**Islamic civilization and culture**

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**Subject(s):** World History

**Topic or Unit of Study (Title):**  Unit: World of Islam - Islamic civilization and culture

**Grade Level:** 9th

***Materials:*** markers, posters, graphic organizer handouts, internet access for students

**Summary (*and Rationale*):** The students will be placed in groups of five. Each group will research one of the following aspects of Islamic civilization and culture: the role of women, Islamic advancements, Islamic art/architecture, and Islamic economic life. Students in each expert group will work together to research their topic and create a poster about it. Then each group will present their poster as the rest of the class completes a graphic organizer summarizing all the topics.

**I. Focus and Review (Establish Prior Knowledge):** [5 minutes] The teacher will introduce each topic and ask the students to jot down what they think they already know about each, which can be used to help them with their research and if their thoughts are supported by the research of each expert group, that will help them fill out the graphic organizers.

**II. Statement of Instructional Objective(s) *and Assessments*:**

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| **Objectives** | **Assessments** |
| *Objective 1: When students are placed in groups, they will work together to research the main aspects of their assigned topic, including at least 7 facts.*  | Students will utilize their textbook and the internet to research their topic and create a poster on it that includes at least 7 facts, one picture, and any important people, things, places, or events related to the topic. The poster will be graded based on a rubric and additional points will be assessed based on presentation participation. |
| *Objective 2: When listening to the other groups’ presentations, the students will take notes on each of the topics to complete their own graphic organizer.*  | Students will take notes on each topic as the other groups present about them on the graphic organizer handouts. At least 5 main points must be summarized for each topic.  |

State the objective: [5 minutes]

Assessment: [60-65 minutes]

**III. Teacher Input (Present tasks, information and guidance):**  [45 minutes]

1. The teacher will place the students into groups of four, using knowledge of students to form diverse groups.
2. Each group will be assigned one of these four topics:
	1. Role of Women
	2. Islamic advancements
	3. Islamic art/architecture
	4. Economic life
3. Each group will work together to create a poster on their topic and become experts on it through research. The poster must include any important people, places, things or events related to their topic. At least 7 facts should be included on each poster in addition to one picture (either drawn or printed if possible). They may use the internet and textbook for their research. As the students research, the teacher will provide guidance and answer any questions. The teacher may also help lead students to certain websites that may be useful for each group like the ones below:
	1. Role of Women
		1. <http://veil.unc.edu/religions/islam/quran/>
		2. <http://www.pbs.org/wgbh/globalconnections/mideast/questions/women/index.html>
	2. Islamic Advancments
		1. <http://www.pbs.org/wgbh/globalconnections/mideast/themes/science/index.html>
	3. Islamic Art/Architecture
		1. <http://islamicart.com/main/architecture/intro.html>
		2. <http://islamicart.com/main/calligraphy/intro.html>
	4. Economic life
		1. Textbook
4. At the end of each presentation, the teacher will add any relevant information that the students may have missed in their research.

**IV. Guided Practice (Elicit performance):** [12-15 minutes]

Each group will present their poster. In addition to the poster being graded based on the rubric, each student will be graded on presentation participation. Everybody in the group must speak. As each group presents, the rest of the class should be taking notes on their graphic organizer based on the presentation being given.

***V.* Closure (Plan for maintenance):** [10 minutes]

A short discussion will take place where the students will be asked if they feel like they have a better understanding of each topic after this activity. What was most interesting about the activity? Was this better than a lecture on the topics? Are there any questions about the content? The graphic organizers will be shown to the teacher before leaving class.

***VI.* Independent Practice: [5 minutes]**

Students will write down one question about something they heard during the presentations that they would like to know more about and come to the next class with a short paragraph written about their question.

**STANDARDS:**

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| **WH.2** | 2.4: Rise and Spread of various empires |
|  | 2.5: Eastern and Western Religions |
|  | 2.7: Trade routes and major empires |
|  | 2.9: Achievements of ancient civilizations |
| **WH.3** | 3.1: Religious influence on political power and cultural unity |
| **WH.7** | 7.1: Turning points of modern era |

**Plans for Individual Differences:**

**Interest groups** – Students will be placed in groups by the teacher but each group will have the chance to choose which topic they want to research or the teacher may assign the topics to groups as deemed appropriate based on student interests or strengths.

**References (APA style):**

Spielvogel, J. (2008). The World of Islam. *World History* (). : McGraw-Hill Companies.

Learn NC. *World History North Carolina Essential Standards,* from <http://www.learnnc.org/lp/pages/3432?ref=search>

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| Islamic Civilization and Culture Poster RubricTeacher Name: **Karla Berrios** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Knowledge Gained** | Student can accurately answer all questions related to facts in the poster and processes used to create the poster. | Student can accurately answer most questions related to facts in the poster and processes used to create the poster. | Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster. | Student appears to have insufficient knowledge about the facts or processes used in the poster. |
| **Content - Accuracy** | At least 7 accurate facts are displayed on the poster. | 5-6 accurate facts are displayed on the poster. | 3-4 accurate facts are displayed on the poster. | Less than 3 accurate facts are displayed on the poster. |
| **Required Elements** | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |
| **Attractiveness** | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |

Directions: After hearing from each expert about their topic, please summarize the important main ideas of each one. You must have AT LEAST 5 main points based on the experts’ presentations.

Economic life

Islamic Advancements

Role of Women

Art/Architecture