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Islam in History [4th grade]

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Education Department

Understanding by Design Curriculum Units

Trinity University

Year 2006

Islam in History

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UNDERSTANDING BY DESIGN

UNIT COVER PAGE

Unit Title: Islam in History

Grade Level: 4th

Subject/Topic Area(s): Social Studies – The Founding & Spread of Islam

Designed By: Robert Roehm

Time Frame: 4 weeks

School District: Judson Independent School District

School: Coronado Village Elementary

School Address and Phone:

213 Amistad
Universal City, TX 78148
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Brief Summary of Unit (Including curricular context and unit goals):

Students will probe the questions of what exactly makes up a religion & how belief systems shape worldviews, spread, and interact as they learn about the founding and spread of Islam. Students will recognize that different belief systems meet similar needs and share common elements, learning

Students will explore the history of Islam's origins and its spread and variation up to the present day. They will look at *how* its ideas have spread, as well as how they were received in different areas of the world. Students will also look at the Crusades as an example of beliefs in conflict, exploring various possible perspectives on the events and situations these invasions produced.

In two performance assessments, students will take their new understanding of Islam to more applied settings. First, they will pose as travelers visiting Islamic lands, producing a travel log and interpreting their experience through various scrapbook items from their journeys that stress perspective. Second, students will role play all elements of Meccan society just before Muhammad returned to Mecca and established it as the center of the Islamic Faith.

Unit: The Founding & Spread of Islam

Grade: 4th (CORE)

Stage 1: Desired Results

Understandings

Most belief systems meet similar needs and share common elements.

Ideas, beliefs & cultures may spread by many means. (Trade, family, war, missionaries, migration, media, etc.)

New ideas and beliefs frequently meet hostile reactions.

The presence of conflicting belief systems in a society or country often results in real or symbolic conflict.

Events may be interpreted in radically different ways depending on perspective.

Essential Questions

- * What is a religion?
- * How does one's culture and belief system shape one's view of the world?
- * How do intangible things like ideas spread through a society.
- * What happens when beliefs collide?
- * When is an idea worth fighting for?
- * Who gets to decide how history is told?

Knowledge & Skills

- Shared characteristics of major religions
 - * Explanation of origins,
 - * Belief in something supernatural
 - * Rituals
 - * Place of individual in world
 - * How individuals should conduct themselves
 - Right/wrong
 - sacred/profane
- Historical Information relating to Islam's founding
 - * Muhammad
 - * The Koran
 - * Mecca & Medina Drama
- Familiarity with major principles of Islam
 - * Monotheism = One God
 - * Muhammad is his prophet
 - * 5 Pillars
 - Shahada - One God Statement
 - Salat - Prayer (5 a day)
 - Zakat - Charity
 - Ramadan – Fasting Month
 - Hajj - Pilgrimage
- A basic understanding of Islam's initial spread
- Conflict between Islam and other faiths
 - * History of the Crusades
- Basic familiarity with diversity & geographic distribution of the Islamic faith today

(SS TEKS: 22 a-f, 23 a-d,)

Stage 2: Assessment Evidence

PERFORMANCE TASK 1: A Journey Through the Lands of Islam

Students will go on a “journey” through Islamic Lands as a class. Like the great travelers Marco Polo and Ibn Batutta, they will see places and cultures unlike anything they have ever encountered. On each of four days, the class will “visit” a different Muslim society either from history or the present. They will visit:

- (1) Early Arabia,
- (2) Timbuktu in the Malinese Empire,
- (3) Modern India/Pakistan
- (4) Muslim Malaysia

In each country, a (10-15 min) slide show will be presented that shows Islamic practice, society, and culture in that location. Students will be exposed to forms of expression (art/architecture/clothing/etc.) in each of these places as well.

Next, students will be provided with a Travel Log sheet. Students will spend 5 to 10 minutes writing down their basic impressions and documenting the geographic path of their travels on a map provided.

