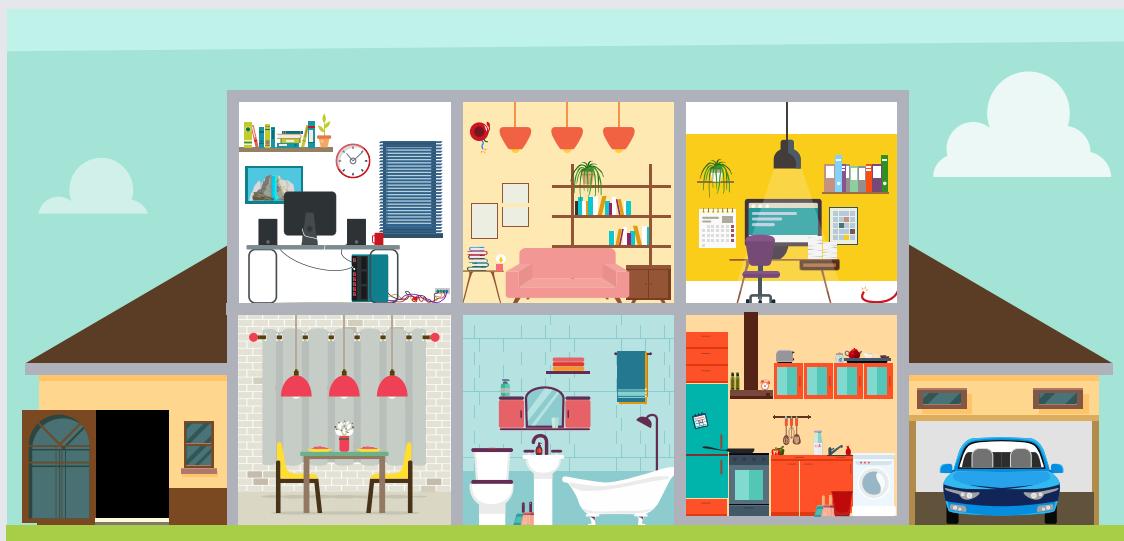
Now that we have explored what a risk and a consequence is, list two examples of a risk and two examples of a consequence.

Risk	Consequence
.....	.....
.....	.....
.....	.....
.....	.....

## 2 Follow the instructions below to complete the list.

Tools used in our daily activities can be the cause of danger. We must be aware of these so that we can keep ourselves and our families safe.

Below is an image of a house. See how many risks you can spot in this house and make a list of them.



Now put your list in order. Start with the one that is the highest risk to the residents of this house.

- .....
- .....
- .....
- .....
- .....
- .....

**3** While there are hazards in our homes, there are also hazards in our local community.

Look at the pictures below. Discuss the risks in each of these situations. Then suggest a way to keep yourself and others safe from the danger in the pictures.



**1**

Risk: .....

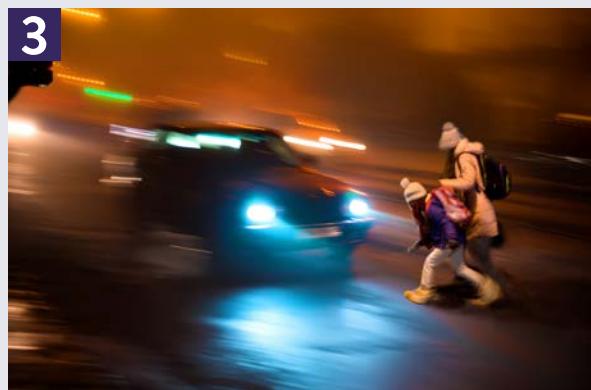
Safety measures: .....



**2**

Risk: .....

Safety measures: .....



**3**

Risk: .....

Safety measures: .....



**4**

Risk: .....

Safety measures: .....

#### 4 Inappropriate practices can lead to damages or to dangerous situations in the local environment. They can harm you and others in the community. Read the story below and answer the questions that follow.



In Kenya, volunteers have cleaned up 6,000 kg of plastic waste to try to reduce the amount of plastic dumped into the ocean. The effort was part of a global initiative called the *International Coastal Cleanup*. It takes place every year around the world. In 2015, about 800,000 volunteers collected over 8,000,000 kg of plastic around the world.

But the initiative is only a drop in the sea compared to the size of the problem. Experts say that 8,000,000 tons of plastic ends up in the ocean every year. Some of the plastic floats on top of the ocean and gets washed up on the beach. More of it breaks down into tiny pieces and is eaten by birds, fish and other sea creatures. When humans catch the fish and eat them, they're eating the toxic plastic as well. What's more, the chemicals from the plastic can dissolve into the water, with a harmful effect on the environment.

Researchers say that 20 countries are to blame for more than 80% of the plastic that goes into the sea each year. China is the biggest offender, with the United States in 20<sup>th</sup> place. Sometimes, the plastic goes straight into the ocean from people who don't pick up after themselves at the beach. Sometimes, it comes from litter in cities, washed all the way to the sea by rivers and streams. Some of it is thrown over the side of boats and ships.

As a result, there are whole islands of plastic in the Pacific Ocean, swept together by currents from all over the world. Some of the islands are large enough for people to walk on. By 2050, experts say, there will be more waste than fish in the world's oceans.

a. **What are the risks of having plastic in the ocean?**

.....

b. **What can people do to stop plastic ending up in the ocean?**

.....

c. **Do you think there should be consequences for throwing away plastic carelessly?**

.....

## 5 Read this story about a woman who was attacked on her way home, and then answer the questions that follow.

A woman was attacked, robbed on her way home from work

The police in a town are searching for two suspects who allegedly assaulted and robbed a woman on her way home from work last week.

It happened on Aug. 25 around 8:30 p.m.

The victim told police that she was walking home from work alone when she was suddenly attacked from behind by two men.

Police say the victim was thrown to the ground and then robbed.

The suspects are described as men in their 20s or 30s, wearing all dark clothing.

The victim was transported to a nearby hospital where she received medical treatment and was released.

a. How do you think the woman felt after she was attacked?

.....

b. What actions could she have taken to keep herself safe?

.....

c. Are there any dangerous areas in your community?

.....

d. Suggest one way you could keep yourself safe on your way home.

.....

## 6 Complete the following activity.

A risk is: .....

A consequence is: .....

Risks that can lead to dangers in home	Risks that can lead to dangers in community
..... ..... .....	..... .....

I can keep myself safe by: .....

I can keep others safe by: .....

## Lesson 2

# Responding to Harmful Situations

## Learning Outcomes:

- Understand what is meant by risk and consequence.
- Understand dangers that might occur in the home and local environment.
- Identify and apply ways to respond to danger. (e.g. by contacting emergency services).

### Vocabulary

fire

ambulance

safety

#### 1 Find the keywords.

E	J	C	C	P	Z	O	J	W	E	G	T	H	V	V
R	C	R	A	D	O	B	L	C	C	J	N	P	O	Z
G	M	N	N	G	C	L	N	K	V	R	E	G	T	I
M	Y	O	E	M	P	A	I	F	H	F	M	F	E	A
K	T	P	A	U	L	O	R	C	R	M	N	S	D	X
F	L	H	N	U	Q	D	K	I	E	Y	O	Q	X	I
O	C	V	B	W	R	E	E	R	G	U	R	S	U	B
T	H	M	E	R	I	F	S	N	K	J	I	A	Z	N
D	A	N	G	E	R	R	E	N	E	H	V	F	N	D
Z	A	W	R	Q	X	Y	J	W	O	M	N	E	Z	I
V	G	I	X	X	D	G	J	N	U	C	E	T	H	K
H	S	G	W	C	E	T	C	Q	B	V	A	Y	L	Z
K	H	E	P	Y	E	F	Q	U	D	A	J	H	Y	A
F	M	M	P	P	K	O	V	Q	B	M	S	E	H	O
E	V	M	X	T	O	Z	M	H	L	A	M	A	L	A

#### Keywords from last lesson

#### Keywords for this lesson

## 2 Karim is a very brave boy. Read his story and then answer the questions that follow.

### Quick-Thinking can Save Lives

Karim is a very brave boy. And his father is a very lucky man!

When Karim came home to find his father lying on the floor, he knew something was wrong. He gently shook his father and called his name, but he got no response. Feeling how cold his father's hand was, he knew this was a medical emergency.

Without hesitating, Karim took out his phone and dialled 998. Soon, an ambulance was racing to his home.

"We learned about first aid in school," Karim explains. "I know how to handle small injuries and cuts. But I also know what I can't do! Sometimes all you can do is call in the emergency services in the United Arab Emirates."

Although Karim's father, Waleed, had suffered a severe heart attack, the ambulance crew was able to revive him on the way to the hospital. Thankfully, Waleed, his father, made a full recovery and is looking forward to getting back home.

"I can't believe how lucky I was," Waleed says from his hospital bed. "It all happened so quickly. I was walking to the kitchen when suddenly I felt a massive pain in my chest. I knew it was nothing good, so I reached out for my phone to call my doctor. However, before I knew what was happening, I was on the floor."

Karim's quick thinking saved his father's life. If he had hesitated or called the wrong people, the story might not have had such a happy ending.

"I'm no hero," Karim modestly says, with a teenage shrug. "Our teacher taught us that we have to be prepared for emergencies. We all memorised the emergency phone number. So when I saw my father on the floor, I knew what number to call."

"Would your children know which number to call in a similar situation?" Waleed stresses the importance of teaching your children how to cope with emergencies.

"It saved my life," he says. "One day, your children might save your life too."

Karim just smiled and shrugged again.

a. Why does the writer say Karim was brave?

.....

b. How did Karim know it was a medical emergency? Would you have known it was an emergency?

.....

c. Why does Karim say he's no hero?

.....

d. What do you think might have happened if Karim had not known the number of the emergency services?

.....

**3** Look at the images below and decide which emergency service should be called. Write the name and number of this service and the reason for it.

**1**



Service: .....

Phone number: .....

Reason: .....

**2**



Service: .....

Phone number: .....

Reason: .....

**3**



Service: .....

Phone number: .....

Reason: .....

**4**



Service: .....

Phone number: .....

Reason: .....

**5**

Service: .....

Phone number: .....

Reason: .....

**6**

Service: .....

Phone number: .....

Reason: .....

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

The most important thing you need to do when there's a fire is to call the fire service. What could trigger a fire and what are the measures taken to keep you safe?

A fire requires the following: heat to light the fire, oxygen to keep the fire going, and fuel to burn. When you know that, it's easier to understand why you do the things you do to stop a fire.

For example, have you ever heard the words: "Stop, drop and roll?" That's what you're supposed to do if your clothes are on fire. You stop where you are, you drop to the ground, and you cover your face with your hands and roll around on the ground. The reason is that when you roll, the fire can't get oxygen – so it might go out. You should never run if your clothes are on fire.

Suppose you're in a house that's on fire. There is no fire in the room you're in, but the door is closed. You want to open the door, but the doorknob is hot. Do you know what to do? It might sound surprising, but you shouldn't open the door. If you can't get out of a window, wait for help. Don't hide under a bed or sofa, because that will make it more difficult for a fire fighter to find you. Try to attract attention and wait where you are until someone can get to you.

Many schools and homes have fire extinguishers, and you should learn where they're kept and how to use them. Fire extinguishers are full of special foam. When the foam covers the fire, the fire can't get oxygen, so it stops burning.

A house made of wood will burn much faster than a house made of brick. Papers and leaves and garbage are good fire fuel as well – so make sure you keep rubbish away from heat, like electrical outlets or candles or cooking appliances.

a. **What kind of things could light a fire? What kind of things could be fuel for a fire?**

---

---

b. Why should you not run if your clothes are on fire?

.....

.....

c. Why should you not open the door if the doorknob is hot? Think of the three things that the fire needs?

.....

