

ISLAM

Grade Level or Special Area: Fourth Grade

Written by: Ginger Norton, The Classical Academy, Colorado Springs, CO

Length of Unit: Nine lessons (approximately 10 days, 45 minutes each day)

I. ABSTRACT

This unit is designed to give students a clear, concise understanding of the religion of Islam as well as the major events surrounding the religion during the Middle Ages. In this unit, students will use their understanding of geography and chronology to construct a map of the spread of Islam and a timeline of Islamic history.

II. OVERVIEW

A. Concept Objectives

1. Students understand how to use chronology to organize historical events and peoples. (Colorado History Standard 1.2)
2. Students recognize that religious and philosophical ideas have been powerful forces throughout history. (Colorado History Standard 6)
3. Students understand how to use maps to locate and derive information about people, places, and environment. (adapted Colorado Geography Standard 1)

B. Content from the *Core Knowledge Sequence*

1. Fourth Grade History and Geography: World History and Geography (pp. 92-93)
 - a. The Spread of Islam and the “Holy Wars”
 - i. Islam
 - a) Muhammad: the last prophet
 - b) Allah, Qur’an, jihad
 - c) Sacred city of Makkah, mosques
 - d) “Five pillars” of Islam:
 - 1) Declaration of faith
 - 2) Prayer (five times daily), facing toward Makkah
 - 3) Fasting during Ramadan
 - 4) Help the needy
 - 5) Pilgrimage to Makkah
 - e) Arab peoples unite to spread Islam in northern Africa, through the eastern Roman empire, and as far west as Spain.
 - f) Islamic Turks conquer region around the Mediterranean; in 1453 Constantinople becomes Istanbul.
 - g) The first Muslims were Arabs, but today diverse people around the world are Muslims.
 - ii. Development of Islamic Civilization
 - a) Contributions to science and mathematics: Avicenna (Ibn Sina), Arabic numerals.
 - b) Muslim scholars translate and preserve writings of Greeks and Romans
 - c) Thriving cities as centers of Islamic art and learning, such as Cordoba (Spain)
 - iii. Wars between Muslims and Christians
 - a) The Holy Land, Jerusalem
 - b) The Crusades
 - c) Saladin and Richard the Lion-Hearted

- d) Growing trade and cultural exchange between east and west

- C. Skill Objectives
 - 1. Students will create a timeline representing important facts and events about Islam.
 - 2. Students will demonstrate the spread of Islam on a map.
 - 3. Students will write and present information about the five pillars of faith.
 - 4. Students will complete a chart of information about the crusades.
 - 5. Students will add the crusades to their timeline of Islamic events.
 - 6. Students will illustrate four contributions of Islamic culture.
 - 7. Students will play a game to review for the test.
 - 8. Students will complete a final assessment.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *Pearson Learning Core Knowledge History and Geography Level Four* by E.D. Hirsch
 - 2. *What Do We Know About Islam?* By Sharukh Husain
 - 3. *Muhammad* by Demi
- B. For Students
 - 1. Students should have an understanding of the history of Europe in the Middle Ages from previous Core Knowledge lessons.
 - 2. Students should have studied world religions in first grade.

IV. RESOURCES

- A. *Muhammad* by Demi (Lesson One)
- B. *The Crusades* by John Child (Lessons Four and Six)
- C. *Saladin: Noble Prince of Islam* by Diane Stanley (Lesson Five)
- D. *One Thousand and One Arabian Nights* by Geraldine McCaughrean (Lesson Seven)
- E. *Pearson Learning Core Knowledge History and Geography Level Four* by E.D. Hirsch (Lesson Seven)
- F. History Journals – this could be a composition book or folders with papers; the purpose of a history journal is to keep all work together (all lessons)

V. LESSONS

Lesson One: Muhammad: the last prophet (approximately 45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand how to use chronology to organize historical events and peoples.
 - b. Students recognize that religious and philosophical ideas have been powerful forces throughout history.
 - c. Students understand how to use maps to locate and derive information about people, places, and environment.
 - 2. Lesson Content
 - a. Islam
 - i. Muhammad: the last prophet
 - ii. Allah, Qur'an, jihad
 - iii. Sacred city of Makkah, mosques
 - iv. The first Muslims were Arabs, but today diverse people around the world are Muslims.

3. Skill Objective(s)
 - a. Students will create a timeline representing important facts and events about Islam.
 - b. Students will demonstrate the spread of Islam on a map.
- B. *Materials*
 1. *Muhammad* by Demi
 2. Appendix A: one copy for the teacher's reference
 3. Appendix B: one copy for the teacher (may be placed on a transparency to show students)
 4. Appendix C: one copy for each student
 5. Appendix D: one copy for teacher reference
 6. Appendix F: one copy per student and one for teacher
 7. History journals
 8. Pictures of Mecca, various mosques, and the Qu'ran (use resources from Appendix A)
- C. *Key Vocabulary*
 1. Monotheism – the belief that there is only one God
 2. Hegira – Muhammad's escape from Mecca to Medina
 3. Mosque – a place where Muslims go to worship
 4. Minaret – the tower of a mosque
 5. Prophet – a person chosen to deliver a message from God
- D. *Procedures/Activities*
 1. Write the word “monotheism” on the board. Tell the students that monotheistic religions are religions that worship only one God.
 2. Ask the students to name some monotheistic religions (Christianity, Judaism, and Islam).
 3. Tell the students that they will be learning about the religion of Islam, a monotheistic religion and the Muslim/Arab word for God is “Allah”. Tell the students that you will often refer to God as Allah in this unit.
 4. Write the words “Islam”, “Muslim” and “Arab” on the board. Explain to the students that Islam is the name of the religion, Muslims are the people who practice the religion of Islam and Arabs are people who live in the area where Islam first began. Tell the students that the first Muslims were Arabs, but now there are people from all over the world who call themselves Muslims.
 5. Locate Makkah on a map. Tell the students that Makkah is considered a sacred place in Islam because it is the place where Islam originated. Show the students both possible spellings of Makkah (Mecca).
 6. Tell the students that a person by the name of Muhammad is considered the founder of the Islam religion. He is considered to be a prophet by Muslims because he received many visions that led him to convert Arabs to Islam. He is considered to be the last great prophet who received the final word from Allah.
 7. Show the students a copy or picture of the Qu'ran. Tell them that this is the holy book for Muslims. It consists of the revelations of Muhammad and was compiled after his death. Show them the other spelling for Qu'ran as well (Koran).
 8. Tell the students that they will be creating a timeline during this unit of the important events in Islam's early history.
 9. Have the students start a timeline in their history journals. Write the dates from A.D. 570 – 632. (Optional: Write all the dates at this time, so students will know how much room they will need to use for this timeline. Make sure the

students leave enough space to write information about each date in the space below the date.

