



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



YEAR OF TOLERANCE

2019-2020

Social Studies

Our UAE, Our World:
Understanding our past,
present and future



Grade
2

Social Studies

For Non-Arab Students

Student book

Grade 02

Volume 1

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من أقوال المغفور له
الشيخ زايد بن سلطان آل نهيان
"من لا يعرف ماضيه لا يستطيع
أن يعيش حاضره ومستقبله"

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

- **Sheikh Zayed Bin Sultan Al Nahyan**



H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

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

”

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

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Changes in the last Century

WALT: understand how UAE has developed over the last century (100 years)

Vocabulary

decade, century, future, impact, modern, nation, Sheikh, Sheikhdom, Trucial States, inventions, earned a living

Student Learning Outcomes

- Uses terms to refer to time (e.g. decade, century, generation, etc.)
- Uses historical records and artefacts to describe how people's lives have changed over time
- Explains how physical systems affect people's way of living
- Continues to identify basic economic principles (e.g., national industries, traditional industries, modern industries, scarcity, choice, goods, services)

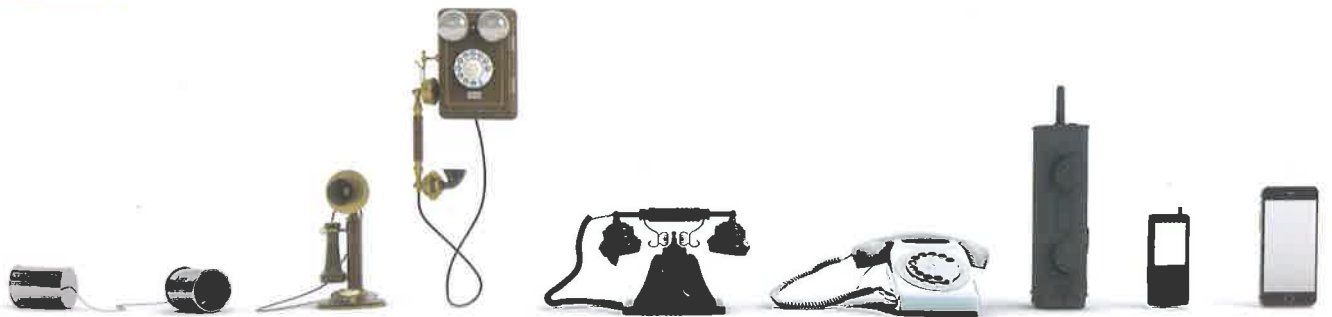


Activity 1

Brainstorm

What has happened in world in the last 100 years?

The Last Century





Activity 2

Read (or listen to) the passage. Underline or highlight instructions.

Understanding Time through a Timeline

One way to understand time is through a timeline. Timelines have dates and names of events. Timelines show events in order from earliest to latest. Timelines help us understand when events happened.

Let's construct a timeline. Start with your blank timeline. Write today's date in box on the end at the right. Subtract 100 from today' date and write the date a century ago in the box on the right.

Century Timeline



Activity 3

Discus with your Class.

Which year were you born? Add it to the timeline.

About when were your parents born?

About when were your grandparents born?

What happened in the UAE in 1971?

Do people usually live for a century?

How would you feel if you lived for a century?



Activity 4

Look and Compare

In groups, look at the inventions and put them in time order from oldest to newest. Explain your order to our class.



Inventions

Order

Very old phone



Landline phone



Old mobile phone



New I-phone



Inventions

Order

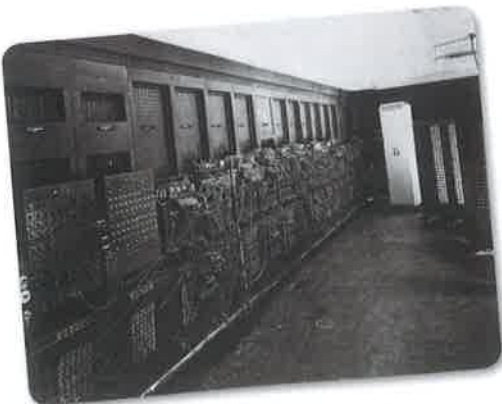


ENIAC, first programmable computer

First Personal Computer



Laptop computer



I-Pad



Inventions

Order

Horseless Carriage



Model T

First Sedan



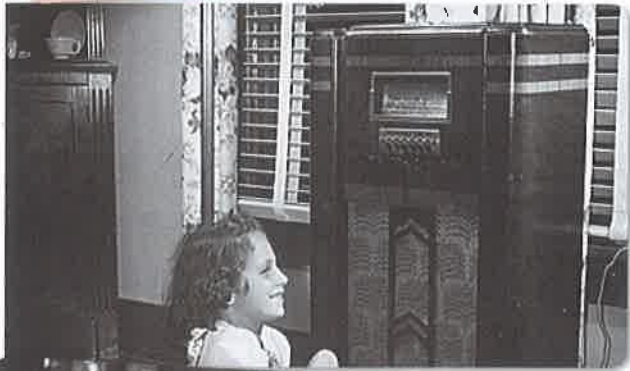
Range Rover





Inventions

Order



Letter writing

Empty rounded rectangular box for ordering.



Radio

Empty rounded rectangular box for ordering.

Silent Movies

Empty rounded rectangular box for ordering.



Television

Empty rounded rectangular box for ordering.



Internet

Empty rounded rectangular box for ordering.



Activity 5

Compare

On your timeline, try to match inventions with people in your family who might have used them.



Activity 6

Reflect and Discuss

Life in the past would have been (easier / harder) than life now because:

1.
.....
2.
.....
3.
.....

Trucial States

WALT: understand how UAE has developed over the last century (100 years)

Vocabulary

Decade, century, event, date

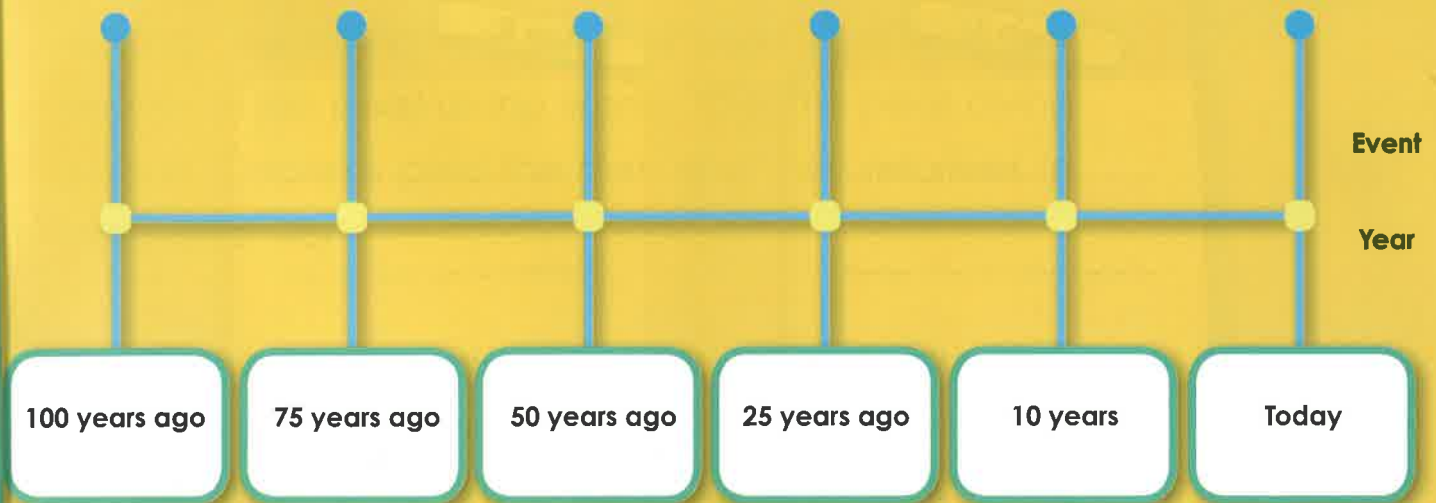
Student Learning Outcomes

- Uses terms to refer to time (e.g. decade, century, generation, etc.)
- Uses historical records and artefacts to describe how people's lives have changed over time
- Explains how physical systems affect people's way of living
- Continues to identify basic economic principles (e.g., national industries, traditional industries, modern industries, scarcity, choice, goods, services)

Timeline of UAE

You will prepare a timeline of events in the UAE.

The Last 100 Years



Activity 1

add your birthdate to the timeline. Copy the dates for your parents and grandparents from the timeline in Lesson 1.



Activity 2

Look and Compare



Your teacher will provide you with two maps.

Compare the maps. List the countries you see in each map.

Map 1:

.....

.....

.....

.....

.....

Map 2:

.....

.....

.....

.....

.....

What other differences do you see?

.....

.....

.....

.....

What was the area now known as the United Arab Emirates (UAE) called?

