

Lesson Plan Title: CHAPTER ONE: THE MUSLIM WORLD 750-850 C.E.

Essential Questions:

Would you visit the past if you could? Which genre makes history ‘come alive’ the most? How can we read textbooks skillfully? Are authors and textbooks always truthful? What does it mean to be ‘correct?’

Rationale:

Middle school students often confuse fiction and nonfiction; they need to review different characteristics of each. Some have never explored or utilized textbook guides and layouts and thus need a teacher to review all the textbook devices and practice using them together. Since textbooks are often boring, students need to pull upon habits of good readers, such as previewing and predicting, to become more involved with the text and have better comprehension. Learning to take notes with concept maps while reading can help them when studying for exams or fumbling through a difficult or poorly organized reading. Students should recognize when and how concept maps are helpful so they will utilize them in other classrooms or in their personal lives.

Learning Outcomes

Students will:

- Record the meanings and context of new vocabulary in their vocabulary logs
- Describe the purpose of elements of (textbook) nonfiction, such as glossaries, table of contents, indexes, heading and sub-headings, visual aids, etc., and manipulate them to find information and improve reading comprehension
- Preview and make predictions before and during reading
- Formulate a concept map to help organize information from the text and preserve it for later recall.
- Explain how written information relates to that seen in a video
- Read about the early period of the Muslim world
- List scientific contributions Muslim cultures made to the world throughout the Islamic Golden Age
- Participate in class discussions about essential questions in which they analyze, imagine, and critique texts
- Deduce how visual aids like charts/graphs/pictures relate to and inform a text
- Discover that certain learned skills can differentiate between efficient and inefficient readers
- Reframe earlier predictions throughout a reading
- Explain the usefulness of concept maps as a form of note taking
- Deduce authorial intent and bias
- Integrate newly learned words in their own writing

Required Materials:

(Optional for background information: (Optional for background information: PBS documentary “Mubammad: Legacy of a Prophet,” on YouTube, or “The Message” by Moustapha Akkad).

- *Chapter One: The Muslim World 750-850 C.E.* from the anthology
- students’ social studies textbooks
- dictionaries and thesauruses
- copies of vocabulary words (or post them on poster board or a word wall)
- small stickers
- student notebooks/vocabulary logs
- pens/pencils
- overhead projector/document camera and marker
- video at <http://www.youtube.com/watch?v=qf9T5JOuNyk> and means to show it

For optional follow-up:

- Copies of “Optional additional reading about the short film ‘1001 Inventions and the Library of Secrets’” (included in appendix)
- “1001 Inventions Muslim Heritage Exhibition – Science Museum – South Kensington, London” (video) http://www.youtube.com/watch?v=97c69Q4_cwI
- “1001 Inventions Exhibition London – BBC One News” (video) <http://www.youtube.com/watch?v=QdIyeDUNCdQ&feature=relmfu>.

Vocabulary

<u>Grade 6:</u>	<u>Grade 7:</u>	<u>Grade 8:</u>
Clan	Ascent	Domination
Emperor	Embrace	Evolve
Impose	Endorse	Ensure
Management	Innovative	Humane
Onset	Scholarship	Tactic
Revise	Scholastic	Compendium
Compendium	Compendium	
	Skirmish	
	Unseat	

Step-By-Step Procedures:

I. Pre-Reading

Optional: A good foundation for the readings to come may be watching all or part of any of the documentaries listed above. Students can watch those available online as homework, see short clips in class, or gather for an after-school film showing.

If students need practice using dictionaries, provide a mini-lesson by first reviewing the basic guidelines of usage (guide words at the top of each page, how words are alphabetized, when to look for a different part of speech, recognizing parts of speech abbreviations, how to use pronunciation keys, and how to determine the most suitable definition by determining context).

Students can also practice using thesauruses with the same guidelines just listed and also reviewing synonyms and antonyms.

