

# 03\_Unit 3: The Rise of Islam

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **4.5 weeks/ 22 lessons**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

---

Social Studies 7

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the seventh grade students will focus on "Expanding Exchanges and Encounters" and "Revolution and the New Nation".

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

Students will understand that

- cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places
- the physical and human characteristics of places and regions are connected to human identities and cultures.
- the diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.
- historical events and developments are shaped by social, political, cultural, technological, and economic factors
- political and civil (religion) institutions impact all aspects of people's lives

## **CONTENT AREA STANDARDS**

---

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.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.
SOC.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.
SOC.6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

SOC.6.2.8.HistoryCC.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
SOC.6.2.8.HistoryCC.4.e	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
SOC.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.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

---

LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

## **STUDENT LEARNING TARGETS**

---

### **Declarative Knowledge**

---

Students will understand that:

- the Arabian Peninsula borders Africa, Europe and Asia.
- the Arabian Peninsula has a very dry climate
- the people herded animals, led a nomadic lifestyle, and became merchants and traders on the Arabian Peninsula
- the geography of the Arabian Peninsula allowed it to become an epicenter for trade and fostered the spread of Islam
- the acceptance of Islam helped to unite a large empire
- the Byzantine Empires art had great influence on paintings during the Renaissance in Italy.

- the Ottoman Turks that lived in the Byzantine Empire helped spread Islam.
- medieval Muslims made a great many important innovations, adaptations and legacies that impacted their world and the world around them
- the Crusades were initiated by Christians living in Europe to regain control of Jerusalem and other holy sites located in the Middle East
- the Crusades were a series of religious wars that impacted the people living in Europe, Asia and Africa

## **Procedural Knowledge**

---

Students will be able to:

*explain how the geography and climate of the Arabian Peninsula impacted the people's lives, the spread of Islam, and its interactions with the rest of the world*

- locate the Arabian Peninsula
- describe the geography of the Arabian Peninsula
- explain what life was like on the Arabian Peninsula

*determine the influence of the Byzantine empire on the Islamic world and western Europe*

- identify how the Byzantine Empire influenced Islam and western Europe.
- analyze and determine the extent of the Byzantine Empires influence.

*analyze the role of Islam in uniting Muslims throughout the Arabian Peninsula, Europe, Asia, and Africa.*

- analyze the impact of the geography of the Arabian Peninsula on the lives of the people living there
- explain the impact of Islam on unifying people living on multiple continents

*explain and evaluate the important innovations, adaptations, and legacies made by medieval Muslims.*

- describe innovation, adaptations and legacies of medieval Muslims
- analyze the impact of the innovations, adaptations and legacies made by Muslims living during medieval times.

analyze why the Crusades took place and how explain how they affected the lives of Christians, Muslims, and Jews.

- explain why Christians started the Crusades
- explain how the Crusades impacted people living throughout the world

## **EVIDENCE OF LEARNING**

---

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

## **Benchmark Assessments**

---

- Benchmark Assessments using Pear Assessments three times per year

## **Formative Assessments**

---

Questions that may be addressed but not limited to are:

*How and why did Islam spread?*

*What important innovations and adaptations did medieval Muslims make?*

*How did the Crusades affect the lives of Muslims, Jews, and Christians?*

- observation
- one-on-one
- questioning
- graphic organizers

- anecdotal notes

Alternative:

- self-assessments
- exit tickets

## **Summative Assessments**

---

Questions that may be addressed but not limited to are:

*How and why did Islam spread?*

*What important innovations and adaptations did medieval Muslims make?*

*How did the Crusades affect the lives of Muslims, Jews, and Christians?*

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

Core:

[www.teachtci.com](http://www.teachtci.com) - - History Alive! The Medieval World and Beyond

Supplemental:

Brain Pop

## **INTERDISCIPLINARY CONNECTIONS**

---

English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - analyzing maps

Visual and Performing Arts - debate, presentations

Science - analysis of how geography and climate impact our way of life

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.