.....



Activity 3

Read (or listen to) the fact file about Life in the Trucial States. Underline dates and events.

Life in the Trucial States

More than a century ago, most people who lived in the Trucial States made a living by farming, fishing, and trading. Each year men left their usual work for a few months to join pearl diving teams. After the pearl diving season, Captains paid the men and they returned to their usual work.

The Trucial states prospered in the early part of the 20th century. During the prosperous time, the first national school opened in the emirate of Dubai in 1912. It was called the Al Ahmadiya School after the founder Shaikh Ahmad bin Dalmouk.



However, in 1919 a way to create simulated pearls was developed in Japan. Using the process, sea farmers could cause oysters to create pearls on sea farms at a very low cost. The simulated pearls were much cheaper than natural pearls. By 1930 Trucial States pearl traders could no longer make money selling natural pearls.

Life was difficult in the UAE for many years while people in the Trucial States searched for another way to make a living. After many years of preparation, oil was exported from Abu Dhabi in 1962 and from Dubai in 1969. The leaders used the money to improve their emirates.

During the 1950s the first schools opened in Abu Dhabi, Dubai and Sharjah for boys and girls. By the mid-1960s Umm Al-Quwain, Ajman, and Fujairah had their first schools for boys and girls.

The first health Clinic opened in Al Ain in 1960. Now there are more than 170 health centers, nearly 17,000 doctors, and about 50,000 nurses in the UAE



Activity 4

Add the events and dates to your timeline.



Activity 5

Answer the questions.

1. Which modern country contains seven of the original Trucial States?

.....
.....

2. How did people in the Trucial States earn a living in the early 20th century?

.....
.....

3. Why did the people in the Trucial States look for a new way to make a living after 1919?

.....
.....

4. What new product was discovered that produced money for leaders to develop their emirates?

.....
.....

5. What two developments were mentioned in the passage?

.....
.....



Activity 6

Reflect

How did the two developments mentioned in the passage help the people in the Trucial States?

The United Arab Emirates is Formed

3

WALT: understand how the UAE was formed and recognize the symbols of the UAE

Vocabulary

nation, Coast of Oman, Straits of Hormuz, Flag, Symbol

Student Learning Outcomes

- Uses terms to refer to time (e.g. decade, century, generation, etc.)
- Explains the significance of historical figures and its relation to historical events
- Gathers and accesses information from the internet and books with teacher's guidance
- Creates a poster, a graph, an artefact, a chart for a theme or topic (with or without technology) related to Social Studies



Activity 1

Read (or listen) then answer the questions.

The United Arab Emirates is Formed

More than 100 years ago, the area starting from the Straits of Hormuz along the Arabian Gulf was called the "Coast of Oman." On the map, you will find the following emirates: Abu Dhabi, Dubai, Sharjah, Ras Al-Khaimah, Umm Al-Quwain, Ajman, and Fujairah, as well as, Bahrain, Kuwait, and Qatar. Each emirate was a separate nation. Each had its own ruler and its own laws and acted independently of the others.

In the 1800s, the British government signed several agreements, or truces, with leaders of each of the emirates. This is why the emirates were called the Trucial States. The truces allowed British ships to pass through the sea near the emirates. In the agreements the leaders of each emirate promised not to make truces with any other countries without the permission of Britain. In return, the British government promised to protect the emirates from threats from any other countries.

In 1968 the British government announced that Britain would withdraw from the truces by the end of 1971. Shaikh Zayed bin Sultan AlNahyan, Ruler of Abu Dhabi, and Shaikh Rashid bin Saeed AlMaktoum, Ruler of Dubai, convinced the leaders of the seven other emirates to join together to form one nation, or country. The Federation of the United Arab Emirates was formed on 2nd December 1971.



Activity 2

Answer the questions.

1. Why were the nations along the coast of Oman called the Trucial States?

.....
.....

2. Why did the British want to make agreements with the leaders of the Trucial States?

.....
.....

3. What did the British government promise to do for the Trucial States in the agreements?

.....
.....

4. Which three emirates mentioned did not join to form the United Arab Emirates?

.....
.....

5. Which important holiday is celebrated each year on 2 December?

.....
.....



Activity 3

Think and Discuss

Look at the countries that are close to the Trucial States.



Your teacher will show you maps of the Trucial States and the modern day UAE.

Why do you think the Rulers of Abu Dhabi and Dubai wanted to join together with the other emirates to form a nation?

.....

.....

.....

.....

The Flag, an Important Symbol of the UAE

Use the link provided to find information about the symbols of the UAE.



Activity 4

Draw the UAE Flag.



Activity 5

With the help of your teacher answer the questions.

1. Who designed flag?

.....

2. What do each of the colors represent?

- **Red**
- **White**
- **Green**
- **Black**

3. What does the flag mean to Emirati people?

.....
.....

The National Anthem



Activity 6

Listen to (or watch a video of) the “**Ishy Bilady**”, the National Anthem of the UAE and answer the questions.

1. What language is used for the UAE National Anthem?
Why?
2. Do you hear the Emirati National Anthem at school?
3. Where else might you hear the Emirati National Anthem?
4. How do people feel when they hear their national anthem?



Activity 7

Reflect and Discuss

Why do you think nations have flags and national anthems?

Why are national symbols important?

Why are national symbols especially important when a new union is formed?

The Founding Fathers of the UAE

4

WALT: Understand who the founders of the United Arab Emirates (UAE) were, and some of the important things they did.

Vocabulary

U.A.E., emirates, founders, Founding Fathers, unite, development, Sheikh Zayed, Spirit of the Union

Student Learning Outcomes

- Uses terms to refer to time (e.g. decade, century, generation, etc.)
- Explains the significance of historical figures and its relation to historical events
- Gathers and accesses information from the internet and books with teacher's guidance
- Examines the contribution of historical figures to the nation



Activity 1

What are the names of the seven Emirates and the Rulers at the time the UAE was founded?

Emirate

Ruler

1

2

3

4

5

6

7



Activity 2

Think and Discuss

- Why do you think the founders wanted to invite business people to come to the UAE to open businesses?

A large rectangular box with a blue border, containing ten horizontal dotted lines for writing.



Activity 3

Reflect

Draw a picture of the businesses that you think would be important for the newly formed UAE?

Leadership in the UAE

5

WALT: Learn about the current leaders in the United Arab Emirates and the rulers of the seven Emirates.

Vocabulary

President, Vice-President, Deputy Supreme Commander, armed forces, Ruler, Sheikh, His Highness (H. H.), search, discover

Student Learning Outcomes

- Relates stories of the past to understand the past and present.
- Describes roles and responsibilities of leaders
- Gathers and accesses information from the internet and books with teacher's guidance.



Activity 1

Matching Exercise

Match the photo of the leader with the correct title.



Vice President

Name: _____



Crown Prince of Abu Dhabi

Name: _____



President

Name: _____



Activity 2

with the help of your teacher, search for more information about each of the leaders and answer the questions.

1. Which two leaders are brothers?
.....

2. Which leader is also the Prime Minister of the UAE?
.....

3. Which leader is also the Ruler of Dubai?
.....

4. Which leader is also the Deputy Supreme Commander of the United Arab Emirates Armed Forces?
.....



Activity 3

With the help of your teacher, search for the current rulers of the other five emirates.

Emirate

Sharjah

Ras Al-Khaimah

Fujairah

Ajman

Umm Al-Quwain



Activity 4

Reflect

What do you think leaders do? Choose one of the leaders you searched about in Activity 1 and draw a picture of what you think he does for the nation.

A large, empty rectangular box with rounded corners, intended for drawing a picture of a leader's actions for the nation.

The Federal National Council (FNC)

WALT: Learn about The Federal National Council (FNC) in the United Arab Emirates.

6

Vocabulary

election, representation, appointed, logo, members, seats, issues, community, chairperson

Student Learning Outcomes

- Describes roles and responsibilities of leaders
- Explains ways individuals, school, government contribute to the economic well-being of the community
- Actively participates in group discussions, class debates, with teachers and peers about various Social Studies topics.



Activity 1

Brainstorm

What do you think the FNC does?

FNC





Activity 2

Write

Watch the video clip about the FNC and Write three details you learned.

1.
2.
3.

Discuss with your class and add two more details based on your keywords

4.
5.



Activity 3

Matching

Match the word with the image.



FNC Meeting

FNC Chairperson

FNC Logo



Activity 4

With the help of your teacher, search for information about the FNC. Answer the following questions:

1. What year was the FNC founded?

.....

2. How does the FNC serve the country?

.....

3. How many members does it have?

.....

4. How are the members selected?

.....



Activity 5

Reflect and Discuss

Why is it important for Rulers to have input from FNC members?

