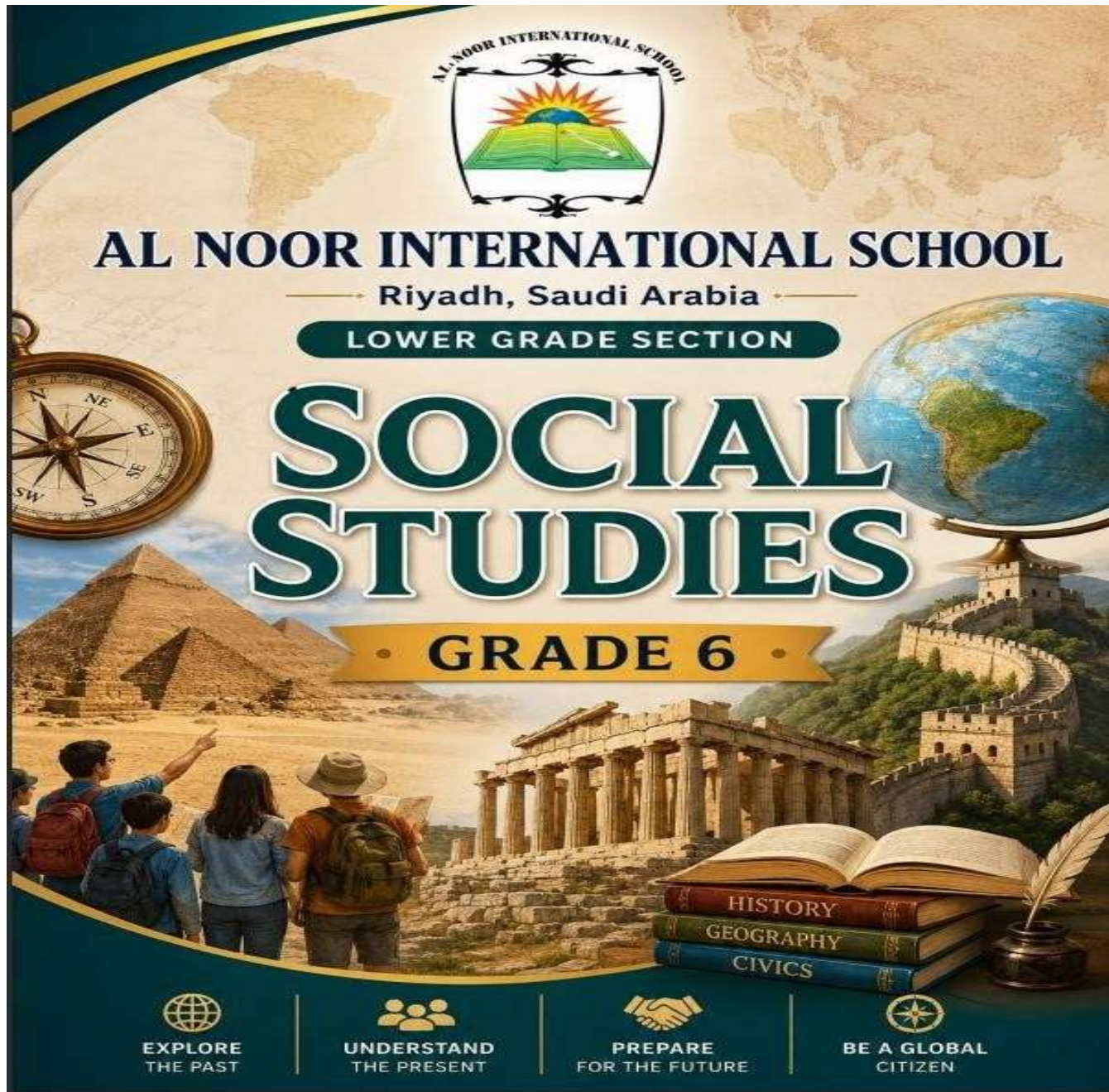


AL NOOR INTERNATIONAL SCHOOL
Riyadh, Saudi Arabia
Lower Grades Section



Name: _____

Grade and Section: _____

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Unit 1: Governance Around the World

Lesson 1: An Overview of Governments

Vocabularies:

Government – a system that manages and leads a country.

Citizen – a person who legally belongs to a country.

Democracy – a form of government where people choose leaders through voting.

Laws – rules created to maintain order and fairness.

Leadership – guiding and helping people make decisions.



Lesson Content:

Every country in the world needs a government. Governments help organize society, create laws, protect people, and provide services such as schools, hospitals, roads, and police protection. Without governments, countries would face confusion and disorder. Governments help people live together peacefully and fairly.

Governments are responsible for making decisions that affect citizens every day. They decide how money will be spent, how public services will improve, and how rules should be followed. For example, governments help build roads, create educational programs, and ensure that citizens are treated fairly under the law.

There are different types of governments around the world. In a democracy, citizens vote for their leaders. Countries such as Canada, India, and South Africa use democratic systems. In monarchies, kings or queens rule the country. Some monarchies still exist today, such as Saudi Arabia and the United Kingdom.

Governments also help protect human rights. Human rights include freedom, equality, safety, and access to education. Governments create laws to protect people from unfair treatment and crime. Citizens also have responsibilities, such as obeying laws, respecting others, and helping improve their communities.

Citizens can participate in government in many ways. Adults vote during elections, while students can join school councils or participate in community projects. People can also express opinions respectfully and help solve problems in their communities. Strong governments listen to citizens and work to improve the country. When governments are fair and responsible, people feel safer and happier. Cooperation between leaders and citizens is important for a peaceful society.

Important details

- Governments manage and lead countries.
- Governments create laws, protect people, and provide services like schools and hospitals.
- Citizens are people who legally belong to a country.
- In a democracy, people vote for leaders.
- In a monarchy, a king or queen rules the country.
- Governments protect human rights such as freedom, equality, and safety.
- Citizens should obey laws, respect others, and help their communities. □ Strong governments listen to citizens and work for peace and fairness.

Exercises / Answer the following:

A. Short Answer

Directions: Answer each question briefly and clearly. Use complete words or sentences when necessary.

1. Why do countries need governments?

2. What is democracy?

3. Name two services provided by governments.

4. Why are laws important?

Reflection Activities

Activity : Community Problem Solving

Identify a problem in our school or community. Discuss possible solutions with your classmates and present your ideas to the class.

1. How would your life change without a government?

2. What qualities make a good leader?

3. How can young people help improve society?

Unit 1: Governance Around the World

Lesson 2: Kings and Kingdoms

Vocabularies:

1. **Monarchy** – a government ruled by a king or queen.
2. **Kingdom** – land ruled by a monarch.
3. **Heir** – a person who inherits the throne.
4. **Tradition** – customs passed from generation to generation.
5. **Royalty** – members of a royal family.
6. **Leadership** – guiding and helping people make decisions.



Lesson Content

Throughout history, many societies were ruled by kings and queens. Monarchies were among the earliest forms of government. In a monarchy, power is usually passed from parents to children within a royal family.

Kings and queens often made important decisions about wars, trade, laws, and religion. Some rulers were respected for fairness and wisdom, while others became unpopular because of harsh leadership. Monarchies helped unite people and protect territories.

There are two main types of monarchies today: absolute monarchies and constitutional monarchies. In an absolute monarchy, the ruler has most of the power. In a constitutional monarchy, the ruler shares power with elected leaders and follows a constitution.

Many famous kingdoms existed throughout history. Ancient Egypt had powerful pharaohs. European kingdoms grew during the Middle Ages. Islamic empires also had rulers who governed large territories and promoted trade, science, and culture. Royal traditions remain important in some countries today. Ceremonies, palaces, and royal celebrations are still respected by citizens. However, modern monarchies often work together with governments chosen by the people. Monarchies have shaped culture, history, architecture, and laws around the world. Learning about kingdoms helps us understand how societies developed over time.

Important Details

- Monarchies are ruled by kings or queens.
- Power is often inherited.
- Some monarchies are constitutional.
- Kingdoms influenced history and culture. □ Royal traditions continue today.

Exercises / Answer the Following

A. Short Answer

Directions: Answer each question briefly and clearly. Use complete words or sentences when necessary.

1. What is a monarchy?

2. Name two types of monarchies.

3. Why were kings important in history?

4. How do monarchies still influence countries today?

Reflections (Activities)

Activity 1: Royal Interview

In pairs, one student acts as a king or queen while the other acts as a reporter asking questions about leadership.

Activity 2: Design a Kingdom

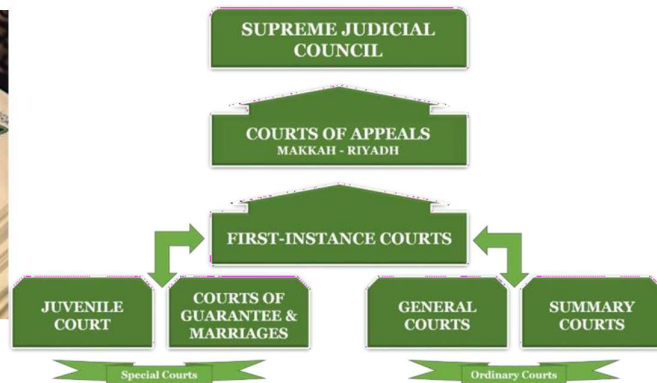
Draw a map of your own kingdom. Include important places such as schools, markets, farms, and castles.

Unit 1: Governance Around the World

Lesson 3: Countries and Constitutions

Vocabularies:

1. **Constitution** – the main set of laws in a country.
2. **Rights** – freedoms people are entitled to.
3. **Equality** – treating people fairly.
4. **Justice** – fairness according to the law.
5. **Nation** – a country and its people.



Lesson Content

A constitution is an important document that explains how a country should be governed. It contains laws, rules, and principles that guide leaders and protect citizens. Constitutions help ensure fairness and prevent misuse of power.

Most constitutions explain the structure of government. They describe the roles of leaders, courts, and lawmakers. Constitutions also explain the rights and responsibilities of citizens.

Citizens have rights such as freedom of speech, education, and safety. At the same time, they must follow laws and respect others. Equality means all people should be treated fairly regardless of background.

Constitutions are important because they create stability in society. They help solve disagreements peacefully and provide clear rules for decision-making. Countries without strong laws may face conflict and unfair treatment.

Different countries have different constitutions based on their history, culture, and traditions. Some constitutions can be changed over time when societies grow and develop.

Learning about constitutions teaches students the importance of fairness, cooperation, and respect for laws.

Important Details

- Constitutions guide governments.
- Citizens have rights and responsibilities.
- Equality and justice are important values.
- Laws help maintain peace and fairness. □ Constitutions may change over time.

Exercises / Answer the Following

A. Short Answer

Directions: Answer each question briefly and clearly. Use complete words or sentences when necessary.

1. Why are constitutions important?

2. What are citizen rights?

3. How do laws help society?

4. Why should citizens follow laws?

Reflections (Activities):

Activity: Constitution Poster

Design a poster showing important rights and responsibilities.

Exit Ticket

1. Which right is most important to you?

2. Why should everyone follow laws?

Unit 1: Governance Around the World
Lesson 4: Presidential Governance
Vocabularies:
1. President – The leader of a country, organization, or group.
2. Election – A process where people vote to choose a leader or representative.
3. Campaign – Activities and events organized to gain support for a candidate or cause.
4. Leadership – The ability to guide, influence, and help others achieve goals.
5. Cabinet – A group of advisers or ministers who help the president or leader manage the government.



Lesson Content

In many countries, the president serves as the head of government or head of state. Presidents are often elected by citizens during national elections.

Presidential systems are designed to separate government powers among branches. This separation helps maintain fairness and prevents abuse of authority.

Before elections, candidates participate in campaigns. During campaigns, candidates explain their ideas and plans for improving the country.

Citizens learn about candidates through speeches, debates, and media programs. Voting gives citizens the opportunity to choose leaders.

Presidents often work with advisers called cabinet members. Cabinet members help manage areas such as education, health, transportation, and national security.

A successful president should demonstrate honesty, responsibility, communication skills, and problem-solving abilities.

Presidents face many challenges such as economic problems, natural disasters, and international conflicts.

Important Details

- Presidents are often elected by citizens.
- Elections allow citizens to choose leaders.
- Campaigns help candidates share ideas.
- Presidents work with cabinet members.
- Good leadership requires responsibility.

Exercises / Answer the Following

A. Short Answer

1. What is the role of a president?

2. Why are elections important?

3. Who helps the president manage the government?

4. Name one quality of a good leader.

Reflection Activities

Activity : Leadership Journal

Directions: Write about a leader you admire and explain why.

Exit Ticket

1. What qualities should a president have?

2. Why is voting important?

Unit 1: Governance Around the World

Lesson 5: Belonging to a Country

Vocabularies:

1. **Citizenship** – The status of being a member of a country with rights and responsibilities.
2. **Patriotism** – Love, loyalty, and devotion to one's country.
3. **Identity** – The qualities, beliefs, and characteristics that make a person or group unique.
4. **Community** – A group of people living or working together and helping one another.
5. **Nationality** – The country where a person belongs or is officially connected to.



