

Lesson Plan

Unit 5: Movement of Humans

The Development of the Muslim World (600-1100 CE): Lesson 1

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Standards and Objectives:	
Grade Level, Course, & Unit	7th Grade, Geography, Movement of Humans
Enduring Understandings	Course: Movement: People, goods, and ideas move across the planet through migration, trade, transportation, and communication networks.
	Unit 5: Movement of Humans: The movement of pathogens and ideas drives innovation, generates fear, and facilitates change.
MSDE Standards	5.0: History: Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
	6.0: Skills and Processes: Students will inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.
Curriculum Indicators	Exploring the role of Muslim missionaries, merchants, and military conquests on the spread of Islamic culture and religion
Essential Questions	Unit Question: How can the movement of ideas and the spread of disease create change?
	Content Question: Does territorial expansion strengthen or weaken cultural exchange?
Learning Objectives: <i>Students will be able to</i>	1. Define and apply key terms about the spread of Islam around the world.
	2. Analyze primary sources about how believers of the Muslim faith, merchants, and military conquests helped spread Islamic culture and religion

Assessments:	
Objective	Assessment Description
Objective 1	Note catcher Exit ticket
Objective 2	Note catcher

Resources & Materials (linked)	Slides Document A Document B Note catcher
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Instructional Plan	
Warm-Up (5 minutes)	<ol style="list-style-type: none"> Slide 2: Review reasons why people and ideas move from Unit 1: Geographic Thinking and Unit 4: Movement of Pathogens and Ideas. Slide 3: Introduce the Unit Essential Question: How can the movement of ideas and the spread of disease create change? Emphasize that you will explore how Muslim merchants, missionaries, and military conquests spread Islam around the world.
Main Instructional Activities (35 minutes)	<ol style="list-style-type: none"> Mini-lecture: (10 min) <ol style="list-style-type: none"> Pass out the notecatcher. Slide 4: Read the Slide to remind students about the importance of Muhammad, the founder of Islam Slide 5: Explain that Islam spread from the Middle East to North Africa, Europe, and other parts of Asia. Slide 6: Who or what helped Islam spread around the world? <ol style="list-style-type: none"> Define merchants, missionaries, and military conquests. Ask students to record the definitions on their note catchers. <ol style="list-style-type: none"> Explain that merchants, specifically spice traders, were one way that Islam spread into Europe, Northern Africa, and Asia. Explain that believers of the Muslim faith also spread Islam, but Muslims did not travel around to convert people of other faiths like Christians did. Explain that some military conquests or

conflicts helped Islam spread, but there was also peaceful co-existence between Muslims and people of other faiths.

4. Introduce Source Analysis

- a. Explain to students that they will consider different perspectives through primary sources on how Islam spread around the world.

5. Analyze Document A: al-Idrīsī's map together. (10 minutes)

The al-Idrīsī maps were retrieved from the [Digital Bodleian Library at the University of Oxford](#). The maps can be viewed by students on the Slides or use a printed copy of Document A.

- a. **Slide 7:** Explain that the map was drawn by Muhammad al-Idrīsī to support merchants in the spice trade. He was an African geographer from Morocco in the 1100s.
- b. Ask students to look at the map and complete the questions on their note catchers:
 - i. What do you see on the map?
 - ii. What do you wonder about the map?
- c. Discuss students' ideas about the map.
- d. **Slide 8:** Ask students to compare the al-Idrīsī map with the contemporary map. Ask students if they can see any similarities with the modern map.
- e. **Slide 9:** Ask students to complete the first row on the chart on the back of the note catcher about Document A.
 - i. Write a 1 or 2 sentence summary of the Document A: al-Idrīsī's map.
 - ii. Circle one way that Document A shows how Islam was spread throughout the world.
 1. Through military conquest or conflict
 2. Through believers of the Muslim faith
 3. Through merchants

6. Analyze Document B: The Constitution of Medina (Modified) (15 minutes)

The modified primary source used in this part of the lesson was curated by Joel Blecher, scholar of Islamic History at the George Washington University.

- a. Pass out the second primary source, **Document B: The Constitution of Medina**.
- b. **Slide 10:** Read **Document B** together aloud twice. The first time, ask students to listen and follow along. The second time, ask students to listen with the goal to summarize the meaning of the passage.
- c. **Slide 11:** Ask students to answer the following on their

	<p>note catchers:</p> <ul style="list-style-type: none"> i. Write a 1-2 sentence summary of the document. ii. How does this source show how Islam was spread? Circle at least one: <ul style="list-style-type: none"> a. Through military conquest or conflict b. Through believers of the Muslim faith c. Through merchants d. Discuss students' answers on their note catchers. e. If time permits, choose some of the following discussion questions to discuss with students: <ul style="list-style-type: none"> i. What does this document show about how Muhammad tried to bring people together? ii. In what ways does it remind you of other constitutions you have studied? iii. In what ways does it seem different? iv. Why do you think it was important to include both religious and tribal groups? v. The agreement did not hold for long—what challenges do you think this agreement might have faced and why do you think it did not endure? f. Collect the note catcher to use in Lesson 2.
Closure (5 minutes)	<p>7. Slide 12: Exit Ticket: On paper or as a turn-and-talk:</p> <ul style="list-style-type: none"> a. Use the key terms (merchants, missionaries, and military conquests) from today's lesson to write 1-3 sentences about how Islam spread around the world.