Building a Nation

7

WALT: understand the relationship between paying for goods and services and making money to pay for the goods and services

Vocabulary

economy, production, goods, services, national industries

Student Learning Outcomes

- Lists factors that helped in establishing national industries
- Explains ways individuals, school, government contribute to the economic well-being of the community
- Actively participates in group discussions, class debates, with teachers and peers about various Social Studies topics
- Uses historical records and artefacts to describe how peoples lives have changed over time



Activity 1

Brainstorm

What are some goods and services we spend money for? Label each item as a good or service.

GOODS AND SERVICES



Activity 2

Read (or listen to) the story. Underline or highlight examples of paying for goods and services or making money.

People need goods and services to live. We buy food from the supermarket to eat. We ride to school in a car or bus. We pay for the food with money. We buy a car or pay for the ride on the bus with money.

We earn money to pay for goods and services by working. Some people make money by making goods. Some people make money by doing services. We make money by working so that we can pay for goods and services.



Activity 3

Think and Discuss

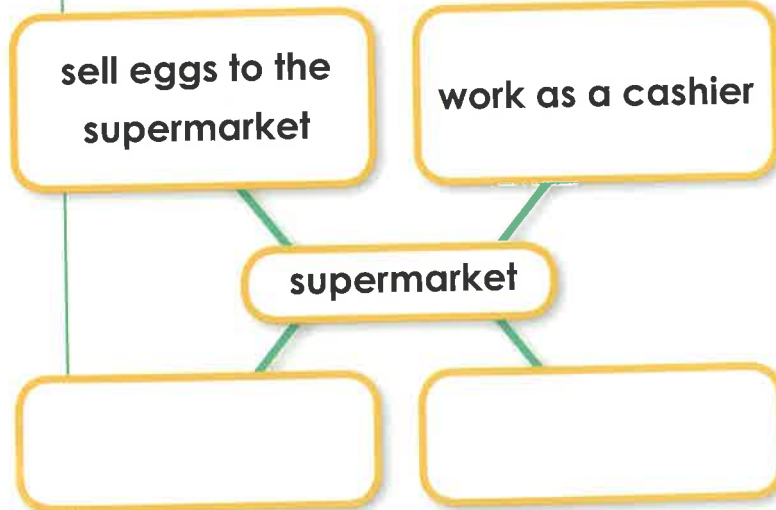
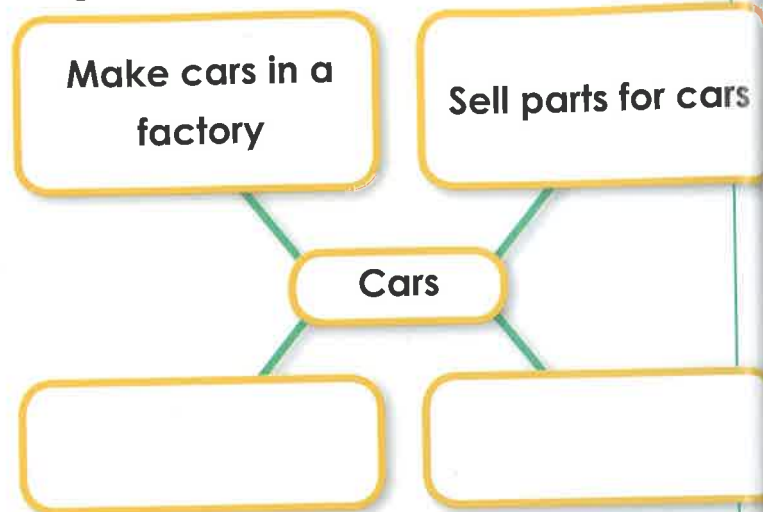
What are some ways people you know earn money?



Activity 4

Brainstorm

Each diagram has a good or service in the center. Add ways that people can earn money from that good or service



Building a Nation

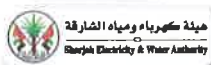
When people in a family earn money, they can pay for the goods and services they need for their families. The same is true for a country.



Activity 5

Think and Discuss

Match the pictures to the goods and services provided by the UAE government to people living in the UAE.



Good or Service

Safety

Clean water and electricity

Phone / internet

transportation

protection



Activity 6

Reflection

How does having people living in a country paying for goods and services help to build a nation? Draw your reflection below.

Tourism in the UAE

8

WALT: Understand why tourism is important to the development of the UAE

Vocabulary

tourism, travel, attractions, destinations, itinerary, economy, comparison

Student Learning Outcomes

- Describes how humans depend on the environment to meet their needs
- Creates a poster, a graph, an artefact, a chart for a theme or topic (with or without technology) related to Social Studies
- Actively participates in group discussions, class debates, with teachers and peers about various Social Studies topics



Activity 1

Brainstorm

What is Tourism?

Tourism in the UAE





Activity 2

Read (or listen to) a tourist describing her Trip to the UAE. **Underline or highlight** details about where she went or what she did in the UAE.

Tourist from London

My name is Sarah, I'm from London. Last month I visited the UAE with my family. We left London Heathrow Airport at 9am and we arrived in Abu Dhabi over 7 hours later! It was a long time to be on an airplane.

In Abu Dhabi we visited the Sheikh Zayed Grand Mosque. We have mosques in London, but none are as large and impressive as the Sheikh Zayed Grand Mosque. In London we have a lot of large and impressive churches. One of them is Westminster Abby.



We visited Qasr al-Hosn, the palace of the rulers of Abu Dhabi until 1966. The inner fort of the palace was built in 1795, more than 2 centuries ago! The most famous palace in London is Buckingham palace. This is where our Queen lives with her family.



On the third day, we visited Dubai. In Dubai, we visited Burj Khalifa, the tallest building in the world! The Shard is the tallest building in London. Burj Khalifa is quite similar to the Shard. Both have restaurants, offices, apartments, a hotel, and a viewing room on the top.



I was amazed by the deserts, so much sand! We have some sand near our beaches, but we don't have any deserts in Britain. I saw lots of camels and I even had a camel ride!



We enjoyed our holiday so much! We learned about the Emirati people and how they live. We saw a lot of things that are very different from home. I can't wait to come back some day!



Activity 3

Compare and Review

What did Sarah see in the UAE on her holiday? What attractions did she compare them to in London?

Attractions in UAE

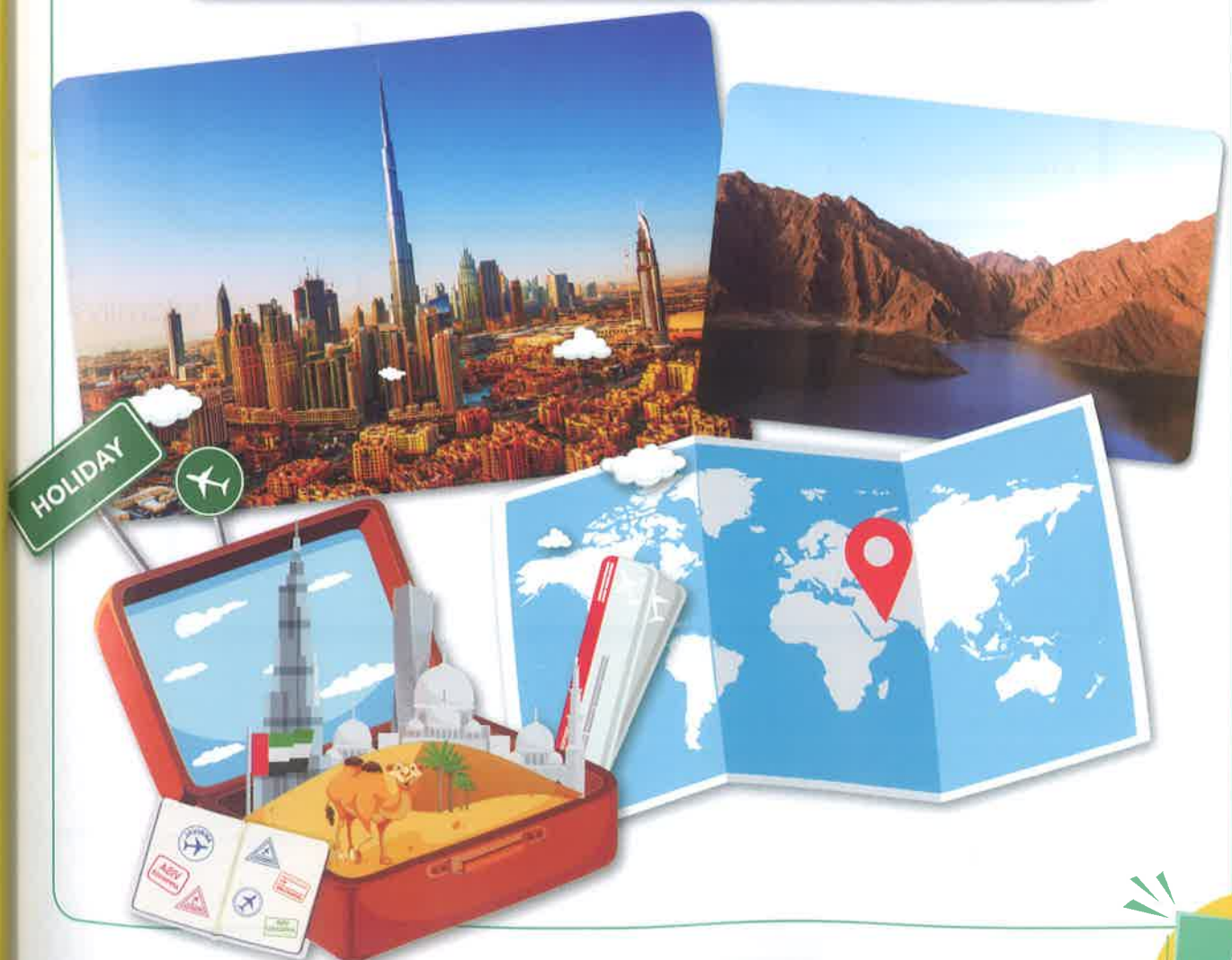
Attractions in London

1. How long did it take for Sarah and her family to fly to Abu Dhabi from London?

.....