Lesson Content

Belonging to a country means being part of a nation and community. Citizenship gives people rights and responsibilities.

Citizenship includes obeying laws, respecting others, helping communities, and participating in society. Citizens also enjoy protections and freedoms.

Patriotism means showing love and respect for one's country. People show patriotism by respecting national symbols, helping others, and contributing positively to society.

National identity is influenced by language, traditions, culture, and history. Different countries have unique customs and celebrations.

Communities become stronger when citizens cooperate and help one another. Responsible citizens care about the environment, public safety, and education.

People can belong to global communities while also respecting their own cultures and traditions.

Important Details

- Citizenship involves rights and responsibilities.
- Patriotism means love for one's country.
- Communities become stronger through cooperation.
- National identity includes culture and traditions. □ Responsible citizens help society improve.

Exercises / Answer the Following

A. Short Answer

Directions: Answer each question briefly and clearly using complete words or sentences.

1. What responsibilities do citizens have?

2. How can students show patriotism?

3. Why is cooperation important?

Reflection Activities

Activity: Cultural Presentation

Present traditions, food, or clothing from your culture.

Exit Ticket

1. How can you help your community?

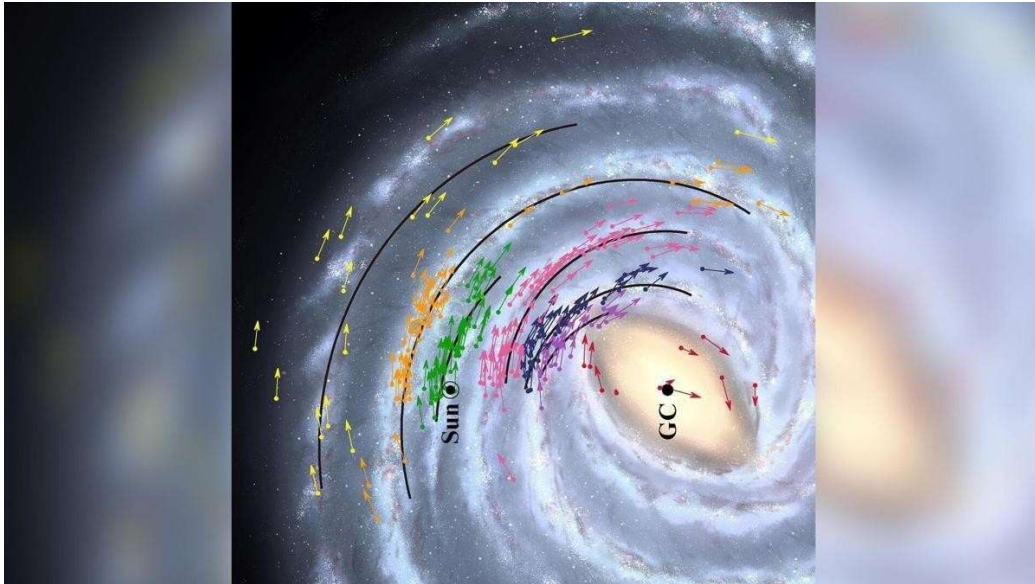
2. What makes you proud of your country?

Unit 2: Understanding Geography

Lesson 1: Window to Our Universe

Vocabularies:

1. **Universe** – Everything that exists, including stars, planets, galaxies, space, and matter.
2. **Planet** – A large object in space that moves around a star, such as Earth.
3. **Galaxy** – A huge group of stars, planets, gas, and dust held together by gravity.
4. **Orbit** – The path an object follows as it moves around another object in space.
5. **Telescope** – An instrument used to observe distant objects in space, such as stars and planets.



Lesson Content

The universe is the enormous space that contains stars, planets, moons, galaxies, and many other objects. Scientists believe the universe began billions of years ago during an event called the Big Bang.

Earth is part of the solar system, which includes the Sun and the planets that orbit around it. The Sun provides heat and light necessary for life.

People have studied the sky for thousands of years. Ancient civilizations observed stars to create calendars and guide travelers.

Modern scientists use telescopes and spacecraft to explore space. Space exploration helps us learn more about Earth and the universe.

Astronauts travel to space to conduct scientific experiments. Satellites help people communicate, predict weather, and navigate locations.
Understanding space encourages curiosity and scientific discovery.

Important Details

- Earth belongs to the solar system.
- The Sun is a star.
- Planets orbit the Sun.
- Telescopes help scientists study space. □ Satellites provide important services.

Exercises/Answer the following

A. Short Answer

1. Why is the Sun important for life on Earth?

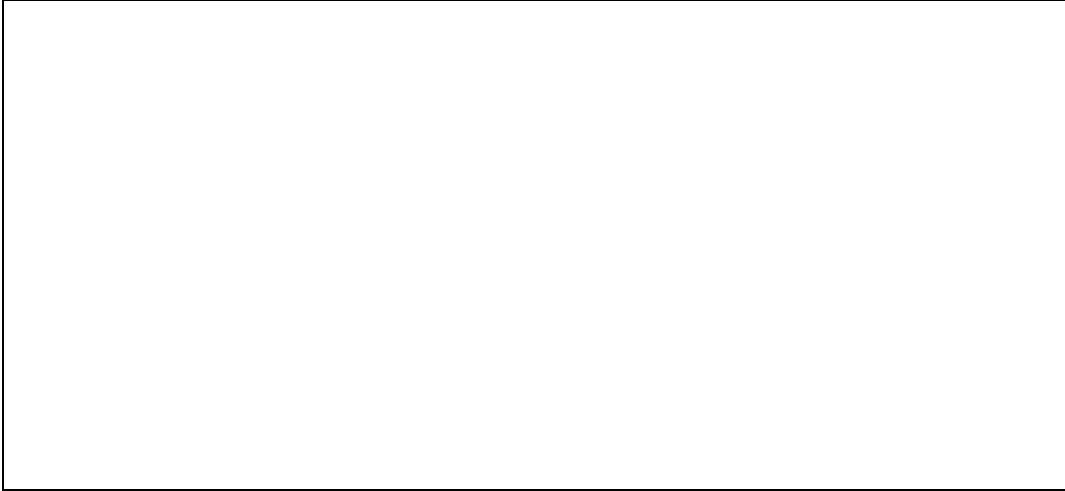
2. How do satellites make people's lives easier?

3. Why do you think space exploration is important?

4. How did ancient civilizations use stars in daily life?

Reflection Activities Activity:

Instructions: Create a constellation poster.



Exit Ticket

1. Why is space exploration important?

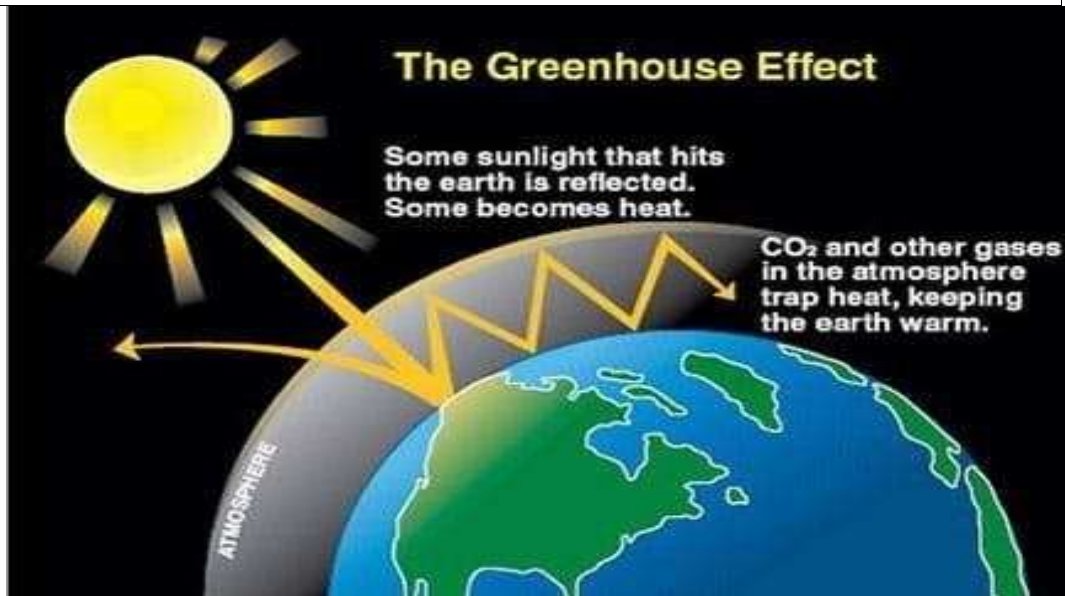
2. Which planet interests you most?

Unit 2: Understanding Geography

Lesson 2: A Warmer Planet

Vocabularies:

1. **Climate Change** – Long-term changes in Earth's weather patterns and temperatures.
2. **Global Warming** – The gradual increase in Earth's average temperature.
3. **Pollution** – Harmful substances added to the environment.
4. **Greenhouse Gases** – Gases that trap heat in Earth's atmosphere.
5. **Environment** – The natural world around us, including land, water, air, plants, and animals.



Lesson Content

Earth is becoming warmer because of climate change and global warming. Scientists have observed that the average temperature of the planet has increased over many years. This warming affects weather patterns, oceans, plants, animals, and human life.

One major cause of global warming is the increase of greenhouse gases in the atmosphere. Greenhouse gases, such as carbon dioxide, trap heat from the Sun. Some greenhouse gases occur naturally, but human activities have increased their amount in the atmosphere.

Burning fossil fuels like coal, oil, and gas releases large amounts of carbon dioxide into the air. Cars, factories, airplanes, and power plants contribute to pollution and global warming. Cutting down forests also worsens the problem because trees help absorb carbon dioxide. Climate change causes many environmental problems. Some places experience stronger storms, floods, droughts, and heat waves. Glaciers and polar ice are melting, causing sea levels to rise. Rising sea levels can threaten coastal communities and wildlife habitats. Animals and plants are also affected by climate change. Some species lose their habitats because temperatures become too hot or weather conditions change. Coral reefs, forests, and Arctic ecosystems are especially at risk.

People around the world are working together to reduce global warming. Governments, scientists, and organizations encourage the use of renewable energy such as solar and wind power. Recycling, planting trees, reducing waste, and saving electricity can also help protect the environment.

Students can contribute by turning off lights when not needed, reducing plastic use, conserving water, and caring for nature. Small actions by many people can create positive changes for the planet.

Understanding climate change helps people become responsible citizens who care for Earth and future generations.

Important Details

- Earth's temperature is increasing.
- Greenhouse gases trap heat in the atmosphere.
- Pollution contributes to global warming.
- Climate change affects weather, plants, animals, and humans.
- People can help protect the environment through simple actions.

Exercises / Answer the Following

A. Short Answer

1. Why do you think global warming is a serious problem for Earth?

2. How does cutting down trees affect climate change?

3. What might happen if people continue polluting the environment?

4. Why are greenhouse gases important in global warming?

5. How can small actions by students help protect the planet?

Reflection / Activities

Activity: Environmental Poster

Instructions: Create a poster showing ways people can help reduce global warming. Include drawings and short messages.

Exit Ticket

1. Why is it important to protect the environment?

2. How can climate change affect people's daily lives?

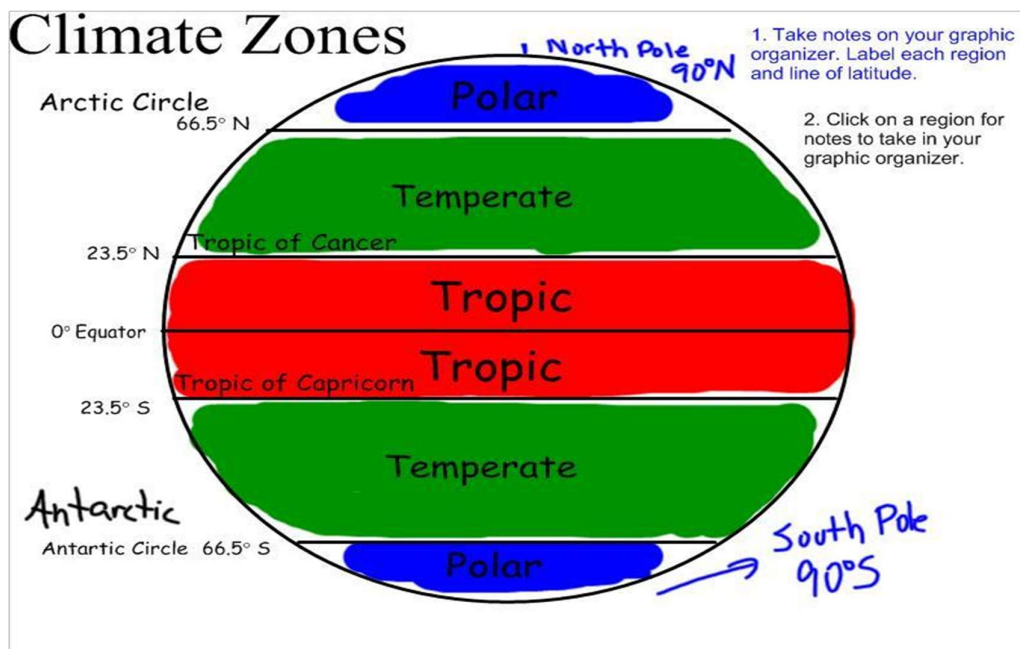
Unit 2: Understanding Geography

Lesson 3: Climate Regions

Vocabularies:

1. **Climate** – The usual weather conditions of a place over a long period of time.
2. **Region** – An area that has common features such as climate, land forms, or culture.
3. **Tropical** – A hot and rainy climate found near the Equator.
4. **Desert** – A very dry region that receives little rainfall.
5. **Polar** – Extremely cold regions near the North and South Poles.
6. **Temperate** – A climate region with moderate temperatures and distinct seasons.
7. **Precipitation** – Water that falls from clouds, such as rain, snow, or hail.
8. **Humidity** – The amount of water vapor in the air.
9. **Weather** – The condition of the atmosphere at a certain time and place.
10. **Environment** – The natural surroundings where people, plants, and animals live.

