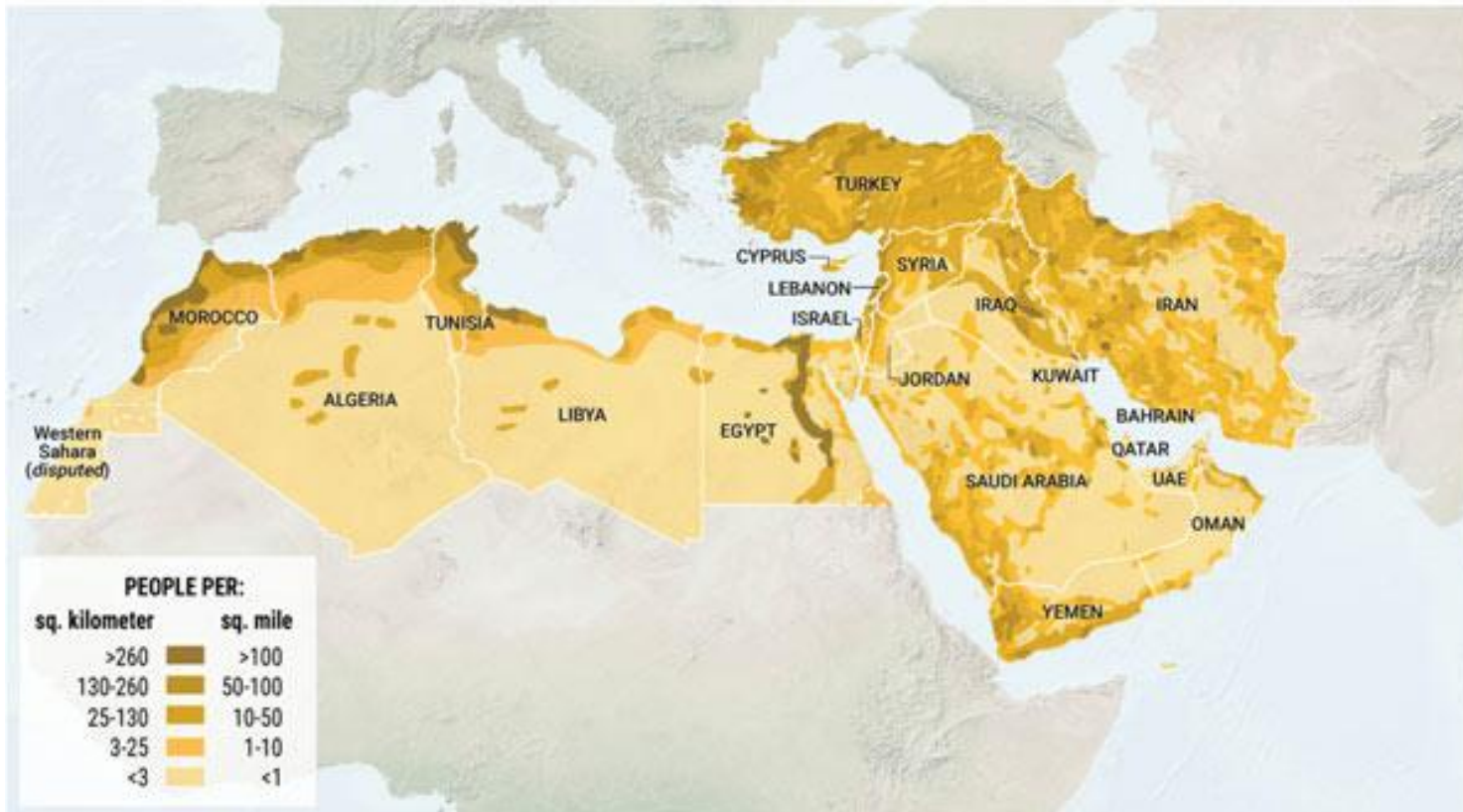


Day 1 - The Islamic World

7.15 Identify and locate the geographical features of Southwest Asia and North Africa, including: Arabian Peninsula, Arabian Sea, Black Sea, Caspian Sea, Euphrates River, Mecca, Mediterranean Sea, Persian Gulf, Red Sea, Tigris River.

MIDDLE EAST AND NORTH AFRICA'S POPULATION DENSITY



Bellwork – INB 46 *New* *Table of Contents*

- **Title your page** – Unit 4 Table of Contents – The Middle East and Islam
- **Number that page** 46 – 53 and make your first two entries
 46. Unit 4 Table of Contents
 47. Map of The Middle East & North Africa

Mastery Objective...

I can locate and identify the major geographic features of the Middle East (Southwest Asia).

What are today's State Standards?

7.15 Identify and locate the geographical features of Southwest Asia and North Africa, including: Arabian Peninsula, Arabian Sea, Black Sea, Caspian Sea, Mecca (Makkah), Mediterranean Sea, Persian Gulf, Red Sea, and the Tigris & Euphrates Rivers.

Strategies/Activities:

- New Table of Contents
- Map Activity
- Thinking Question writing task

END OF DAY PRODUCT:

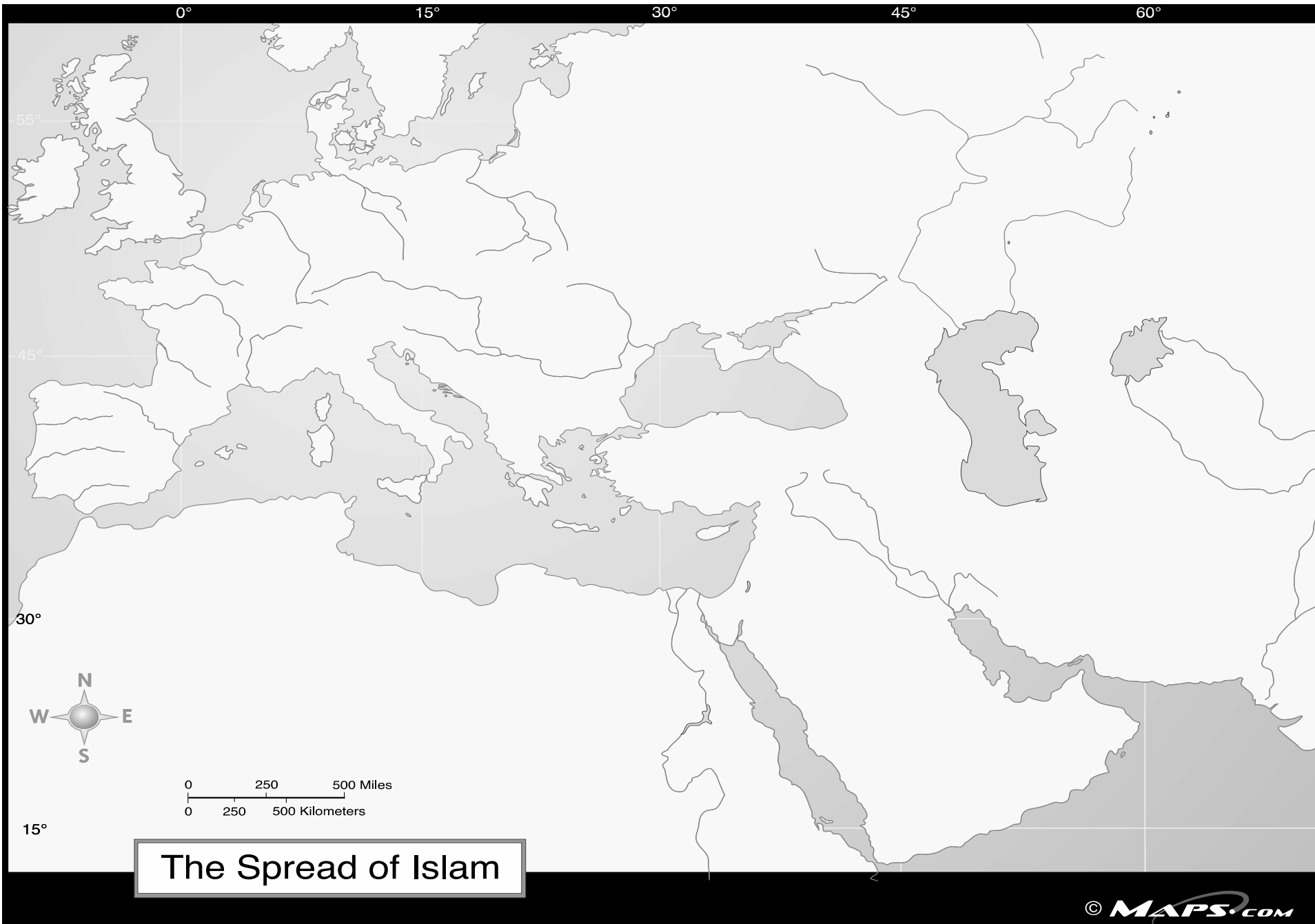
By the end of today's class you should have a new table of contents set up and completed map activity. You will also need a completed thinking question based on our map activity.

Map Activity INB 47

Head your paper The Middle East

- Attach the map to **INB page 47** and locate and label the following: (use textbook pages 100-101 to help you)
 - Arabian Peninsula
 - North Africa
 - Europe
 - Arabian Sea
 - Black Sea
 - Caspian Sea
 - Persian Gulf
 - Mecca
 - Mediterranean Sea
 - Red Sea
 - Tigris & Euphrates Rivers

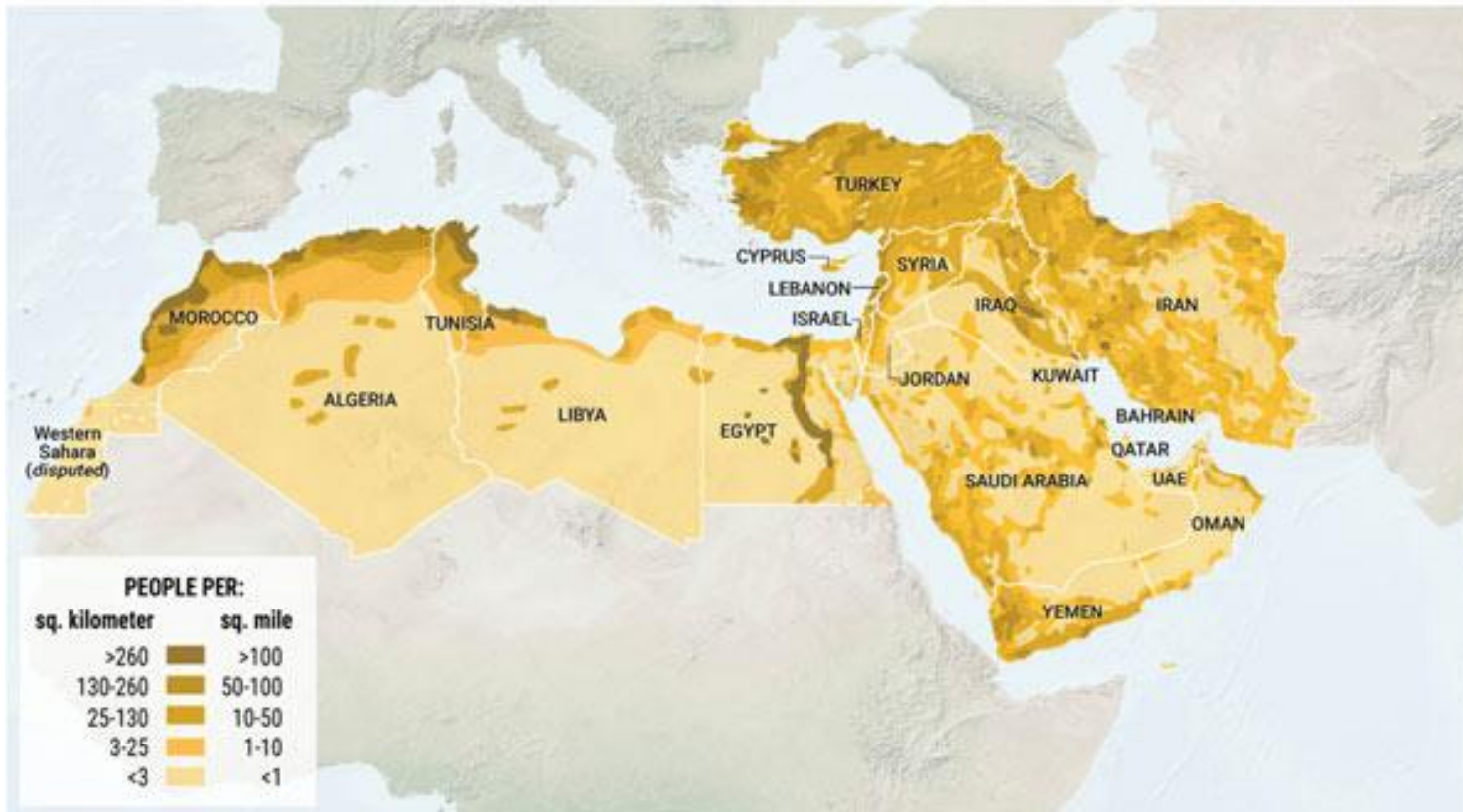




The Spread of Islam

- Arabian Peninsula
- North Africa
- Europe
- Arabian Sea
- Black Sea
- Caspian Sea
- Persian Gulf
- Mecca
- Mediterranean Sea
- Red Sea
- Tigris & Euphrates Rivers