2. Can you recommend other places for Sarah to visit next time she visits the UAE?

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





Activity 4



Read and Discuss (Facts obtained from [click here](#))

In 2017, the tourism industry accounted for 10.4% of global GDP and 313 million jobs, or 9.9% of total employment in the UAE.

This means that about 1 out of every 10 dirhams in the UAE is made through tourism. It also means that more than 3 million people earn their living through tourism in the UAE.

1. Why do you think Sarah's family came to the UAE on their holiday?

.....

.....

.....

2. How do people living in the UAE benefit from visitors like Sarah's family?

.....

.....

.....



Activity 5

Think and Reflect

Draw a picture of Sarah's trip and the goods and services her family paid for during their trip to the UAE.

Traditional Pastimes

9

WALT: identify pastimes enjoyed now and in the past and understand the history and origin of pastimes in the UAE

Vocabulary

pastimes, falconry, falconer, lucrative, traditional, entertainment

Student Learning Outcomes

- Uses historical records and artefacts to describe how people's lives have changed over time
- Actively participates in group discussions, class debates, with teachers and peers about various Social Studies topics
- Gathers and accesses information from the internet and books with teacher's guidance



Activity 1

Brainstorm

What do you like to do for fun? Draw yourself doing your favorite fun activity.





Activity 2

Read (or listen to) the passage about pastimes. Underline or highlight ways to have fun.

Pastimes are ways to have fun. Some people use exercise to have fun. Some people play games and sports to have fun. Pastimes help us relax. Some people like to have fun alone. Some people like to have fun in groups.

Match the pictures to the pastimes. Can you think of others?



Pastime

Shopping

Football Match

Watching a Camel Race

Watching a Movie

Reading a Book

Playing a game



Activity 3

Read (or listen to) the passages. Answer the questions to check your understanding.

Traditional Pastimes in the UAE

People living in the UAE have always had pastimes. Some of the pastimes are the same as pastimes now and some are different. Pastimes that people did in the past are called traditional. People in the UAE have many fun and interesting traditional pastimes.

Falconry

One traditional pastime is Falconry. Falconry has been practiced by people of the UAE for almost 2,000 years! Training a falcon requires skill and patience. People in the past trained falcons to help them hunt for food. Now, falconry is a sport. It is one of the oldest traditional sports in the UAE.

• **List three facts you learned about falconry.**

1.

2.

3.



Camel Racing



Camel Racing has existed in the UAE for hundreds of years. In the past people used camels to travel long distances in the desert. Now camels are used mostly for racing as a sport. People, called jockeys, used to ride camels in the races in the past. Now, robotic jockeys control the camels during their races. The robotic jockeys are controlled by the trainers who drive alongside the track in their SUVs.

- **List three facts you learned about camel races.**

1.

2.

3.

- **What are robotic jockeys?**

.....



Horse racing, like camel racing, is very important in Arab culture and history.

One of the most famous horse racing tournaments, the Dubai World Cup, is held in Dubai. Horse races are not always for speed. In endurance racing, horses race for long distances in hot and difficult terrain. The UAE hosts the World Endurance Championships for endurance racing.

• What did you learn about two types of horse racing in the UAE?

1.

2.



Traditional Games

Traditional games are so important because they are a part of the history and culture of the UAE. Some traditional games are: Al Teela, Habil Al Zaibal, Al Dusays, Al Zubout, Al Karabi and Al Miryhana.



Activity 4

Search in groups, with your teacher's help, for information about one of the traditional games. Draw a picture of the game and explain to the class how to play the game.



Activity 5

Reflect and Explain

How do the traditional pastimes you learned provide goods and services for people to pay for?

.....

.....

.....

.....

How do the traditional pastimes you learned about help people earn money?

.....

.....

.....

.....

The Grand Mosque - Honouring the first President of the UAE

10

WALT: Understand the story of how the Shaikh Zayed Grand Mosque came to be.

Vocabulary

Grand Mosque, peace, tolerance, honour, values, diversity, artisans, craftsmen

Student Learning Outcomes

- Understand important people in history and how they relate to things that happened in history
- Examines the contributions of historical figures to the nation
- Finds relevant information from sources with teacher's guidance

Activity 1

Read (or listen to) the passage. Underline information that you think is important.

The Shaikh Zayed Grand Mosque (also known as 'The Grand Mosque') is a huge beautiful Mosque which was built to **honour** Shaikh Zayed bin Sultan Al Nahyan. He was one of the founding fathers of the UAE and the UAE's first president. Shaikh Zayed wanted the Grand Mosque to be a symbol of the past and the present and to express the **values** of tolerance, love and peace.

Construction of the Grand Mosque started on the 5th of November in 1996 and was finished in 2007. Natural materials were chosen for much of its construction because they are long-lasting and beautiful. More than 3,000 **Artisans, craftsmen,** and workers from many countries took part in the construction.

The Grand Mosque can hold 50,000 people! People come from all over the world to visit the Shaikh Zayed Grand Mosque. Sadly, Shaikh Zayed died in 2004, so he did not see it completed.



Think to yourself and answer the questions.

1. Why did the people of the UAE want to build the Grand Mosque?
.....

2. Why do you think that it took so long to build the Grand Mosque?
.....

3. What is Shaikh Zayed Grand Mosque a symbol of?
.....

4. How many workers did it take to build the Grand Mosque?
.....



Activity 2

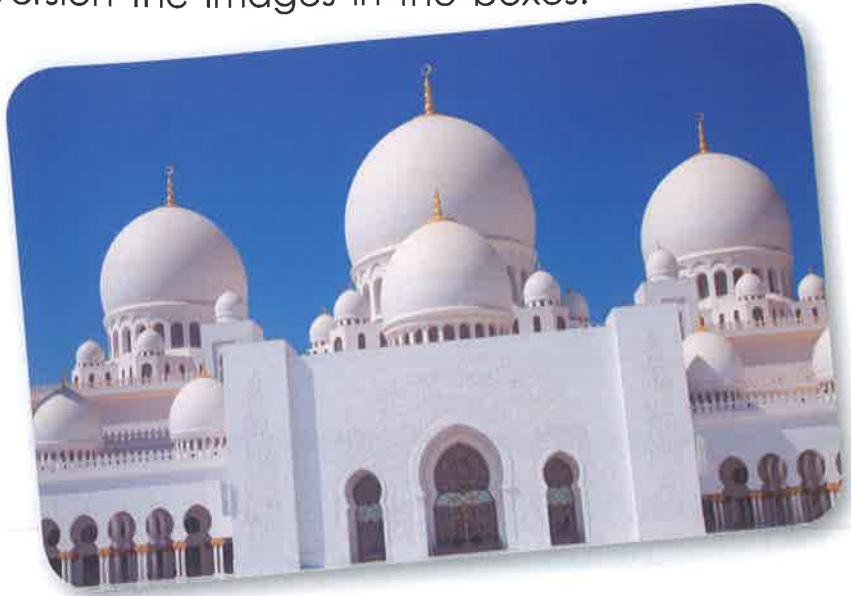
Read the story again and create a timeline with dates mentioned. Add your birthday and discuss with your classmates.

Grand Mosque Timeline



Activity 3

Some of the designs used in the Grand Mosque are pictured below. Draw your version the images in the boxes.







Activity 4

Reflect and Explain

Why was the Grand Mosque designed to be so huge?

.....

.....

.....

.....

How does the Grand Mosque help the UAE to develop?

.....

.....

.....

.....

Yas Island Amusement Parks

WALT: Learn about amusement parks and how they can contribute to the development of the country

11

Vocabulary

Ferrari world, Warner Bros, Waterworld, tickets, rides, thrills, slides, fun, scary

Student Learning Outcomes

- Identifies, compares and contrasts man-made and natural features in one's area (e.g., rivers, lakes, parks, buildings, roads)
- Gathers and accesses information from the internet and books with teacher's guidance
- Provides explanations using relevant information.

