



Oxford  
Lower Secondary

7

# Social Studies



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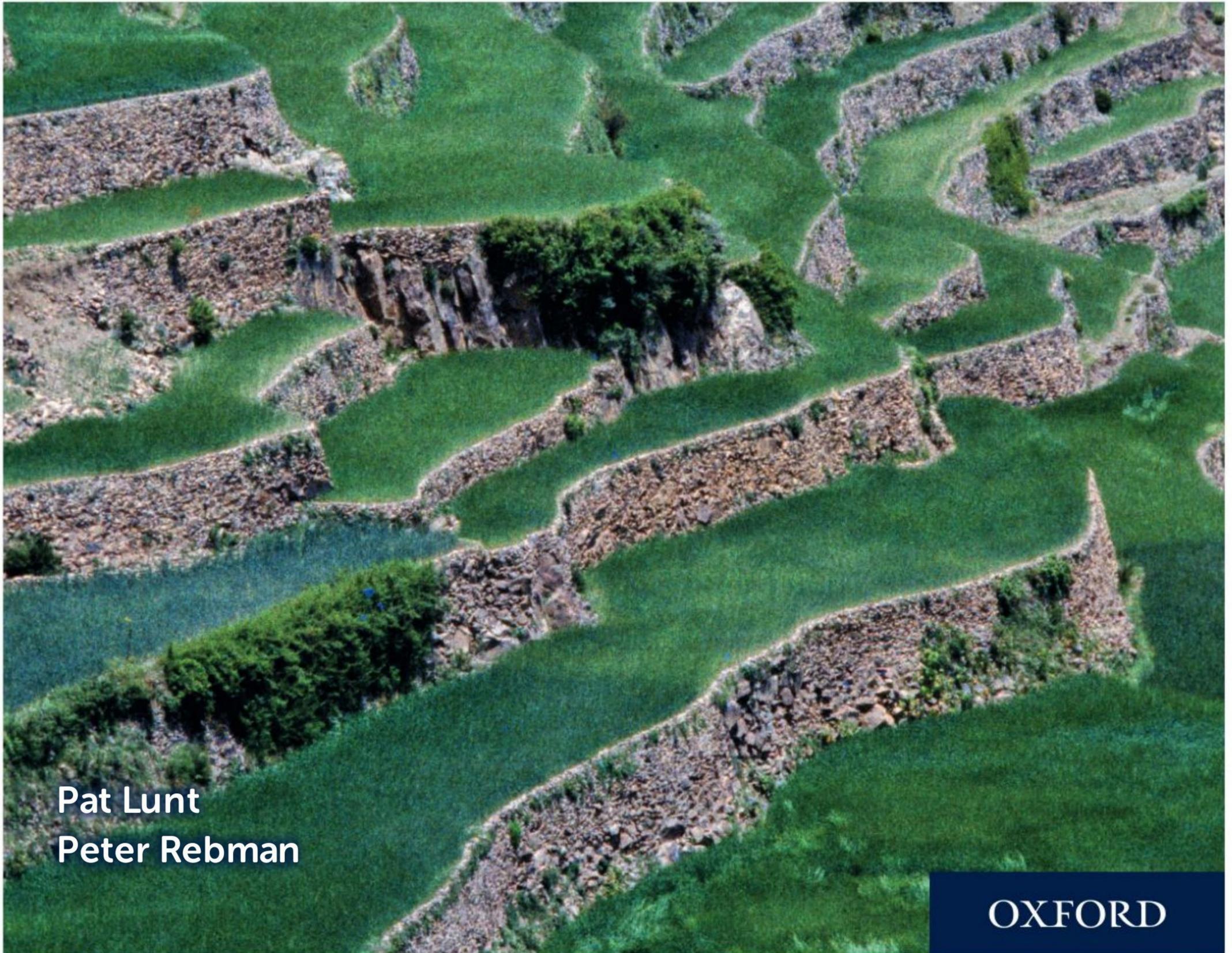




