

TITLE: Mini-Historians: Documenting Islamic History
Grade Level: Fourth Grade
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Length of Unit: Five Lessons

I. ABSTRACT

- A. This unit introduces the history of the Islamic religion, how the Muslims united to spread the religion during the Middle Ages, and how widespread the Islam religion is around the world today. By integrating the five pillars of the Islam religion into the unit, students will be able to acquire a more realistic impression of how these practices have become significant to the Islamic culture. Students will learn one method of organizing notes using the who, what, where, when, and how format of inquiring. They will also strengthen and enhance expository writing skills by writing several expository paragraphs throughout the unit.
- B. Rationale taken from Colorado History Standard 6: *From the great questions of human existence, religious and philosophical answers have emerged with power to move entire peoples to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.*

II. OVERVIEW

- A. Concept Objectives
1. Students understand how to use the processes and resources of historical inquiry. (Colorado History Standard 2)
 2. Students understand that religious and philosophical ideas have been powerful forces throughout history. (Colorado History Standard 6)
 3. Students gain an appreciation for organizing their writing so that there is an introduction, a logical arrangement of ideas, and a conclusion. (Colorado Reading and Writing Standard 2)
- B. Content from the *Core Knowledge Sequence (World History/Language Arts)*
1. Islam – Muhammad; sacred city of Mecca (Makkah); the first Muslims were Arabs, but today people around the world are Muslims
 2. Spread of Islam – Arab people unite to spread Islam in northern Africa, eastern Roman empire, and as far west as Spain; Islamic Turks conquer region around Mediterranean: Constantinople becomes Istanbul
 3. Five pillars of Islam; Allah; The Qur'an (Koran); mosques
 4. Organize material in paragraphs and understand how to use a topic sentence and examples and details
- C. Skill Objectives
1. Students will take notes on a graphic organizer focusing on the who, what, where, when, and how format.

2. Students will identify and label a map of ancient Arabia.
3. Students will identify and label a topic sentence, supporting details, and a conclusion on a teacher-constructed expository paragraph.
4. Students will label the spread of Islam on a map of ancient Arabia.
5. Students will identify important details when given a topic sentence and write supporting sentences and a conclusion
6. Students will create a mosaic design in a dome-shaped mosque.
7. Students will complete a vocabulary review of words.
8. Students will choose a topic from information in their graphic organizers and list appropriate supporting details for that topic.
9. Students will take a test over information presented.
10. Students will write an expository paragraph.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Clemmons, Joan and Laase, Lois. *Language Arts Mini Lessons*. New York: Scholastic Professional Books, 1995. ISBN 0-590-49643-3
2. Hegedus, Umar. *Muslim Mosque*. London: A&C Black, 1997. ISBN 0-7136-4335-8
3. Mantin, Peter and Ruth. *The Islamic World: Beliefs and Civilisations 600 – 1600*. Cambridge: Cambridge University Press, 1993. ISBN 0-521-40609-9
4. Tames, Richard. *The World of Islam: Jackdaw 143*. New York: Golden Owl Publishing Company, 1993. ISBN 1-56696-041-X
5. Please see Background Notes in each lesson for a summary of each lesson's content.

B. For Students

1. Students will have a basic understanding of Europe in The Middle Ages.
2. Students will have a basic understanding of Eastern Roman Empire and the Byzantine Civilization from Third Grade Core Knowledge.
3. Students will have been introduced to major world religions from First and Second Grade Core Knowledge.

IV. RESOURCES

- A. Clemmons, Joan and Laase, Lois. *Language Arts Mini Lessons*
- B. Jackdaw 143. *The World of Islam*
- C. Mantin, Peter and Ruth. *The Islamic World: Beliefs and Civilisations 600 – 1600*. (We recommend this as a classroom set)

V. LESSONS

Lesson One

A. Daily Objectives

1. Lesson Content
 - a. Religion of Islam
 - b. Muhammad
 - c. Birth of Islam (Mecca)

- d. Ancient geography of Arabia
 - e. First Muslims were Arabs/now Muslims are spread throughout the world
2. Concept Objective(s)
 - a. Students understand how to use the processes and resources of historical inquiry.
 - b. Students understand that religious and philosophical ideas have been powerful forces throughout history.
 - c. Students gain an appreciation for organizing their writing so that there is an introduction, a logical arrangement of ideas, and a conclusion.
 3. Skill Objective(s)
 - a. Students will take notes on a graphic organizer focusing on the who, what, where, when, and how format.
 - b. Students will identify and label a map of ancient Arabia.
 - c. Students will identify and label a topic sentence, supporting details, and a conclusion on a teacher-constructed expository paragraph.

B. *Materials*

1. Arabian music, various spices, a piece of silk, costume jewels
2. Pre-constructed Islam booklet (Appendix A) **
3. Overhead projector
4. Overhead of map (Appendix A-2)
5. Teacher-constructed paragraph (Appendix C)
6. Blank transparency
7. Red, blue, and green overhead markers
8. Colored pencils for students (red, blue, and green)
9. **Teacher needs to create the pre-constructed Islam booklet from Appendix A (A-1 through A-10) for each student. We recommend using construction paper for a cover.

C. *Background Notes*

1. Who? Followers of Islam are called Muslims. Muhammad (570 – 632 A.D.) was the first leader of the Muslims and they believe he was God’s greatest messenger. Today there are between 850 million and 1 billion Muslims.
2. What? Islam is a religion that teaches that there is only one God. The word Islam is an Arabic word meaning “submission to the will of God.”
3. Where? Islam began in the city of Mecca, Arabia or modern-day Saudi Arabia. What is this area like? It is mostly desert. Many people at the time of Muhammad led a nomadic life. The Arabic word for nomad is Bedouin. This describes people who moved from place to place to find pasture and food. They were constantly searching for water and grazing places for the camels, horses, goats, and sheep. The Arabs ate mostly dates, goat’s milk, and camel’s meat. Another group of people that lived in Arabia were the traders. They often traveled in caravans across the desert on camels carrying goods for trade. Spices, fruit, and precious

metals were often traded. Often times, the caravans would stop at Mecca because it had more water than other areas. It became an important town for trade and was also an important site for religious activities.

4. When? During the early Middle Ages in the early 7th century.
5. How? Muhammad, who was born in 570 A.D., was often troubled by the fact that most people in Arabia worshipped many gods and idols (material or stone statues). He also disagreed with some of the customs of the Arabs, such as not treating women and children with respect. According to Islamic history, Muhammad had a vision or dream around 610 A.D. from an angel. He claimed that the angel told him to become God's messenger and spread the idea that there was only one God. He believed that he was God's prophet.

D. *Key Vocabulary*

1. Muhammad – the founder of Islam
2. Mecca– the most sacred city of Muslims; a center of religion and trade in early Arabia
3. Nomad – a person who moves from place to place in search of food and pasture

E. *Procedures/Activities*

1. Setting the Stage: Teacher plays Arabian music; passes around spices, dates, a piece of silk, and some costume jewels. Discuss place – what place do these items make the students think of? Tell students that throughout this unit we will focus on the significance of this place.
2. Teacher asks students to brainstorm and discuss a variety of world religions.
3. Teacher discusses the who, what, where, when, and how method of questioning for finding important information (for example, newspaper reporters).
4. Students take notes on graphic organizers (Appendix A-1 in booklets) based on teacher's lecture from Background Notes (see above).
5. Students label Mecca, Arabia, Egypt, Jerusalem, Europe, Africa, Asia, Rome, Atlantic Ocean, Indian Ocean, Mediterranean Sea, and the Black Sea on map (Appendix A-2 in booklets) from teacher's overhead (Appendix A-2).
6. Teacher tells students that as a class they will use notes from graphic organizer to write an expository paragraph summarizing information from today's lesson. Before teacher models writing the paragraph, discuss and review components of an effective expository paragraph (has a topic sentence, has supporting sentences which give details or facts about the topic, has organization, and has a conclusion).
7. Using the paragraph in Appendix C, teacher writes paragraph on overhead transparency modeling the process aloud. Use a red pen to write the topic sentence, a blue pen to write supporting details, and a green pen to write the conclusion. Students copy this paragraph onto blank page (Appendix A-3) in their booklets using the same colors.

F. *Evaluation/Assessment*

1. Teacher collects booklets to check graphic organizer, map, and expository paragraph for accuracy.

Lesson Two

A. *Daily Objectives*

1. Lesson Content
 - a. Spread of Islam
 - b. Jihads (holy wars)
 - c. Constantinople becomes Istanbul
 - d. Geography of ancient Islam
2. Concept Objective(s)
 - a. Students understand how to use the processes and resources of historical inquiry.
 - b. Students understand that religious and philosophical ideas have been powerful forces throughout history.
 - c. Students gain an appreciation for organizing their writing so that there is an introduction, a logical arrangement of ideas, and a conclusion.
3. Skill Objective(s)
 - a. Students will take notes on a graphic organizer focusing on the who, what, where, when, and how format.
 - b. Students will label the spread of Islam on a map of ancient Arabia.
 - c. Students will identify important details when given a topic sentence and write supporting sentences and a conclusion.