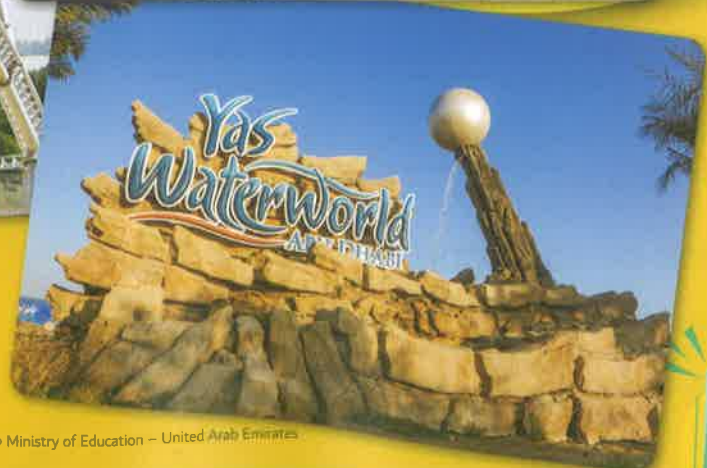


Activity 1

Brainstorm

How can you find out more about amusement parks on Yas Island?

Yas Island



Summarize

Discuss ways of finding information about Yas amusement parks with your classmates. Write the three you think are the best.

• Three ways of finding information about Yas Island amusement parks:

1.

2.

3.



Activity 2

Search and Read

With the help of your teacher, find information about Yas Island amusement parks. Use the words in the box to answer the questions.

tickets - rides - slides - fun - scary

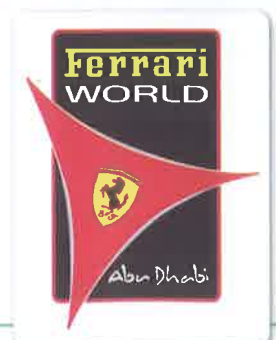
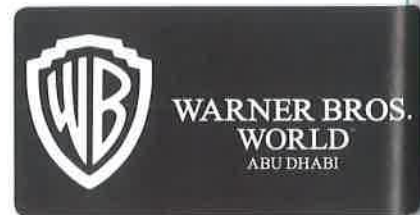
1. I went on the snake water at Yas Waterworld.

2. There are many different at Warner Bros World.

3. My Dad bought for Ferrari World.

4. Some of the rides are very

5. I had a lots of at the amusement parks on Yas Island.





Activity 3

Learning from Images

Draw three items from any of the amusement parks. Write why you like it.

Item 1:

This is a

I like it because

Item 2:

This is a

I like it because

Item 3:

This is a

I like it because



Activity 4

Websites



1. What was the best way of discovering information about Yas Island amusement parks?
2. Why do you think Yas Waterworld has a website?
3. What information can you find on the Warner Bros World website?
4. Who do you think this information is for?



Activity 5

Reflect and Connect

How do websites attract people to visit?

.....

.....

What goods and services can people pay for in amusement parks?

.....

.....

What can people do in amusement parks to earn money?

.....

.....

Louvre Abu Dhabi and other Attractions

12

WALT: Understand the importance of the Louvre Abu Dhabi and how it links with the original Louvre. Explore other key institutions that are in the UAE

Vocabulary

Pearl, Arabian Gulf, pearling, Etihad Museum, manuscript, columns, France, Louvre, museum, artefact

Student Learning Outcomes

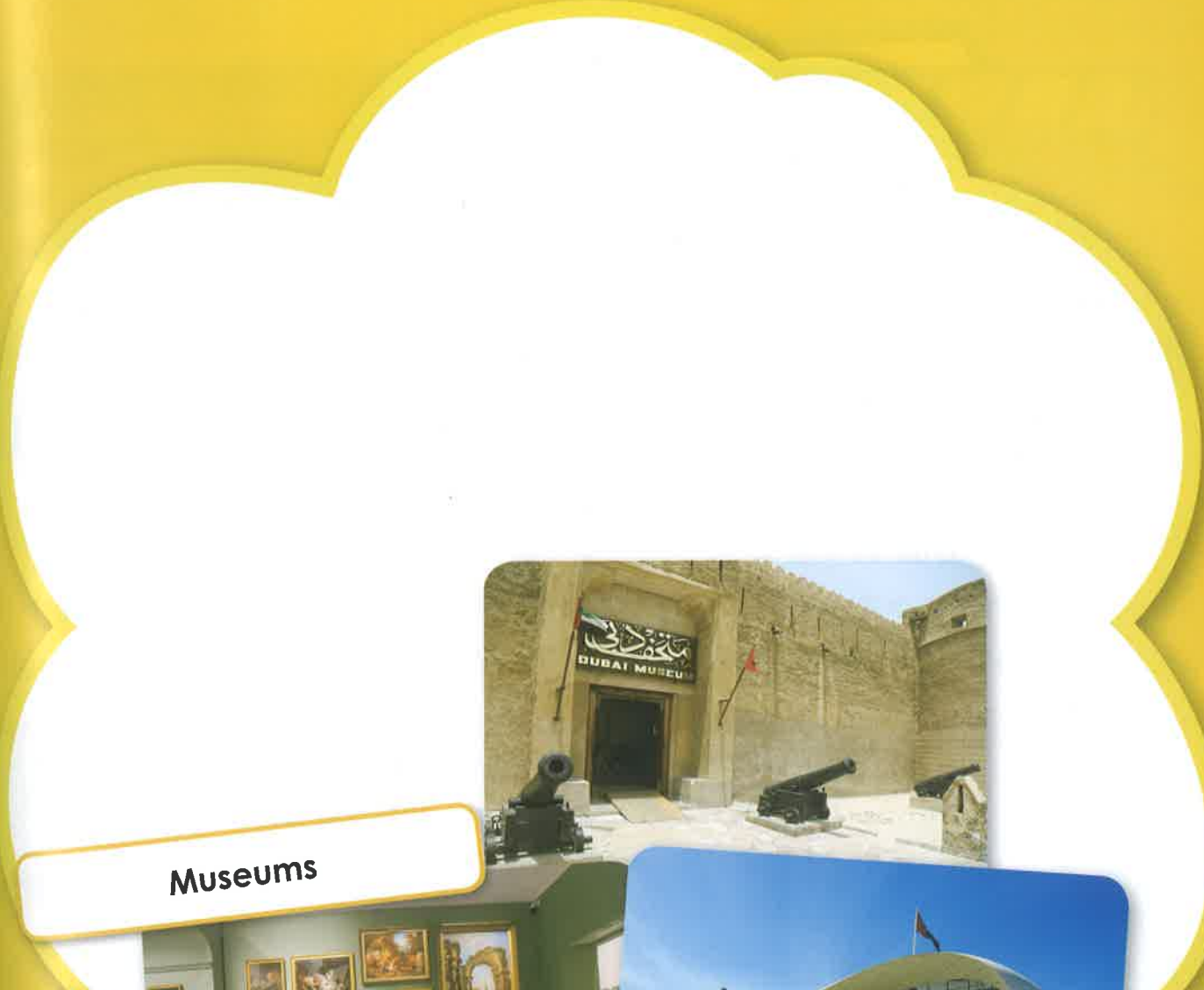
- Joins in group discussions and class debates with teachers and peers about various Social Studies subjects
- Finds information from the internet (specific website) and books with teacher's help



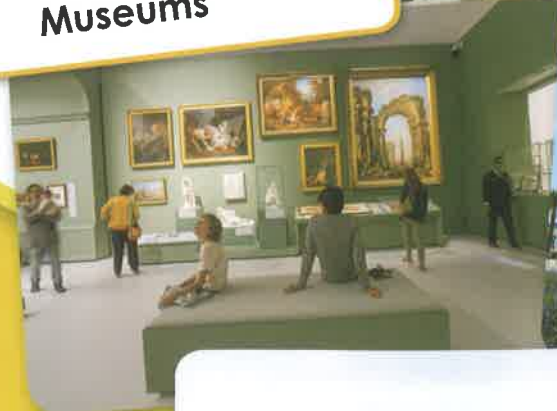
Activity 1

Brainstorm

What can you find in a museum?



Museums





Activity 2

Read (or listen to) the passage about museums. Underline names of museums and items you can find in them.

Museums in the Abu Dhabi

There are over 40 museums in the Abu Dhabi. Museums usually have one theme. Museums can contain artefacts, art, inventions, tools, or just about anything related to the theme.

One museum in Abu Dhabi is called the **Pearl Museum**. It has the largest collection of saltwater pearls from the **Arabian Gulf** in the world. In the Pearl Museum, you can learn all about pearling and pearl divers. **Pearling** was an important way of making money in the UAE in the past.