Climate Zones



Lesson Content

Climate refers to the usual weather conditions in a place over many years. Different parts of the world have different climates depending on their location, distance from the Equator, elevation, and nearby bodies of water.

The Earth is divided into several climate regions. These regions have unique temperatures, rainfall patterns, plants, and animals. Understanding climate regions helps people learn how environments affect daily life.

One major climate region is the tropical region. Tropical climates are usually hot and wet throughout the year. These regions are located near the Equator. Tropical rainforests grow in these areas because of frequent rainfall and warm temperatures. Many animals and plants live in tropical regions due to the rich environment.

Another climate region is the desert region. Deserts receive very little rainfall and are usually hot during the day and cold at night. Plants and animals in deserts have special adaptations that help them survive with limited water. Cacti, camels, and reptiles are common in desert areas.

Temperate regions experience four seasons: spring, summer, autumn, and winter. These climates are neither extremely hot nor extremely cold. Many countries with temperate climates are suitable for farming because they receive moderate rainfall.

Polar regions are found near the North Pole and South Pole. These areas are extremely cold and covered with ice and snow for most of the year. Very few plants grow in polar climates, but animals such as polar bears, seals, and penguins have adapted to survive in the cold.

Mountain regions also have unique climates. Temperatures become colder as elevation increases. Mountains may have snow-covered peaks even when nearby lowlands are warm. Climate influences how people live. It affects clothing, food, homes, transportation, and jobs. People living in cold regions wear thick clothes, while people in hot regions wear lighter clothing.

Climate change is also affecting climate regions around the world. Some places are becoming warmer, drier, or wetter than before. Understanding climate regions helps people prepare for environmental changes and protect natural resources.

Important Details

- Climate describes long-term weather conditions.
- Different regions have different climates.
- Tropical regions are hot and wet.
- Desert regions are dry with little rainfall.
- Polar regions are extremely cold.
- Climate affects plants, animals, and human activities.

Exercises / Answer the Following

A. Short Answer

1. What is climate?

2. What is a region?

3. Which climate region is hot and rainy?

4. What type of region receives very little rainfall?

5. Name the four seasons in temperate regions.

Reflection / Activities

Activity: Climate Region Poster

Choose one climate region and create a poster showing:

- Weather conditions
- Animals
- Plants
- Clothing people wear

Present your work to the class.

Exit Ticket

1. Which climate region would you like to live in? Why?

2. How does climate affect people's daily lives?

Unit 2: Understanding Geography

Lesson 4: Tools for Exploration

Vocabularies:

1. **Compass** – A tool used to find directions such as north, south, east, and west.
2. **Map** – A drawing or representation of places and locations on Earth.
3. **Globe** – A spherical model of Earth.
4. **GPS (Global Positioning System)** – A navigation system that uses satellites to determine location.
5. **Explorer** – A person who travels to discover new places and learn more about them.



Lesson Content

Since ancient times, people have explored different places to learn about the world around them. Explorers traveled across land and sea to discover new territories, trade routes, resources, and cultures. To travel safely and successfully, explorers used different tools for exploration.

One important tool is the compass. A compass helps people determine direction by pointing toward the north. Travelers, sailors, hikers, and explorers use compasses to avoid getting lost. Maps are also important tools for exploration. A map is a drawing that shows locations, distances, roads, mountains, rivers, and countries. Maps help people understand where places are located and how to travel from one place to another.

There are different types of maps. Physical maps show natural features such as mountains, rivers, and deserts. Political maps show countries, cities, and borders. Weather maps provide information about climate and weather conditions.

A globe is another useful tool. Unlike flat maps, globes show the Earth in its true spherical shape. Globes help people better understand the location of continents, oceans, and countries. Modern technology has improved exploration. Today, people use GPS devices and digital maps on smartphones to find locations easily. GPS uses satellites orbiting Earth to provide accurate directions and positions.

Satellites also help scientists observe weather patterns, natural disasters, and environmental changes. Explorers and researchers use satellites to study oceans, forests, deserts, and even space.

Exploration is important because it increases knowledge about Earth and its environment. It helps people learn about cultures, resources, animals, and natural wonders. Exploration also leads to scientific discoveries and technological improvements.

Students can use exploration tools in daily life. Reading maps, understanding directions, and using technology responsibly are important skills that help people travel safely and learn more about the world.

Important Details

- Compasses help people find directions.
- Maps show locations and features of Earth.
- Globes represent Earth's shape.
- GPS uses satellites for navigation.
- Exploration helps people discover and learn new things.

Exercises / Answer the Following

A. Short Answer

1. Why is a compass important for travelers and explorers?

2. How are globes different from maps?

3. Why do you think GPS is useful in everyday life?

4. How has technology changed exploration today?

5. Why is exploration important for learning about the world?

Reflection / Activities

Activity: Create Your Own Treasure Map

Design a treasure map of your classroom, school, or imaginary island. Include:

- Compass directions
- Symbols
- Landmarks
- A legend or key

Present your map to the class.

Exit Ticket:

1. Why are maps and compasses important tools?

2. How does technology make exploration easier today?

Unit 2: Understanding Geography

Lesson 5: What's in Space?

Vocabularies:

1. **Asteroid** – A small rocky object that moves around the Sun.
2. **Comet** – A space object made of ice, dust, and gas that forms a glowing tail when near the Sun.
3. **Meteor** – A streak of light seen when a rock from space burns in Earth's atmosphere.
4. **Satellite** – An object that moves around a planet; it may be natural or man-made.
5. **Astronaut** – A person trained to travel and work in space.



Lesson Content

Space is a vast and fascinating place filled with many different objects. Beyond Earth's atmosphere, there are stars, planets, moons, asteroids, comets, meteors, galaxies, and satellites. Scientists continue to study space to better understand the universe and how it works.

The Sun is the center of our solar system. It is a star that provides heat and light to Earth. Orbiting around the Sun are eight planets: **Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune**. Each planet has unique characteristics. Some planets are rocky, while others are made mostly of gas.

Earth has one natural satellite called the **Moon**. Other planets may have many moons. Satellites move around planets because of gravity. In addition to natural satellites, humans

have launched artificial satellites into space. These satellites help with communication, weather forecasting, navigation, and scientific research.

Asteroids are rocky objects that orbit the Sun. Most asteroids are found in the asteroid belt between Mars and Jupiter. Some asteroids are very small, while others are hundreds of kilometers wide.

Comets are made of ice, dust, and gas. When a comet travels close to the Sun, heat causes the ice to melt and create a glowing tail. Comets can travel through space for many years before returning near the Sun again.

Meteors are often called “**shooting stars**.” They happen when small rocks from space enter Earth’s atmosphere and burn because of friction. If part of the rock reaches Earth’s surface, it is called a meteorite.

Astronauts are trained professionals who travel to space to conduct experiments and explore space environments. Space missions help scientists learn more about planets, stars, and life beyond Earth.

Technology has improved space exploration over time. Powerful telescopes, spacecraft, and satellites allow scientists to observe distant objects and collect important information about the universe.

Learning about space encourages curiosity, imagination, and scientific discovery. It also helps people understand Earth’s place in the universe.

Important Details

- The Sun is the center of the solar system.
- Planets orbit the Sun.
- Satellites move around planets.
- Asteroids are rocky objects in space.
- Comets are made of ice, dust, and gas.
- Meteors burn in Earth’s atmosphere.
- Astronauts explore space and conduct experiments.

Exercises / Answer the Following

1. What is at the center of the solar system?
2. How many planets orbit the Sun?
3. What is Earth’s natural satellite?
4. What is an asteroid?
5. What happens when a comet moves near the Sun?

Reflection / Activities

Activity 1: Build a Solar System Model

Using recycled materials, create a model of the solar system showing the planets and the Sun.

Exit Ticket:

1. Why do you think people continue exploring space?

2. Which object in space interests you the most? Why?

Unit 3: Big Changes, Big Choices
Lesson 1: My Fears
Vocabularies:
1. Fear – a feeling of being afraid or worried about something dangerous or unpleasant.
2. Courage – the ability to do something even when you are afraid.
3. Emotion – a strong feeling such as happiness, sadness, anger, or excitement.
4. Confidence – believing in yourself and your abilities.
5. Challenge – something difficult that tests your skills or abilities.



Lesson Content

Fear is a natural human emotion that helps protect people from danger. Everyone experiences fear at different times in life. Some fears are small, while others can strongly affect people's daily activities.

Students may fear exams, public speaking, darkness, or failure. Adults may fear losing jobs, illnesses, or accidents.

Fear can sometimes motivate people to prepare carefully and stay safe. However, too much fear may prevent people from trying new things.

Learning how to manage fear is important for mental and emotional health. Talking to trusted adults, practicing relaxation, and thinking positively can help reduce fear.

Courage does not mean a person never feels fear. **Courage** means continuing despite fear.

Important Details

- Fear is a normal emotion.
- Everyone experiences fear differently.
- Courage helps people overcome challenges.
- Positive thinking can reduce fear. □ Support from others is important.

Exercises/Answer

A. Short Answer

1. What is fear?

2. Give one example of a fear students may experience.

3. How can fear sometimes help people?

4. What does courage mean?

5. How can positive thinking help reduce fear?

B. Reflection Writing

Directions: Read the questions carefully and provide your opinion in at least 2–4 sentences.

1. What is one thing you are afraid of, and why?

2. How can courage help you when you feel fear?

3. What can you do to build your confidence?

C. Situation Analysis

Directions: Read each situation and answer the question.

1. Maria is afraid to speak in front of her class, but she still tries to present her project.

1. What does this show about Maria?

2. John feels nervous before an exam, so he studies hard every day.

D. Problem-Solving Scenarios

Directions: Write what you would do.

1. You are afraid of failing a test. What can you do to overcome this fear?

2. You feel nervous about making new friends. What steps can you take?

Reflection/Activities

Activity: Fear-sharing circle

Sit in a circle with your classmates. One by one, each student will share a fear they have (for example: fear of speaking in front of others, fear of darkness, or fear of failure). After sharing, briefly explain why this fear happens and how it affects you.

While someone is speaking, listen respectfully and do not interrupt. After each sharing, the group may respond with kind and supportive words such as encouragement or advice.

Exit Ticket:

1. What fear would you like to overcome?

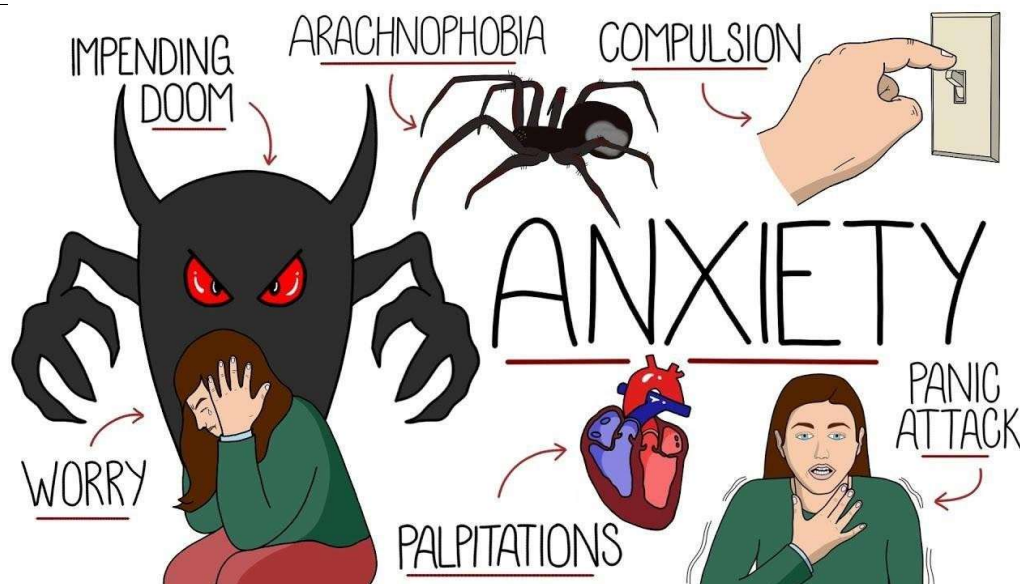
2. Who helps you during difficult situations?