B. *Materials*

1. Clear gallon container filled with water
2. Food coloring
3. Pre-constructed Islam booklet (Appendix A)
4. Overhead projector
5. Overhead of map (Appendix A-2)
6. Colored pencils for students
7. Overhead of topic sentence (Appendix D)

C. *Background Notes*

1. Who? Muhammad and Muslim followers.
2. What? Arab people united to spread Islam.
3. Where? The Islam religion spread from Medina to Mecca, to most of Arabia, to the northern part of Africa, through the Roman empire, and as far west as Spain.
4. When? In 622 A.D., Muhammad left Mecca to rid himself of his enemies, and fled to the town of Medina. His departure was called the hijrah, which Muslims consider to be the beginning date of the Islam religion. By 630 A.D., Islam was the religion of Arabia. By 750 A.D., Islam had spread to northern Africa, through the eastern Roman Empire, and as far west as Spain. From 750 A.D. on, the Muslim Empire continued to grow and spread. Think back to the medieval times during the Black Death that occurred in Europe in 1348. Approximately seventy-five years after that

period in 1453, the Ottomans, a Muslim Turkish nomad tribe, conquered the Byzantine city of Constantinople and renamed it Istanbul. It was formerly a major Christian city and after 1453 became an important Muslim city.

5. How? Muhammad convinced some people in Mecca to become Muslims, but many others refused to give up their beliefs in many gods. These people tried to stop Muhammad from teaching his belief in one God by involving themselves in many battles and trying to kill Muhammad. When Muhammad left Mecca and went to Medina, many people followed him there from all walks of life. Some were traders, nomads, women and children, rich and poor people, and slaves. In Medina, the first mosque was built, which was a place to worship God. Gradually, Muhammad built up a strong group of believers in Medina. Muhammad wanted to spread the Islam religion even further. He preached that if a person fought and died in a holy war (jihad), they would go to heaven. Therefore, many people became soldiers for the Islam religion. Many battles occurred between the Muslims and people who were against this religion. In 630 A.D., Muhammad and 10,000 of his followers conquered Mecca. A significant event that occurred at this time was the destruction of the idols at the famous shrine, the Kaba (in Mecca). Muhammad became sick in 632 A.D. and died. What did he accomplish? He was able to unite many of the Bedouin tribes, which had often fought each other. He was able to keep them from fighting each other and unite them as one powerful force to fight for their religion.

D. *Key Vocabulary*

1. Hijrah – Muhammad’s departure from Mecca to Medina
2. Jihad – a holy war
3. Kaba – originally a shrine for idol worshipping; now considered the holiest of shrines for Muslims

E. *Procedures/Activities*

1. Teacher asks students to write a question about information from Lesson One. Collect and use questions to play tic-tac-toe as a review.
2. Setting the Stage: Teacher shows a gallon of water in a clear container. Add one drop of food coloring. Discuss how the food coloring disperses throughout the water so that eventually the clear water is gone. Discuss what happens when ideas spread and how they are spread – trade, travel, exploration, a sense of urgency. Everyone is affected (just like the whole gallon of water is changed by a drop of coloring). Relate this to the spread of Islam, which will be discussed in this lesson.
3. Students take notes on graphic organizers (Appendix A-4 in booklets) based on teacher’s lecture from Background Notes (see above).
4. Students add Medina and Constantinople and shade in the spread of the Islam religion on their maps (Appendix A-2) from teacher’s overhead (Appendix B).
5. Teacher reviews components of an expository paragraph.

6. Teacher provides one topic sentence to the class based on material from Lesson Two (Appendix D). Working with partners, students choose the most significant details for that topic and write an expository paragraph (Appendix A-5 in booklets). Partners can copy the paragraph in their booklet.
- F. *Evaluation/Assessment*
1. Class tic-tac-toe review of material from Lesson One.
 2. Teacher collects booklets to check graphic organizer and map for accuracy.

Lesson Three

A. *Daily Objectives*

1. Lesson Content
 - a. First two pillars of Islam (Declaration of faith and Prayer)
 - b. Allah
 - c. The Qur'an
 - d. Mosques
2. Concept Objective(s)
 - a. Students understand how to use the processes and resources of historical inquiry.
 - b. Students understand that religious and philosophical ideas have been powerful forces throughout history.
 - c. Students gain an appreciation for organizing their writing so that there is an introduction, a logical arrangement of ideas, and a conclusion.
3. Skill Objective(s)
 - a. Students will take notes on a graphic organizer focusing on the who, what, where, when, and how format.
 - b. Students will create a mosaic design in a dome-shaped mosque.

B. *Materials*

1. Partner paragraphs from Lesson Two
2. A variety of pillars (wedding cake pillars, blocks, Jenga game)
3. Sticky notes
4. Pre-constructed Islam booklet (Appendix A)
5. Books that show mosques, domes, and mosaics
6. Templates of dome-shaped mosques (Appendix E)
7. Small pieces of construction paper in a variety of colors
8. Scissors and glue for students

C. *Background Notes*

1. Muslims believe that there are five duties that they must live by. These are based on the teachings of Muhammad, which are written down in the Qur'an, the holy book for all Muslims. The first pillar is called Shahadah (declaration of faith). The second pillar is called Salat (prayer).
2. Pillar One:
 - a. What? Shahadah-declaration of faith.

- b. Who? All Muslims must proclaim that there is only one God. Muslims call their God Allah. Muhammad is the prophet of God.
 - c. Where? This declaration should be made publicly at least once in a Muslim's life. It is often the first words whispered into the ear of a baby born to Muslim parents.
 - d. When? Most Muslims learn this declaration when they are children or as an adult when they convert to Islam.
 - e. How? A Muslim must say that he believes in only one God and that Muhammad was his prophet. Muslims do not worship Muhammad.
3. Pillar Two:
- a. What? Salat-prayer
 - b. Who? All Muslims
 - c. Where? Muslims stop to pray five times a day. In Muslim countries people pray at work, at school, or wherever they happen to be. In non-Muslim countries, the five sets of prayers may be combined together. A mosque is an important place to Muslims. It is their place of worship, assembly, and learning. Muslims sometimes pray at a mosque, but they would have to be given time off from work. On Fridays (a holiday for Muslims), all adult males are expected to go to the mosque for special prayers and to hear a sermon. Most mosques have a dome, a minaret, and a courtyard.
 - d. When? Muslims pray five times a day: first thing in the morning, around midday, in mid-afternoon, at dusk, and before going to bed.
 - e. How? In Muslim countries, a man announces the time for prayer from the minaret of a mosque. No matter where a Muslim lives, the same routine is followed for prayer. Before praying, Muslims remove their shoes and wash in a special way. Most mosques have fountains for this purpose, but if a Muslim is out in the desert, sand can be used. They kneel on a prayer rug and turn toward Mecca, following a set pattern of movements and words.

D. *Key Vocabulary*

- 1. The Qur'an – the holy book for all Muslims
- 2. Allah – the Islamic name for God in the Arabic language
- 3. Mosque – a Muslim religious building
- 4. Minaret – high towers at the corners of a mosque, used to call the faithful to prayer

E. *Procedures/Activities*

- 1. Students read aloud their partner paragraphs from Lesson Two. Class critiques paragraphs focusing on supporting details.
- 2. Setting the Stage: Teacher shows a variety of pillars (wedding cake pillars, large blocks). Lead discussion on what a pillar is and the fact that more pillars offer more support. Students could have five small Jenga blocks to keep on their own desks. Use sticky notes to label the five pillars of Islam as they are discussed. Lead into a discussion on why

pillars were chosen to represent the duties of a Muslim (the entire religion is held up by these five obligations).

3. Students take notes on the pillar graphic organizers (Appendices A-6 and A-7 in booklets) based on teacher's lecture from Background Notes (see above).
4. Teacher shows examples of mosques, domes, and mosaics from Islamic art and architecture.
5. Students use teacher-made templates (Appendix E) to trace a dome-shaped mosque on the cover of their booklet. Students tear or cut small pieces of construction paper and glue on the dome in mosaic form. Students can add towers, minarets, and other features as desired.

F. *Evaluation/Assessment*

1. Teacher collects booklets to check partner paragraph, graphic organizer, and mosaic for accuracy.

Lesson Four

A. *Daily Objectives*

1. Lesson Content
 - a. Last three pillars of Islam (Helping the needy, Fasting, and Pilgrimage)
2. Concept Objective(s)
 - a. Students understand how to use the processes and resources of historical inquiry.
 - b. Students understand that religious and philosophical ideas have been powerful forces throughout history.
 - c. Students gain an appreciation for organizing their writing so that there is an introduction, a logical arrangement of ideas, and a conclusion.
3. Skill Objective(s)
 - a. Students will take notes on a graphic organizer focusing on the who, what, where, when, and how format.
 - b. Students will complete a vocabulary crossword puzzle review of words from Lessons One through Four.
 - c. The students will choose a topic from information in their graphic organizers (from Lessons One through Four) and list appropriate supporting details for that topic.

B. *Materials*

1. Box filled with sand
2. Jenga blocks and sticky notes
3. Pre-constructed Islam booklet (Appendix A)
4. Vocabulary crossword puzzle (Appendix F)

C. *Background Notes*

1. Pillar Three:
 - a. What? Zakat- alms or giving to the poor
 - b. Who? Muslims should help all those in need – the poor and sick.