Another museum is called **Etihad Museum**. The front of the museum looks like a **manuscript** and the **columns** look like a pen. This celebrates the signing of the papers that united the emirates in 1971.

Other museums include a camel museum, a horse museum, a coin museum, a police museum, a soil museum, a women's museum, a car museum and others.



Activity 3

Think and Choose

Match each museum to the picture of the item that you can see in it.



Horse Museum

Pearl Museum

Car Museum

Pearl Museum





Activity 3

Think and Choose

Match each museum to the picture of the item that you can see in it.



Horse Museum

Pearl Museum

Car Museum

Pearl Museum





Activity 4

Read (or listen to) the passage. Underline important information.

Louvre Museum in Abu Dhabi

The Louvre Abu Dhabi opened in 2017. The original location for the Louvre (pronounced 'looove') is in Paris, France. The Louvre contains **artefacts** from ancient Egypt, ancient Rome, and even from the Middle East. Most of the artefacts in the Louvre Abu Dhabi are borrowed from the Louvre in Paris. The two museums are working together to be sure that people in both countries can see important artefacts from the past. Now people in the UAE do not have to travel to Paris to visit the Louvre!



Answer the questions.

1. When did the Abu Dhabi Louvre open?

.....

2. Where is the original Louvre located?

.....

3. What can you see inside the Abu Dhabi Louvre?

.....



Activity 5

Search and Find

With the help of you teacher, open the Louvre website. List three artefacts that you can see.

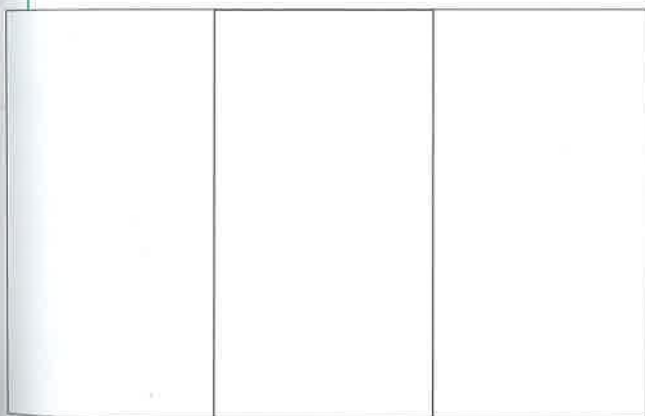
1.
2.
3.



Activity 6

Think and Reflect

Colour in the French flag and the flag of the UAE with the right colours. Your teacher can help you look up the colours of the flags if you need.



Why is it important for museums in different countries to cooperate?

.....

.....

Wildlife conservation in the UAE

WALT: Understand wildlife conservation and identify some of the endangered animals in the UAE

13

Vocabulary

endangered, wildlife, conservation, Arabian Oryx, Arabian Tahr, Arabian Leopard, Hawksbill Turtle, Houbara Bustard, sanctuary, extinction, species, habitat, falconers

Student Learning Outcomes

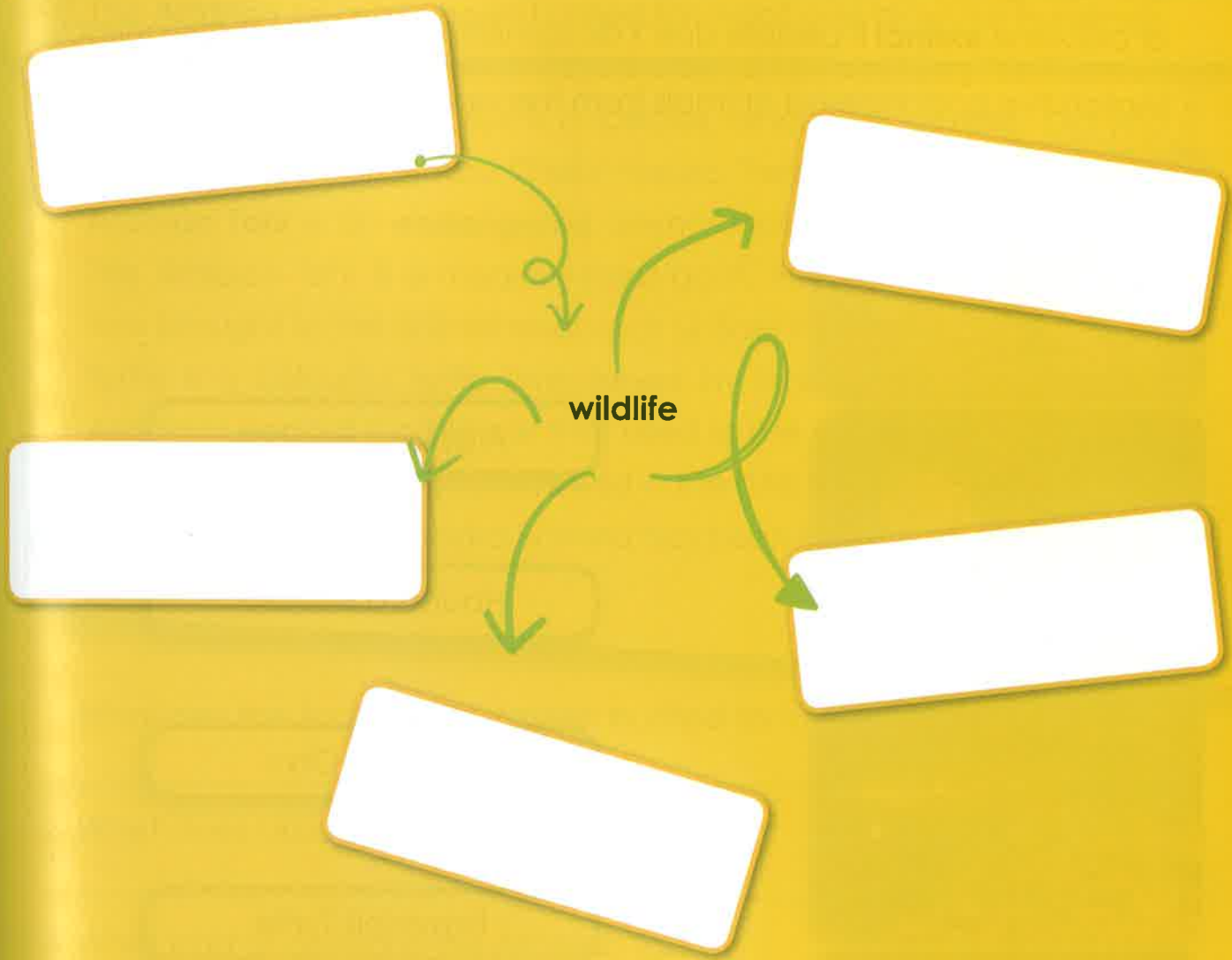
- Finds information from two websites with the teacher's guidance
- Creates a poster about an endangered animal of their choosing and finds out specific information about it.
- Actively participates in group discussions about their topic.
- Participates in the resolution of an identified local issue e.g. how they can help to save endangered species.



Activity 1

Brainstorm

What are examples of wildlife? The animals can be from anywhere in the world.





Activity 2

Read (or listen to) the passage and watch the video clip

Endangered means that something is in danger or under threat. When we are talking about **wildlife**, it means that the animal is going to disappear or become **extinct** if people don't do something to protect the animal.

Match five endangered animals from the video to their pictures.



Arabian Leopard

Houbara Bustard

Arabian Oryx

Hawksbill Turtle

Arabian Tahr



Activity 3

Read (or listen to) the passage and answer the questions.

The **Arabian Oryx** has been hunted for meat and hides for hundreds of years. In the 1990s Sheikh Zayed created a **sanctuary** for them at Sir Bani Yas Island. An Oryx is a species, or kind, of **gazelle**. Did you know that the name Abu Dhabi means 'Father of the gazelle'? An **Arabian Tahr** is an **endangered** animal that lives in the mountains. The Arabian Tahr is a medium-sized goat. In 2015 the Arabian Tahr was brought to the animal reserve at Sir Bani Yas Island. The Hawksbill Turtle is a colourful turtle threatened by fishing and pollution. The Arabian Leopard is a big cat that used to live all over the UAE. There are very few of them left in the wild in the UAE but they can be found at Al Ain Zoo. The Houbara Bustard has been hunted for hundreds of years by falconers.

1. What has the Arabian Oryx been hunted for in the past?

.....

2. What does 'Abu Dhabi' mean?

.....

3. What kind of animal is the Arabian Tahr?

.....

4. What is the Hawksbill Turtle threatened by?

.....

5. The Arabian Leopard is a kind of

.....

6. Who have hunted the Houbara Bustard?

.....



Activity 4

Animal Poster

Use the website provided by your teacher.

