

AL NOOR INTERNATIONAL SCHOOL

Riyadh, Saudi Arabia

LOWER GRADE SECTION

SOCIAL STUDIES



Name: _____

Grade and Section: _____

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Unit I: Arabs Beyond Asia

Lesson 1: Continent of Africa

Vocabularies:

1. Population- The total number of people (citizens) inhabiting a city or an empire.
2. Civilization- A complex human society, often characterized by urban development, social stratification, form of government, and communication systems.
3. Colonize- The act of establishing a settlement (colony) in a new land, region, or planet to gain control over it, secure resources, or expand a nation's influence.

Lesson Content:



Throughout history, Africa has been considered the birthplace of mankind. Africa is the second largest and the second most populated continent in the world. It contains 14% of the world's human population and covers one fifth of Earth's total land surface. It includes 54 individual countries and nine territories.

The continent is bound by the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Red Sea.

Africa is the origin of many ancient civilizations, including the Ancient Egyptians, The Kingdom of Kush and the Land of Punt. By 1900, much of Africa had been colonized by seven European powers: Britain, France, Germany, Belgium, Spain, Portugal, and Italy! By 1920, the Africans were driven by their passionate desire for independence, and colonies started diminishing. The last African country that gained its independence was Djibouti in 1977.

Africa is a land of many languages. Nearly 2000 languages are spoken in Africa. It is also rich in natural resources. In fact, the continent holds around 30% of the world's known mineral reserves. These reserves include cobalt, uranium, diamonds, and gold, in addition to oil and gas reserves.

With all these riches, Africa remains one of the poorest continents in the world. The continent has the highest rate of malnourished people worldwide; more than 30% of African children suffer from growth disorders such as stunting. On average, 59 million children between the age of 5 and 17 spend their time working instead of studying and playing.

Important Details:

An Overview of Africa

- Many people in Africa follow Islam, while others follow Christianity.
- Longest flowing river in the world= Nile river
- The largest and driest hot desert= Sahara desert
- The largest waterfall in Africa is Victoria Falls.
- The highest mountain on the continent is Mount Kilimanjaro.
- The largest island is Madagascar.
- The largest country in Africa and the 10th largest in the world is Algeria.
- The largest land animal= African elephant
- The world's tallest animal= giraffe
- The world's largest reptile= Nile crocodile.

Exercises/ Answer the following:

I. Fill in the Blanks: Choose the correct answer from the choices below.

(Sahara Desert – Djibouti – Madagascar – Nile River – Algeria)

1. The longest flowing river in the world is the _____.
2. The largest island in Africa is _____.
3. The last African country to gain independence was _____.
4. The largest country in Africa is _____.
5. The largest and driest hot desert is the _____.

II. Matching Type: Match Column A with Column B.

Column A

1. Mount Kilimanjaro
2. African elephant
3. Nile crocodile
4. Victoria Falls
5. Giraffe

Column B

- A. Largest reptile
- B. Highest mountain
- C. Largest land animal
- D. Largest waterfall
- E. Tallest animal

Activity (Reflection):

1. What is special about animal life in Africa?

2. Why do you think people go to Africa for thr Safari attraction?

Vocabularies:

1. Culture- shared set of values, beliefs, behaviors, customs, arts, knowledge, and habits that characterize a group of people, society, or organization.
2. Republic- form of government where power is held by the people, who exercise that power through elected representatives rather than directly.

Lesson Content:

There are 12 Arab countries in Africa. These are Algeria, Chad, Comoros, Djibouti, Egypt, Eritrea, Libya, Mauritania, Morocco, Somalia, Sudan, and Tunisia. Arabs are united by culture and by history. Most Arabs are Muslims.

Overview of Algeria

Capital city: Algiers

Ruled by: President

Official language: Arabic

Government: Republic

Religion: Islam

Currency: Algerian Dinar

Main resources: oil and gas, iron ore, phosphate, uranium and lead



iron ore



phosphate



uranium



lead

Algeria and Sudan are the two biggest Arab countries in Africa. The Sahara covers more than 80% of Algeria. Only 12% of the land in Algeria is inhabited. Algeria produces agricultural products such as dates, grapes, cherries, figs, and citrus fruits. Algeria is called the country of "Cherries and Dates."

Overview of Sudan

Capital city: Khartoum

Ruled by: President

Official language: Arabic

Government: Republic

Religion: Islam

Currency: Sudanese Pound

Main resources: Arabic or acacia gum, petroleum and copper



copper



acacia gum



petroleum

Sudan is a member of the United Nations and the Organization of Islamic Cooperation. The legal system in the country is based on Islamic law. The country became independent in 1956 with numerous changes in government since then. In 1983, the country was involved in a civil war which ended in 2005. Before the secession of the south in 2011, Sudan was the largest country in Africa. Its area represented 8% of the African continent and 2% of the world's area.

Important Details:

- Sudan is known as the Food Basket of the Arab Nation because of its fertile lands. It is a country in Northeast Africa.
- The Nile River runs from the north to the south of the country.

Exercises/ Answer the following:

I. Matching Type: Match Column A with Column B.

Column A

Column B

1. Algeria

a. Khartoum

2. Sudan

b. Shared values and beliefs

3. Culture

c. Algiers

4. Republic

d. Government by elected representatives

5. Sudanese Pound

e. Currency of Sudan

II. Fill in the Blanks: Use the words below.

(Islam – Algiers – Nile River – Republic – Cherries and Dates)

1. Algeria is called the country of “_____.”
2. The capital city of Algeria is _____.
3. The government of Sudan is a _____.
4. Most Arabs are _____.
5. The _____ runs through Sudan.

III. Identify the Country: Write Algeria or Sudan.

- _____ 1. is known as the Food Basket of the Arab Nation.
- _____ 2. uses the Algerian Dinar.
- _____ 3. has Khartoum as its capital city.
- _____ 4. is called the country of “Cherries and Dates.”
- _____ 5. has petroleum and acacia gum as resources.

Activity (Reflection):

1. What do you think are the results of civil wars in Sudan and how did it affected the people?

Vocabularies:

1. League- is an alliance, association, or union of individuals, organizations, or nations formed to promote common interests, strengthen relations, or achieve mutual goals.
2. Sovereign- having supreme authority, independent power implying that a state has the right to rule itself without external interference.
3. Safeguard- to protect, protect, or defend against danger, harm, or risk.
4. Secretariat- office or staff of an international organization or society, responsible for managing day-to-day work, preparing meetings, and keeping records.

Lesson Content:

Arabs are all connected as one Arab nation. As most have the same concerns and interests, they cofounded the League of Arab States, commonly known as the Arab League. The establishment of the League helped the member nations safeguard their right to stay sovereign and safe. The League aims to strengthen ties among member states while coordinating their policies, deliberating on matters of common concern, and directing them towards a common good.



The League was first founded in Egypt in 1945 with only six countries as its members. These were Egypt, Jordan, Iraq, Saudi Arabia, Lebanon, and Syria. Later on, the rest of the Arab countries joined.

The Arab League is a regional organization which includes 22 Arab countries. In addition to the members, the League consists of four observers. They are Brazil, Eritrea, Venezuela, and India. The observers have no right to vote or be part of any decision. They just observe the work performed by the members, give their opinion, and participate in general activities.

Egypt and Saudi Arabia are considered the dominant players. The League helps its member countries avoid conflicts between one another, defend each other in times of war, form economic cooperation, and enhance free trade.

The highest body of the Arab League is the Council with representatives of member states, typically the countries' foreign ministers. Each member has one vote. The members of the council meet twice a year and may convene a special session at the request of two members.

Important Details:

- Members of the League are mainly Arabic speaking countries.
- The general secretariat is the administrative body of the League, the executive body of the council, and the specialized ministerial councils.
- The Arab League has several institutions one of which is the Arab League Educational Scientific and Cultural Organization, ALESCO. The organization coordinates cultural and educational activities in the Arab world.

Exercises/ Answer the following:

I. Write True or False.

- _____ 1. The Arab League helps member countries avoid conflicts.
- _____ 2. The observers in the Arab League can vote on decisions.
- _____ 3. Egypt and Saudi Arabia are considered dominant players in the League.
- _____ 4. The Arab League was founded with only six countries.
- _____ 5. Members of the League are mainly Arabic-speaking countries.
- _____ 6. The Council members meet once every five years.
- _____ 7. The secretariat is the administrative body of the League.
- _____ 8. One aim of the Arab League is to strengthen ties among member states.

II. Fill in the blanks: Write the correct answer.

1. _____ are countries that observe the work of the League but cannot vote.
2. _____ is the administrative body of the Arab League.
3. _____ means having supreme authority and independence.
4. _____ is an alliance formed to achieve common goals.
5. _____ and Saudi Arabia are considered dominant players in the League.

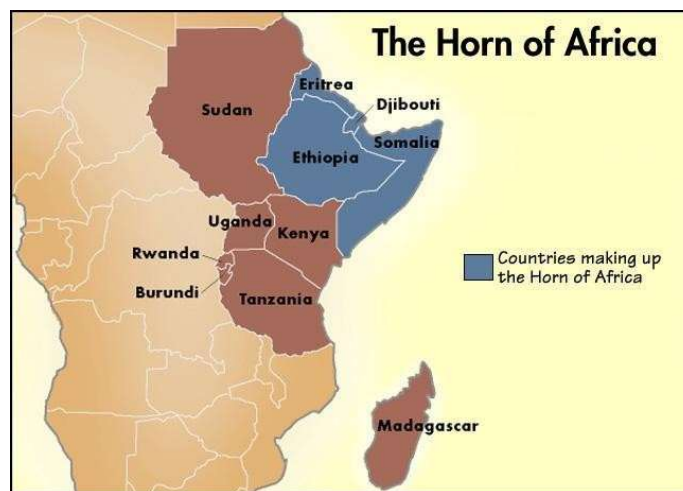
Activity (Reflection):

Show me: Students will research an Arab country's currency they have chosen then draw it on the space below and explain some interesting facts about the country.

Vocabularies:

1. Malnutrition- is a condition resulting from an imbalance between nutrient consumed and the body's needs
2. Disease- is a disorder or abnormal condition of a living organism
3. Susceptible- Being very likely to be influenced, harmed, or affected by something, such as a disease
4. Drought- is an extended period of abnormally low rainfall that results in a shortage of water, affecting the environment, agriculture, and water supply
5. Flood- An overflow of a large amount of water beyond its normal limits
6. Coral reefs- Diverse underwater ecosystems held together by calcium carbonate structures secreted by corals. They are often referred to as the "rainforests of the sea"
7. Monsoon- a seasonal wind pattern that brings heavy rainfall to a region

Lesson Content:



The Horn of Africa is located in the eastern side of Africa. It is home to the countries of Ethiopia, Somalia, Eritrea, and Djibouti. The Horn contains the Highlands of the Ethiopian Plateau, the Ogaden desert, and the Eritrean and Somalian coast.

Part of its great importance is its unique location. It is located southwest of the Red Sea and the Gulf of Aden. It is also near the oil rich Arabian Peninsula which makes it a good trade center. In recent history, the Horn came under the control of Italy, France, and Britain.

As of 2019, nearly 50% of the people who reside in the Horn of Africa suffer from malnutrition at a level which greatly affects their health and productivity. This also leaves them susceptible to more infectious diseases as they do not have the strength to fight them off. The area also experiences major natural disasters that include frequent droughts and floods.

The land has many mountains and lowlands. One of the lowest points in the world is located in the Horn of Africa. It is known as Lake Assal. The lake lies 509 ft below sea level in Djibouti. That makes it the third lowest point on earth right after the Dead Sea and the Sea of Galilee.

