

The Spread of Islam

Fourth Grade

Vocabulary: Mohammad, prophet, Allah, Koran, jihad, Mosque, monotheistic, polytheistic, faith, fasting, Ramadan, pilgrimage, conquer, diverse

Thinking Frame Work Key: K=Knowledge, P=Patterns, M=Modeling, C=Creativity

I. Core Knowledge Content Guidelines

A. Islam

1. Muhammad: the last prophet (K)
2. Allah, Qur'an, jihad (K)
3. Sacred city of Makkah, mosques (K)
4. "Five Pillars" of Islam: (K,P)
5. Arab peoples unite to spread Islam in northern Africa, through the eastern Roman empire, and as far west as Spain (K,P)
6. Islamic Turks conquer regions around the Mediterranean; in 1453, Constantinople (K)
7. The first Muslims were Arabs, but today diverse people around the world are Muslims (K,P,M)

B. Developing of Islamic Civilization

1. Contributions to science and mathematics: Avicenna (Ibn Sina), Arabic numerals (K,P,M)
2. Muslim scholars translate and preserve writings of (K,P)

C. Wars Between Muslims and Christians

1. The Holy, Jerusalem (K)
2. The Crusades (K)
3. Saladin and Richard the Lion-Hearted (K)
4. Growing trade and cultural exchange between east and west (K,P)

II. Procedure and Assessments

1. Reading/ lecture
2. Group Project & Presentation
3. Comprehension worksheets
4. Writing assignment on the foundation stones
5. Final Test

III. Colorado State History Standards

Standard 1 - Chronological Organization

- ✓ Prepare a timeline depicts significant people and events in correct sequence:

Standard 2 - Historical Inquiry

- ✓ Compile information into a research report (either written or oral).
- ✓ Describe the oral tradition of sharing culture from generation to generation (Spanish Americans and Native Americans).

Standard 4 - Science, Technology and Economic Activity

- ✓ Compare the lives of hunters and gathers to the lives of the people who cultivated plants and raised domesticated animals for food.
- ✓ Describe the impact of various technological developments on the local community and the state (for example: irrigation, transportation, communication).
- ✓ Describe the economic reasons why people move to or from a location.
- ✓ Discuss the development of towns.
- ✓ Describe different systems of exchange that can be used.

Standard 5 - Political Institutions and Theories:

- ✓ Give examples of how individuals and/ or various groups have gained, lost or maintained political rights, freedoms, powers or cultural identity in the history of the community, regions or state.

Standard 6 - Religion and Philosophy

- ✓ Describe traditions based on cultural beliefs and ideas.
- ✓ Give examples of how beliefs of the people are reflected in the celebrations and practices of their community.

Give examples of forms of expression that depict the history, daily life, and beliefs of various people (for example: folk tales, ballads, dance and architecture).

IV. History Habits of Mind

Habits of Mind: History

1. Understand the significance of the past to their own lives and society.
2. Distinguish between important and inconsequential; to develop a "discerning memory" and judgement

3. Perceive past events as they were experienced by people at the time, to develop historical empathy vs. "present-mindedness".
4. Acquire a comprehension of diverse cultures and shared humanity.
5. Understand how things happen and how things change, how human intentions matter but how consequences are shaped by the means of carrying them out.
6. Comprehend the interplay of change and continuity.
7. Prepare to live with uncertainties and even perilous, unfinished business, realize that not all problems have a solution.
8. Grasp the complexity of historical causation; respect particularity and avoid excessively abstract generalizations.
9. Recognize the importance of individuals who have made a difference in history, and the significance of personal character for good and ill.
10. Understand the relationship between geography and history as a matrix of time and place, as a context for events.
11. Read widely and critically in order to recognize the difference between fact and place as a context for events.