

# **Social Studies**

## **Grade 7**

## ***COMPONENT ONE***

### ***History of Maldives in a Maldivian Context***

#### **Aim of the Component:**

Viewing the history of Maldives in the background of the early way of life and developments in the history of Maldives. This component deals with the fourth objective of teaching Social Studies.

#### **Unit 1. The Maldives and South Asia**

#### **Unit 2. The Spread of Islam**

#### **Unit 3. Maldives and Colonialism in South Asia**

#### **Unit 4. Nationalism in Asia and 20<sup>th</sup> Century Maldives**

## **UNIT 1**

### **Maldives and South Asia**

***AIM:***

**Viewing the early history of Maldives in a Maldivian context.**

- 1.1 The Maldivian Civilization**
- 1.2 Sources for the History of Maldives**
- 1.3 South Asia**

## **1.1 THE MALDIVIAN CIVILISATION**

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### ***Aims***

Students will be able to:

1. Distinguish the distinctive features of Maldivian Civilisation.
2. Write an essay on the early lifestyle of Maldivians.
3. List the advantages of the Islamic calendar and the Meelaadhee Calendar.

### ***Specific Objectives:***

Students will be able to:

- a) Identify the distinctive features of Maldivian civilization.
- b) Explain why the Maldivian identity is so unique.
- c) Deduce information from the text on early inhabitants and write an essay on the lifestyle of early Maldivians.
- d) Name the months of the Hijri calendar.
- e) Compare the solar and lunar calendar and list the advantages of each.

### ***Content:***

- a) Some features of Maldivian Civilisation.
- b) Early Inhabitants of Maldives: their identity, economy and trade and Social life.
- c) Measuring long periods of time.

***Recommended time for teaching:*** 4 periods.

## 1.2 SOURCES FOR THE HISTORY OF MALDIVES

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### *Aims:*

Students will be able to:

1. Understand the main types of sources that reveal history.
2. Deduce information from the available evidence and write an article.
3. Mark a map.

### *Specific Objectives:*

Students will be able to:

- a) Name the main types of sources that tell about a history of a place or thing.
- b) On a map of Maldives, mark the islands of Thoddoo, Nilandhoo and Kaashidhoo.
- c) Name the atolls to which the above islands belong.
- d) Deduce information from the available evidence and write an article on the early lifestyle, or the early economic activities, or early arts and crafts of Maldivians.

### *Content:*

- a) Explanation of the main types of historical evidence.
- b) Documentary evidence: Loamaafaanu copper plates, Thaareekh, Raadhavalhi, and Inscriptions.
- c) A list of observations made by foreign travelers (to be used for students' reference work only).
- d) Archaeological evidence: ruins, coins, pottery.

e) Folk evidence: stories and practices that are remembered over time.

***Recommended time for teaching:*** 4 periods.

### **1.3 SOUTH ASIA**

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***Aims:***

Students will be able to:

1. Understand that South Asia is a region favourable for habitat.
2. Explain the main geographical features of South Asia.
3. List the political divisions of South Asia.

***Specific Objectives:***

Students will be able to:

- a) Explain why South Asian region has become a favourable habitat.
- b) List the main geographical features of South Asia.
- c) List the political divisions or countries of South Asia.
- d) As group work, make a model of South Asia and find basic information of the countries that make up South Asia.

***Content:***

- a) Geographical position of South Asia.
- b) The main geographical features of South Asia
- c) Political divisions of South Asia.
- d) Peoples of South Asia and the interaction of cultures.

***Recommended time for teaching:*** 4 periods.

## UNIT 2

### THE SPREAD OF ISLAM

***Aim:***

**Understand the history of Maldives in the light of the rise and spread of Islam.**

- 2.1 The rise and spread of Islam**
- 2.2 Islam in South and South East Asia**
- 2.3 The rise of Islam in Maldives**

## **2.1 THE RISE AND SPREAD OF ISLAM**

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### ***Aim:***

Students will be able to:

1. Explain the spread of Islam in chronological sequence.
2. Understand the major Muslim Dynasties.
3. State the reasons for the rapid spread of Islam.
4. Mark a map.

### ***Specific Objectives:***

Students will be able to:

- a) Explain the spread of Islam.
  - Arab navigational activities.
  - Arab control of the Silk Route
- b) List the names of the major Muslim Dynasties.
- c) State the reasons for the rapid spread of Islam.
- d) Mark a map showing the spread of Islam.