MIDDLE EAST AND NORTH AFRICA'S POPULATION DENSITY



Closure – INB 47
under your map

- This is the region where the religion of Islam began – based on the map what about the geography of the region may have helped Islam spread? *Answer in a brief paragraph.*

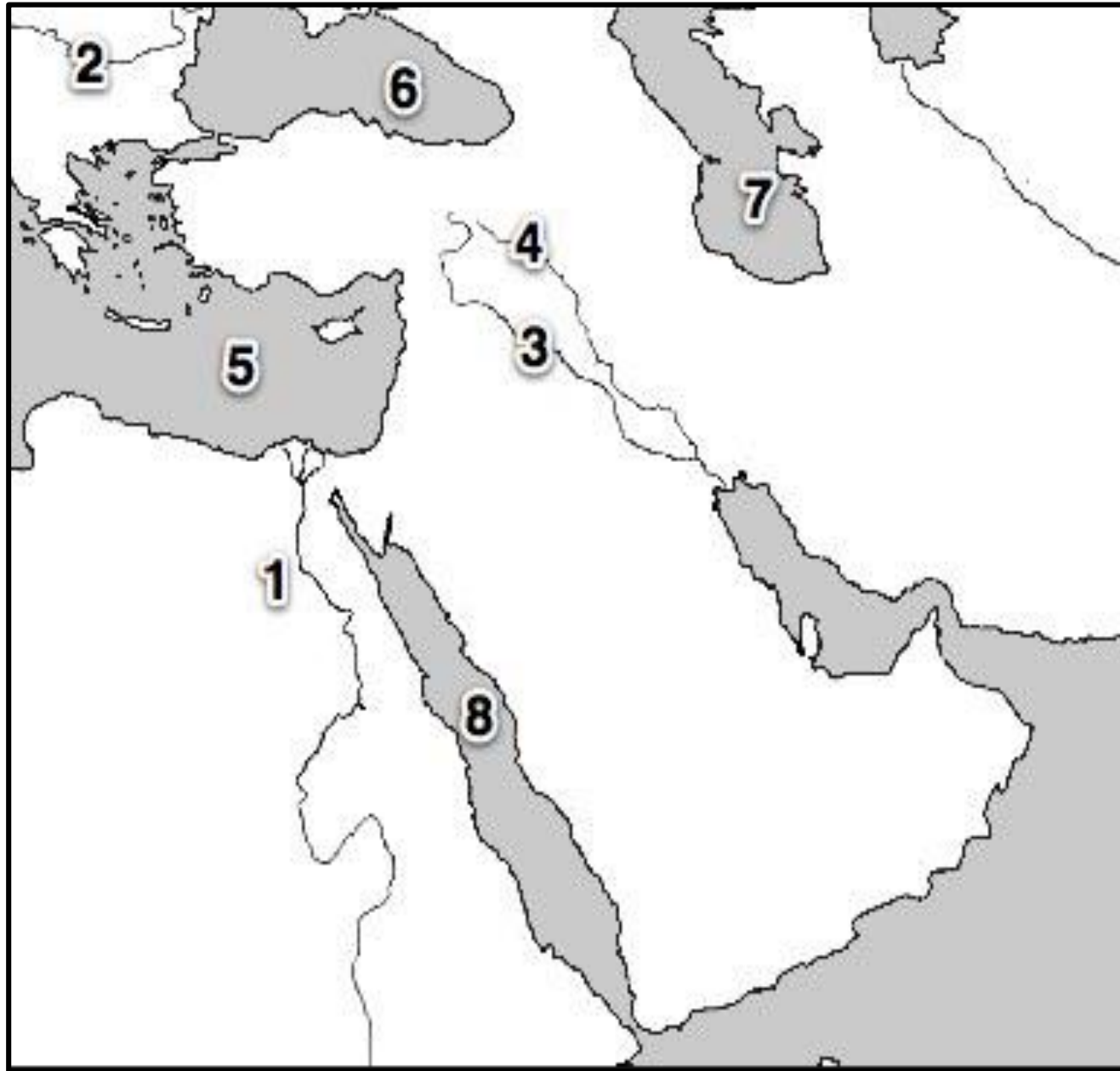
Day 2 – The Basics of Islam

7.16 Describe the origins and central features of Islam: Key Person(s): Mohammad; Sacred Texts: The Quran and The Sunnah; Basic Beliefs: monotheism, Five Pillars.

Bellwork *Islamic Civilizations*

- **Thinking question:** On **INB 48** What do you think the following three religions might have *in common*?
 - Islam
 - Christianity
 - Judaism (the Jewish faith)





Identify the location of the Black Sea on the map to the left

Mastery Objective...

I can explain when, where and how Islam emerged and describe how it developed.

What are today's State Standards?

7.16 Describe the origins and central features of Islam: Key Person(s): Mohammad; Sacred Texts: The Quran and The Sunnah; Basic Beliefs: monotheism, Five Pillars.

Strategies/Activities:

- Bellwork – Brainstorming
- Guided Reading – Muhammad and His Message
- Closure – Summary Writing Practice – Five finger Closure

END OF DAY PRODUCT:

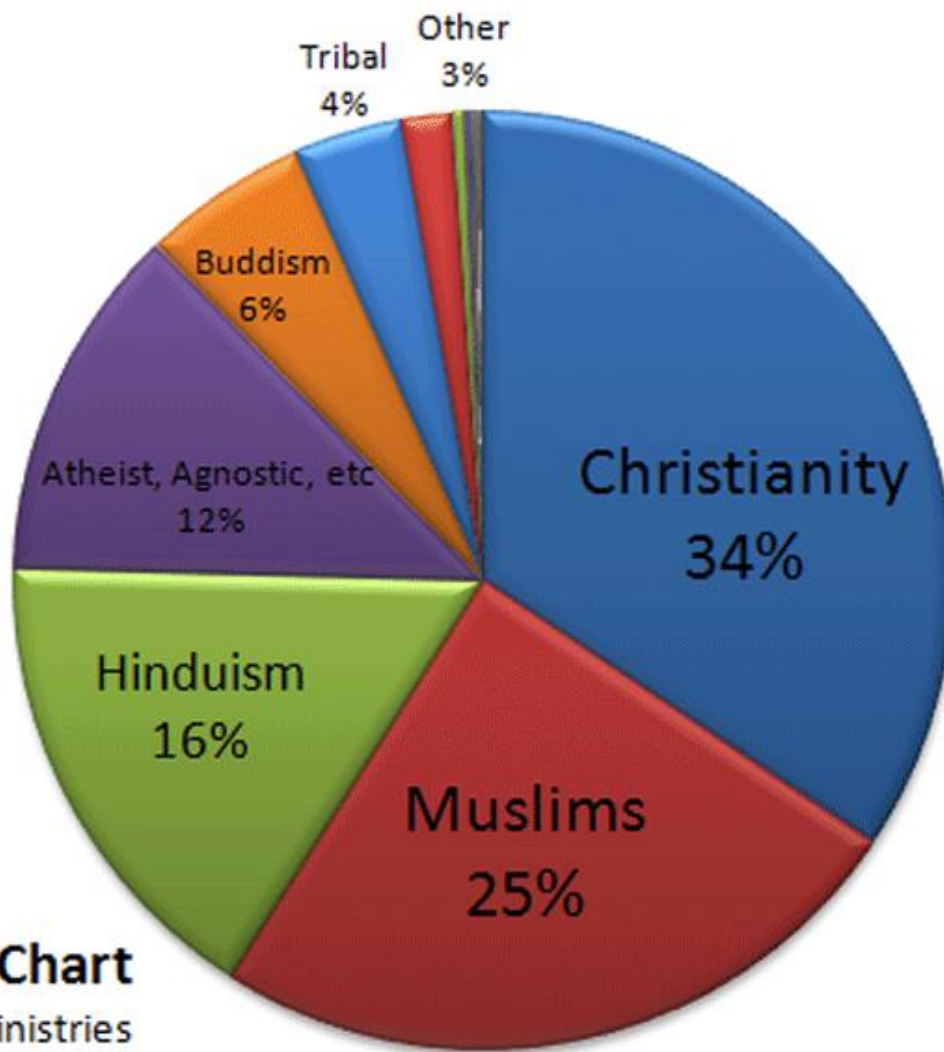
By the end of today's class you should have a completed guided reading and five finger retell summary.

Introduction - Anticipation Guide

This is meant to see what you know and what you don't (I do NOT expect you to KNOW all of this)

<input type="checkbox"/> A	<input type="checkbox"/> D	1. All followers of Islam are Arabs.
<input type="checkbox"/> A	<input type="checkbox"/> D	2. The Islamic Empire lasted until the early 1900s.
<input type="checkbox"/> A	<input type="checkbox"/> D	3. Makkah is a city that is a holy site in Islam.
<input type="checkbox"/> A	<input type="checkbox"/> D	4. In the 800s, the Arabian peninsula was a crossroads for trade between the east, west, north, and south.
<input type="checkbox"/> A	<input type="checkbox"/> D	5. When followers of Islam pray, they face the direction of Makkah.
<input type="checkbox"/> A	<input type="checkbox"/> D	6. Islam preaches that it is good to steal from people.
<input type="checkbox"/> A	<input type="checkbox"/> D	7. Muhammad lived and preached in Baghdad.
<input type="checkbox"/> A	<input type="checkbox"/> D	8. The Quran is the holy book of Islam.
<input type="checkbox"/> A	<input type="checkbox"/> D	9. Muhammad ruled the Ottoman Empire.
<input type="checkbox"/> A	<input type="checkbox"/> D	10. One of the beliefs of Islam is to give to the poor.

- Read each statement and check “A” if you agree and “D” if you disagree...



World Religions Chart
Reclaiming the Mind Ministries
2009

The Prophet
Muhammad and
His Message
*Guided Reading
with text based
answers... INB 49*

A Guided Reading is one that asks you questions along the way to ensure that you understand the material:

1. **Preview** the question you are being asked for each section.
2. **Read** each section while looking for evidence.
3. **Answer** each question after you read and underline or highlight material from the text that ***directly*** helped you answer the question (evidence)

Who was Muhammad?

- The religion of Islam arose in the Arabian Peninsula in the A.D. 600s. Islam grew from the teachings of a man named Muhammad. Muhammad was born into a merchant family in Makkah (Mecca) in A.D. 570. He was orphaned at the age of five or six. As a teenager, Muhammad worked as a caravan leader and eventually became a merchant.
- Despite his success, Muhammad was troubled by many things he saw around him, including the greed of Makkah's (Mecca's) wealthy citizens. He despised their dishonesty, neglect of the poor, and disregard for family life. Seeking guidance, he spent time alone praying in a cave outside the city.