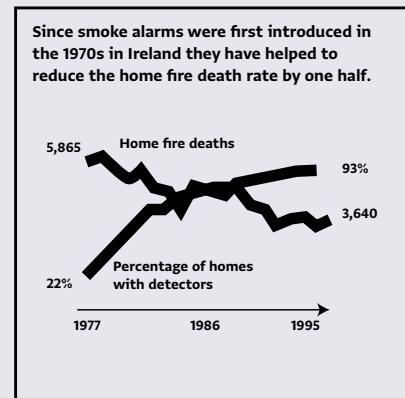
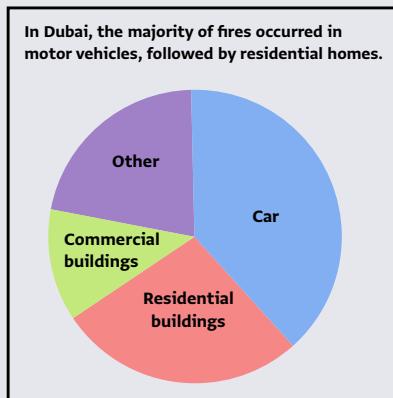
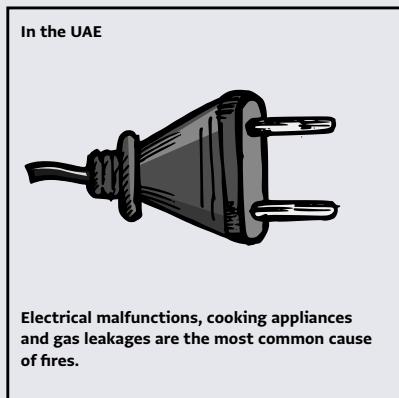
.....

d. Why does a house made of wood burn faster than a house made of brick?

.....

.....

## 5 Look at the diagram and discuss the questions below.



a. Why do you think the number of fires that occurred between 1977 and 1995 has decreased?

.....

b. How important is it to have a smoke detector?

.....

c. Why do you think older people are more at risk of dying in a fire?

.....

d. What could you do in your home to protect yourself from a fire?

.....

e. What could you do in your home to protect yourself from a fire?

.....

Look around the school for any fire hazards, for example fire escapes being blocked. As a class, think of a way to address to address fire safety in your school.

**6** Consider an emergency that hasn't been discussed in this lesson. Write the emergency.

Write what the risks are. Write what you should do in the situation.

Emergency:

.....

.....

Risks:

.....

.....

Action:

.....

.....

## Lesson 3

# First Aid

## Learning Outcomes:

- Identify and apply ways to respond to danger (e.g. by contacting emergency services).
- Recognise basic first-aid skills.

### Vocabulary

first aid

care

recovery

### 1 Complete the following activity.

There are many different incidents that require first aid. Would you know how to perform first aid if one of your friends was injured?

a. First aid is:

.....

b. Why is it important to know first aid?

.....

## 2 Read about the work the Emirates Red Crescent carries out and answer the questions that follow.

"The Emirates Red Crescent is a volunteer humanitarian organization that supports official authorities in times of peace and war. It was established on 31 January 1983 and was internationally attested as a member of the International Federation of Red Cross and Red Crescent Societies in 1986. In 2001, the The Emirates Red Crescent was selected as the second best humanitarian authority in Asia. The Authority works to support the official authorities in times of peace and war, in accordance with the provisions of Article (26) of the First Geneva Convention of 1949.

In times of peace:

- Organising awareness programmes, providing first aid, protecting and controlling epidemics, paying attention to social issues, providing various humanitarian assistance for vulnerable, needy people and victims of accidents and disasters.

In times of war:

- Transferring and treating the wounded and assisting prisoners according to the Geneva Conventions.
- Providing first aid and relief to victims.
- Protecting civilians and sheltering the displaced and homeless.
- Searching for missing persons and reuniting separated families.

Our values

- Transparency, credibility and enlightening public opinion by the authority's efforts locally and internationally.
- Humanitarian Partnership with civil society institutions.
- Creative and effective cooperation with humanitarian and charitable organisations locally and internationally; to meet the needs of the vulnerable and afflicted.
- Encouraging and stimulating voluntary work as a value in itself.

a. Give some real-life examples of Red Crescent work. Say how the Red Crescent's intervention alleviated people's suffering.

.....

.....

b. Design a poster for the Emirates Red Crescent outlining the work that it does.

### KEY FACT

Red Crescent Day is May 8<sup>th</sup>.



The Emirates Red Crescent in action

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

Choking can be scary. It can happen in a second, so it is good to be prepared. Here are the steps that are done if a person is choking.



1. **Ask a question.** If the person cannot respond or is having trouble breathing, then it is severe choking.



2. **Hit the back.** Bend the choking person, wrap an arm around their chest and with your free hand give them 5 blows in the back, just between their shoulder blades.



3. **Give abdominal thrusts.** Following the back blows stand behind the choking person (if a child, kneel down behind him). Next place a fist above their belly button, cover with your other hand, and do five sharp inward and upward thrusts.  
Note: This procedure can cause harm to young children and should preferable be performed by a professional.

Repeat step 2 and 3 until the person stops choking.

a. Make a list of items that may cause choking.

.....

b. How would you know that someone was choking?

.....

c. How do you think it might feel if you were choking?

.....

d. Why could abdominal thrusts be harmful to babies under 1 year of age?

.....

## 4 Now that we have looked at what to do when someone is choking we look at how to put them into the recovery position.

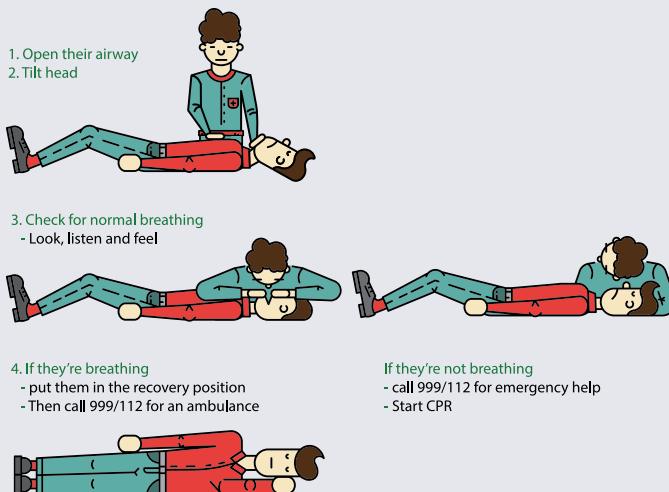
The recovery position is: .....

Look at the steps to be followed when helping someone who is choking. Those steps are based on the information available on posters from St. John's Ambulance, a first aid organisation in the UK. Then answer the questions below.

a. Discuss with your classmates at least three situations where you might use this.

b. In groups of three, practice putting each other in the recovery position.

### WHAT TO DO IF SOMEONE IS UNRESPONSIVE



## 5 Now that you have learned some first aid skills, read each story below and decide how you would react to them. Look at the instructions below and carry out the activities that follow.

### Scenario 1



You are playing football with your friends. Suddenly one of the players collapses on the pitch. He appears to be unconscious, but is still breathing.

Action:



You are having lunch with your friends. One of your friends is telling a story while he's eating. He gets excited and chokes on his food. "Help me," he gasps.

Action:

### Scenario 2



You are out shopping with your parents in a busy street. You notice an old woman going slowly down the stairs. Suddenly she falls to the ground. She looks to be in deep pain and points to her leg.

Action:



You are walking down the street and you see a man walking unsteadily towards you. He is clutching his chest and trying hard to speak. He then doubles over and collapses on the road. You run over to him but he is unable to speak. He keeps pointing at his chest.

Action:

**6** Think of a scenario that hasn't been mentioned in this lesson. Write the scenario and what first aid you should be given in that situation.

Scenario: .....

.....  
.....

Action: .....

.....  
.....

## Lesson 4

# Ways of Protection Against Crimes

## Learning Outcomes:

- Understand how they can protect themselves and others from being victims of crime.
- Discuss the risks and possible consequences of irresponsible behaviour, and how it may lead to criminal punishment.
- Consider how irresponsible and inappropriate behaviour is treated in school and in society.

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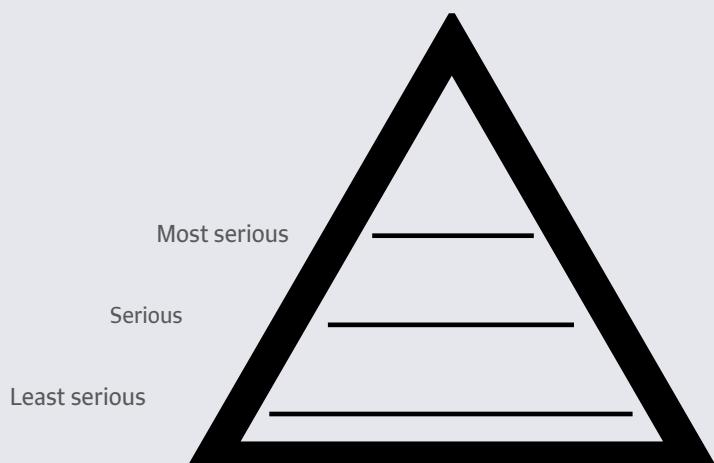
### Vocabulary

crime

victim

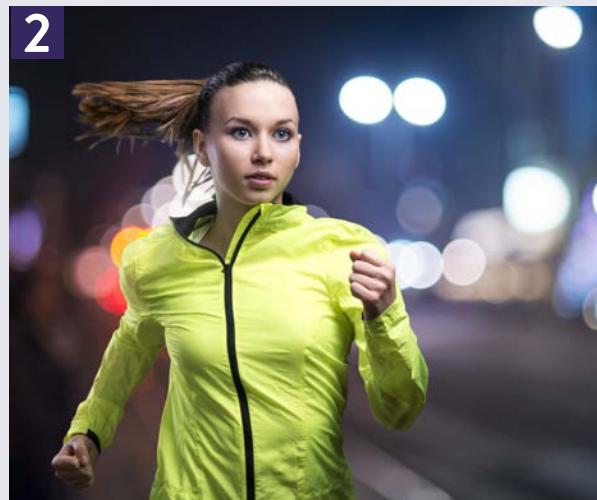
humanity

- 1 Think of as many crimes as you can. When you have completed your list, place them in order of most serious to least serious.



## 2 Examine the images below and complete the activity.

- Suggest a way the person in each picture could better protect themselves from crime.
- Choose one image and write a story about what is happening in the picture.



Protection

---

Protection

---



Protection

---

Protection

---

### **3** Read about family relationships in the UAE and answer the questions that follow.

The role of the family is an essential element of Emirati culture; it signifies unconditional and endless love, care, respect and support.

People in the UAE have always been very proud of their large families. Emirati families take the form of the extended family, which means that parents, children, grandparents, and in-laws often share one household. Old Emirati houses were designed to be large and spacious so that there would be enough room for everyone, and the same concept is still followed when designing today's modern houses. And if there's no room left inside the parents' house, the extended family will try to live in the same neighbourhood. This is the way that Emiratis are used to living.

Family is like a wall of protection. It gives you a feeling of safety and makes you aware that, no matter what, there is always someone there who will offer you support. Being part of a family means that a person feels loved, safe, supported and always knows that there is someone there for them, even if there has been a misunderstanding or conflict. The bonds of a family are more important than all other issues and they can help overcome any obstacles that life might bring.

- a. How do UAE family relationships affect a person's sense of security?**
  
- b. Imagine that one of your family members was in a difficult situation. How would you and other family members react?**

## 4 Read the text below, examine the poster, and answer the questions that follow.

Crime doesn't only take place in our communities – it can also take place online. For example, if people are not careful, they can have their bank details stolen or their computers hacked in order to get the user's personal information.

Hackers are looking for all sorts of things when they target you. They might want you to download software that will show them everything you do online. They might be trying to steal your information so that they can sell it. Or they might want to take over your computer or phone to use it to send spam to millions of people.

To protect yourself from online crimes, there are a few things you can do. The most important is to think critically. Does an offer look too good to be true? It probably is. Has your friend shared something on social media that doesn't sound like them? Don't click on that link.