10. Read the book *Muhammad* by Demi. Tell the students to listen for the dates on the timeline in the book and be prepared to give information about each date. Fill in the appropriate information on the timeline as it occurs in the book. (Note – For a less extensive timeline, write only the dates that are in bold on the timeline in Appendix B).
11. Optional: If the book *Muhammad* is not available, you may read the pages 109-112 in the *Pearson History and Geography Level Four* book, but you will need to fill in additional information for the timeline.
12. Extension: Discuss the character of Muhammad and his qualities for leadership.
13. Pass out the map in Appendix C. Have the students color Makkah and Medina. Tell the students that the people in these two places were the first to convert to Islam.
14. Pass out Appendix F. As a class, write a short paragraph explaining the origins of Islam in the dome of the Mosque. Include who started the religion (Muhammad) and how (he received a vision saying that Allah was the only true God and he should spread the news to other people).

E. *Assessment/Evaluation*

1. Students will be assessed on the accuracy of their timelines.
2. Students will be assessed by answering review questions in the next lesson.
3. Students will be evaluated on the completion and accuracy of their map at the end of the unit.

Lesson Two: Five Pillars of Faith (two days, approximately 45 minutes each day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to use chronology to organize historical events and peoples.
 - b. Students recognize that religious and philosophical ideas have been powerful forces throughout history.
 - c. Students understand how to use maps to locate and derive information about people, places, and environment.
2. Lesson Content
 - a. Islam
 - i. “Five pillars” of Islam:
 - a) Declaration of faith
 - b) Prayer (five times daily), facing toward Makkah
 - c) Fasting during Ramadan
 - d) Help the needy
 - e) Pilgrimage to Makkah
3. Skill Objective(s)
 - a. Students will write and present information about the five pillars of faith.

B. *Materials*

1. Appendix A: one copy for the teacher
2. Appendix E: one copy for the teacher
3. Appendix F: one copy for each student
4. History journals
5. Five rectangular pieces of butcher paper of the same size

C. *Key Vocabulary*

1. Alms – charity or giving money to the poor

2. Pilgrimage – a spiritual journey
- D. *Procedures/Activities*
1. Review information from Lesson One by asking the following questions:
 - a. Who was the founder of Islam? Muhammad
 - b. Why is he called the “last prophet”? He was the last to receive a vision from God.
 - c. How did Islam first begin? Muhammad received a vision from the angel Gabriel telling him to spread the word that there is no god but Allah and everyone should worship only Allah.
 - d. Where did Muhammad receive his vision? In a cave outside of Makkah
 - e. Who was Muhammad’s first convert? His wife
 - f. Why did Muhammad have to flee Makkah? Some people were upset that he was telling people not to worship other gods and they wanted to kill him.
 - g. Where did Muhammad flee? Medina
 - h. What is the name for Muhammad’s flight/escape? Hegira
 2. Tell the students that Muhammad developed five observances or guidelines for every Muslim to follow. These five guidelines are called pillars of faith.
 3. Have the students share any observances that they can think of from their own faith or other religions they have studied.
 4. Write the names of the five pillars on the board and pronounce each pillar for the students.
 5. Divide the students into five groups and assign one pillar to each group. Give each group a large rectangular piece of butcher paper. Explain to the students that each piece of butcher paper represents a pillar.
 6. Give each group some information on a pillar. Use Appendix E and resources from Appendix A to print more information.
 7. Tell the students that each group will become experts on one pillar by reading and making sure they understand all of the information for their pillar. The students in each group will then write the most important information on their butcher paper. Important information will include the translation of the pillar (what it means), are there any exceptions or people who do not need to follow this pillar, and a brief description of what the person must do to adequately perform this duty. They should include how often this pillar must be performed in a person’s lifetime. For example, prayer (Sabat) should be performed five times a day every day, but the pilgrimage (Hajj) only needs to be performed once in a person’s lifetime.
 8. During the next history class each group will present their information to the class. Encourage the students to share one additional, interesting fact that is not on their pillar. Tell the students that they will be graded on their pillars as well as their group presentation. (Note – I would suggest giving the students a blank piece of paper to write their information first and require that the information be approved before allowing them to write it on butcher paper. Encourage the students to write in neat complete sentences. Encourage them also to write large enough for every student in the class to see.)
 9. After each group presents its pillar, allow the individual students to ask questions.
 10. Then, have the students write the important information for each pillar of faith on their pillar sheets (Appendix F).
 11. At the end of the second class, review the information for each pillar verbally.

12. Place the five pillars on a wall in the classroom. If desired, create a dome from butcher paper and write the paragraph from the previous lesson on the dome. Place the dome on top of the pillars.
- E. *Assessment/Evaluation*
1. Students will be evaluated on their presentation of the pillars of faith.
 2. Students will be assessed on their completion of the pillar worksheet on Appendix F.

Lesson Three: Spread of Islam (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to use chronology to organize historical events and peoples.
 - b. Students recognize that religious and philosophical ideas have been powerful forces throughout history.
 - c. Students understand how to use maps to locate and derive information about people, places, and environment.
 2. Lesson Content
 - a. Islam
 - i. Arab peoples unite to spread Islam in northern Africa, through the eastern Roman Empire, and as far west as Spain.
 - ii. Islamic Turks conquer region around the Mediterranean; in 1453 Constantinople becomes Istanbul.
 - iii. The first Muslims were Arabs, but today diverse people around the world are Muslims.
 3. Skill Objective(s)
 - a. Students will create a timeline representing important facts and events about Islam.
 - b. Students will demonstrate the spread of Islam on a map.
- B. *Materials*
1. Appendix B: one for the teacher
 2. Appendix C: one copy for the teacher and one per student
 3. History journals
 4. Timeline that students began creating in Lesson One
- C. *Key Vocabulary*
1. Caliph – Muhammad’s successors; leaders in the Islam religion
 2. Jihad – battles fought by Muslims for the purpose of converting other peoples to Islam
- D. *Procedures/Activities*
1. Briefly review the lesson on Muhammad. Ask the students to tell you where Muhammad went when he fled from Makkah. (Medina)
 2. Have a student show the class where Medina is on a map.
 3. Tell the students that after Muhammad’s death, Islam spread even more.
 4. Inform the students that before Muhammad died, he did not appoint a successor to continue spreading the message of Islam.
 5. Ask the students to tell you why Muhammad’s followers thought they needed another leader. (Their religion was spreading rapidly and they knew that if they didn’t have strong leadership, Islam would not survive.)
 6. Have the students name some characteristics of a good leader.
 7. Tell the students that Muhammad’s successors were called caliphs. The first four caliphs after Muhammad were responsible for spreading Islam through Syria,

Palestine, Egypt, North Africa, and Persia. Have the students give their opinions of how the caliphs might have accomplished this spread of Islam. After they have given their opinions, tell the students that the caliphs often accomplished this by military conquest and jihads. Tell the students that Muhammad had taught that sometimes jihads would be necessary to accomplish Allah's will of teaching people to only pray to Allah.

