

## Lesson Plan

### Unit 5: Movement of Humans

#### The Development of the Muslim World (600-1100 CE): Lesson 2

Please share feedback on the lessons here: <https://forms.gle/Rah7g98eUNveQ8yPA>

Standards and Objectives:	
<b>Grade Level, Course, &amp; Unit</b>	7th Grade, Geography, Movement of Humans
<b>Enduring Understandings</b>	<b>Course: Movement:</b> People, goods, and ideas move across the planet through migration, trade, transportation, and communication networks.
	<b>Unit 5: Movement of Humans:</b> The movement of pathogens and ideas drives innovation, generates fear, and facilitates change.
<b>MSDE Standards</b>	<b>3.0: Geography:</b> Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
	<b>5.0: History:</b> 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.
	<b>6.0: Skills and Processes:</b> 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.
<b>Curriculum Indicators</b>	Exploring the role of Muslim missionaries, merchants, and military conquests on the spread of Islamic culture and religion
<b>Essential Questions</b>	<b>Unit Question:</b> How can the movement of ideas and the spread of disease create change?
	<b>Content Question:</b> Does territorial expansion strengthen or weaken cultural exchange?
<b>Learning Objectives:</b> <i>Students will be able to</i>	1) Review 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
	3. Explain ways that Islam spread around the world.

Assessments:	
Objective	Assessment Description
Objective 1	Warm-up
Objective 2	Note Catcher
Objective 3	Exit Ticket

Resources & Materials (linked)	<a href="#">Slides</a> <a href="#">Document C</a> <a href="#">Note Catcher</a>
--------------------------------	--

Instructional Plan	
Warm-Up (5 minutes)	<ol style="list-style-type: none"> <li><b>Slide 2:</b> Ask students to turn and talk to review the terms introduced in Lesson 1: merchants, missionaries, and military conquests</li> <li>Pass out the note catcher from Lesson 1.</li> <li><b>Slide 3:</b> Ask students, What did we learn about how Islam spread throughout the world in Lesson 1? <ol style="list-style-type: none"> <li>Encourage students to use their note catchers to remind them about what they learned. Document A showed that while Muslims and other groups in the Middle East sometimes fought, there were efforts to keep peace among religious groups.</li> </ol> </li> </ol>

**Main  
Instructional  
Activities  
(30 minutes)**

**4. Slide 4: Source Analysis (15 mins)**

*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. Distribute the third primary source, Document C.
- b. Read **Document C** 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 5:** Ask students to answer the following on their note catchers:
  - i. Write a 1-2 sentence summary of the document.
  - ii. How does this source show how Islam was spread?  
Circle one:
    - a. Through military conquest or conflict
    - b. Through believers of the Muslim faith
    - c. Through merchants
- d. Review the students' answers on their note catchers as a whole class.

**5. Slide 6: Synthesize Documents A, B, and C (15 mins)**

- a. Briefly display Document A (Slide 7) and pass out Document B so students can look at all three documents.
- b. Ask students to use the documents and their note catchers to review the information they collected about each source. Ask students to turn-and-talk about each of the following questions in small groups. After each turn-and-talk, discuss as a whole group:
  - i. **Slide 8:** Which documents showed us how merchants traveled and spread Islam through their work?
  - ii. **Slide 9:** Did any of the documents show us information about military conflict? What evidence do we see that interactions between Muslims and other groups could also be peaceful?
  - iii. **Slide 10:** Which document helped us understand how believers of Islam could have spread their religion to other places?
  - iv. **Slide 11:** To summarize, who or what helped Islam spread around the world?

**6. Slide 12: Emphasize a big idea:** The movement of people and ideas caused different kinds of changes. Historians need to pull together different documents to find out how and why people and ideas spread.

**Closure  
(5 minutes)**

**7. Slide 13: Exit Ticket:** Complete the sentence: \_\_\_\_\_  
helped spread Islam around the world because \_\_\_\_\_.