Unit 3: Big Changes, Big Choices

Lesson 2: Is This Anxiety Disorder?

Vocabularies:

1. **Anxiety** – a feeling of worry, nervousness, or fear about something that may happen.
2. **Anxiety disorder** – a condition where fear or worry becomes too strong and affects daily life.
3. **Phobia** – an extreme, unreasonable fear of a specific thing or situation.
4. **Trigger** – something that causes fear or anxiety to start.
5. **Avoidance** – staying away from something because of fear.



Lesson Content

Anxiety is a normal human feeling. Everyone feels nervous or worried at times, especially before exams, speaking in public, or facing new situations. In small amounts, anxiety can even be helpful because it keeps people alert and prepared.

However, when anxiety becomes too strong, happens often, and affects daily life, it may be part of an anxiety disorder. Anxiety disorders are mental health conditions that make a person feel extreme worry or fear even when there is no real danger.

One type of anxiety disorder is a **phobia**. A phobia is a very strong and irrational fear of something specific. This fear is much stronger than normal fear and can make a person avoid certain places, objects, or situations completely.

There are many types of phobias. For example:

- Fear of heights (acrophobia)
- Fear of small spaces (claustrophobia)
- Fear of animals like spiders or dogs
- Fear of speaking in public

People with phobias may experience physical reactions such as sweating, shaking, fast heartbeat, or difficulty breathing when they face their fear. Sometimes, just thinking about the fear can trigger anxiety.

Phobias are not just “being scared.” They are stronger and can affect school performance, friendships, and daily activities. For example, a student with a fear of public speaking may avoid presentations even if they know the lesson well.

The good news is that phobias and anxiety can be managed. Talking to trusted adults, slowly facing fears in safe steps, practicing relaxation techniques, and getting professional help when needed can reduce anxiety.

Understanding anxiety disorders helps people become more supportive and less judgmental toward others who experience them.

Exercises / Answer the Following

A. Short Answer

1. What is anxiety?

2. What is an anxiety disorder?

3. What is a phobia?

4. Give one example of a phobia.

5. What is a trigger?

B. Situation Analysis

Directions: Read the sample scenarios and answer the questions.

1. Maria feels very scared when she sees a spider and starts shaking and crying. ○

What type of fear is this? Explain.

2. John avoids riding elevators because he feels extreme fear in small spaces. ○ What might John be experiencing?

Reflections / Activities

Activity: My Coping Plan Activity Write your

own plan.

*When I feel very afraid, I can:

1. _____
2. _____
3. _____
4. _____
5. _____

Unit 3: Big Changes, Big Choices

Lesson 3: Appreciating Yourself

Vocabularies:

1. **Self-esteem** – the way a person values and respects himself or herself.
2. **Strengths** – positive qualities or skills a person is good at.
3. **Talents** – natural abilities or special skills.
4. **Respect** – showing kindness, care, and value to yourself and others.
5. **Positive attitude** – thinking in a hopeful and encouraging way.
6. **Confidence** – believing in your abilities and decisions.
7. **Uniqueness** – the special qualities that make a person different from others.
8. **Achievement** – something accomplished successfully through effort.
9. **Responsibility** – doing what is expected and making good choices.
10. **Motivation** – the reason or desire to do something.

Lesson Content

Every person is unique and valuable. Appreciating yourself means recognizing your strengths, talents, and good qualities. It also means accepting your weaknesses and working to improve them. Self-appreciation helps people develop confidence, happiness, and a positive attitude toward life.

People who appreciate themselves understand that nobody is perfect. Everyone makes mistakes, but mistakes can become opportunities to learn and grow. Instead of comparing themselves with others, they focus on improving their own abilities and reaching their personal goals.

Self-appreciation is important for mental and emotional well-being. Students who believe in themselves are more willing to participate in class, try new activities, and face challenges with courage. They are also more likely to build healthy friendships and relationships because they respect themselves and others.

There are many ways to appreciate yourself:

- Recognizing your strengths and achievements
- Taking care of your health and emotions
- Speaking positively about yourself
- Accepting compliments graciously
- Setting realistic goals
- Learning from failures instead of giving up

Families, teachers, and friends also play an important role in helping young people develop self-confidence. Encouragement and support from others can motivate students to believe in their abilities and continue improving.

However, appreciating yourself does not mean becoming proud or selfish. It means understanding your value while still respecting others. A confident person helps others, listens to advice, and continues learning.

In daily life, students may discover their strengths in academics, sports, music, art, leadership, or helping others. By appreciating these talents and using them wisely, students can contribute positively to their school and community.

Important Details

- Every person has unique strengths and talents.
- Appreciating yourself helps build confidence.
- Mistakes can help people learn and improve.
- Positive thinking supports emotional health.
- Self-respect also means respecting others.
- Encouragement from family and friends is important. □ Confidence helps people face challenges bravely.

Exercises / Answer the Following

A. Short Answer

1. What does appreciating yourself mean?

2. Why is self-appreciation important?

3. How can mistakes help people improve?

4. Name one way to appreciate yourself.

5. How does positive thinking help people?

6. Sarah is good at drawing but feels shy about showing her artwork.

1. What advice would you give Sarah?

Reflections/Activities:

Reflection Writing

Write 5–7 sentences about this question:

“What makes me unique and valuable?”

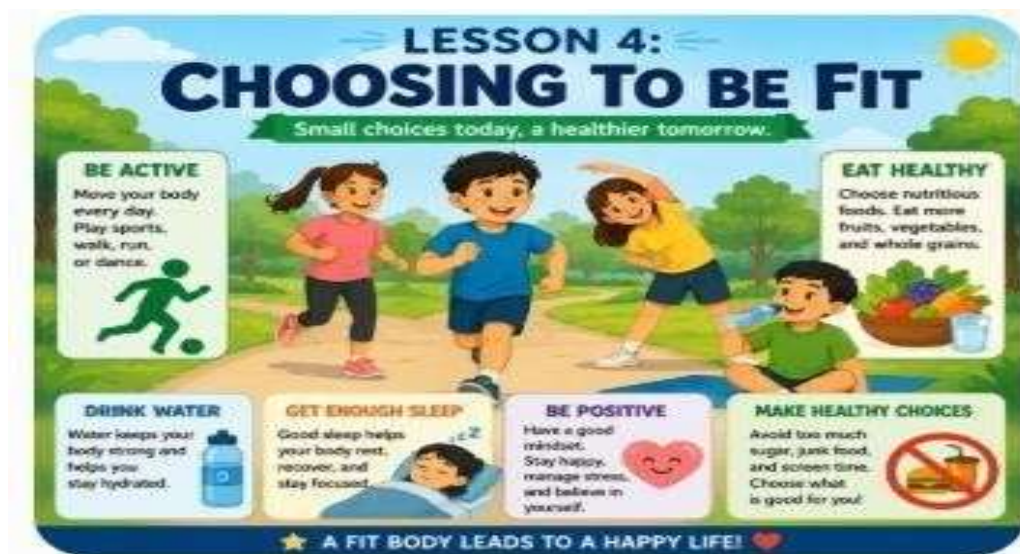
Students should explain their talents, strengths, and ways they can improve themselves positively.

Unit 3: Big Changes, Big Choices

Lesson 4: Choosing to Be Fit

Vocabularies:

1. **Fear** – a feeling of being afraid or worried about something dangerous or unpleasant.
2. **Courage** – the ability to do something even when you are afraid.
3. **Emotion** – a strong feeling such as happiness, sadness, anger, or excitement.
4. **Confidence** – believing in yourself and your abilities.
5. **Challenge** – something difficult that tests your skills or abilities.



Lesson Content

Fear is a normal emotion that everyone experiences. It helps protect people from danger and prepares them to react carefully. Some fears are small, while others may affect daily life. Students may fear exams, speaking in front of the class, or failing a task. Adults may fear losing jobs, becoming sick, or accidents. Fear can sometimes help people prepare better and stay safe.

Too much fear, however, may stop people from trying new things or reaching their goals. Learning to manage fear is important for emotional health and personal growth.

People can reduce fear by:

- talking to trusted adults or friends,
- practicing relaxation,
- thinking positively,

- and preparing well for challenges.

Courage means continuing even when a person feels afraid. Confidence helps people believe in themselves and face challenges successfully.

Important Details

- Fear is a natural emotion.
- Everyone experiences fear differently.
- Courage helps people overcome challenges.
- Positive thinking can reduce fear. □ Support from others is important.

Exercises / Answer the Following

A. Short Answer

1. What is fear?

2. Give one example of a fear students may have.

3. How can too much fear affect people?

4. What is courage?

5. How can positive thinking help reduce fear?

Reflection Activities

Activity: Write about a time when you felt afraid.

- What happened?

- How did you feel?

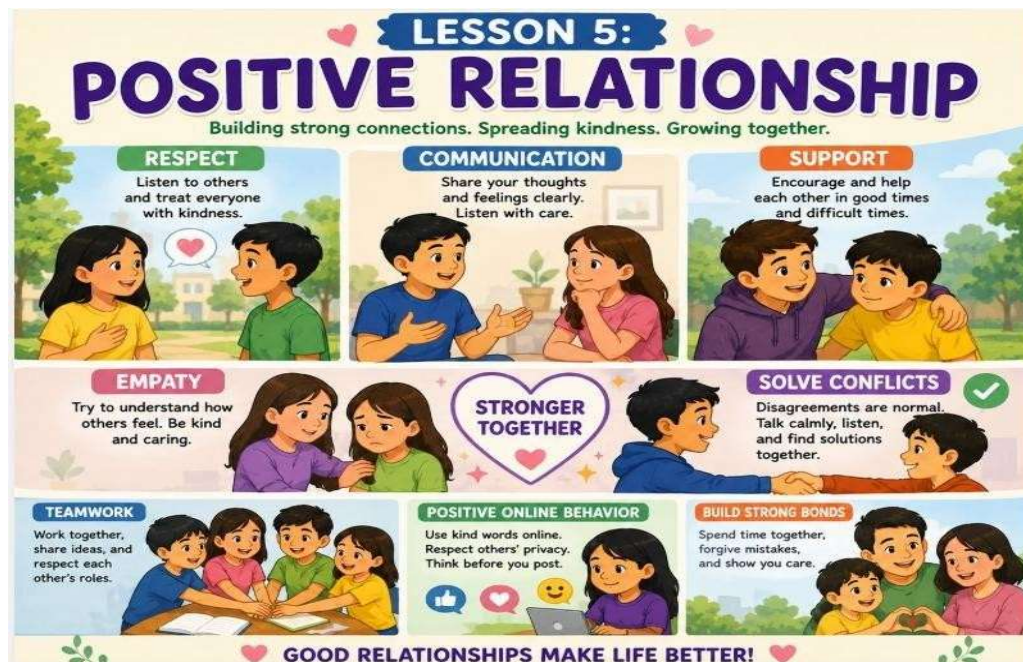
- What helped you overcome your fear?

Unit 3: Big Changes, Big Choices

Lesson 5: Positive Relationship

Vocabularies:

1. **Relationship** – the connection or bond between two or more people.
2. **Respect** – treating others kindly and valuing their feelings and opinions.
3. **Trust** – believing that someone is honest and dependable.
4. **Communication** – sharing thoughts, ideas, and feelings with others.
5. **Cooperation** – working together to achieve a common goal.
6. **Empathy** – understanding and caring about another person's feelings.
7. **Friendship** – a close relationship between people who care about and support each other.
8. **Conflict** – a disagreement or argument between people.
9. **Support** – help or encouragement given to someone.
10. **Responsibility** – doing what is expected and making good choices.



Lesson Content

Positive relationships are important in everyday life. People build relationships with family members, friends, classmates, teachers, and neighbors. Healthy relationships help people feel safe, respected, and supported. They also improve emotional health and help people solve problems peacefully.

A positive relationship is based on **respect, trust, kindness, and good communication**.

Respect means listening carefully to others and treating them fairly. Trust grows when people are honest and keep their promises. Communication helps people share their feelings, ideas, and concerns clearly.

Friendships are an important type of relationship. Good friends encourage each other, share experiences, and help during difficult times. Friends should accept each other's differences and avoid bullying or hurtful behavior. Positive friendships help students feel more confident and happy in school.

Families also play an important role in building strong relationships. Family members support and care for one another. Parents and guardians guide children and teach important values such as honesty, patience, and responsibility. Spending time together strengthens family bonds.