Most of the Horn receives little rain during the monsoon season. Djibouti and Somalia are two countries which have been devastated by the lack of rainfall and climate change which has raised temperatures and dried up rivers and lakes. Ethiopia has a tropical climate and receives monsoon rains for three months out of the year.

The Horn of Africa is the birthplace for both coffee and teff, an ancient seed grass. The area is home to a number of endemic reptiles, birds, mammals, and fish. Due to the arid land, there is only one known endemic species of amphibian, the Lanza frog in' Somalia. The area is also home to some of the Horn of Africa's most important agricultural products, frankincense and myrrh.

Important Details:

- Islam and Christianity are of ancient standing there, and people speak Afro-Asiatic languages in the area.
- An interesting area close to Djibouti is the islands of Moucha and Maskali. They are surrounded with coral reefs and marine life which encourage tourism devoted to scuba diving and snorkeling.

Exercises/ Answer the following:

I. Fill in the Blanks: Use the words below to complete the sentence.

(Lake Assal – Somalia – monsoon – diseases – coral reefs)

1. People suffering from malnutrition are more susceptible to infectious _____.
2. _____ lies below sea level in Djibouti.
3. Ethiopia receives heavy rains during the _____ season.
4. _____ and Djibouti suffer from lack of rainfall.
5. The islands of Moucha and Maskali are surrounded by _____.

Vocabularies:

1. Berber- The indigenous ethnic group of North Africa, stretching from Morocco to Egypt, and from the Mediterranean to the Sahara.
2. Tribe- A social group consisting of many families, clans, or generations that share the same language, customs, beliefs, and often a common ancestor.
3. Clan- A group of close-knit and interrelated families.
4. Income- Money or value received, typically on a regular basis, in exchange for labor, services, sale of goods, or through investing capital.
5. Import- Goods or services purchased from foreign countries to be used or sold within the domestic market.
6. Minaret- a tall, slender tower attached to a mosque, from which the call to prayer is announced
7. Colonized- describes a territory or region that has been taken over and controlled by a foreign power

Lesson Content:

Would you like to know more about other Arab African countries? Libya is a country in North Africa. Most of the country is covered by the Libyan Desert. It is so named because it is the part of the Sahara desert that lies within Libya's borders. The Libyan people are Arabs, though many are Berbers, and they live in tribes or clans. Oil and gas contribute a lot to the country's income, yet it imports around 75% of its food.



Overview of Libya

Capital city: Tripoli

Ruled by: President

Official language: Arabic

Government: Republic

Religion: Islam

Currency: Libyan Dinar

Main resources: petroleum, natural gas, and gypsum

Morocco is another Arab African country located in North Africa. It is a mountainous country separated from the rest of the continent by the Atlas Mountain range and Sahara desert. Its largest city is Casablanca. Cities in Morocco have mosques with beautiful towers called minarets.

Overview of Morocco

Capital city: Rabat

Ruled by: King

Official language: Arabic and Berber

Government: Constitutional monarchy

Religion: Islam

Currency: Moroccan Dirham

Main resources: phosphate, cobalt, lead, fluorspar



Tunisia is the smallest country in Northwestern Africa along the Atlas Mountain range. In 1881, the French colonized Tunisia. It wasn't until 1956 that they were able to gain their independence. Tunisia has a warm dry climate and many beautiful beaches.



Overview of Tunisia

Capital city: Tunis

Ruled by: President

Official language: Arabic

Government: Republic

Religion: Islam

Currency: Tunisian Dinar

Main resources: phosphate, petroleum, zinc, lead, and iron ore

Important Details:

- Libya has been struggling since 2011 to become a democratic country. Unfortunately, it still has not been able to install a successful government.
- The economy in Tunisia depends on tourism, agriculture, and mining.

Exercises/ Answer the following:

I. Match the Following.

Column A

1. Libya
2. Morocco
3. Tunisia
4. Morocco's capital
5. Tunisia's capital

Column B

- a. Rabat
- b. Tunis
- c. Tripoli
- d. Constitutional monarchy
- e. Republic

II. Choose the Correct Country: Write Libya, Morocco, or Tunisia.

- _____ 1. is ruled by a king
- _____ 2. has many beautiful beaches
- _____ 3. struggles to install a successful government since 2011
- _____ 4. has mosques with towers called minarets
- _____ 5. is the smallest country in Northwestern Africa

Activity (Reflection):

"Discover Africa" Gallery Walk

- Each student researches one African landmark, tradition, or natural feature.
- Display findings on posters; students walk around and learn from peers.



Vocabularies:

1. Economy- The system of trade, production, distribution, and consumption of goods and services within a country, region, or industry.
2. Inhabitants- The people who live in a specific place, such as a country, city, or region.
3. Hinder- To create difficulties for someone or something, resulting in delay, obstruction, or an inability to progress.
4. Instability- A state of imbalance, unpredictability, or insecurity, often marked by rapid, sudden, or chaotic changes.

Lesson Content:

Population is the whole number of people in a country or a region. To know more about a country's population, you examine the age and gender of that population. One way to do so is by making a population pyramid. Understanding population is important. People are not distributed equally on all continents around the world. Population has been increasing rapidly throughout the past years, and this growth affects the economy of countries.

What factors affect population growth?

The number of inhabitants change from one country to another. Three factors affect growth.

- a. births
- b. deaths
- c. migration



Population increases or decreases based on the number of births and deaths. Migration, which is the movement from one region to another, affects population growth as well.

Why are some countries overpopulated?

Overpopulation is a condition in which the number of people is more than the resources available in the country. Countries become overpopulated when there is an increase in the birth rate and a decrease in death rate and/ or when more people migrate and settle in the country. Overpopulation in poor countries hinders the growth of economy.

Why may some areas be underpopulated?

Some places are not suitable for people to live in, and this is why they are underpopulated. Deserts, for example, are places that don't offer any of people's daily needs such as fertile soil and water. People don't usually prefer to live in high mountain areas either because they are not suitable for easy transportation and farming.

Cold areas such as the north and south poles are areas that are covered with snow all year long. This makes it hard for people to settle there. Thus, economic growth is very limited.

In addition, people tend to live away from countries that are at war, have political instabilities, and suffer from a lot of diseases. These countries usually experience economic problems.

Important Details:

- People tend to live in areas to which they can adapt easily. Such areas have water and fertile soil that enable them to grow crops, raise animals, and increase their agriculture.
- People tend to live in areas that have warm weather.

Exercises/ Answer the following:

II. Match the following

Column A

1. Migration
2. Overpopulation
3. Deserts
4. North and South Poles
5. Fertile soil

Column B

- a. More people than resources
- b. Covered with snow all year
- c. Movement of people
- d. Lack water and fertile soil
- e. Good for growing crops

III. Choose the Correct Word: Circle the correct answer.

1. Population growth affects the (economy / oceans) of countries.
2. People usually avoid countries with (peace / wars).
3. Underpopulated areas have very limited (economic growth / transportation only).
4. Cold regions are difficult places for people to (settle / celebrate).
5. Areas with water and fertile soil help people (farm / freeze).

Activity (Reflection):

1. Give a few examples of overpopulated and underpopulated areas in the world and give reasons why they are in such condition.

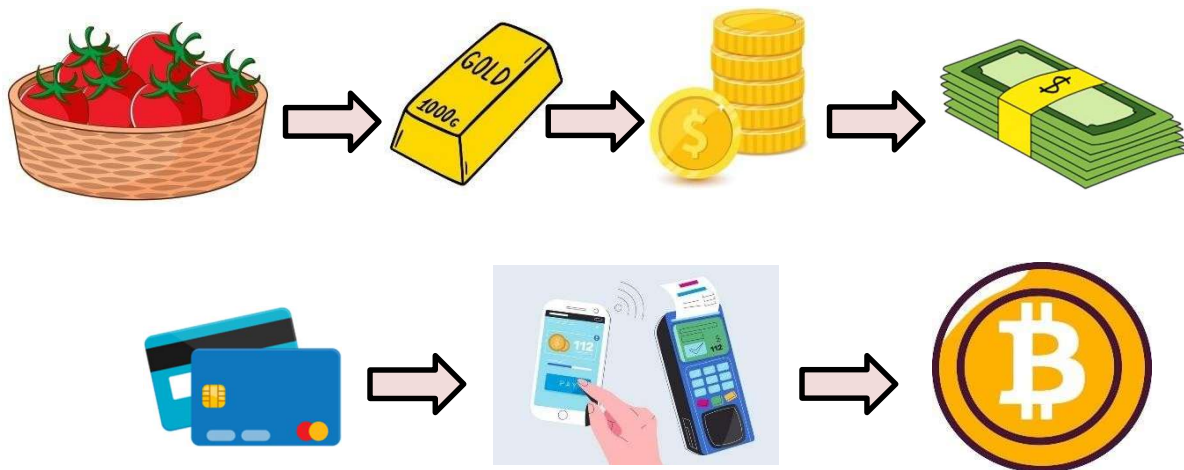
Vocabularies:

1. Linen- is a durable, breathable fabric made from the fibers of the flax plant
2. Grain - refers to the seeds or fruits of cereal crops, such as wheat, rice, and corn
3. Cedar - is a type of evergreen tree It is commonly used in furniture, construction, and landscaping.
4. Copper- is a reddish-brown metal known for its excellent electrical and thermal conductivity
5. Ivory -is a dense, white material derived from the tusks and teeth of animals

Lesson Content:

Trade is the process of exchanging things; it refers to buying and selling goods and services. The first form of trade was bartering. It took place before money was made. Bartering is the process of exchanging goods and services without using money Ancient Egyptians, for example, were known to be wonderful traders. They traded gold, linen, and grain for cedar wood, copper, iron, ivory, and other things.

Evolution of Money



Trade is important in the development of any civilization and the growth of a country's economy. It is the exchange of one thing for another. Trade takes different forms:

1. Goods for other goods
2. Goods for a service
3. A service for goods
4. Goods for money
5. Money for a service

There are six elements involved in any act of trade. These are:

1. Producer: the person who makes goods or provides services
2. Consumer: the person who buys a good or pays for a service
3. Product: the item that people buy or sell
4. Service: work done by somebody as a job
5. Transportation system: how products are moved from one place to another
6. Currency: is a system of money used in a certain country

When resources are exchanged with other countries, then the country is involved in international trade.

If a country doesn't have enough quantities of a certain product or resource, then this country can buy it from other countries. This helps the country meet its needs. When a country buys products from another country, then this is called importing. To import is to buy products or services from other countries. For example, Lebanon imports cotton from Egypt.

If a country has too many or too much of a certain product, then it has a surplus of this product. In this case, the country can export this product. To export is to sell products to other countries. Saudi Arabia, for example, exports oil to China and other countries. Exporting helps it have a strong economy.

Important Details:

- People used to exchange many things.
- Countries that are rich in certain resources help their countries increase their wealth by selling or exchanging resources.

Exercises/ Answer the following:

I. Fill in the Blanks: Use the words below to complete the sentence

(consumer – currency – export – bartering – producer – surplus)

1. _____ is the exchange of goods without using money.
2. A _____ is the person who makes goods or provides services.
3. The money system used in a country is called _____.
4. To sell products to other countries is to _____.
5. A _____ is the person who buys goods or pays for services.
6. When a country has too much of a product, it has a _____.

II. Choose the Correct Word: Circle the correct answer.

1. Trade is important for the growth of a country's (economy / mountains).
2. Ancient Egyptians traded goods such as (gold / cars).
3. A country imports products when it does not have enough (resources / deserts).
4. Countries with extra products can (export / disappear) them.
5. Oil is an important export of (Saudi Arabia / Lebanon).