Who was Muhammad?

- Muslim tradition says that in A.D. 610, Muhammad had a vision in which a voice called him to preach Islam. Islam means "surrendering [to the will of Allah]." In the Arabic language, Allah is the word for "God." Three times the voice said, "Recite!" When Muhammad asked what he should recite, the voice said:
- *"Recite in the name of your Lord Who created, created man from a clot of congealed [thickened] blood. Recite: and your Lord is Most Generous, Who taught by the pen, taught man what he did not know."*
- —***Quran, Surah 96:1-5***

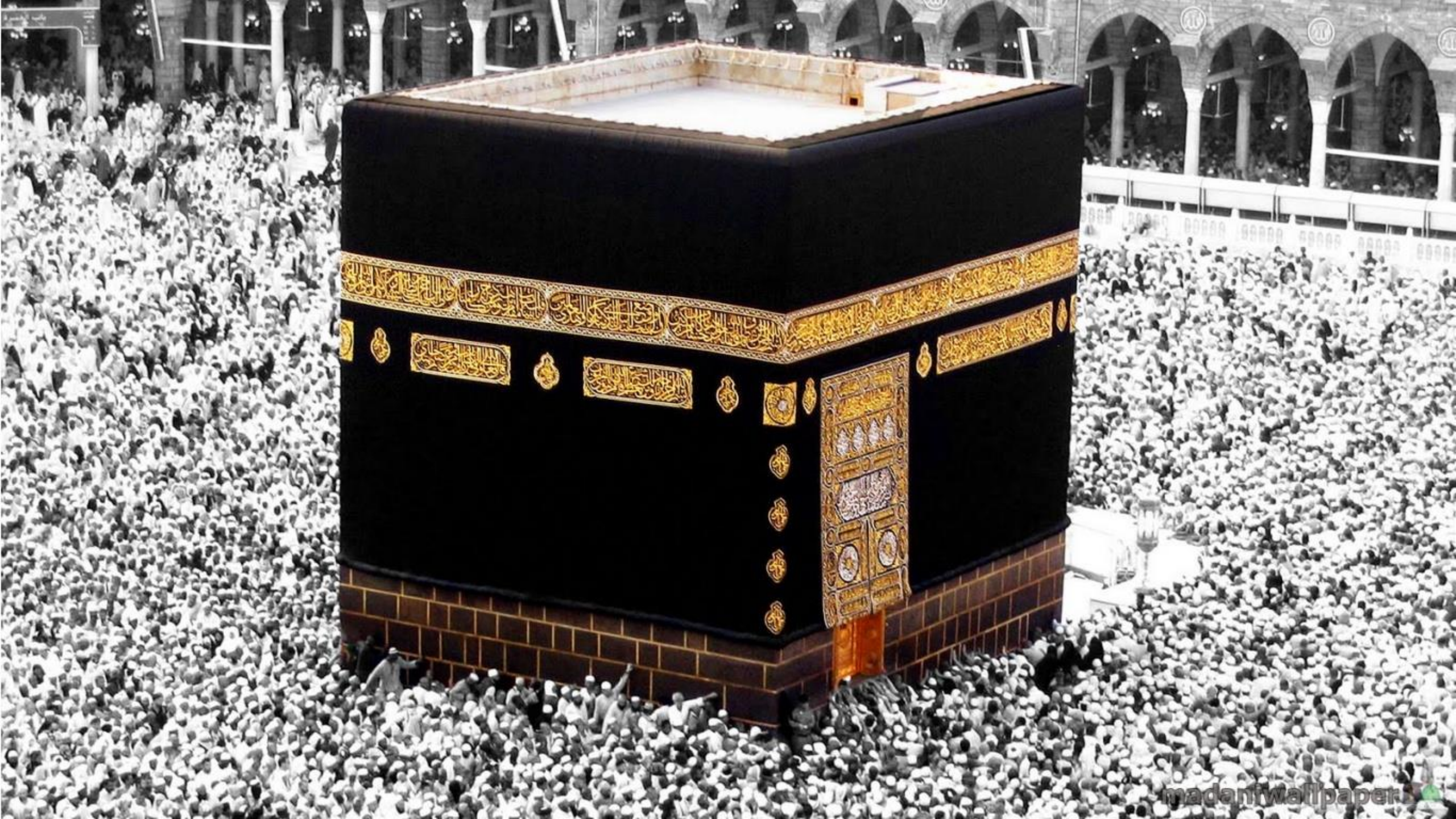
Who was Muhammad?

- Muhammad returned to Makkah (Mecca) and began preaching. He told people that there was only Allah to worship, the one true God. He said they must destroy their statues of fake gods.
- Muhammad also preached that people were equal in God's sight, and the rich should share their wealth with the poor. Everywhere he went, Muhammad preached that God valued good deeds. Muhammad urged people to prepare for the Day of Judgment, when God would punish evildoers and reward the just.
- **Who was Muhammad and what did he preach?**

Muhammad's Opponents

- The first people to become Muslims, or followers of Islam, were Muhammad's family members. Slowly, Muhammad won the support of the poor, who were attracted to his message of sharing. Most wealthy merchants and religious leaders, however, thought Muhammad was trying to destroy their authority.
- In A.D. 622, Muhammad and his followers believed Makkah (Mecca) had become too dangerous. They moved to Yathrib. Muhammad's departure to Yathrib became known as the Hijrah . This Arabic word means "breaking off relationships." The year of the Hijrah later became the first year of the Muslim calendar. The people of Yathrib accepted Muhammad as God's prophet and their ruler. They renamed their city Madinah, which means "the city of the prophet."
- Why do you think Makkah's (Mecca's) merchants and religious leaders opposed Muhammad and his message?





The Islamic State

- Muhammad was a skilled political and religious leader. He applied the laws he believed God had given him to all areas of life. He used these laws to settle disputes among the people. Muhammad also established the foundation for an Islamic state. The government of the state used its political power to uphold Islam. Muhammad required all Muslims to place loyalty to the Islamic state above loyalty to their tribes.
- Muhammad formed an army to protect his new state. In a series of battles, Muhammad's soldiers regained Makkah (Mecca) and made it a holy city of Islam. The Muslims then began to expand into new areas. When Muhammad died in A.D. 632, the entire Arabian Peninsula was part of the Islamic state.
- How did Muhammad manage to make the entire Arabian Peninsula Islamic before he died?



Closure – **INB 48**

A Five Finger Retell

Summarize what you've learned today using the Five Finger Retell Strategy...

- **Pinkie** – Character – WHO did we talk about today?
- **Ring Finger** – Setting- Where did our lesson take place?
- **Middle Finger** – Problem - What is the main event we learned about today?
- **Pointer** – Events – What were the most important things that happened?
- **Ending** – How did our lesson end? What happened to our main historical person?

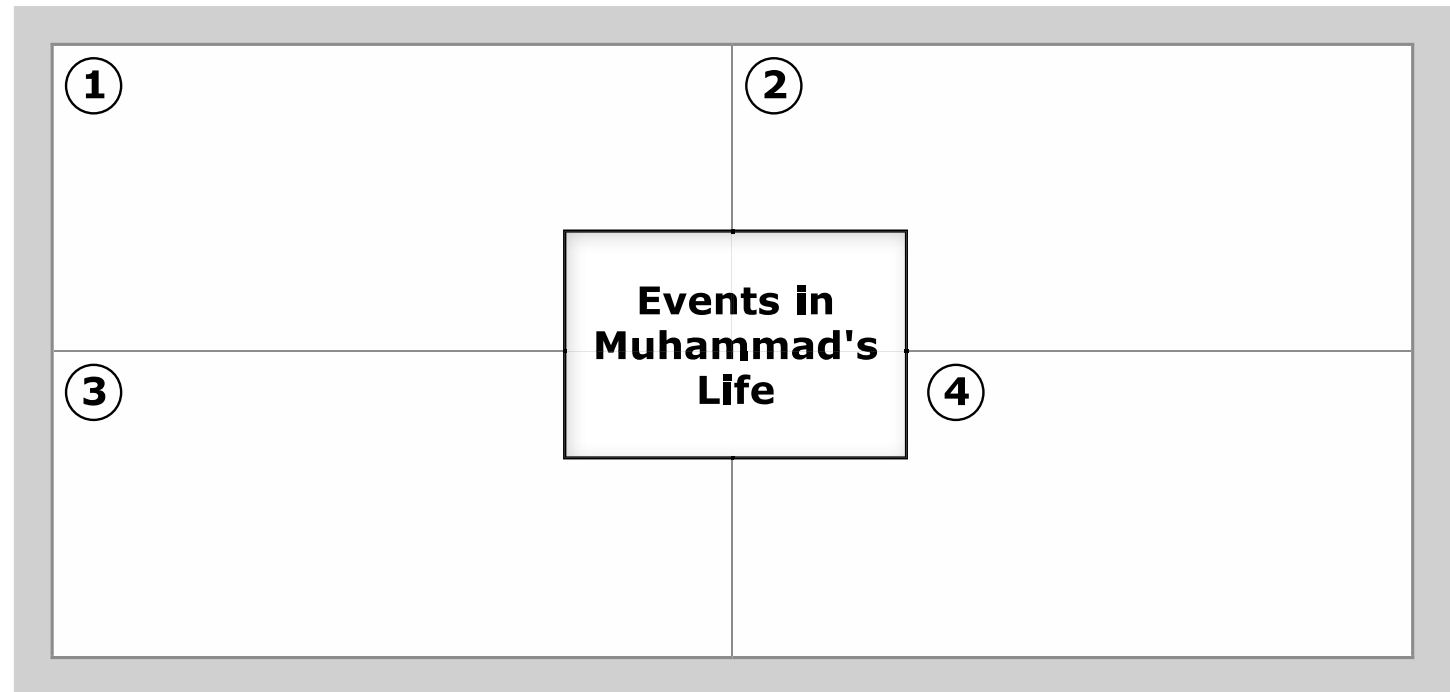
Day 3 – The Basic Beliefs of Islam

7.16 Describe the origins and central features of Islam: Key Person(s): Mohammad; Sacred Texts: The Quran and The Sunnah; Basic Beliefs: monotheism, Five Pillars.

Bellwork – INB 50

- Choose whether you believe each statement is true or false.
- Record the true statements in chronological order on the organizer.

- T F** Muhammad moved to Madinah.
- T F** Muhammad was born in Makkah.
- T F** By the time Muhammad had died, the entire Arabian peninsula was part of the Islamic State.
- T F** Muhammad was called to preach Islam.
- T F** Muhammad converted from Christianity to Islam.



Mastery Objective

I can describe the basic beliefs of Islam and explain each of the Five Pillars of Islam.

What are today's State Standards?

7.16 Describe the origins and central features of Islam: Key Person(s): Mohammad; Sacred Texts: The Quran and The Sunnah; Basic Beliefs: monotheism, Five Pillars.

Strategies/Activities:

- Bellwork – Comprehension Check
- Reading/Note-taking Strategy – Explain it to Homer!
- Closure: Matching...

END OF DAY PRODUCT:

By the end of today's class you should have a completed explain it to Homer guide on the Five Pillars of Islam and an accurate/complete closure matching activity.