Sometimes conflicts happen in relationships. Disagreements are normal because people have different opinions and feelings. However, conflicts should be solved peacefully through calm discussion, listening, and understanding. Shouting, insulting, or fighting can damage relationships.

Empathy is another important part of positive relationships. Empathy means trying to understand how another person feels. When people show empathy, they become kinder and more supportive. Helping others during difficult times strengthens trust and friendship.

Cooperation is important at home, in school, and in the community. Working together helps people complete tasks more easily and successfully. Teamwork teaches patience, respect, and responsibility.

Technology and **social media** can also affect relationships. Positive online behavior includes using kind words, respecting privacy, and avoiding harmful comments. People should think carefully before posting messages online because words can affect others deeply.

Building positive relationships takes time and effort. People must learn to communicate well, forgive mistakes, and support one another. Healthy relationships help people grow emotionally and socially and create a happier environment for everyone.

Important Details

- Positive relationships are built on trust, respect, and kindness.
- Good communication helps solve problems peacefully.
- Friendships and family relationships provide support and encouragement.
- Empathy helps people understand others' feelings.
- Cooperation and teamwork strengthen relationships.
- Conflicts should be solved calmly and respectfully. □ Positive online behavior is also important.

Exercises / Answer the Following

A. Short Answer

1. What are positive relationships built on?

2. Why is communication important in relationships?

3. How do good friends help each other?

4. What is empathy?

5. How should conflicts be solved?

Reflection /Activities

Activity 1: Friendship Web Activity

Students stand in a circle. One student holds a ball of yarn, says one positive quality of friendship, then throws the yarn to another student. Continue until a “friendship web” is formed.

Activity 2: Role-Play Activity

In pairs or groups, students act out situations showing:

- Respectful communication
- Conflict resolution
- Cooperation and teamwork
- Positive online behavior

After the role-play, classmates discuss what positive behaviors they observed.

Unit 4: World of Money

Lesson 1: What is Economy?

Vocabularies:

- **Economy:** The system of how money, goods, and services are produced, distributed, and used within a country or region.
- **Goods & Services:** *Goods* are physical objects you can touch and buy (like cars or computers). *Services* are actions or duties performed by one person for another (like a haircut or a doctor's visit).
- **Capital:** The tools, machinery, buildings, and money used by people to produce goods and services.

Lesson Content:

Welcome, class! Have you ever wondered why a chocolate bar costs what it does, or how your parents decide what to buy at the supermarket? Every single day, you are a part of a massive, invisible network called the **economy**. Whether you are saving your allowance or buying a new video game, you are making economic choices. Today, we are going to explore how countries manage their wealth, how goods are made, and how your personal choices shape the world around you.



More ideas.....

The Scarcity Problem: An economy exists because resources are limited, but human wants and needs are unlimited. Countries must choose how to use their resources wisely.

The Three Factors of Production: To make anything, you need **Land** (natural resources), **Labor** (human work and time), and **Capital** (tools and money).

Economic Strength: A "strong" economy successfully meets the needs of its citizens, while a "weak" economy struggles to provide jobs, goods, or financial stability.

The Distribution of Income: When goods are sold, the money earned (income) is distributed back to the workers as wages, landowners as rent, and business owners as profit.

Consumer Power: Consumers (the people who buy things) drive the economy. When consumers spend money, businesses grow; when they stop spending, the economy slows down.

The Budget Constraint: Your consumption is strictly limited by your income. As the text states, you cannot spend 120 SR if you only have 100 SR in your pocket.



Important Details:

The Opportunity Cost of Savings: When you choose to *save* money for the future instead of *consuming* today, you are sacrificing immediate satisfaction for future security or a larger purchase later.

The Interdependence of Systems: Governments, businesses, and households are completely dependent on one another. If households stop working (labor), businesses cannot produce goods, and governments cannot collect the taxes needed to provide public services.

Exercises/ Answer the following:

Exercise 1: Classification (5 Items)

Directions: *Categorize each item below as either **Land**, **Labor**, or **Capital**.*

Item	Economic Category
1. A tractor used on a farm	
2. A chef cooking in a restaurant kitchen	
3. A plot of fertile soil used for growing wheat	
4. A teacher giving a history lesson	
5. 50,000 SR used to buy factory machinery	

Exercise 2: Scenario Analysis (5 Items)

Directions: Read the brief scenarios below and determine if the person is participating in

(Consumption or Savings.)

Layla goes to the salon and pays 70 SR to get her hair cut for graduation.

Answer: _____

Ahmed receives 200 SR for his birthday and puts 150 SR into a locked box in his closet for next year.

Answer: _____

Khalid buys a chocolate bar and a juice box from the local supermarket.

Answer: _____

Sara decides not to buy a new dress so she can keep her money in her bank account for college.

Answer: _____

A family pays their monthly internet bill so they can stream movies.

Answer: _____

Activity (Reflection):

Activity 1: The Personal Budget Reflection

Think about the last time you received money (an allowance, a gift, or payment for a chore). Write a short paragraph (3–4 sentences) explaining how you split that money between consumption and savings. Did you face a "budget constraint" where you wanted something you couldn't afford? How did you handle it?

Activity 2: The "Imagine a Product" Project

Imagine you want to start a business selling a new product (e.g., a new type of sneaker, a smartphone app, or a bakery item). List your product, and then identify the specific **Land** (natural materials/space), **Labor** (who you need to hire), and **Capital** (tools, buildings, money) you will need to successfully produce it.

Unit 4: World of Money

Lesson 2: Industrialization

Vocabularies:

- **Industrialization:** The process of shifting from an economy based on farming and manual labor to one dominated by manufacturing and machine-made goods.
- **Mass Production:** The manufacture of large quantities of standardized products, often using assembly lines or automated machinery.
- **Urbanization:** The movement of people from rural areas (the countryside) to cities, leading to the growth and expansion of urban centers.

Lesson Content:

Imagine a world where everything you own—your clothes, your shoes, your tools—was made by hand in your own home or a tiny local shop. There are no cars, no electricity, and if you want to travel to the next city, you walk or ride a horse. This was the world before the

Industrial Revolution. In this lesson, we will explore how humanity moved from the green fields of farms to the bustling, smoky streets of factory cities, forever changing how we work, travel, and live.



More ideas.....

- **From Hand to Machine:** The core of industrialization was replacing human or animal power with mechanical power, such as the steam engine.

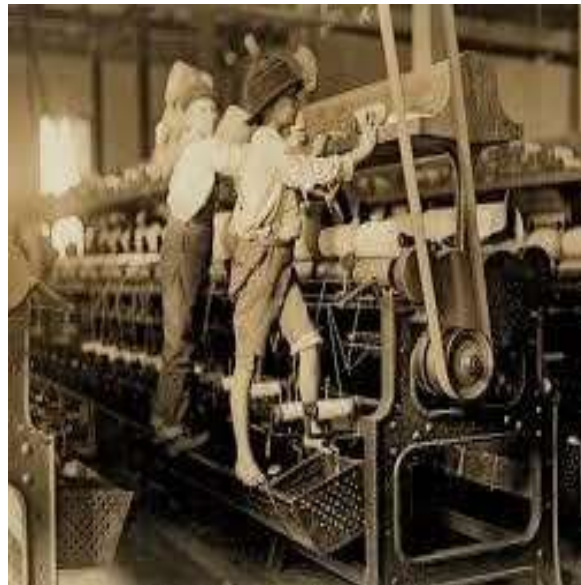
- **New Energy Sources:** Factories moved away from wood and water power to more intense energy sources like coal, fuel, and eventually electricity.
- **The Transportation Boom:** The invention of railroads and steamboats meant that goods could be shipped across continents and oceans faster than ever before.



- **Specialized Labor:** Instead of one person making an entire product, factory work required "specialized labor," where workers focused on one specific task in the production chain.
- **Rise of the Middle Class:** While many suffered, industrialization created a new class of wealthy factory owners and businessmen, shifting the social hierarchy.
- **Global Trade:** As production increased, countries began trading more with one another, leading to the development of "free markets" where buyers and sellers exchanged goods globally.

Important Details:

- **Technological Shift in Materials:** One of the most critical changes was the replacement of wood with iron and steel. This allowed for the construction of stronger machines, taller buildings, and more durable bridges.
- **Medical Advancements:** Industrialization wasn't just about machines; the development of science during this era led to the invention of vaccines, which helped combat the diseases that spread quickly in crowded cities.



Exercises/ Answer the following:

Exercise 1: True or False (5 Items)

Directions: State whether the following sentences are True or False based on the text.

1. The Industrial Revolution began in America and then spread to Britain. (_____)
2. Before industrialization, most products were made in large factories. (_____)
3. The use of seed drills in farming meant that fewer people were needed to work on farms. (_____)
4. Industrialization led to an increase in international trade. (_____)
5. Early factory life often included child labor and poor social conditions. (_____)

Exercise 2: Fill in the Blanks (5 Items)

Directions: Use the words in the box to complete the sentences.

Canals | Steel | Coal | Britain | Rural

1. The Industrial Revolution officially began in the country of _____.
2. Many people moved from _____ areas to cities to find work in factories.
3. _____ was the new raw material used to replace wood in building structures.
4. To move heavy goods more easily by water, _____ were built across the land.
5. Factories required more energy, often using _____ and electricity to power machines.

Activity (Reflection):

Activity 1: The City Shift Journal

Prompt: Imagine you are a farmer in the year 1820. You have just moved to a big city to work in a textile factory. Write a diary entry describing the differences between your old life in the countryside and your new life in the city. Mention the noise, the air, and the people.

Activity 2: Modern Connection

Prompt: We are currently living through a "Digital Revolution." How is the shift to computers and the internet similar to the shift from farms to factories? Think about how jobs changed then versus how they are changing now with AI and robots.

Unit 4: World of Money

Lesson 3: Globalization

Vocabularies

Globalization: The process by which businesses and countries develop international influence or start operating on an international scale, making the world feel like one "global market."

Immigration: The action of coming to live permanently in a foreign country, often for work, safety, or better opportunities.

Lesson Content:

Have you ever noticed that your phone might be designed in California, but its parts were made in Taiwan and assembled in China? Or that you can order a pair of shoes from a shop in Italy while sitting in your living room in Saudi Arabia? We no longer live in isolated bubbles. Today, the world is like one giant neighborhood where money, culture, and products move across borders in the blink of an eye. This massive web of connection is what we call **Globalization**.



More ideas.....

The Digital Bridge: The internet acts as the main highway for globalization, allowing instant communication and digital trade (e-commerce) between continents.

Multinational Expansion: Companies grow by reaching "international consumers," meaning they sell to people all over the world, not just their local neighbors.

Capital Flow: Money isn't static; it moves across borders through **Capital Flow**, which is the movement of currency for investment, trade, or business deals.

The Fast Food Shift: Globalization has spread standardized food chains globally. While convenient, this often replaces traditional, healthy homemade meals with processed fast food.

Price Competition: Because consumers can now buy from anywhere, companies must compete globally, which often forces them to lower their prices to stay attractive.

Cultural Exchange: Globalization introduces us to diverse music, art, and languages, but it can also challenge local traditions and social norms.

Important Details:

- **Foreign Investment (Country A & B):** When a developed country (Country A) provides technology or infrastructure to a developing country (Country B), it is a **long-term investment**. Both win: Country A makes a profit, and Country B builds its economy.

- **Job Insecurity:** While globalization creates jobs in some places, it causes "job insecurity" in developed

nations. This happens when factories move to "cheaper countries" where it costs less to pay workers and manufacture goods.



Exercises/ Answer the following:

Exercise 1: Vocabulary Matching (5 Items)

Directions: Match the term in Column A with its correct definition in Column B.

Column A	Column B
___1. Immigration	A. A company with branches in many countries.
___2. Capital Flow	B. The movement of people to settle in a new country.
___3. Globalization	C. The movement of money for business or trade.
___4. Multinational	D. Countries coming together as one global economy.
___5. Foreign Investment	E. Providing expertise or money to another country's economy.

Exercise 2: Categorization (Positive vs. Negative) (5 Items)

*Directions: Label each effect of globalization as either **Positive** or **Negative** based on the text.*

1. Expansion of industries to reach international consumers. (_____)
2. The spread of chronic diseases like diabetes due to fast food. (_____)
3. Increased access to advanced technology and infrastructure. (_____)
4. Loss of traditional cultural norms and habits. (_____)
5. Fluctuation and lowering of prices due to high competition. (_____)

Activity (Reflection):

Activity 1: The "Made In" Scavenger Hunt

Prompt: Look at five items around you right now (your clothes, your pen, your phone, your bag). Check the labels to see where they were manufactured. Write down the list of countries. How many different continents are represented in your room? Reflect on how difficult it would be to get these items if globalization didn't exist.