8. Tell the students that later caliphs became more powerful and used their power to expand their empires. They eventually made Arabic the official language of the empire.
 9. Tell the students that after 100 years of Muhammad's death, Muslim rule spread as far as the borders of China and India. Islam also spread to North Africa and Spain. In A.D. 750, the center of Islamic government was moved from Damascus to Baghdad. Tell the students that you will discuss the effect of this in a later lesson on the contributions Islamic culture has made.
 10. As you tell students this information show them these places on the map and have them mark these places on the map.
 11. Fill in the appropriate dates on their timelines.
 12. Tell the students that you are going to jump forward in history to the year 1453 to complete the spread of Islam. Inform the students that in 1453 the Islamic empire (the areas covered on the map) was ruled by a group of Muslim Turks who were called Ottoman Turks. They were able to capture Constantinople. Show the students this place on the map, reminding them of the beginning lesson in the Middle Ages that explained that the Roman Empire had been divided into two parts and the eastern part was called Constantinople. It was part of the Byzantine Empire.
 13. Tell the students that when the Ottomans conquered Constantinople, they renamed it to Istanbul which means "into the city" in Greek.
 14. Tell the students that these expansions of the Islamic empire led to a strong religion that is still strong in those parts of the world and in others today.
 15. Have the students complete their maps.
- E. *Assessment/Evaluation*
1. Students will be assessed on their completion of their timelines.
 2. Students will be evaluated on the completion of their maps.
 3. Students will be assessed by classroom discussion and review of previous lessons.

Lesson Four: The Crusades – First and Second (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to use chronology to organize historical events and peoples.
 - b. Students recognize that religious and philosophical ideas have been powerful forces throughout history.
 2. Lesson Content
 - a. Wars Between Muslims and Christians
 - i. The Holy Land, Jerusalem
 - ii. The Crusades
 3. Skill Objective(s)
 - a. Students will complete a chart of information about the crusades.
- B. *Materials*
1. Appendix A: one copy for the teacher

2. Appendix B: one copy for the teacher
 3. Appendix G: one for each student
 4. Student created timelines
 5. History journals
 6. One piece of butcher paper or one transparency
 7. *The Crusades* by John Child
 8. Map showing Jerusalem
- C. *Key Vocabulary*
1. Crusades – a war fought for spiritual reasons
 2. Saracens – Muslim Turks
- D. *Procedures/Activities*
1. Write the word “crusade” on the board. Ask the students to tell you what they believe a crusade is.
 2. Review the definition of the word. Tell the students that a series of battles occurred mainly between Muslims and Christians. These wars were called Crusades.
 3. Tell the students that the main city that the Muslims and Christians fought over during these crusades was Jerusalem. Show the students where Jerusalem is on a map.
 4. Inform the students that Jerusalem was an important city to both Christians and Muslims. Jerusalem is the place where Jesus was crucified. The Christians built the Church of the Holy Sepulcher on top of the site of Jesus’ tomb. Show the students the picture of the Church of the Holy Sepulcher from page 4 of *The Crusades*. Jerusalem was holy to the Muslims because they believed that Muhammad visited Heaven from there. The Muslims built an important mosque there called the Dome of the Rock. Show the students a picture of the mosque on page 12 of *The Crusades*.
 5. Tell the students that originally Jerusalem was in the control of Christians. In 638 though, Muslims attacked under Caliph Umar and took control of the city. Even though the Muslims allowed the Christians to still live in Jerusalem, eventually conflict followed.
 6. Read pages 12-15 and 18-19 on the First Crusade. Pass out copies of Appendix G to each student and have them complete the information in the chart in Appendix G.
 7. Extension: Read the information on pages 16-17 pertaining to the People’s Crusade.
 8. Read the information on the Second Crusade from pages 22-23 of *The Crusades*.
 9. Fill in information on the chart in Appendix G.
- E. *Assessment/Evaluation*
1. Students will be assessed on the completion of the crusades chart.

Lesson Five: The Crusades – Saladin and Richard the Lion-Hearted (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to use chronology to organize historical events and peoples.
 - b. Students recognize that religious and philosophical ideas have been powerful forces throughout history.
 2. Lesson Content
 - a. Wars Between Muslims and Christians

- i. The Holy Land, Jerusalem
 - ii. The Crusades
 - iii. Saladin and Richard the Lion-Hearted
 - 3. Skill Objective(s)
 - a. Students will add the crusades to their timeline of Islamic events.
 - b. Students will complete a chart of information about the crusades.
- B. *Materials*
 - 1. Appendix B: one copy for the teacher
 - 2. Appendix G: one copy for each student
 - 3. Student created timelines
 - 4. History journals
 - 5. *Saladin: Noble Prince of Islam* by Diane Stanley
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. Quickly review the information from Lesson Four.
 - 2. Read the book *Saladin*. This is a long book and will take most of the class period. Discuss the positive and negative character traits of Saladin and Richard the Lion-Hearted.
 - 3. Complete the information on the chart in Appendix G.
 - 4. Have the students draw pictures of Saladin and Richard the Lion-Hearted in their history journals. Have them map character traits of each around the pictures.
- E. *Assessment/Evaluation*
 - 1. Students will be assessed on the completion of their crusades chart.
 - 2. Students will be assessed on the completion of their timeline.
 - 3. Students' character maps will be evaluated using a rubric.

Lesson Six: Crusade Four and Other Crusades (approximately 45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand how to use chronology to organize historical events and peoples.
 - b. Students recognize that religious and philosophical ideas have been powerful forces throughout history.
 - 2. Lesson Content
 - a. Wars Between Muslims and Christians
 - i. The Holy Land, Jerusalem
 - ii. The Crusades
 - 3. Skill Objective(s)
 - a. Students will complete a chart of information about the crusades.
- B. *Materials*
 - 1. *The Crusades* by John Child
 - 2. Appendix G: one for each student
 - 3. History journals/ student created timelines
- C. *Key Vocabulary*
 - 1. Saracens – Muslim Turks
- D. *Procedures/Activities*
 - 1. Read pages 32-33 in *The Crusades* on the fourth crusade. Then read page 40 on the end of the crusades.
 - 2. Ask the students, “Who ended up with control of Jerusalem by the end of the crusades. (The Muslims)

3. Have the students complete the chart in Appendix G.
 4. Briefly tell the students that there were many other crusades that they did not learn about. Tell them that one of the most tragic was the Children's Crusade in 1212. The children who participated in this crusade were between the ages of 11 and 14. Groups of young children from France and Germany were convinced that God would lead them to victory against the Saracens. Many of the French children became discouraged by the long journey to the holy land and turned around. Others were forced to board seven ships to cross the sea. Two of the seven ships were wrecked off the coast of Sardinia. All the children drowned. The other five ships were captured by pirates. The pirates sold the children into slavery.
 5. A small number of the German children made it to Rome to see the pope. The pope told them to go home. Several did, but only a few made it back home alive. Others continued on their journey to the holy land, but were never heard of again.
 6. In the remaining time have a discussion about the positives and negatives of the crusades. Allow the students compare the behavior of the crusaders with the Muslim warriors.
- E. *Assessment/Evaluation*
1. Students will be assessed by their completion of the chart of the Crusades.
 2. Students will be assessed informally during the discussion of the Crusades.