At this point each day, students will have 30-40 min to complete one of 4 tasks for their final Islamic Lands Scrapbook. Students may choose when they complete each task, but must produce one of each by the end of day 4. Their task to complete are the following:

(1) Write a **letter home/postcard** in which you describe the culture and beliefs of this society in terms that people who have never heard of it will understand. Explain how the practice of Islam in this land meets community and personal needs that are shared by people everywhere.

(2) Design a travel Advertisement for this location. Pretend you are a Muslim Travel Agency that wants to convince Muslim travelers to visit this place.

(3) Write a **newspaper article** of an event that happens in this land from the perspective of one of its inhabitants. This could be a cultural festival, a crime, a natural event, etc.

(4) **Tell a funny travel story** about how you and things you have brought with you are seen as a curiosity. How do people react to the way you dress, talk, and act? How do their beliefs affect their reactions? You may tell your story in written or “comic book” form.

(5) *Optional extension for students finished with a task early: **Explain your own beliefs** to a member of this society. Try to share what you believe and how you see the world in ways that a person from this place will understand.*

On the last day, students will put all their journey elements together into one coherent final product (essentially just put them in order and add a cover). They will then each have the opportunity to share their favorite task response before the class.

Final Performance Task: The Mecca Debate – A Role Play

Students will act out different members of Meccan society. They will prepare brief statements expressing their views about how to react to Muhammad and his new religion. Students will then role-play in a town meeting format, sharing their views in an effort to influence the town's leaders' (also played by students) decision. In turn, each group of Meccan citizens must answer the following questions for his role in society. After all presentations, the 3 clan leaders will debate with each other and come to a decision – majority of leaders (2+) wins. In order to keep our simulation more culturally/historically realistic, the issue may not be put to a full community vote.

- (1) *All*: How do they think Islam will change their city?
- (2) *All*: How will Muhammad's changes benefit them in their role?
- (3) *All*: How will Muhammad's changes be to their disadvantage?
- (4) *All*: All considered, do they think Muhammad and his followers should be allowed in?
- (5) *Tribal Leaders*: What criteria will you use to decide after everyone has presented?

Each group

Tribal Leaders (3) Merchants (2) Mothers of children (2) Farmers (2-4)
Shrine Keepers (2) Shrine Priests (2) Warriors (2) Musicians (2)
Poor Members of the Community (2-3)

Day One: Divide up roles, students prepare statements and practice presenting them to each other.

Day Two: Town meeting and Decision (Students may come in authentic dress if desired)

Follow Up Reading – What really happened? – Pearson pg 110 - 111

Other Evidence:

- *5 pillars recall quiz
- *Spread of Islam Map Activity
- *Reactions to Islam's spread perspective write
- *4 Letters regarding different perspectives on the Crusades
- *Final Islam Test

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Week 1

Day 1

What is a Religion? Discuss this question with whole class. Chart student responses and discuss things that seem to be broadly helpful for definition.

Share list of major characteristics most religions share:

- * *Explanation of how everything started*
- * *Belief in something supernatural*
- * *Rituals*
- * *Place of individual in world*
- * *How individuals should conduct themselves*
Right/wrong sacred/profane

Briefly explain each one, then ask students to think through each characteristic. Can they think of ways their families' beliefs fit these characteristics? (connections)

Post: *How does one's culture & beliefs shape one's view of the world?* Guide students through discussing this question using examples, etc.

Day 2

Islam quick response: Introduce issue of Islam in current events. Ask students to write down what they have heard and what they think they know about Islam (5-10 min). Use product for teacher understanding of student starting points, as well as to return to students after completion of our unit to reevaluate what they believed.

Lesson: Guide students through reading of Pearson pgs. 106-108. Discussion: Do these beliefs (5 pillars) seem similar to your family's? How are they different?

Students Put 5 Pillars on Pillar activity Sheet as a review tool. May decorate with extra time.

Day 3

Brief review of 5 pillars – try to reconstruct list from class memory.