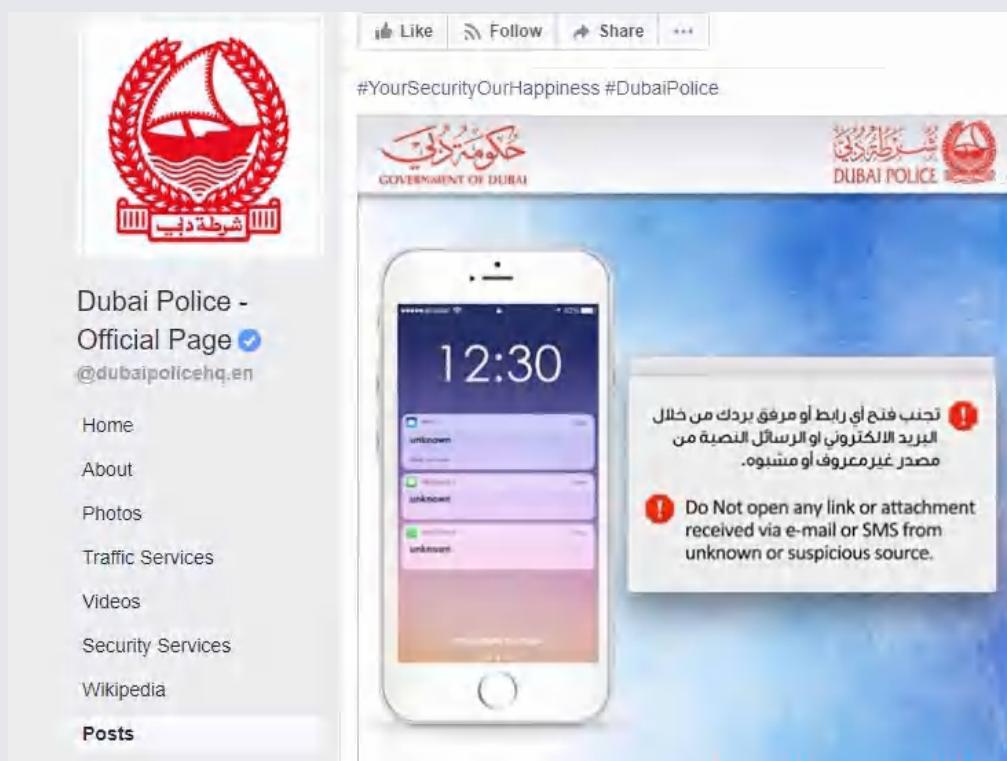
Don't go roaming to strange sites on the web – stick to ones you know and trust. If you're not sure about a site, ask a knowledgeable adult. Don't use the same passwords for every site, and make your passwords long and difficult to guess.

If a website asks you for personal information, think hard before you enter it. Does it need the information it's asking for? Give every site the minimum information possible.

If you think you've made a mistake, don't be afraid to tell – it happens to all sorts of people, adults and kids alike, and the longer you go without taking action, the more likely damage will be done.

The Dubai Police Force has launched a campaign warning of the dangers of online crimes.

**Take a look at their poster:**



a. Why should you not click on a link from a friend if it doesn't sound like them?

.....

b. Why does the writer say "ask a knowledgeable adult"?

.....

c. Why should you not use the same passwords for every site?

.....

d. The poster contains the hashtag #YourSecurityOurHappiness. What do you think this means?

.....

### KEY FACT

Did you know the UAE has one of the lowest crime rates in the world?

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

**Crime is a global problem. Crimes against humanity have been common throughout history. An example of a crime against humanity is mass killing of a particular sect of a population.**

**In Rwanda in 1994 mass killing of the Tutsis population took place. Most of the people that carried out the killing were Hutus. Read Valentina's Story about her experience of living in Rwanda at this time and answer the questions that follow.**

### The Rwandan Girl Who Refused to Die

When I first saw her nearly three years ago she seemed more shadowlike than human. When it came to the time for changing her dressings the girl winced and cried in pain.

The nurse told me the child's name was Valentina. She was 13 and her family had been killed in a massacre carried out by Hutu soldiers and militiamen a few weeks before in the nearby parish of Nyarubuye.

Valentina was among a small group of survivors. "She will probably die," the nurse said.

I left Rwanda shortly afterwards vowing never to go back. However, Rwanda did not go away, nor did the memory of Valentina and the other survivors of genocide. I found myself endlessly questioning: how could this have happened? I was still in search of the answer three years later when I returned.

Within minutes of arriving at Nyarubuye I learnt Valentina had not died. Shortly after I had last seen her she had been transferred to a hospital and, against the medical odds, survived her injuries. Now, meeting her, I saw a tall and beautiful 16-year-old, nothing like the emaciated child of three years previously.

The story of what happened at Nyarubuye is more than a straightforward commentary on humanity's capacity for evil. It began on a Friday afternoon in the middle of April.

The killing at Nyarubuye began with an attack on Tutsis at the local marketplace. After this Valentina fled with her family. That afternoon the killers arrived, led by the local mayor. Valentina recognised many of her Hutu neighbours among the more than 30 men who surrounded the building they were in.

Among the gang of men was a 56-year-old grandfather whose own grandchildren went to school with Valentina. She described what happened next: "First they asked people to hand over their money, saying they would spare those who paid. But after taking the money they killed them anyway."

The killings took place over four days.

The grandfather has confessed some of his crimes and has implicated some of his friends and neighbours. Valentina hopes he will never return to the village. She now lives with an aunt and two other orphans.



a. What happened to Valentina?

.....

b. What do you think she did to protect herself?

.....

c. What consequence could the old man face?

.....

d. Put yourself in Valentina's shoes. In what way do you think the events of 1994 still impact her life today?

.....

**6** Complete the table below. Identify three crimes that you heard about, write how you protect yourself and others from these crimes.

Crime	Protect Myself	Protect Others
.....	.....	.....
.....	.....	.....
.....	.....	.....

## Lesson 5

# Thinking About Crime

## Learning Outcomes:

- Understand how they can protect themselves and others from being victims of crime.
- Discuss the risks and possible consequences of irresponsible behaviour, and how it may lead to criminal punishment.
- Consider how irresponsible and inappropriate behaviour is treated in school and in society.

### Vocabulary

irresponsible

criminal

#### 1 Complete the following activity.

If someone commits a crime, he should expect consequences. What could be the consequences of the actions you see in the images below?



Consequence:

.....

Consequence:

.....

## 2 There are always consequences when people are arrested for committing a crime. Read the article below about two men being arrested and answer the questions that follow.

Two men were arrested as they were trying to break into an automated teller machine (ATM) in an industrial area, police said.

The two men were trying to smash the machine's cover using some metallic tools at 3.30am, but they were arrested within minutes, thanks to the quick response of police patrols.

The deputy director of Criminal Investigation Department said they received a call about two men trying to break into the cash-dispensing machine.

"Within fifteen minutes, police patrols arrived on the scene and arrested the two suspects who were still inside trying to steal money from the ATM," he said in a statement.

The pair confessed to the police that they had planned to steal money from the machine after breaking it open using tools.

Pictures from security camera footage released by police showed clear signs of damage to the ATM.

The duo were referred to the public prosecution to finish the investigation after charging them with attempted theft.

"The fast response to the emergency call helped arrest the suspects within fifteen minutes. We are ready to crack down on criminals and chase them whenever and wherever they commit crimes," the deputy director said.

He praised public awareness and cooperation which have helped the police prevent crimes and ensure safety and stability in the emirate.

a. What crime were the men arrested for?

.....

b. What do you think will happen next?

.....

c. How effective were the police in arresting the criminals?

.....

d. Find out about a crime that happened recently.

### KEY FACT

According to statistics on Abu Dhabi Police's website, the number of crimes per 100,000 population in the UAE was 119.8 in 2011, a figure that decreased to 110.2 by 2013 and continued to fall to 90.6 in 2014 and 83.8 in 2015.

### 3 Many crimes lead to criminals serving time in prison. Prison is used as a form of punishment in countries around the world. Read the article about Austin's time in prison and answer the questions that follow.

Interviewer: Tell us a little bit about yourself.

Austin: My name is Austin and I'm 22. I had a fairly normal life until I was 20. My family lived in the suburbs. I worked hard at school and played sports. I wanted to become a painter when I was younger. I was always fascinated by art.

Interviewer: When did things start to go wrong?

Austin: I like hanging out with people. I always want to be in some group or other. Be cool and impress the others.

Unfortunately, I chose the wrong group!

Interviewer: What happened?

Austin: It was all petty crime at first. Shoplifting and minor vandalism. Break this, steal that. We were all into that. And we were always trying to impress each other. Find a bigger store to rob, find a more expensive gadget to lift, make an impression. Of course, I soon made an impression on the police too!

Interviewer: So you ended up in prison?

Austin: Yeah, and I can't blame anyone but myself. I got plenty of chances to repent, but I just kept returning to that group. We were getting wilder as we got older and things got out of hand. So yeah, prison became my home for a while.

Interviewer: How did you cope with that?

Austin: Prison is just another group, isn't it? More people to impress. If people pushed me around, I pushed back, hard! In prison, that's how you earn respect. And that's how you get into fights!

Interviewer: But then things changed for you again?

Austin: Ray! He was a prison guard who took an interest in me. He changed everything! I was just drawing one day, killing time. You've no idea how boring prison can be. He liked my drawings. He told me about the art classes in the prison. I never even knew about that. I probably wasn't even listening when they told us about it. Too busy fighting!

Interviewer: You've served your time now.

Austin: That's right. I took my punishment and I learned my lesson, and now I've got a new life, and I'm on the straight and narrow. I'm still doing art classes, this time at night in the college. I work in the store during the day to pay for the classes.

Interviewer: Have you got any plans for the future?

Austin: Some day I'm going to exhibit my paintings in town. And Ray is going to come to see them. I'm going to really impress him!



a. List the advantages of imprisonment as a form of punishment.

.....

b. List the disadvantages of imprisonment as a form of punishment.

.....

c. Did imprisonment achieve its aim in Austin's case?

#### 4 Answer the questions below to create a leaflet for a Crime Victims' Helpline.

People who commit crimes are eventually punished. But their victims can continue to suffer daily from the consequences of the crimes they have perpetrated against them. Create a Crime Victims' Helpline leaflet using your answers to the following questions.

a. Do you think the victims of crime need support? Explain your answer.

.....  
.....  
.....

b. Name three effects of crime.

.....  
.....  
.....

c. List three things that this organisation could provide.

.....  
.....

d. There is no slogan on this leaflet. Compose a suitable slogan for the organisation.

.....  
.....

## 5 Read the list of school rules below and answer the questions that follow.

Irresponsible behaviour doesn't always have to be a crime. Irresponsible behaviour can simply be bad behaviour, and it happens in school and society too. If a school rule is broken, there are consequences for the students who break them.

School rules:

- Follow all the instructions and rules of the school and the classroom.
- Behave responsibly so you don't put other people or yourself in danger.
- Take care of buildings, equipments, and property belonging to the school and other people.
- Arrive at school and lessons on time and, if absent, provide the office with a signed note from your parent explaining latenesses and/or absences.
- Participate to promote a positive school community.
- Demonstrate a positive attitude towards studying and learning and act appropriately so as not to disrupt the classroom or the learning of others.
- Show commitment to the heritage and culture of the UAE by behaving honestly and with dignity.
- Show respect to all teachers, school personnel, fellow students, their families, and members of the community.



a. Who makes the rules in school and society?

.....

b. What happens when rules are broken in your school?

.....

c. Do you think we really need rules?

.....

d. What happens when rules are broken in society?

.....

**6** Think of three crimes. Consider the impact of each crime on the victim and suggest a protective measure against it. Complete the table below.

Crime	Impact on Victim	Protective Measure
.....	.....	.....
.....	.....	.....
.....	.....	.....

## Unit 3

# East Asia

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**Lesson 1** The Geography of East Asia

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**Lesson 2** Engineering and Civilization in Ancient China

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**Lesson 3** Chinese Technology, Science and Medicine

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**Lesson 4** Spreading Cultures in China and Southeast Asia

---

**Lesson 5** Culture through Art in China in 1770

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**Lesson 6** Korea's Renaissance (1392-1910 CE)

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**In this term, you will learn about East Asia. You will learn how the people of East Asia affect the natural environment. You will learn the importance of the natural environment to people from the past to the present. It is important to understand the world around you. The more we know about others, the more we understand how to live and work together in the world.**



## Lesson 1

# The Geography of East Asia

**Learning Outcomes:**

- Identify East Asia's major rivers, seas, and land features that make up its unique geography.
- Learn about the emergence of modern East Asia since the Second World War games.

## Vocabulary

Great Wall of China

Sea of Japan

Yellow (Huang) River

Mongolia

Yangtze River

World War II

Grand Canal

The Philippines

East China Sea

Indonesia

Vietnam

independence

colonialism

industrialization

sustainability

# China's Land and Resources



East Asia has some of the most important resources in the world. Some of the resources are natural resources, like mountains, rivers, minerals, and others. Some of the resources are man-made, like the buildings, bridges, dams, and others. The mountains rose to their current height through a process of tectonic plates shifting over millions of years.

