

**Domain-Based Unit Overview**

**Title of Domain: Early Islamic Civilization, Grade 4**

**Learning Time: 10 days**

**Big Idea**

*Islam is based on messages delivered by the prophet Muhammad in Arabia around 610 CE; it grew into a major world religion. (CKHG, p.1)*

**What Students Need to Learn (CK Handbook, p.3)**

- The origins of Islam, including
  - Muhammad (“the last prophet”), Allah, Koran, sacred city of Mecca, and mosques
  - Five Pillars of Islam (declaration of faith; prayer five times daily facing Mecca; fasting during Ramadan; helping the poor; pilgrimage to Mecca)
  - Uniting of Arab peoples to spread Islam in northern Africa, through the Eastern Roman Empire, and as far west as Spain
  - Ottoman Turks conquer the region around the Mediterranean; in 1453, Constantinople becomes Istanbul.
  - The first Muslims were Arabs, but today diverse peoples around the world are Muslims.
  - The development of Islamic civilization, including its contributions to science and mathematics (Ibn Sina or Avicenna, Arabic numerals), translation and preservation of Greek and Roman writings, Islamic cities (such as Córdoba, Spain) as thriving centers of art and learning
- Wars between Muslims and Christians, including the location and importance of the Holy Land, the Crusades, Saladin and Richard the Lionhearted, and the growing trade and cultural exchanges between the East and the West that resulted

**MN Academic Standards**

N/A

**Pre-Assessment**

A group discussion will be held on the following questions:

- What is Islam?
- What role did the Christian Church play in the Medieval society?
- What similarities does Christianity and Islam have?

<b>Domain Lesson 1</b>	“The Pillars of Islam” (CKHG, p.15)
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● I can describe the role of mosques in Islam. (RI.4.2)</li> <li>● I can explain the significance of Mecca. (RI.4.2)</li> <li>● I can identify Muhammad. (RI.4.2)</li> <li>● I can identify and explain the Five Pillars of Islam. (RI.4.2)</li> <li>● I can understand the meaning of the following domain-specific vocabulary: minaret, muezzin, mosque, prophet, pilgrimage, vision, verse, idol, shrine, and Ramadan. (RI.4.4)</li> </ul>
<b>Vocabulary</b>	Minaret, muezzin, mosque, prophet, pilgrimage, vision, verse, idol, shrine, and Ramadan
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Introduce the Reader</li> <li>● Pass out and go over World Map - AP 1.1</li> <li>● Read Chapter 1 - pgs. 2-11 <ul style="list-style-type: none"> <li>○ Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> <li>● Students answer Big Question: Within the religion of Islam, who is Muhammad?</li> <li>● Complete AP 1.2</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Islamic Civilization and African Kingdoms</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 2</b>	“Muhammad” (CKHG, p. 22)
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Describe Muhammad’s early life. (RI.4.2)</li> <li>● Summarize Muhammad’s message. (RI.4.2)</li> <li>● Identify the reasons for and the events of the Hegira. (RI.4.3)</li> </ul>

	<ul style="list-style-type: none"> <li>Understand the meaning of the following domain-specific vocabulary: sacred, clan, and meditate (RI.4.4)</li> </ul>
<b>Vocabulary</b>	Sacred, clan, meditate
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Read Chapter 2 - pgs. 12-17 <ul style="list-style-type: none"> <li>Pause frequently for oral discussion</li> </ul> </li> <li>Review timeline cards</li> <li>Students answer Big Question in essay form: “What does Muhammad’s decision regarding the replacement of the holy stone reveal about his character?”</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Islamic Civilization and African Kingdoms</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 3</b>	“Islamic Expansion” (CKHG, pg. 27),
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>I can describe the distinctive religious practices of Islam. (RI.4.2)</li> <li>I can explain Muhammad’s conquest of Mecca. (RI.4.3)</li> <li>I can summarize how Islam spread throughout the Arab world during Muhammad’s final years and after his death. (RI.4.2)</li> <li>I can understand the meaning of the following domain-specific vocabulary: convert, revelation, and caliph. (RI.4.4)</li> </ul>
<b>Vocabulary</b>	Convert, revelation, and caliph
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Read Chapter 3 - pgs. 18-25</li> <li>Review timeline cards</li> <li>Students answer Big Question in essay form: Why was the flight to Medina the start of a new period in the history of Islam?</li> <li>Complete AP 3.1</li> <li>Complete AP 3.2</li> <li>The Art of the Koran (if time allows) <ul style="list-style-type: none"> <li>Display images of the handwritten Koran and ask guided questions found in Teacher Manual on pgs. 32-33.</li> </ul> </li> </ul>