- c. Where? Muslims are encouraged to give of their income to help their own community. Sometimes their money can go to the upkeep of the local mosque.
- d. When? A part of what a Muslim earns each year should be given to the poor and needy.
- e. How? The money collected is called Zakat and is kept in a community fund. It is given out as needed in the community. Muslims are also encouraged to contribute more money when possible. Even poor Muslims are expected to give by performing charitable acts.

2. Pillar Four:

- a. What? Sawm-fasting
- b. Who? All Muslims except young children, pregnant women, the very old, and travelers while on a journey are expected to fast.
- c. Where? In Muslim homes all over the world.
- d. When? Fasting takes place from sunrise to sunset during the ninth month of the Muslim calendar. This month is called Ramadan. Muslims believe Ramadan was the month in which God's word was revealed to Muhammad.
- e. How? Muslims must not eat, drink, or smoke during the daylight hours of Ramadan. They believe that this teaches self-discipline and to care for others. Muhammad is said to have often ended his fast with a bit of salt, some dates, and milk and honey. These foods are still served today as Muslim families end their fast each day. The end of the month brings great celebration and feasting.

3. Pillar Five:

- a. What? Hajj-pilgrimage
- b. Who? All adult Muslims who are well and can afford the trip to Mecca are expected to make it.
- c. Where? The pilgrimage is made to the city of Mecca and particularly to the Kaba.
- d. When? Muslims are expected to make this journey at least once in their lifetime.
- e. How? The hajj can only be made during a particular month, the twelfth month of the Islamic calendar. Pilgrims usually stay in Arabia for two to three weeks although the actual events take place over a few days. The pilgrims are usually dressed in white robes to symbolize equality. They follow several rituals and then travel nine miles to Mount Arafat. On returning to Mecca they repeat the rituals at the Kaba. Some go on to visit Muhammad's tomb at Medina.

D. *Key Vocabulary*

- 1. Alms – money or other donations given to the poor or needy (taken from the Random House College Dictionary, Revised Edition)
- 2. Ramadan – the ninth month of the Islamic calendar; the month in which Muslims must fast

3. Pilgrimage – a sacred journey to a holy place
- E. *Procedures/Activities*
1. Setting the Stage: Teacher asks the following questions to create interest in the pillars: How would you feel about being required to share? What are some ways we share in our community? What would you do if you couldn't eat or drink at all during the day? Teacher uses a box filled with sand to visually recreate the hajj. Create a mountain with either wet sand or cardboard covered with sand, to represent Mt. Arafat. Show the approximate distance to scale between Mecca and Mt. Arafat. Ask students if they have ever taken a long hike uphill. Think about a visual place within the students' community where they would have to travel nine miles. Add sticky notes to last three pillars (the Jenga blocks on students' desks).
 2. Students take notes on the pillar graphic organizers (Appendices A-8, A-9, and A-10 in booklets) based on teacher's lecture from Background Notes (see above).
 3. Students complete vocabulary crossword puzzle review (Appendix F).
 4. Students choose one topic from the material presented in Lessons One through Four to be used to write the final expository paragraph for the unit. Students write an appropriate topic sentence.
 5. Students list supporting details for their topic.
- F. *Evaluation/Assessment*
1. Teacher checks vocabulary crossword puzzle. (Key - Appendix G)
 2. Teacher checks for appropriate topic sentence and interesting supporting details in final expository paragraph.

Lesson Five

- A. *Daily Objectives*
1. Lesson Content
 - a. All information from Lessons One through Four
 2. Concept Objective(s)
 - a. Students understand how to use the processes and resources of historical inquiry.
 - b. Students understand that religious and philosophical ideas have been powerful forces throughout history.
 - c. Students gain an appreciation for organizing their writing so that there is an introduction, a logical arrangement of ideas, and a conclusion.
 3. Skill Objective(s)
 - a. The student will take a test over information presented in unit.
 - b. The student will write an expository paragraph.
- B. *Materials*
1. Salt, dates, milk and honey
 2. Teacher-constructed test (Appendix H)

3. Rough draft of topic sentence and details from Lesson Four
- C. *Background Notes*
None
- D. *Key Vocabulary*
None
- E. *Procedures/Activities*
 1. Setting the Stage: Teacher tells students that they are going to “break the fast” like Muhammad did. Provide salt, dates, and milk and honey for students to taste.
 2. Students take teacher-constructed test (Appendix H)
 3. Teacher reviews form for expository paragraph.
 4. Students write a rough draft paragraph from the topic and supporting details from Lesson Four, adding a conclusion. Edit and revise with student partners and write final copy.
- F. *Evaluation/Assessment*
 1. Teacher constructed test (Key – Appendix I)
 2. Paragraph evaluated for expository paragraph form and content (Checklist -Appendix J)

VI. HANDOUTS/WORKSHEETS

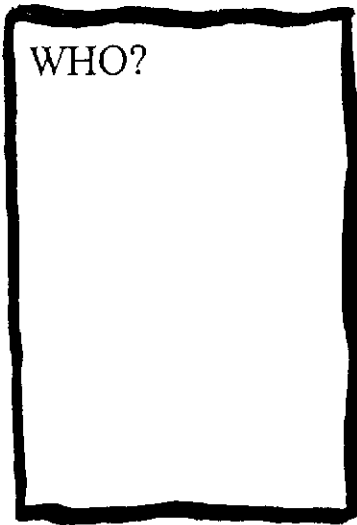
- A. Appendices A – J

VII. BIBLIOGRAPHY

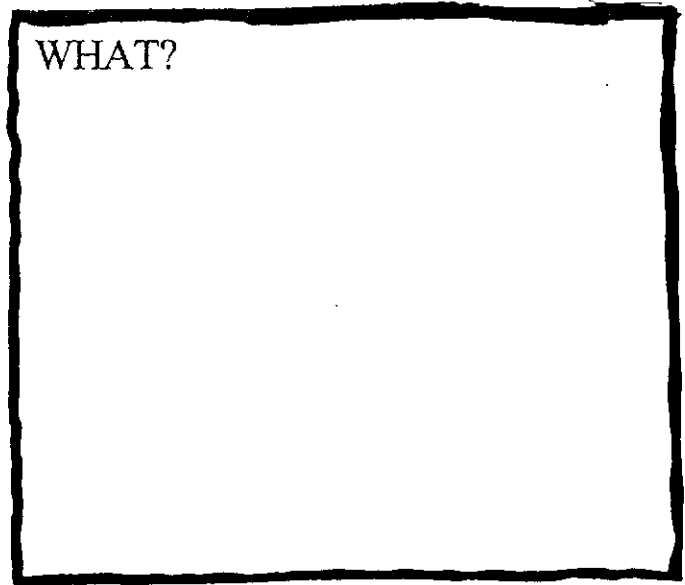
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APPENDIX A-1

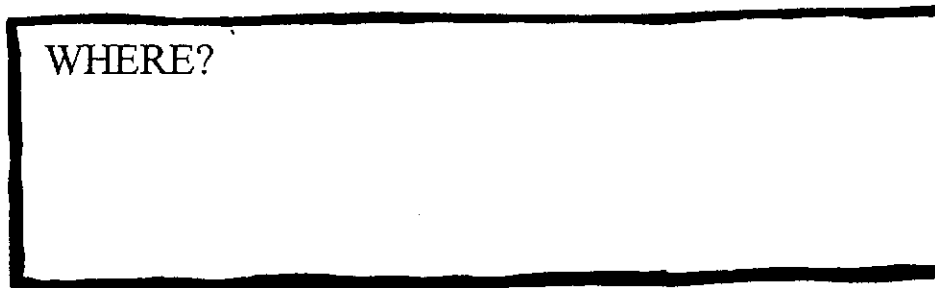
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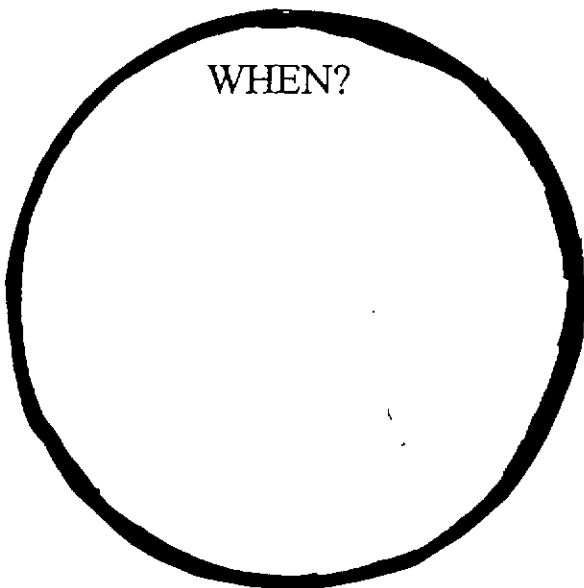
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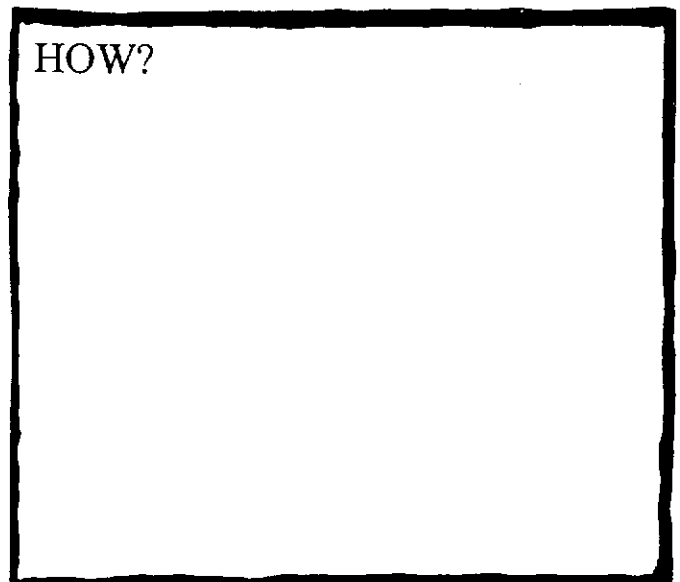
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WHEN?