### ***Content:***

- a) The First Caliphs- 632-661 M based at Madinah.
- b) The Umayyad Caliphs 661-750 M based at Damascus in Syria.
- c) The Abbasid Caliphs – 750-1258 M based at Baghdad in Iraq.
- d) The Ottoman Caliphs
- e) The Moguls
- f) The Reasons for the Rapid spread of Islam.

***Recommended time for teaching:*** 3 periods

## **2.2 ISLAM IN SOUTH AND SOUTH EAST ASIA**

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### ***Aim:***

Students will be able to:

1. Understand the spread of Islam in South and South-east Asia.
2. Understand the trade relations and contributions of Muslim traders to South and Southeast Asia.

### ***Specific Objectives:***

Students will be able to:

- a) Outline the spread of Islam in South Asia.
- b) State the trade items of Muslim traders.
- c) State the contributions to South Asia with the blend of Islamic and South Asian cultures.

### ***Content:***

- a) The Arab sea trade in the Indian Ocean.
- b) How Islam flourished with the sea trade.
- c) The spread of Islam in South Asia and the contributions of Islamic culture.

***Recommended time for teaching:*** 2 periods

### **2.3 THE RISE OF ISLAM IN MALDIVES**

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***Aim:***

Students will be able to:

1. Understand the factors that were responsible for the rise of Islam in Maldives.
2. Understand the many advantages of being a Muslim country.

***Specific Objectives:***

Students will be able to:

- a) Prepare a list of factors that were responsible for the rise of Islam in Maldives
- b) State the advantages of being a Muslim country.

***Content:***

- a) The legends related about the introduction of Islam to Maldives.
- b) Factors responsible for the rise of Islam in Maldives.
- c) The advantages of being a Muslim country.

***Recommended time for teaching:*** 3 periods.

## UNIT 3

### MALDIVES AND COLONIALISM IN SOUTH ASIA

*Aim:*

**Understand the history of Maldives from 1500-1900M in the background of colonialism in South Asia.**

**3.1 Maldives liberated from the Portuguese**

**3.2 Colonial Powers in South Asia**

**3.3 Malabari Conquest and Dhon Bandarain**

### 3.1 MALDIVES LIBERATED FROM THE PORTUGUESE

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#### ***Aim***

Students will be able to:

1. Understand the Portuguese occupation of Maldives in the larger perspective of Portuguese activities in South Asia.
2. Outline the important role of Mohammed Thakurufaanu in the history of Maldives.

#### ***Specific Objectives:***

Students should be able to:

- a) Explain the Portuguese interest in Maldives.
- b) Explain the importance of the coir trade.
- c) Outline the events connected to Portuguese activities in Maldives.
- d) Explain how the Portuguese occupied Maldives in the name of a Maldivian Sultan.
- e) Write an essay outlining the significant role played by Mohammed Thakurufaanu in the history of Maldives.

#### ***Content:***

- a) The Arrival of the Portuguese in South Asia
- b) The other contemporary powers in South Asia.
- c) The Portuguese occupation of Maldives.
- d) Mohamed Thakurufaanu and the liberation of Maldives.

***Recommended time for teaching:*** 5 periods

## **3.2 COLONIAL POWERS IN SOUTH ASIA**

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### ***Aim***

Students will be able to:

1. Understand the extent of the Dutch presence in South Asia.

### ***Specific Objectives:***

Students will be able to:

- a) Explain the Dutch activities in South Asia.
- b) List the main features of Dutch connections with Maldives.

### ***Content:***

- a) The Dutch East India Company and its activities in South Asia
- b) The Dutch relationship with Maldives.

***Recommended time for teaching:*** 3 periods

### 3.3 MALABARI CONQUEST AND DHON BANDARAIN

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#### ***Aims***

Students will be able to:

1. Understand the French and British colonial activities in South Asia.
2. Outline the role played by Dhon Bandaarain in the history of Maldives.
3. Understand the background behind the treaty signed between the British and the Maldives.

#### ***Specific Objectives:***

Students will be able to:

- a) Describe the tactics used by the British and the French to gain power in the Indian sub-continent.
- b) Describe the Malabari Invasion.
- c) Outline the important role played by Dhonbandaarain in the history of Maldives.
- d) Summarise the reasons behind the treaty signed by the Maldives and the British in 1887.
- e) Prepare an information booklet on Sultan Ghazee Hassan Izzuddeen.

