

Lesson Plan

Unit 5: Movement of Humans

The Development of the Muslim World: Lesson 3

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

| 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 | 3.0: Geography: 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. |
| | 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 | Analyzing Islamic influences on culture throughout Asia, North Africa, and Europe. |
| 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. Review how Islam spread throughout Asia, North Africa, and Europe |
| | 2. Analyze images for evidence of islamic influences in the culture, art, |

| | |
|--|---|
| | and architecture in Asia, North Africa, and Europe. |
|--|---|

| Assessments: | |
|--------------|---------------------------------|
| Objective | Assessment Description |
| Objective 1 | Note catcher |
| Objective 2 | Class discussion Exit ticket |

| | |
|--------------------------------|--|
| Resources & Materials (linked) | Slides Note catcher |
|--------------------------------|--|

| Instructional Plan | |
|---|--|
| Warm-Up (5 minutes) | <ol style="list-style-type: none"> 1. Slide 2: Warm-up: The Islamic Calendar <ol style="list-style-type: none"> a. Read Slide 2 aloud to explain that the Islamic calendar started in the year 622 CE and how it is a lunar calendar. b. Slide 3: Ask students to follow the formula to find out the year in the Islamic calendar. |
| Main Instructional Activities (35 minutes) | <ol style="list-style-type: none"> 2. Activating Background Knowledge (15 mins) <ol style="list-style-type: none"> a. Slide 4: Ask students to start to list things you know about Islam and things you want to know about Islam. Ask students to think back to Unit 4 on the Movement of Pathogens and Ideas and other lessons they have had about Islam. (10 mins) <ol style="list-style-type: none"> i. Use a KWL (Know, Want to Know, Learned) chart to review what students have learned about Islam. ii. Ask students to share out about what they think they know about Islam and what they want to learn. Record their answers on a slide or on a paper KWL chart. iii. If students need more time to review, answer students' questions and review major details about Islam. b. Slide 5: Review vocabulary: Ask students to match the following terms with their definitions on the slide (5 mins) <ol style="list-style-type: none"> i. Merchants ii. Missionaries |

- iii. Military conquest
- iv. Culture
- c. **Slide 6:** Review where Islam spread into Asia, Africa, and Europe. Review the modern-day countries labeled on the map. These countries will be important in the next activity.

3. **Slide 7: Gallery Walk (20 mins)**

The images and historical information used in this part of the lesson were curated by Joel Blecher, scholar of Islamic History at the George Washington University.

- a. Ask students to walk around the room and analyze each set of images (5-10 mins). In the middle column on their note catchers, ask students to hypothesize what might the image tell us about how the spread of Islam influenced or changed culture in Asia, Africa, or Europe.
- b. Each image or set below is included on the Slides. Print out Slides or distribute them electronically.
 - i. **Slide 8:** Coins
 - ii. **Slide 9:** Architecture A
 - iii. **Slide 10:** Chess Set
 - iv. **Slide 11:** Architecture B
- c. After students have made hypotheses about each image or set of images, review each Slide with students using the background notes on each set of images below. As you review each set of images, ask students to write down one "historical insight" about the images.
 - i. **Slide 8:** Coins
 - 1. Ask students, what's different about the coins on the left and right?
 - 2. **Provide additional historical context and make connections to the students' contributions:** The first set of coins on the left are from the 660s and contain Greek and Arabic letters, as well as an image of a Byzantine emperor. The coins on the right are from the 690s, about 60 years after Muhammed died. They contain no images. They contain not just Arabic, but two verses from the Qur'an. They mention not just God but also Muhammad. They use the Islamic calendar (year 77 since the constitution of Medina). There is no Greek or Persian or any other symbols. This shows how Islam was spreading.

| | |
|--|--|
| | <p>ii. Slide 9: Architecture A</p> <ol style="list-style-type: none"> 1. Ask students, what differences do you notice between the two buildings? 2. Provide additional historical context and make connections to the students' contributions: The building on the left was built by the Byzantines in Constantinople in the 500s. The building on the right was built by the Ummayyad Dynasty (a Muslim dynasty) in Damascus in 600s. The Mosque still has inspirations from the Byzantine Empire, but there are new features of the building that show the new architecture style of the Muslims. <p>iii. Slide 10: Chess</p> <ol style="list-style-type: none"> 1. Ask students, what differences do you notice between the two chess sets? 2. Provide additional historical context and make connections to the students' contributions: The chess pieces on the left are the oldest known chess pieces in the world, probably from 700 CE. They are from India. The pieces include elephants and other figures that are significant in India. The chess pieces on the right show how Muslims expanded the game to include more pieces and changed some of the figures. Muslims invented the rook (named for the Rukh, a mythical bird of the Persian imagination). The rook was the most powerful piece at the time. Muslims debated whether chess was healthy to play chess. They worried about gambling on chess games and wasting time away from families, work, and religion. So, they debated whether chess should be allowed or forbidden. In the end, Muslims accepted chess and many elites played the game. <p>iv. Slide 11: Architecture B</p> <ol style="list-style-type: none"> 1. Ask students, what differences do you notice between the two buildings? 2. Provide additional historical context and make connections to the students' |
|--|--|

| | |
|--------------------------------|---|
| | <p>contributions: The building on the left is the Chapel of Ascension in Jerusalem from the 300s. While both buildings have domes, Dome of the Rock, built in the late 600s, has new features of Islamic architecture.</p> <p>d. Slide 12: Summarize the Gallery Walk by asking “In what ways did Islam influence culture from the images we analyzed?”</p> |
| Closure (5 minutes) | Slide 13: Exit Ticket: Use one set of images that we looked at today to explain how Islam influenced culture. |