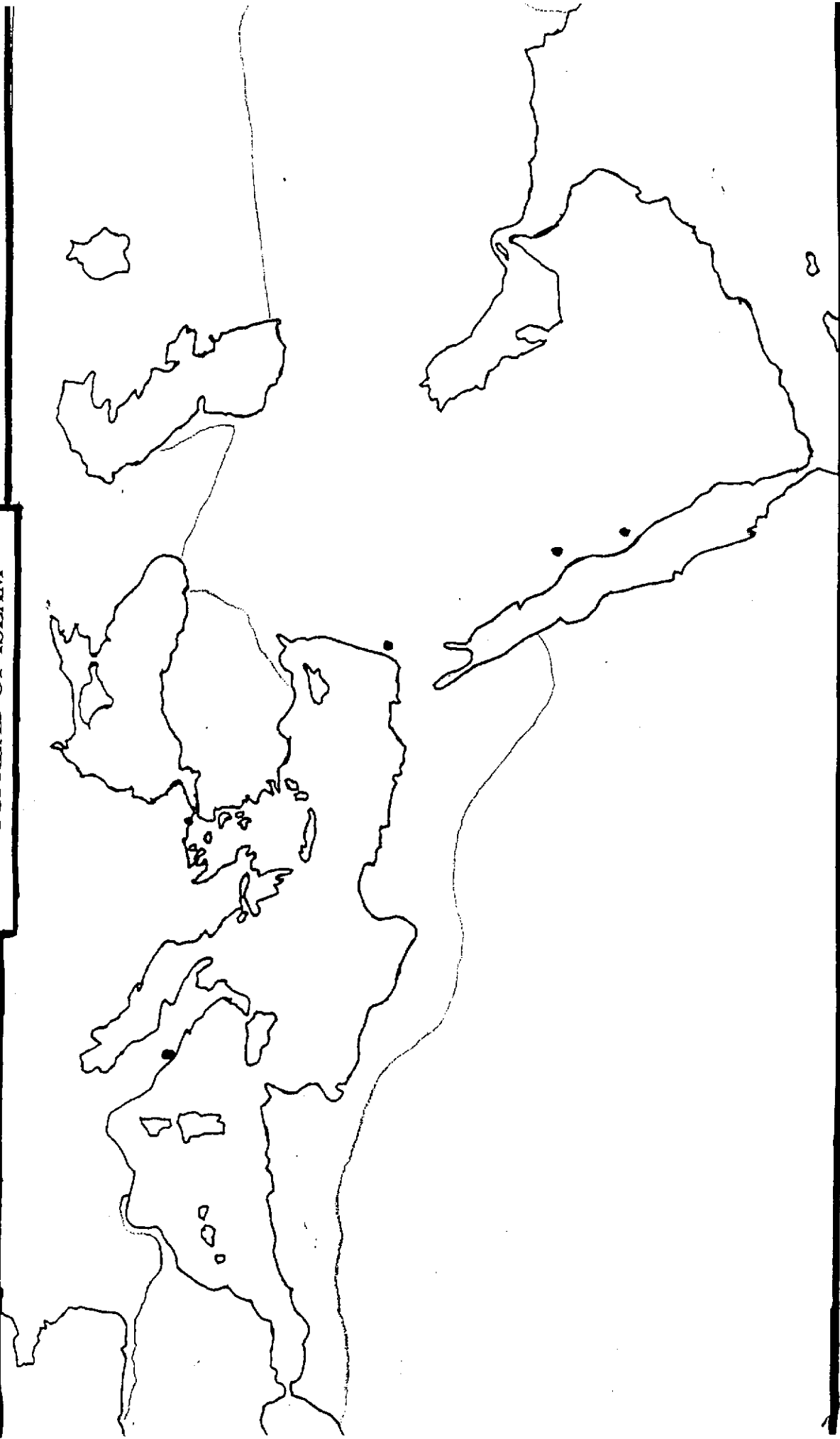


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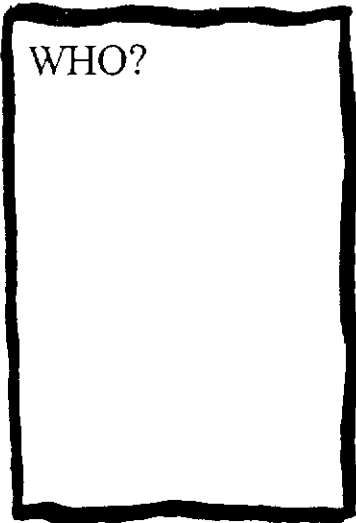
APPENDIX A-2 (Student Map)

THE SPREAD OF ISLAM

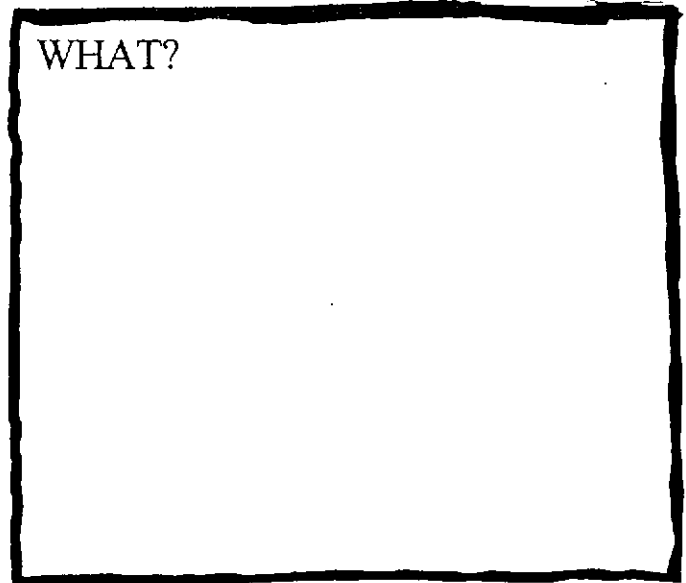


APPENDIX A-4

WHO?



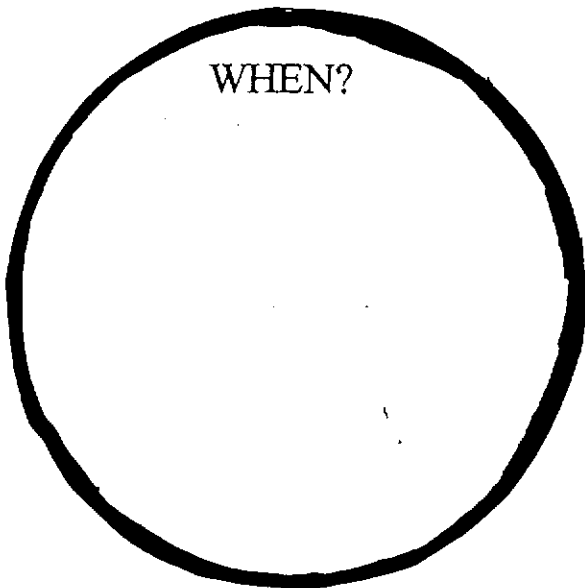
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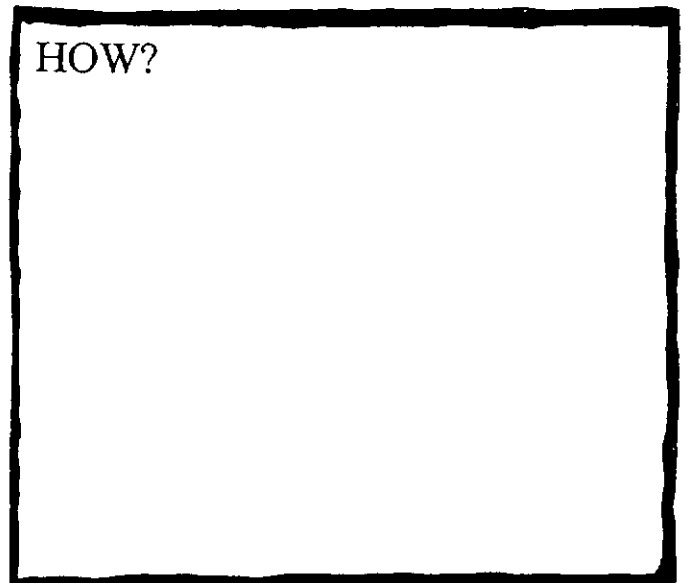
WHERE?



