

Lesson Plans- FACDIS 2015- Sonya Shockey

NOTE: These lesson plans are to be used in a 9th grade world history class. These lessons DO NOT comprise an entire unit; they are intended to supplement the existing materials on the Islam unit which includes the foundations of, history/interactions with the Christian world, achievements/inventions, and relation to the modern Muslim world.

DAY 1

BR: Where on a world map would most people say Muslim come from? (use this as a lead-in to the activity today)

OBJ: determine the Muslim population worldwide

HW: color map

1. Give students a blank map of the eastern hemisphere and ask them to individually shade all of the countries they believe to be a part of what we call the "Middle East" today. Lead a discussion as to why those countries are included (religion, geography, politics, etc.). Finish by demonstrating the broadest and most narrow visions of a map of the Middle East.
2. Give students another map- this of the world divided by regions. Computers should be available for research.
 - a. Students should work in pairs or small groups to determine the total population of each region.
 - b. Students should then determine the Muslim population of each region.
 - c. Next, students should determine the Muslim percentage in each region. (Divide the little number by the big number and move the decimal place two spots to the right.)
3. For homework, students should use their data to color the map according to the Muslim percentage in each region. Students will need four colors (0-25%, 26-50%, 51-75%, and 76-100%)

DAY 2

BR: Where, when, and often do Muslims worship?

OBJ: discover and label important architectural features common in Islam

HW: diary entry of worship in a mosque (use 5 senses)

1. Show PowerPoint on Islamic Architecture (download and modify as necessary). Students should take notes (as detailed as the teacher prefers). If students are of lower learning ability, the teacher could create a matching worksheet to be used with the PowerPoint.

<http://www.powershow.com/view/3c2a38->

[M2Y0Y/Islamic Architecture powerpoint ppt presentation](#)

2. Finish class by showing the following video. As the video plays, students should label the different architectural features of a mosque on a blank sketch of a mosque.

<http://bridgingcultures.neh.gov/muslimjourneys/items/show/220>

http://archnet.org/sites/1713/media_contents/44619

3. For homework, students should write a diary entry about how they would imagine a time of worship in a mosque. Use 4 of the 5 senses to help describe their "experience"

DAY 3

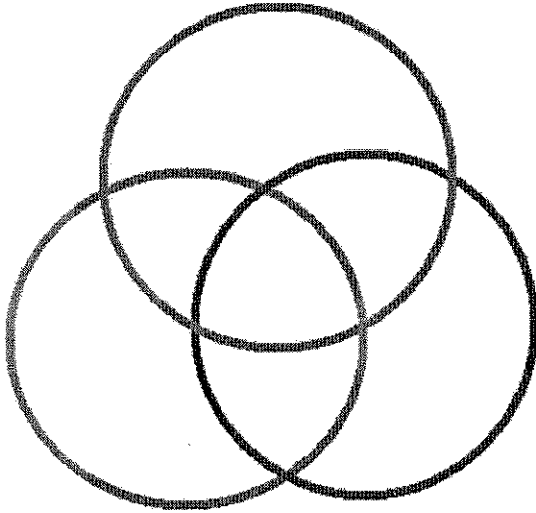
BR: What do Islam, Judaism, and Christianity have in common? Also, place them in chronological order of foundation.

OBJ: compare/contrast Islam, Judaism, and Christianity

HW: if necessary, finish Venn diagram

1. Using their textbooks and previously covered material, students should fill in Venn diagram comparing/contrasting the 3 monotheistic religions.

Triple Venn Diagram – Religions – Christianity, Islam, and Judaism



Place facts/data/information about each religion as follows:

- Red Circle – Christianity
- Green Circle – Islam
- Blue Circle – Judaism

DAY 4

BR: Define dynasty. How were dynasties used in Islam?

OBJ: complete timeline of Muslim history

HW: if necessary, finish timeline

1. Students should access a timeline of Muslim history.

<http://www.pbs.org/wgbh/pages/frontline/teach/muslims/timeline.html>

Working in pairs or small groups, students should determine which events are important enough to remember (and which ones are too much detail to remember).

2. Finally, students should make a traditional timeline using the determined events.

<http://timvandevall.com/printable-blank-timeline/>

DAY 5

BR: Of all the modern religions today, where does Islam rank in terms of size?

OBJ: define the modern Middle East

HW: explain how each letter is effected by the others

1. Using AEIOU, students should more accurately define the Middle East in modern times. Computers

would be most helpful for research and perhaps a list of acceptable sites (BBC, PBS, etc.) And per the teacher's preference, students could work individually, pairs, small groups, or jigsaw.

A=arid, E=European crossroads, I=Islam, O=oil, U=unstable