

CLICK ON **SOCIAL STUDIES**



GRADE



Teachers Book 5

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Unit One

Living Together

▶ Lesson 1 : Tangible heritage

Outcomes:

- To define tangible heritage
- To value the importance of tangible heritage through historical studies
- To recognize the importance of preserving tangible heritage



Concepts and terminology

Tangible heritage , civilizations, archaeological collections



The opening question



What is heritage?

The opening question is asked to know the students' prior knowledge about the concept of heritage, then write down on the board the answers to be discussed later.



Strategies to implement the lesson

- Directly , the teacher connects between the availability of a range of natural factors and the establishment and development of ancient civilizations. These civilizations have left great archaeologies that we enjoy and preserve till now.
- The teacher asks questions about the importance of these archaeologies and how to benefit from them.
- The teacher links between the histological archaeological sites and their scientific and aesthetic values. The teacher points out that all archaeologies



are important, but they do not all have the same importance. Through debate, the teacher links between these archaeological sites and how much we know about the history of the civilizations.

- The teacher gives examples about the important natural assets and how this had led to the the emergence of many civilizations in our Arab region.



Key issues

- The availability of natural resources is a must for the emergence of civilizations.
- These civilizations have left behind many important archeological sites.
- The value of these archaeological sites increases when their aesthetic and scientific values increase.
- Some inscriptions may be more important than finding palaces and castles.
- These archaeological sites tell us about what had happened in the past. They act as historical records.



Think and discuss

- ⑦ Name a couple of civilizations that flourished in the Arab World.
- ⑦ How were we able to identify our ancestors' civilizations?
- Through discussion, mention some of the main civilizations that emerged in this region.
- Emphasize the importance of studying the antique collectibles to analyze the past events.



► Lesson 2 : Intangible heritage

Outcomes:

- To define the intangible heritage
- To value the importance of intangible heritage through historical studies
- To recognize the importance of preserving the intangible heritage



Concepts and terminology

Intangible heritage, traditional folk costumes, traditions, manners



The opening question



What do we call the costume worn by men in the Gulf?

The opening question is asked to know the students' prior knowledge about the concept of traditional folk costumes and what they call it, then write down on the board the answers to be discussed later.



Strategies to implement the lesson

- Through discussion, suggest how human societies developed their costumes because of their working habits or weather conditions. These costumes have become part of the identities of these people. Support your discussion with the pictures provided in the main book.
- Similarly, marriage habits, food and celebrations have also changed.
- The teacher can ask the students to collect pictures of traditional foods for a number of countries, then link them with the natural environment of these countries and what they are famous for.
- As a group work activity, the teacher divides the class into groups to discuss various features, like traditional dishes, men and women traditional costumes, ways of celebrating and traditional jobs. Then each group presents their outcome in front of the whole class.



- As a teacher, focus on the importance of keeping these costumes and traditions as they are part of the national identity.
- Having finished all the above activities, the teacher asks his students to suggest a definition of intangible heritage. Correct them if they were wrong.



Key issues

- The ancient communities had developed a group of knowledge and skills passed on from one generation to another.
- Preserving the heritage means preserving the national identity, which forms the cultural identity of the society.



Think and discuss

 As a good citizen, what is your role in protecting your country's heritage?

Allow the students to express their opinion in this issue. Explain their answers and suggest how they could protect heritage.



▶ Lesson **3** : World heritage

Outcomes:

- To recognize the components of the world heritage
- To recognize models of world heritage
- To value the importance of preserving world heritages site



Concepts and terminology

World heritage, local heritage, cultural heritage , natural heritage



The opening question



Which do you prefer to visit: archaeological sites or areas with natural beauty?

It is important that students justify their answers.



Strategies to implement the lesson

- After reminding the students of the importance of heritage, as discussed in the previous lessons, the teacher should differentiate between the world heritage and the local heritage by giving examples from daily life. Then he moves to a higher level of differentiation between cultural and natural heritage.
- Working in groups, divide the students into seven groups to study the seven mentioned places in the student book, then each group mentions its place to the other groups.
- The teacher then asks the students to classify them from the most to the least important ones. The students should explain their answers.



**Key issues**

The importance of heritage differs in human societies. There are various things of interests to human societies regardless what their nationalities, religions, languages and races are.

**Think and discuss**

 Which is more important: natural sites or cultural heritage sites?

Allow the students to answer freely, but they should justify their answers.



► Lesson **4** : *Heritage preservation*

Outcomes:

- *To value the importance of heritage preservation*
- *To conclude the relation between heritage preservation and studying history*
- *To realize the dangers facing heritage*
- *To recognize the ways of preserving heritage*



Concepts and terminology

Heritage preservation, natural disasters, human disasters, sustainable use



The opening question

 Why do we protect our heritage?

The teacher listens to the answers of students to know their attitudes towards preserving heritage.



Strategies to implement the lesson


- Through discussion, decide the importance of preserving heritage from a scientific and human perspectives.
- Then the teacher links between preservation of these sites and the financial state of the country and point out that most of the poor countries need financial aid.
- Through group work, the students are asked to study the natural and human disasters towards the monuments. The groups should discuss the different hazards, then decide which one is the most dangerous.



**Key issues**

- The historical monuments are for the whole humanity and they should be protected.
- Preserving these monuments needs huge financial support which the poor countries cannot afford, so they need financial aid from other richer countries.
- There are many hazards that are facing the archaeological sites that should be faced.

**Think and discuss**

 What does sustainable use mean to you?

The teacher should discuss with his students similar examples of the sustainable use such as exploitation of natural resources and connect it with the use of heritage sites.



► Lesson 5 : Tourism

Outcomes:

- To define the concept of tourism
- To recognize the factors that attract tourists
- To value the importance of tourism and its economic effects



Concepts and terminology

Tourism, archaeological sites, religious places, therapeutic sites, civilization landmarks



The opening question



Which area do you prefer to visit in the summer holiday? Why?

Students are allowed to give any answer but they should justify their answers.



Strategies to implement the lesson

- At first, the teacher defines the term “tourism”, then differentiates between local and foreign tourism.
- With the help of the teacher, the students will be introduced to the requirements of tourism through examples.
- The teacher links between tourism and the economical investment of the country and its income.



Key issues

- There are many attractive factors that help establish tourism like religious, therapeutic and archeological sites.
- The other factors that are needed to promote tourism are called the requirements of tourism.
- Tourism is an economical investment as it increases the country's income.



**Think and discuss**

 How does tourism stimulate the economy?

A discussion is conducted here to conclude that tourism increases job opportunities, revives the hotels and restaurants, improves means of transportation, airports and traditional industries.



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