Activity (Reflection):

1. Why do countries trade? What challenges might they face?

Vocabularies:

1. Tourism- the temporary movement of people to destinations outside their usual environment for leisure, business, or other purposes
2. Political stability- refers to the absence of conflict within a government

Lesson Content:



Tourism is one factor that affects the economy of a country. Tourists choose a destination for different reasons. In addition to political stability, four major factors attract tourists.

These are known as the 4Ps:

1. Tourism product: This includes accommodation (hotel, apartment, etc.), food, tourist sites, recreation, and other factors.
2. Place: It is the ease and availability of buying that product. This also includes a comfortable transport system to move tourists to the destination and have access to all the tourists need to know about their product.
3. Price: It is the total amount of money a tourist pays for the whole trip.
4. Promotion: It is informing, convincing and reminding tourists about tourist offers.

When a country cares for tourism, many people will decide to visit it. There are different types of tourism.

Recreational tourism: This is when people go to different places for relaxation and fun activities such as visiting area attractions and learning about different cultures or areas.

Sports tourism: This is when people travel to watch sports competitions or practice different kinds of sports.

Sports tourism: This is when people travel to watch sports competitions or practice different kinds of sports.

Religious tourism: This is when people visit places to practice their religious beliefs and attend religious ceremonies.

Medical or health tourism: This is when tourists travel to certain destinations for the purpose of medical treatment or surgery.

Professional tourism: This is when travelers visit other countries to study, attend educational meetings, or learn about different work situations.

Important Details:

- Some countries' economies depend on tourism as a major source of money.

Exercises/ Answer the following:

II. Match the following

Column A

1. Recreational tourism
2. Sports tourism
3. Religious tourism
4. Medical tourism
5. Professional tourism

Column B

- a. Traveling for treatment
- b. Traveling for fun and relaxation
- c. Watching sports competitions
- d. Visiting holy places
- e. Attending educational meetings

II. Choose the Correct Word: Circle the correct answer.

1. Tourists often choose destinations with political (stability / pollution).
2. Promotion helps (inform / hide) tourists about offers.
3. Religious tourism includes attending religious (ceremonies / factories).
4. Sports tourism may involve watching sports (competitions / hospitals).
5. Some countries depend on tourism as a major source of (money / snow)

Activity (Reflection):

Share how tourism benefits the economy and culture.

Unit II: Factors Affecting the Economy	
Lesson 4: Nature and Economy	

Vocabularies:

1. Natural resources- materials and substances that occur in nature and are used by humans for survival, economic gain, or to improve quality of life, without significant human modification
2. Raw materials- are the basic, unprocessed resources used in the production of goods
3. Extract-can refer to the process of removing a substance from a mixture or source
4. Reservoirs -are natural or artificial lakes used to store water for various purposes

Lesson Content:

Natural resources are of major importance in the economy of a country. Managing natural resources helps in providing jobs for people in a country. These resources also provide raw material.

These can be used to produce goods that can be sold in or out of the country. Norway for example, is the second largest exporter of natural gas and as such is one of the world's richest economies.

Some of the positive effects of man's utilization of nature are:

-Extracting water from underground reservoirs



-Preparing for the dry seasons by building dams to save the extra water in a reservoir



-Changing mountain slopes into agriculture areas



-Reforming land and rocks to construct buildings and cities.



-Taming and training animals to help people and benefit from them.



- Constructing roads and bridges to shorten distances and make it easier for people to travel from one place to another.



Important Details:

With all the benefits mentioned above, countries also must make sure damage to nature is limited. In this way, they protect the economic value of nature. Some examples include:

- a. Reduced emission from deforestation: Some forest owners are paid by the government of their countries not to cut down trees.
- b. Habitat banking: Companies that degrade natural areas are forced to restore nature elsewhere.

Exercises/ Answer the following:

I. Write True or False.

1. Natural resources can provide raw materials for industries. _____
2. Norway is one of the world's richest economies because of natural gas exports. _____
3. Building dams helps save water for dry seasons. _____
4. Mountain slopes cannot be used for agriculture. _____
5. Training animals can help people in their daily work. _____
6. Roads and bridges make transportation more difficult. _____

7. Countries should protect nature to maintain its economic value. _____
8. Deforestation means planting more trees in forests. _____
9. Habitat banking requires companies to restore nature after damaging it. _____
10. Governments may pay forest owners not to cut down trees. _____

Activity (Reflection):

How does tourist attractions help in the economic growth of countries?

Unit II: Factors Affecting the Economy

Lesson 5: Types of Economies

Vocabularies:

1. Economics- is the study of how society uses its limited resources
2. Goods- physical, tangible items that are produced, bought, sold, and consumed to satisfy human wants and needs.
3. Services- actions, activities, or performances provided by others that satisfy human wants but do not result in the ownership of a physical item.
4. Economy- the entire system of producing, distributing, and consuming goods and services within a specific entity, such as a country, region, or city.

Lesson Content:



Economics is the study of how society uses its limited resources. This applies to how your parents earn money and spend it at home as well as how countries manage their resources. What does the country produce, how much do they consume, and how are goods and services distributed to meet the needs of the people? Economics also studies what makes people buy products and how businesses can grow.

The economy in a country is doing well when people can easily find a job, and they can afford to take their children on vacation and buy their necessities such as food and a home.

The economy of a country is considered bad when people do not have enough money to spend. When the economy is bad, prices may be very high in the country, there may not be enough jobs, and there are many poor people.

The different types of economies are:

A traditional economy is based on bartering, trading, and farming, The economy is largely determined by how things have been done in the past with little change. People in traditional economies tend to do the same jobs as their parents.

A market economy sometimes called a "free market" is based on supply and demand, Supply refers to the amount of goods available. Demand is how much a product or service is needed.

Consumers in a market economy are free to buy whatever product they want. Companies can make whatever product they want. The government does not interfere in the market and allows people and businesses to compete for more money.

A mixed economy is a combination of a market and a command economy, In this economy, some industries are owned and controlled by the government, while others are controlled by the market. Mixed economies vary in how much control and regulations the government has.

Important Details:

Most countries today have a mixed economy. The government controls some industries and places regulations on other industries, but much of the economy is allowed to run as a free market.

Exercises/ Answer the following:

Fill in the Blanks: Use the words below.

(supply – mixed – jobs – demand – farming – free market)

1. A traditional economy is based on bartering, trading, and _____.
2. The amount of goods available is called _____.
3. In a market economy, consumers are free to buy products in a _____.
4. A good economy allows people to find _____ easily.
5. _____ refers to how much a product or service is needed.
6. Most countries today have a _____ economy.

Activity (Reflection):

1. What happens to a country when there is too much demand and little supply?

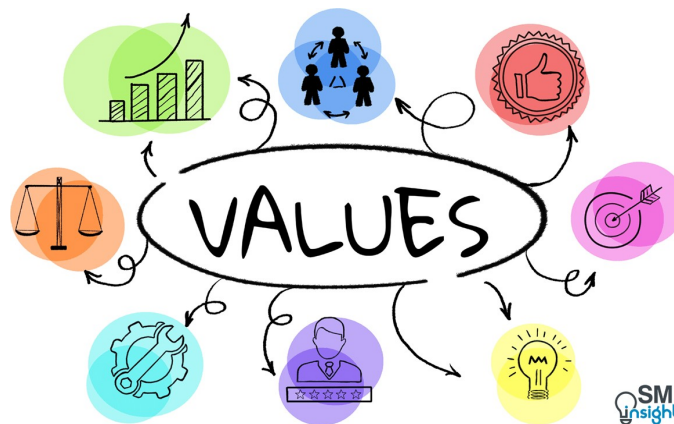
Vocabularies:

1. Personal growth- a lifelong journey of evolving and maturing (mentally, physically, and emotionally) to become a more fulfilled and resilient version of yourself
2. Failure- An act or instance of not achieving a desired outcome, falling short of a goal, or a breakdown in a process
3. Loyalty- The quality of being steadfast, faithful, and committed to a person, group, ideal, or institution (like a country)
4. Patriotic- Having or expressing devotion, love, and support for one's country
5. Courage- It is not the absence of fear, but the determination to act rightly regardless of it

Lesson Content:

Character is the qualities and traits that make each one of us unique. A person's traits can show through the good or bad choices they make or the good or bad choices they try to avoid. Your character reflects your values too.

On the other hand, behavior is the way a person acts when acting or reacting. Building good character is an ongoing lifelong process that never stops. It's time to build and improve your character now!



How can you build good character?

1. Set your goals and make a plan to reach them.
2. Work on your personal growth; know your strengths and learn from your failures.
3. Think of people who motivate you; these people will help you achieve your best.

To start developing good character, you should learn a few important values. These include:

Citizenship: Good character can make a good citizen. A good citizen takes an active role in improving the community, protecting the surrounding environment, and making it a better place to live. Each citizen cares about the country by being "patriotic". Patriotism is showing love and loyalty to the country you live in. This includes honoring the country's flag and obeying all the country's rules and regulations.

A good citizen shows responsibility and courage. Responsibility means being accountable for every action, private and public, a citizen makes for him or herself.

Being responsible means thinking before doing any action without blaming others for wrong behaviors. Citizenship requires courage; this means having the strength to make the right decisions even if they are unpopular or dangerous.

Important Details:

As a citizen, you are responsible to abide by the laws set by the government. Responsible citizens follow clear plans and goals and learn to accept their responsibilities towards these laws. In short, citizens aim to improve their communities and countries.

Exercises/ Answer the following:

I. Fill in the Blanks: Use the words below.

(patriotism – courage – responsibility – goals – community – behavior)

1. _____ is the way a person acts or reacts.
2. Setting _____ helps people improve their character.
3. A good citizen helps improve the _____.
4. _____ means showing love and loyalty to one's country.
5. _____ means being accountable for one's actions.
6. Citizenship requires _____ to make the right decisions.

II. Choose the Correct Word: Circle the correct answer.

1. Good character is built through personal (growth / arguments).
2. Responsible citizens follow the country's (laws / rumors).
3. Citizens should think before taking any (action / vacation).
4. A patriotic person honors the country's (flag / toys).
5. Courage helps people make the (right / easiest) decisions.

Activity (Reflection):

Students write qualities of good citizenship (honesty, cooperation, respect)
How do these qualities strengthen communities?

Unit III: Growing Up
Lesson 2: Facing Change

Vocabularies:

1. Anxiety- A persistent, often uncontrollable, feeling of apprehension, dread, or unease regarding future events or threats. It is characterized by excessive worry
2. Nervous- A state of being agitated, restless, or tense, often as a direct reaction to a specific stressor or upcoming challenge.
3. Depressed- A low-mood state that goes beyond temporary sadness, involving feelings of worthlessness, hopelessness, and a loss of interest in activities once enjoyed.
4. Moody- Frequent, dramatic shifts in mood, or being easily irritable, "cranky," or "grumpy".
5. Frustrated- A feeling of annoyance or anger stemming from an inability to change a situation, or a feeling of being stuck, overwhelmed, or unable to control one's circumstances.
6. Less sociable- A tendency to withdraw or isolate oneself from friends, family, or social situations.

Lesson Content:

Everyone faces change. Change is defined as the act, process, or result of making something different. Change might be something big such as the examples above or something small such as your eating or sleeping habits.

How does change affect children?

Facing change is definitely not easy. Some children might be affected for days or months, while others might quickly adapt to change. How quickly a child responds to change relies on his or her personality, temper, and family situation.



Change and Anxiety

Some children might show signs of anxiety when they face certain changes. These common signs include feeling:

- * Nervous
- * Depressed
- * Moody
- * Frustrated
- * Less sociable

Yet, everyone should know that change is normal in life and learning how to cope with it positively is important to avoid feelings of anxiety.