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Pat Lunt  
Peter Rebman

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# Contents

Introduction to <i>Lower Secondary Social Studies</i>	4		
<b>1 Identity and culture</b>			
Introduction	6		
<b>1.1</b> Who do you think you are?	8		
<b>1.2</b> What is self-esteem?	12		
<b>1.3</b> Values, morals and principles	16		
<b>1.4</b> What motivates us?	20		
<b>1.5</b> How do we choose a course of action?	24		
<b>1.6</b> What is culture?	28		
<b>1.7</b> What are common cultural experiences?	32		
Review your learning	36		
<b>2 History and heritage</b>			
Introduction	38		
<b>2.1</b> What is material heritage and how do we preserve it?	40		
<b>2.2</b> Where did early civilisations develop?	44		
<b>2.3</b> What were the achievements of early civilisations? 1	48		
<b>2.4</b> What were the achievements of early civilisations? 2	52		
<b>2.5</b> Who were the significant people in ancient civilisations?	56		
<b>2.6</b> What farming methods did the ancient civilisations develop?	60		
Review your learning	64		
<b>3 People and places</b>			
Introduction	66		
<b>3.1</b> Do geographical features influence where people live?	68		
<b>3.2</b> Why do different ways of living develop?	72		
<b>3.3</b> Why do earthquakes and volcanoes happen?	76		
<b>3.4</b> How do animals, plants and people adapt to desert climates?	80		
<b>3.5</b> How have global populations changed over time?	84		
<b>3.6</b> What are economic activities?	88		
Review your learning	92		
<b>4 Citizenship</b>			
Introduction	94		
<b>4.1</b> What does it mean to be a citizen?	96		
<b>4.2</b> What is a government?	100		
<b>4.3</b> The different branches of government	104		
<b>4.4</b> Governments in the Arabian Gulf	108		
<b>4.5</b> Human resources and education	112		
<b>4.6</b> Human resources and health	116		
<b>4.7</b> Consumer affairs	120		
<b>4.8</b> Consumers and technology	124		
Review your learning	128		
<b>5 Economics</b>			
Introduction	130		
<b>5.1</b> What is an economy?	132		
<b>5.2</b> How does an economy work?	136		
<b>5.3</b> How do different economies operate?	140		
<b>5.4</b> What economic roles do governments have?	144		
<b>5.5</b> Why do governments intervene in a market economy?	148		
<b>5.6</b> Who provides goods and services?	152		
<b>5.7</b> How does an economy develop?	156		
<b>5.8</b> Why and how does the world trade?	160		
Review your learning	164		
Glossary		166	
Index		170	

# Introduction

## What this book is about

Social studies is a subject that allows you to explore different aspects of human society and culture. Learning about these things, alongside economics and politics, will help you to become an informed and active member of society.

Social studies helps you understand how your identity is shaped in part by the groups you belong to and the culture that surrounds you. It helps you to become a good member of your community and to consider your social responsibilities, for example by recycling waste materials and helping others.

Social studies also gives you a basic understanding of some of the processes that have formed modern society.

Learning the basic history of governments and about the development of economies will help you now and in the future.

This book is divided into 5 units.

## 1 Identity and culture

The idea you have about yourself is your identity. You will explore how your identity forms and about the factors that influence identity. This will help you understand yourself and your social relationships. When studying culture you will find out how different people express the things that are important to them.

## 2 History and heritage

We study history because it helps us to understand how people and events from the past have influenced the modern world. You will discover how some people from the past have influenced our lives

today. You will also think about the things we have that let us know about history and how we should look after them.

## 3 People and places

This unit is concerned with geography which is the study of the natural features of the Earth and of human activity. You will find out how different geographical features have formed and how the natural geography has affected human activity across the world. You will explore reasons for the movements of populations and the different economic activities in various parts of the world.

## 4 Citizenship

In this unit you will explore the rights and responsibilities each person has as part of a society. You will also learn why there is a need for governments and how different types of government have developed. You will discover how the way in which people live is related to the use of resources and the responsibilities this brings.