Activity 2: The Culture Debate

Prompt: Globalization brings "New Cultures" to our doorstep. Write a short response (5–7 sentences) discussing a tradition or habit in your own culture that you want to protect from being changed by global influences. Why is it important to keep local cultures alive in a world that is becoming "one big global economy"?

Unit 4: World of Money

Lesson 4: Money and Banking

Vocabularies

- **Medium of Exchange:** Anything that is widely accepted as a way to pay for goods and services, allowing people to trade without bartering.
- **Credit Card:** A card issued by a bank that allows the holder to purchase goods or services on credit, which must be paid back from their account later.
- **Investment:** The act of putting money into a business or financial scheme with the expectation of achieving a profit or extra gain over time.

Lesson Content:

Have you ever looked at a paper bill and wondered why it has value? It is just paper, after all! In this lesson, we are going to pull back the curtain on the world of finance. We will explore how money acts as a "promise" between people, how banks act as the guardians and engines of our economy, and how "invisible" digital money—like the cards in your wallet—actually works. Understanding money isn't just about getting rich; it's about making smart choices for your future.



More ideas.....

- **The Three Roles of Money:** Money isn't just for spending; it is a **medium of exchange**, a **unit of account** (to compare prices), and a **store of value** (to keep for later).
- **Banks as Protectors:** The primary role of a bank is to provide a safe place for people to keep their money so they don't have to carry physical cash everywhere.
- **The Lending Cycle:** When you put money in a bank, you are actually "lending" it to them. The bank then uses that money to give loans to others to start businesses or buy homes.
- **Earning Interest:** Because you "lend" your money to the bank, they often pay you an extra amount (interest) as a reward for keeping your money with them.
- **Invisible but Real:** Digital money, like credit cards or ATM withdrawals, is not unlimited. It is directly tied to your real income and bank account balance.



Important Details:

The Store of Value Concept: Even though most people receive their income only once a month, money allows them to spread their spending out over 30 days because it "stores" its value.

Financial Consultations: Beyond just holding money, modern banks act as advisors. They help manage real estate and provide expert studies to help people make better financial decisions.

Exercises/ Answer the following:

Exercise 1: Fill in the Blanks (5 Items)

Directions: Complete the sentences using the words below.

ATM | Loan | Notes | Store | Account

1. Money can be saved and used later because it is a _____ of value.
2. Physical money usually comes in the form of _____ and coins.
3. A _____ is when a bank gives a company money to build a new factory.
4. You can take physical cash out of your bank account using an _____ machine.

5. It is important to check your bank _____ so you don't run out of money by the end of the month.

Exercise 2: Categorization (5 Items)

Directions: *Determine which function of money is being described.*

(Medium of Exchange)

(Unit of Account)

(Store of Value)

1. Buying a sandwich for 15 SR.
2. Realizing that a shirt is cheaper at Store A than Store B.
3. Putting 500 SR in a savings account for a trip next year.
4. Paying a plumber to fix a leak in your house. **(Medium of Exchange)**
5. Noticing that a car costs more than a bicycle. **(Unit of Account)**

Activity (Reflection):

Activity 1: The "Invisible Money" Trap

Prompt: Many people spend more money when they use a credit card than when they use physical cash because they can't "see" the money leaving their hands. Write down three strategies you could use to make sure you don't overspend when using a card or an app.

Activity 2: Starting a Business

Prompt: Imagine you want to open a bakery. List three specific things a bank could do to help your business succeed. (Hint: Think about equipment, safety, and expert advice).

Unit 5: Islamic Empires in History

Lesson 1: Meet the Prophet Muhammad (P.B.U.H)

Vocabularies:

Al-Amin: A title meaning "The Trustworthy" or "The Honest," given to the Prophet (PBUH) by the people of Makkah because of his sincere character.

Hijrah: The emigration of the Prophet (PBUH) and his followers from Makkah to Medina in 622 A.D., marking the start of the Islamic calendar.

Hadith: The recorded actions and sayings of Prophet Mohammad (PBUH) that serve as a guide for Muslims to follow his example.



Lesson Content:

In the 7th century, amidst the vast deserts and bustling trade routes of the Arabian Peninsula, a transformation began that would change the course of history forever. This lesson explores the life of **Prophet Mohammad (PBUH)**, a man known from his youth for his exceptional character and honesty. We will follow his journey from the quiet moments of revelation in Mount Hira to the founding of a community in Medina that emphasized peace, unity, and devotion to Allah.

More ideas.....

Early Life and Tribe: Born in 570 A.D. in Makkah, he belonged to the prominent Quraysh tribe and was raised by his grandfather and later his uncle.



The Merchant Years: Growing up in a major trading hub, he became a merchant and worked in camel caravans, gaining a reputation for fairness.

- **The First Revelation:** At age 40 (610 A.D.), he received the first message from Allah through the Archangel Jibril at Mount Hira.
- **Building a Community:** In Medina, the Prophet (PBUH) acted as a leader who ended long-standing tribal wars and united people into a strong Muslim community.
- **Return to Makkah:** In 630 A.D., he returned to Makkah, where he cleared the Kaaba of idols and many people embraced Islam.
- **The Final Sermon:** During his last Hajj at Mount Arafat, he delivered a famous sermon that summarized the core values of the faith before passing away in Medina.

Important Details:

Establishment of the Calendar: The year of the Hijrah (622 A.D.) is so significant that it was chosen as the first year of the Islamic (Hijri) calendar.

Al-Masjid an-Nabawi: This was one of the first mosques built by the Prophet (PBUH) in Medina, and it remains his final resting place.

Exercises/ Answer the following:

Exercise 1: Chronological Ordering (5 Items)

Directions: *Number the following events from 1 to 5 in the order they occurred.*

- (____) The Prophet (PBUH) delivers his last sermon at Mount Arafat.
- (____) The first revelation is received at Mount Hira.
- (____) Prophet Mohammad (PBUH) is born in Makkah.
- (____) The Hijrah to Medina takes place.
- (____) Muslim forces enter Makkah and statues are removed from the Kaaba.

Exercise 2: Fill in the Blanks (5 Items)

Directions: *Fill in the blanks using words from the list below.*

Jibril | 570 A.D. | Merchant | Medina | Quraysh

1. Prophet Mohammad (PBUH) was born in the year _____.
2. He belonged to the _____ tribe.
3. Before the revelations, he was well-known as a successful _____.
4. The Archangel _____ delivered the first revelation to him.
5. After leaving Makkah, the Prophet (PBUH) settled in the city of _____.

Exercise 3: True or False (5 Items)

Directions: *Write T for True and F for False.*

1. The Prophet (PBUH) was raised by his father from birth. (____)
2. The city of Medina was originally known as Yathrib. (____)
3. The Hijrah marks the beginning of the Islamic calendar. (____)
4. The Prophet (PBUH) was buried in Makkah. (____)
5. Hadith are the recorded words and actions of the Prophet (PBUH). (____).

Activity (Reflection):

Activity 1: Character Study

Prompt: The people of Makkah called the Prophet (PBUH) "Al-Amin" (The Trustworthy) even before he began preaching. Why is it important for a leader to have a good reputation for honesty? Write about a time when being honest helped you gain the trust of others.

Unit 5: Islamic Empires in History

Lesson 2: Spread of Islam

Vocabularies:

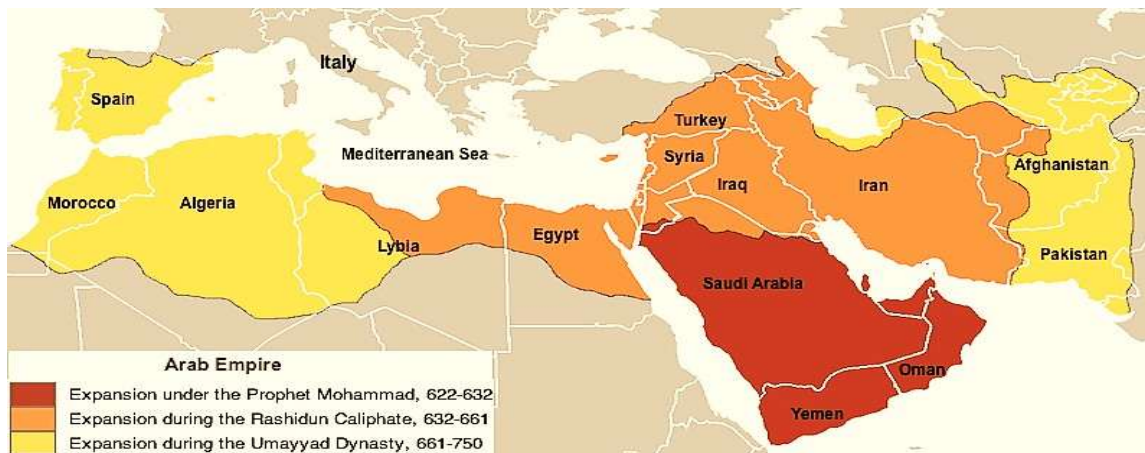
Caliph: The spiritual and political leader of the Islamic community and ruler of the caliphate.

Rashidun: A term meaning "Rightly Guided," used to describe the first four caliphs who succeeded Prophet Mohammad (PBUH).

Pillars of Islam: The five core religious duties that every Muslim must fulfill to live a faithful and responsible life.

Lesson Content:

Following the passing of Prophet Mohammad (PBUH), the leadership of the growing Muslim community fell to his closest companions. Known as the **Rashidun Caliphs** (the Rightly Guided Caliphs), these four leaders guided the nation through a period of massive expansion. In this lesson, we will see how Islam grew from its roots in the Arabian Peninsula to span three continents, reaching new cultures through trade, travel, and governance, while establishing the foundational practices that unite Muslims globally to this day.



More ideas.....

The Four Successors: The Rashidun Caliphate was made up of four successive leaders: Abu Bakr, Umar ibn al-Khattab, Othman bin Affan, and Ali ibn Abi Taleb.

Unifying Arabia: Caliph Abu Bakr began his rule by uniting the various tribes across the Arabian Peninsula under the single banner of Islam.

The Financial Framework: Caliph Umar vastly expanded Muslim territory by defeating rival empires, while simultaneously setting up a strong, organized financial administration.

The Standard Text: Caliph Othman centralized the government's administration and took the crucial step of establishing the official, unified version of the Qur'an.

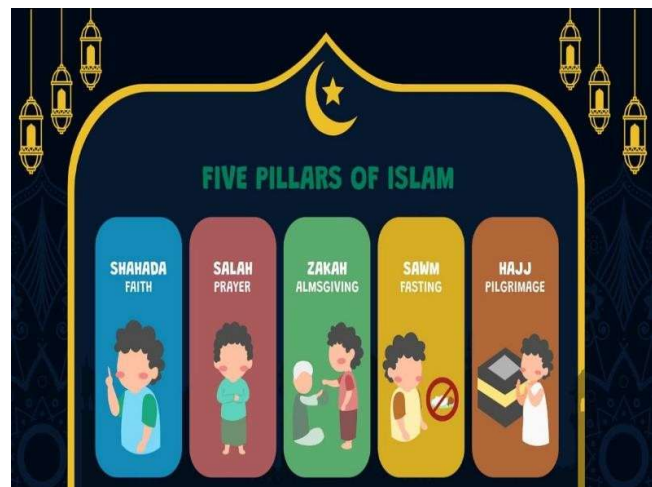
A Three-Continent Empire: At its absolute peak, the Islamic empire crossed borders to connect parts of Asia, Africa, and Europe, absorbing lands from the massive Byzantine and Sassanian Empires.

Methods of Spread: Islam spread through multiple channels—not just military campaigns, but also through the peaceful interactions of traveling merchants and the work of dedicated missionaries.

Important Details:

The Turning Point: The tragic death of Caliph Othman marked a major turning point in Islamic history, bringing an end to absolute political unity and starting a period of open internal conflict.

Infrastructure Growth: The massive influx of wealth from global trade and territorial expansion allowed the caliphate to build vital infrastructure, including brand-new cities, canals, public buildings, and desert wells.



Exercises/ Answer the following:

Exercise 1: Matching Caliphs to Accomplishments (5 Items)

Directions: Match each Rashidun Caliph in Column A with his major accomplishment or description in Column B.

Column A	Column B
1. Abu Bakr	A. The last of the four Rightly Guided Caliphs.
2. Umar ibn al-Khattab	B. Centralized the state and compiled the official Qur'an.

Column A	Column B
3. Othman bin Affan	C. Initiated campaigns to bring all of Arabia under Islam.
4. Ali ibn Abi Taleb	D. Reached peak expansion into the Byzantine/Sassanian empires.
5. The Rashidun (Collective)	E. Governed the Islamic nation as a whole from 632 to 661 A.D.

Exercise 2: Fill in the Blanks (5 Items)

Directions: Fill in the blanks using words from the list below.