Positive ways to handle change

1. Think of the things that will not change. If one of your friends is traveling, for example, remember that you can always have a Skype or WhatsApp call and talk to your friend.
2. Maintain a routine; if a few things in your routine will change, think of the rest of the things that will not.
3. Never expect to be perfect. With every change, you will learn new things. No one expects you to know everything.



4. Talk about your feelings.
5. Give yourself some time to adapt to change.

Important Details:

- Learning how to deal with change is important in your life.
- Children respond to each kind of change in a different way and at a different pace.

Exercises/ Answer the following:

I. Answer the following questions below.

1. What is change?

2. Name two signs of anxiety.

3. Give two positive ways to handle change.

4. How can talking about your feelings help you?

5. Why is it important to learn how to cope with change?

Activity (Reflection):

Write about a time you experienced change (moving, making new friends, learning something new). Discuss on strategies how you adapt positively to the change you have experienced.

Unit III: Growing Up

Lesson 3: Handling Stress

Vocabularies:

1. Stress- the natural, physical, and emotional reaction your body has to changes, challenges, or threats. It is a state of mental tension caused by demanding situations.
2. Good stress- this is positive, motivating stress that acts as a stimulant, enhancing performance and functioning.
3. Bad stress- it occurs when a situation feels uncontrollable or threatening
4. Emotional- signs of stress involve feelings of being overwhelmed, moody, irritable, anxious, or unable to relax.
5. Physical- these are the bodily symptoms of stress, which can include headaches, muscle tension (especially in the neck/shoulders), fatigue, rapid heart rate, insomnia, and stomach issues.
6. Cognitive- refers to how stress affects your thinking and mental processes.
7. Self-esteem- it is the confidence you have in your abilities, attributes, and overall personal worth.

Lesson Content:

Have you ever experienced a headache or stomachache because you felt so stressed about something? What were the reasons that made you feel this way? Stress occurs when you feel, worried or uncomfortable about something. This feeling might cause a stomachache or headache.

It is normal to feel a bit stressed at certain times. Stress can be good or bad. Good or normal stress might show up when you want to give a presentation in class or when you have a test and you are not completely ready for it.

Bad stress happens when the negative feelings continue for a long period of time.

You might have bad stress if your parents are fighting all the time or if someone at home has a chronic disease. Bad stress can cause serious problems with your feelings, your behavior, and your overall wellbeing. To avoid bad stress, you need to learn how to cope with it.

Each person expresses his or her stress in a different way. The most common signs of showing stress are emotional, physical, and cognitive.

Emotional signs include:

- * Having low self-esteem
- * Being nervous and moody
- * Avoiding others as much as possible
- * Feeling like you have lost control of everything

Cognitive signs include:

- * Forgetfulness
- * Looking only at the negative side of things
- * Continuous worrying and anxiety
- * Low concentration levels

Physical signs include:

- * Feeling less energetic
- * Suffering from headaches/ stomachaches
- * Fast heartbeat
- * Difficulty in swallowing or breathing



Positive ways to manage your stress:

1. Think more optimistically about everything you do.
2. Monitor your breathing. Never hold your breath! Practice inhaling and exhaling to relax.
3. Sign up for aerobics or yoga classes.
4. Use different ways to express yourself (writing, drawing, painting, etc.)
5. Seek help from people you trust and talk about what is stressing you.
6. Get enough sleep and eat healthy food.

Important Details:

- Remember that managing your own stress in a good way will affect you and the people around you positively.

Exercises/ Answer the following:

I. Fill in the Blanks: Use the words below.

(stress – concentration – breathing – headaches – optimistic – anxiety)

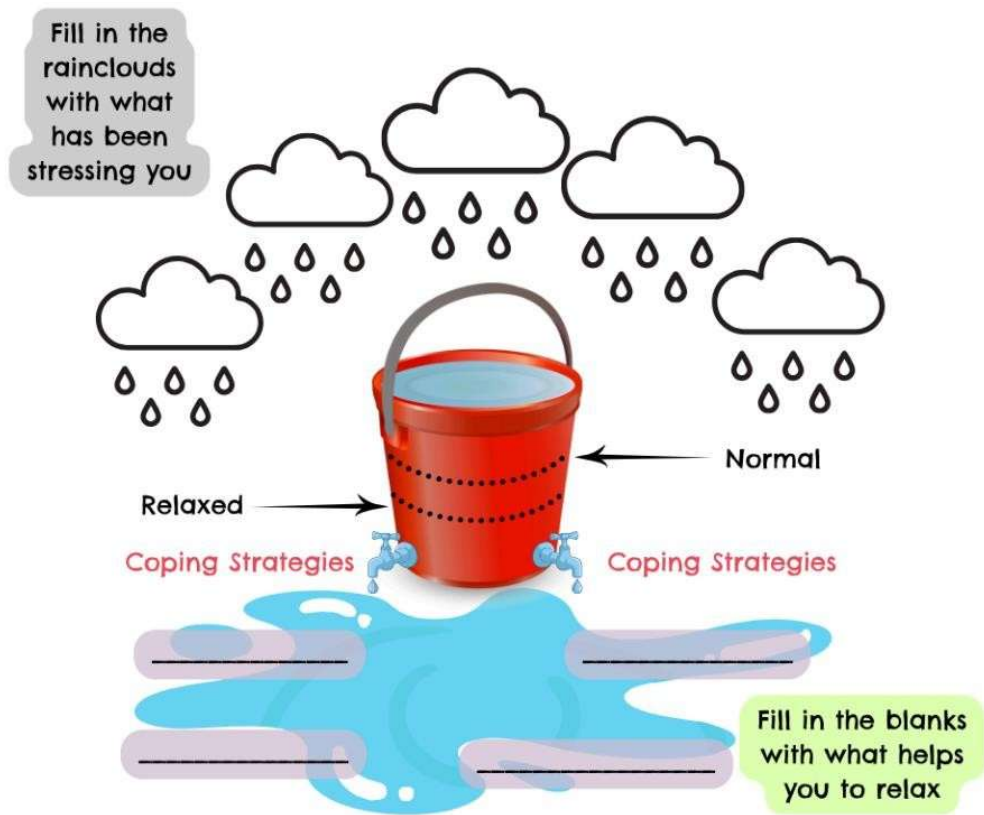
1. _____ happens when people feel worried or uncomfortable.
2. Continuous worrying may lead to _____.
3. Low _____ levels are a cognitive sign of stress.
4. Physical signs of stress may include _____.
5. Practicing proper _____ can help people relax.
6. Thinking _____ can help manage stress positively.

II. Choose the Correct Word: Circle the correct answer.

1. Stress may affect a person's (wellbeing / transportation).
2. Continuous worrying is a sign of (stress / tourism).
3. Aerobics and yoga can help people (relax / worry more).
4. Positive stress management helps people around you in a (positive / harmful) way.
5. Getting enough sleep can help reduce (stress / pollution).

Activity (Reflection):

Complete the “Stress Bucket” diagram below. Fill the clouds with what causes you stress. Then fill in the blanks with what helps you relax from the stress.



Vocabularies:

1. Social media- is a form of online communication that people use to connect with each other.

Lesson Content:



Many external factors affect our lives. Social media is one of these factors. Social media is a form of online communication that people use to connect with each other. It includes Snapchat, Instagram, Tik Tok, Youtube, Twitter, Facebook and others.

How can we be smart about using social media?

Users must be smart by using these responsibly, meaningfully, and safely.

- a. Do not spend too much time on social media.
- b. Focus on your interests.
- c. Think twice before posting anything on social media.
- d. Remember that social media sites are not private.

Positive effects of using social media:

1. Building an online network of people from around the globe (sharing ideas, cultures, experience)
2. Increasing interaction among people by giving and receiving instant feedback
3. Networking with people who have similar interests
4. Expressing oneself and becoming famous (posts, blogs, YouTube channels)

Negative effects of using social media:

1. Wasting time and becoming addicted to it
2. Poor school performance (no spelling and grammar rules for texting)
3. Believing fake advertisements or promotions
4. Poor health: poorer sleep quality and higher levels of anxiety; poor eyesight
5. Lower self-esteem (because of comparisons)
6. Having less real-life relationships

Guidelines for using social media:

1. Make sure you differentiate between social networking and real life. Educate yourself about the pros and cons of social media.
2. Set limits on how much time you will spend networking and avoid websites that might harm you.
3. Spend more time with your friends instead of online networking only.
4. Use social media to improve your knowledge and enhance your hobbies or interests.
5. Never share your personal information with strangers.
6. Understand that having a big number of likes or friends does not mean you are popular and sociable.

Important Details:

- Interacting with our environment using social media has positive and negative effects.
- As a user, you have to know how to interact on social media without experiencing any negative effects.

Exercises/ Answer the following:

I. Answer the following questions below.

1. What is social media?

2. Name two positive effects of social media.

3. Name two negative effects of social media.

4. Why is it important not to share personal information online?

5. Give two guidelines for using social media safely.

6. Why should people balance social media use with real-life relationships?

Activity (Reflection):

Complete the table below titled “Social Media: Good or Not?” listing pros and cons of using Social Media.

“Social Media: Good or Not?”

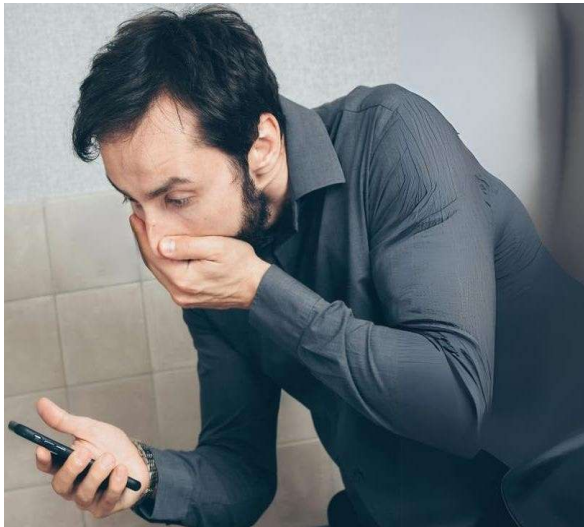
Pros	Cons

Vocabularies:

1. Fake ads- misleading online advertisements designed to look legitimate, often mimicking well-known brands, to deceive users.
2. Pop-ups – suddenly appears in the foreground of your visual interface, often without being requested.
3. Antivirus- a computer program designed to prevent, detect, and remove malicious software (malware) from devices.
4. Software- term for computer programs, data, or instructions that tell a computer hardware how to operate and perform specific tasks.

Lesson Content:

Playing games online and watching videos are very interesting. However, there are people who might use online sites for other purposes. They might share fake ads or pop-ups that require you to provide your username and password.



A hacker is a person who breaks into someone else's network in order to do something inappropriate. This includes stealing information, hurting people, and damaging systems.

Therefore, using the internet, especially social media networks, poses a danger to users.

One of the main dangers that users face is cyberbullying. Cyberbullying is using technology to post things online to threaten, embarrass, or upset someone. For example, cyberbullies might post pictures to make fun of someone, write rude texts, share mean tweets with others, etc.

What can you do about cyberbullying?

1. Tell an adult about it: Do not feel embarrassed or hesitant to speak about the bully.
2. Report bullying: Report any inappropriate posts, pictures, or videos immediately to school administrators or an adult.
3. Block the bully: You can also block the bully from accessing any of your accounts on different sites.
4. Be safe online: Make sure you share your passwords only with your parents and think twice before posting or sharing anything.

How can children safely use the internet?

Follow these four guidelines in order to stay secure while using the internet.

1. Create secure passwords: Secure passwords make it harder for others to guess your password. You might also let your parents keep a record of your passwords in case they need access.
2. Use a good antivirus for protection: You need to have good antivirus software to protect your computer from viruses. This will keep your information safe.
3. Educate yourself: Be aware of the rights you have as an internet user as well as the threats you may encounter on the internet. For example, if you play video games, you should learn about the common tricks hackers use over the network.
4. Practice good online habits: Keep all your devices up to date while using the internet. Set your privacy settings to "friends only" to stay safe.