#### ***Content:***

- a) The tactics used by the British and the French to gain power in the Indian sub-continent.
- b) The Malabars invading Maldives and burning the palace in 1752M.
- c) Dhon Bandarain drives away the Malabars :The role played by Dhon Bandaarain in the history of Maldives.
- d) British supremacy in South Asia.
- e) The circumstances under which Maldives became a protectorate of the British.

***Recommended time for teaching:*** 5 periods

## **UNIT 4**

### **NATIONALISM IN ASIA AND 20<sup>TH</sup> CENTURY MALDIVES**

#### **Aim**

**Familiarity with the historical and political developments in 20<sup>th</sup> century Maldives in the background of the development of Nationalism and the end of colonialism in Asia.**

- 4.1 Nationalism in Asia**
- 4.2 Indian national movement and the Independence of south Asia**
- 4.3 Independence of Maldives**
- 4.4 Political developments in Maldives after 1900M**

## **4.1 NATIONALISM IN ASIA**

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### ***Aim***

Students will be able to:

1. Understand the meaning of Nationalism.
2. Identify the main reasons for the development of nationalism in Asia.

### ***Specific Objectives:***

Students will be able to:

- a) Explain what is meant by the term Nationalism.
- b) Describe the factors responsible for the rise of Nationalism in Asia.
- c) Explain the spirit of the national movements.
- d) Find out basic information on some of the leaders of the Nationalistic Movements in 20<sup>th</sup> century Asia.
- e) Mark the British, Dutch and French colonies on a map of Asia.

### ***Content:***

- a) Brief description of and explanation of nationalism, using European Nation States as examples.
- b) Development of Nationalism in Asia and Maldives and the spirit of National Movements.
- c) The names of some leaders of the Nationalistic Movements of 20<sup>th</sup> Century Asia.
- d) A map of Colonial Powers in Asia.

***Recommended time for teaching:*** 4 periods

## 4.2 INDIAN NATIONAL MOVEMENT AND THE INDEPENDENCE OF SOUTH ASIA

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### *Aim*

Students will be able to:

1. Outline the Indian Independent Movement.
2. Recognise the role played by nationalist leaders in South Asia.

### *Specific Objectives:*

Students will be able to:

- a) Outline the process of Nationalism in India.
- b) Describe the role played by Mahatma Gandhi in the struggle against colonialism.
- c) Identify the unique methods of the Indian National Movement which shows that peaceful means are just as powerful as war.
- d) Relate basic information on prominent leaders such as Mahatma Gandhi, Jawaharlal Nehru and Mohammed Ali Jinnah.

### *Content:*

- a) A brief outline of the Indian Independence Movement
- b) The circumstances under which South Asian countries got their independence in the 1940s
- c) The formation of Pakistan and Bangladesh.
- d) The signing of the State Agreement between the British and Maldives.

***Recommended time for teaching:*** 4 periods.

### **4.3 INDEPENDENCE OF MALDIVES**

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#### ***Aim***

Students will be able to:

1. Describe the circumstances under which Maldives got her independence.

#### ***Specific Objectives:***

Students will be able to:

- a) Explain why most of the colonies gained independence after the Second World War.
- b) Identify the reasons why Maldives continued as a British protectorate while other countries obtained their independence.
- c) Relate the process of independence of Maldives.

#### ***Content:***

- a) The colonies that gained independence and those that continued to remain under the British as colonies, protectorates or bases (1950 to 1965).
- b) The opposition to colonialism in the Indian Ocean.
- c) The circumstances under which Maldives got independent.

***Recommended time for teaching:*** 4 periods

#### **4.4 POLITICAL DEVELOPMENTS IN MALDIVES AFTER 1900**

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##### ***Aim***

Students will be able to:

1. Identify the sequence of the events in the political developments of Maldives.

##### ***Specific Objectives:***

Students will be able to:

- a) Make a timeline showing the important dates and events in the political developments in Maldives.
- b) Write about the First Republic.
- c) Collect some Primary and Secondary information on a significant historical event.
- d) Prepare a character profile of the last two presidents.

##### ***Content:***

- a) The sultanate of Mohammed Shamsuddeen III and the rule of Abdul Majeed Rannabadeyri Kilegefaanu.
- b) Mohammed Amin Didi and the First Republic.
- c) Return of the Sultanate and some difficulties faced by Maldives before independence
- d) The second Republic and the Presidents of independent Maldives.