1 Faith

Muslims must believe and confess that "There is no God but God (Allah) and Muhammad is the Messenger of God"



2 Prayer

Muslims must offer prayers towards the city of Mecca 5 times a day: at dawn, noon, mid-afternoon, sunset and evening



3 Fasting

During the month of Ramadan, all the able-bodied Muslims must fast from food, drink and sexual relations from sundown to sunset. Muslims celebrate the end of Ramadan with a festival called "Eid al-Fitr" or simply "Eid"

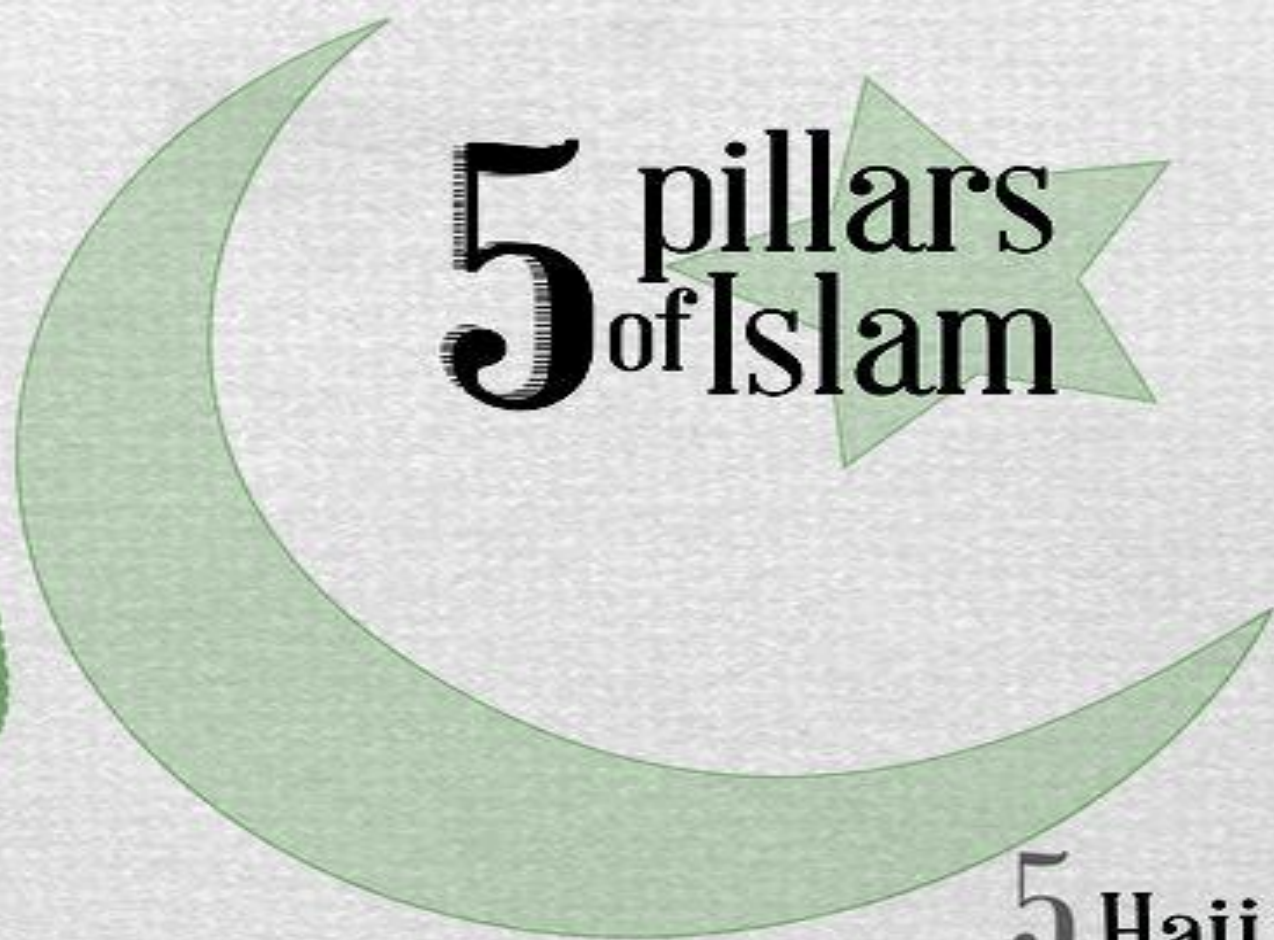


4 Almsgiving

As a gesture of social responsibility, Muslims must donate a portion of their income to the welfare of the community, especially to supply the needs of the poor

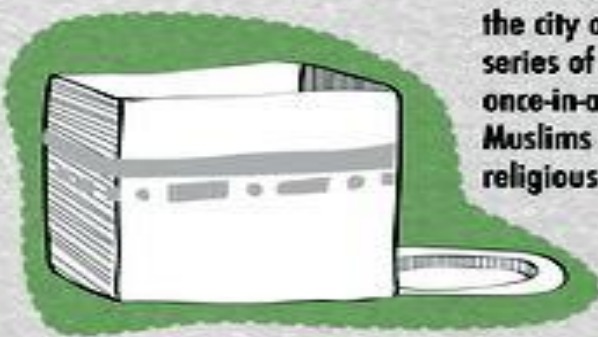


5 pillars of Islam



5 Hajj

All physically and financially able Muslims must make a pilgrimage to the city of Mecca and participate in a series of ceremonies there. This is a once-in-a-lifetime requirement, which Muslims consider the peak of their religious experience



Major Teachings of Islam:
What do Muslims believe?

Explain them to
Homer!



Basic Beliefs of Islam

- Belief 1: Muslims believe that God is the creator of all things, and that God is all-powerful and all-knowing. God has no children, no race, no gender, no body, and is unaffected by human life.
- **Explain it to Homer!** (What would you say so that Homer Simpson could understand?)

Basic Beliefs of Islam

- **Belief 2:** Muslims believe that God revealed holy books to a number of God's messengers. These include the Quran (given to Muhammad), the Torah (given to Moses), and the Gospel (given to Jesus). Muslims believe that these earlier scriptures in their original form were revealed by God, but only the Quran remains as it was first revealed to the prophet Muhammad.
- **Explain it to Homer!** (What would you say so that Homer Simpson could understand?)

Basic Beliefs of Islam

- **Belief 3:** Muslims believe that God's guidance has been revealed to humankind through specially appointed messengers, or prophets, throughout history, beginning with the first man, Adam, who is considered the first prophet. Twenty-five of these prophets are mentioned by name in the Quran, including Noah, Abraham, Moses, and Jesus. Muslims believe that Muhammad is the last in this line of prophets, sent for all humankind with the message of Islam.
- **Explain it to Homer!** (What would you say so that Homer Simpson could understand?)

Basic Beliefs of Islam

- Belief 4: Muslims believe that on the Day of Judgment, humans will be judged for their actions in this life; those who followed God's guidance will be rewarded with paradise; those who rejected God's guidance will be punished with hell.
- **Explain it to Homer!** (What would you say so that Homer Simpson could understand?)

Basic Beliefs of Islam

- **Belief 5:** Muslims believe in God's will. They believe that everything is decided by God, so what happens in life is already decided. Believers respond to good or bad with thankfulness or patience.
- **Explain it to Homer!** (What would you say so that Homer Simpson could understand?)

Closure –
Match the name of
the name of the
Pillar with a
description. Bonus if
you can also match
the Arabic term as
well.

FAITH

PRAYER

CHARITY

FASTING

PILGRIMAGE

Pillar	Description	BONUS: Arabic
	Muslims must give up food and drink during daylight for the month of Ramadan.	
	Muslims face the city of Mecca five times daily while worshipping Allah.	
	Muslims give 2.5% of their wealth to benefit the poor.	
	The statement “there is no God but Allah, and Muhammad is his messenger” is recited by all true Muslims.	
	All Muslims who are able travel to the holy Ka’aba in Mecca once in their lifetime.	

BONUS:

ZAKAT

HAJJ

SAHADAH

SALAT

SAYIM

Day 4 & 5 – The Expansion of Islam

7.17 Describe the diffusion of Islam, its culture, and the Arabic language.

Bellwork – INB 52

- Define ***Caliph***
- Use **textbook page 110** to help you complete the chart you see on the right.
- **Challenge** – What is the connection to last week's lessons on the beginnings of Islam?

Abu Bakr	Umar	Uthman	Ali
Caliph A.D. 632-634	Caliph A.D. 634-644	Caliph A.D. 644-656	Caliph A.D. 656-661

Abu Bakr

Caliph A.D. 632-634

Umar

Caliph A.D. 634-644

Uthman

Caliph A.D. 644-656

Ali

Caliph A.D. 656-661

Mastery Objective...

I can explain how Islam spread throughout the Middle East, Southern Europe, and Northern Africa.

What are today's State Standards?

7.17 Describe the diffusion of Islam, its culture, and the Arabic language.

Strategies/Activities:

- Chart of the First Four Caliphs
- Expansion of Islam DBQ (2 Days)
- Response to DBQ Question – How did Islam and Arabic culture spread so quickly during the 7th & 8th Centuries?

END OF DAY PRODUCT:

By the end of today's class you should have a completed graphic organizer analyzing the documents studied today along with a completed response to our essential question.

Essential Question: How did Islam and Arabic culture spread so quickly during the 7th & 8th Centuries?

Document A: Battle of the Yarmuk (Modified)

Muslim forces took control of Syria in 636 AD when they fought the Eastern Roman Empire (which included Greece) at the Battle of Yarmuk. This account, written by Muslim historian Ahmad al-Biladuri in the 800s AD, describes the battle.

The Muslims gathered together, and the Greek army marched against them. The Greeks and their followers in this battle tied themselves to each other by chains, so that none of them would run away. The battle they fought at al-Yarmuk was of the fiercest and bloodiest kind. In this battle 24,000 Muslims took part. By Allah's help, some 70,000 of them [the Greeks] were put to death, and the rest of the army took flight, reaching as far as Palestine, Antioch, Aleppo, Mesopotamia and Armenia. In the battle of al-Yarmuk certain Muslim women took part and fought violently. Among them was Hind, daughter of 'Utbah and mother of Mu'awivah ibn-abi-Sufyan, who repeatedly exclaimed, "Cut the arms of these non-Muslims with your swords!"

Source: *Al-Biladuri, "The Battle of the Yarmuk (636) and After," written in the 800s AD*

Source & Purpose	Document Specific Question	Does it agree or disagree with the other sources	How did Islam Expand? (Hypothesis)
Document A:	<i>What are three ways the battle was the fiercest?</i>		

Essential Question: How did Islam and Arabic culture spread so quickly during the 7th & 8th Centuries?

Document B: Treaty of Tudmir (Modified)

This treaty was signed in 713 AD between 'Abd al-'Aziz, the commander of the Muslim forces invading Spain, and Theodemir, the Christian King of a region in southern Spain.

In the name of God, the merciful and compassionate. We [Abd al-Aziz's forces] will not harass him [Theodemir], nor remove him from power. His followers will not be killed or taken prisoner, nor will they be separated from their women and children. They will not be **coerced** (forced) in matters of religion, their churches will not be burned, nor will **sacred** (holy) objects be taken from the realm, as long as he remains sincere and fulfills these conditions that we have set for him: He will not give shelter to **fugitives** (people running from the law), nor to our enemies, nor encourage any protected person to fear us, nor **conceal** (hide) news of our enemies. He and [each of] his men shall [also] pay one **dinar** (gold & silver Muslim coins) every year, together with four measures of wheat, four measures of barley, four liquid measures of concentrated fruit juice, four liquid measures of vinegar, four of honey, and four of olive oil. Slaves must each pay half of this amount.

Source: *The Treaty of Tudmir, 713 AD.*

Source & Purpose	Document Specific Question	Does it agree or disagree with the other sources	How did Islam Expand? (Hypothesis)
Document B:	<i>How do Muslims treat people they conquer?</i>		

Essential Question: How did Islam and Arabic culture spread so quickly during the 7th & 8th Centuries?

Document C: Fred Donner

Fred Donner is a historian at the University of Chicago who specializes in early Islam and early Islamic expansion. Below is an excerpt from his book where he challenges some of the common knowledge about early Islamic conquests.