Important Details:

- As an internet user, you should always keep in mind that the network has hackers who might trick you to get what they want.
- Cyberattacks can happen at any time.

Exercises/ Answer the following:

I. Write True or False.

1. Hackers may try to steal personal information online. _____
2. Cyberbullying uses technology to threaten or embarrass others. _____
3. You should share your passwords with strangers online. _____

4. Blocking a bully can help keep you safe online. _____
5. Antivirus software helps protect devices from viruses. _____
6. Updating devices regularly is a good online habit. _____
7. Internet users should learn about online dangers and threats. _____
8. Cyberattacks never happen on social media. _____

II. Match Column A with Column B.

Column A

1. Hacker
2. Cyberbullying
3. Antivirus software
4. Block the bully
5. Secure password

Column B

- a. Protects computers from viruses
- b. Breaks into networks
- c. Online threats or rude behavior
- d. Prevents access to your account
- e. Harder for others to guess

Activity (Reflection):

What should you do in case of cyberbullying? Explain.

Unit 4: Approaching People Around You

Lesson 1 - Importance of Etiquette

Vocabularies:

1. **Etiquette** – is the code of polite behavior in society
2. **Manner** - are general, it represent your inner self and your way of behaving

Lesson Content:

Good manner are all about self respect and respect for others. It is closely related to etiquette, an important skill that we acquire as part of our daily habit.

Etiquette is the code of polite behavior in the society. It is the way how you presented yourself to other and the way to treat others in a specific situation.

Manner on the other hand is more general, it how to present your inner self. And also the polite ways we behave and speak to show respect and kindness to others.



What is the difference between etiquette and manners?

Manners

Meaning: Manners are the **polite actions and words** we use every day.

Examples: Saying *please*, *thank you*, *sorry*, *excuse me*, listening when others talk.

Etiquette

Meaning: Etiquette is a **set of rules** about how to behave in different places or situations.

Examples: Table etiquette (how to eat politely), classroom etiquette (raising your hand), phone etiquette (speaking politely).

Easy way to remember:

Manners = polite behavior

Etiquette = rules for proper behavior

NOTE: A person with no manners has no etiquette also.

Important details.....

Different types of Etiquette includes.....

1. Social Etiquette

How you behave politely with people in everyday life.

Example: greeting others, saying please and thank you.

2. Table Etiquette

Rules for eating politely.

*Example: chewing with your mouth closed,
using utensils properly.*

3. Classroom Etiquette

How to behave respectfully in class

Example: raising your hand, listening to the teacher.

4. Telephone Etiquette

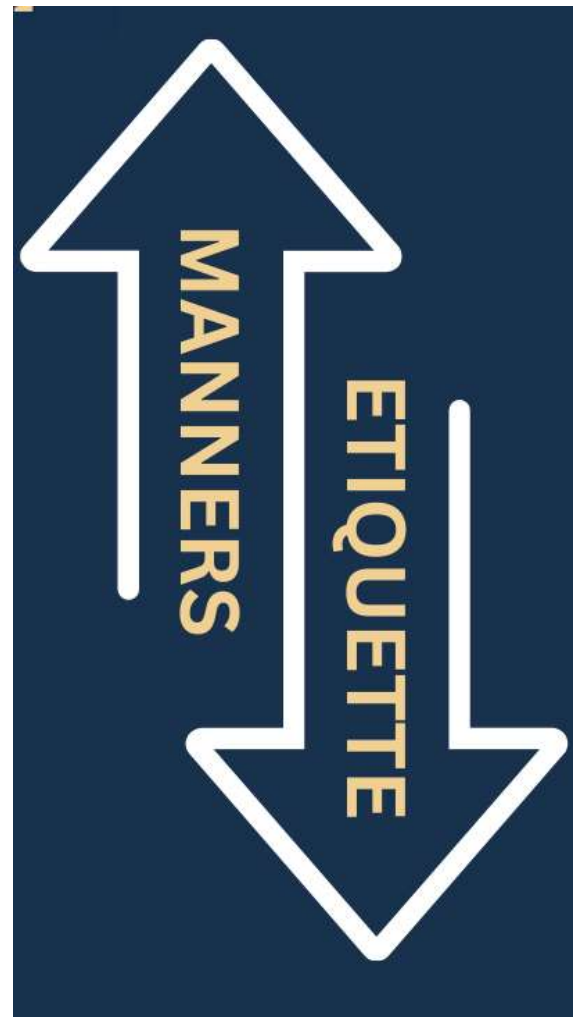
How to speak and listen politely.

Example: not interrupting, using polite words.

5. Meeting Etiquette

set of rules that help people behave politely and respectfully during a meeting.

Example: saying hi/hello, How are you?



Exercise 1: Answer the following .

1. What good manner or etiquette is shown in the picture?

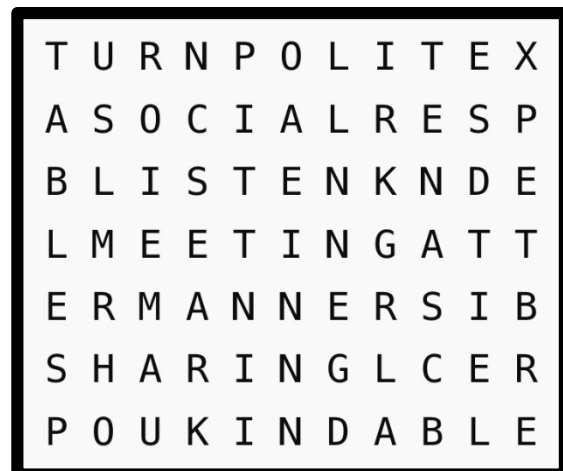
Answer: _____



2. What type of etiquette is shown here?

Exercises 2 : Find the following words:

1. POLITE
2. MANNERS
3. LISTEN
4. RESPECT
5. TABLE
6. SOCIAL
7. KIND,
8. SHARING
9. MEETING
10. TURN



Activity (Reflection):

1. What is more important for you Etiquette or Manner?

2. When to you practice proper etiquette and good manners?

Unit 4: Approaching People Around You
Lesson 2 – Day – to - Day Etiquette
Vocabularies: <i>Etiquette: The customary code of polite behavior in society or among members of a particular profession or group.</i> <i>Impolite: Not having or showing good manners; rude or discourteous to others.</i>

Lesson Content:

The way we present ourselves and interact in shared spaces speaks volumes about our character. Etiquette isn't about following rigid, outdated rules; it's about showing respect, consideration, and empathy for the people around us. In this lesson, we will explore the core habits of personal grooming, public restroom courtesy, and mindful table manners that help us navigate daily life smoothly and leave a positive, lasting impression.

Day-to-Day Etiquette includes:

1. First Impressions matter (Daily Dress)

Your everyday attire and grooming are the first things people notice. Dressing appropriately for your age and the occasion, wearing clean, ironed clothes, and keeping your hair neat shows that you respect both yourself and the people you are meeting.

2. Personal Hygiene is Essential

Daily grooming goes beyond clothes. Simple, consistent habits—like using deodorant daily and keeping your nails trimmed and clean—are crucial for personal health and ensure you are pleasant to be around.

3. Restroom Privacy and Safety

Public courtesy starts with respecting boundaries and safety. Always lock the restroom door immediately upon entering, and never continuously knock if a stall is occupied. Additionally, keep the floor dry to prevent others from slipping.

4. Leaving Restrooms Clean

Always flush the toilet after use, wash your hands thoroughly with soap, and dry them with paper towels. Ensure all used tissues are thrown directly into the trash bin to maintain a sanitary environment for the next person.

5. Mindful Eating Habits

Table manners show respect for the food and your company. Sit up straight, place your napkin on your lap, and wait for everyone to be ready before eating. Crucially, never talk with food in your mouth, keep your mouth closed while chewing, and never make negative comments about the meal.

6. Table Good Habit and Behavior

A meal is a social event. Engage in pleasant conversation, use polite phrases like "Can you please pass the..." instead of reaching across the table, and ask for permission before leaving. Always express sincere gratitude to the host, chef, or restroom cleaning staff for their hard work.

Important details.....

To truly master day-to-day etiquette, it helps to understand why these rules exist. Etiquette isn't just a list of restrictions; it is a framework designed to show respect for yourself and consideration for others.

Exercise 1: Matching Etiquette Categories

Directions: Match each daily habit on the left with its correct Etiquette Category on the right.

Habit	Etiquette Category
1. Trimming your nails and using deodorant daily.	A) Table Etiquette
2. Locking the door immediately upon entering.	B) Day-to-Day Etiquette (Grooming)
3. Placing a napkin on your lap before eating.	C) Restroom Etiquette

Exercise 2: Reasoning

You are going to dine at your friend's house. What are some etiquette rules that you should keep in mind?

Activity (Reflection):

1. Write down two habits from this lesson you want to practice more intentionally during your next social dining experience.

2. How does showing appreciation and saying Thank you change the mood of someone you appreciate?

Unit 4: Approaching People Around You

Lesson 3: Visiting Guests

Vocabularies:

Initiative: The power or opportunity to act or take charge before others do; taking the first step to make something happen (e.g., extending an invitation).

Hospitality: The friendly and generous reception and entertainment of guests, visitors, or strangers.

Lesson Content:

Being invited into someone's home, or opening your own doors to welcome others, is one of the most meaningful ways we connect. However, sharing a personal space requires a mutual understanding of respect and comfort. This lesson explores the art of being a gracious host who makes guests feel valued, as well as being a mindful guest who honors the effort, time, and hospitality of others. Master these habits, and you will always be a sought-after guest and a celebrated host.

Important ideas.....

1. Clear Communication and Preparation (Host)

A good host takes charge before the event even begins. This means calling your guests directly to invite them, sharing your location clearly so they don't get lost, and performing a deep clean of your home to create a welcoming environment.



2. Generous and Gracious Presenting (Host)

Hospitality is felt through effort. Hosts should prepare a variety of both salty and sweet foods, arranging them nicely on the table to show care. Most importantly, a host should keep a warm smile throughout the visit to make guests feel genuinely wanted.

3. Respecting Boundaries and Belongings (Guest)

When visiting, a guest must never treat the host's house like their own without asking. Never bring a pet unannounced, never use the host's electronics (mobile, laptop, TV) without explicit permission, and double-check that you haven't forgotten any belongings when you leave.

4. Punctuality and Presence (Guest)

Time is a reflection of respect. A good guest responds to an invitation as soon as possible so the host can plan. On the day of the visit, aim to arrive within five to ten minutes of the assigned time—never wildly early or terribly late.

5. Generosity and Support (Guest)

Arriving with a small, thoughtful gift is a wonderful way to say "thank you for having me." Once inside, don't just sit back; always offer to help out, especially with kitchen prep or cleanup, and make sure to keep the guest room tidy if you are staying over.

6. Accountability and Grace (Guest)

Accidents happen, but etiquette dictates how we handle them. If you break or spill something, immediately apologize and offer a helping hand to clean or replace it. Furthermore, always respect your host and avoid being disagreeable, even if you hold different opinions during a conversation.



Important Details:

Why do we need to be so well-mannered as guests?

Because the host took the initiative to invite you. They spent time, money, and energy cleaning their home and preparing food to serve you well. Good guest etiquette is not about rigid rules; it is a direct form of appreciation for the host's hard work.

Exercises/ Answer the following:

Give complete answers

1. Why do we need to be well-mannered guest?

2. Write two tips for things you should and shouldn't do as a guest.

Do: _____

Don't: _____

3. How can you help your mom if you have visitors coming in the evening?

Activity (Reflection):

The Art of the Thank-You!