## 5 Economics

Economic activity is an important part of modern societies. Understanding basic economic ideas helps you to understand the role economics plays in modern life. The skills and knowledge learned can be widely applied in life.

## Learning by doing

Each unit is made up of a number of lessons. The activities for each lesson encourage you to learn by doing. They are designed to develop and stretch your ability. You will be challenged to interpret

text, images and data. You will be asked to write, create, discuss and report. Each chapter begins with an introduction which includes an overview of the content. There are also images to discuss and a ‘Talk about’ feature which is a basis for a small group discussion. A ‘Fact finder’ feature presents an interesting fact together with a challenge to find out more facts related to that topic. As you work through the unit you will be presented with information that aims to develop your understanding. At the end of the unit there is a review section consisting of test questions and assessment activities. Completing these sections will show what you have learned.

## What you will find in each lesson

Each lesson has four pages in the book. In each lesson you will find:

### Learning objectives

These set out what you will be doing during the lesson.

### Introductory paragraph

This explains the main idea within the lesson and poses a number of questions that you should be able to answer by the end of the lesson.

### Lesson content

This contains information as text or in other forms, such as charts and graphs, and images.

### Case study

Some lessons include a case study to illustrate a particular point from the lesson.

### Did you know?

Some lessons include an interesting fact relevant to the content.

### Activities

The activities let you show that you have understood the material and encourage you to explore further and use or develop new skills.

### Highlighted words

Throughout the text words that are new or have specific meanings in a particular context are highlighted and set in bold. These words have been identified as key words that you need to understand in order to make best use of the rest of the material. These words and their definitions can be found in the glossary at the back of the book where they are arranged alphabetically.

### Glossary

At the back of the book is a glossary that contains words that have been highlighted throughout the text. The glossary provides definitions for these words in the context in which they have appeared. You should become familiar with these words and practise using them yourself in different sentences.

# 1

# Identity and culture

## Learning objectives

In this unit you will:

- explore the different aspects of a person's identity
- describe how self-esteem develops and how it influences our lives
- explore the roles of values, morals and principles
- identify and analyse human motivations
- examine different parts of the decision-making process
- explore how people express their culture and how cultural ideas spread
- recognise common cultural experiences.

## Overview

In this unit you will study some ideas about personal identity. You will consider the things that influence our identity as it develops. You will examine why a person's feelings about himself or herself are important.

Our sense of identity affects our attitude to different people, things and situations. It influences how we think and behave. It even has an impact on our ability to make decisions. This unit explores some ideas about why we act in certain ways and how we make decisions. Culture is the way of life of a particular group of people. In this unit you will explore ideas about what a culture is and consider how traditional cultures interact with influences from the modern world.



*A young Maasai girl from Africa*

*This family is from the United Arab Emirates.*

*This family is wearing typical Tibetan clothes.*



## Talk about

Some things that influence our identity are not in our control. For example, we do not choose the family we are born into or the community or country where we are born.

Some things that influence our identity *are* under our control. For example, we choose to spend our free time in a particular way. We choose to spend time with certain people.

Talk about some influences on your identity that are not in your control and some that are in your control. Discuss how you feel about each of these influences.

## Fact finder

The United Nations Education, Scientific and Cultural Organisation (UNESCO) is part of the United Nations organisation. UNESCO is responsible for international co-operation in education, science, culture and communication. One important aim of the organisation is to make sure that each child and citizen can learn about a variety of different cultures. UNESCO encourages people from different generations and groups to respect and honour cultures other than their own.



Work in a group to find out about the work of UNESCO in your country.

## Word cloud

clan   culture   identity   morals   principles  
self-esteem   tribe   values

*Many people express their culture by wearing distinctive clothing. This family is from Greece.*



## Learning objectives

- Develop an understanding of self-identity and social identity.
- Assess the importance of an individual's identity.
- Explore the factors that make up a person's identity.
- Explain self-identity and social identity.

A very simple definition of **identity** is 'who a person is'. What is your answer to the question 'Who are you?' To begin with, you could say your name. But what does it mean to be you, the person with that name? How do you see yourself and feel about yourself as an individual? How does the world around you influence your sense of who you are?