WHEN?



HOW?



PILLAR ONE

Shahadah

WHO?

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PILLAR TWO

Salat

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PILLAR FOUR

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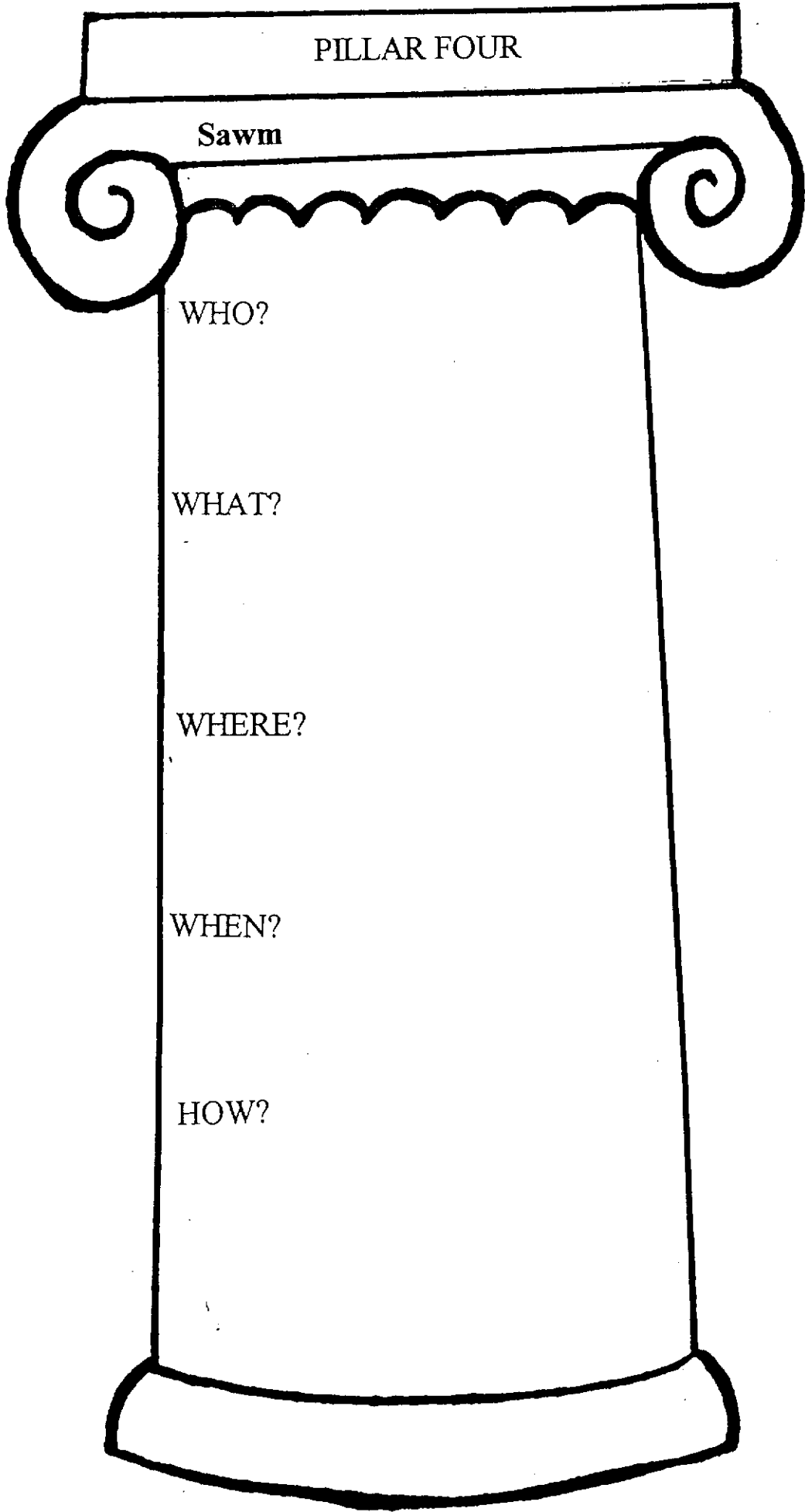
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WHAT?

WHERE?

WHEN?

HOW?



PILLAR FIVE

Hajj

WHO?

WHAT?

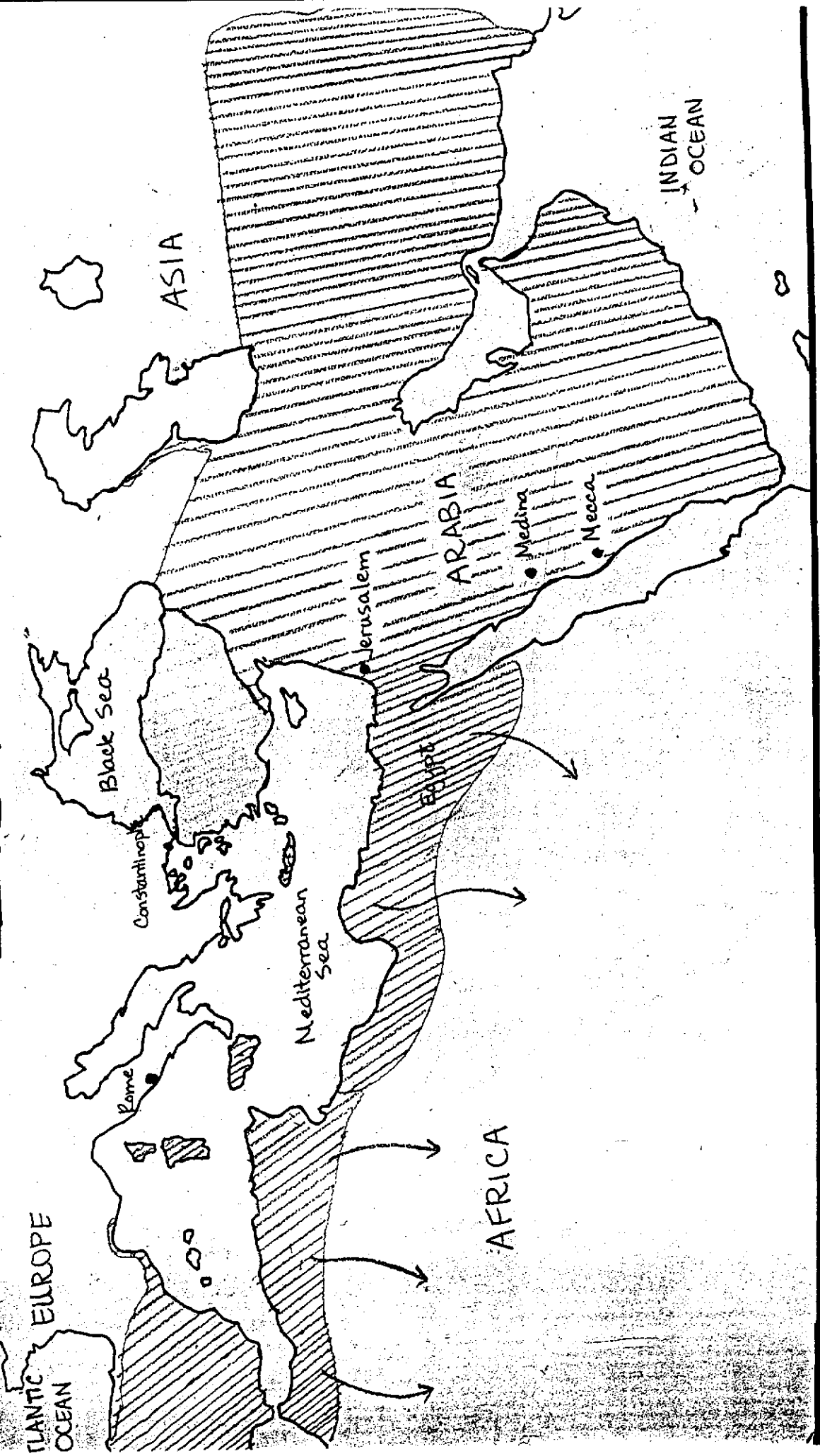
WHERE?

WHEN?

HOW?

APPENDIX B

THE SPREAD OF ISLAM



Teacher Key

APPENDIX C

(a)Islam is one of the world’s major religions. (b)There are several interesting facts about how and where Islam originated. Islam is an Arabic word which means “to surrender to the will of God.” The people who follow the Islam religion are called Muslims. Islam began in 610 A.D. when a man named Muhammad said he had a vision from God and was told to become God’s messenger and prophet. Islam started in the desert city of Mecca, which is in modern day Saudi Arabia. (c)Islam began with one man, but now is one of the fastest growing religions with almost one billion followers.