Three | Merchants | Wells | Oceans | Byzantine

1. At its geographic peak, the Muslim empire stretched across _____ continents.
2. Islamic rule expanded outward by overtaking territories belonging to the Sassanian and _____ Empires.
3. Islam traveled overseas and into new cultures primarily through the journeys of global _____.
4. To travel across vast land distances, people moved together in large desert _____.
5. To support its growing population, the wealthy empire funded the construction of new cities, canals, and _____.

Activity (Reflection):

Activity 1: Cultural Intersect Reflection

Prompt: The text notes that Islam traveled with merchants who "mingled with people of different cultures." Imagine you are a merchant traveling on a sea vessel or a camel caravan to a foreign land. Write a short paragraph describing how trading goods could also lead to trading ideas, beliefs, and values.

Activity 2: The Purpose of the Pillars

Prompt: The Five Pillars are described as obligations a Muslim satisfies to live a good and responsible life, showing they put their "faith first." Select two of the pillars (such as *Zakat* or *Sawm*) and write a short reflection on how practicing them helps an individual build personal discipline and empathy for others in their community.

Unit 5: Islamic Empires in History

Lesson 3: Umayyads at the Forefront

Vocabularies:

Dynasty: A succession of rulers from the same family line, where power is passed down from one generation to the next.

Jizyah: A special tax paid by non-Muslim citizens living under the protection of the Caliphate, which exempted them from military service and the Zakat tax.

Lesson Content:

Following the era of the Rashidun Caliphs, a new political era began that would transform the Islamic state into a massive, centralized empire. The **Umayyad Dynasty** took the reins of leadership, moving the capital to the ancient trading hub of Damascus and stretching their borders from the edges of India all the way to Spain. In this lesson, we will explore how the Umayyads revolutionized government administration, fostered a golden age of science and architecture, and how internal political shifts ultimately led to their dramatic downfall after nearly a century of rule.



More ideas.....

Shift of Capital: The Umayyads moved the administrative heart of the empire away from Medina to **Damascus** (in modern-day Syria), turning the city into a dominant global trading center.

Unprecedented Expansion: The empire became one of the largest in human history, spanning nearly 6,000 miles from the Indus River in Asia all the way to the Iberian Peninsula (Spain and Portugal) in Europe.

Preservation of Conquered Lands: A major driver of the empire's wealth was its policy of preservation. Umayyad leaders strictly forbade the destruction of conquered lands, keeping existing economies and infrastructure intact.

Cultural Standardization: The Umayyads unified their vast, diverse territories by making **Arabic** the official language of government and introducing standardized coins engraved with quotations from the Qur'an.

The Spanish Center of Learning: Under Umayyad rule, Cordoba, Spain, flourished as an international educational hub, boasting a renowned law school, incredible architecture like the Great Mosque, and 70 public libraries.

Scientific Progress: Science and medicine flourished during this era, with significant, practical advancements being made in the fields of surgery and pharmacology (the study of medicines).



Important Details:

Changing the Succession Rules: Caliph Muawiyah I broke centuries of tribal tradition by appointing his own son, Yazid, as his successor, completely bypassing the traditional system where respected elders chose the next leader.

Luxurious Lifestyles: Over time, the Umayyad Caliphs abandoned the simple lifestyles of earlier leaders, adopting lavish and luxurious habits. This created deep economic tension and resentment among regular citizens, contributing heavily to their downfall.

Exercises/ Answer the following:

Exercise I: Fill in the Blanks (5 Items)

Directions: *Fill in the blanks using words from the list below.*

Indus | Incompetent | Destruction | Coins | Relative

1. At its peak, the borders of the Caliphate spread from the Iberian Peninsula to the _____ River in Asia.
2. The wealth of the empire grew because leaders did not allow the _____ of conquered lands.
3. The Umayyads minted special currency _____ that featured quotations from the Qur'an.
4. In a monarchical system, power is passed down to a son, brother, or close _____ of the ruler.
5. The dynasty weakened partly because several _____ rulers were placed in key government positions.

Exercise II: Short Answer Identification (5 Items)

Directions: Identify the term, city, or event being described in each item.

- _____ 1. The European city that became an educational hub with an established law school and the Great Mosque under Umayyad rule.
- _____ 2. The specific fields of science that flourished alongside medicine during this dynasty.
- _____ 3. The conflict that broke out because many people rejected the appointment of Caliph Yazid.

_____ 4. The approximate number of years the Umayyad Dynasty managed to rule before its collapse.

_____ 5. The original tribal council method of choosing a leader that Muawiyah I replaced.

Activity (Reflection):

Activity 1: The Succession Debate

Prompt: Think about how Muawiyah I changed how the next leader was chosen (picking his son instead of letting elders decide). Write a brief reflection (4–5 sentences) comparing these two methods. Why do you think picking a family member makes regular people feel left out or angry, and how can it lead to "incompetent rulers" getting into power?

Activity 2: Preserving the Past

Prompt: The text points out that the Umayyads grew wealthy because they never allowed the destruction of the lands they conquered. Why is protecting infrastructure, buildings, farms, and local libraries better for an empire's economy than destroying them during a war? Reflect on how this applies to modern countries today when they experience conflict.

Unit 5: Islamic Empires in History

Lesson 4: A New Empire: the Abbasids

Vocabularies:

Mawali: Non-Arab Muslims (such as Persians, Berbers, or Turks) who were treated as second-class citizens under the Umayyads but gained equal status under the Abbasids.

Golden Age: A period of great peace, prosperity, and explosive achievement in a culture, particularly in science, literature, math, and the arts.

Lesson Content:



After nearly a century of Umayyad rule, deep political unrest and unequal treatment of citizens triggered a massive revolution. In 750 A.D., a new empire rose to power:

The Abbasids. By promising equality to all Muslims—regardless of their ethnicity—and moving the capital to the brilliant, circular city of Baghdad, the Abbasids laid the groundwork for an era of unprecedented human achievement. This period became so rich in scientific discovery, artistic creation, and economic growth that history remembers it as the **Islamic Golden Age**.

More ideas.....

- **The Equalizer Revolution:** The Abbasids gained their immense military and political strength by uniting the *mawali* (non-Arab Muslims), treating them as equals to Arab Muslims for the very first time.
- **The Great Shift East:** Unlike the Umayyads who looked toward Europe and Spain, the Abbasids shifted the empire's geographic focus toward the East, absorbing rich Persian and Asian traditions.



- **Advanced Banking Systems:** The economy flourished as banks opened new branches across the empire, introducing modern financial tools like paper **checks** and lines of credit.
- **Agricultural Innovation:** Farming and irrigation systems reached new heights. Farmers introduced completely new plant species and successfully exported massive crop surpluses to distant lands.
- **Stargazing and Navigation:** Scientists invented sophisticated new navigation tools, calculated the exact mechanics of solar eclipses, and advanced human understanding of the Earth's rotation.

Important Details:



The Battle of the Great Zab River: This historic clash in 750 A.D. was the decisive military battle where the Abbasid forces officially defeated the Umayyad army, allowing them to claim total leadership of the caliphate.

The Social Hierarchy: Abbasid society was organized like a strict pyramid. At the absolute top were the caliphs and their royal families, followed by professionals (doctors, teachers). Below them were *Dhimmis* (non-Muslims under state protection), followed by slaves, and finally women at the bottom.

Exercises/ Answer the following:

Exercise 1: True or False (5 Items)

Directions: Write *T* for True or *F* for False based on the lesson text.

1. The Abbasids moved the capital city of the empire to Damascus in 752 A.D. (____)
2. The Abbasid empire lasted for nearly 500 years in an unbroken line of caliphs. (____)
3. Under the Abbasids, non-Arab Muslims were treated as lesser than Arab Muslims. (____)
4. Caliph Harun al-Rashid's rule is celebrated as a time of massive cultural and scientific progress. (____)
5. The mercenary forces introduced by al-Mu'tasim helped protect the caliphs from being assassinated. (____)

Exercise 2: Fill in the Blanks (5 Items)

Directions: *Complete the sentences using the vocabulary box below.*

Mongols | Mawali | Hashemite | Figurehead | Hierarchy

1. The name "Abbasid" comes from al-Abbas, who belonged to the _____ clan of the Quraysh tribe.
2. Because the _____ were finally treated as equals, they fought hard to help the Abbasids win the empire.
3. Doctors, teachers, and professionals held the second highest tier in the Abbasid social _____.
4. When foreign mercenary troops took real control of the government, the caliph became a powerless _____.
5. The glorious capital of Baghdad was completely conquered and ruined by the _____ in 1258 A.D.

Activity (Reflection):

Activity 1: Defining a "Golden Age"

Prompt: The Abbasid era is famous for prioritizing commerce, arts, mathematics, philosophy, architecture, and medicine all at once. If you were a ruler trying to create a "Golden Age" in your own country today, which two fields of study would you invest the most money into, and why? Write a short response (4–5 sentences).

Activity 2: The Danger of Power Dynamics

Prompt: Caliph al-Mu'tasim hired highly skilled foreign mercenaries to protect his throne, but those same soldiers eventually grew powerful enough to assassinate the leaders. Reflect on this historical event. What does this teach us about the dangers of relying on outsiders to fight your battles or enforce your power?

Unit 6: World Wars

Lesson 1: World War I Erupts

Vocabularies:

The Allies: One of the two main sides in WWI, primarily consisting of the British Empire, France, Belgium, and later the USA.

The Central Powers: The opposing alliance during WWI, led by the German Empire, the Austro-Hungarian Empire, Bulgaria, and the Ottoman Empire.

Treaty of Versailles: The historic peace agreement signed on November 11, 1918, which officially ended the war between Germany and the Allied powers.



Lesson Content:

In 1914, the world entered a conflict so massive and destructive that it became known as "The Great War." Unlike any battle before it, World War I was a global explosion that reshaped borders, ended centuries-old empires, and introduced terrifying new technologies to the battlefield. For four long years, more than 25 countries were locked in a struggle that moved from the muddy trenches of Europe to the open seas and the sky above. Today, we explore how this conflict began, the heavy price paid by those who fought, and how it forever changed the way nations interact.

More ideas.....

A World Divided: By 1914, Europe was split into two rigid alliances, meaning that a conflict between two small nations could quickly pull dozens of other countries into a global war.

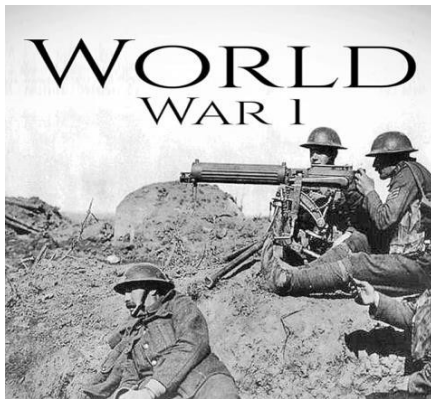
The Trigger Event: The war escalated rapidly when Germany invaded Belgium in August 1914, prompting Britain to declare war to protect its neighbor.

Modern Warfare: WWI was the first "industrial" war. For the first time, soldiers faced powerful new weapons and vehicles used simultaneously on land, at sea, and in the air.

The Battle of the Somme: Known as the bloodiest battle of the war, this five-month struggle in France saw over a million men killed or wounded as the British and French fought the Germans.

Empire Collapse: The war acted as a "destroyer of empires." By the time the fighting stopped, the Austro-Hungarian, German, Ottoman, and Russian Empires had all collapsed.

Technological Boost: Despite the tragedy, the war accelerated research in transportation and communication as nations raced to outsmart their enemies with better technology.



Important Details:

The Rise of the Soviet Union: As a direct result of the political chaos and the collapse of the Russian Empire during the war years, the Soviet Union was formed.

The Cost Beyond Combat: The war didn't just kill people through weapons; it led to widespread famine, the spread of deadly diseases, and plagues that affected millions of civilians.

Exercises/ Answer the following:

Exercise 1: Identification (5 Items)

Directions: *Identify which alliance (Allies or Central Powers) each country belonged to.*

1. Germany: _____
2. France: _____
3. Ottoman Empire: _____

4. The British Empire: _____
5. Austro-Hungarian Empire: _____

Exercise 2: Fill in the Blanks (5 Items)

Directions: *Use the words below to complete the sentences.*

Versailles | Belgium | 1914 | 1918 | Somme

1. World War I officially began in the year _____.
2. Britain declared war after Germany invaded the neutral country of _____.
3. The Battle of the _____ lasted for five months and resulted in over a million casualties.
4. The war finally came to an end on November 11, _____.
5. The Treaty of _____ was the agreement that finalized the peace between Germany and the Allies.

Activity (Reflection):

Activity 1: The Weight of the Somme

Prompt: The Battle of the Somme resulted in over a million casualties for just a few miles of land. Reflect on the "cost of war." If you were a leader during 1916, at what point would you decide that the loss of human life was too high to continue a single battle? Explain your reasoning.

Activity 2: Technology – Tool or Terror?

Prompt: The text mentions that WWI "changed warfare forever" through improvements in vehicles and weapons. While these inventions helped countries "excel over their enemies," they also caused "massive destruction." Do you believe that technological advancements made for war are ultimately good for humanity, or do they do more harm than good? Write 5–7 sentences.

