March/April. Ch. 7 :The Origins and Spread of Islam

Content Area: **Social Studies**
Course(s):
Time Period: **March**
Length: **1-2 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

	complete. Assessment: Geography Challenge		packet **Assessment:** exit slip; jigsaw activity	packet; Entrance Slip

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

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI Creativity and Innovation

	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.

Technology and Design Integration

Students will create reports using Google Drive.

Interdisciplinary Connections

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.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.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.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.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.
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.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

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 aft er 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

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP and 504 Accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

sentence construction

paragraph writing

DBQ

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

See assessments listed above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

See assessments listed above.

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

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.
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.
6.2.8.GeoPP.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.
6.2.8.GeoPP.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.
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.
6.2.8.HistoryCC.4.e	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
6.2.8.HistoryCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.