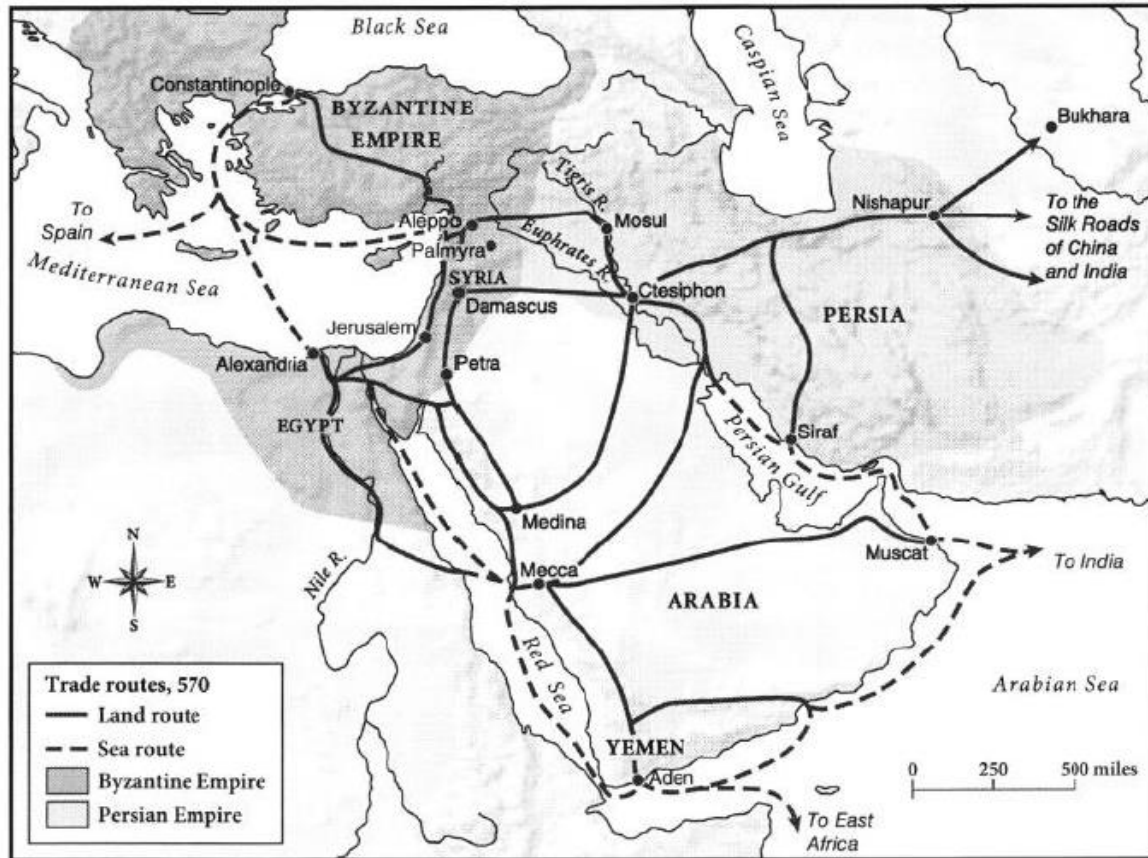
During the conquest period the granting of gifts, which had been practiced by Muhammad, became more regularized and eventually became part of the government. In the first place, there was established a system of payments or to warriors serving in the Islamic armies. . . . Tribesmen in the Islamic armies who rebelled against the **regime (government in power)** now did so at the cost of losing the stipends that the regime provided. Similarly, stipends were granted to some Persian or Aramean **nobles** (dihqans) who cooperated with the Muslims in Iraq. In most cases, it appears that these individuals were required to embrace Islam in order to receive their stipend.

Source: *Excerpt from Fred Donner, The Early Islamic Conquests, 1981.*

Source & Purpose	Document Specific Question	Does it agree or disagree with the other sources	How did Islam Expand? (Hypothesis)
Document C:	<i>What is the purpose of gift giving?</i>		

Document D: Map of Trade around Mecca

By the middle of the sixth century.... Mecca was... prosperous and important. First, it was at the crossroads of the lucrative caravan trade. Vast camel trains, veering spices, perfumes, precious metals, ivory and silk, filed through the town, headed north on the way from Yemen... to the markets of Syria, and headed east from the Red Sea across the desert to Iraq. Adding to the profits from the caravans was a brisk pilgrimage trade, for Mecca was the site of Arabia's holiest pagan shrine the Kaaba.

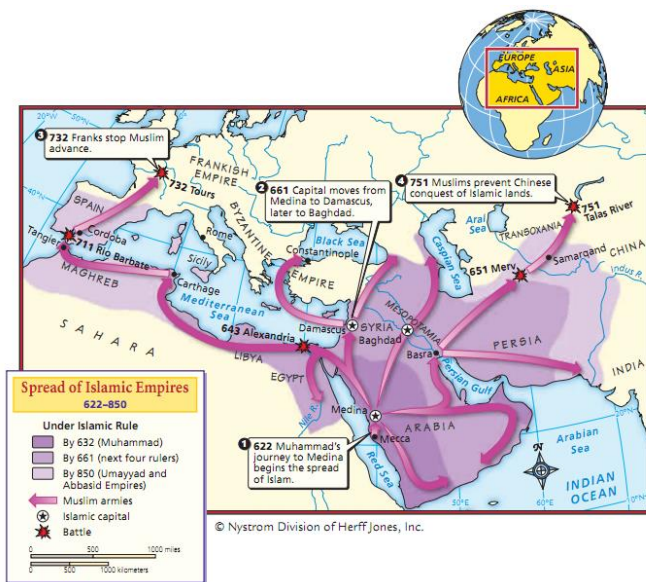


Source:

Desmond Stewart and the editors of Time-Life Books, Great Ages of Man: Early Islam. Time Life Books, 1967.

Essential Question: *How did Islam and Arabic culture spread so quickly during the 7th & 8th Centuries?*

Source & Purpose	Document Specific Question	Does it agree or disagree with the other sources	How did Islam Expand? (Hypothesis)
Document D:	<i>Why was Mecca such a center of trade?</i>		



Closure/Assessment

- Based on the four documents you looked at today and yesterday, write a paragraph to answer the following question: *How did Islam and Arabic culture spread so quickly during the 7th & 8th Centuries?*
- Use the RACE format and make sure to include **evidence** from at least **two** different documents.

R

RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.

A

ANSWER THE QUESTION

What is being asked?
Answer all parts of the question.

C

CITE THE SOURCE

Tell where you found examples and details in the text.
In paragraph 2... The text states... The author says...

E

EXPLAIN your response. Give evidence from the text to support your answer. Add your thoughts.
For example... This shows... This means... I believe...

Day 6 & 7: The Golden Age of Islam

7.18 Summarize the contributions of the region's scholars in the areas of: Art, Geography, Literature, Mathematics, Medicine, Philosophy, Science.

Muslim Empires AFTER Muhammad

1st caliphs	1st 4 rulers after Muhammad died - friends and relatives	632-661
Umayyads		661-750
	moved capital to Baghdad	750-1258
Seljuk Turks	warriors - ran empire while Abbasids handled religious matters	
The Mongols		1258

Bellwork –
INB 54
create the chart
you see below &
use textbook
pages 108 - 113
to complete

Mastery Objective...

I can summarize the contributions of Muslim scholars to later civilizations.

What are today's State Standards?

7.18 Summarize the contributions of the region's scholars in the areas of: Art, Geography, Literature, Mathematics, Medicine, Philosophy, Science.

Strategies/Activities:

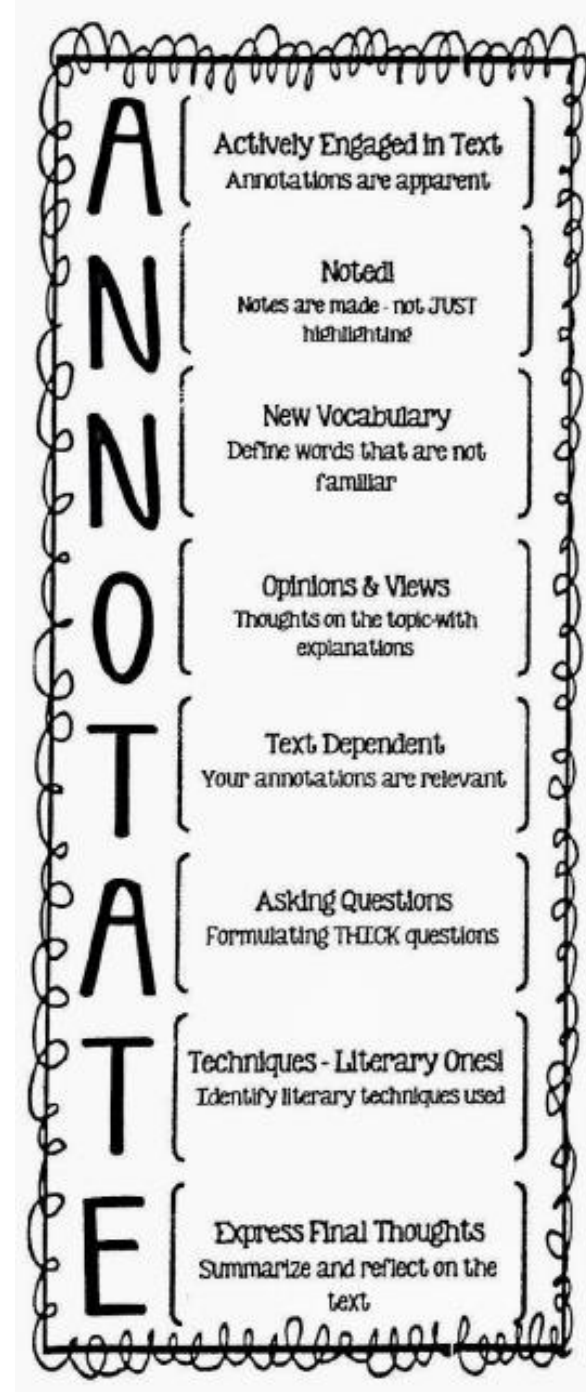
- Review yesterday's reading
- The Golden Age of Islam
- Closure – What do you believe is the most significant development of the Islamic World

END OF DAY PRODUCT:

By the end of today's class you should have a completed annotations on your reading along with ALL of your text dependent questions completed.

Annotation & Text Dependent Questions

1. **Number your paragraphs**
2. **Preview the questions you will need to answer.**
3. **Read:**
 - Circle words that are unfamiliar to you and look for context clues...
 - Underline or highlight what you think is **important** in the text.
4. **COMMENT** on what you highlight...
 - Does it make you question something you think?
 - Does it surprise you? Why?
 - Does it seem super important? Why?
 - Does it connect with something else you have learned? How?
5. Make sure you have at least **ten total** annotations (comments) for full credit



Text Dependent Questions - INB 55

1. Why does the author instruct the reader in the first paragraph to “thank a Muslim” ?
2. What is the meaning of the word “classical” in the third line of the article?
3. What support does the article give to the claim that ideas were able to spread freely throughout the Muslim world?
4. What reason does the article give for the many varied art forms of early Muslim artisans?
5. What evidence can you find of the Muslim empire’s tolerance of other cultures in this article?
6. What elements of modern society are evident in the section Science and Medicine?
7. How does the author support the claim that the largest Islamic contribution came in the field of Mathematics?
8. Why does the author choose to include a summary of the article at the end?
9. In what different ways did Islamic civilization spread according to the article?
10. What made the spread of Islamic civilization so efficient and so effective?

The Golden Age of Islam

- The next time you dab on some perfume, drink a cup of coffee, or write down a digit between 0-9, thank a Muslim. While Europe was groping along through the Dark Ages, diverse scholars gathered or were summoned to Baghdad's House of Wisdom to preserve knowledge of classical civilizations and to make advances in many academic disciplines that are still relevant today. And, that was just one of many centers of learning established during Islam's Golden Age.