1. Why do you think arriving with a small gift and leaving with a specific, positive compliment makes such a massive difference to a host?

Unit 4: Approaching People Around You

Lesson 4 : Meeting Someone Special

Vocabularies:

Tolerance: The willingness to accept and respect people's behavior, beliefs, and lifestyles, even if they are different from your own.

Disability: A physical, mental, or emotional condition that may limit a person's movements, senses, or activities, but does not stop them from enjoying a fulfilling life.

Lesson Content:

Imagine walking into a garden where every single flower is exactly the same color, size, and shape. It might look neat at first, but it would quickly become boring. Our world is beautiful precisely because it is



like a diverse garden—filled with people who speak different languages, follow different traditions, and possess unique abilities. Some differences are easy to see, like the clothes we wear, while others, like physical or learning disabilities, require our deep understanding and empathy. Today, we will explore how accepting these differences and practicing tolerance not only helps others feel included but also makes our own lives much more fulfilling.

More ideas.....

Universal Uniqueness: Every single person in our environment is special and unique in their own way, blessed with different qualities.

Nature of Special Needs: People with special needs may face physical, emotional, or mental challenges (such as difficulty walking, hearing loss, or learning obstacles), but they can still enjoy a normal life.

Community Responsibility: As members of society, it is our duty to accept people with disabilities and offer assistance whenever it is needed.

The Rule of Respect: A truly tolerant person treats others exactly the way they would like to be treated themselves.



Personal and Global Growth: Embracing differences helps us learn new things, make better choices, build stronger friendships, and make the world a more peaceful place.

Important Details:

The Power of Empathy: To truly accept others, we must practice putting ourselves in their shoes. If a certain behavior or comment would annoy or hurt you, it will likely annoy or hurt someone else too.

Active Positivity: Accepting others requires a conscious effort to stop judging people without a reason. Instead of focusing on what makes someone look or act "negative" or different, we must train ourselves to look for their positive qualities.



Exercises/ Answer the following:

Exercise 1. True or False

Read the following statements and write True or False based on the lesson.

1. People with special needs cannot enjoy a normal life like the rest of us. (_____)
2. Being tolerant means you are not afraid to discuss issues with people who have different opinions. (_____)
3. We should only help people who are exactly like us. (_____)
4. You have the right to judge others the way you want? (_____)
5. Being tolerant means you accept people the way they want? (_____)

Exercise 2. Reasoning

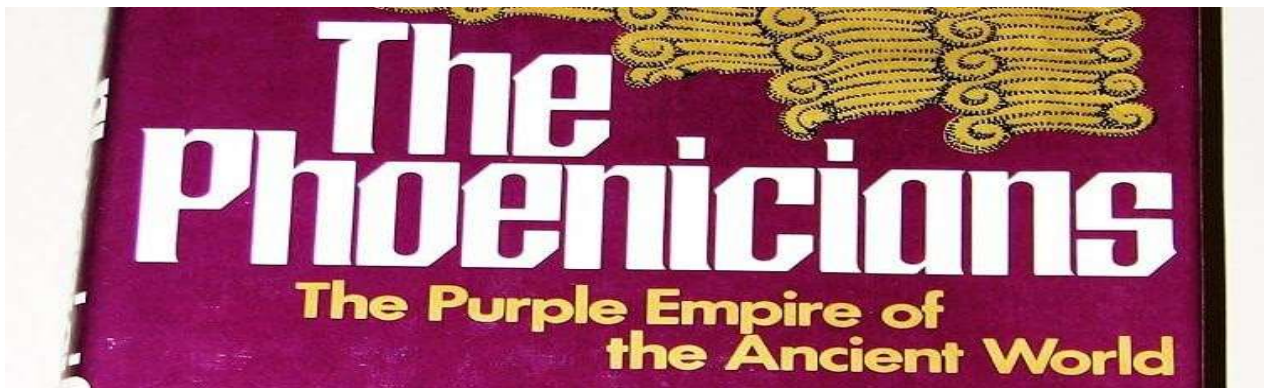
1. Are all people the same?

2. In what areas might people have special needs?

Activity (Reflection):

1. Based on what you learned about empathy, what is one practical thing you can do or say next time to make that person feel welcomed and respected?

2. Write down three specific "Golden Rules" you can practice this week at school or home to show more tolerance toward people who have different thoughts, traditions, or abilities than you.



Vocabularies

- **Bartering:** A system of exchange where goods or services are directly traded for other goods or services without using money.
- **Hierarchical Society:** A social system organized into a scale of power and status, where people are ranked one above another (e.g., rulers, free workers, enslaved workers).

Lesson Content:

The Purple People

Welcome to the ancient world! Today, we are stepping back thousands of years to the eastern coast of the Mediterranean Sea—a region we now know as Lebanon. Here, a remarkable group of coastal traders, shipbuilders, and navigators thrived. Known to history as the Phoenicians, these adventurous people connected the great empires of Egypt and Mesopotamia through trade. From their invention of a rare purple dye to the creation of the world's first alphabet, the Phoenicians left a vibrant, lasting mark on global history. Let's dive in and explore why they were known as the "Purple People" and how their ideas still influence us today.

More ideas.....

- **Strategic Geography:** Phoenicia was located at a vital crossroads connecting ancient Egypt and Mesopotamia, allowing its city-states (like Tyre and Sidon) to become central hubs for trade.
- **The "Purple People" Nickname:** The Phoenicians earned their famous nickname from inventing a highly prized purple dye made by crushing a specific type of seashell.
- **Maritime Pioneers:** Known also as the "Sea People," the Phoenicians built advanced fleets and were daring navigators who expanded trade networks all the way to the Atlantic Ocean.



- **Cultural and Technological Exchange:** Through trade, the Phoenicians acted as cultural messengers; they learned metalwork from their neighbors and taught others advanced wood construction.

- **Invention of the Alphabet:** One of Phoenicia's greatest intellectual legacies was the invention of the first alphabet, which revolutionized communication, schooling, and record-keeping.

Important Details:

- **The Shekel:** As their maritime trade expanded, the Phoenicians transitioned away from bartering and began using a distinct coin currency called the Shekel.
- **The Siege of Tyre:** When Alexander the Great invaded in 332 BC, most Phoenician cities surrendered peacefully. Tyre was the only city that resisted, holding out for six months before finally being conquered.

Exercises/ Answer the following:

Exercise 1: Give complete answers

1. What was another name for Phoenicia?

2. Why were they called the Purple People?

3. What do you call the money/currency of the Phoenician?

Exercise II: Imagine you were living the Phoenician time. Describe the type of life you would have had and what you would have done for living.

Activity (Reflection):

1. The Phoenicians were adventurous sailors who left their homes to explore unknown seas.

Imagine you are jumping on a Phoenician ship to sail to the edge of the world.

You can only pack **three small items** from your room to take with you. What are they, and why?

2. What is a skill or an item you have right now that you could trade with a friend? What would you want to get from them in return?

Unit V: Once Upon A Time

Lesson 2 : The Rise Of Empires in The Near and Middle East



Vocabularies

- **Peace Treaty:** A formal, written agreement between two or more countries or groups to stop fighting and live in peace.
- **Ziggurat:** A massive ancient temple built in the shape of a terraced pyramid, used for religious purposes in Mesopotamia.

Lesson Content:

Today, we are exploring a time when powerful empires rose and fell across the ancient Near and Middle East. We will travel through modern-day Turkey, Syria, and Iraq to meet fierce warriors, brilliant scientists, and legendary builders. You will learn about the **Hittites**, who mastered iron and signed the world's first peace treaty; the **Assyrians**, whose unstoppable armies built a massive empire; and the **Chaldeans (Babylonians)**, who built towering wonders and changed the world of math and science forever. Let's see how these empires shaped the ancient world!

More ideas.....



- **Iron and the Hittites:** The Hittites were among the first people to master ironworking, giving them a huge advantage in trade and warfare since very few other cultures knew the secret.
- **The First Peace Treaty:** After fighting the famous Battle of Kadesh, both the Hittites and the ancient Egyptians claimed victory, which ultimately led them to sign the first known peace treaty in history.

- **Assyrian Military Might:** The Assyrians were constantly at war and built a massive empire by conquering surrounding tribes and completely leveling the famous city of Babylon.
- **Babylonian Achievements in Science:** The Chaldeans (also called Babylonians) were highly advanced in learning; our modern system of mathematics and astronomy is heavily rooted in their study of the stars.



- **Nebuchadnezzar II the Builder:** King Nebuchadnezzar II rebuilt Babylon to its former glory, surrounding it with massive defensive walls and constructing the legendary Hanging Gardens, one of the Seven Wonders of the Ancient World.
- **The Power of Written Law:** Over a thousand years before Nebuchadnezzar, King Hammurabi united the region by creating the Code of Hammurabi—the world’s earliest and most complete written set of laws.

Important Details:

- **Six-Wheeled Chariots:** Assyrian battle stories and advancements in art were often carved into sculptures, which uniquely featured advanced war chariots mounted on six wheels.
- **The Fall of Nineveh:** In 612 BC, the Chaldeans captured the Assyrian capital city of Nineveh, which marked the beginning of the end for the giant Assyrian Empire.

Exercises/ Answer the following:

Exercise 1: True or False

1. The Hittites were conquered by the Egyptians immediately after the Battle of Kadesh. _____
2. The Code of Hammurabi included rules for family law, business transactions, and harsh punishments. _____
3. The Hittites were among the very few ancient cultures who initially knew how to work with iron. _____

4. After the death of King Hammurabi, the Babylonian Empire immediately grew larger and absorbed the Persian Empire. _____
5. King Nebuchadnezzar II built massive, terraced pyramid-shaped temples known as ziggurats _____.

Exercise 2: Matching Type

Directions: Match the terms/names in **Column A** with their correct description or achievement in **Column B**.

Column A

1. Hittites
2. Assyrians
3. Chaldeans
4. Hammurabi
5. Nebuchadnezzar II

Column B

- A. Known as the "builder king" who constructed the Hanging Gardens.
- B. Advanced ancient scientists who mapped the stars and influenced modern math.
- C. Ancient ruler who wrote the world's earliest complete written legal code.
- D. Fierce warriors who used six-wheeled chariots and leveled the city of Babylon.
- E. Early Indo-Europeans who mastered ironworking and signed the first peace treaty.

Activity (Reflection):

1. Making Peace

Task: Instead of fighting forever, the Hittites and Egyptians decided to stop their war by signing a peace treaty. Think about a time you had a disagreement or an argument with a friend or a sibling. How did you resolve it? What is a good "peace treaty" rule you can use next time you have a disagreement?

Unit V: Once Upon A Time

Lesson 3: The Beginning Of The End

Vocabularies

Satrap: A governor or ruler of a specific province in the ancient Persian Empire, responsible for enforcing laws and collecting taxes.

Neo-Babylonian: Meaning "New Babylonian," this refers to the powerful but short-lived state that controlled Mesopotamia between 626 and 539 BC before being conquered by Persia.

Remnants: A small remaining quantity or piece of something; the last surviving parts of an empire or kingdom that has fallen.

Lesson Content:

In our previous lessons, we watched mighty kingdoms rise, build massive monuments, and conquer their neighbors. But in history, no empire lasts forever. Today, we witness "The Beginning of the End" for these ancient powers. We will see how the Neo-Babylonians fell to the vast **Persian Empire**, a civilization that built a massive 1,700-mile highway and valued telling the truth above all else. Then, we will watch the legendary **Alexander the Great** sweep through the region, followed by his generals who carved up the land into the **Seleucid Empire**. Finally, we will see the arrival of the mighty **Romans** and the fierce **Parthians**. Grab your armor—we are about to witness the shifting tides of ancient world power!