## What is identity?

Psychologists believe that we become self-aware as children, usually at about the age of two to three years. This means that we realise we are individuals, separate from other people.

From this point onwards, each of us develops our own sense of who we are as a person. We create a mental image of ourselves. This is called our 'self-identity' or 'self-concept'. Our self-identity develops and changes over the course of our life.



*Friendship groups have a strong influence on how people see themselves.*

A person's identity develops in response to both **internal** and **external** factors. Identities are influenced by all the things we experience and by all the interactions we have with other people. We begin to discover our likes and dislikes. We form opinions and identify ideas that we agree with and others that we don't agree with. We copy the behaviour of some of the people around us. We develop our ideas about what we think is right and wrong.

Some factors that form our identity are out of our control, for example the family we are born into or the colour of our skin.

### Does my identity matter?

Having a strong sense of identity is important for many reasons. Identity lets people stand out as individuals. It helps people appreciate their own value and develop a sense of well-being.

Identity also helps people to fit in with **society** and with particular groups such as school friends or a sports team. Identifying with a group gives people a sense of belonging. It provides feelings of safety and security. It enables people to form strong and solid relationships, which is important for well-being.

The way people see themselves has a powerful influence over the way they see other people. It affects the way they relate to other individuals and groups in different situations. In general, a person who has a strong sense of identity feels more secure. This allows them to be more open and to develop healthy relationships.

A sense of identity influences how people view the world. People with a positive self-identity are more likely to have a positive outlook on the world. Identity can affect what we expect or hope to gain from life. People with a strong sense of identity are more likely to see life as a journey of discovery and to make the most of different opportunities. Societies rely on people forming relationships and co-operating in groups. Societies need people to take active roles that improve life for the community. Many societies today include people from different countries who work together to improve their communities.



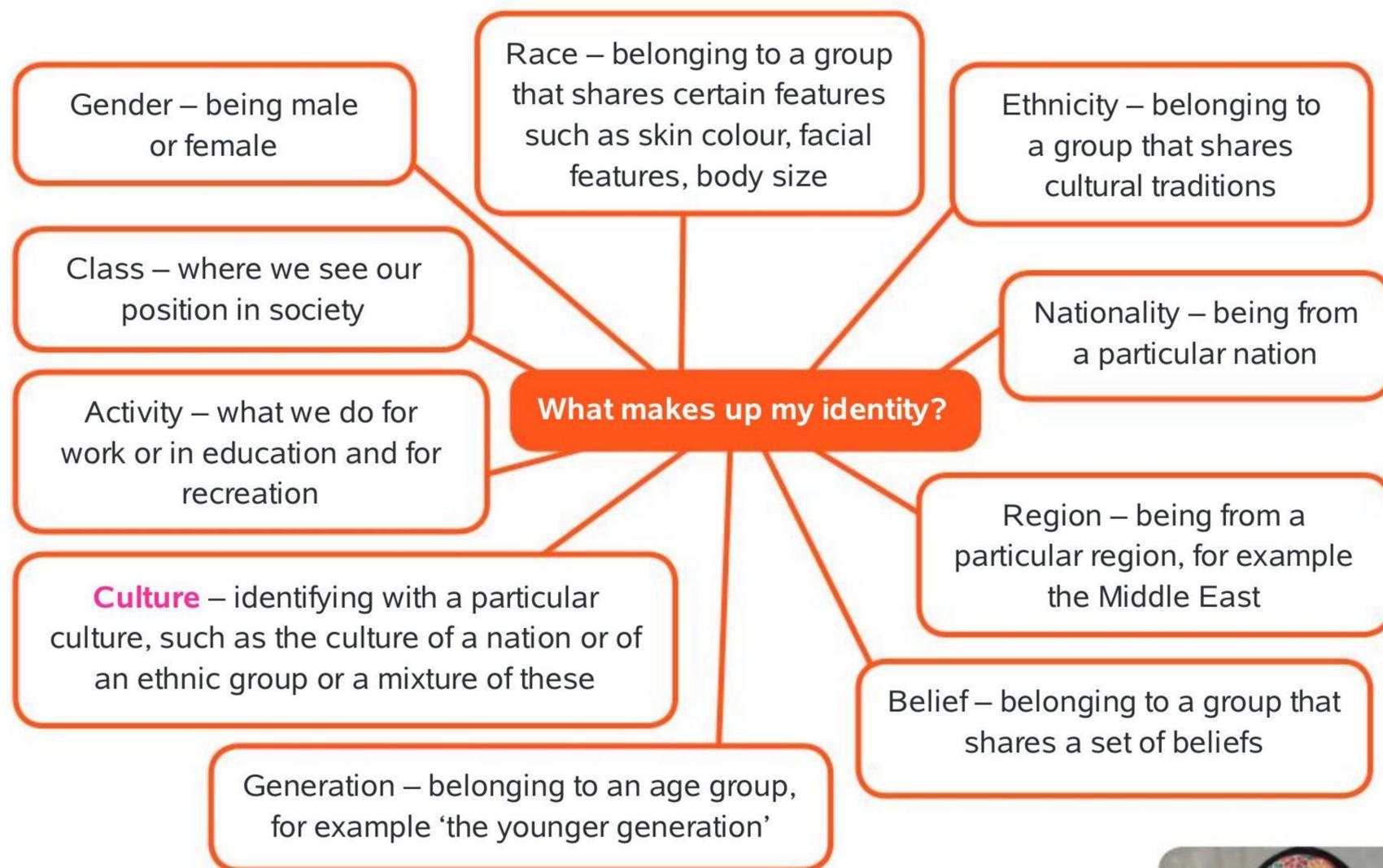
*There are many ways in which people act to improve their community or the environment, such as taking part in a beach clean-up or can collection.*