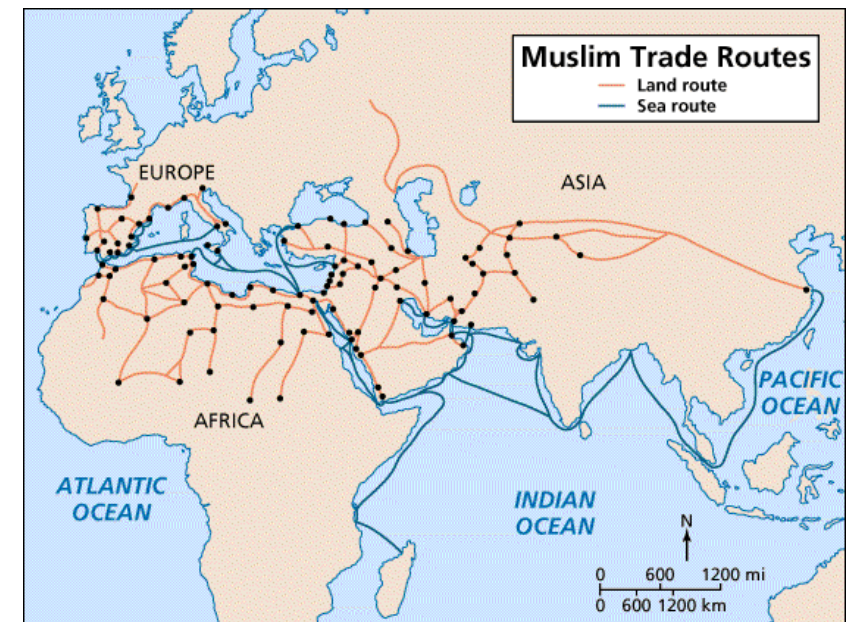


Islamic manuscripts were written in calligraphy and illuminated

1. Why does the author instruct the reader in the first paragraph to “thank a Muslim” ?
2. What is the meaning of the word “classical” in the third line of the article?

The Golden Age of Islam – Paragraph 2

- Islam began in the Arabian Peninsula in 610 CE and spread quickly through conquest and conversion, whether willing or forced. Within a century, Muslims controlled an empire stretching from Spain to China. The **Abbasid caliphate** gained control in 750 and moved the empire's capitol from Damascus to Baghdad. During this dynasty, trade and ideas flowed freely across the empire, which spanned three continents.



The Golden Age of Islam – Paragraph 3

- The Abbasids appropriated many of the best ideas from lands they conquered, as well as those of Late Antiquity, to form an advanced Islamic culture, with participation and contributions from people of many ethnicities and religions. Despite some ethnic conflict, such as the 1066 massacre of Spanish Jews, the Arab world promoted both Muslim and non-Muslim scholars who made significant achievements in art and literature, science and medicine and mathematics. **Islam's Golden Age** began with the Abbasid caliphate in 750 CE and lasted until the Mongol invasion in 1258.



3. What support does the article give to the claim that ideas were able to spread freely throughout the Muslim world?

The Golden Age of Islam – Paragraph 4

Arts & Literature

- Islamic religious tradition discourages the depiction of human figures in religious art, so Muslim artists developed or adopted many unique decorative elements. The art of glass blowing was perfected. Miniature paintings adorn glass, silver, brass and ivory objects. Manuscripts were often written in calligraphy and painstakingly illuminated. Royal robes and other textiles feature lavish embroidery. But The Golden Age of Islam is especially well-known for architecture, which combines many of these other art forms.



The Dome of the Rock was built in 691 CE

4. What reason does the article give for the many varied art forms of early Muslim artisans?

The Golden Age of Islam – Paragraph 5

- Islamic buildings of this era borrow domes and arches from the Byzantine Empire and are adorned with calligraphy, geometric designs and arabesques. A good example is the **Dome of the Rock** in Jerusalem. Built in 691 CE on top of Judaism's holiest site, this shrine is at once a political statement, a religious monument and a display of grandeur. Its outer walls were originally tiled, as seen in a modern restoration. The exterior of the dome was once lead and was replaced by varying metals throughout time. Today the dome is covered in gold leaf. The interior of the dome is decorated with mosaics and calligraphy.

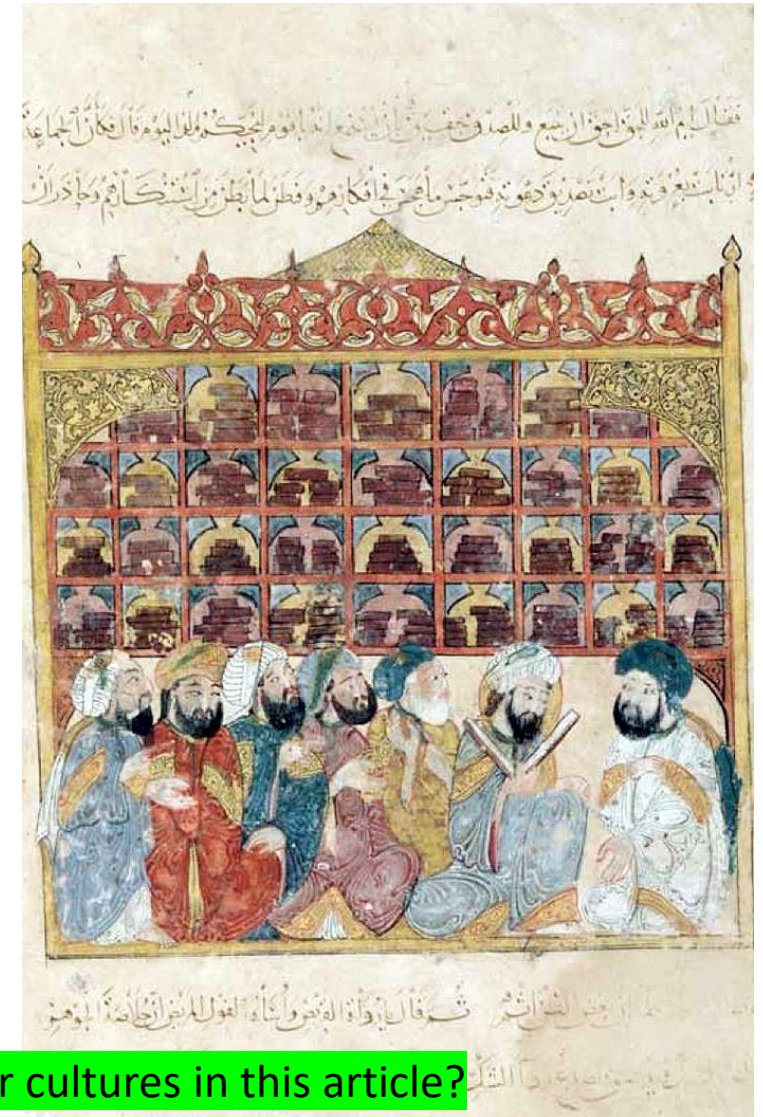


5. What evidence can you find of the Muslim empire's tolerance of other cultures in this article?



The Golden Age of Islam – Paragraph 6

- The Golden Age also produced many literary achievements, beginning with the fifth Abbasid ruler when the **House of Wisdom** opened. After learning the Chinese art of papermaking, Islamic scholars tried to gather and translate all of the world's knowledge into Arabic, resulting in the preservation of many classical works of antiquity from China, India and Greece, including Aristotle and Plato. Muslim writers also made commentaries, adapted folk tales from around the empire and composed original literature. The most famous literary achievement from this era may be *One Thousand and One Nights*, known to many westerners as *The Arabian Nights*, which is a collection of both original and adapted stories, including Aladdin and the magic lamp, Sinbad and Ali-Baba. Libraries and bookstores were common in Baghdad, suggesting an uncommonly high literacy rate among the public.

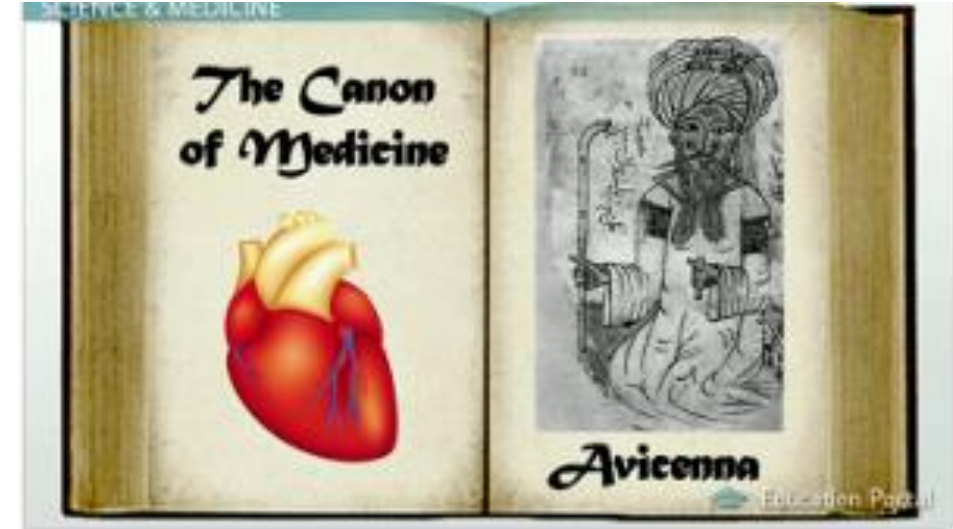


5. What evidence can you find of the Muslim empire's tolerance of other cultures in this article?

The Golden Age of Islam – Paragraph 7

Science and Medicine

- Scholars at the Islamic learning centers also contributed to the scientific world. They dabbled in chemistry and alchemy, and excelled in astronomy and medicine. They studied ideas from Greece, Iran and Persia to improve scientific instruments, such as an astrolabe for telling time. They refined earlier methods for recording scientific observations, leading to accurate calculations for the movements of the sun, moon and the five known planets. Islamic scholars analyzed Ptolemy's model of the universe. They studied eclipses and calculated the circumference of the earth. These achievements were applied to other disciplines, including agriculture, physics and even astrology.



The Canon of Medicine was used as a medical text in Europe for centuries

6. What elements of modern society are evident in the section Science and Medicine?

The Golden Age of Islam – Paragraph 8

- Pursuing the philosophy that, 'for every disease, Allah has given a cure,' Islamic scientists made significant achievements in medical practice and education, as well as pharmacology. Once again, they made extensive study of existing work, and then built upon that knowledge with their own experience and theory. Especially in Baghdad, but also in other areas of the empire, specialists, in fields ranging from ophthalmology to dentistry or psychiatry to orthopedics, treated injuries and illness. There were hospitals with emergency rooms and surgical facilities, which paid attention to hygiene and sanitary conditions.

6. What elements of modern society are evident in the section Science and Medicine?



The Golden Age of Islam – Paragraph 9

- They experimented with cardiology and neurology. One doctor named Avicenna compiled ***The Canon of Medicine***, which became Europe's authoritative medical textbook for more than 500 years. Physicians attended medical school and had to pass exams before getting a license to treat patients. By the 12th century, pharmacology emerged as a separate discipline, with achievements as fundamental as mixing sweet syrup with bitter medicine and as radical as anesthesia.



Islamic text of Avicenna's *Canon of Medicine* (1584 – this manuscript)

6. What elements of modern society are evident in the section Science and Medicine?

What jumps out to you about the *form* of the text itself?

Handwritten text in Arabic script, likely a manuscript. The text is densely packed and includes several lines of text in red ink, possibly indicating headings or important sections. The script is cursive and characteristic of the Maghribi style. There are some marginal notes and a small diagram or table at the bottom of the page.

Handwritten text in Arabic script, likely a manuscript. The text is densely packed and includes several lines of text in red ink, possibly indicating headings or important sections. The script is cursive and characteristic of the Maghribi style. There are some marginal notes and a small diagram or table at the bottom of the page.