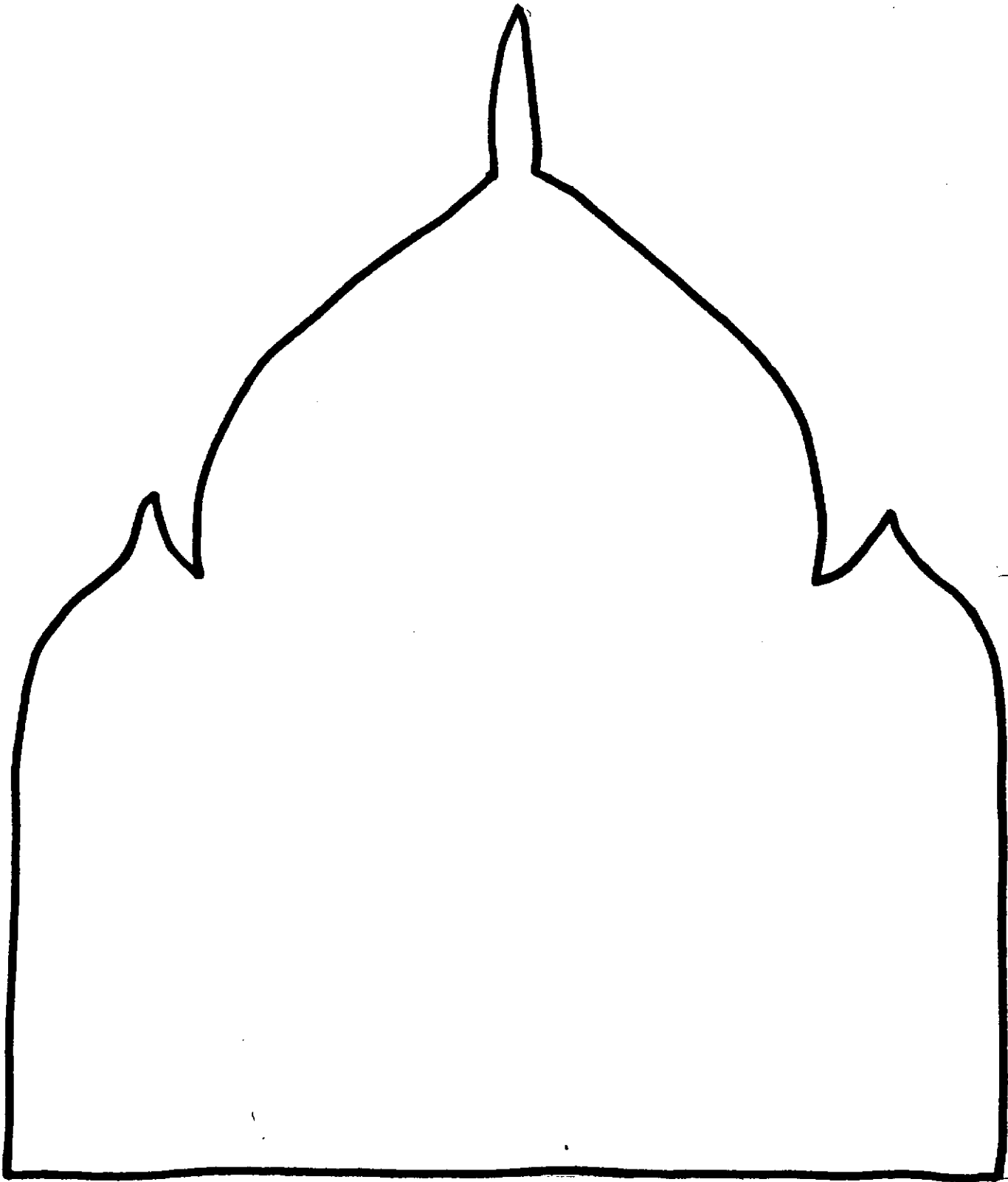
**Note to teachers. We recommend that you write this paragraph on an overhead transparency in front of the students. It is helpful to model and talk about the process as you go. Point out that the topic sentence is the main idea or summary of the rest of the information. The supporting details are facts you felt were the most important from the information presented in Lesson One and they all relate to your topic sentence. The conclusion restates the topic and adds one new fact.

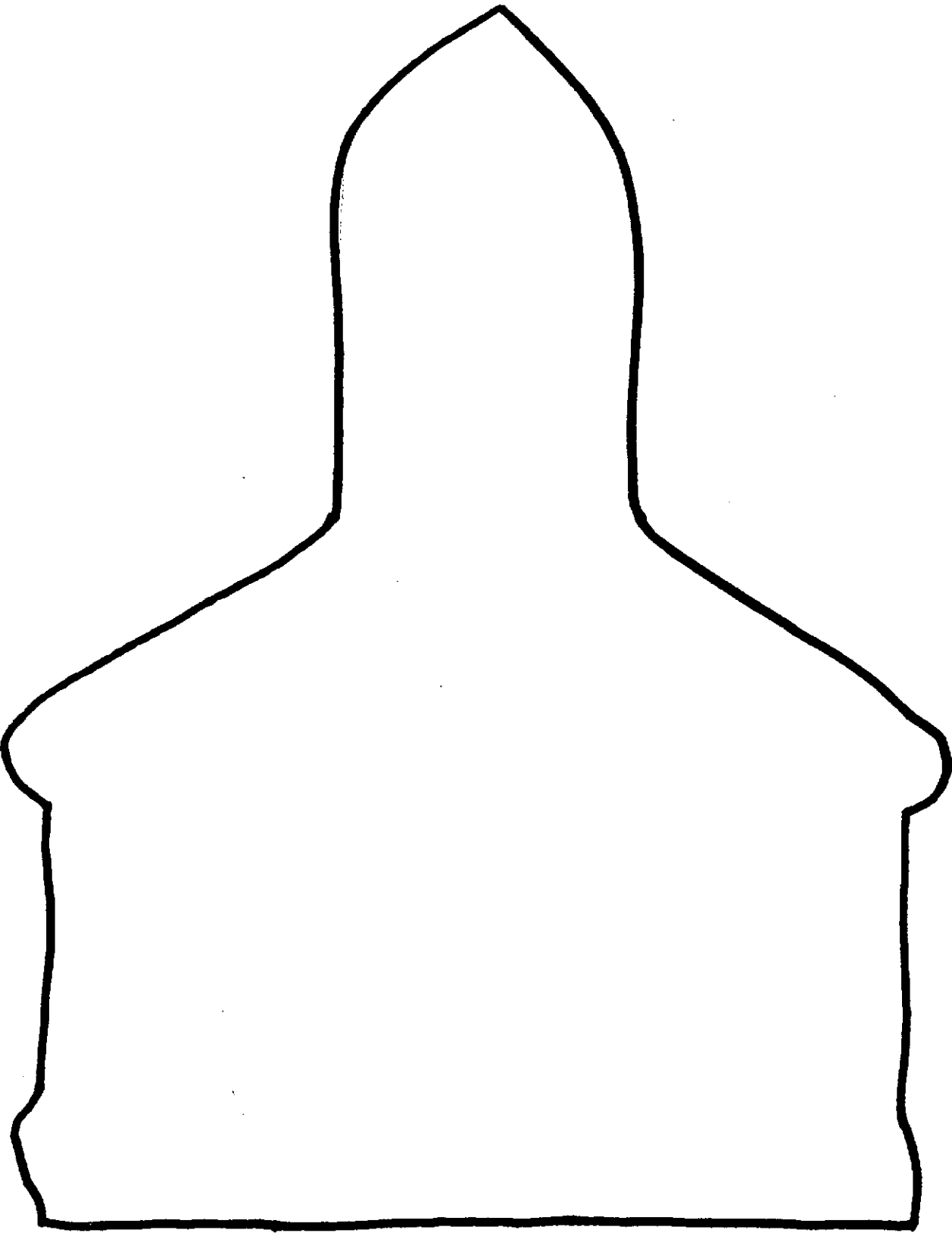
Write sentence (a) in red, sentences (b) in blue, and sentence (c) in green.

