

Unit 7: Islamic World

Unit #:	APSDO-00026565	Duration:	4.0 Week(s)	Date(s)	
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Team:
Gretchen Sonju (Author), Elizabeth Sanborn, James Post, Gretchen Sonju

Grade(s)
7

Subject(s)
Social Studies

Unit Focus

In this unit, students will trace the origins and spread of Islam from its routes in Mecca to the establishment of the Islamic Empire. Students will be able to understand the reasons for the spread of Islam including the significance of the Arab trade routes. The students will also investigate the Muslim contributions in the areas of the arts and sciences. In addition to standard quizzes and tests, students will also participate in a research project on the Five Pillars of Islam. Primary materials for this unit will include maps, artifacts, primary and secondary sources and Holt McDougal's World History.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>History/Social Studies: 7</i></p> <ul style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources. <i>CCSS.ELA-LITERACY.RH.6-8.1</i> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <i>CCSS.ELA-LITERACY.RH.6-8.2</i> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains 	<p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.</p> <p>T2 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.</p> <p>T3 (T6) Evaluate how individuals and groups influence or change society.</p> <p>T4 (T7) Actively engage in a problem or idea that is meaningful to self and society.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p>U1 (U500) Beliefs influence cultural practices and human behaviors.</p> <p>U2 (U502) Cultural Practices: Culture unifies people through shared beliefs and customs.</p>	<p>Q1 (Q501) How do religious and political institutions influence each other?</p> <p>Q2 (Q503) How do people with varying beliefs interact?</p>

<p>related to history/social studies. <i>CCSS.ELA-LITERACY.RH.6-8.4</i></p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>CCSS.ELA-LITERACY.WHST.6-8.4</i> • Distinguish among fact, opinion, and reasoned judgment in a text. <i>CCSS.ELA-LITERACY.RH.6-8.8</i> 	<p>U3 (U601) Cooperation: Conflict can have significant costs and benefits for both winners and losers.</p>	<p>Q3 (Q700) How do individuals and groups shape the world?</p>
Acquisition of Knowledge and Skill		
Knowledge	Skill(s)	
<p>K1</p> <p>There are many similarities between Islam, Judaism, and Christianity</p>	<p>S1</p> <p>Provide accurate summary of how key events develop</p>	
<p>K2</p> <p>Life experiences of Mohammad influence the development of Islam.</p>	<p>S2</p> <p>Synthesize multiple sources on a topic to demonstrate understanding</p>	
<p>K3</p> <p>Trade routes allow for the quick spread and rise of Islamic influence</p>	<p>S3</p> <p>Making connections from the past to the present.</p>	
<p>K4</p> <p>The Arabian peninsula is the crossroads of the world</p>		
<p>K5</p> <p>Centers of religious pilgrimage continue to be significant today.</p>		
<p>K6</p> <p>Ideas about leadership differ between Shiite (Shia) and Sunni.</p>		
<p>Connecticut Goals and Standards <i>Social Studies : 7</i></p> <ul style="list-style-type: none"> • Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. <i>INQ.6-8.10</i> • Develop claims and counterclaims while pointing out the strengths and limitations of both. <i>INQ.6-8.9</i> • Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there. <i>GEO.6-7.5</i> • Use questions about historically significant people or events to explain the impact on a region. <i>HIST.6-7.1</i> 		