Choose one of the five endangered animals. Draw a picture of the animal. Write five details about the animal:

1. What is its habitat?
2. How many are left in the UAE?
3. Why is it endangered?
4. How could it be protected?

My endangered animal project. I chose the



Eco-Tourism in the UAE

WALT: understand the importance of ecotourism in the United Arab Emirates.

14

Vocabulary

ecotourism, animals, save, wildlife, nature

Student Learning Outcomes

- Learn about the importance of ecotourism
- Find information about ecotourism.
- Complete written activities about ecotourism.



Activity 1

Brainstorm

What is ecotourism?

Ecotourism



Your teacher will show you a short video about Sir Bani Yas Island.



Activity 2

Fill in the blanks

ecotourism - animals - save - wildlife

1. People pay money to visit places like Sir Bani Yas Island. Paying money to visit natural places is called
2. Cheetahs and Giraffes are two of the living on Sir Bani Yas Island.
3. The people who work in Sir Bani Yas Island are helping to the endangered animals.
4. There are many different types of on Sir Bani Yas Island.



Activity 3

Match the name of the animal with the photo.



Giraffe

Cheetah

Arabian Oryx



Activity 4

Search and Find

With the help of your teacher look up the Website of Al Ain Zoo and answer the questions.

1. Why do you think Al Ain Zoo has a website?

.....

2. What information can you find on the zoo's website?

.....

3. Who do you think this information is for?

.....



Activity 5

Think and Draw

Make a drawing about something you would like to see on an ecotour.



Activity 6

Reflect

List two reasons that ecotourism is important in the UAE

1.
2.
3.



Archeo-tourism - Archeology for Everyone

WALT: Understand what archeo-tourism is and learn about some of the important archeological sites in the UAE

15

Vocabulary

archeology, archeologist, tourism, archeo-tourism, trade, Jebal Hafit, Umm Al Nar, tombs, Al Hilli Archeological Park, pottery, copper arrowheads, Maliha, heritage

Student Learning Outcomes

- Uses terms to refer to time (e.g. decade, century, generation, etc).
- Explains the significance of historical figures and its relation to historical events.
- Look at how people in the past lived and created important places for the nation to see and understand.
- Discuss the topic of archeo-tourism with your group, whole class and your teacher.
- Look at ways in which people from different places create places to live.



Activity 1

Where have you been a tourist?





Activity 2

Look and learn

The people in the picture are **archeologists**. They study of the past from **artefacts** is called **archeology**. Visiting **archeological** as a **tourist** is called **archeo-tourism**.



- List three things that archeologists do.

1.
2.
3.



Activity 3

Read (or listen to the passage) Underline or highlight important information.

Archeology in the UAE

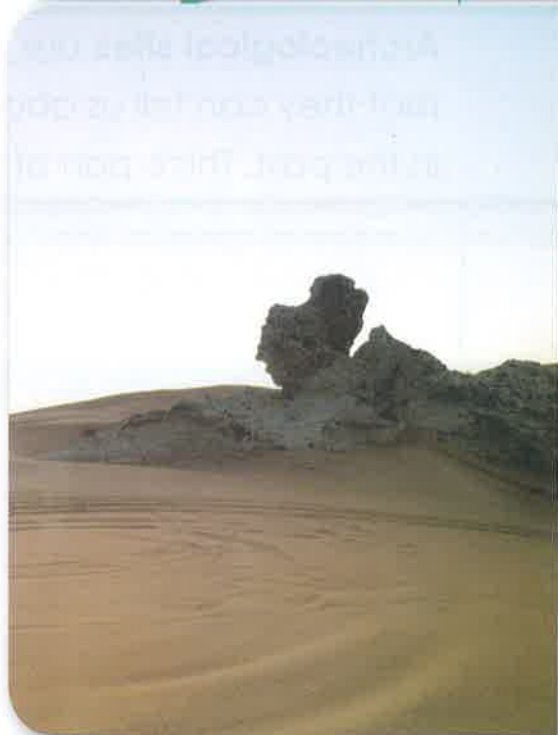
The UAE has a lot of important archeological **sites**. The UAE has been a major trading place for thousands of years. There are a lot of places to visit in the UAE to see archeological sites.

You can go to Al Ain to see the Jabel Hafit tombs which are 5000 years old. Archeologists found lots of things when they excavated Jabel Hafit including dishes and cooking pots and beautiful coloured beads.

You can also go to Umm Al Nar, which is almost as old as Jabel Hafit. Umm Al Nar covered a large area. Archeologists found over 50 tombs.

Seven tombs were found Al Hilli Archeological Park in Al Ain. Inside the rooms of the tombs, Archeologists found pottery jars, beads and copper arrowheads.

The Maliha archeology site in Sharjah is over 2000 years old. Some artefacts found in Maliha were from far-away places like including ancient Greece. These artefacts show that the people of Maliha traded with people in other countries.



Answer the questions.

1. How old is Jabel Hafit?

.....

2. What is one of the archeological artefacts that were discovered at Jabel Hafit?

.....

3. How many tombs were found at Umm Al Nar?

.....

4. What were three things found at Al Hilli Archeological Park?

.....

5. What did artefacts found in Maliha show about trading?

.....

Archeological sites are important for the stories that they can tell us about the people that lived in the past. This is part of the heritage of the UAE.





Activity 4

Draw and Reflect

What kind of archeology will you leave behind? Think of three of your favourite things. Draw them in the box.

What do you think a student living 100 years from now would think about the things you drew?

.....

.....

.....



Activity 5

Think and Reflect

Why is it important to preserve artefacts? How does this help form the identity of people in a country?

.....

.....

From Souq to Malls

16

WALT: understand the importance of shopping centres, or malls in the UAE and understand their social, environmental and economic importance in the UAE

Vocabulary

Souq, Global Village, Heritage Village, air-conditioning, traditional, economy

Student Learning Outcomes

- Looks at ways in which people from different cultures adapt to the physical environment
- Explain how the environment effect people's way of living
- Provides examples of goods and services
- Understand that malls are institutions that are part of economic systems



Activity 1

Brainstorm

What do you do in a shopping center or mall?

What do you do in a shopping center?





Activity 2

Read (or listen to) the passage. Underline or highlight reasons to visit a Shopping Center or Mall.

Shopping Centers Helping Shoppers “Beat the Heat”

When the weather is very hot, many people prefer to stay indoors. But that does not mean staying at home! Air-conditioned shopping centers or malls offer visitors a pleasant way to “beat the heat.” Some shopping centers have amusement parks with games and rides inside. There are restaurants, coffee shops, play areas, beauty salons, and lots of shops to buy anything you can imagine.

Some Shopping centers have special themes or attractions. Ibn Batuta Mall, named for a famous explorer, has themed areas representing the countries he explored. Mall of the Emirates has Ski Dubai, complete with ski slope and snow. Dubai Mall is located next to Burj Khalifa, the tallest building in the world. Dubai Mall is huge and has many attractions including a large indoor aquarium full of sharks, rays, and other underwater life, an Olympic sized skating ice skating rink, and a place called Kidzania, where kids can try out adult jobs, fashion street, and more.



In Emirati culture, meeting in the traditional outdoor Souq, or marketplace, such as the one at Heritage Village, was a very important part of life. The Traditional Emirati Souq at Heritage Village is one example that has been preserved. People used to meet, drink coffee, buy and sell products, and exchange news. Sounds a lot like what goes on in a modern day shopping center!



Activity 3

Check your Understanding

1. Why do many people prefer indoor activities over outdoor activities in the UAE?

.....

.....

.....

2. List two shopping centers with special themes or attractions. List one more center that was not mentioned.

.....

.....

.....

3. Compare traditional Emirati Souqs and modern shopping centers. How are the same and how are they different?

Ways they are different:

.....

.....

.....

.....

.....

Ways they are same:

.....

.....

.....

.....

.....



Activity 4

Search and Discuss

With the help of your teacher, go to the website of Global Village, a shopping center in the emirate of Dubai. What is the theme of Global Village? How is it different from other shopping centers? Draw a picture of something you would like to do at Global Village.



Activity 5

Reflect and Discuss

How do shopping centers attract visitors to the UAE? Why is that important?

.....

.....

Hotels and Attractions in the UAE

17

WALT: understand the importance of hotels and other attractions in the UAE

Vocabulary

hotel, golf course, beach, tourism, holiday, guest, five-star, spa treatment, valet parking, slippers, bathrobes, towels, toiletries

Student Learning Outcomes

- Identifies, compares and contrasts cultural and environmental characteristics of selected places or regions and people (e.g. use of environment, resources, technology, customs)
- Answers questions about the information gathered
- Creates various forms of written work on the information gathered (e.g. poem, comics, short story, PowerPoint)



Activity 1

Brainstorm

What are some things you can do in a hotel other than sleep?