<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Islamic Civilization and African Kingdoms</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 4</b>	“Islamic Culture” pg. 34
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Explain the importance of trade in the development of Islamic civilization. (RI.4.2)</li> <li>● Describe the contributions of Islamic scientists, scholars, and artists. (RI.4.2)</li> <li>● Explain how Muslim scholars preserved, built on, and passed along the works of Greek and Roman thinkers. (RI.4.3)</li> <li>● Understand the meaning of the following domain-specific vocabulary: scribe, navigation, algebra, stucco, and calligraphy. (RI.4.4)</li> </ul>
<b>Vocabulary</b>	scribe, navigation, algebra, stucco, calligraphy
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Read Chapter 4 - pgs. 26-33             <ul style="list-style-type: none"> <li>○ Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> <li>● Students answer the Big Question in essay form: “How did the Islamic Empire contribute to the development of Western knowledge and culture?”</li> <li>● Complete AP 4.1             <ul style="list-style-type: none"> <li>○ Discuss elements in pictures</li> </ul> </li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Islamic Civilization and African Kingdoms</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 5</b>	“The Crusades” (pg. 42)
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<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Identify the events that resulted in the crusades and the outcome of the crusades.</li> <li>● Identify key historical figures in the crusades, including Richard the Lionhearted and Saladin</li> <li>● Describe Islam’s capture of Constantinople under and leadership of the ottoman Turks</li> </ul>
<b>Vocabulary</b>	Cause, Crusader, Heretic, and Infidel
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Have students take out readers and open to Chapter 5 <ul style="list-style-type: none"> <li>○ Review big Question: “What events caused the first crusade?”</li> </ul> </li> <li>● Read Chapter 5, pages 34-43 <ul style="list-style-type: none"> <li>○ Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> <li>● Students answer the Big Question in essay form: “What events caused the first crusade?”</li> <li>● Complete AP 5.1 &amp; 5.2</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Islamic Civilization and African Kingdoms</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 6</b>	Notes for Final Essay Day
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● The origins of Islam, including <ul style="list-style-type: none"> <li>○ Muhammad (“the last prophet”), Allah, Koran, sacred city of Mecca, and mosques</li> <li>○ Five Pillars of Islam (declaration of faith; prayer five times daily facing Mecca; fasting during Ramadan; helping the poor; pilgrimage to Mecca)</li> <li>○ Uniting of Arab peoples to spread Islam in northern Africa, through the Eastern Roman Empire, and as far west as Spain</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Ottoman Turks conquer the region around the Mediterranean; in 1453, Constantinople becomes Istanbul.</li> <li>○ The first Muslims were Arabs, but today diverse peoples around the world are Muslims.</li> <li>○ The development of Islamic civilization, including its contributions to science and mathematics (Ibn Sina or Avicenna, Arabic numerals), translation and preservation of Greek and Roman writings, Islamic cities (such as Córdoba, Spain) as thriving centers of art and learning</li> <li>● Wars between Muslims and Christians, including the location and importance of the Holy Land, the Crusades, Saladin and Richard the Lionhearted, and the growing trade and cultural exchanges between the East and the West that resulted</li> </ul>
<b>Vocabulary</b>	Islamic expansion, islamic learning, islamic culture, islamic empire’s influence
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Students will fill out graphic organizer and takes notes on the following topics to show their understanding of Medieval Islamic Empires: <ul style="list-style-type: none"> <li>○ Islamic expansion</li> <li>○ Islamic learning</li> <li>○ Islamic culture</li> <li>○ Islamic Empire’s influence</li> </ul> </li> <li>● Students will use this graphic organizer for their performance task on the next day</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Islamic Civilization and African Kingdoms</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 7</b>	Performance Task: Medieval Islamic Empires
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● The origins of Islam, including <ul style="list-style-type: none"> <li>○ Muhammad (“the last prophet”), Allah, Koran, sacred city of Mecca, and mosques</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Five Pillars of Islam (declaration of faith; prayer five times daily facing Mecca; fasting during Ramadan; helping the poor; pilgrimage to Mecca)</li> <li>○ Uniting of Arab peoples to spread Islam in northern Africa, through the Eastern Roman Empire, and as far west as Spain</li> <li>○ Ottoman Turks conquer the region around the Mediterranean; in 1453, Constantinople becomes Istanbul.</li> <li>○ The first Muslims were Arabs, but today diverse peoples around the world are Muslims.</li> <li>○ The development of Islamic civilization, including its contributions to science and mathematics (Ibn Sina or Avicenna, Arabic numerals), translation and preservation of Greek and Roman writings, Islamic cities (such as Córdoba, Spain) as thriving centers of art and learning</li> <li>● Wars between Muslims and Christians, including the location and importance of the Holy Land, the Crusades, Saladin and Richard the Lionhearted, and the growing trade and cultural exchanges between the East and the West that resulted</li> </ul>
<b>Vocabulary</b>	Islamic Expansion, Islamic Learning, Islamic Culture, & The Islamic Empire's Influence on the Rest of the World
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Complete Performance Task - Essay on Medieval Islamic Empires</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Islamic Civilization and African Kingdoms</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>Written essay on Medieval Islamic Empires</i>

<b><u>Cross-Curricular Connections</u></b>	
<b>Art</b>	<ul style="list-style-type: none"> <li>● The students will look and discuss the visual arts of the illuminated manuscript and illumination of the Qur'an</li> <li>● The students will discuss important features of Islamic architecture such as domes, minarets, and pointed arches.</li> <li>● The students will look at Alhambra Palace, Spain and the Taj Mahal, India.</li> <li>● The students will create a paper sculpture of the Taj Mahal.</li> </ul>

<b>Media</b>	<ul style="list-style-type: none"><li>● Read and discuss “Celebrating Ramadan,” “You Wouldn’t Want to Be a Crusader,” “What If You Met a Knight,” “Muslim Child”</li></ul>
<b>Music</b>	<ul style="list-style-type: none"><li>● <a href="https://www.britannica.com/topic/Islamic-arts/Music">https://www.britannica.com/topic/Islamic-arts/Music</a></li><li>● Explore Muslim musical traditions.</li></ul>
<b>P.E.</b>	<ul style="list-style-type: none"><li>● Jump Rope, Tinikling, Dance</li></ul>