One of the most famous man-made structures is **the Great Wall**.

**The Great Wall** was built in stages from 200 BCE and 1644 CE.

It was built to protect China from invaders from the North.

It stretched for over 21,196 kilometres. It is the longest structure ever built.



**The Great Wall is shown in red on the map**

Natural features in China include rivers and waterways that have enabled China to be a prosperous area for thousands of years. The Yellow (or Huang River) and Yangtze Rivers are China's longest rivers and are connected by the ancient Grand Canal. Can you find the Himalaya Mountains with Mount Everest, the highest point on earth?

# Activity 1: Map Reading

Find and list four or more capital cities from the map above.



Capital	Country

## Activity 2: Map Skills

Fill in the blanks with the names of the major rivers and seas in or near China using words from the box.

Yellow (Huang) River

Chongqing

Seoul

East China Sea

Taipei

Taiwan

Guangzhou

Tokyo

North Korea

Shanghai

Beijing

Long River

South Korea



*(Note for students: the formal name for North Korea is the Democratic Republic of Korea, while the formal name for South Korea is the Republic of Korea.)*

The Yangtze River empties into the \_\_\_\_\_ Sea near the major port city of \_\_\_\_\_. The Yangtze River is also known as the \_\_\_\_\_ because it is China's longest river. Another major inland city that the Yangtze flows through is the city of \_\_\_\_\_. The \_\_\_\_\_ flows into the East China Sea. Canals constructed during the Yuan Dynasty in the 1300s connected the Yellow River to the modern capital city of \_\_\_\_\_. Across from the northern China Sea are two countries which, although they share the same Korean language and culture, are separated into two separate countries. These are known as \_\_\_\_\_ or the Democratic People's Republic of Korea, and \_\_\_\_\_.

or the Republic of Korea. The capital city of the Republic of Korea is \_\_\_\_\_.

To the east of Korea is the Sea of Japan and a long island country known as \_\_\_\_\_. Its capital is \_\_\_\_\_. In the East China Sea is an island country known as \_\_\_\_\_. Its capital city is \_\_\_\_\_. It is a Chinese speaking country that was formed after the defeat of the Nationalist Republican forces in 1949, when the Chinese Revolution gained power under Mao Zedong, who formed the Communist Party that rules China today.

In the south of China are two important cities. \_\_\_\_\_ is an important industrial city found inland near the large port city of Hong Kong.

## Activity 3: Check Your Understanding

**Use the map to answer the questions.**

What is the large mountain range in southwestern China?

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---

Which county is north of central China?

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---

Which three countries are northeast of China?

---

---

What is the tallest mountain on earth?

---

---

## Activity 4: Map Skills

Use the map of East Asia and the text to identify and label the locations from the box on the map.

Himalayan Mountains    India    South Korea    Mongolia    North Korea



## Activity 5: Map Skills

List at least two things you learned about China that you did not know before you did the lesson.

## The Importance of Canals in Ancient China

In the past, canals in China were built near the rivers to irrigate farm fields. Over time canals became important transportation routes with the ability to transport barges and boats with goods, food, animals, and people. Important canals in Ancient China included the Grand Canal that connected the two longest rivers in China, the **Yellow River** and the **Yangtze River**. Another canal built during the Qin Dynasty was the Lingqu Canal in Southern China.

The **Grand Canal** is one of the greatest engineering feats of the ancient world. It runs along the north-eastern plains of China. Construction began on the Grand Canal in the 5th century BCE with construction and maintenance continuing ever since.

It was used for transportation and communication across the Empire. By the 13th century, it had been expanded to over 2,000 km of artificial waterways, linking China's river basins. Today, it connects the capital city of Beijing in the north to Zhejiang province in the south.. These tools included small hand-axes and tools for cutting up food. Scientists determined that the stone tools were buried between about 130,000 and 95,000 years ago.

### Activity 6: Check your Knowledge of Canals

Use the texts and maps to answer the questions.

What was the largest canal? \_\_\_\_\_

When was it built? \_\_\_\_\_

**List at least three ways that canals were important to the people in Ancient China.**

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## Notes

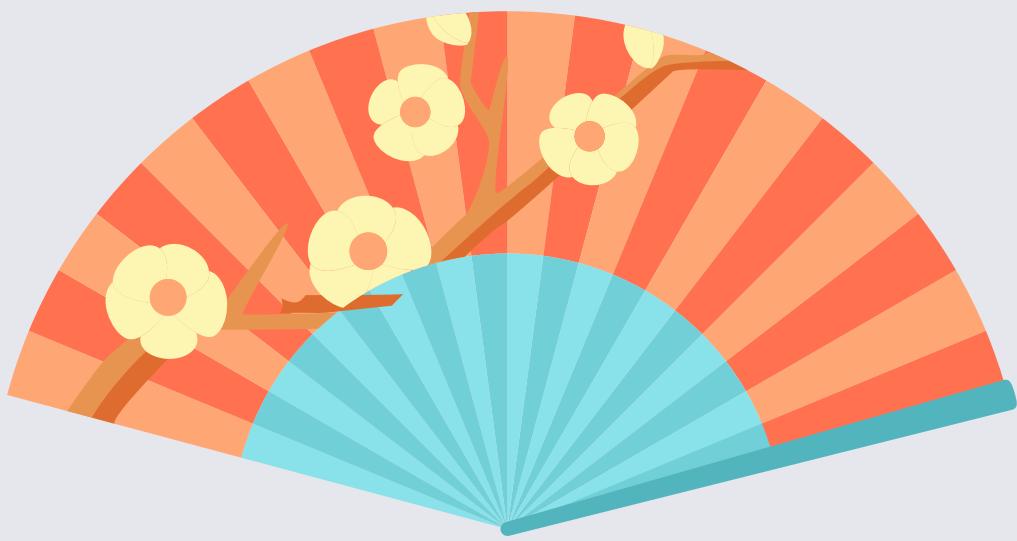


## Activity 3: Features on Map

Use the map to write the names of natural features in China.







## **WARM UP MIND MAP**

In groups, make a mind map of some of the important information you learned about countries in East Asia and Southeast Asia.

## COUNTRIES IN EAST AND SOUTHEAST ASIA

Philippines

China

Japan

South Korea

Indonesia

Malaysia



At the start of World War II in 1937, many parts of East Asia and Southeast Asia were controlled by European, American, and Japanese colonial powers. The map shows that French, British, Dutch, Japanese and Americans occupied or controlled areas that are independent countries today. The map shows that only Thailand and the Republic of China were independent when the war broke out. Some parts of China, such as Manchuria to its Northeast, were a part of the Japanese empire.

In 1937, Japanese armies invaded China. Chinese of all ages fought against the Japanese occupation. The Japanese continued to expand with their land and naval forces to Southeast Asia and the island nations of the Philippines, Indonesia, and many of the Pacific Islands. The war raged for eight years.

Eventually, the United Kingdom and its Commonwealth countries of Australia, India, New Zealand and Canada, called the Allied forces, entered the war. The United States joined the Allied forces, using Hawaii as its base in Southeast Asia. Late in the war, the Soviet Union joined the Allied forces in the effort against Japan and other countries known as the Axis powers.



## Activity 7: Concept Check - Answer the questions

When did World War II start for people in China?

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Which countries were colonized (claimed as a part of another country).

---

Which countries were not colonized at the time?

---

Which state of the United States of America is a part of Southeast Asia?

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## Activity 8: Interpreting a Map

Fill in the dates of independence for these selected countries in East Asia and Southeast Asia. Some small city-states, territories and countries are not included, such as Hong Kong, Macau, Taiwan, but you can look these up later.

After you've filled the dates of independence in, consider how new these countries are, yet they retain a long history of their own culture and national identity that preceded the colonial phase of occupation and control.



### Fill in the Dates of Independence for the Country

- Vietnam (1945)
- Cambodia (1953)
- Laos (1953)
- Burma (Myanmar) 1948
- Malaysia (1957)
- Indonesia (1945)
- Philippines (1946)
- North Korea (1945)
- South Korea (1945)
- Singapore (1963)
- Brunei (1983)

Why do you think some countries became independent later than others?

## Activity 9: Reflection

Asia's Transformation – a photographic essay. View the images of Osaka, Japan, and Chongking, China, and reflect on how the industrialization and urbanization has transformed the region since the end of World War II in 1945.



Write a reflection that compares it to the images from World War II for the same locations.

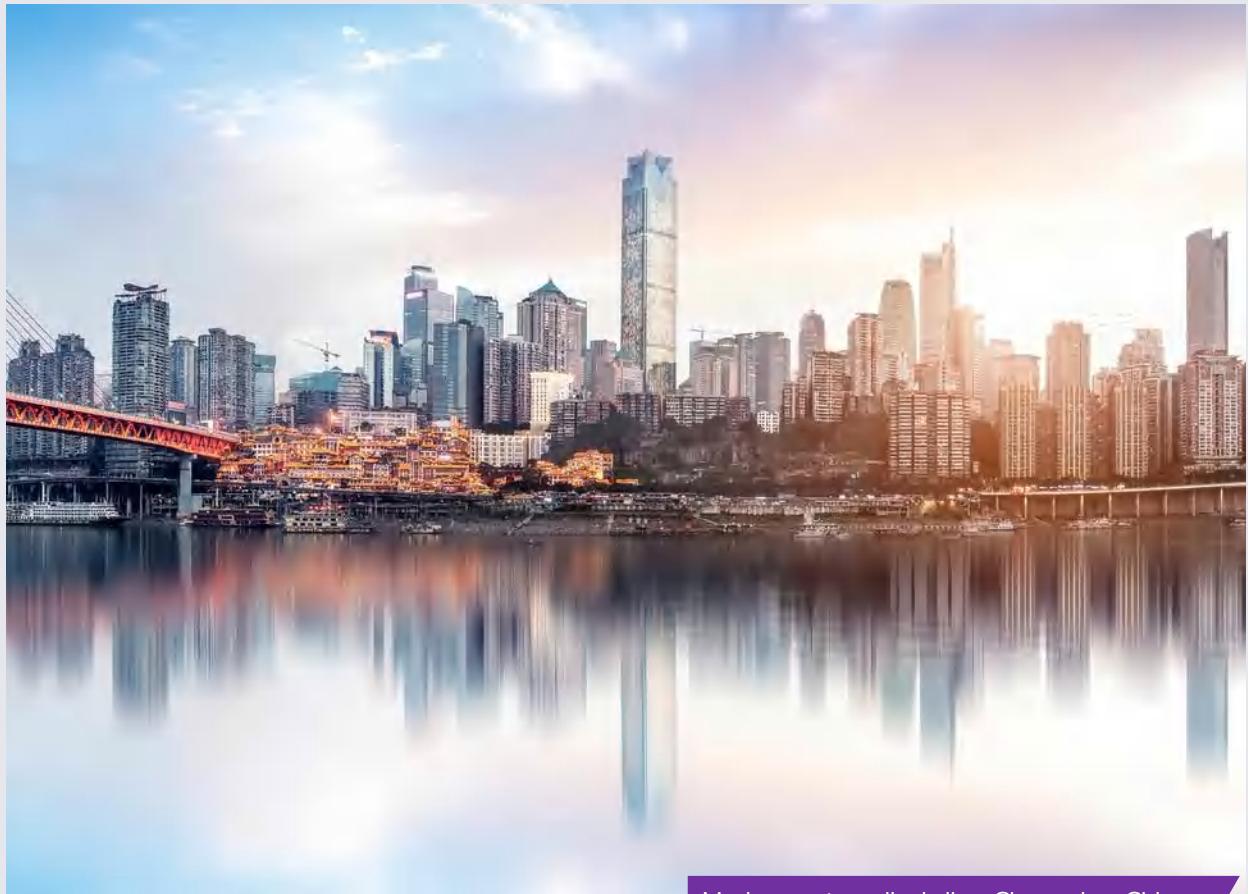


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Modern metropolis skyline, Chongqing, China

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## Activity 10:

Find and name the capital cities of the Southeast Asian countries shown on the map.



Political Map of Southeast Asia

Fill in and match the capital city names on the map above with the name of the country.