## Is age important in forming an identity?

The process of forming an identity takes place over the whole of a person's life. However, the most important time is probably when a person reaches adolescence. This is the time when children begin to become adults. Adolescence happens at different ages for different people, but it usually happens during the teenage years. It is during this time that most people think for the first time about how their identity might affect their life. Many people become more aware of their own thoughts and feelings. Adolescents begin to think more independently and to analyse the influences on their lives more thoroughly.

## What makes up my identity?

Many different parts go together to create our identity. The diagram shows the different ways we can identify ourselves.



Each of these aspects influences every person differently. Aspects such as race and gender are important for most people. They are very visible and stay the same. Other aspects are less visible and can change over time. For example, a person's work may be an important part of their identity. If they change profession, their idea of who they are may also change. For example, a nurse may see themselves very differently if they become a businessperson. But this change may not be so obvious to other people.



*What factors might be important to this person's identity?*

## What are self-identity and social identity?

Self-identity is the way we see and define ourselves.

Social identity is the way we see ourselves based on the groups we are members of, such as our family, our school, or our nation. Being a member of a group gives us a sense of belonging. Our social identity is formed because we interact and have relationships with other people.

### Case study

#### What's in a name?

Most people have a family name and a given name. Parents choose a given name for each of their children. In many societies the name is carefully chosen because it has a special meaning. For example, in the Luganda language spoken in Uganda, Africa, the name Dembe is popular for both boys and girls. It means 'peace'.

Names in Muslim families have spiritual meaning and they often honour older family members. Many names are derived from Arabic words for positive characteristics. Names are an important part of Islamic and Arabic identity and people are often very proud of them.

The family name is important because it shows that a person is part of the family.

Some societies also have tribal and **clan** names. A **tribe** is a social group in a traditional society. A clan is a group within a tribe. The clan members are all descendants of a common ancestor from the distant past.

The tribal or clan name is often seen as being of greater importance than the family name.

Tribes and clans are important in many places around the world, including Central and South America, Scotland, Africa and the Middle East.