More ideas.....

□ **Persian Tolerance:** When the Persian Empire conquered new lands, they allowed the local people to keep their original customs and religions, as long as they paid their taxes.

□ **The Satrapy System:** To manage their massive territory, the Persians divided their empire into 20 to 30 provinces, each ruled by a local governor called a satrap.



□ **The Royal Road:** King Darius the Great built an incredible 1,700-mile highway known as the Royal Road, which allowed for fast communication and travel across the Persian Empire.

□ **Alexander's Conquest:** The unstoppable Greek and Macedonian army, led by Alexander the Great, completely dismantled the Persian Empire starting in 334 BC.

□ **The Rise of the Seleucids:** After Alexander the Great died, his empire split apart, and one of his top generals founded the Seleucid Empire, which took over much of the region.

□ **The Unconquerable Parthians:** While the Romans successfully wiped out the Seleucids, they met their match in the Parthian Empire, forcing the Roman Emperor Augustus to sign a peace treaty instead of fighting them.

Important Details:

• **The Ultimate Sin:** In Persian culture, lying was considered deeply disgraceful; telling the truth was one of their highest cultural values.

• **Pompey in Antioch:** In 64 BC, the famous Roman General Pompey arrived in the city of Antioch, officially turned Syria into a Roman province, and destroyed the very last remnants of the Seleucid Empire.

Exercises/ Answer the following:

Exercise 1: Word Scramble (The Ruler Puzzle)

Unscramble the letters to reveal key titles, people, and places from the lesson.

1. **P A R T A S** (Hint: A Persian tax collector and governor) _____

2. **P E R S E P O L I S** (Hint: The grand capital city of the Persian Empire) _____

3. **P O M P E Y** (Hint: The Roman General who conquered Syria) _____

Exercise 2: Secret Code Match

Match the historical empire/leader to its correct "identity card."

Identity Card	Options
1. Built a 1,700-mile road and hated lying.	A) Alexander the Great
2. Took over Egypt in 334 BC and was a master commander.	B) The Parthians
3. Defended their land so well that Rome had to ask for peace.	C) The Persians

Activity (Reflection):

Question 1: The Truth Test

The ancient Persians believed that lying was the most disgraceful thing a person could do. Why do you think honesty was so important to them? How does it help a community when everyone agrees to tell the truth?

Question 2: Left Behind

When Alexander the Great died, his empire was split up among his generals because there was no single leader left to take charge. Think about a group project or a sports team. What happens when a group loses its leader or captain? How can a team stay organized when big changes happen?

Unit V: Once Upon A Time

Lesson 4: Last Pre-Islamic Empire

Vocabularies

Vassal: A person or ruler who holds land granted by a lord or king, usually owing allegiance, taxes, and military support to that higher ruler.

Centralized Government: A political system where power and administrative authority are concentrated in a single, central leadership location rather than spread out locally.



Mosaics: Patterns or images made by arranging small, colored pieces of stone, tile, or glass onto floors, walls, or ceilings.

Lesson Content:

Welcome to Lesson 4! We have reached the final chapter of our journey through the ancient empires of the Near and Middle East. Today, we are exploring the dramatic transition from the Parthians to the **Sassanid Empire**—the last great pre-Islamic superpower of the region. Standing shoulder-to-shoulder with the mighty Roman Empire, the Sassanids were masters of city planning, grand architecture, and global trade routes that stretched all the way to China and India. However, no matter how grand their palaces were or how strict their tax systems became, a new, highly motivated force was rising. We will witness how the Sassanid Empire ultimately fell to the legendary, undefeated Arab general **Khaled ibn Walid**, paving the way for a brand-new era in world history.

More ideas.....

- **The Fall of the Parthians:** The Parthian Empire collapsed from the inside out; as they fought off foreign invaders, their own conquered kingdoms rebelled, and a local vassal finally overthrew the last Parthian king.
- **The Rise of the Sassanids:** Founded by Ardashir I in 224 AD, the Sassanid Empire rose from the ashes of the Parthians to become one of the two dominant powers in Western Asia, alongside Rome.

- **Urban and Agricultural Growth:** Unlike their predecessors, the Sassanids focused heavily on internal growth, implementing ambitious city planning, building projects, and major agricultural upgrades.
- **Global Trade Network:** The Sassanids established strong international relationships, focusing heavily on sea trade (maritime trade) with wealthy foreign nations like India and China.
- **Sassanian Artistic Splendor:** The wealth and power of the Sassanian kings were displayed through magnificent palaces featuring detailed wall paintings and beautifully decorated mosaic floors.
- **The Muslim Conquest:** Highly united and fiercely motivated Arab armies led by General Khaled ibn Walid swept through the region, completely collapsing the Sassanid Empire in just five years.



Important Details:

- **Moving the Capital:** To secure his power right away, Ardashir I strategically moved his capital city to the south of Persis, allowing him to easily expand his territory east and northwest.
- **Land-Based Tax System:** The Sassanids built a massive state income by creating a highly organized tax system based directly on how much land a citizen owned.

Exercises/ Answer the following:

Exercise 1: Leaders & Conquerors

Unscramble the letters to reveal the names of the powerful kings and generals who shaped the ancient world.

- **R A D I S H R A I** * *Hint:* The founder of the Sassanid Empire who moved his capital to the south of Persis. _____.

- **X L E D A R E N A** * *Hint:* The legendary Macedonian military commander who conquered Egypt and Persia by age 25. _____.
- **E H A D L K** * *Hint:* The undefeated Arab general whose highly motivated army completed the downfall of the Sassanids. _____.
- **M B A R H I A U** * *Hint:* The early Babylonian king famous for carving the world's first complete written legal code on stone. _____.

Exercise 2: Lost Capitals & Mighty Cities

- **Y R T E** * *Hint:* The only Phoenician city-state that bravely resisted Alexander the Great for six months. _____.
- **O B Y A B N L** * *Hint:* The magnificent Mesopotamian city home to both a strict code of law and the legendary Hanging Gardens. _____.
- **I N E H E V V** * *Hint:* The capital of the war-loving Assyrian Empire that was captured by the Chaldeans in 612 BC. _____.
- **S E P L E P O I R S** * *Hint:* The grand capital city of the Persian Empire where truth was valued and lying was a disgrace. _____.

Activity (Reflection):

1. Designing a Legacy

Task: The Sassanian monarchs built grand palaces with massive wall paintings and mosaics to show off their "splendor" to visiting diplomats from China and India. If you had to design a public building today that shows off the very best things about your own modern culture, what kind of paintings, art, or decorations would you put on the walls?

2. The Power of Motivation

Task: History books note that the Sassanids had massive cities, technology, and wealth, but they were defeated by a smaller Arab army because the invaders were "strongly united and highly motivated." Think about a time you participated in a sport, a game, or a school project. Is it more important to have the best equipment and wealth, or is it better to have a highly motivated team that works perfectly together? Explain your answer.

Unit VI : European Empires

Lesson 1: Early European Empires

Vocabularies

- **Colonization:** The process of establishing foreign control over a target territory and its people, often by sending settlers to live there and exploiting its natural resources.
- **Indigenous:** Originating or occurring naturally in a particular place; native to a specific region (such as the Native Americans living in the Americas before European arrival).
- **Treaty of Tordesillas:** A 1494 agreement between Spain and Portugal that drew an imaginary line through the Atlantic Ocean, dividing the newly discovered lands and resources between the two empires to prevent war.



Lesson Content:

Imagine stepping onto a ship, sailing into completely uncharted waters, and stumbling upon an entire continent unknown to your side of the world. That is exactly what happened in 1492 when the Italian explorer Christopher Columbus, sailing under the Spanish flag, crossed the Atlantic Ocean. This era became known as the **Age of Exploration**. Motivated by a desire for wealth, power, and the spread of religion, European nations rushed to claim these "new" lands. Today, we will explore how geography set the stage for countries like Spain and Portugal to become global trade superpowers, the driving forces behind their voyages, and the immense impact these journeys had on both Europe and the Indigenous people who already called the Americas home.

More ideas.....

- **The Naming of the "New World":** Upon reaching the Caribbean Islands, Columbus labeled the continent the "New World," mistakenly calling the local inhabitants "Indians" because he believed he had successfully sailed to India.
- **Geographic Trade Advantage:** Spain and Portugal became leaders in maritime trade largely because of their geography; being bordered by both the Atlantic Ocean and the Mediterranean Sea made launching sea voyages highly accessible.

- **The Driven Force of the 3 G's:** The Age of Exploration was fueled by three core motives: **Glory** (expanding political power and cultural influence), **Gold** (gaining extreme wealth), and **God** (spreading Christian religious beliefs).
- **Exploitation of Resources:** Columbus's voyages successfully located highly valuable natural resources, including gold, silver, and tobacco, which promised to bring immense economic power back to Europe.
- **Human Cost of Exploration:** Exploration had devastating consequences for the Indigenous population, as Columbus enslaved native peoples and forced them into slave markets across Europe and the Americas.
- **Imperial Competition:** The sudden discovery of vast resources triggered intense conflict between Spain and Portugal as they fought to dominate the new territories, eventually forcing a diplomatic compromise to divide the land.



Important Details:

- **Four Distinct Voyages:** Christopher Columbus did not just cross the Atlantic once; he commanded a total of four separate round-trip voyages between Europe and the Americas between 1492 and 1504.
- **The Wealth of Tobacco:** Alongside precious metals like gold and silver, tobacco was one of the key agricultural natural resources discovered in the Americas that completely transformed European trade and consumption.

Exercises/ Answer the following:

Exercise I: Word Scramble (The 3 G's Puzzle)

Unscramble the letters to reveal the three primary motivations behind European exploration.

1. **R O L Y G** (Hint: Seeking power, fame, and a massive empire) _____.
2. **D O L G** (Hint: Seeking natural resources and economic wealth) _____.
3. **O D G** (Hint: Seeking to spread religious beliefs to the world) _____.

Exercise II: Answer the following

Explain what is slavery is. Give your opinion about it.

Activity (Reflection):

1. The Modern 3 G's

Task: The ancient explorers were driven by Glory, Gold, and God. Think about big human achievements today, such as space exploration (sending astronauts to Mars) or creating massive technology companies. What do you think are the "3 G's" or primary motivators for people and countries today when they explore new frontiers or build new things?



Vocabularies

Patricians: The wealthy, upper-class elite families of Roman society who held most of the land, wealth, and high social status.

Plebeians: The common, free citizens of Rome—including farmers, merchants, and artisans—who made up the majority of the population.

Aqueducts: Advanced engineering channels or bridge-like structures built by the Romans to carry fresh water from distant hills into towns and cities.

Lesson Content:

Welcome to Lesson 2! Today, we are exploring one of the most powerful and influential civilizations in human history: **The Roman Empire**. Centered in the historic city of Rome, this massive superpower grew to encircle the entire Mediterranean Sea, stretching across three continents—Europe, Asia, and Africa. From the military brilliance of Julius Caesar to the engineering marvels of aqueducts and paved highways, the Romans changed the world forever. The laws they wrote, the architecture they built, and the Latin language they spoke still shape our modern world today. However, even the greatest empires can fall. We will dive into how Rome rose to peak glory and examine the critical mistakes that eventually brought this giant empire to its knees.



More ideas.....