Lesson Seven: Islamic Contributions to Culture (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize that religious and philosophical ideas have been powerful forces throughout history.
 2. Lesson Content
 - a. Wars Between Muslims and Christians
 - i. Growing trade and cultural exchange between east and west
 - b. Development of Islamic Civilization
 - i. Contributions to science and mathematics: Avicenna (Ibn Sina), Arabic numerals
 - ii. Muslim scholars translate and preserve writings of Greeks and Romans
 - iii. Thriving cities as centers of Islamic art and learning, such as Cordoba (Spain)
 3. Skill Objective(s)
 - a. The students will illustrate four contributions of Islamic culture.
- B. *Materials*
1. *One Thousand and One Arabian Nights* by Geraldine McCaughrean
 2. Pictures of Islamic art, architecture, and Arabic writing (use resource list from Appendix A)
 3. Piece of paper
 4. History journals
 5. *Pearson Learning Core Knowledge History and Geography* by E.D. Hirsch
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Write the words "astronomy" "mathematics", "science", "medicine", "Arabic" "architecture", and "art" on the board. Ask the students, "What do these topics have to do with Islam?" Allow students to give their ideas.

2. Tell the students that these are all areas that Muslims have contributed to and improved through their involvement.
 3. Tell the students that both the crusades and the increased trade that occurred by moving the Islamic center of government from Damascus to Baghdad were major factors in bringing Islamic culture to the rest of the world.
 4. Read pages 113-114 on Islamic Culture in the *Pearson Learning and Geography Level Four* book.
 5. Show the students examples of different pictures of art work, architecture and Arabic writings using the resource list from Appendix A.
 6. Have the students divide a piece of paper into four sections. Write “Mathematics” in one section, “Science” in the next, “Art” in the next, and “Literature” in the next. Have the students draw a picture of one Muslim contribution for each of the four sections.
 7. Read a story from *One Hundred and One Arabian Nights*.
- E. *Assessment/Evaluation*
1. Students will be evaluated by their ability to show one Islamic contribution for four categories of learning.

Lesson Eight: Review for final assessment (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize that religious and philosophical ideas have been powerful forces throughout history.
 2. Lesson Content
 - a. Islam
 - b. Development of Islamic Civilization
 - c. Wars between Muslims and Christians
 3. Skill Objective(s)
 - a. Students will play a game to review for the test.
- B. *Materials*
1. Appendix H: one copy for each student and one for teacher
 2. A small bell or buzzer
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Hand out Appendix H to the students. Tell the students that this is their study guide for the test. Discuss the study guide with the students. Have them give brief information verbally for each bullet.
 2. Play a game with the students.
 3. Split the students into two teams. Have one student from each team come up to the front of the class. Place a bell between them. Ask the students a question. The first student to ring the bell and answer correctly wins a point for the team. Play this until the end of the class period.
- E. *Assessment/Evaluation*
1. The students will be evaluated by their performance on the test.

Lesson Nine: Final Assessment (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to use chronology to organize historical events and peoples.

- b. Students recognize that religious and philosophical ideas have been powerful forces throughout history.
 - 2. Lesson Content
 - a. Islam
 - b. Development of Islamic Civilization
 - c. Wars between Muslims and Christians
 - 3. Skill Objective(s)
 - a. Students will complete a final assessment.
- B. *Materials*
- 1. Appendix I: one per student
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
- 1. Give the students their final test. Allow them the whole class period to complete the test.
- E. *Assessment/Evaluation*
- 1. Students will be evaluated on their performance of the test.

VI. CULMINATING ACTIVITY

- A. Bring in newspaper articles of current events relating to the Middle East and to Islam. Discuss the articles with the students. Discuss the similarities and differences between the religion of Islam today and Islam in the middle ages.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Resources for Teachers
- B. Appendix B: Timeline of Major Events in Islam's History
- C. Appendix C: Map of the Spread of Islam
- D. Appendix D: Map Answer Key
- E. Appendix E: Five Pillars Information
- F. Appendix F: Pillars Worksheet
- G. Appendix G: Crusades Chart
- H. Appendix H: Study Guide
- I. Appendix I: Final Assessment
- J. Appendix J: Final Assessment Answer Key
- K. Appendix K: Rubrics and Checklists

VIII. BIBLIOGRAPHY

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Appendix A

Resources for Teachers

Makkah and other Islamic Holy Places by Mandy Ross (see bibliography) - This book has information about Makkah, pictures of famous mosques, and pictures of Hajj in Makkah. Very helpful.

Makkah

<http://www.al-islam.org/gallery/photos/imagehp3.htm>

<http://www.moonsighting.com/qibla.html>

Mosques

<http://www.islamicity.com/Culture/MOSQUES/Makkah/>

<http://www.iad.org/Makkah.html>

<http://i-cias.com/e.o/mosque.htm>

<http://tehran.stanford.edu/imagemap/mosque.html>

Pillars of Faith

<http://www.islamicity.com/mosque/pillars.shtml>

Muhammad by Demi (see bibliography)