**Phnom Penh**

**Singapore**

**Jakarta**

**Dili**

**Kuala Lumpur**

**Bangkok**

**Vientiane**

**Hanoi**

**Nay Pyi Taw**

Capital City	Country
	(Myanmar (Burma
	Thailand
	Cambodia
	Laos
	Vietnam
	Malaysia
	Singapore
	Indonesia
	East Timor (Timor

## Activity 11: Reflection

In East Asian countries and elsewhere in the world, it is the moral duty of good government to provide for the welfare and good of its citizens. Fill in the gap below using each of the key words below and explain how they contribute to the successful establishment of a civilization.

**Keywords:**

**ancient cities, modern cities, city planning, transportation, ports, public spaces, commercial areas, residential neighbourhoods, infrastructure; public hospitals; public schools**

We find evidence of the development careful design and \_\_\_\_\_ in both \_\_\_\_\_ of the past as well as in the \_\_\_\_\_ of the present day. Cities along the coast served as \_\_\_\_\_ that allowed trade by sea. Transportation between the coastal cities and towns required \_\_\_\_\_ and building of roads to connect them with the cities of the interior and agricultural areas. Governments also needed to provide \_\_\_\_\_ for the delivery of clean water, the building of sewers, and other engineering projects, like bridges and streets. Well-planned cities feature \_\_\_\_\_ where people gather, \_\_\_\_\_ where shops and markets are found, and \_\_\_\_\_ where housing is built. When cities grow, we find the establishment of vital services for the public, including \_\_\_\_\_ to care for their health, and \_\_\_\_\_ to provide education for all.

## Lesson 2

# Engineering and Civilization in Ancient China

## Vocabulary

metal technology

Ancient China, Grand Canal

bronze casting

The Great Wall of China

Shang Dynasty

terracotta (clay)

Han Dynasty

Confucius

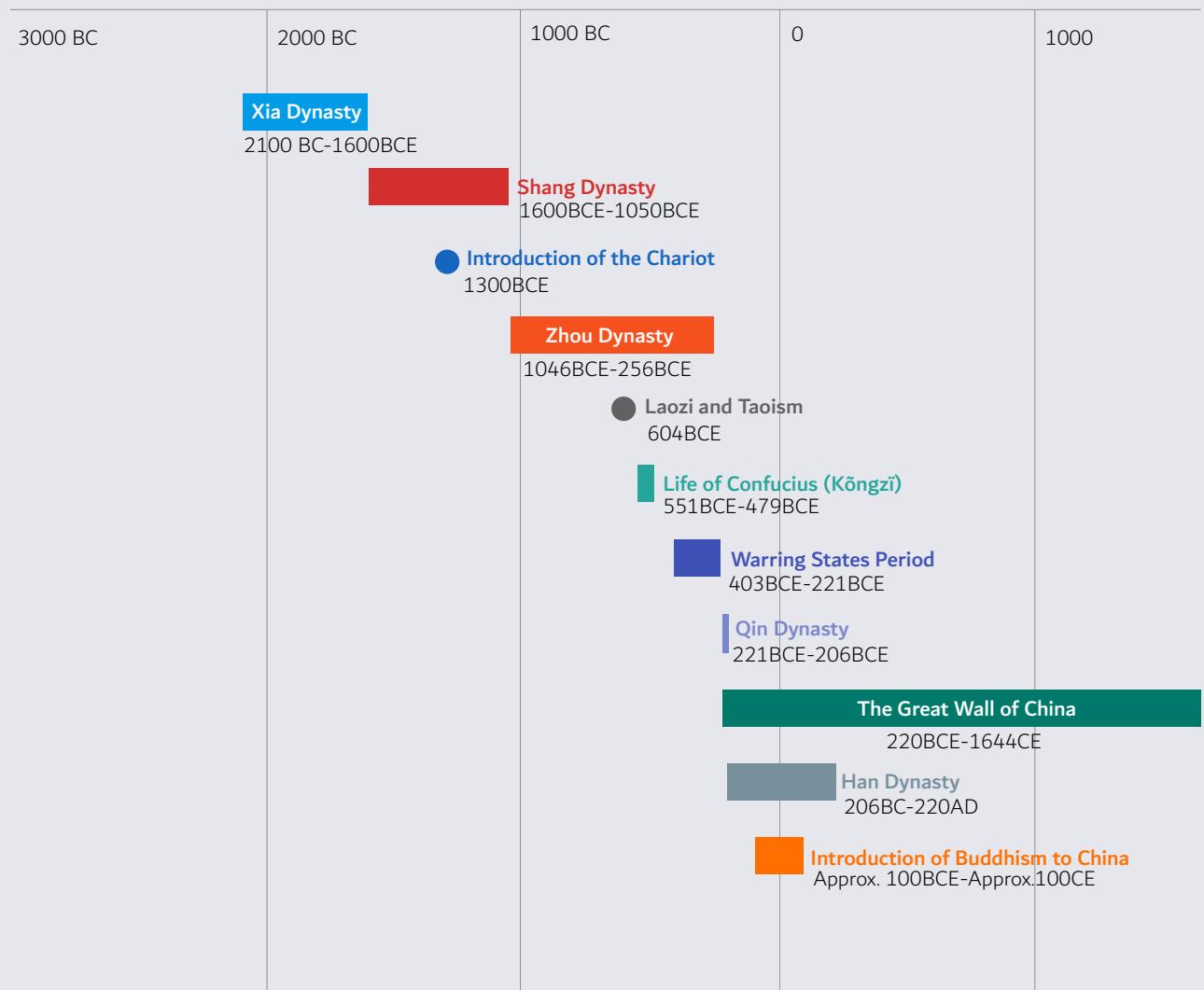
The Analects

### Learning Outcomes:

- Learn about life in ancient China by examining the engineering and metal technology of Ancient China, and the building of the Grand Canal.

## TIMELINE OF CHINESE HISTORY AND DYNASTIES TO 200 CE

The timeline lists dynasties in Chinese history and major milestone of each.



	<b>Xia Dynasty</b> 2100 BC-1600BCE	The Xia (Hsia) Dynasty
	<b>Shang Dynasty</b> 1600BCE-1050BCE	Its capitals were located near the present-day cities of Zhengzhou and Anyang
	<b>Introduction of the Chariot</b> 1300BCE	
	<b>Zhou Dynasty</b> 1046BCE-256BCE	The Eastern Zhou Dynasty flourishes and moves the capital of the city of Luoyang
	<b>Laozi and Taoism</b> 604BCE	Laozi was an early philosopher and writer of legal texts and a book called Tao Te Ching, or Tao that formed the basis of philosophy known Taoism. Taoism states that the source of existence is unseen and that one must live in harmony with it.
	<b>Life of Confucius (Kōngzǐ)</b> 551BCE-479BCE	Confucius (Kōngzǐ) was one of the world's great ancient philosophers. His teachings and philosophy and morals inspired the development of Chinese civil servants and teaching. He taught the Way of the Dao, a universal order, that were written down by his students as Analects or texts to be studied by later generations.
	<b>Warring States Period</b> 403BCE-221BCE	A long period of civil war that ended the Zhou Dynasty. It ended with the victory and establishment of the Qin Dynasty.
	<b>Qin Dynasty</b> 221BCE-206BCE	Qin (Ch'in) Dynasty was ruled by China's first emperor, Qin Shi Huangdi, who died in 210 BCE.
	<b>The Great Wall of China</b> 220BCE-1644CE	The Great Wall is the world's largest and longest structure and was built over many centuries. The best known and most substantial portions were built during the Ming Dynasty 1368 - 1644.
	<b>Han Dynasty</b> 206BC-220AD	

## Activity 1: Interpreting Photos

The pictures show artefacts or structures from ancient China. Describe the artefact or structure in one or two sentences. What was it used for? Answer the questions next each picture.



**Bell: Eastern Zhou Dynasty (475-221 BCE)**

What does this bell show about the development metalworking in ancient China?

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**End of Grand Canal in Beijing in 1900**

How do you think workers dug the canal in 1900?

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Why do you think that in later centuries, during the Ming Dynasty, the Grand Canal was extended to Beijing?

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## Activity 1: Interpreting Photos



**Grand Canal, a UNESCO World Heritage Site, at CHINA, Hangzhou.**

Why do you think the bridge at Hangzhou is arched so high above the canal?

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It is known as the longest artificial river in the world, Why?

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## Terracotta Army, part of the First Qin Emperor's Mausoleum, Xian China

What does this indicate about the Qin Emperor's view of his power as Emperor?

## Activity 2: Vocabulary Practice

List words that you did not know and write their meanings next to them. A few have been given to get you started.

Word	Meaning
mausoleum	
terracotta	
afterlife	
world heritage site	
dynasty	

## CONFUCIUS AND THE ANALECTS

Confucius (c. 551 - 479 BCE) was a teacher and a philosopher in ancient China. The teachings of Confucius emphasized moral behaviour of people founded on the oldest and most respected traditions of Chinese society. His teachings were written down by his students and are collected together in a work called **The Analects**.

Read some excerpts of Jen (meaning Humanness). Look up any words you do not know.



### JEN (HUMANENESS)

**XV.23:** The student asked, "Is there one word which may serve as a rule of practice for all one's life?"

The teacher said, "Is not reciprocity such a word? What you do not want done to yourself, do not do to others."

**XIV.36:** The student said, "What do you say concerning the principle that injury should be recompensed with kindness?"

The teacher said, "With what then will you recompense kindness? Recompense injury with justice, and recompense kindness with kindness."

**IV.25:** The teacher said, "Virtue is not left to stand alone. He who practices it will have neighbours."

**XV.8:** The teacher said, "The determined scholar and the man of virtue will not seek to live at the expense of humanity. They will even sacrifice their lives to preserve their humanity."



## Activity 3: Group Work

Your teacher will divide the class into groups. Each group will take one excerpt from Jen (Humaneness). Discuss what it means with your group. Write notes about any words you do not know.

**Create a glossary of new words:**

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**What do you think your excerpt means?**

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---

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## Activity 4: Critical Thinking

Possible interpretations of each of the excerpts are listed below. Match each excerpt with a possible interpretation. (The first one is done for you.)

Excerpt Number	Possible Interpretation
25.IV	“Each person is known by the friends he/she keeps.”
	“It is better to die with dignity than to live in shame.”
	“An eye for an eye and a tooth for a tooth.”
	“Do to others as you want others to do to you.”

Can you think of other interpretations? Write them here.



## Activity 5: Using Your Creativity

**Write a philosophical thought of your own. What does it mean?**



## Activity 5: Vocabulary

Write the word from the box next to the description in the box.

Key Word	Description
humaneness and virtue	Essential characteristics of a civilized person; to have good character and considerate of others
first Qin Emperor	His tomb had thousands of terracotta warriors
Confucius	The title of a collections of sayings by Confucius
Analects	A philosopher who lived in China in the 5th century BCE

## Lesson 3

# Chinese Technology, Science and Medicine

### Learning Outcomes:

- Learn about the development of East Asian and Chinese civilization.

### Vocabulary

printing

moveable type

mulberry tree

paper-making

silk

technology



## TECHNICAL ADVANCES FROM CHINA

In 1947, Joseph Needham, the physician and scholar of the history of Chinese science and technology, gave a lecture on Science and Society in Ancient China. It was the start of a major effort to study the origins and influence of Chinese technology and science in world history. This project has led to the ongoing series of 9 or more volumes that are still in the process of being added to as a type of encyclopaedia: Science and Civilization in China. Because of this initiative, people are more aware of advances in technology, engineering, science and medicine during all periods of Chinese history.

### Activity 1: Check Your Understanding

Answer the questions.

Who was Joseph Needham?

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What was his profession?

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What is he famous for?

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## Activity 2: Critical Thinking

Read about each of the Chinese inventions. Write whether we use still the invention today and how it has changed.

### Invention No. 1: Paper Making and Using of Paper

Paper making went through three steps

- >Selecting and separating and then washing the raw materials
- Cooking and stirring the fibres
- Pounding, separating and drying the paper fibres in a mould



Pounding boiled fibers to make pulp



Filling a mold with pulp



Removing dried paper from mold

What is the invention?

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---

Do we still use it?

---

---

How has it changed?

---

---

Why was this an innovative technology  
and how did it make life easier or better for people?