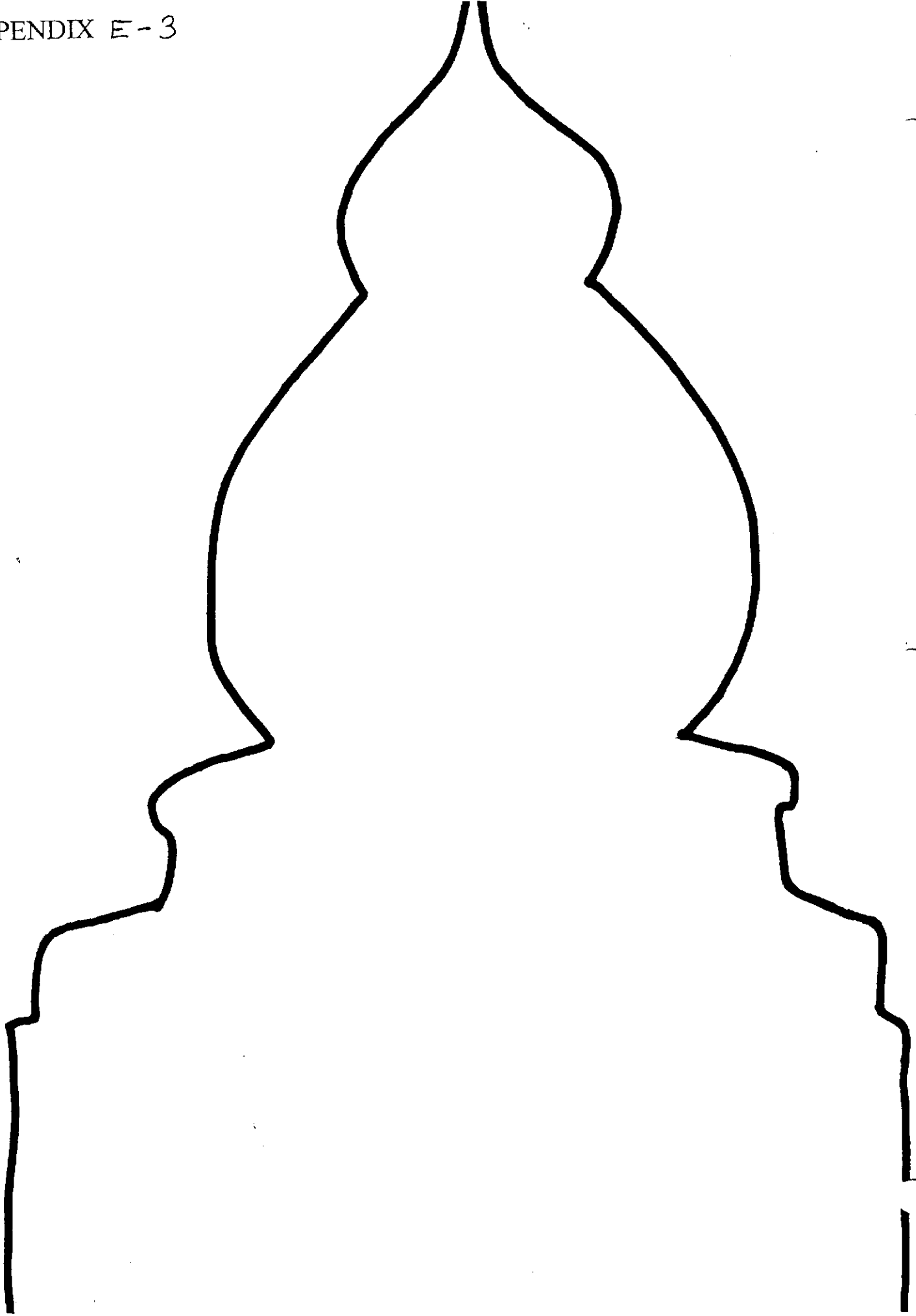
APPENDIX D

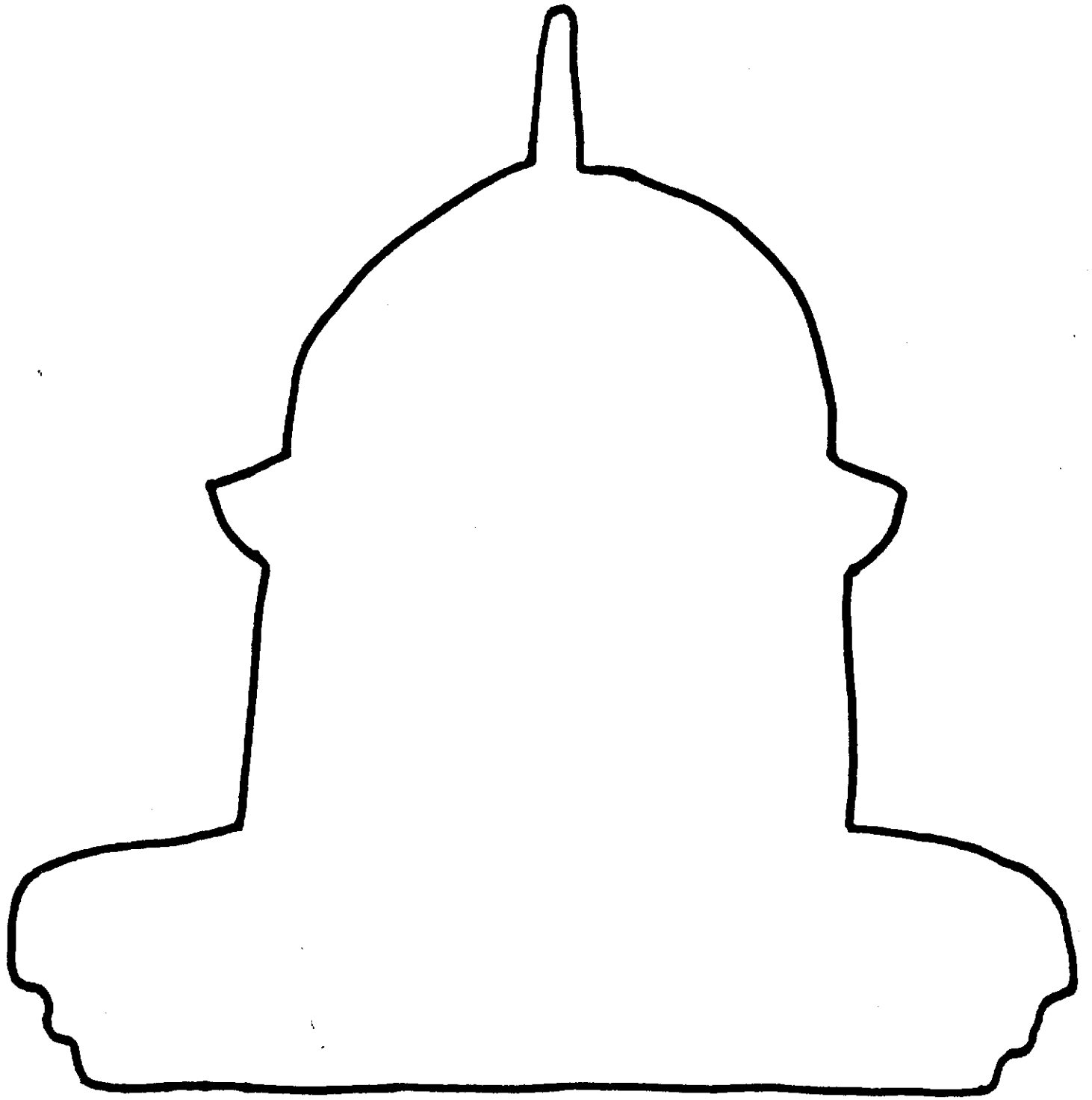
Topic sentence for Lesson Two:

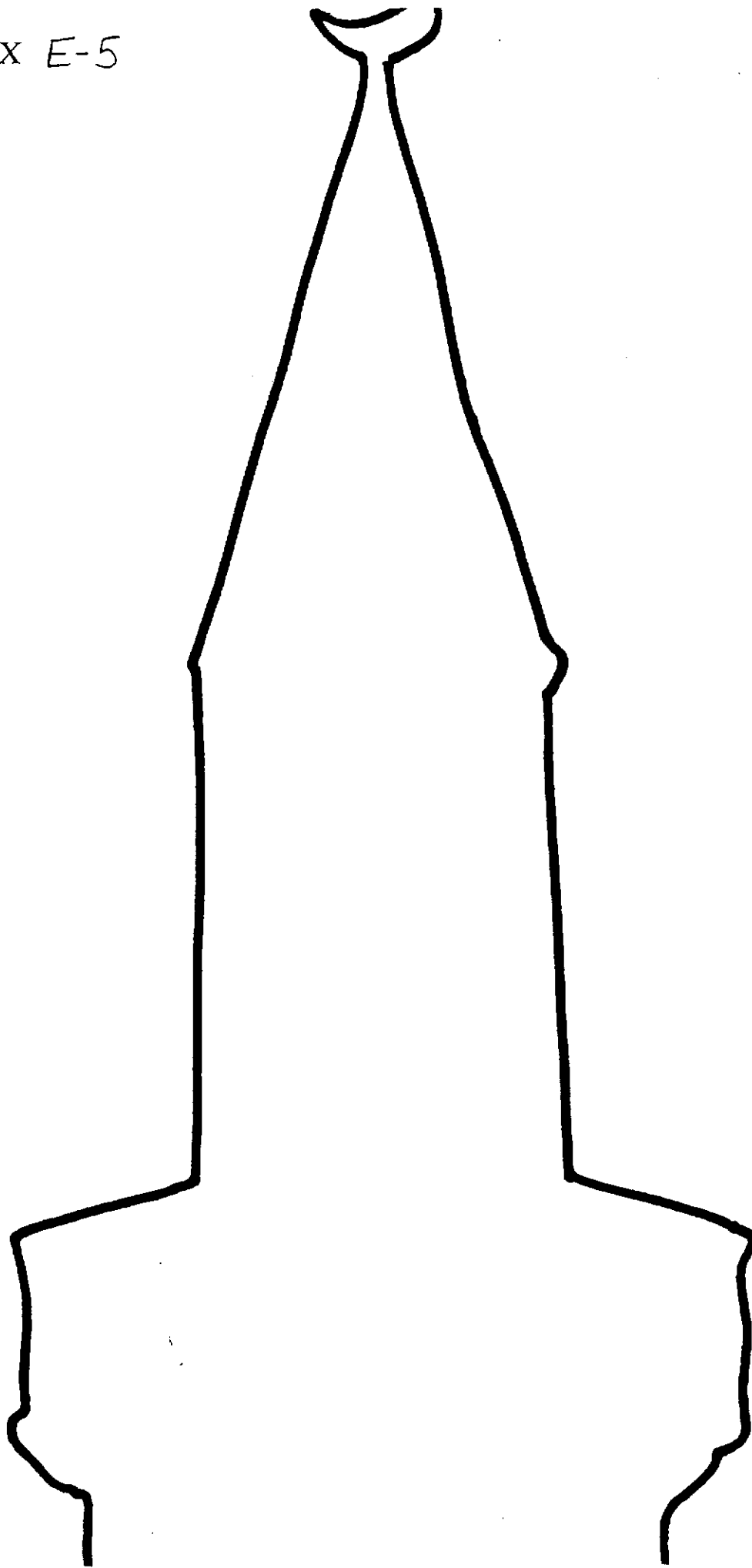
The Islam religion started in Mecca with one person, Muhammad, and quickly spread throughout many parts of the world.