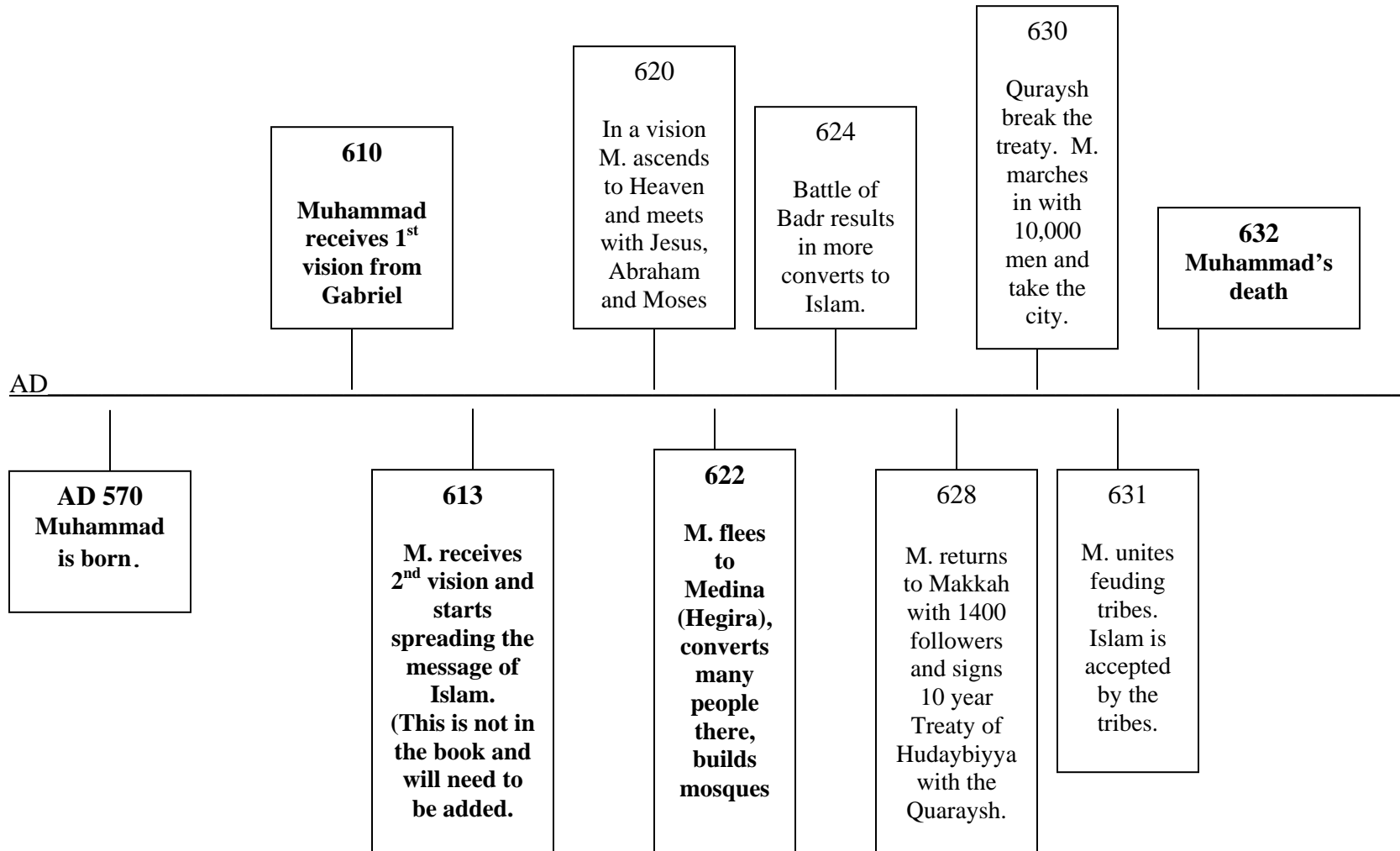
Islamic Contributions to Culture

www.historychannel.com - Islamic art and architecture

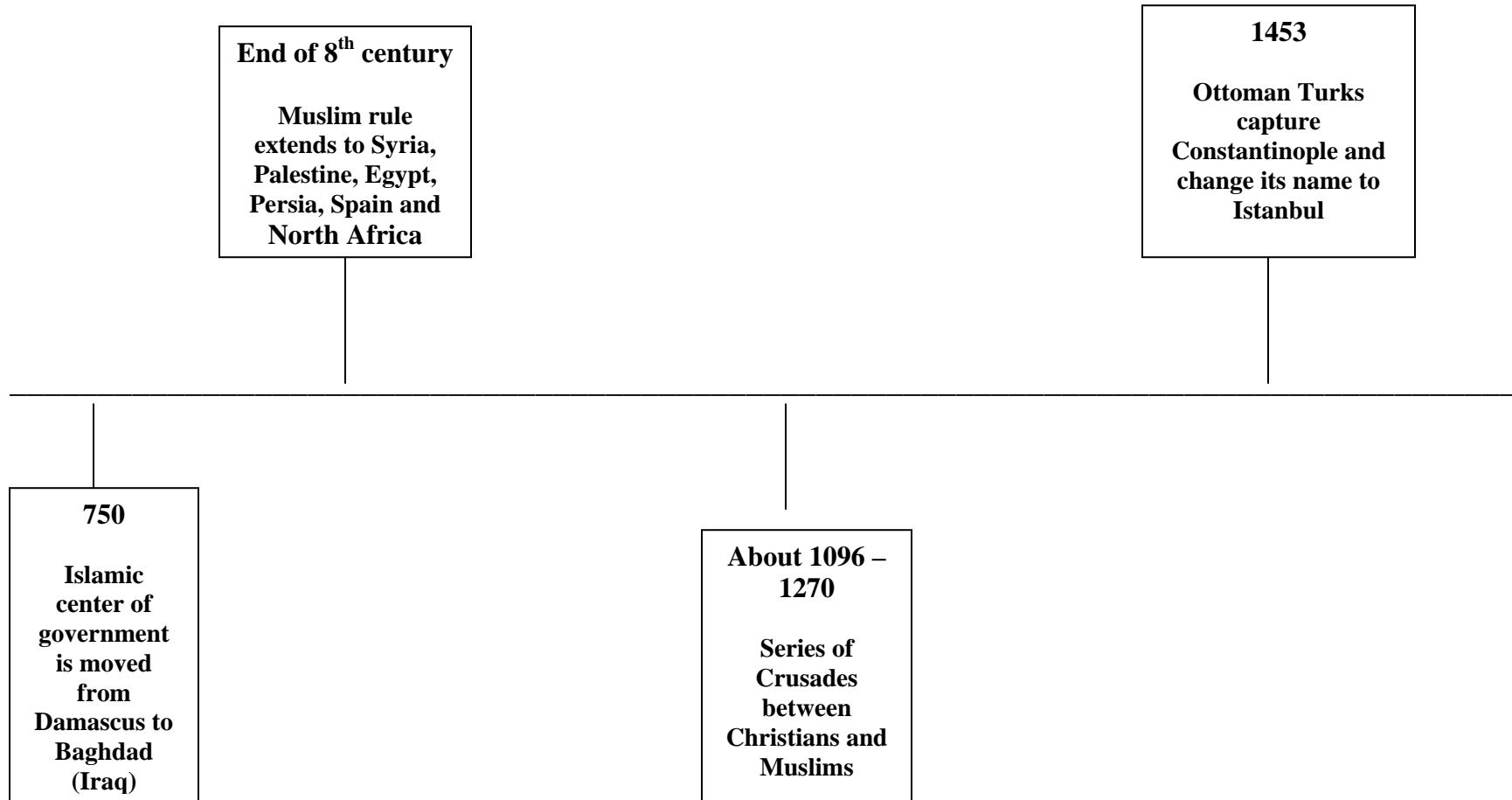
What do we know about Islam by Sharukh Husain (see bibliography)
This is also helpful for pictures of the Qu'ran and everyday life in a Muslim family.

