

Unit 4: Muslim Empires

Unit #:	APSDO-00021549	Duration:	3.0 Week(s)	Date(s):	
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Team:
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Grades:
9

Subjects:
Social Studies

Unit Focus

In this unit students will explore the geography of the Arabian Peninsula and how the people adapted to their environment by making use of the oases and building irrigation systems. Students will be able to critically analyze and evaluate the revelations of the Prophet Muhammad and the 5 Pillars of Islam and how religious tenets shaped the daily lives of Muslims. In addition, students will examine the role the expansion of Islam had on the government of Islamic civilizations, and influence of the Muslim culture, and the cultural achievements of the Muslim people. Students will be assessed on their ability to compare and contextualize as well as their ability to illustrate and investigate Islamic empires. Students will also form a position statement supported by reasons and evidence. In addition to the world history textbook, primary instructional materials for this unit will include primary and secondary textual and visual sources.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 9</i></p> <ul style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <i>CCSS.ELA-LITERACY.RH.9-10.1</i> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. <i>CCSS.ELA-</i> 	<p>T1 (T2) Create question(s) or statement(s) that advance research and analysis.</p> <p>T2 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.</p> <p>T3 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U101) Governments use of power benefits or harms its citizens in varying degrees.</p> <p>U2 (U103) Governments allow individuals</p>	<p>Q1 (Q102) Who has power in a government and how did they gain it?</p> <p>Q2 (Q403) How and why do people justify their claims to land/territory?</p>

<p><i>LITERACY.RH.9-10.2</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.9-10.4</i> • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <i>CCSS.ELA-LITERACY.WHST.9-10.5</i> • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. <i>CCSS.ELA-LITERACY.RH.9-10.6</i> 	<p>and groups varying access to participation and power.</p> <p>U3 (U104) Institutions other than governments often have power in society.</p> <p>U4 (U200) Innovations and revolutions address significant societal needs.</p> <p>U5 (U403) People claim land/territory to fulfill needs and self interests.</p> <p>U6 (U500) Beliefs influence cultural practices and human behaviors.</p> <p>U7 (U502) Cultural Practices: Culture unifies people through shared beliefs and customs.</p> <p>U8 (U600) Groups, cultures, societies and nations are influenced by the actions, ideas and goods of others.</p>	<p>Q3 (Q603) Why do groups cooperate?</p> <p>Q4</p> <p>To what extent does technology address the needs of society?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
<p>K1</p> <p>The revelations of Muhammad led to the creation of a new religion</p> <p>K2</p> <p>Religious fervor/zeal motivated the development of the Ottoman, Mughal and Safavid empires</p> <p>K3</p> <p>All three empires were diverse yet unified by the religion of Islam</p> <p>K4</p> <p>Governments were ruled by forms of absolute monarchy and bureaucracies</p> <p>K5</p> <p>Ottoman, Mughal and Safavid cultures</p>	<p>S1</p> <p>Create maps and use to improve understanding of content and/or defend a claim</p> <p>S2</p> <p>Analyze the past to comprehend and make connections to the present</p> <p>S3</p> <p>Cite specific textual evidence from primary and secondary sources to support analysis</p> <p>S4</p> <p>Analyze in detail a series of events to determine a pattern (e.g., cause and effect; central to a movement)</p> <p>S5</p>	

<p>ideas, avoiding plagiarism and following a standard format for citation. <i>CCSS.ELA-LITERACY.WHST.9-10.8</i></p> <ul style="list-style-type: none"> • Draw evidence from informational texts to support analysis, reflection, and research. <i>CCSS.ELA-LITERACY.WHST.9-10.9</i> <p>Connecticut Goals and Standards <i>Social Studies : 9</i></p> <ul style="list-style-type: none"> • Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. <i>HIST.9-12.4</i> • Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. <i>INQ.9-12.10</i> • Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). <i>INQ.9-12.11</i> • Critique the use of claims and evidence in arguments for credibility. <i>INQ.9-12.13</i> • Critique the use of the reasoning, sequencing and supporting details of explanations. <i>INQ.9-12.14</i> • Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use and settlement patterns. <i>GEO.9-12.9</i> • Gather relevant information from multiple sources representing a wide range of views while using the origin, 	<p>included unique artistic, literary and architectural achievements</p> <p>K6</p> <p>There were varying levels of tolerance of non-Muslim populations like Hindus and Christians</p> <p>K7</p> <p>There are varying sects of Islam that led to conflict throughout history</p> <p>K8</p> <p>Increased contact between the West and the East led to a number of effects</p>	<p>Read and interpret maps, graphs and charts to determine a pattern</p> <p>S6</p> <p>Identify multiple perspectives of the same event, idea, or position and examine the rhetoric and details that lead to varying interpretations</p> <p>S7</p> <p>Construct arguments using precise and knowledgeable claims with supporting evidence</p>
<p>multiple sources representing a wide range of views while using the origin,</p>		

<p>authority, structure, context and corroborative value of the sources to guide the selection. <i>INQ.9-12.6</i></p> <ul style="list-style-type: none">• Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. <i>HIST.9-12.16</i>• Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary). <i>INQ.9-12.12</i>• Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural and economic history. <i>GEO.9-12.4</i>		
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