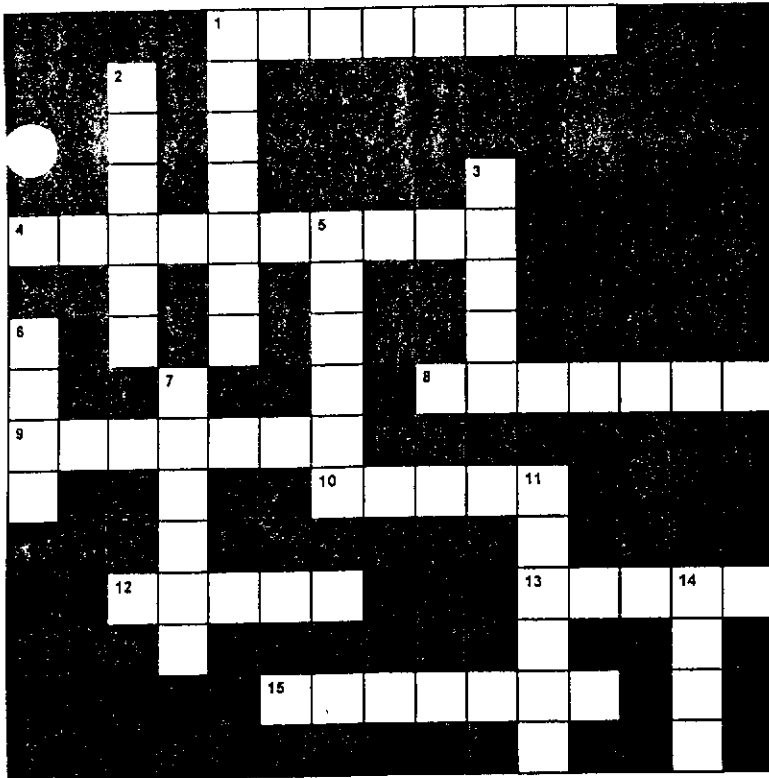












ACROSS

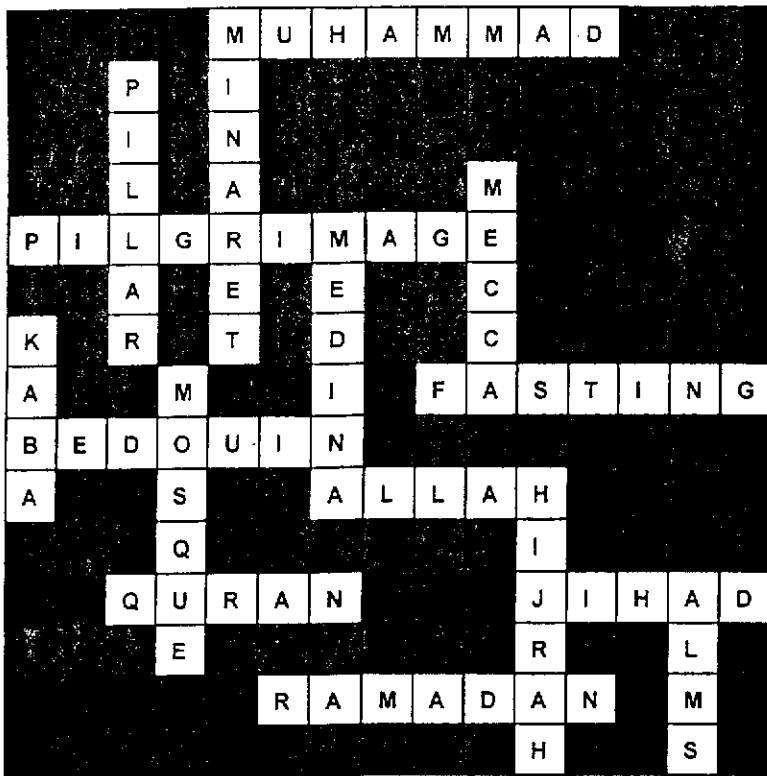
- 1 Founder of Islam religion.
- 4 Sacred journey to a holy place.
- 8 Not eating for a period of time.
- 9 Arabic word for nomad or person who moves from place to place in search of food and pasture.
- 12 The Islamic name for God.
- 13 The holy book for Muslims.
- 13 A holy war
- 15 The ninth month of the Islamic calendar; month

in which Muslims fast.

DOWN

- 1 High towers at the corners of a mosque.
- 2 A support column that holds up a building structure.
- 3 The most sacred city of the Muslims. It was a center of religion and trade in early Arabia.
- 5 A town that Muhammad fled to in 622 A.D. to try and get away from his enemies.

- 6 Originally a shrine for idol worshipping; now considered the holiest of shrines for Muslims
- 7 The building structure where Muslims worship.
- 11 Muhammad's departure from Mecca to Medina
- 14 Money or other donations given to the poor or needy.



APPENDIX H

ISLAM TEST

Name _____

Date _____

1. Describe the land of ancient Arabia or modern-day Saudi-Arabia.

2. Another word for "*bedouin*" is _____. What did the "*bedouins*" do? _____

3. Name two reasons why Mecca was such an important city?

A. _____

B. _____

4. The earliest prophet of the Islam religion was _____.

5. What is the name that Muslims use for God? _____

6. What is the name of the building structure where Muslims worship?

7. What were jihads? _____

8. Explain why the Kaba was important when Muhammad lived in

Arabia. _____

9. Explain why the Kaba is important to the Islam culture today.

10. What is the Koran? _____

11. Name the Five Pillars of Islam and write an important detail for each one.

a. _____

b. _____

c. _____

d. _____

e. _____

APPENDIX I

ISLAM TEST KEY

Name _____

Date _____

1. Describe the land of ancient Arabia or modern-day Saudi-Arabia.

mostly desert land

2. Another word for "*bedouin*" is nomad. What did the "*bedouins*" do?

The bedouins or nomads were people who traveled from place to place to find food and pasture.

3. Name two reasons why Mecca was such an important city?
(any of the following answers are acceptable)

A. It was a trade center. B. It was the birthplace of Muhammad.
C. Site of pilgrimage. D. Site of holy shrine of Kaba

4. The earliest prophet of the Islam religion was Muhammad.

5. What is the name that Muslims use for God? Allah

6. What is the name of the building structure where Muslims worship?
mosque

7. What were jihads? holy wars

8. Explain why the Kaba was important when Muhammad lived in Arabia.

The Kaba was originally a site for worshipping idols and many gods. When Mecca was conquered by Muhammad, he destroyed many of these idols.

9. Explain why the Kaba is important to the Islam culture today.

The reason that the Kaba is so important today is that people travel there during the pilgrimage. It is now considered to be the holiest of shrines for Muslims.

10. What is the Qur'an? the holy book for Muslims

11. Name the Five Pillars of Islam and write an important detail for each one. (accept reasonable answers from notes)

- a. Declaration of Faith - Muslims declare faith in only one God.
- b. Prayer - Muslims stop and pray at least five times a day.
- c. Alms - giving a portion of their wealth to the poor.
- d. Fasting - not eating from sunrise to sunset. Occurs during Ramadan.
- e. Pilgrimage - a highly recommended sacred journey that a Muslim should take at least once in a lifetime to Mecca.

APPENDIX J
EXPOSITORY WRITING CHECKLIST

Student's Name: _____

Date: _____

Content: The writer

- _____ 1. Has a topic sentence that makes a general statement.
- _____ 2. Has at least three supporting sentences that give details or facts about the topic sentence.
- _____ 3. Has organized information appropriately.
- _____ 4. Has a conclusion that restates the topic in an interesting way.

Mechanics: The writer has

- _____ 1. Indented the paragraph.
- _____ 2. Correct grammar and sentence structure.
- _____ 3. Correct capitalization.
- _____ 4. Correct punctuation.
- _____ 5. Correct spelling.
- _____ 6. Neatly written the final draft in ink on one side of the paper.