<http://www.arches.uga.edu/~godlas/IslArt.html> - This gives links to many websites of Islamic art

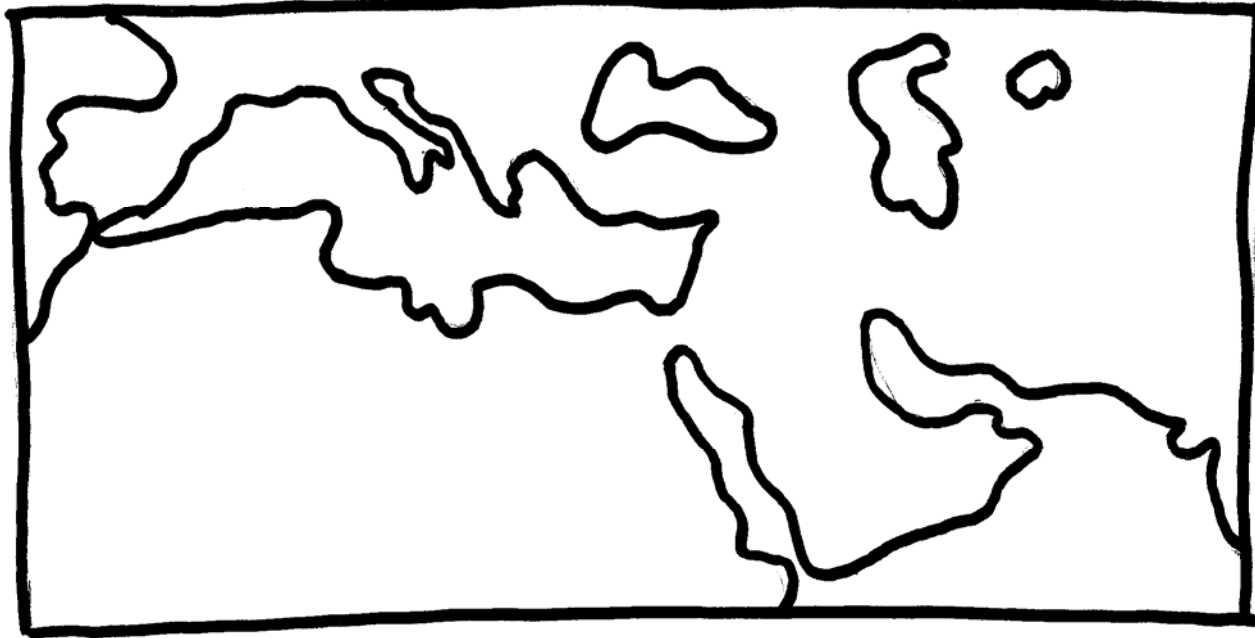
Timeline of Major Events in Islam's History



Timeline of Major Events in Islam's History



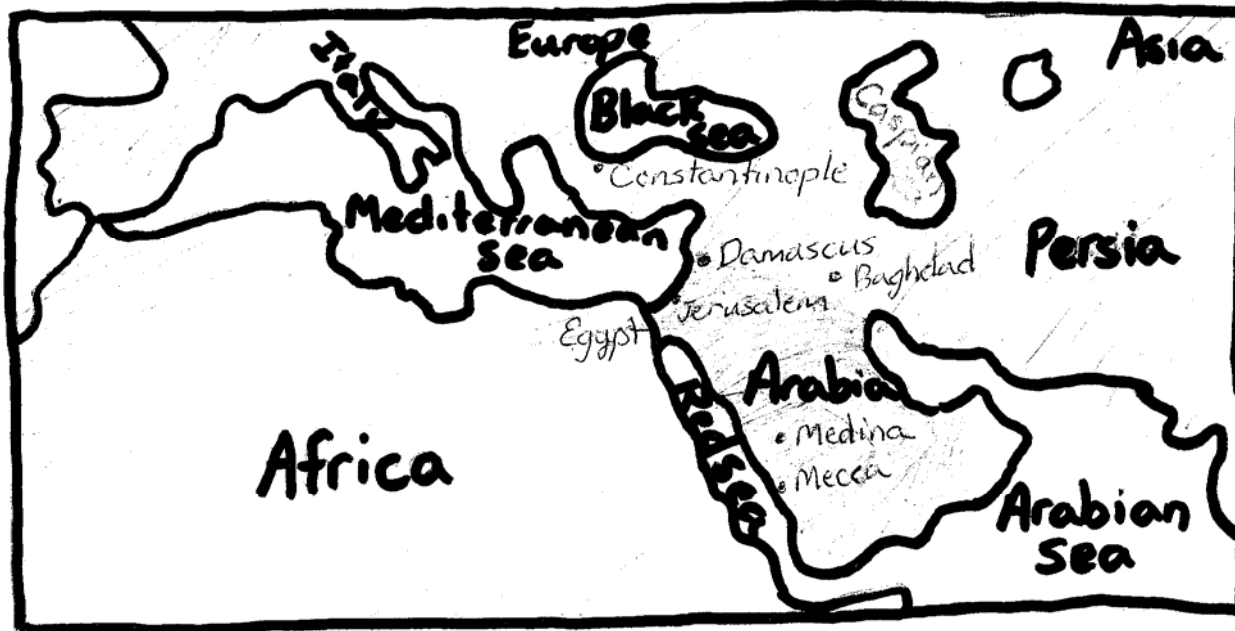
Appendix C
Map of the Spread of Islam
(adapted from Encarta Encyclopedia Standard Edition)



Appendix D

Map Answer Key

(adapted from Encarta Encyclopedia Standard Edition)



- Spread of Islam before Muhammad's death
- ▨ Spread of Islam after Muhammad's death

Appendix E

Five Pillars Information

(information adapted from Muhammad by Demi and Pearson Learning Core Knowledge History and Geography)

Shahadah - Bearing witness

Faith

Muslims believe that there is only one God, Allah, and Muhammad is his prophet. When a baby is born, this is often the first thing whispered into the baby's ear. Muslims must declare this publicly. All Muslims must perform this act. The statement of faith is similar to the call to prayer:

Allah is great.

I bear witness that there is no god but Allah.

I bear witness that Muhammad is the messenger of Allah.

Salat – Prayer

All Muslims are called to pray five times a day, at dawn, noon, late afternoon, sunset, and at night. In Makkah and other Islamic countries a person calls people to prayer from a mosque.

He cries:

Allah is the greatest.

I bear witness that there is no God but Allah.

I bear witness that Muhammad is his prophet.