1. Distribute dictionaries and assign for students to look up their vocabulary words (since they aren't in context, go ahead and help them determine which is the best definition for each, but save one with multiple meanings to show how one word can mean different things, and the first definition is not always suitable). Have students write the definitions in the vocabulary log section of their journals. (They can and sometimes should rephrase the definitions with their own words.) Leave several lines after each since they will later write sentences for the words. Explain to them that they will be using their vocabulary logs in nearly every reading from this anthology.
2. Post the Essential Questions for everyone to see and review them with the class. Ask students to share any preliminary answers they may have. (*If you can't post them, have students write them in their notebooks for later review.*)
3. Let students know that you will read textbook-style nonfiction written in a style similar to what they read in their social studies textbooks.
4. Explain to students that one approach to reading this type of nonfiction (which usually doesn't emotionally appeal to people or speak about anything they have seen in real life) is to first stimulate interest by previewing the text, becoming familiar with the type of information it contains, and trying to find a personal motivation for reading. Therefore, to study well and remember as much as possible from the reading, they should preview the text first to get an idea of what it's about and then

make predictions about what will be in it. Enact the following with students, using their social studies books:

- Making predictions about the text based upon chapter titles and section headings
 - Looking for key words in bold and making predictions about content based upon them
 - Reviewing charts/graphs/pictures even before reading
 - Reading pre- and post-reading questions before reading
 - Knowing how to use and scanning through the table of contents, index, glossary, etc. (Verbally quiz the students such as by leading them through an information ‘scavenger hunt’ to ensure they can all use these.)
5. Once you are sure students are familiar with their social studies textbooks and know how to scan a text for formatting and to predict content, then as a class, scan over the introduction to ch. 1 in the anthology and make predictions about what will be included in the text. Use statement stems such as, “This title/heading/picture makes me think of _____, so I imagine the text will include _____.” Encourage students to connect what they see of the text with information they already know, to create personal motivation for reading. Make your own predictions along with them.
 6. Explain that efficient readers do all of this often in a matter of seconds. Then say that while reading, everyone should also look to see if their predictions are correct, and if not, mentally revise them as they go.

II. Reading

Have the students read the introduction to Chapter 1 quietly, with their vocabulary logs open. Distribute little stickers for them to place next to each vocabulary word as they come across it (or have them mark in the books). As they do so, they should (quietly) re-read the word’s definition and then try to understand the word in context.

III. Post-Reading

1. When they finish, elicit class conversation – did any of the students have to change their predictions? Did the information challenge or support previously held ideas?
2. After the students read, ask them to write the sentences with the vocabulary words in their logs, and then write their own sentences in which they correctly use the words in context. Walk around and help them as they do this.
3. Ask students to share the sentences they wrote with the class. Be sure to always praise their effort, but help them reword the sentences as necessary.
4. Introduce concept maps: Explain that they can use them as a form of note-taking while studying, for any subject, since concept maps help us mentally organize and understand information.
5. Using an overhead projector, show the students how to make a concept map by making one for this selection together. You can also do this with a section from their social studies textbook (perhaps relating to the Islamic world).
6. Have students make copies and keep their concept maps in their folders. Explain they should keep these for their next exam.
7. Elicit more discussion: How helpful are these concept maps? Would they be a good tool to help study in their other classes as well? After reviewing their maps, what overarching idea do they think the author wants them to get from this text? (One answer – an appreciation for Muslims, and respect for Islamic culture, shown by comparing to early Europe, as this comparison isn’t necessary to include but the author wants students to realize how advanced Islamic cultures were.) What might be the author’s purpose in writing this? (Look at the different parts and how they fit together to create the big ideas.) How does the author feel about Islam and Muslims? (Possible answer: Fond of them – is sure to point out that “There was never any compulsion to impose conversion on the people, but the humane treatment by the Muslims and the message itself brought most of the people

into Islam.” Didn’t have to phrase it in this very positive light, could have just said, ‘Many people joined the Muslims,’ but wants to be sure the audience sees them as good people. Might also be saying this, along with including the comparison to Medieval Europe, to counteract contemporary anti-Muslim arguments [that Muslims force conversions and have ‘backward’ civilizations]. If students aren’t aware of current politics, bring in a short text, such as from a newspaper, which reflects this sentiment.)