Lesson: Muhammad in Mecca: Initial story of Muhammad, who he is, what he believed, how people responded.

Day 4

Opening: 5 Pillars of Islam Quiz, after brief refresher discussion.

Lesson: Muhammad to Medina & his eventual return by conquest.

Day 5

Opening: 5 minute review discussion of beliefs and initial history.

Lesson: How ideas spread activity. (Trade, family, war, missionaries, migration, media, etc.)

*Students will create skits in groups to act out different ways ideas spread. Each group will be assigned one of these methods of diffusion to act out.

Day 6

Lesson: Spread of Islam Map Activity. Students record outward layering of the expansion of Islam on a World Map. List of types of spread from day 5 will be posted to reference as appropriate through the activity.

Day 7

Lesson: Teacher presentation of advanced Islamic Society and its achievements.

Great Empires, Great Cities, Discoveries, Great Thinkers, Great Art & Architecture.

Students will then compare and contrast life in Medieval Europe and more advanced Medieval Middle East with a Venn Diagram.

Day 8

Crusades History

Pearson pg 115-118

Video about the Crusades to build on schema

Day 9

Lesson: Crusades Perspectives Letters: After this brief review of major points from day before, students will write 4 brief letters on notebook paper. In each letter, students will pretend that they are a historical person writing an editorial letter to their hometown newspaper about the issue of the Crusades. The four perspectives students will take are:

1) Crusader 2) Muslim in Holy Lands 3) Jew in Holy Lands 4) Baghdad Muslim

PERFORMANCE TASK 1

Day 10

Introduce project and student's responsibilities.

Ancient Arabia Visit ([1] slide show, [2] log, [3] mark map, [4] student choice task)

Important: The teacher should grade these 1st activities before day 2, both for checking understanding and to clarify expectations to students.

Day 11

Malinese Empire Visit (new slide show, same lesson sequence)

Day 12

India/Pakistan Visit

Day 13

Muslim Malaysia Visit

Day 14

Students take completed activities and compile into a finished product (Essentially put in a nice cover to be presented as one whole). Students present their favorite activity produced to class.

PERFORMANCE TASK 2

Day 15

Project explained, Roles delegated.

Students get in their groups and produce their statements to the council.

Day 16

Council Debate Held: Students (who may come dressed for the occasion) take turns presenting their opinions to the community and Tribal Elders. After all have presented (Tribal Leaders keep their opinions to selves), the tribal leaders will publicly discuss and weigh the arguments, coming to a final decision between the three of them.

Day 17 (Optional if desired)

Teacher Created "Islam Unit Review Game"

Day 18 (Optional if desired)

Teacher Created "Islam Unit Test"

**FIRST
PERFORMANCE TASK
MATERIALS**

Name: _____

Daily Travel Log #1

Things that stuck out to me about Ancient Arabia:



Key:

◆: Where I am now

Name: _____

Daily Travel Log #2

Things that stuck out to me about Timbuktu and the Empire of Mali:



Key:

- : Where I have traveled
- : A place I have visited
- ◆: Where I am now

Name: _____

Daily Travel Log #3

Things that stuck out to me about Muslim Society in Pakistan and India:



Key:

- : Where I have traveled
- : A place I have visited
- ◆: Where I am now

Name: _____

Daily Travel Log #4

Things that stuck out to me about Muslim Malaysia:



Key:

- : Where I have traveled
- : A place I have visited
- ◆: Where I am now

Name: _____

A Local Travel Advertisement : Brainstorming Sheet

Your Task:

Design a travel Advertisement for this location. Pretend you are a Muslim Travel Agency that wants to convince Muslim travelers to visit this place.

Here are some questions to quickly answer and turn in with your advertisement.

How will you attract someone who believes in Islam?

What might a Muslim person want to find in a hotel?

What town attractions might a Muslim person be interested in?

How will the artistic element of your brochure have an Islamic touch?

Name: _____

Task #3 A Newspaper Clipping

Your Task:

Write a **newspaper article** of an event that happens in this land from the perspective of one of its inhabitants. This could be a cultural festival, a crime, a natural event, etc.

