

P.Cert. Ch. 7 :The Origins and Spread of Islam

Content Area: **Social Studies**
Course(s):
Time Period: **November**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

This unit is a study of How Islam spread and its origins.

Enduring Understandings

The spread of Islam coincided with the expansion of the Arabic territory.

Essential Questions

How did Islam originate and spread?

Instructional Strategies & Learning Activities

Date:	Day 1	Day 2	Day 3	Day 4
	Aim: Understand how Islam originated and spread Procedure: complete Unit 2 Geography Challenge 2. Select one Critical Thinking Question to	Aim: Understand how Islam originated and spread Assessment: Geography Challenge; vocab; preview	Aim: Understand how Islam originated and spread Assessment: Geography Challenge; 7.3 & 7.4	Aim: Understand how Islam originated and spread Assessment: 7.3 & 7.4 packet;

	complete. Assessment: Geography Challenge		packet Assessment: exit slip; jigsaw activity	Entrance Slip
Date:	Day 6	Day 7	Day 8	
	<p>Aim: Understand how Islam originated and spread</p> <p>3. View <i>Islam</i> DVD, and type five pieces of information learned in GC.</p> <p>Assessment: Entrance Slip; packet; video notes</p>	<p>Aim: Understand how Islam originated and spread</p> <p>Procedure:</p> <p>1. Finish Islam video. Collect notes. GT / 6</p> <p>2. Kahoot Review Game</p> <p>Assessment: Kahoot; online game</p>	<p>Aim: Demonstrate understanding how Islam originated and spread</p> <p>Assessment: packet; test</p> <p>Assessment: exit slip; jigsaw activity</p>	

Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.

Technology Integration

Students will create reports using Google Drive.

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.

Interdisciplinary Connections

LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Differentiation

English Learners

Have Students Work with a Peer on Reading Notes Pair these students with more proficient readers for this activity. Have them record all the information together on one copy of the Reading Notes. After the activity, photocopy the Reading Notes so that each student has a copy.

Create a Class Outline for the Writing Assignment Have the class work together to create an outline (on the board or an overhead transparency) that tells them where they might find the relevant information for each part of their illuminated manuscript. An outline might look like the following:

Page 1: Cover with title and illustrations

Page 2: Muhammad's early life (Section 3)

- key words: *birth, orphan, trader, marriage*

Page 3: The Prophet of Islam (Section 4)

- key words: *cave, Gabriel, Allah, Qur'an*

And so on for the rest of the writing assignment.

Learners Reading and Writing Below Grade Level

Adapt the Reading Notes Provide students with copies of Sections 3 through 6 of History Alive! The Medieval World and Beyond, as well as a list of the 12 words or terms that are posted around the room. As students listen to the recording and follow along in the text, have them highlight the four words that they come across in their reading, as well as the sentences in which those words appear. This will help them complete the Reading Notes for these sections.

Adapt the Writing Assignment When creating the illuminated manuscripts, require students to include only one or two words from Step 1 in each section of the Reading Notes, rather than all the words.

Learners with Special Education Needs

Simplify the Writing Assignment Modify the directions on Information Master 7E for the illuminated manuscript, as follows:

1. Create a cover page with the title The Origins of Islam. Add designs that include colorful geometric shapes.
2. Create four pages about the life of Muhammad. Each page should include
 - one of the following sentences that best matches the topic for that page:

- Muhammad was born poor, but he grew up to become a trader.
 - For more than 20 years, Muhammad listened to the messages the angel Gabriel brought from God, whom Muslims call Allah.
 - Muhammad preached his ideas but was rejected by most Makkans.
 - Muhammad created a Muslim community in Madinah that respected Christians and Jews; later he captured Makkah and forgave his enemies.
 - colorful and appropriate illustrations (no human or animal figures)
3. Add creative touches to make the manuscript look authentic.

Advanced Learners

Have Students Research Islam Using the Web sites suggested in the Internet Connections, assign students to research Islam in medieval times. Consider altering the writing assignment in this lesson to incorporate their research. You may wish to have them include information on some or all of the following:

- Muhammad’s teachings about Allah, women, or other religions
- the various ways Islam was spread during and after Muhammad’s death (e.g., treaties, conquests)
- Islam in medieval Europe (particularly the cultural influence of Muslim rule in modern-day Spain)

Learners Reading and Writing Below Grade Level

- **Read One Section at a Time** Break up the reading during the Visual Discovery activity so that students read only one section at a time.
- To break up the reading for *Physical Geography of Greece*:
- Ask all but the last bulleted question in Step 2. Have students read Section 2 and complete the corresponding Reading Notes.
- Ask the last bulleted question in Step 2. Have students read Section 3 and complete the corresponding Reading Notes.
- To break up the reading for *Ancient Greek Colonies and Trade Routes*: Ask all but the last two bulleted questions in Step 5. Have students read Section 4 and complete the corresponding Reading Notes.
- Ask the last two bulleted questions in Step 5. Have students read Section 5 and complete the corresponding Reading Notes.
- **Scaffold the Reading Notes** Use the Guide to Reading Notes to scaffold the Reading Notes so that students take steps toward working more independently.
- For Section 2, omit key words that students can fill in.
- For Sections 3 and 4, provide prompts that students can complete.
- For Section 5, have students complete as written.

Learners with Special Education Needs

- **Divide the Preview Question** Divide the Preview question in the Interactive Student Notebook into two separate questions: *How do you think the physical geography of Greece influenced where people*

settled? and How do you think the physical geography of Greece influenced how people lived? Students should write a brief response to each question.

- **Offer a Choice for the Processing Activity** Have students complete two of the four storyboard pages for the Processing activity. Allow students the choice of doing Pages 1 and 2 or Pages 3 and 4. Alternatively, consider pairing students to work together to complete all four pages of the storyboard.

Advanced Learners

- **Add Questions to the Debrief** Add the following questions to Step 8 in the Visual Discovery activity:

Modifications & Accommodations

IEP and 504 Accommodations will be utilized.

Benchmark Assessments

sentence construction

paragraph writing

DBQ

Formative Assessments

See assessments listed above.

Summative Assessments

See assessments listed above.

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

SOC.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.2.8.GeoGI.4.a	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
SOC.6.2.8.HistoryUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
SOC.6.2.8.GeoHP.4.a	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
SOC.6.2.8.GeoHP.4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
SOC.6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
SOC.6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
SOC.6.2.8.CS3	The Classical Civilizations of the Mediterranean World, India, and China: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.