### Activities

- 1 In your own words, define self-identity and social identity.
- 2 Look at the diagram on page 10. Make an identity chart for yourself using as many of these headings as you can. Only write things you are happy to share with other people in the class.
- 3 Work in a small group. Take turns to explain which of the different parts of your identity are most important to you. Discuss each of your choices.
- 4 Think about where you live. What names do parents give to boys and to girls? What do the names mean? Are family and clan names important?

### Learning objectives

- Describe self-esteem.
- Know the processes that contribute to self-esteem.
- Analyse the effects of negative thinking on self-esteem.
- Identify the effects of self-esteem on decision-making and community involvement.

If we have high esteem for something, we respect, value and admire it a great deal. If we have low esteem for something, we do not respect or value or admire it.

**Self-esteem** means valuing ourselves. It means feeling confident about all aspects of ourselves. These aspects include our emotions, appearance, physical abilities, intellectual abilities and behaviour. The judgments we make about ourselves can be negative, positive or neutral.

When do we develop self-esteem? What influences our self-esteem? What impact does self-esteem have on our lives?

### When do we develop self-esteem?

As young children, we begin to develop our sense of identity. At this age, our identity is based mostly on physical characteristics such as hair colour and height. As we get older, our identity develops as we become aware of other characteristics such as our personality, attitudes and how we interact with other people. We become more able to identify and talk about our desirable and not-so-desirable qualities.

We assess our characteristics by comparing ourselves to other people, such as our peers, people in our family and other people in the community. We begin to see ourselves as more capable or less capable than other people in particular areas. For example, we might compare our reading ability, our physical appearance, or how we treat people.

Our self-esteem can vary in different aspects of our identity and different areas of our lives.



*We have little control over our physical appearance. We do have some control over how we feel about the way we look.*

## What influences self-esteem?

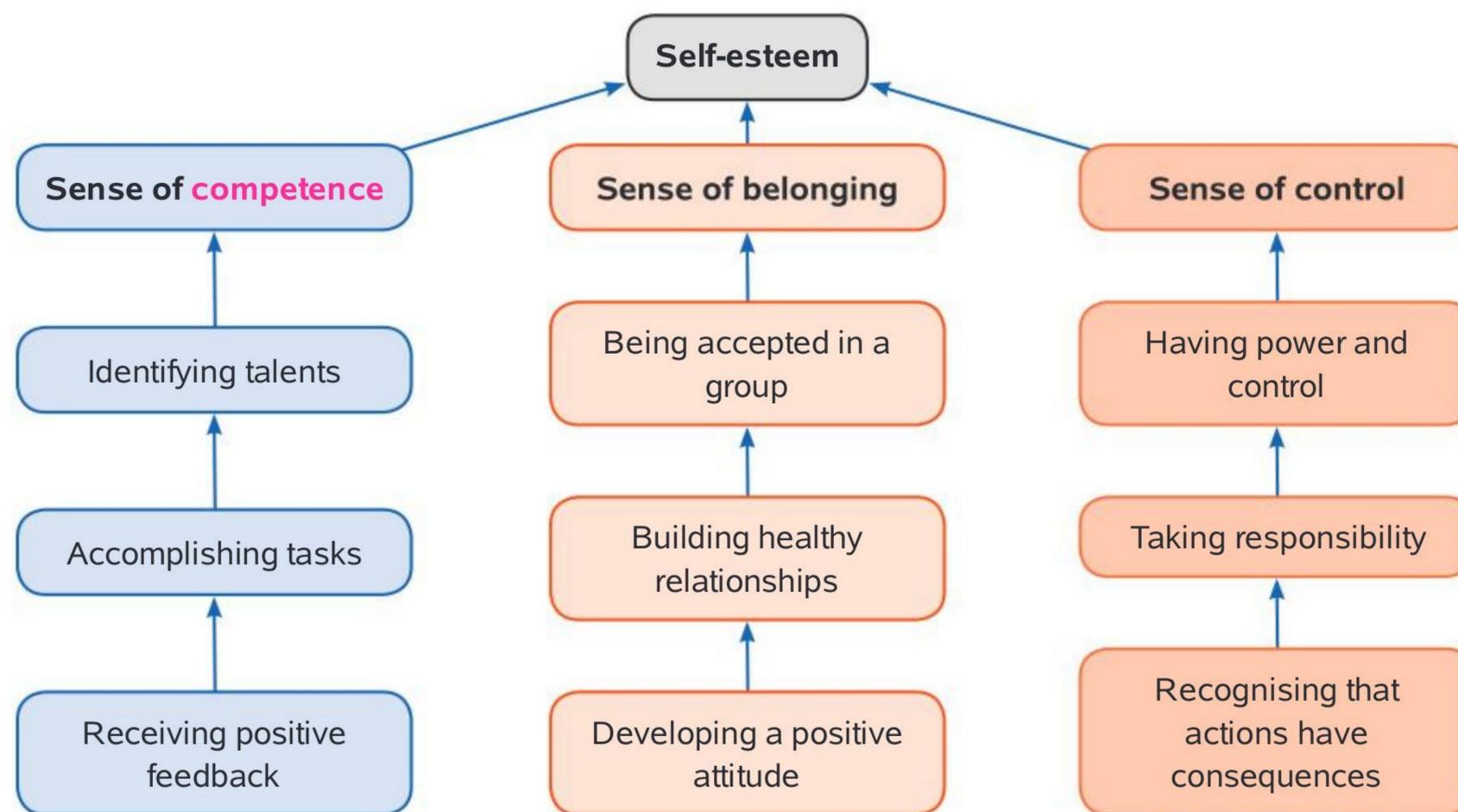
Our self-esteem rises when we can see all our strengths and positive qualities, when we feel we have potential, and when we think we have lots to offer.

