

The Expansion of Islam

Overview: The students will identify and explain the location of the Middle East, the Five Pillars of Islam, and the Crusades. The students will understand how this major world religion and these historical events were influenced by geography. This lesson uses the Core Knowledge curriculum

Minnesota Social Studies Standards:

V. Geography

B. Maps and Globes

1. The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.

#2. Students will locate and map areas of major world religions and how they have changed geographically, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam and indigenous religious traditions.

C. Physical Features and Processes

1. The student will use basic terminology describing basic physical and cultural features of continents studied.

#1. Students will locate and describe major physical features and analyze how they influenced cultures/civilizations studied.

D. Interconnections

1. The student will give examples that demonstrate how people are connected to each other and the environment.

#2. Students will analyze how the physical environment influences human activities.

D. Interconnections

6. The student will demonstrate how various regional frameworks are used to analyze the variation in culture and humans' occupation of the Earth's surfaces.

#3. Students will describe the patterns of religion on the surface of the earth and identify geographic patterns of change.

D. Interconnections

6. The student will demonstrate how various regional frameworks are used to analyze the variation in culture and humans' occupation of the Earth's surfaces.

#7. Students will identify current or historic conflicts and explain how those conflicts are/were influenced by geography.

D. Interconnections

7. The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment.

#1. Students will analyze the way peoples' perception of regions vary and are affected by individual perspective and culture.

Objectives:

- The students will identify the physical geographical features of the Middle East and Eastern Mediterranean.
- The students will understand the Five Pillars of the Islam faith.
- The students will analyze the events and outcomes of the Crusades.

Grade Level: 4th Grade

Time: Four days, approximately 60 minutes per day

Prior Knowledge: Students should have prior knowledge of how to read a map and Europe in the Middle Age as identified in the 4th grade Core Knowledge Sequence.

Subject/Topic: Students will use language arts skills to read, comprehend, analyze, and present information on the Five Pillars of Islamic faith and the First through the Fourth Crusades.

Required Materials: Listed under each lesson

Suggested Procedure:

Opening—Day One, approximately 60 minutes

Materials:

- Appendix A: Middle East Region Map (one overhead transparency for the teacher and one copy per student) <http://www.nationalgeographic.com/xpeditions>
- Appendix B: Give One-Get One worksheet (one copy per student)
- Appendix C: Place Identification List worksheet (one copy per student)
- Chart paper
- Student atlas of the world (one per student or pairs of students)
- Colored pencils—blue, brown, green and yellow (one of each per student)
- Overhead markers—blue, brown, green and yellow

1. Put up a blackline outline map of the Middle East on the overhead. Ask students to identify the location, place, and region that the map displays. If students have a hard time identifying the area, then pull down a world wall map. Have students identify the Middle East on the wall map and ask why it is called the ‘Middle East’. Compare this to the Far East and the relation according to location east of Western Europe. Look for similarities in the outline map and the wall map. Make sure students have identified the outline as a Middle East map before moving on.

2. *Preassessment:* Give students a Give One-Get One worksheet. Have students fold the piece of paper in half horizontally with numbers 1-3 above the fold and 4-6 below the fold. Ask students to write down three ideas that they know about this area of the world on lines 1-3. For example, physical features, cultural contributions, etc. After students have sufficient time to write their own idea, allow them to move around the room and exchange their ideas for at least three different ideas from others that are written on lines 4-6. They also need to record the student’s name for each corresponding idea. After several minutes have students regroup and share with the class the ideas they heard from their peers. Write down student responses and what they believe they know about this area on chart paper. Post this in the classroom throughout the lesson.

3. Distribute a copy of the PLACE identification list to each student. Tell the students to use a pencil and star the words that they are familiar with on the list. Then tell the students to circle the words that they could identify on a map. Pass out the Middle East/Mediterranean Region map and have students fill in what they can with their own knowledge.
4. After students have a fair amount of time to complete step three, pass out the atlases and allow students to check their work. Ask students which places they identified correctly and the ones that they did not. Give students time to make corrections to their maps and to add any missed locations/places from the list.
5. Once students finish labeling the areas, ask them to use a blue colored pencil to color all the water, a yellow pencil for the deserts, the brown for mountains, and the green for any fertile areas. Remind them to use the atlas as a reference in order to complete the map correctly.
6. When all students are finished call on various students to point out locations on the blackline overhead map which allows the students to check their work. Collect student maps and assess for accuracy.
7. As a final discussion ask the students why they feel it is important to learn about this area of the world and Islam or Muslims. Bring in a discussion of current events, people they know, etc. whenever possible.