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## Activity 2: Critical Thinking

Read about each of the Chinese inventions. Write whether we use still the invention today and how it has changed.

### Invention No. 2 Block Printing

The invention of blocks of type that could be used to repeat printing of words, individual letters and seals was developed in China using wooden blocks. The wooden blocks could be used to print on paper, silk, or other materials.



A page from the Mustard Seed Garden Manual of Painting (jieziyuan) Metropolitan Museum of Art Open Access

What is the invention?

---

---

Do we still use it?

---

---

How has it changed?

---

---

Why was this an innovative technology  
and how did it make life easier or better for people?

---

---

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## Activity 2: Critical Thinking

Read about each of the Chinese inventions. Write whether we use still the invention today and how it has changed.

### Invention No. 3 Moveable Type

The Chinese started using moveable type for printing books in 1040 CE. They carved a single word into a block then put the blocks to form page of writing. Pages were printed to form a book.

Illustrations from the Imperial Printing Office of the Qing Dynasty Court show the making and setting of movable type. First, one group of artisans made blanks out of blocks of wood. Another group carved the words out of the wood blocks. The blocks with words were placed in sorting trays. Finally, the blocks were taken from the sorting trays to form the text of a book or document.



Chinese woodblock printing

What is the invention?

---

---

Do we still use it?

---

---

How has it changed?

---

---

Why was this an innovative technology  
and how did it make life easier or better for people?

---

---

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---

## Activity 2

### Invention No. 4: Making Ceramics

Making ceramic pottery is an ancient type of technology. To make a ceramic pot, artisans first retrieved clay from the earth. They stirred and mixed the clay with water until it was the right consistency to use. The clay was shaped on a wheel. Most pots were painted and glazed to produce colour and add a shiny coating. Finally, the pots were heated at high temperate in a furnace to melt the glaze and produce a strong and beautiful pot.



Potters wheel



Painting Pottery

What is the invention?

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---

Do we still use it?

---

---

How has it changed?

---

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Why was this an innovative technology  
and how did it make life easier or better for people?

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## Activity 2

Read about each of the Chinese inventions. Write whether we use still the invention today and how it has changed.

### Invention No. 5 : A silk reeling machine

Silk was one of the most valuable goods on the world market for many centuries. The Chinese were the first to develop elaborate spindles for home weaving and later for industrial production. Silk is made through a delicate process of unwinding the long fibres from the cocoon of the silkworm which lives in the mulberry tree.

With the development of the silk industry, the weaving of silk into fabrics became more elaborate. In the classical Chinese silk-reeling machine, the operator rotates the main reel with a crank and pulley. In modern times, the reeling machine is powered by electricity using a driving belt.

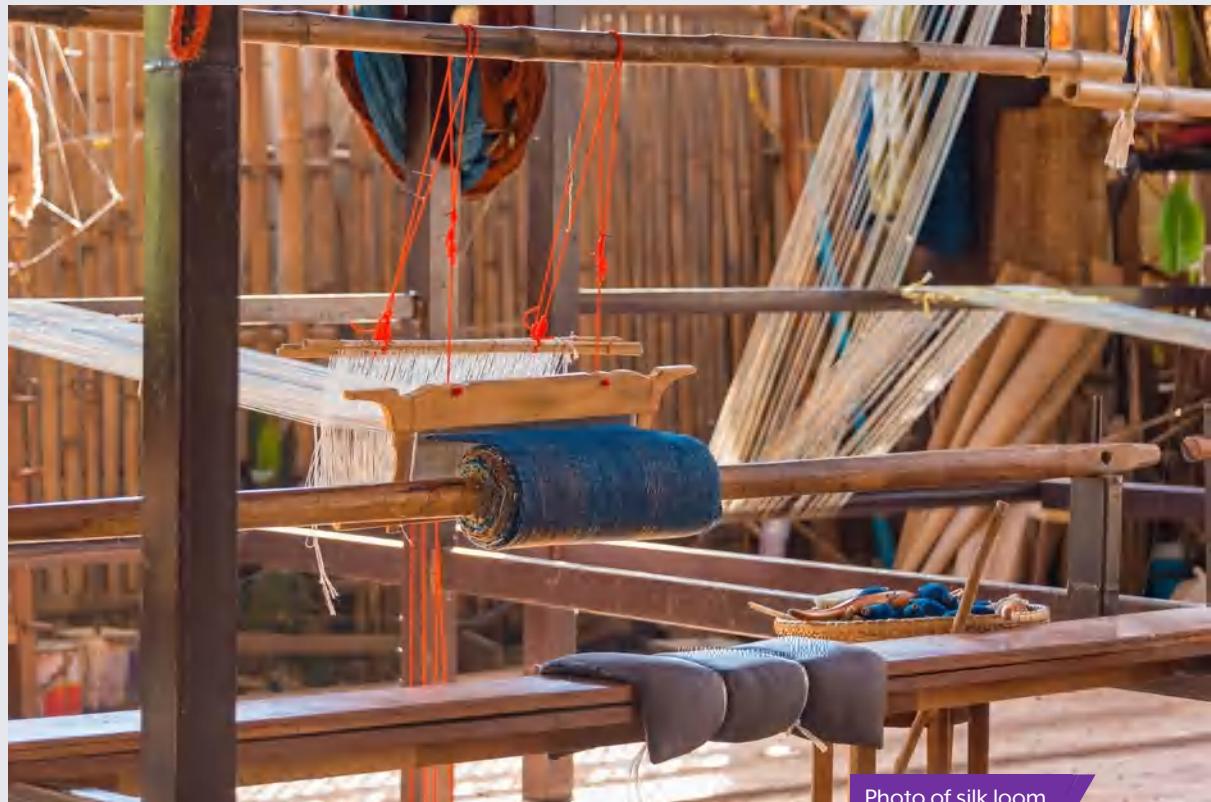


Photo of silk loom

What is the invention?

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Do we still use it?

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How has it changed?

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Why was this an innovative technology  
and how did it make life easier or better for people?

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## Activity 3

Write a short reflection on one of the inventions from ancient China. Discuss what the invention contributed to civilization. How did it improve society? What other innovations occurred because of it?



## Activity 4: Review the concepts

Write a short reflection on one of the inventions from ancient China. Discuss what the invention contributed to civilization. How did it improve society? What other innovations occurred because of it?

## mulberry tree      Wooden blocks      Paper      pottery

Key Word	Description
	A process of printing on paper
	This use of shaping and baking terracotta and clay made this possible
	This invention allowed for the development of writing and making of scrolls
	A rare tree found in East Asia in which the silkworm grows and is harvested

## Activity 5: Reflection

Reflect on how respect for the hard work skills of different trades and crafts contribute to civilized society? Write 25 to 50 words in the space below.



## Lesson 4

# Spreading Cultures in China and Southeast Asia

## Vocabulary

Tang Dynasty

minaret

Muslims in China

Indic Culture

Great Mosque of Xian

Indianisation

architecture

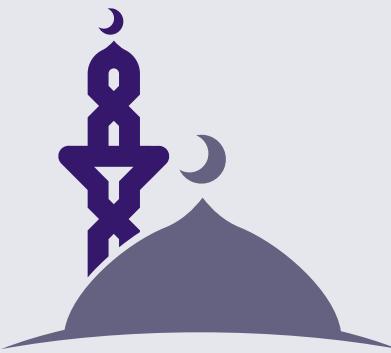
Angkor Wat

Southeast Asia

Islamisation

### Learning Outcomes:

- Learn about the arrival of the first Muslims to China in the 8th century during the Tang Dynasty.



## ISLAMIC CULTURE IN CHINA

Muslim ambassadors and teachers reached Western China by about 650 CE, only 18 years after the death of the Prophet Muhammad (Peace Be upon Him). Between about 742 and 758 CE, the first major settlements of Muslims in China had flourished. A community of Muslims with a mosque was established at Xian in Western China. At that time, the city of Xian was known as Chang'an and was the capital city of the Tang Dynasty.

In 751 CE, Muslim armies reached Western China and defeated a force of the Tang Dynasty army at the Battle of Talus. After that defeat, the Tang Dynasty was forced to retreat from Western China. Over the following centuries, Muslim influence spread through merchants who prospered along the Silk Route.

Muslims were highly successful in China and evidence of their acceptance and assimilation into Chinese societies occurred during the Tang Dynasty. For example, in 847 Li Yansheng, an Arab Chinese was accepted into the civil service as a government official.

Some Muslim names were assimilated within the Chinese language. For example, the name Li is sometimes a shortened version of the Muslim name Ali and Ma is sometimes a shortened version of the name Mohammad. In the 14th century, during and after the Mongol Empire, more mosques were built in some parts of China.

According to the 2000 Chinese National Census, there were over 23 million Muslims in China. Most Chinese Muslims live in China's Western provinces.

## Activity 1: Check Your Understanding

Use the text and pictures to answer the questions.

When did the first Muslims arrive in China?

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This followed 18 years after which event?

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Which two Chinese names could be short for Muslims names? What were they short for?

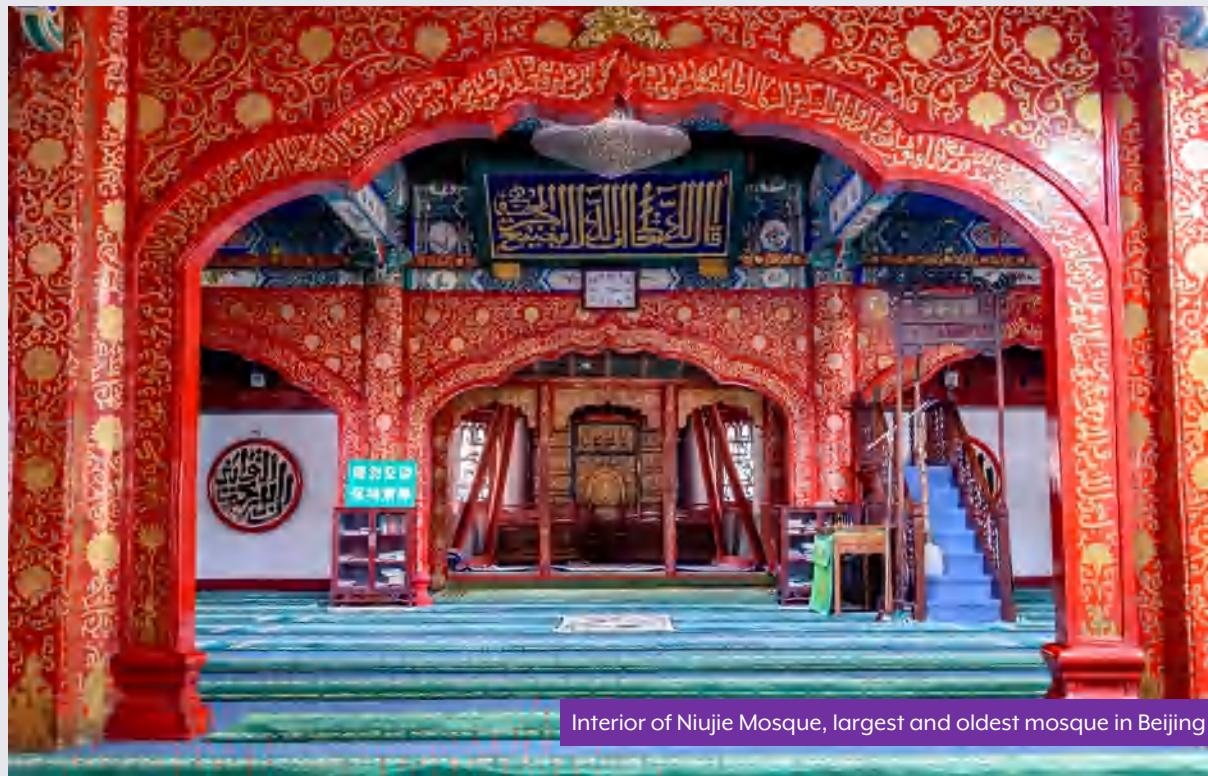
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How was Islam spread in western China?

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How many Chinese Muslims were estimated to be in China in the 2000 census?

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Interior of Niujie Mosque, largest and oldest mosque in Beijing

# Mosques in China

Evidence of communities of early Muslims can be found in China.

Read about three of the mosques.