Self-esteem falls when we focus on weaknesses and failures and when we feel we have little to offer.

Self-esteem is typically based on how much of the following we think we have:

- intelligence
- pleasing physical characteristics
- feeling likeable and loveable
- feeling valued and worthy of respect
- control and responsibility
- moral integrity
- skills
- achievements and successes.

The influences on self-esteem change over time. Young children focus on feeling liked and loved. They value feedback from parents and other adults such as teachers. As children reach adolescence they become more concerned about approval and acceptance from their peers.



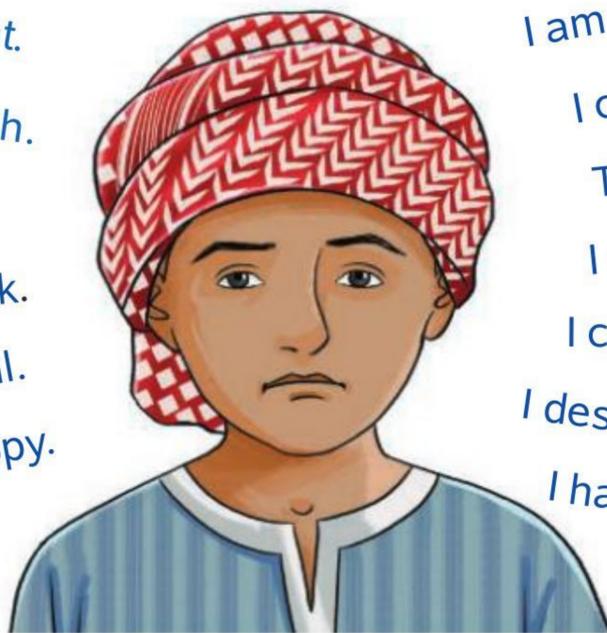
*Self-esteem is influenced by many different experiences.*

As people move towards becoming adults, their own values, standards and expectations become more important to how they see themselves. Self-esteem grows when people take on new challenges and master new skills. People with positive experiences feel a sense of accomplishment and pride. They feel that they are making a difference and have value.

## How does negative thinking affect self-esteem?

Many people have negative feelings about themselves. These negative feelings can start when people are quite young. They are created by hearing negative things from other people and even the media. People begin to accept and believe the negative judgments that they hear. Sometimes people also add their own negative thoughts.