- **The Scale of the Empire:** The Roman Empire was the largest empire to ever surround the Mediterranean Sea, successfully conquering 46 modern-day countries at its peak size in 117 AD.
- **The Legacy of Julius Caesar:** Though not from a royal ruling family, Julius Caesar became a legendary general and politician who expanded Rome's territories and saved the city from a major bankruptcy financial crisis.
- **Birth of the Romance Languages:** Latin, the official language of Rome, serves as the historical base and root for several major modern languages, including Italian, French, Spanish, Portuguese, and Romanian.
- **Complex Legal System:** Roman law was renowned for being the most complex and highly organized legal framework of the ancient world, influencing modern court systems today.
- **Engineering and Public Health:** The Romans were master builders who revolutionized daily life by constructing a massive network of paved roads, public dams, organized sewage disposal systems, and freshwater aqueducts.

Important Details:

- **The Ultimate Betrayal:** Julius Caesar's influential reign was abruptly cut short when he was assassinated directly inside the Roman Senate building in 44 BC.
- **The Etymology of Britain:** The modern name for the island of Britain directly originates from the ancient Latin word **Britannia**, which was the name given to the territory by the Roman military.



Exercises/ Answer the following:

Exercise I. Complete the exercises below.

1. Name the famous leader in the Roman Empire. _____.

2. Name three important cities.

3. Who were the Plebians.

4. Give two accomplishments of Julius Ceasar.

5. What were the reasons for the downfall of the Roman Empire.

Activity (Reflection):

1. The Weight of Expansion

- **Task:** The text mentions that one of the reasons the Roman Empire fell was simply that it "grew too large, and it was impossible to keep all areas under control." Imagine you are trying to manage a giant team game with 100 players on your side, but you don't have walkie-talkies or cell phones. What problems would you run into? Reflect on how a country's physical size can become its own worst enemy if it expands too quickly.

Unit VI : European Empires

Lesson 3: The Byzantine Empire

Vocabularies:

- **Strait:** A narrow passage of water connecting two larger bodies of water, which provides a massive strategic advantage for trade and military defense.
- **Hagia Sophia:** A legendary monument and cathedral built in Constantinople under Emperor Justinian I, famous for its massive dome and brilliant architecture.
- **Successors:** People who inherit a title, office, or position of power after the previous holder leaves or dies.



Lesson Content:

Welcome to Lesson 3! When you think of the collapse of the Roman Empire, you might think that Roman culture vanished entirely. But while the Western half of the empire fell into ruin, the Eastern half didn't just survive—it flourished for another thousand years! This surviving eastern golden child became known as the **Byzantine Empire**. With its heavily fortified new capital, Constantinople, this empire acted as a massive bridge between Europe and Asia. Today, we will explore how a new religion called Christianity changed the role of the emperor, how a brilliant ruler named Justinian I rebuilt Roman law and built breathtaking monuments like the Hagia Sophia, and how magnificent mosaic art defined an entire era of human history.



More ideas.....

The Christian Shift: The rise of Christianity fundamentally weakened the traditional Roman belief that the emperor was a literal god, shifting the political culture and paving the way for the Byzantine style of rule.

A Strategic New Capital: In 324 AD, Emperor Constantine I moved the capital to Constantinople, a city built on a narrow strait that made it incredibly difficult for enemy armies to successfully attack.

Dual-Language Culture: While Latin remained the official language of government business, Greek was the everyday language spoken by the public and taught in Byzantine schools.

The Golden Age of Justinian I: Under Emperor Justinian I, the empire reached its peak power, reclaiming most of the lands around the Mediterranean Sea and rewriting old legal systems into a reformed Roman law.

The Cost of Glory: Justinian's massive military conquests and grand building projects came with a dark side: they left the empire buried under a mountain of debt.

Artistic Legacy: The Byzantine Empire became world-renowned for its art, specifically its incredibly detailed, glittering mosaic art used to restore churches and grand palaces.



Important Details:

The Final Split: The official and final permanent division breaking the Roman Empire into two completely separate entities—the Western Roman Empire and the Eastern Roman Empire—happened in the year 395 AD.

Post-Justinian Taxation: Because the empire was heavily in debt after Justinian died, his successors were forced to place crushing, heavy taxes on ordinary Byzantine citizens to keep the government afloat.

Exercises/ Answer the following:

Exercise I: Circle the correct choice.

1. One of the factors that led to the downfall of the Roman Empire was the adoption of (the old traditional religion, Christianity).
2. A powerful emperor of the Byzantine Empire was (Julius Caesar, Justinian I).
3. Artwork, and specifically (mosaic, drawing), was unique during the Byzantine Era
4. One of the main factors that affected the stability in the empire was (the death of Justinian I, the Byzantine citizens' corruption).

Exercise II: Order the below statements chronologically.

- _____ Political instability and economic crisis.
- _____ Building a strong army and learning war techniques.
- _____ Establishing the city of Constantinople.
- _____ Death of Justinian.
- _____ Reforming Roman law

Activity (Reflection):

1. The Geography of Safety

Task: Constantinople survived for centuries primarily because it was built on a narrow strait of water, making it easy to defend against invaders. Think about how you organize your own life or spaces for safety and privacy. If you were building a "secret base" or a fortress today, where would you hide it or what geographic features (mountains, rivers, forests) would you want surrounding it to keep it safe?

Unit VI : European Empires

Lesson 4: The Ottoman Empire



Vocabularies

Power Void: A situation where a government has lost control and no one has replaced them yet, creating an opportunity for a new group to take over.

Sultan: The title used for the sovereign ruler of the Ottoman Empire, who held both political and religious authority.

Abolished: To formally put an end to a system, practice, or institution (such as when the Empire was ended to create a Republic).

Lesson Content:

Welcome to Lesson 4! We have seen empires rise and fall across the Mediterranean, but few had the staying power of the **Ottoman Empire**. Rising from the "power void" left by the falling Byzantines, a Turkish leader named Osman I founded a state that would eventually stretch across three continents: Europe, Asia, and Africa. Known as an Islamic superpower, the Ottoman Empire lasted for over 600 years, blending nomadic traditions from Central Asia with complex laws and legendary military strength. From the fierce Janissaries to the magnificent reign of Suleiman the Magnificent, we will explore how this empire became the center of world trade and why, after six centuries of glory, it eventually transformed into the modern Republic of Turkey.

More ideas.....

- **Osman I and the Foundation:** The empire began with Osman I, who organized Turkish tribes into a unified state with a complex legal system designed to protect and expand his territory.
- **Geographic Reach:** At its peak in the 15th and 16th centuries, the Ottoman Empire was a global superpower controlling land in Southeastern Europe, Western Asia, and North Africa.
- **Military Mastery:** The Ottomans maintained power through a diverse and strong army, winning key conflicts like the Battle of Nicopolis, which stopped European knights from halting their expansion.
- **Suleiman the Magnificent:** Under Sultan Suleiman, the empire reached its greatest height, expanding deep into Eastern Europe and becoming a leader in Muslim religious and political life.
- **The Silk and Sea Trade:** The Ottomans were famous traders, acting as the essential bridge for goods moving between the markets of Europe and the riches of Asia.
- **The Transition to a Republic:** After centuries of decline caused by corruption and competition, the empire was officially abolished in 1923, led by Mustafa Kemal Atatürk, who founded the modern Republic of Turkey.



Important Details:

- **The Battle of Kosovo (1389):** This pivotal battle led to the fall of Serbia; even though the Bosnians and Serbs resisted strongly, the Ottoman victory secured their control over the Balkans.
- **The "Earthly Leader":** Sultan Suleiman was not just a king; he was considered the "earthly leader of all Muslims," giving him immense spiritual influence far beyond his physical borders.

Exercises/ Answer the following:

Exercise I. Matching Activity

Match the person or event to the correct description.

Item	Description
<u> </u> 1. Bayezid I	A. Led to the fall of Serbia in 1389.
<u> </u> 2. Battle of Kosovo	B. Won the Battle of Nicopolis against France and Hungary.
<u> </u> 3. Mamluks	C. Greatly influenced by nomadic Turkic traditions.
<u> </u> 4. Ottoman State	D. Brave warriors who were part of the Ottoman army.
<u> </u> 5. Late 1600s	E. The time when the empire started to decline.

Exercise II. Word Scramble

Unscramble these key names and terms from the Ottoman Lesson.

1. M A N O S (Hint: The first leader of the Empire) _____.
2. N A T L U S (Hint: The title for an Ottoman ruler) _____.
3. E I M A N E L U S (Hint: Known as "The Magnificent") _____.
4. I Z H A G (Hint: The type of Turk Osman I was) _____.
5. Y E K R U T (Hint: The Republic that replaced the Empire) _____.

Activity (Reflection):

1. Tradition vs. Modernity

Task: The Ottoman Empire was built on ancient nomadic traditions, but Kamal Atatürk eventually changed it into a modern Republic. Think about your own family or school traditions. Which traditions should we keep forever because they define who we are. Why?

Unit VI : European Empires

Lesson 5: Germany , Then and Now

Vocabularies

Unification: The process of being united or made into a whole; specifically, when the many separate German states joined together to form one single nation.

Federal Parliamentary Republic: A system of government where power is divided between a

central government and local states, and the leaders are chosen by a parliament (a group of elected representatives).

Lignite: Also known as "brown coal," it is a soft, brownish-black sedimentary rock that is used as fuel for steam-electric power generation.

Lesson Content:

Welcome to Lesson 5! Today, we are exploring **Germany**, a nation that has sat at the center of European history for thousands of years. From the ancient Germanic tribes who were the only ones to successfully push back the Roman Empire, to the master diplomacy of Otto von Bismarck who finally united the country, Germany's story is one of division, strength, and transformation. We will look at how Germany became a dominant power, the geography that makes it the "heart" of the continent, and the difficult economic periods, like the Great Depression, that shaped its modern identity.



More ideas.....

- **Defeating the Undefeatable:** Ancient Germania holds a unique place in history as the only province that forcibly evicted the Roman Empire and successfully resisted being conquered.

- **The Architect of Germany:** Otto von Bismarck is the leader responsible for the unification of Germany; he used a clever strategy to get German states to fight together against France in 1870.
- **A Geographic Giant:** Located in Central and Western Europe, Germany is the most populous country in the European Union and is home to major rivers like the Danube and the Rhine.
- **Financial and Industrial Hub:** Germany is a world leader in resources like salt and copper, and the city of Frankfurt serves as the nation's financial capital.
- **World War I Consequences:** After entering WWI in 1914 as part of the Central Powers, Germany's defeat led to the loss of many of its territories.
- **The Great Depression:** In the 1930s, Germany suffered a massive economic collapse that led to high unemployment and allowed the Nazi party to take control of the government.

Important Details:

The Prussia Strategy: To achieve unification, Bismarck specifically provoked France into attacking the state of Prussia, knowing it would trigger a sense of German national pride.



Leading Producer: Germany is currently the world's leading producer of lignite (brown coal), which remains one of its most significant natural resources.

Exercises/ Answer the following:

Exercise I: Circle the correct choice.

1. The history of Germany can be traced back to the (Greek Empire, Roman Empire).
2. (Otto von Bismarck, Adolf Hitler) was a young soldier in WWI, and he eventually became the leader of Germany.
3. Germany was affected by the (Great Depression, Great Impression), and it faced (economic growth, economic decline).
4. One of the main rivers in Germany is the (Alps, Danube).

Exercise II: Explain why Hitler wanted to be the leader of Germany.

Exercise III: State three facts of modern Germany.

Activity (Reflection):

1. The Power of a Common Enemy

Task: Otto von Bismarck realized that the divided German states would only unite if they had a common enemy to fight (France). Think about your own life—have you ever seen a group of people who usually disagree suddenly work together to solve a big problem or win a game? Is it better to unite because of a "common enemy" or because of a "common goal"?

2. Location is Everything

Task: Germany is located right in the center of Europe and has several major rivers. How does having rivers like the Danube and Rhine help a country's trade and economy? If you were starting a new city, would you want it to be in the center of everything or hidden away for safety? Why?