Come to prayer, come to success.

Allah is the greatest. There is no God but Allah.

Muslims perform a cleansing ritual called Wadu before they prayer. They wash their hands, feet, forearms, and face while saying a special prayer. They have a prayer mat which they use to prayer. When a Muslim prays he faces makkah, the sacred city. Muslims have several positions of prayer that they repeat throughout the prayer.

Zakat – Almsgiving or Charity

All Muslims are called to give a portion of their income to help the poor. The amount a person is called to give is decided according to the person's income. Muslims believe that charity is a form of worship. Muhammad taught that giving a portion of a person's wealth purifies the rest of the person's money.

Sawm – Fasting

During the month of Ramadan, the ninth month of the Islamic calendar, Muslims go without food from dawn to sunset. They believe this purifies the soul and brings them closer to God. At sunset, Muslims break their fast. Muhammad and his family often broke their fast with salt, dates, milk and honey. These are still served when families break their fast. The ninth month is the month when the Qu'ran was revealed to Muhammad by the angel Gabriel. The Sawm teaches Muslims lessons about self-control and care for others.

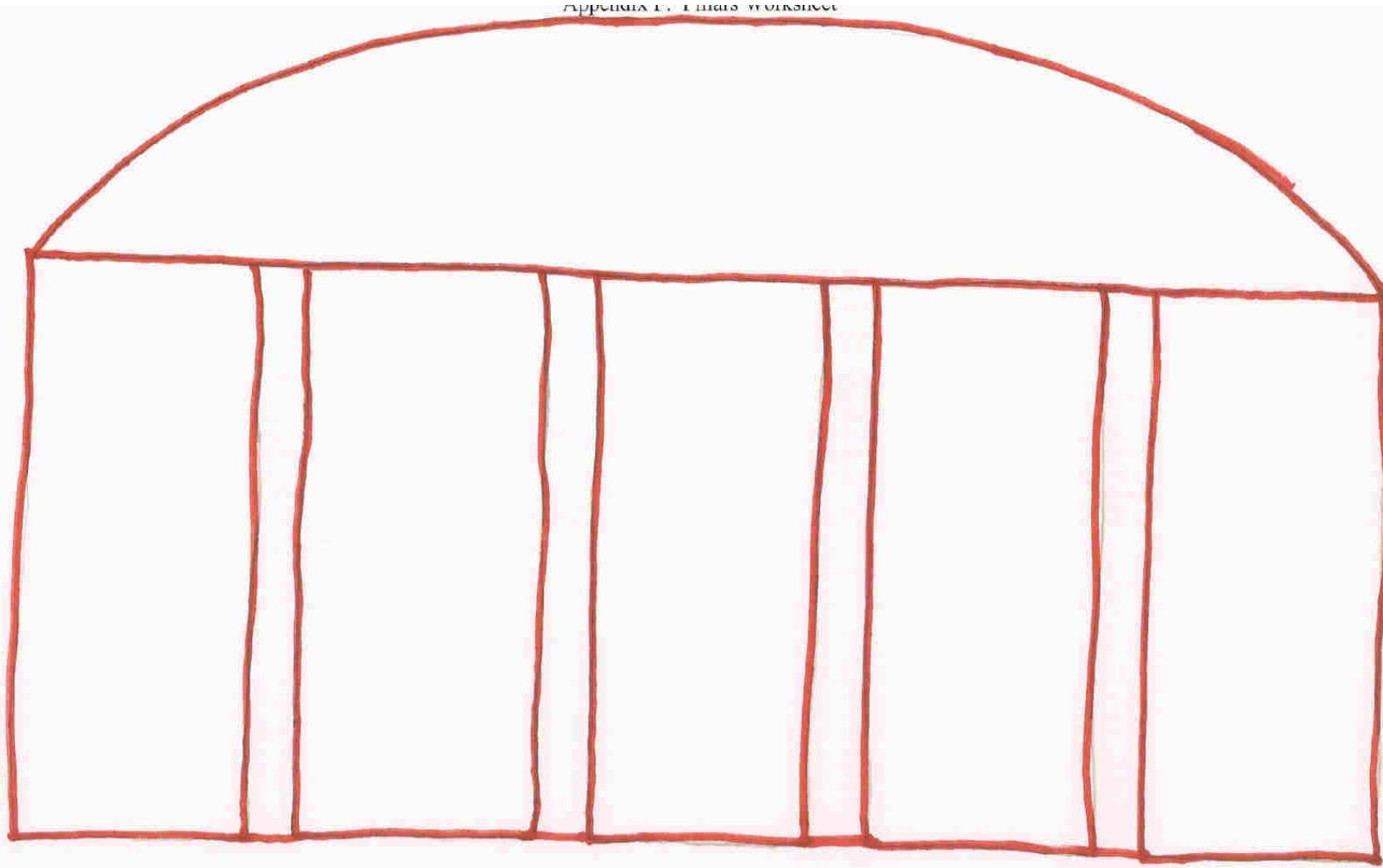
All Muslims are called to fast if they are able. A few exceptions apply such as those who are sick, the elderly, pregnant women, or others who might be harmed by fasting.

Hajj – Pilgrimage

Every Muslim is called to make a pilgrimage, or journey, to Makkah, the place where Muhammad first received his vision. Hajj takes place from the 8th to the 13th month of Dhul-Hijjah. Makkah is packed with pilgrims during this time. Muslims stop to worship and pray at several holy places in Makkah.

All Muslims are called to make a pilgrimage once in their lifetime unless they are unable to due to health or financial reasons.

Appendix F
Pillars Worksheet



Appendix G, page 1
Crusades Chart

	Dates	Important Participants	Major Events	Results
1st Crusade				
2nd Crusade				
3rd Crusade				
4th Crusade				

Appendix G, page 2
Crusades Chart-Answer Key

	Dates	Important Participants	Major Events	Results
1st Crusade	1096-1099	Pope Urban II Nobles, Clergy, Peasants Raymond of Toulouse	<ul style="list-style-type: none"> • Turkish Muslims were marching towards Constantinople, making the Eastern Emperor nervous. He asked for the help of Pope Urban II. • Pope Urban, wanting to win back Jerusalem from the Muslims agreed. • Crusaders took over the city of Antioch. 	The crusaders won back the city of Jerusalem. They then massacred all Muslims in the area including women and children. They also performed other cruel acts against Jews living there.
2nd Crusade	1145-1149	Zanghi – Saracen leader Conrad III – Holy Roman Emperor Louis VII of France Armies of Franks and French	<ul style="list-style-type: none"> • Zanghi captured the city of Edessa, leaving Jerusalem open for attack • Conrad III and Louis VII brought forces in to fight • Forces tried unsuccessfully to capture Damascus 	Crusaders forced to retreat and Jerusalem remained a target for the Saracens.
3rd Crusade	1189-1192	Saladin Richard the Lion-Hearted Reynald of Chatillon King Guy of Jerusalem	<ul style="list-style-type: none"> • Reynald of Chatillon broke peace treaty between Saladin and King of Jerusalem • Saladin captured Jerusalem • Christians allowed to remain if they paid tithes 	Richard and Saladin agree to a three year truce. Saladin
4th Crusade	1202-1204	Pope Innocent III Barons and Knights from France	<ul style="list-style-type: none"> • Pope Innocent called for a crusade to stop quarreling between churches • Crusaders conquered Christian city of Zara to pay Venetians for ships • Crusaders captured the city of Constantinople 	The crusaders never made it to Jerusalem

Appendix H

Study Guide

As you study for your test, be prepared to answer questions about the following topics. You may use your History folders (timeline, map, pillars, and character map) to study for the test.