Questions to ask yourself:

- (1) How might a Muslim person interpret this event differently from someone else?
- (2) What might a Muslim audience find most interesting about an event?
- (3) What interests would be the same for a newspaper reader of any belief system?

Newspaper Name: (ex: The Timbuktu Telegraph)	
Story Headline:	Space for an Illustration:
The Story:	Caption:

Name: _____

Name: _____

A Funny Story from My Travels (b)

Tell a funny travel story about how you and things you or brought with you are seen as a curiosity. *How do people react to the way you dress, talk, and act? How do the beliefs of the people in the land you are visiting affect their reactions?* You may tell your story in written or “comic book” form (you may pick up a separate letter format sheet if you choose that option).

You would not believe what happened today!

It all began...			

A Journey through Islamic Lands – Rubric

CATEGORY	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Needs Improvement
Completion of Required Elements	Student has completed and compiled all 4 activities plus daily logs with evidence of special effort to be thorough and to get as much out of the experience as possible.	All 4 activities and daily logs completed appropriately, turned in, and compiled into final “scrapbook” form.	Student included most information that was required. Some activities incomplete or lacking in evidence of best effort.	Student failed to complete significant portions of our daily assignments. Lack of evidence of even a moderate effort to grapple with the performance tasks challenges.
Creative Use of Islam Unit Learning.	The student shows an excellent mastery of our Islam Unit learning in the way they use historical knowledge to both back up their observations as well as to form life-like perspectives on appropriate assignments.	The student consistently uses his/her learning from our Islam Unit to make informed observations, connections, and perspectives.	The student sometimes uses Islam Unit information to strengthen his/her completion of the required tasks.	There was very little Islam Unit learning used to create perspective or realism. Not enough evidence for a reviewer to assess the student’s learning.
Interpretation	The student clearly interprets each society using the tools gained in our Islam Unit. The student often displays their understanding that Islam has much variation in culture and practice in the learning activities.	The student interprets each society using the tools gained in our Islam Unit. The student recognizes that Islam has much variation in culture and practice.	The student at times interprets the societies visited using the tools gained in our Islam Unit. The student sometimes seems to recognize the variability of Islamic societies.	The student fails to see how each culture expresses Islamic beliefs and historical attributes in the way it has adapted to the environment and context. The student does not seem to grasp the concept of variation in Islamic practice.
Use of perspective	The student shows a consistent ability to look at history and culture from multiple standpoints. Point-of-view assignments are consistently in character.	Point-of-view, assignments stay in character. The student often shows their ability to look at history and culture from many perspectives.	The student is inconsistent in their adoption of perspective. Perspectives adopted do not often shed new light on what they are describing.	Point-of-view assignments rarely display an understanding of history being able to be viewed from multiple perspectives.

**SECOND
PERFORMANCE TASK
MATERIALS**

Name: _____

Tribal Leaders

You are a leader of one of the major clans of Mecca. You set the course of the community with your decisions. You are responsible for helping your community make decisions that are best for everyone. It is your job to make the best decision, even if it is not what some people might want because of their jobs! You also must figure out what will help you make your final decision. You must get along with the other clan leaders as you try to do this.

Answer the first 4 questions for *just you*. Then get together with the other 2 tribal leaders and work together on question 5.

Work alone and quickly on these 4 questions:

(1) How do you think Islam will change your city?

(2) How will Muhammad's changes benefit you?

(3) How will Muhammad's changes be to your disadvantage?

(4) All considered, do you think Muhammad and his followers should be allowed into Mecca?

Names: _____

Tribal Leaders (Page 2)

Work together on these questions:

(1) What criteria will you use to decide after everyone has presented? In other words, how will you judge the best choice?

(2) Some people in the community are going to want to let Muhammad in, others will not – how will you choose between the two sides?

(3) How will you do this in a way that will not make too many people upset?

