

Lesson Plan

Unit 5: Movement of Humans

The Development of the Muslim World: Lesson 4

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
	Analyzing leadership decisions made in response to ruling over diverse non-Muslim populations
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:	1. Analyze images for evidence of islamic influences in the culture, art, and architecture in Asia, North Africa, and Europe.

<i>Students will be able to</i>	2. Describe how Muslim leaders made decisions when ruling over diverse non-Muslim populations
	3. Explain how Islam spread throughout Asia, North Africa, and Europe

Assessments:	
Objective	Assessment Description
Objective 1	Jigsaw activity
Objective 2	Source analysis question discussions
Objective 3	KWL chart

Resources & Materials (linked)	Slides Document D
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Instructional Plan	
Warm-Up (5 minutes)	<ol style="list-style-type: none"> Slide 2: In small groups, ask students to list at least three ways that culture changed as Islam spread. Use the images on Slide 2 to remind students of the ways Islam changed culture through art, architecture, coins, and games. Slide 3: Discuss the Essential Question: Does territorial expansion strengthen or weaken cultural exchange? <ol style="list-style-type: none"> Ask students whether we have found that the expansion of Islam created more or less exchange of cultures. Slide 4: Emphasize a Big Idea: As Islam spread, the culture in different places changed and often reflected a blend of different cultures, including Muslim influences and the cultures that existed before.

**Main
Instructional
Activities
(30 minutes)**

4. Mini-lecture: Islam in Europe (15 mins)

- a. **Slide 5:** Remind students that Islam spread throughout Asia, North Africa, and Europe. Highlight the circled area – modern-day Spain and Portugal – where Islam had a significant influence of religion and culture.

b. Slide 6: Jigsaw Activity

- i. Create five groups of students and label them groups 1-4.
- ii. Assign each group one Slide (**Slides 7- 10**) to read. Slides can be printed out or shared electronically. Ask the students to read their Slide and answer the following questions. Students should be prepared to share the answers to their questions aloud with their peers. (5 mins)
 - 1. Who or what does your Slide show?
 - 2. How does the Slide show the influence of Islam or a notable Muslim figure in Spain?
- iii. Create five new “expert” groups with a representative from each group 1-4 created in step 4bi.
- iv. Ask each member of the new groups to share information on their assigned Slide.
- v. **Slide 11:** Debrief the activity as a whole group. Ask students to share-out what they learned about the influence of Islam in Spain.

5. Slide 12: Source Analysis: Pact of ‘Umar (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 primary source, Document D.
- b. Read **Document D** 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 13:** Ask students to answer the following questions on paper or aloud in small groups about Document D.
 - i. What is the main idea of the document? Write 1-2 sentences.
 - ii. What did the Christians of Syria want in their agreement with ‘Umar? List at least three examples.
 - iii. How did ‘Umar respond to the Christians of Syria?
 - iv. Does this document show conflict or cooperation

	<p>between Muslims and non-Muslims? Why or why not?</p> <ul style="list-style-type: none"> v. According to the Pact of 'Umar, how did Muslim leaders make decisions when ruling over diverse non-Muslim populations? d. Review the discussion questions together as a whole class.
Closure (10 minutes)	<p>6. Slide 14: KWL Chart (10 mins)</p> <ul style="list-style-type: none"> a. Return to the KWL chart that you started in Lesson 3. b. Ask students to identify new things that they have learned about Islam, specifically how Islam spread around the world and influenced culture.