***Recommended time for teaching:*** 5 periods

## COMPONENT 2

### *Economic Activities and Settlement Patterns With Special Reference to Maldives*

#### **Aim of the Component:**

Introducing students to economic geography, human geography and commerce. In introducing these disciplines, students are first made to view the global background and then the Maldivian scene. This component deals with the fifth objective of teaching Social Studies.

**Unit 5. Some Major Economic Activities**

**Unit 6. Economic Activities in Maldives.**

**Unit 7. Population, Environment and Migration in Maldives**

## UNIT 5

### SOME MAJOR ECONOMIC ACTIVITIES

**Aim:**

Understand the inter-relationship between environment, economic activities, settlement patterns and lifestyle.

**5.1 Primary Economic Activities**

**5.2 Secondary Economic Activities**

**5.3 Tertiary Economic Activities**

## **5.1 PRIMARY ECONOMIC ACTIVITIES**

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### ***Aim***

Students will be able to:

1. Explain the interrelationship between environment, economic activity, settlement patterns and lifestyle.

### ***Specific Objectives:***

Students will be able to:

- a) Define primary economic activity.
- b) Relate the special relationship between primary economic activities and the environment.
- c) Relate the relationship between primary economic activities and lifestyles.
- d) Inquire into the developments and the constraints in one of the primary economic activities of Maldives.

### ***Content:***

- a) Definition of Primary Economic Activity.
- b) Fishing as a primary economic activity in Maldives.

***Recommended time for teaching:*** 4 periods.

## **5.2 SECONDARY ECONOMIC ACTIVITIES**

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### ***Aim***

Students will be able to:

1. Explain the interrelationship between environment, economic activity, settlement patterns and lifestyle.

### ***Specific Objectives:***

Students will be able to:

- a) Define secondary economic activities.
- b) Show the relationship between primary and secondary economic activities.
- c) Identify the changes in lifestyle and environment due to the development of secondary economic activities.
- d) Make a table listing some finished products, the raw materials used and where they came from.

### ***Content:***

- a) Definition of Secondary Economic Activities
- b) Some examples of Secondary Economic Activities.

***Recommended time for teaching:*** 3 periods

### **5.3 TERTIARY ECONOMIC ACTIVITIES**

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#### ***Aim***

Students will be able to:

1. Outline the importance of tertiary economic activities.
2. Identify the changes in lifestyle and environment due to the development of tertiary economic activities.

#### ***Specific Objectives:***

Students will be able to:

- a) Define and identify tertiary economic activities.
- b) Show the relationship between primary, secondary and tertiary economic activities.
- c) Explain the importance of tertiary economic activities in the world today.
- d) Explain the changes in lifestyle and environment due to the development of tertiary economic activities.
- e) Show understanding that tertiary economic activities can exist even without primary and secondary economic activities.
- f) List the types of employment within the tertiary sector in Maldives.

#### ***Content:***

- a) Define tertiary Economic Activities and the importance of such activities for the development of a country.

***Recommended time for teaching:*** 3 periods

## **UNIT 6**

### **ECONOMIC ACTIVITIES IN MALDIVES**

***Aim:***

**View the economic activities in Maldives in past and present times.**

**6.1 Early economic activities in Maldives**

**6.2 Major economic activities today**

## 6.1 EARLY ECONOMIC ACTIVITIES IN MALDIVES

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### ***Aim***

Students will be able to:

1. Discuss and find out the economic activities that were important in Maldives in the past.

### ***Specific Objectives:***

Students will be able to:

- a) Describe traditional economic activities and identify some of these activities in Maldives.
- b) Outline the importance of traditional economic activities in early times.
- c) Examine the reasons for the decline of traditional economic activities.
- d) Conduct an interview to gain more information on a primary economic activity.

### ***Content:***

- a) Some traditional economic activities of Maldives.
- b) Early economic activities that prevail today and those that are dying out.

***Recommended time for teaching:*** 4 periods

## **6.2 MAJOR ECONOMIC ACTIVITIES TODAY**

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### ***Aims***

Students will be able to:

1. Relate the different sectors of the economy in Maldives and their importance.
2. Outline the changes that have taken place in the Maldivian economy over time.