Names: _____

Merchants

You are the money makers in your community. You sell goods and services to make a profit. You sell things people need, like food, clothing, pottery, and tools. You also sell things people don't need but still want like jewelry, decorations, fine rugs, and fine dishes. Many of the people you sell things to are visitors to Mecca's shrines.

If Muhammad and his followers are allowed into Mecca, it may change what goods and services people will want to buy. Things that are decorated with symbols of your town's traditional religion may not be acceptable anymore. However, there might be new things people need if they start following Islam.

Work together to answer the following questions. If you have time, prepare a single statement or argument to present to the council.

(1) How do you think Islam will change your city?

(2) How will Muhammad's changes benefit you?

(3) How will Muhammad's changes be to your disadvantage?

(4) All considered, do you think Muhammad and his followers should be allowed into Mecca?

Names: _____

Mothers of Children

You have the very important task of raising the next generation. In Mecca's traditional culture, it is your job not only to take care of kids, but to teach them how to act and be good people. If Muhammad and his followers have their way, your community will soon have very different values and beliefs. Under Islam, you also may not have as much freedom to do what you like, but you might also have new rights and responsibilities within the religion.

Work together to answer the following questions. If you have time, prepare a single statement or argument to present to the council.

(1) How do you think Islam will change your city?

(2) How will Muhammad's changes benefit you?

(3) How will Muhammad's changes be to your disadvantage?

(4) All considered, do you think Muhammad and his followers should be allowed into Mecca?

Names: _____

Farmers

You work the land and grow crops for people to eat. Without your work, your community would starve. This will still be true if Islam comes to Mecca.

However, Islam may mean you have new duties that might affect you (think about the 5 Pillars).

Work together to answer the following questions. If you have time, prepare a single statement or argument to present to the council.

(1) How do you think Islam will change your city?

(2) How will Muhammad's changes benefit you?

(3) How will Muhammad's changes be to your disadvantage?

(4) All considered, do you think Muhammad and his followers should be allowed into Mecca?

Names: _____

Shrine Keepers

You are the people responsible for maintaining the religious sites in Mecca today. You work every day to keep many shrines beautiful and ready for people to visit. Your shrines bring visitors from other places to Mecca, some of which give you money to keep doing your work. You have heard that Islam says people may not worship anything other than Allah.

Work together to answer the following questions. If you have time, prepare a single statement or argument to present to the council.

(1) How do you think Islam will change your city?

(2) How will Muhammad's changes benefit you?

(3) How will Muhammad's changes be to your disadvantage?

(4) All considered, do you think Muhammad and his followers should be allowed into Mecca?

Names: _____

Shrine Priests

You are the leaders of Mecca's current religious life. You lead all the rituals that are done in Mecca's shrines to various gods. You know that Muhammad does not want people to worship the gods your people worship now. You also don't know how you will be treated if Muhammad and his followers are allowed in.

Work together to answer the following questions. If you have time, prepare a single statement or argument to present to the council.

(1) How do you think Islam will change your city?

(2) How will Muhammad's changes benefit you?

(3) How will Muhammad's changes be to your disadvantage?

(4) All considered, do you think Muhammad and his followers should be allowed into Mecca?

Names: _____

Warriors

You are the warriors of your community. Your job is to defend your town against nomads and wild animals that might try to raid your town and steal things.

You have heard that some of Muhammad's followers have been involved in raids on trade caravans going to and from Mecca. You know some of the people who have been killed or captured in such raids. You also know that if your community won't peacefully let Muhammad and his followers in, you may be called to risk your life to defend Mecca from them. You also know that Muhammad is always looking for soldiers to work for him, and that he has ideas about big conquests in foreign lands one day.

Work together to answer the following questions. If you have time, prepare a single statement or argument to present to the council.

(1) How do you think Islam will change your city?

(2) How will Muhammad's changes benefit you?

(3) How will Muhammad's changes be to your disadvantage?

(4) All considered, do you think Muhammad and his followers should be allowed into Mecca?