The Golden Age of Islam – Paragraph 10

- Despite all of these accomplishments, perhaps the most significant Islamic contribution to the West was in mathematics. Most of the developed world today writes numbers using the digits 0-9. We commonly call them **Arabic numerals**, but they were actually adapted from India. An Italian scholar studying in a Muslim library encountered the digit system and recognized its significant improvement over the Roman numeral system. His publication of Arabic numbers in 1202 resulted in their widespread acceptance across Europe. An Islamic scholar perfected modern algebra, again based on the work of ancient scholars. His textbook distinguished algebra as a separate discipline and became the defining authority on the subject for hundreds of years. Other mathematicians pursued geometry and trigonometry. They also used the decimal system.



R

RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.

A

ANSWER THE QUESTION

What is being asked?
Answer all parts of the question.

C

CITE THE SOURCE

Tell where you found examples and details in the text.
In paragraph 2... The text states ... The author says...

E

EXPLAIN your response. Give evidence from the text to support your answer. Add your thoughts.
For example... This shows... This means... I believe...



Closure – INB 54 underneath your Bellwork

- Of the advances Muslim scholars and artisans made CHOOSE one area or invention where scholars made the MOST significant contribution.
- Write a paragraph where you -
 - Restate the question
 - Name the contribution
 - Give examples or evidence from the text to support your choice
 - Explain WHY you believe YOUR choice is the MOST significant.

Day 8: Muslim Life & Trade

7.20 Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants.



Bellwork – INB 56

- **Define:**
 - Caravan
 - Mosque
 - Bazaar
- **Challenge:** Use all three terms in a logical sentence (or two if needed)
- Use textbook page 104 & 116 to help you

Mastery Objective...

I can describe how people lived and traded in the Islamic world and explain the role merchants played in Islamic society.

What are today's State Standards?

7.20 Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants.

Strategies/Activities:

- New Vocabulary
- Map Analysis
- Text to Notes
- Closure – What role did merchants play in Islamic Society?

END OF DAY PRODUCT:

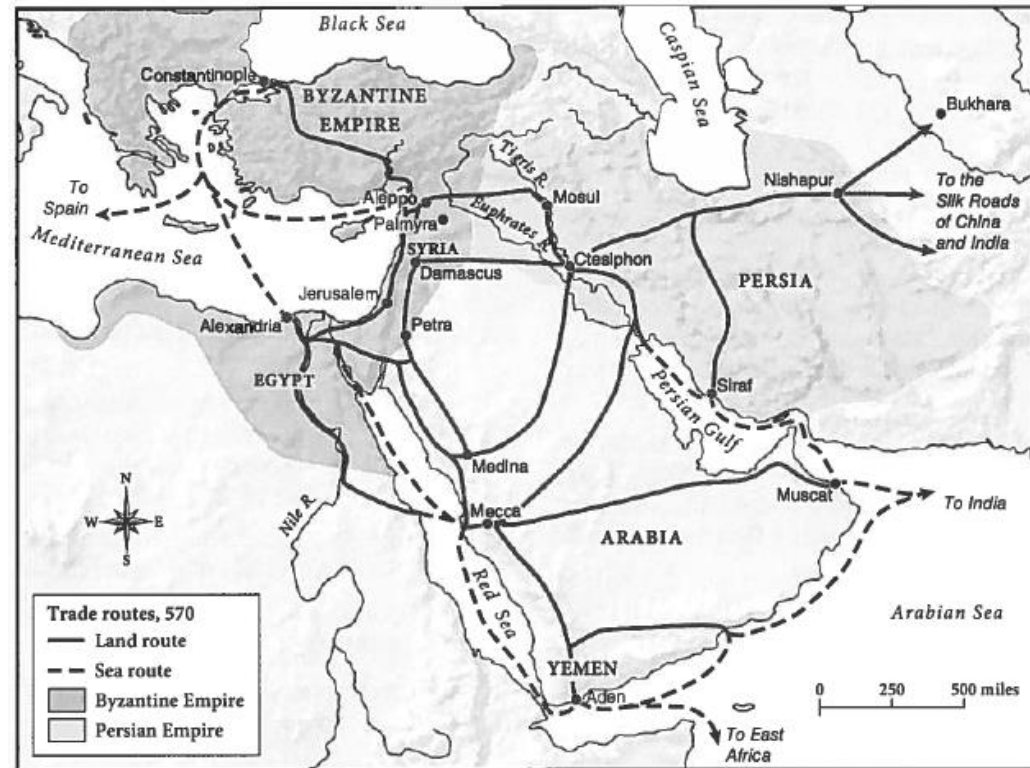
By the end of today's class you should have a completed text to notes organizer and a completed RACE closure.

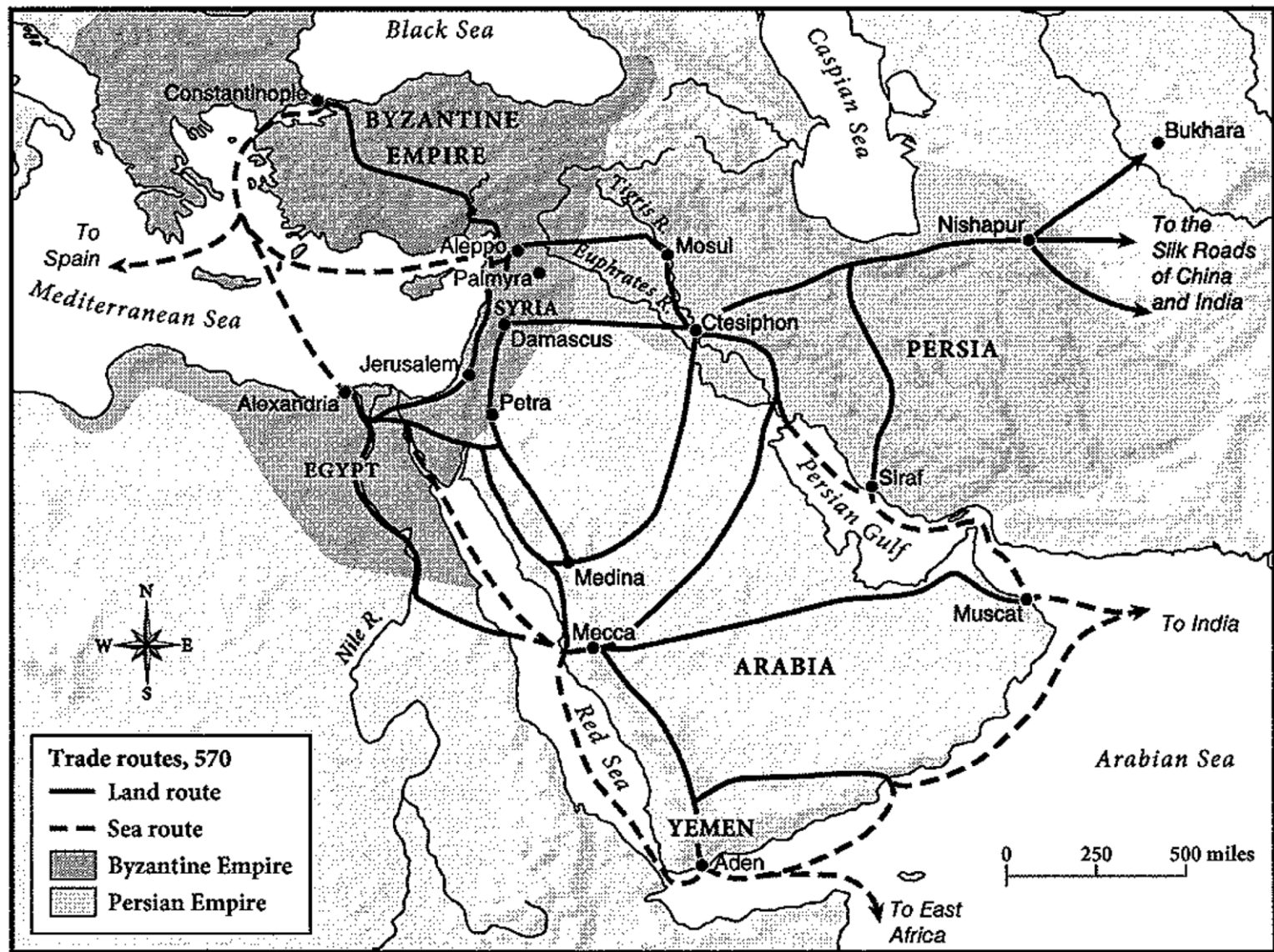
Map Analysis

- What year is shown on the map? How does that relate to the story of Islam?
- What are three cities that are easy to reach by trade routes from Mecca?
- What are two empires shown bordering Arabia?
- What are four areas outside the boundaries of this map that trade routes go to?
- Based on the map and the quote why was Mecca such a trade center for the Arabian Peninsula?

Sources: Desmond Stewart and the Editors of Time-Life Books, *Great Ages of Man: Early Islam*, Time-Life Books, 1967. Map created from various sources.

By the middle of the sixth century ... Mecca was ... prosperous and important. First, it was at the crossroads of the lucrative caravan trade. Vast camel trains, bearing spices, perfumes, precious metals, ivory and silk, filed through the town, headed north on the way from Yemen ... to the markets of Syria, and headed east from the Red Sea across the desert to Iraq. Adding to the profits from caravans was a brisk pilgrimage trade, for Mecca was the site of Arabia's holiest pagan shrine [the Ka'ba].





Text to Notes Strategy – INB Page 57

this page will be glued or stapled in...

- Staple in your reading to INB page 57:
 - Preview the guiding questions.
 - Highlight the material that will help you respond to the guiding questions.
 - Take short paraphrased bullet point notes in response to the guiding questions – be sure your notes are complete thoughts but NOT complete sentences.

Life in the Islamic World

How did people live and trade in the Islamic world?

- Muslim merchants controlled trade in much of Asia and Africa from the A.D. 700s until the 1400s. Their caravans traveled from Egypt and Mesopotamia to China. Their ships sailed the Indian Ocean to East Africa, India, and Southeast Asia. Muslim traders set out on their journeys with spices, cloth, glass, and carpets from their homelands. They traded these items for rubies from India, silk from China, and spices from Southeast Asia. They also traded for gold, ivory, and enslaved people from Africa. In addition, Muslim merchants sold crops such as sugar, rice, oranges, cherries, and cotton.



How did people live and trade in the Islamic world?



- Who controlled trade in Asia and Africa?
- How did they trade with different regions?
- What items did they offer for trade?
- What were they trading FOR?

Guiding Questions

Why Were Muslim Traders Successful?