- Know about the prophet Muhammad who founded the religion of Islam.
 - Know about the visions that lead him to spread Islam.
 - Know the name of city where it all began.
 - Know the name of the holy book that was compiled after Muhammad's death.
- Know the five pillars of faith and their descriptions.
- Be able to tell the difference between "Islam" and "Muslim"
- Know the places where Islam spread after Muhammad's death.
- Familiarize yourself with the contributions of Islamic culture.
- Familiarize yourself with Saladin and Richard the Lion-Hearted.

Happy Studying!

Appendix H, page 1
Final Test on Islam

Directions: Answer the following questions. Write in complete sentences when appropriate.

1. Why is Muhammad important to the Islam religion?

2. Name the five pillars of faith and give a brief description of each.

3. What is the name of the city where the Muhammad received his first vision from the angel Gabriel?

4. What is the difference between “Islam” and “Muslim”?

5. What is the name of the sultan who fought in the crusades against Richard the Lion-Hearted? Give a brief description of his character.

Appendix H, page 2

6. What is the name of the holy book of the Islam religion?

7. Name two places that Islam spread to **after** the Muhammad's death.

8. Give one contribution of Islamic culture made that we enjoy today.

9. Write about one thing you learned about Islam that you never knew. How did it increase your appreciation for Islamic culture?

Final Assessment Answer Key

Directions: Answer the following questions. Write in complete sentences when appropriate.

1. Why is Muhammad important to the Islam religion? **One point**

Muhammad is important because he is the founder of the religion. He received a vision from the angel Gabriel telling him to proclaim that there is only one god, Allah, worthy of worship.

2. Name the five pillars of faith and give a brief description of each. **Give one point for each correct pillar and for an adequate description of the pillars. Total = 5 points**

The five pillars of faith are the shahadah, salat, zakat, sawm, and hajj. (Accept the translations of these terms as well. The shahadah is a statement of faith where a Muslim declares there is no god but Allah. The Salat is a time of prayer. Muslims are called to pray five times daily. The zakat means giving to charity. All Muslims should give a portion of their income to charity. The sawm is a time of fasting. This is done during Ramadan from sunrise to sunset. Finally, hajj is a pilgrimage to Makkah. Muslims are called to do this once in their lifetime.

3. What is the name of the city where the Muhammad received his first vision from the angel Gabriel? **One point**

The name of the city where Muhammad received his first vision is Makkah.

4. What is the difference between “Islam” and “Muslim”? **One point**

Islam is the name of the religion and Muslim is the name of a person who practices the religion of Islam.

Final Assessment Answer Key

5. What is the name of the sultan who fought in the crusades against Richard the Lion-Hearted? Give a brief description of his character. **Total of two points**
The sultan who fought against Richard the Lion-Hearted was Saladin. Accept any answers that refer to the fact that he was a strong leader, a fair person, or a person who treated others kindly.

6. What is the name of the holy book of the Islam religion? **One point**
The name of the holy book of the Islam religion is the Qu'ran (Koran).

7. Name two places that Islam spread to **after** the Muhammad's death. **Total two points**
Give points for the naming of any two of the places named in Lesson 3. Do not give credit for Makkah or Medina because Islam spread there before Muhammad died.

8. Give one contribution of Islamic culture made that we enjoy today. **One point**
Accept any contribution that the students read about in the Islamic contributions lesson.

9. Write about one thing you learned about Islam that you never knew. How did it increase your appreciation for Islamic culture? **One point**
Accept any logical answer for this.

Appendix J, page 1
Rubrics and Checklists

Timeline Checklist

	Yes	No
Dates are in chronological order		
Dates are accurate		
Timeline is neatly written		

Map Checklist

	Yes	No
Geographical Places are correctly labeled		
Spread of Islam before Muhammad’s death is shown		
Spread of Islam after Muhammad’s death is shown		

Pillar Rubric

	4 Excellent Proficiency	3 High Proficiency	2 Low Proficiency	1 Not proficient
Group Pillar	All important information was written about the assigned pillar of faith. Information was written neatly and is large enough for everyone to read. It is clear that great effort was put into creating the pillar.	All important information was written on the pillar. Information is most neat and is large enough for everyone to read. Effort was put into creating this pillar.	Most important information was written on the pillar. Information was somewhat neat. Some effort was put into creating this pillar.	Little important information was written on the pillar. Information needed to be neater. Little effort was place into creating this pillar.
Presentation	All members of the group participated in the presentation. Members spoke clearly and demonstrated excellent knowledge of their assigned pillar of faith. One piece of additional, interesting information not written on the pillar was shared.	All members of the group participated in the presentation. Most members spoke clearly and demonstrated good knowledge of their assigned pillar of faith.	Most members of the group participated in the presentation. Some members spoke clearly. Some knowledge of the pillar was demonstrated.	Some members of the group did not participate in the presentation. Members did not speak clearly or demonstrate an adequate knowledge of the pillar.
Individual Pillars Sheet	All five pillars are completed with all important information. Information is written neatly. Short paragraph about Islam is accurately written in the dome.	All five pillars are completed with important information. It is mostly neat. Islam paragraph is included.	Five pillars are mostly completed. It needs to be written more neatly. Islam paragraph is not included.	Five pillars are only partially completed and not neat. Islam paragraph is not included.

Appendix J, page 2
Rubrics and Checklists

Character Map Rubric

4 Excellent Proficiency	3 High Proficiency	2 Low Proficiency	1 Not Proficiency
Character information is complete and accurate for both Saladin and Richard the Lion-Hearted. Picture and writing is very neat and legible. Extra effort is clear.	Character information is complete and accurate. Picture is mostly neat and writing is legible. Effort in the assignment is clear.	Character information is mostly complete and accurate. Picture and writing need to be neater. Some effort in the assignment is clear	Character information is incomplete or inaccurate. Writing is illegible. Little effort is shown.