Names: _____

Musicians

You are the entertainers of your community. You use instruments to make music that people like, and depend on people paying you to enjoy your music and songs.

You know that music in Islam has different songs and messages, but you also know that it uses the same instruments you are already skilled at using, since Muhammad was originally from Mecca. You sometimes work for the village shrines, playing music for religious rituals. This work would end, but you might be able to find new work in Islam's mosques.

Work together to answer the following questions. If you have time, prepare a single statement or argument to present to the council.

(1) How do you think Islam will change your city?

(2) How will Muhammad's changes benefit you?

(3) How will Muhammad's changes be to your disadvantage?

(4) All considered, do you think Muhammad and his followers should be allowed into Mecca?

Names: _____

Poor Members of the Community

You are members of Meccan society that struggle each day to survive. You depend on other people being kind to you to get your food and shelter each day.

You have heard that Muhammad's Islam has very strong beliefs about taking care of the poor. You have heard that it is even one of the 5 Pillars of his religion that people give part of what they earn to help feed, clothe, and educate those less fortunate.

Work together to answer the following questions. If you have time, prepare a single statement or argument to present to the council.

(1) How do you think Islam will change your city?

(2) How will Muhammad's changes benefit you?

(3) How will Muhammad's changes be to your disadvantage?

(4) All considered, do you think Muhammad and his followers should be allowed into Mecca?

The Mecca Debate - Rubric

Group Names: _____

CATEGORY	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Needs Improvement
Completion of Required Elements	<p>The group has both completed their role sheet and prepared a formal statement to read before the council. Both these documents show evidence of quality effort.</p> <p>It is evident the group kept <i>everyone</i> up to speed, rather than relied totally on a few members.</p>	<p>The group has both completed their role sheet and prepared a formal statement to read before the council to an acceptable level of quality.</p> <p>The group made efforts to include everyone in preparation for the council meeting.</p>	<p>The group attempted to complete both their role sheet and statement, but was unable to b/c of either inefficiency or failure to work together as a team.</p> <p>The group made little effort to include all.</p>	<p>Students significantly failed to complete required preparations for the council meeting.</p> <p>The group's dynamics significantly blocked its ability to function and complete assigned tasks.</p>
Creative use of Islam Unit Learning.	The student and their group show an excellent mastery of our Islam Unit learning in the way they use historical knowledge to both back up their observations as well as to form life-like perspectives.	The student and their group consistently use their learning from our Islam Unit to make informed observations, connections, and perspectives.	The student and their group sometimes use Islam Unit information to strengthen their arguments in the council debate.	There was very little Islam Unit learning used to create perspective or realism. Not enough evidence for a reviewer to assess the student's learning.
Use of Perspective	The student and his/her group show a consistent ability to look at Mecca's choices from the perspective of the role given to them. The group made full use of the leads given in their role sheets.	The student and his/her group show a moderate ability to look at Mecca's choices from the perspective of the role given to them. The group made some use of the leads given in their role sheets.	The student's group is inconsistent in their adoption of perspective. Students do not show adequate evidence that they understand how the issues affect their role, and did not utilize their role sheet leads.	Role point of view is rarely taken. Students either do not understand how the issue affects their role, or show no evidence of being able to see things from that point of view.
Defense of Unique Perspective	The student and their group can clearly explain several ways in which their characters "saw" things differently than other characters and can clearly explain why this is the case.	The student and their group can clearly explain several ways in which their characters "saw" things differently than other characters. Students make some progress at explaining why their perspective is different from other Meccan citizens.	The student and their group can clearly explain one way in which their characters "saw" things differently than other characters.	The student and their group cannot explain one way in which their characters "saw" things differently than other characters.
Extra Points for Extra Effort?	<p>* Came to the council clothed in "Meccan" style</p> <p>* Especially effective role playing – almost made the audience feel like they came from Mecca and really had their role as an occupation.</p> <p>*Brought or produced props for their role in the council debate.</p>	-	-	-