Optional homework assignment: Students can create concept maps as they read their homework for another class, such as social studies.

8. Watch the supplementary video (<http://www.youtube.com/watch?v=qf9T5JOUyNk>), then assign for students to write a one page journal entry comparing and contrasting what they read to what they see in the video, while including some of their new vocabulary in context. (They should underline the vocabulary words they use.) They can discuss any aspect they wish, but must respond to how they think this film’s producers view Muslims and Islam and provide support. What do they think was the film’s purpose? (It was released in 2010) (Note: Writing the JE will likely mean students should take notes while watching the video or be able to view it independently.)
9. Again review the Essential Questions and discuss different answers with the class, being sure to not categorize them as ‘right or wrong,’ but just to be accepting, in order to enhance student comfort with sharing ideas.

IV. Optional follow-up

- For an assessment, have students list a certain amount of Muslim inventions and their inventors.
- After completing their journal entries, students may like to look further into the authors’/producers’ purpose and point-of-view by reading “Optional additional reading about the short film ‘1001 Inventions and the Library of Secrets’” (included here) and also viewing the videos “1001 Inventions Muslim Heritage Exhibition – Science Museum – South Kensington, London” and “1001 Inventions Exhibition London – BBC One News.” Discuss how the purpose(s) of this film and exhibition may be similar to the purpose(s) of the anthology. Also explain that most of these inventions did not happen between 750-850 CE, but grew out of what was happening during this time period.

Cross-curricular ideas:

- Other teachers can help the students understand author bias in their textbooks, especially by looking at which information was left out vs. which was included, and why. (Most textbooks contain more Eurocentric and male-dominated information, many times because that’s what the authors were taught, and all are written in the same style of Standard American English and heavily focus on dates and numbers and chronological information – yet many sub-cultures do not traditionally learn about history and abstract thought in this way.)
- A supplementary English class or the social studies teacher can discuss the content of *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* by James W. Loewen (and whether or not this work is also biased)
- Content area teachers can also review the layouts of their textbooks with students, teach them to preview before reading, and practice using concept maps for note-taking.
- Islamic and social studies teachers, and even science and math teachers, can offer a history unit covering the same time period.
- A class on media literacy or video production could look further into the ‘1001 Inventions’ film and work to create a documentary or news story of their own.

COMMON CORE STANDARDS

Informational Text

#1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

#6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

#7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Language

#6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

#2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

FADEL ISLAMIC SCHOOL STANDARDS

Reading

#1: Develop and extend understanding of the structure of various works.

#6: Develop vocabulary through reading and discussion.

#7: Identify relationships between and among words.

#8: Gather information from reading various texts.

#9: Apply higher-level comprehension skills to information obtained by reading a variety of texts, including literal and implied meaning, inference, deduction, comparison, fact or opinion, summarizing, extracting main ideas.

#10: Self-monitor (confirm or alter predictions) while reading to determine if meaning is clear.

#13: Engage in reading for a variety of purposes, including enjoyment.

#15: Integrate reading with speaking, listening viewing, and writing experiences.

Writing

#1: Develop a variety of writing styles according to audience and purpose.

#2: Develop a variety of organizational strategies.

#4: Gather appropriate information for writing, using various sources such as knowledgeable people, field trips, table of contents, index, glossaries, icons/headings, CD Rom/laser disks, electronic mail and library catalogue databases.

#5: Evaluate, analyze, and synthesize information in preparation for writing...

#10: Write notes independently in various subjects such as science, history.

Listening/Visual Literacy

#1: Extend knowledge of genres

#3: Develop vocabulary through listening and viewing experiences.

#4: Gather information from listening and viewing experiences.

#7: Construct and broaden ideas and concepts through listening and viewing.

#11: Explore cultures through listening and visual experiences.

Oral Communication

#4: Extend vocabulary