Things I can do in a hotel





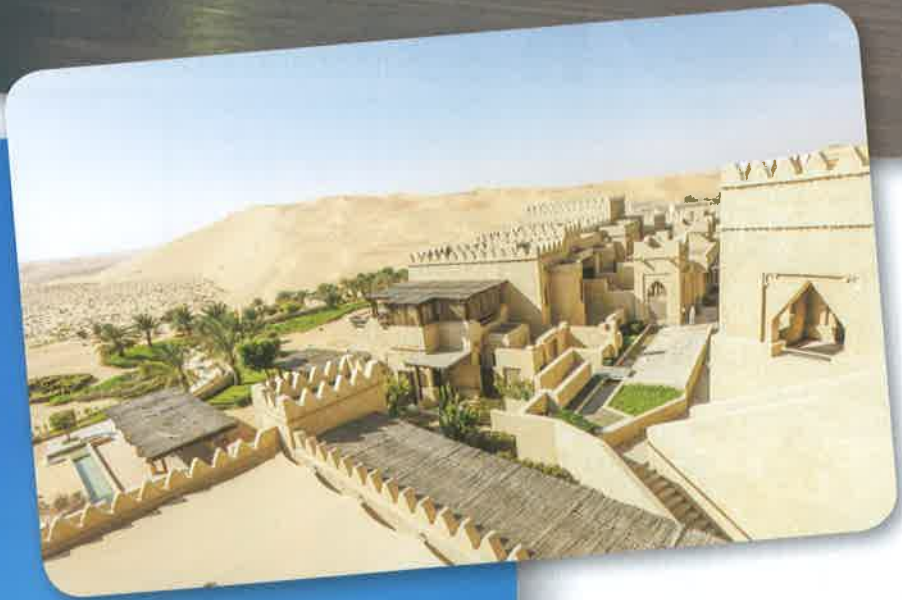
Activity 2

Read (or listen to) the passage. Underline or highlight services or attractions.

Five-Star Comfort

Hotels in the UAE offer more than just a place to sleep! The UAE is the home to hundreds of five-star hotels. Five-star hotels are known for comfort, guest services, and special attractions. Hotel services can include spa treatment, 24-hour room service, valet parking, excellent restaurants, and other amenities. Amenities are items or services that are included for use of the guests such as slippers, bathrobes, towels, toiletries, high speed internet in the room, and more to make guests happy and make them want to come back.







Activity 3

Match the amenity with the picture.



Amenities

Valet parking

Childcare Activities

Toiletries

Items for use in room

Spa Treatment



Activity 4

Read (or listen to) the passage. Underline or highlight services or attractions.

More than a Place to Sleep

Hotels in the UAE offer more than just a place to sleep! Organizations may hold conferences in hotels. A conference is an event where people share new information about their organization or their work. Hotels have large halls often use for weddings and other parties. Some hotels in the UAE are located near the sea and have beaches at the hotel. Some hotels are located near golf courses or other sport areas. Some hotels have themes like the Hotel Atlantis where you can swim with dolphins or the Ice Hotel where you can sleep on an ice block. There are hotels to attract just about any type of visitor.





Activity 5

Match the picture to the reason for visiting a hotel.



Reason for Visiting a Hotel

Wedding

Conference

Play a sport like golf

Enjoy the cold

Swim with dolphins



Activity 6

Reflect and Draw

Draw a picture of a new hotel you would like to visit. How would it be new and interesting?

Airports and Air Travel

18

WALT: understand the importance of airports and air travel in the UAE

Vocabulary

airport, airplane, pilot, flight attendant, terminal, cargo, perishable, passport

Student Learning Outcomes

- Identifies, compares and contrasts man-made and natural features in one's area (e.g., rivers, lakes, parks, buildings, roads)
- Explains the concept of location
- Gathers and accesses information from the internet and books with teacher's guidance.



Activity 1

Brainstorm

Draw a picture of what you might see at an airport.





Activity 2

Read (or listen to) the passage. Underline or highlight things you might see at an airport.

From Sea Ships to Airplanes

A century ago, most people travelled to the UAE by sea using a boat or over land using pack animals like camels. There were no modern roads in those days. Cars and trucks could not be used in desert sand. Boats were used to carry large items or cargo for trade from the UAE to other countries.

Over the last century a lot has changed. Now, most people arrive in the UAE through an airport. Some goods arrive on boats, but goods like vegetables, fruits, and other perishable items are carried in air cargo. Animals also travel by air. Racehorses, animals for zoos, and even life fish for the aquarium in Dubai Mall have travelled to the UAE by air.

Air travel is one of the safest ways to travel. Pilots, the people who drive the airplane, and flight attendants, the people who care for the passengers, have a lot of training and experience. As the plane pulls away from the terminal, and starts down the runway, we can rest and relax, thinking of reaching our destination.



Activity 3

Check your Understanding.

1. List two ways that most people travelled to the UAE a century ago.

.....

.....

2. Why were cars and trucks not used for travel in the UAE in the past?

.....

.....

3. List some items that can be sent to the UAE by air cargo.

.....

.....



Activity 4

Reflect

Why are airports important for development in the UAE?

Events in the UAE

WALT: understand the importance of events in the UAE

19

Vocabulary

Dubai Marathon, Dubai Desert Classic, Dubai International Jazz Festival, Dubai Tennis Championships, Dubai World Cup, National Day Festival, Mother of the Nation Festival, Abu Dhabi Film Festival, Dubai International Film Festival and the Abu Dhabi Festival, Eid Al Fitr, Eid Al Adha, festival, economic, Burj Khalifa

Student Learning Outcomes

- Understanding how important people in history are celebrated through local and national events.
- Actively participates in group discussions and class debates with teachers and peers about various Social Studies topics



Activity 1

Brainstorm

What events have you heard about or attended in the UAE?

Events in the UAE





Activity 2

Read (or listen to) the passage. Underline or highlight events or festivals held in the UAE.

Events Held in the UAE

Tourists and people living in the UAE enjoy attending festivals and events. The first national festival, Dubai Shopping Festival, was held in 1996.

Now many famous festivals and events are held each year attracting many different kinds of people. Fans of car racing can attend the Formula 1 car race on Yas Island. The Dubai World Cup is one of the most famous horse racing events in the world. Many of the top golfers in the world attend the Dubai Desert Classic. The Dubai International Film Festival attracts movie stars and people who love movies. Some people prefer heritage or regional or events. The UAE National Day is one of most important heritage events in the UAE. It is celebrated with parades, fireworks, and activities in each emirate. Each emirate also holds its own special events and festivals.



Activity 3

Check your Understanding.

1. What was the first national festival in the UAE? How long ago was it held?

.....

.....

2. Which events can sports fans attend in the UAE?

.....

.....

3. What famous event is held every year on Yas Island?

.....

.....

4. Which event is celebrated in all of the emirates on the same day?

.....

.....



Activity 4

Reflect

Draw a picture of you participating in your favorite festival or event.

Blank space for drawing a picture of participating in a festival or event.

Planning a Trip to the UAE

20

WALT: Understand the UAE as a tourist destination.

Vocabulary

tourism, brochure, itinerary, template, destination, transportation, accommodation, brochure

Student Learning Outcomes

- Constructs a timeline showing significant events in one's life (e.g. birth, first steps, loose tooth, sports accomplishment etc.)
- Creates a poster, a graph, an artefact, a chart for a theme or topic (with or without technology) related to Social Studies
- Identifies the reasons stated by an author of a particular text to present his point of view



Activity 1

Read (or listen to) the steps in this project.

Project: Planning a Trip to the UAE

A travel agent plans trips and holidays for people who want travel. In this project you (and your group) act as travel agents. You will plan a three day trip for a group of tourists. You must include all the details to make their trip enjoyable and interesting for them. Your teacher will tell you whether you should use the template at the end of the lesson to create your own brochure about the trip with a three day itinerary.

Step 1: Review

Facts about UAE in the past

Traveling to and through the UAE

Things you can do in a hotel

Events and Festivals in the UAE

Traditional Pastimes in the UAE

Museums in the UAE

Step 2: Plan

Your teacher will give you a short description of the group of tourists. Your teacher will help you search for information to plan the trip. You must find information about:

- **How will your tourist group get to the UAE?**
- **What events or activities will they like?**
- **Where are those activities held?**
- **Which order will they do the activities?**
- **Where will they stay in the UAE?**
- **Your tourist group wants to know about the UAE in the past so you must include at least 3 facts about the UAE in the past.**

Step 3: Design

You may use the template provided or you can create your own.

FACTS ABOUT THE UAE:

- 1.
- 2.
- 3.

PICTURE OF UAE IN THE PAST

**YOU WILL ARRIVE IN
THE UAE (WHERE)**

DAY 1:

DAY 2:

DAY 3:

YOU WILL ATTEND THE FOLLOWING EVENTS:

Step 4: Present

Explain your choices to your class

Ministry of Education - Call Centre
For Suggestions Inquiries & Complaints



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