### ***Specific Objectives:***

Students will be able to:

- a) Identify the major economic activities that exist in Maldives today.
- b) Explain why some economic activities are more important than others.
- c) Identify and understand the main differences and relationships between traditional economic activities and major economic activities today.
- d) Research on how an economic activity has progressed over time.

### ***Contents:***

- a) The fishing industry
- b) Tourism
- c) Agriculture
- d) Shipping
- e) Other economic activities

***Recommended time for teaching:*** 5 periods

## UNIT 7

### POPULATION, ENVIRONMENT AND MIGRATION IN MALDIVES

*Aim:*

**Understand the interrelationship between population, environment, migration and settlement patterns in Maldives.**

**7.1 Population patterns in Maldives**

**7.2 Environmental issues and population**

**7.3 Population movement within Maldives**

## **7.1 POPULATION PATTERN IN MALDIVES**

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### ***Aim***

Students will be able to:

1. Understand that Maldives has a high population growth rate and describe the factors affecting population.

### ***Specific Objectives:***

Students will be able to:

- a) Recall the high population growth rate of Maldives.
- b) State the main reasons for the high growth rate.
- c) Discuss about the social factors affecting population.
- d) Indicate that due to dispersed population, Maldives faces difficulties in development.
- e) Deduce information from the table to draw a graph showing the increasing population in Maldives.

### ***Content:***

- a) Tables showing population distribution, age/sex ratio etc.
- b) Population growth in Maldives.
- c) Population structure.
- d) Population distribution
- e) Some social factors affecting population.

***Recommended time for teaching:*** 5 periods

## 7.2 ENVIRONMENTAL ISSUES AND POPULATION

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### ***Aim:***

Students will be able to:

1. Describe how environment determines population distribution.
2. Explain how population causes stress on the environment.

### ***Specific Objectives:***

Students will be able to:

- a) Outline the major role of the environment in determining where people settle.
- b) Describe how population causes stress on the environment.
- c) Identify the actions of people which lead to environmental problems.
- d) Identify the environment related problems caused by over-population.
- e) Suggest ways to solve a social problem.

### ***Content:***

- a) Environment determining population distribution.
- b) Population causing stress on environment.

***Recommended time for teaching:*** 4 periods

### **7.3 POPULATION MOVEMENT WITHIN MALDIVES**

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#### ***Aim***

Students will be able to:

1. Explain the reasons for migration and the consequences of migration.

#### ***Specific Objectives:***

Students will be able to:

- a) Define the term migration.
- b) List the reasons why people migrate.
- c) Briefly outline the problems faced due to migration.
- d) Highlight the steps taken by the government to ease the population congestion in Male',.
- e) Draw an illustrated diagram on migration.

#### ***Contents:***

- a) Reasons for population migration.
- b) Reasons for migration in Maldives.
- c) Consequences of migration in Maldives.
- d) Steps taken by the government to ease the population congestion in Maldives.

***Recommended time for teaching:*** 4 periods

## **UNIT 8**

### **INTRODUCTION TO COMMERCIAL ACTIVITIES**

*Aim*

**Getting introduced to commerce: Money and  
International Trade.**

**8.1 Money and Banking**

**8.2 International trade**

## **8.1 MONEY AND BANKING**

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### ***Aim***

Students will be able to:

1. Describe the functions and characteristics of money in past and present times.
2. Recall the names of some important currencies of the world.

### ***Specific Objectives:***

Students will be able to:

- a) Explain how the barter system works.
- b) List some of the early forms of money and discuss the reasons why they were used.
- c) Describe the functions and important characteristics of money.
- d) State the important functions of a bank.
- e) List some of the currencies of the world today and identify where they are used.

### ***Content:***

- a) An economy without money.
- b) Early forms of money.
- c) The functions of money.
- d) The characteristics of money.
- e) Different currencies used in the world today.
- f) Banks and the use of cheques as money.

***Recommended time for teaching:*** 3 periods

## **8.2 INTERNATIONAL TRADE**

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### ***Aim***

Students will be able to:

1. Understand the importance of international trade to modern life.

### ***Specific Objectives:***

Students will be able to:

- a) Explain the reasons why countries have to specialise in certain industries.
- b) Discuss the advantages of internal specialisation and international trade.
- c) Write about the development of International Trade and the importance of it to modern life.
- d) Complete a survey on commodities found in a local store.

### ***Content:***

- a) The beginnings of international trade.
- b) International trade today.
- c) The importance of international trade to modern life.