Unit 6: World Wars

Lesson 2: A New War

Vocabularies:

The Axis Powers: The military alliance during WWII led by Nazi Germany, Fascist Italy, and the Empire of Japan.

Turning Point: A critical moment or event in history where the direction of a conflict completely changes, shifting momentum from one side to the other.

Surrender: The official act of a country or military force giving up control and stopping the fight, usually leading to the end of a war.

Lesson Content:

Just twenty years after the world celebrated the end of "The Great War," the global stage was plunged into an even

darker, more devastating conflict. On September 1, 1939, the fragile peace shattered, launching World War II. This war was truly global, drawing in superpowers from every corner of the Earth and pitting democratic nations against aggressive regimes. From the skies over London to the waters of Pearl Harbor, and ultimately to the introduction of atomic warfare, this lesson covers the turning points, tragic costs, and the ultimate conclusion of the deadliest conflict in human history.



More ideas.....

The Spark in Poland: World War II officially began when Germany launched a surprise invasion of Poland, forcing Great Britain and France to honor their treaties and declare war.

The Axis Ambitions: While Adolf Hitler's Germany rapidly conquered Western Europe, its ally Japan launched massive campaigns to control Asia and the Pacific, beginning with an invasion of China.

The United States Enters: The United States initially stayed out of the direct fighting until Japan launched a surprise aerial attack on the US naval base at Pearl Harbor in Hawaii in December 1941.

The Two-Front Squeeze: By the later stages of the war, Germany was trapped and squeezed from two sides: the Western Allies pushed through North Africa and Europe, while the Soviet Union advanced from the East.

The Fall of Berlin: As Soviet forces closed in on the German capital of Berlin, Hitler chose to commit suicide rather than face capture, leading to Germany's official surrender on May 7, 1945.

The Atomic Age Begins: Even after Germany fell, Japan refused to stop fighting. The war finally ended after the US dropped two atomic bombs on the cities of Hiroshima and Nagasaki, forcing Japan's surrender.

Important Details:

The Battle of Britain: This was Hitler's first major setback. After conquering France, Great Britain stood entirely alone. The fierce resistance of the British Royal Air Force shattered Hitler's expectations and forced him to abandon his invasion plans.



The Failed Russian Winter Invasion: In 1941, Hitler made the catastrophic mistake of trying to invade the massive Soviet Union. The attempt completely failed, draining Germany of vital troops, fuel, and supplies it could never replace.

Exercises/ Answer the following:

Exercise 1: True or False (5 Items)

Directions: Write *T* for True or *F* for False based on the text.

1. World War II began exactly fifty years after the end of World War I. (____)
2. Great Britain and France declared war on Germany right after the invasion of Poland. (____)
3. The United States entered the war immediately in 1939. (____)
4. The Battle of Britain was a major victory for Adolf Hitler's army. (____)
5. Japan surrendered on the exact same day that Germany surrendered. (____)

Exercise 2: Alliance Classification (5 Items)

Directions: *Categorize each country as belonging to either the **Allies** or the **Axis Powers** during World War II.*

1. Japan: _____
2. The Soviet Union: _____
3. Italy: _____
4. Great Britain: _____
5. Germany: _____

Activity (Reflection):

Activity 1: The Weight of Standalone Resistance

Prompt: During the Battle of Britain, France had fallen, the US had not yet entered the war, and Great Britain stood completely alone against Hitler's massive war machine. Imagine the immense pressure on the British leaders and citizens. Write a short paragraph (4–5 sentences) reflecting on what qualities a nation needs to keep fighting when victory seems nearly impossible.

Activity 2: The Decision at Hiroshima

Prompt: President Harry Truman faced a historic choice in August 1945. Japan refused to surrender, and continuing a normal land war could have cost thousands more soldiers' lives, yet dropping the atomic bomb was guaranteed to instantly kill over a hundred thousand civilians. Reflect on this complex dilemma. Do you believe using a weapon of total destruction is ever justified to bring a swift end to a long war? Explain your ethical reasoning.

Unit 6: World Wars

Lesson 3: The Aftermath of War

Vocabularies

Consensus: A general agreement reached by a group as a whole. In the United Nations, major decisions rely on countries working together to find common ground.

The Cold War: A 45-year period of intense political tension, rivalry, and military competition between the United States and the Soviet Union that stopped short of direct, full-scale warfare

Lesson Content:

When the smoke finally cleared in 1945, the world looked at the ruins of Europe and Eastern Asia and said, "Never again." The end of World War II was not just the conclusion of a conflict; it was the birth of the modern world we live in today. Nations realized that to survive, they had to choose cooperation over combat. In this lesson, we will explore how global superpowers tried to rebuild broken economies, how the United States and the Soviet Union entered a quiet but terrifying standoff, and how a new global guardian—the United Nations—was created to keep the peace.



More ideas.....

The Failure of the League: Before WWII, an organization called the League of Nations existed to maintain peace, but it failed to stop the rise of global conflict, proving the world needed a much stronger system.

The Marshall Plan: Europe was completely broke and physically destroyed after the war. To help it recover, the United States stepped in with the Marshall Plan, sending over **\$12 billion** to rebuild Western European economies.

The Birth of the UN: In 1945, 51 nations officially created the **United Nations (UN)**. Unlike the old League, the UN focused on basic human dignity, securing food, medicine, shelter, and safety for people globally.

Rise of the Superpowers: As traditional empires like Britain and France were weakened by the war, a massive "power shift" occurred, leaving the United States and the Soviet Union (Russia) as the two dominant global superpowers.

A Leap for Rights and Democracy: After witnessing the horrors of totalitarian regimes, European governments embraced democracy and expanded the social safety net. Simultaneously, the rights and social standing of women took a massive step forward.

The Dawn of NATO: To defend against the growing influence of the communist Soviet Union, the United States and its allies formed **NATO** (North Atlantic Treaty Organization) between 1948 and 1953, setting up a permanent security alliance.



Important Details:

The UN Permanent Five: Within the UN Security Council, five nations were given permanent seats to oversee global safety: China, France, the Soviet Union, the United Kingdom, and the United States.

The Secretary-General: The entire UN is led by a Chief Executive Officer known as the Secretary-General, whose specific job is to facilitate communication between all 193 member states and negotiate peaceful solutions to global crises.

Exercises/ Answer the following:

Exercise 1: Identification (5 Items)

Directions: *Identify which country belongs to the **Permanent Five** members of the UN Security Council by writing **Yes** or **No**.*

1. Germany: _____
2. The United Kingdom: _____
3. Japan: _____
4. France: _____
5. The Soviet Union: _____

Exercise 1: Fill in the Blanks (5 Items)

Directions: Fill in the blanks using the words from the box below.

Consensus | Cold | 193 | NATO | League

1. The old _____ of Nations failed to fulfill its mandate to prevent World War II.
2. Today, the United Nations has grown from its original 51 members to include _____ member states.
3. Because the UN prefers cooperation, decisions are typically made by a _____ of the member nations.
4. The _____ War was a period of intense political tension that lasted for nearly 45 years.
5. The United States and its allies formed an alliance called _____ to provide security against the Soviet Union.

Activity (Reflection):

Activity 1: The Weight of the Permanent Five

Prompt: The United Nations gives massive decision-making power to just five permanent countries (USA, UK, Russia, France, China). Reflect on this setup. Is it fair that five countries have permanent control over global security decisions while the other 188 member states do not? How might this cause disagreements when the UN tries to find a "consensus" to solve a global crisis?

Activity 2: Rebuilding After Crisis

Prompt: After WWII, the United States gave away \$12 billion through the Marshall Plan to rebuild countries that were completely devastated by war—including some of its former enemies. Why is it intelligent for wealthy countries to help rebuild broken nations, rather than leaving them to struggle on their own? Reflect on how this kind of aid prevents future conflicts.

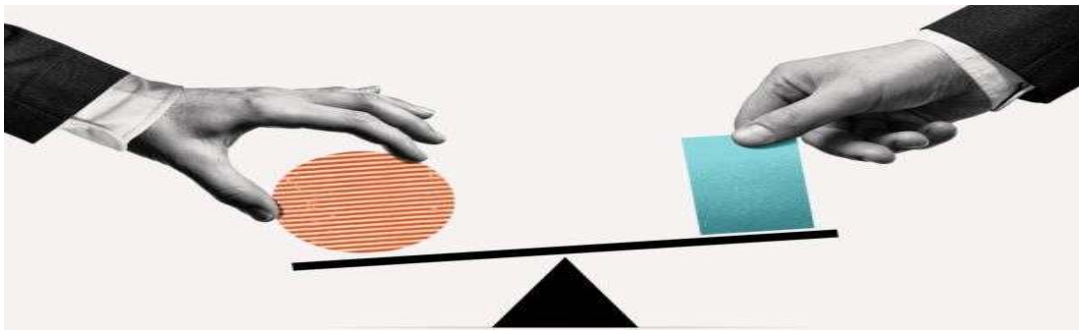
Unit 6: World Wars

Lesson 4: The Balance of Power

Vocabularies:

Communism: A political and economic system where the government owns all property, businesses, and means of production, with the theoretical goal of distributing wealth equally among all citizens.

Civil War: A war fought between organized groups of citizens within the same country or nation, rather than against a foreign enemy.



Lesson Content:

Imagine waking up one morning to find a massive concrete wall running right through the middle of your neighborhood, cutting you off from your friends, school, or family members just because they live on the other side of the street. For nearly thirty years, this was the reality for the people of Berlin. Following World War II, Europe became the ultimate battleground for a quiet war of ideas between two completely different ways of living: democracy and capitalism on one side, and **communism** on the other. In this lesson, we will see how a defeated Germany was torn in two, how a physical wall became the ultimate symbol of global tension, and how the power of ordinary people eventually brought it crashing down.

More ideas.....

Post-War Despair: In the immediate aftermath of WWII, Europe faced extreme hardships—millions were left homeless, food supplies were dangerously scarce, and unemployment soared.

The Rise of Communist Appeal: Because local European governments were weak and citizens were desperate, support for communism grew, as it promised fairness and total equality for everyone.

The Greek Civil War: The ideological fight wasn't just peaceful debate; in Greece, a violent civil war erupted between citizens who wanted a communist government and those who fiercely opposed it.

The Split of Germany: To prevent Germany from ever gaining the military strength to start another war, the victorious Allies divided the country into four temporary military occupation zones.

A Failed Economic Plan: Although the US, Britain, and the Soviet Union tried to collaborate on a joint industrial plan to reconstruct Germany's economy, the conflicting political ideas of the powers caused the plan to fail.

The Collapse of the Soviet Union: The fall of the Berlin Wall triggered a chain reaction. By 1991, communism collapsed entirely within the Soviet Union, dissolving the massive bloc into 15 separate, independent nations.



Important Details:

East vs. West Germany (1949): When cooperation failed, the American, British, and French zones merged to form democratic West Germany (German Federal Republic), while the Soviet zone became communist East Germany (German Democratic Republic).

The 1989 Border Mistake: The legendary tearing down of the Berlin Wall began due to a misunderstanding. East German citizens mistakenly believed the government had officially opened the borders, prompting massive crowds to storm the checkpoints, which forced the guards to open the gates.

Exercises/ Answer the following:

Exercise 1: True or False (5 Items)

Directions: Write *T* for True or *F* for False based on the text.

1. Under a communist system of government, private citizens own all the factories and land. (____)
2. Germany was divided into four sections to help it gain enough strength to start a new war. (____)
3. West Germany was a democratic republic, while East Germany was a communist state. (____)
4. The Berlin Wall was built by West Berlin to keep East Berliners from visiting them. (____)
5. The collapse of the Soviet Union resulted in the creation of 15 independent countries. (____)

Exercise 2: Short Answer Identification (5 Items)

Directions: Identify the specific term, year, or country described below.

1. The European country where a civil war broke out between communist and non-communist factions. _____.
2. The exact month and year that the German Federal Republic (West Germany) was officially established. _____.
3. The year the Berlin Wall was physically constructed to stop people from escaping. _____.
4. The year Germany was officially reunited into a single country after the wall fell. _____.
5. Name two of the Baltic states that became independent nations when the Soviet Union dissolved in 1991. _____.

Activity (Reflection):

Activity 1: The Human Flaw of Ideology

Prompt: The text mentions that while the goal of communism is to make life fair and equal, countries using it faced many problems because "people tend to be greedy" and struggle to abide by absolute equality. Write a reflection (4–5 sentences) explaining whether you think it is possible to design a perfect government system, or if human nature (like greed or a desire for power) will always disrupt it.

Activity 2: The Power of a Rumor

Prompt: In 1989, the Berlin Wall came down not because of an official military order, but because thousands of ordinary citizens believed a rumor that the border was open, marched to the wall together, and forced the army to yield. Reflect on this historic moment. How does this event show the power that regular citizens have when they stand together for a common cause?