Development—Day Two, approximately 60 minutes

Materials:

- Appendix D: Alphaboxes worksheet (one copy per student)
 - Pictures of Muslim believers on a pilgrimage, participating in religious or daily activities, etc. Images for this lesson found in National Geographic magazine, Vol. 154, No. 5, November 1978. Others may be found on the Internet or at:
http://www.nationalgeographic.com/ngm/data/2002/01/01/html/ft_20020101.5.html
 - Pearson Learning/Core Knowledge History and Geography Textbook, Edited by E.D. Hirsch, Jr. The Spread of Islam (4th Grade) *Core Knowledge Sequence*, pp. 106-108.
 - Appendix E: Five Pillar Summaries (one copy per student)
 - Appendix F: 5-Tab Book Template (one copy per student)
 - Scissors (one per student)
 - Chart paper cut into five large pillars for bulletin board (one pillar per group)
 - Markers
 - Appendix G: Venn diagram (one copy per student and one transparency for teacher)
1. Ask students to recall what area of the world we looked at the day before. *Middle East*. Encourage descriptions of the physical features and places. Let students know that today they will learn about a religion called Islam, which started in this area of the world around 600 AD.
 2. Pass out the Alphaboxes worksheet and let students work with partners to fill in as many words as they can about the Islam faith and Muslims before reading about the Five Pillars. Students are to list as many terms in the boxes associated with the topic (Islam) that begins with a particular letter or letters in the box. Students discuss and share their terms to anticipate the reading with their partner. Tell the students to set these aside when they feel that they have included as many terms as they can.
 3. Place the students into five groups and pass out pictures from National Geographic (November 1978—Pilgrimage to Mecca). Ask the students to predict and record the: Who, What, Where, When, and Why that is happening in their picture. Groups share responses as teacher shows the images on the projector or as a slide.

4. Assign the same groups the readings from textbook (Chapter 1—"The Five Pillars of Islam" pp. 106-108) and the summaries worksheet. While reading, have the students complete a Five-Tab book to write down notes and important details about each pillar of faith. Instruct students to fold the paper in half and then only cut the top fold along the five vertical lines, thus creating five tabs. Students will record their facts under each tab.
5. Have students read the summaries to add more details about each pillar when they have finished reading the text. Assign one of the five pillars of faith to each group and pass out a large paper pillar for them to record their notes and summarize details for the presentation. Encourage creativity and accuracy of facts on each pillar.
6. Once all pillars are presented and posted in the room refer back to the National Geographic pictures and ask the students which pillar they believe is represented in the pictures at the beginning of class ("Hajji"—pilgrimage).
7. Pass out the three-part Venn diagram worksheet for students to compare/contrast Christianity, Judaism, and Islam. Have the students complete this on their own before sharing as a class.
8. At the end of the class have the students add new terms to their Alphaboxes on their own using a different color pen/pencil. Collect for assessment. If there is time, the students can share their new words and defend/explain their answers.

Extension: The students can also write a defense for whichever pillar they feel is 'most significant' to the Islamic faith.

Closing—Days Three and Four, approximately 60 minutes each day and additional research time when possible

Materials:

- Student textbooks and one transparency of "The Spread of Islam" map, Pearson Learning/Core Knowledge History and Geography Textbook, Edited by E.D. Hirsch, Jr. The Spread of Islam (4th Grade) Core Knowledge Sequence, pp. 113.
 - Appendix H: Traditions worksheet (one copy per student)
 - Appendix I: Summaries of the First Four Crusades (one summary per group)
 - Construction paper, markers, poster board, etc.
 - Various books and resources about Ancient Islam and/or the Crusades
 - Computers with Internet access
 - Overhead transparencies of Europe/Middle East Region Maps (one sheet per group)
 - Red, green, blue, and brown overhead markers (one marker per group)
 - Notebook paper (one to two sheets per student)
 - Appendix B: Give One-Get One worksheet (one copy per student)
1. Look at the map of Islam's growth from 632-750 A.D. on page 113 in textbook. Have students predict and analyze the causes for this growth. *Which direction did the growth go—North, South, East, or West? What countries saw more Islamic followers by 750 AD? What physical geographic features are in these areas? Why was there not any growth in North or South America?*
 2. Let the students know that the Muslim people did not easily migrate over time, but that they endured hardships and persecutions for their beliefs just like many other groups such as followers of Judaism and Christianity throughout their conversion of other peoples and conquering of lands.
 3. Divide the class into two groups and tell one group that they now live in the desert and their life will be affected by that climate. The other group will move to the mountains. Pass out the Traditions worksheet and tell the students to work in groups to decide how the traditions will

change based on their new environment. The groups will then informally present their changes to the class.