*I am unimportant.*  
*I am not smart enough.*  
*I am not lovable.*  
*I am weak.*  
*I can't do anything well.*  
*I don't deserve to be happy.*  
*I am a failure.*



*I am a valuable person.*  
*I can do many things.*  
*There are people who love me.*  
*I am strong.*  
*I can do many things well.*  
*I deserve a happy life.*  
*I have many achievements.*

To combat negative thoughts, a person should try to have positive thoughts instead.

## How does self-esteem affect our lives?

Our level of self-esteem affects many areas of our lives, particularly our relationships, our ability to make decisions, and our involvement in the community.

## How does self-esteem affect relationships?

We usually think that other people see us the way we see ourselves.

- People with high self-esteem see themselves in a positive way. They think other people will see them in the same way and will like them.
- People with low self-esteem think the opposite. They believe that other people share the negative view that they have of themselves.

We relate to other people based on how we think they see us. If we think people like us we find forming relationships easy. If we have low self-esteem and think that people do not like us, we struggle to form relationships.

Relationships are the basis for a happy and fulfilled life and are also important for a strong and stable society.



*Positive thoughts increase confidence and help us to form relationships. This helps us work together using collaboration and co-operation.*

## How does self-esteem affect decision-making?

People with low self-esteem do not always value their own opinion. They do not like the idea of making a bad decision so they let other people make decisions for them.

People with higher self-esteem are more confident that they can make good decisions or cope with the results of bad ones.

Life is full of decision-making. Some decisions are about accepting or avoiding a challenge. Low self-esteem can lead people to avoid challenges such as trying a sport, speaking in class or joining a club. Overcoming challenges is an important way of increasing self-esteem.

## How does self-esteem affect involvement in the community?

The different ways in which people are actively involved in their community and society are known as civic engagement. People can become actively involved by joining local groups and volunteering in the community.

Being involved in community and social groups has many benefits for individuals. Members of groups are often healthier and have improved feelings of well-being. Young people who are actively engaged are less likely to take part in negative behaviour. They are more likely to have higher self-esteem and more positive relationships.

The benefits extend to wider society. Neighbourhoods with high levels of civic engagement have a greater sense of community and lower rates of crime and socially unacceptable behaviour.

Low self-esteem can mean people lack the confidence to join groups and feel that they have little to offer anyway. This can mean people with low self-esteem are less likely to be involved and less likely to enjoy the benefits that come from civic engagement.

### Activities

- 1 Write down two things that create feelings of high self-esteem. Write down two things that create feelings of low self-esteem.
- 2 Everyone's level of self-esteem changes depending on their mood and other circumstances. Write down:
  - a how confident you feel about making decisions
  - b how you feel about meeting people and making new friends
  - c the ways you engage with your community, for example groups and clubs.
- 3 Work in a group. Discuss how you can help to increase other people's self-esteem. What words should you use? What behaviour should you show? Role-play some situations and make a video of your role play.

### Learning objectives

- Identify values, morals and principles.
- Explore how values, morals and principles are formed.
- Examine the role of values, morals and principles for individuals, businesses and society.

Every person develops their own set of **values**, **morals** and **principles**. They are important parts of a person's identity. They are also important for groups and communities. Societies rely on people accepting common values, morals and principles. What are values, morals and principles? How are they related? Why are they important to individuals and to society?

### What are values, morals and principles?

Values, morals and principles are closely linked.

**Values:** These tell us what is important in a person's life. People value different things such as their family, making money or working hard. Our values indicate what we want to achieve in life. For example, if someone values honesty, they will try hard to be an honest person. They will also encourage other people and organisations to be honest.

**Morals:** These are ideas about what is right and wrong. Morals can

**constrain** the way people behave because they help people know when behaviour is acceptable or unacceptable.

**Principles:** These are rules that are based on our values. Principles guide our behaviour and the way we live. They are permanent and do not change. For example, a person who values honesty has the principle that it is always wrong to lie. When a society agrees on its shared principles, these principles often become established rules or laws.

Values are different from morals because values do not depend on being 'right' or 'wrong'. For example, we may value creativity. But we would not say that a person who is not creative is morally wrong.



People can hold many different values.