***Recommended time for teaching:*** 3 periods

## COMPONENT 3

### *Governments at Home and Abroad*

#### **Aim of the Component:**

Understanding law and order and modern governments in the global context and viewing the structure and development of the government of Maldives. This component deals with objective six for teaching Social Studies.

**Unit 9. Law and Order**

**Unit 10. Modern Statecraft**

**Unit 11. The structure of the Maldivian Government**

## **UNIT 9**

### **Law and Order**

***Aim:***

**Introduce students to law and order**

**9.1 Rules and regulations**

**9.2 Laws**

## **9.1 Rules and Regulations**

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### ***Aim***

Students will be able to:

1. Be aware of the need for rules and regulations
2. Be aware of the consequences of breaking the law.
3. Develop the skill of problem solving and decision making.

### ***Specific Objectives:***

Students will be able to:

- a) Give examples of situations where rules are necessary
- b) Distinguish types of law from the given situations
- c) Suggest possible solutions to a situation of conflict
- d) Suggest consequences of breaking the law and justify
- e) Draw a flowchart to show the process of making laws.

### ***Content:***

- a) Why rules are necessary.

***Recommended time for teaching:*** 2 periods

## 9.2 Laws

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### ***Aim***

Students will be able to:

1. Be aware of the importance of law and order in the country and know the consequences of breaking laws
2. Understand the nature of law making and institutions concerning different laws.
3. Understand the work of lawyers
4. Deduce information and do a written presentation of the findings

### ***Specific Objectives:***

Students will be able to:

- a) Define terms; Crime, Law, Criminal Law, Civil Law, Layer, Law Court, Law Commission, Attorney General.
- b) Make a written presentation to a topic relating to laws and institutions relating to law making and enforcing.
- c) State the importance of laws and its observance and the consequences of breaking laws.

### ***Content:***

- a) Who makes laws
- b) How laws change
- c) Work of lawyers and law commissions
- d) Criminal and Civil law

***Recommended time for teaching:*** 3 periods

## **UNIT 10**

### **MODERN STATECRAFT**

*Aim:*

**Elementary knowledge of the types and levels of governments that exist in our time.**

**10.1 The functions of a modern government**

**10.2 Different systems of government**

**10.3 Levels of government**

## **10.1 THE FUNCTIONS OF A MODERN GOVERNMENT**

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### ***Aim***

Students will be able to:

5. Recognise the importance of law and order and how it is maintained through legislative, executive and judicial functions.

### ***Specific Objectives:***

Students will be able to:

- d) State their views on the importance of law and order in a country.
- e) Describe the basic functions of modern government.
- f) Identify the legislative, executive and the judicial elements in a government activity.
- g) Summarize information.

### ***Content:***

- e) Legislative functions of a modern government.
- f) Executive functions of a modern government.
- g) Judiciary functions of a modern government.

***Recommended time for teaching:*** 3 periods

## **10.2 DIFFERENT SYSTEMS OF GOVERNMENT**

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### ***Aim***

Students will be able to:

1. Recognise the existence of a variety of governments in the world today.

### ***Specific Objectives:***

Students will be able to:

- a) Discuss about the different types of government.
- b) Identify the type of political systems in different countries.
- c) Compare different systems of government.

### ***Content:***

- a) Absolute monarchy.
- b) Constitutional monarchy.
- c) Democracy.
- d) Military dictatorship.
- e) Communist governments.
- f) Oligarchy.
- g) Theocracy.

***Recommended time for teaching:*** 3 periods.

### **10.3 LEVELS OF GOVERNMENT**

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#### ***Aim***

Students will be able to:

1. Distinguish the different levels through which political power is exercised in modern governments.

#### ***Specific Objectives:***

Students will be able to:

- a) State the functions of the different levels of government.
- b) Explain why Federal System of Government might be more suitable for some countries.
- c) Prepare a list of functions of a local government.

#### ***Content:***

- a) Unitary system of government.
- b) Federal system of government.
- c) Local government.

***Recommended time for teaching:*** 3 periods

## **UNIT 11**

### **THE STRUCTURE OF MALDIVIAN GOVERNMENT**

***Aim:***

**Familiarity with the structure of government  
in Maldives.**

**11.1 Development of statecraft in  
Maldives**

**11.2 Contemporary government in  
Maldives**

**11.3 Local administration in contemporary  
Maldives**

## **11.1 DEVELOPMENT OF STATECRAFT IN MALDIVES**

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### ***Aim***

Students will be able to:

1. Understand the rule of a Sultanate in the early Maldives.

### ***Specific Objectives:***

Students will be able to:

- a) Write a paragraph on the main features of the institution of sultan as was practiced in Maldives.
- b) Prepare a list of some important officials and their functions in early Maldives.