4. The students should notice the differences and explain to the students that during this time period the Christian Church started to become very large. The Christians saw a lot of changes in their traditions in different areas of Europe and eventually the eastern part became known as the Byzantine Empire. The capital of this empire was known as Constantinople (point out on the Islam growth maps).

5. Ask students what they notice about the location of Constantinople and where Islam believers are located. Students should see that the nation of Islam was growing into areas controlled by the Byzantine Empire. *How do you think the Byzantines (Christians) felt about this growth? Do you think that there was conflict among them? What do you think the Byzantines were going to do?*

6. Introduce the Crusades—Point out the location of the Holy Land and tell the students that this area is considered sacred to Jews, Christians, and Muslims because there are many sites there that are associated with events described in scripture. From 1096 to 1272 European Christians decided that they would try to ‘free the Holy Land from Islamic control’. The Europeans called these ‘Crusades’, but Muslims refer to them as the ‘Frankish Invasion’. (Frank referring to all Europeans in general.)

7. Assign students to four small groups and assign each group a Crusade period to research (First, Second, Third, or Fourth). The groups will present to the class the: Who? What? Where? When? and Why? of their assigned crusade. Groups may create timelines, maps, and posters for these questions. They will use resources in the classroom, the library, and the Internet. If you have limited resources then you can also give the groups their assigned crusade summary. Each group will also receive an overhead transparency map of the European/Middle East Region and a specific colored marker in order to draw the route of their assigned crusade. The teacher can then layer each route on the overhead during presentations.

8. Conclusion: The groups will present their information on the fourth day. As a class you may analyze the routes, look for similarities and differences, as well as the movement of the people and the interaction of the Crusaders with the environment. Make a point to recognize the difference in distances and how the Crusaders traveled versus the Muslim armies. Ask guiding questions to help the students understand that the Islamic armies mainly traveled on land and had their core area behind them, whereas the Catholic Crusaders mainly traveled by sea and needed ports, ships, etc. The crusaders also had difficulty in conquering the Muslim lands because they often had the sea behind them in their battles against a land-based enemy.

9. Give students new Give One-Get One worksheet to record what they have learned about the Middle East and Islam as completed in the Day One activity. Compile answers on a new chart and compare with previous class list. Collect for post-assessment tool.

10. As a class or homework assignment the students will write a paragraph about what it might be like to have traveled on one of the Crusades. Guide students in the use of description: *What is your role—are you a crusader or an assistant? Where are you? What are you doing? How do you feel? How are you traveling—by land or sea? What is difficult? What do you enjoy?*

Resources:

Abdul-Rauf, Muhammad “Pilgrimage to Mecca” National Geographic November 1978: 581-607
Hirsch, Jr., E.D. Pearson Learning Core Knowledge History and Geography: Fourth Grade Textbook. Parsippany, NJ: Person Education, Inc., 2002.

Hirsch, Jr., E.D. and Wright, Suzanne A. Wright. Core Knowledge Grade 4 Teacher Handbook. Charlottesville, VA: Core Knowledge Foundation, 2005.

Kidwai, Azra. *Islam*. New Delhi: Roli Books, 1998.

Middle East Region Maps: <http://www.nationalgeographic.com/xpeditions/atlas/index.html>

National Geographic Reading Expeditions, The Islamic World: World History A.S. 600-1500. Washington, DC: National Geographic Society, 2005.

Minnesota Alliance for Geographic Education July 207 Workshop—Give One-Get One, Alphaboxes, Five-Tab book resources.

Selig, Michelle D. *The Call of the Caliph and the Pope*. 4th Grade Core Knowledge Unit, Mountain View Core Knowledge School, Canon City, CO, 2003.

<http://www.coreknowledge.org/CK/resrcs/lessons/4.htm>

Weiss, Walter M. Islam: An Illustrated Historical Overview. Hauppauge, NY: Barron's, 2000

Assessment:

- *Give One-Get One worksheet for the Pre- and Post-Lesson assessment
- Student maps of the Middle East
- Alphaboxes and Five-Tab book for reading strategies and comprehension
- Jigsaw presentations of Five Pillars and the first four Crusades
- Written paragraph as a crusader

*Middle East Physical Geography and Causes of the Crusades lessons adapted from *The Call of the Caliph and the Pope*, 4th grade Core Knowledge Unit written by Michelle D. Selig, Mountain View Core Knowledge School, Canon City, CO

Credits:

Jessica Argetsinger, Fourth Grade, St. Croix Preparatory Academy, Stillwater, MN