## Mosque No. 1: Huajuexiang Mosque, Xian, China

Known as the Great Mosque of Xian, this is one of the oldest and best preserved mosques from the early period of Islam in China. It is thought to have been founded by the great naval Admiral Zheng He, who made the voyages across the Indian Ocean, including one to perform hajj in Mecca, Saudi Arabia.

It sits in a beautiful park-like setting. An earlier mosque that was on the site does not remain. The mosque we find now was begun in 1392, when the Ming Dynasty was young.



## Mosque No. 2: Atikar Mosque in Kashi, Xinjiang Province, China



The Atikar Mosque complex was built during the Ming Dynasty in Western China. It is part of a cluster of Muslim and community buildings that open onto a large public square that is called the Festival Square.

The mosque was built in the 1440s when Islam was reintroduced to Kashi under the Ming Dynasty. Other elements and layout of the building are from a later period in the 19th century.

find now was begun in 1392, when the Ming Dynasty was young.

## Mosque No. 3: The Amin Mosque and Minaret in Xinjiang Province, China

Built along the Silk Road near Turfan, the Amin Mosque was built in 1779 during the Qing Dynasty. At the time, the Qing Dynasty was expanding westward.

The mosque is distinguished by its monumental minaret, China's tallest. The mosque has a fortified appearance, for it was named after King Amin, the local Muslim leader who cooperated with the Qing Dynasty emperor. The distinctive brick patterns and arched niches show influences from Persia and Central Asia.



## Activity 2: Interpreting Photos

Use the three pictures of mosques in China to answer the questions.

Which mosque looks the most like other Chinese buildings of the time?  
Describe the mosque and tell why you think so.

Which mosque looks the most like a fort?  
Describe the mosque and tell why you think so.

Which mosque looks the most like a palace?  
Describe the mosque and tell why you think so.

Challenge question: why do you think the style of mosques was so different?  
(think of time, situation, etc.)



## SPREAD OF INDIAN CULTURE IN SOUTHEAST ASIA TO 1100 CE

Indianisation refers to the diffusion of Indian cultural and social influence on Southeast Asia. It includes the spread of Indian language, philosophy, and social culture. Major religions of India spread to Southeast Asia as well. Southeast Asian cultures adapted Indian styles of clothing and architecture to their pre-existing culture, making something similar to Indian culture yet still their own distinct style. An example is the Angkor Wat complex of the Khmer empire in present day Cambodia.

Social scientists have three theories about how Indianisation of Southeast Asia happened. Each theory proposes a different method or reason for the spread of Indian culture to Southeast Asia.

The first theory is that Indian culture spread to Southeast Asia through aggressive military conquest in the early middle age period. In other words, as people in Southeast Asia were conquered, they followed the practices of those who conquered them.

The second theory states merchants spread Indian culture, beliefs and practices. People who support this theory think that by trading with each other, the people of Southeast Asia took on traits of their major trading partner.

The third theory suggests that Indian culture was spread by people seeking to spread their religion to other people. People who support this theory think the religious teachers and missionaries travelled from India to Southeast Asia, spreading Indian culture as they went.

## Activity 3: Concept Check

Answer the questions.

What is Indianisation?

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What is spread through the process of Indianisation?

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What is a theory?

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How many Chinese Muslims were estimated to be in China in the 2000 census?

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**The theories explaining Indianisation of Southeast Asia fall into one of three categories:**

- ⦿ **Political** – through political alliances or military conquest
- ⦿ **Economic** – through seeking to make money
- ⦿ **Religious** – through people accepting religious beliefs

**Match the theory to the main idea of the theory then give a reason for your choice**

Theory	Give an example of how it could happen?
political	
economic	
religious	

## Activity 4: Interpreting Pictures

Structures such as the Angkor Wat temples show Indianisation in architecture.



Angkor Wat built in the early 12th century in Cambodia



Angkor Wat built in the early 12th century in Cambodia

List at least five features of the structure.

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Challenge Question: Why do you think the complex had elements of different styles of architecture?

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## ISLAM IN SOUTHEAST ASIA 1200-1600

Islam was introduced into Southeast Asia by Muslim merchants and religious people. Teachers, traders and politicians were accepted within royal court culture. Islam provided an ideology and ethical system that promoted fair trade and commercial activity. When Islam was accepted by the rulers and noble class, Islamic cultural influences spread to villages and became part of village cultures.

As Islam spread to Java, Sumatra and other parts of Southeast Asia, it appealed not only to nobles but to common people for its ideology of individual worth and equality. The arrival of Islam can be dated to around 1282, when the Malay ruler in Sumatra received Muslim advisers. By 1345, Ibn Battuta mentioned seeing Muslim legal scholars in Sumatra. By 1474, Malay rulers had become Muslims. By the early 16th century, Muslim cultural influences were found in Borneo and the Philippines.

Islam was widely practiced in Malaysia and Indonesia up to the time that Portuguese missionaries and explorers arrived. By 1511 the Portuguese had conquered the Malacca region of Indonesia and other ports on the Arabian Gulf.

Despite the strength of the Portuguese, their efforts appear to have solidified support for Islam. Islamic culture is the dominant culture in Indonesia and Malaysia up to modern times. In fact, around 88% of Indonesia's 264 million people were Muslims in 2017.



Mosque in Java, Indonesia

## Activity 5: Interpreting Text

Answer the questions.

How did Islam arrive in Southeast Asia (countries such as Indonesia and Malaysia)?

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Why did Islam appeal to people in these countries?

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From your reading of the text, was the spread of Islamic culture in Southeast Asia mostly political, economic, or religious? Give at least one reason for your answer from the text.

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How did the Portuguese presence in Southeast Asia affect the spread of Islamic culture in Southeast Asia?

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## Activity 6: Critical Thinking

According to the text, two reasons were given for the spread of Islamic culture in Southeast Asia.

**1**

**Statement 1:**

“Islam provided an ideology and ethical system that promoted fair trade and commercial activity.”

**2**

**Statement 2:**

“[Islam] appealed not only to nobles but to common people for its ideology of individual worth and equality.”

Explain the meaning of each statement and explain why these ideas would be attractive to the people of Southeast Asia.

Meaning of Statement 1:

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Meaning of Statement 2:

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Why were these ideas attractive?

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## Activity 7: Reflection

How do you think Chinese Muslims contributed to Asian society?



## Lesson 5

# Culture through Art in China in 1770

**Learning Outcomes:**

- Learn about life in 18th century China by examining a series of historical paintings about an 18th century Qing dynasty.

## Vocabulary

Qing Dynasty

(formerly called and pronounced as the Ching Dynasty)

Emperor Qianlong

Grand Canal

painter Xu Yang

Suzhou Province



## ART IN CHINA: THE QIANLONG EMPEROR'S SOUTHERN INSPECTION TOUR

In 1770, Xu Yang, a Qing dynasty court painter painted a series of twelve large silk scrolls of the Emperor Qianlong's tour of his country. Qianlong ruled from 1736-1795, one of the longest reigning emperors in Chinese history. These scrolls provide a richly detailed view of the social and economic life along the Grand Canal in the Southern Chinese Suzhou Province. The original tour was made in 1750.

The paintings were commissioned by the emperor to mark his sixtieth birthday and the 19th anniversary of his great tour. Xu Yang painted a total of 12 scrolls. Great attention was paid to capturing details of everyday life. The paintings are detailed because Suzhou, the city shown in these scrolls, was the hometown of the artist Xu Yang.

## Activity 1: Learning from Art

Four of the twelve large silk scrolls of the Emperor Qianlong's tour of his country are shown.



The Qianlong Emperor's Southern Inspection Tour, Scroll Six: Entering Suzhou along the Grand Canal dated 1770

**Picture 1: Describe the scene in 100 words or less and answer the questions.**

**Be sure to include:**

- ✍ What is the scene?
- ✍ Is there any special man-made or natural land feature?
- ✍ What transportation is being used, if any?
- ✍ What are people doing?
- ✍ Any other interesting elements of the picture.



## Activity 2: Comparing Images

Answer the questions

What are the main natural resources you see in the images? List at least three.

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What were the houses made of?

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What are the buildings built around or close to?

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Why do you think that is so?

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What do you see at the edges of the picture?

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What does that tell you about the size of the towns in the picture and their location?

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## Activity 3: Drawing Conclusions

List three major types of technology or infrastructure used by the Chinese in the scrolls.

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How did the technology help Chinese society become a prosperous and advanced society?

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## Activity 4: Art and Culture

In some societies, written documents no longer exist or do not describe normal activities of people. We often find the most information about past civilizations from the art and artifacts they leave. What do the three scrolls say about the culture of China at the time?

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## Activity 5: Reflection

What do the images suggest about effective town planning and a sense of civic responsibility for one's community? How do the ordinary people shown on the streets seem to behave? Do they seem cooperative? Is society orderly and organized?

Write a reflection of 4 to 5 sentences.

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## Lesson 6

# Korea's Renaissance (1392-1910 CE)

**Learning Outcomes:**

- Explore Korea during the Joseon Period (1392 CE-1910 CE).
- Examine the Donggwoldo painting of the main palace complex
- Analyse a newspaper editorial about the public water supply

## Vocabulary

Joseon Dynasty

(also called Chosun Dynasty)

Seoul

Donggwoldo painting



## CLASS DISCUSSION

List three things you know about Korea.






## RENAISSANCE IN KOREA

The word Renaissance means “rebirth” or “reawakening.” It is a time when economies flourish and cultures develop. Many different Renaissance periods have occurred throughout history.

Korea went through a Renaissance period from about 1400 – 1900 CE. Artwork from the period shows how the culture was developing. A painting entitled **Donggwoldo** was painted around the year 1826 to 1831 during the reign of King Sunjo. The painting shows the two-palace complex near present day Seoul, South Korea: Changdeokgung Palace and Changgyeonggung Palace, located on the east side of the main Gyeongbokgung Palace.

The painting shows the buildings from a bird’s eye view of the grounds. The paintings fit on 16 folded screens that extend to 576 cm wide and 273 cm long. Notice the garden landscapes and planting of trees.

### Activity 1: Concept Check

What is a renaissance?

When did the renaissance in Korea happen?

What is Donggwoldo?

What does it show?

## Activity 2: Interpreting a Picture

The Donggwoldo painting is shows the palaces in Korea.  
Examine the painting then answer the questions.



Detail of Donggwoldo painting (1826-1831) of the Korean Palaces

Describe the organization of the city. (What shape is it?  
Where are the houses? What else can you see?)

Circle the two palaces. (Clue: one is red and green)

What do you see in the picture around the edges of the city? Why is it a benefit to the city?  
How does the picture show evidence of planning and prosperity?  
(write at least three sentences.)

## Activity 3: Interpreting Details

Examine another view of the Donggwoldo painting and answer the questions.



Detail of Donggwoldo painting (1826-1831) of the Korean Palaces

What do you notice about the palace areas?

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What natural formations are surrounding the buildings?

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How do the natural formations help to protect the society?

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What do you notice about how the city is organized? (streets, trees, structures)

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## WATER SUPPLY IN KOREA

People were concerned about public health at the time and discussed ways to improve it. One of the most important resources for any civilization is water. An excerpt from an editorial in the Korean newspaper, *The Independent* (Tongnip sinmun), 30 April 1896 reflects those concerns.

### FROM “AN EDITORIAL ON KOREA’S WATER SUPPLY”

[Water] is of more value than railroads, for instead of saving money it saves life. . . . You can estimate the grade of civilization of any people by the amount of water they use. Paris heads the list with seven gallons a day for each individual. It is probable that a quart a day would suffice for the average Korean, while a pint would be oceans for the ordinary Chinese. The Japanese are said to be great lovers of water, and so they are, but this is somewhat modified by the fact that so many of them are content to take it second hand.

### Activity 4: Interpreting a Primary Source

Read the excerpt again and answer the questions.

When was the newspaper article published? How many years ago was that?

What is water being compared to? Why?  
How does this show the importance of water?

## Activity 5: Constructing a Table

The article mentions the amount of water an average person uses from different places. The amounts mentioned are in old standard measurements, not the metric system. You will construct a table to show water use in the metric system by following the steps.

- ✍ The places being compared are listed for you in column 1.
- ✍ Write the old unit of measure for each place in column 2.
- ✍ Your teacher will guide to a conversion table.
- ✍ Write the conversion equation in column 3.
- ✍ Write the number of old units used from the excerpt in column 4.