### ***Content:***

- a) Institution of Sultan.
- b) Rule of Sultanate with the assistance of a council of advisors.

***Recommended time for teaching:*** 2 periods

## 11.2 CONTEMPORARY GOVERNMENT IN MALDIVES

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### ***Aim***

Students will be able to:

1. Understand the structure of government in Maldives.

### ***Specific Objectives:***

Students will be able to:

- a) Explain the term constitution.
- b) Explain how the President is nominated and elected.
- c) Describe the role of the Citizens Majlis today.
- d) Explain the role of the Cabinet.
- e) List all the ministries of the Maldivian government.
- f) Review the levels and the basic functions of the Judicial system.

### ***Content:***

- a) The Constitution and the electoral process.
- b) The President.
- c) The Citizens Majlis.
- d) The Cabinet.
- e) Government Ministries and Departments.
- f) The Judicial System.

***Recommended time for teaching:*** 3 periods

### **11.3 LOCAL ADMINISTRATION IN CONTEMPORARY MALDIVES**

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#### ***Aim***

Students will be able to:

1. Identify the functions of the various institutions of local administration.
2. Suggest solutions for a social problem.

#### ***Specific Objectives:***

Students will be able to:

- a) Explain the functions of the Male' Municipality.
- b) State the local administrative units in the island.
- c) Identify the work, services and responsibilities of local administrative units.
- d) Explain what is a Co-operative Institution.
- e) Suggest solutions for a social problem.

#### ***Content:***

- a) The Male' Municipality.
- b) Atoll Offices.
- c) Island Offices.
- d) Co-operative institutions.

***Recommended time for teaching:*** 3 periods.

## COMPONENT 4

### *Towards Global Outlook*

#### **Aim of the component:**

Understanding the forces which have shaped and are continuing to shape the global outlook of the contemporary world. Global outlook is a major theme for the whole syllabus and is an important feature in the history of humanity. This deals with the seventh objective for teaching Social Studies

#### **Unit 12. Main developments in the 20<sup>th</sup> Century**

## UNIT 12

### MAIN DEVELOPMENTS IN THE 20<sup>th</sup> CENTURY

*Aim*

Viewing the major turning points of 20<sup>th</sup> century world and awareness of the growing global outlook

12.1 War and Peace in the 20<sup>th</sup> century

12.2 International and Regional Organizations

## 12.1 WAR AND PEACE IN THE 20<sup>th</sup> CENTURY

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### *Aim*

Students will be able to:

1. Outline the world events of the 20<sup>th</sup> century.

### *Specific Objectives:*

Students will be able to:

- a) Relate the causes which led to the First World War and the Second World War.
- b) Explain what is meant by Cold War and the situation of the world after the Cold War.
- c) Prepare a table listing the turning points of war and peace in the 20th Century, mentioning the dates, participants and the main results.

### *Content:*

- a) Reasons for the First World War
  - Imperialism and Colonialism
  - Nationalism
  - Military Rivalry
  - The Alliances
  - The War
  - The end of the war and its outcome.
- a) The reasons that led to the 2<sup>nd</sup> World War.
- b) The Second World War
- c) The Cold War
- d) World after the Cold War

***Recommended time for teaching:*** 4 periods.

## 12.2 INTERNATIONAL AND REGIONAL ORGANIZATIONS

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### *Aim*

Students will be able to:

1. Explain the importance and necessity of international and regional organizations and list some of the main organizations.

### *Specific Objectives:*

Students will be able to:

- a) Identify the main reasons for the existence of international organizations.
- b) Explain the role of the United Nations in world affairs.
- c) List the advantages of regional organizations and the setbacks if any.
- d) Explain how a special organization may be formed.

### *Content:*

- a) Necessity for an International Organisation after World War 1.
- b) The League of Nations and the United Nations
- c) Regional and special international organizations and their necessity.
- d) Table showing the specialized agencies of the United Nations.
- e) Regional and special organizations in which Maldives is a member.
- f) Some other international organizations.

***Recommended time for teaching: 4 periods***