Use the conversion equation to get the number of liters used.

After you have calculated the individual water consumption per location, rank each place from highest to lowest in column 6.

Place	Old Unit of Measure	Conversion (to litres)	No. of old units used	No of litres	Rank from highest
Paris	gallons	3.79 = gal 1 litre	to lowest	= 7 x 3.79 26.53	
Korea					
China					
Japan					

Which country used the most water?

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Which country used the least water?

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## Activity 6: Understanding Implications

Use the text and the table to understand water consumption from the past perspective of Korea. What was the author implying about the relationship between water consumption and the level of development? How is that perspective different from our modern perspective? (Write at least 3 sentences.)

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## Activity 7: Reflection

What does the reading above suggest about the responsibility of good government to provide sanitation and promote public health for its citizens?

Write a reflection of 4 to 5 sentences.

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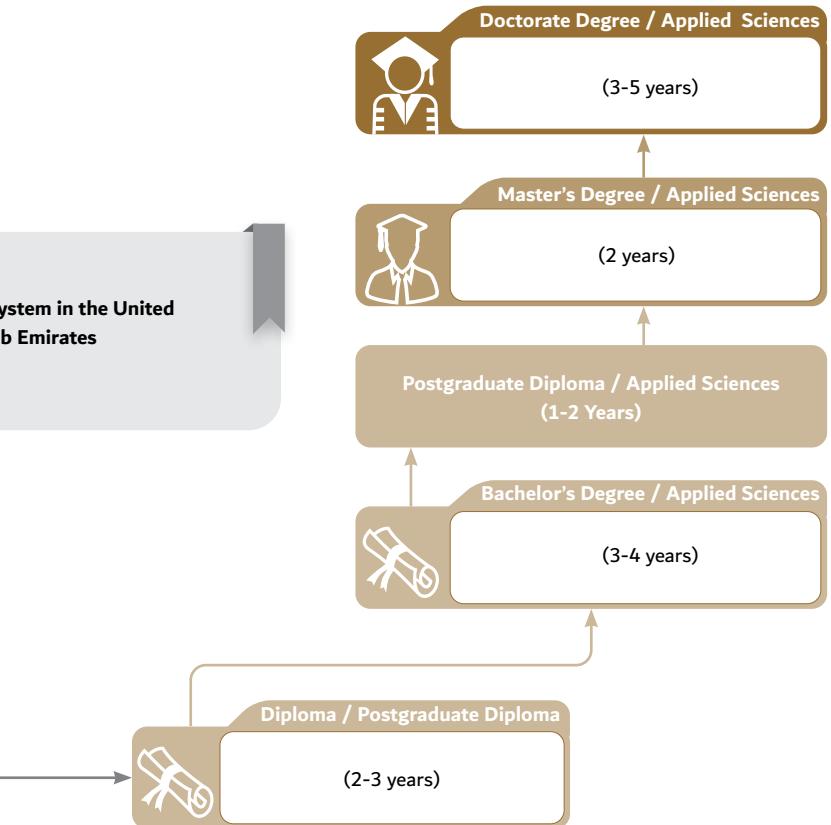
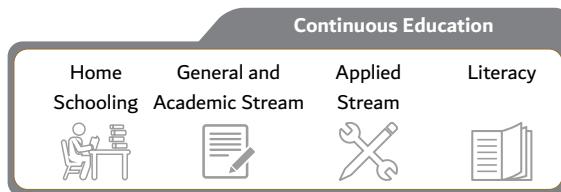
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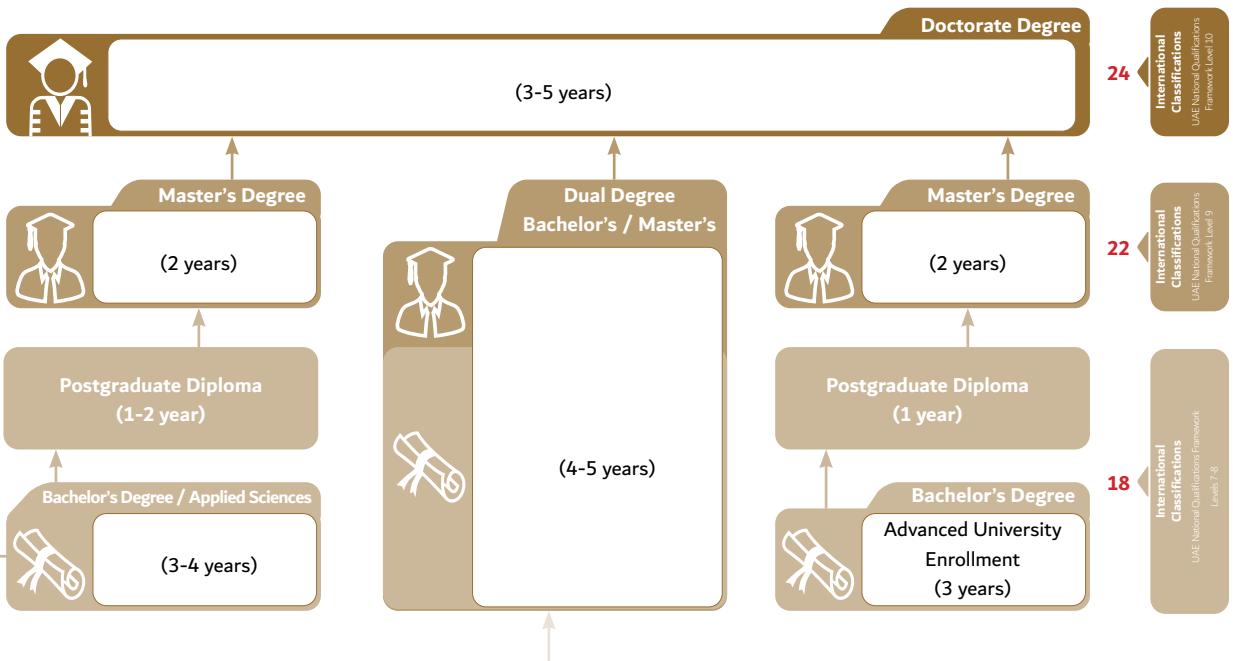


UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



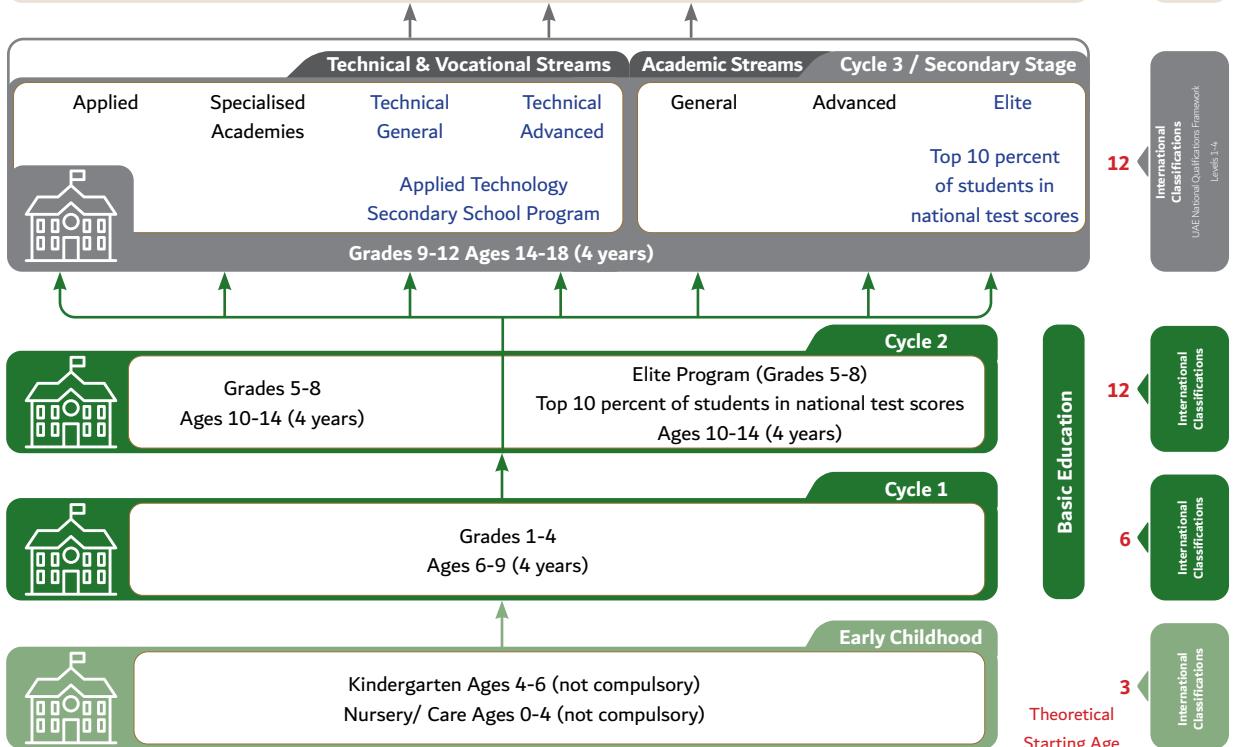
Education System in the United  
Arab Emirates





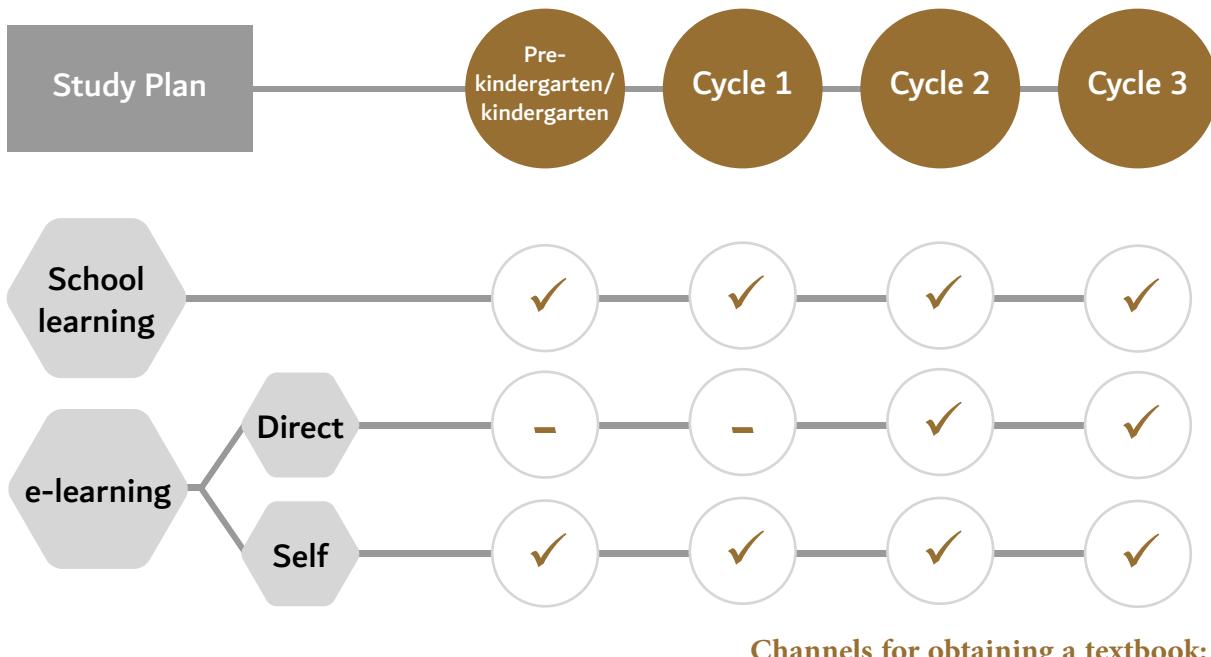
The Ministry coordinates with national higher education institutions to admit students in various majors in line with the needs of the labour market and future human development plans. Higher Education institutions also determine the number of students that can be admitted according to their capabilities, mission and goals. They also set the conditions for students' admission to various programmes according to the stream they graduated from, the levels of their performance in the secondary stage, and their results from the Emirates Standard Assessment Test.

**Integration and coordination between General and Higher Education systems allow for the approval and calculation of school study courses within university studies according to the school stream and university specialisation, which reduces the duration of university studies.**



## 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.



**Electronic units**