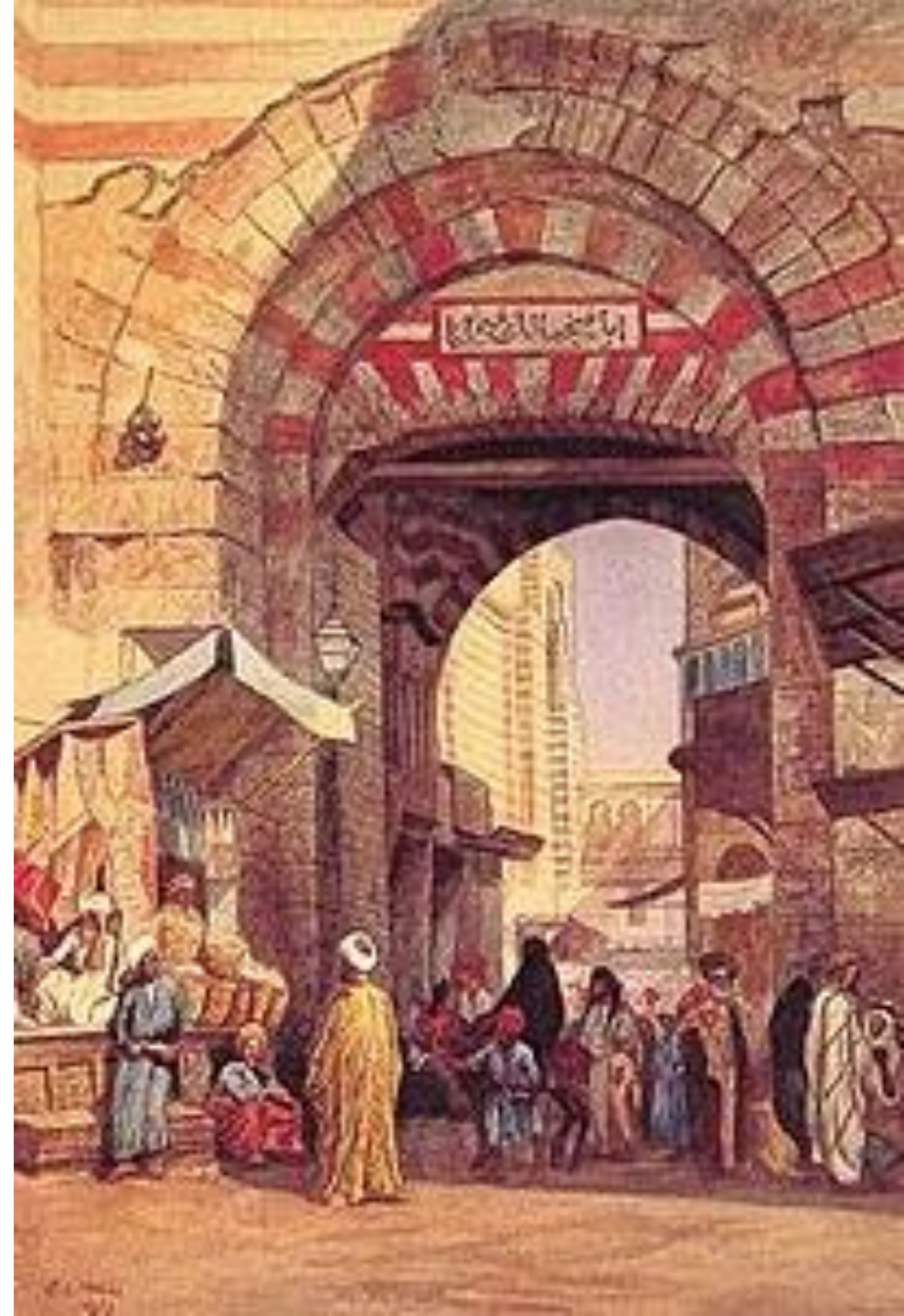
- Muslim trade flourished for several reasons. Muslims spread the religion of Islam along with the Arabic language. As a result, Arabic became the language of business and trade in much of Asia and Africa. Muslim rulers also helped traders by providing them with coins to use for buying and selling goods. This was an easier trading method than bartering for goods.
- Muslim merchants kept detailed records of their business dealings and their earnings. In time, these practices created a new industry—banking. Muslims respected merchants for their business skills and the wealth they created.

What are three reasons that Muslim traders were so successful?

Muslim Cities and Farms

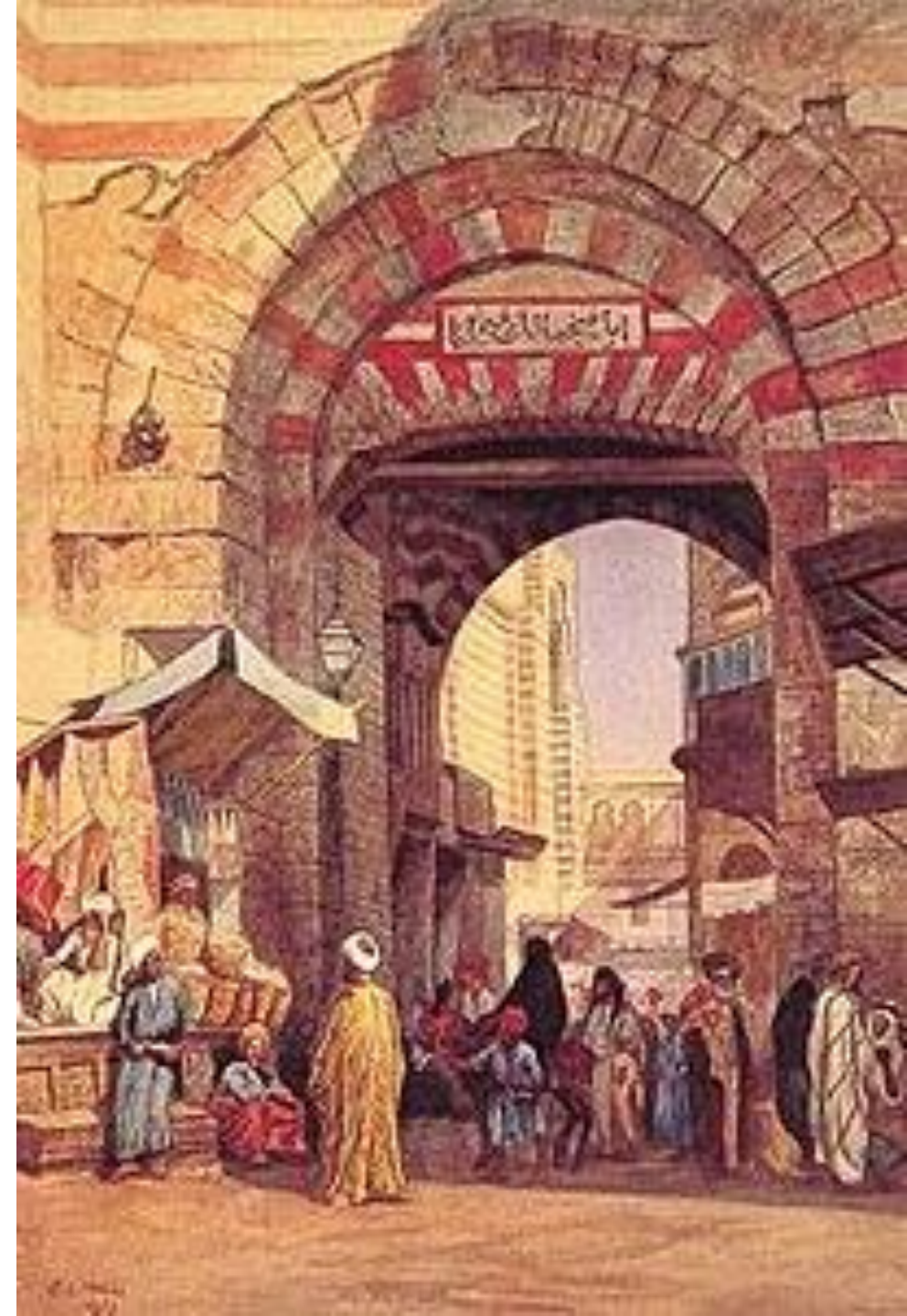
- What is one effect of increased trade?
- What role did Muslim cities play in society?
- What role did a mosque play in the life of a city?
- What role did the bazaar play?
- How was life different on farms in the Islamic world?

Guiding Questions



Muslim Cities and Farms

- Increased trade led to the growth of cities throughout the Islamic world. Makkah, Baghdad, Cairo, and Damascus were located on major trade routes. Muslim cities, however, were more than places of trade. They also became centers of government, education, and culture.
- Muslim cities generally had narrow streets separating closely packed buildings. The main buildings were mosques and palaces. **Mosques** are Muslim houses of worship. They also served as schools, courts, and centers of learning.
- Another important feature of every Muslim city was the **bazaar**, or marketplace. Like shopping malls today, bazaars were full of shops and stalls where goods were sold. They were often covered to protect merchants and customers from the scorching sun. Nearby inns provided travelers a place to eat and rest.



Muslim Cities and Farms

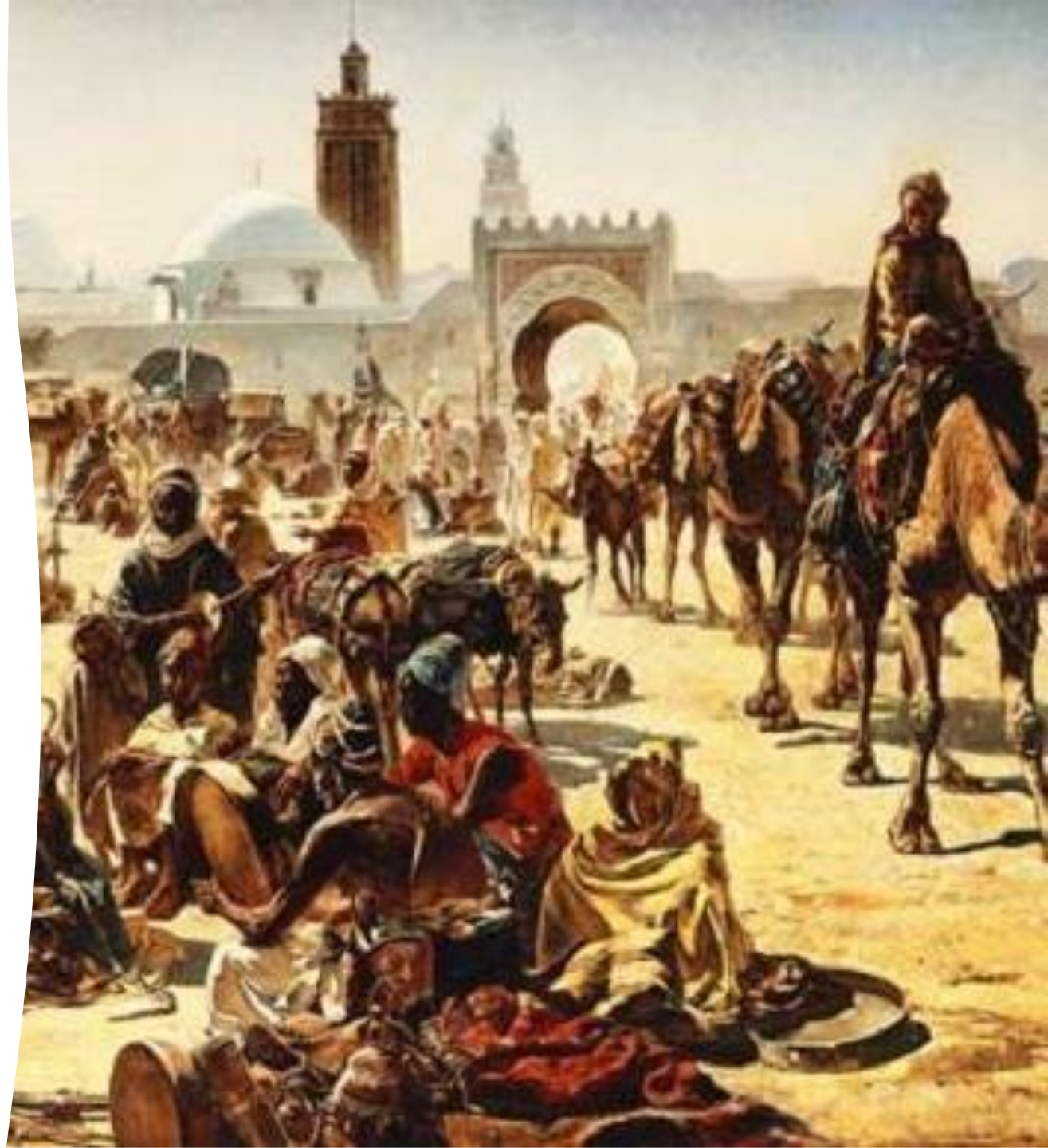
- Despite the importance of cities, most Muslims, however, lived in villages and farmed the land. The dry climate and the lack of rainfall, however, made farming difficult. Muslim farmers relied on irrigation to water their crops. They raised wheat, rice, beans, cucumbers, and melons in their fields. They planted orchards that provided almonds, apricots, figs, and olives. Farmers also grew flowers for use in perfume.
- Some Muslim villagers owned small farms. Most of the productive land, however, was owned by wealthy landowners. They had large estates and hired farmers from nearby villages or used enslaved people to farm the land.

How was life different on farms in the Islamic world?

How was Muslim Society Organized?

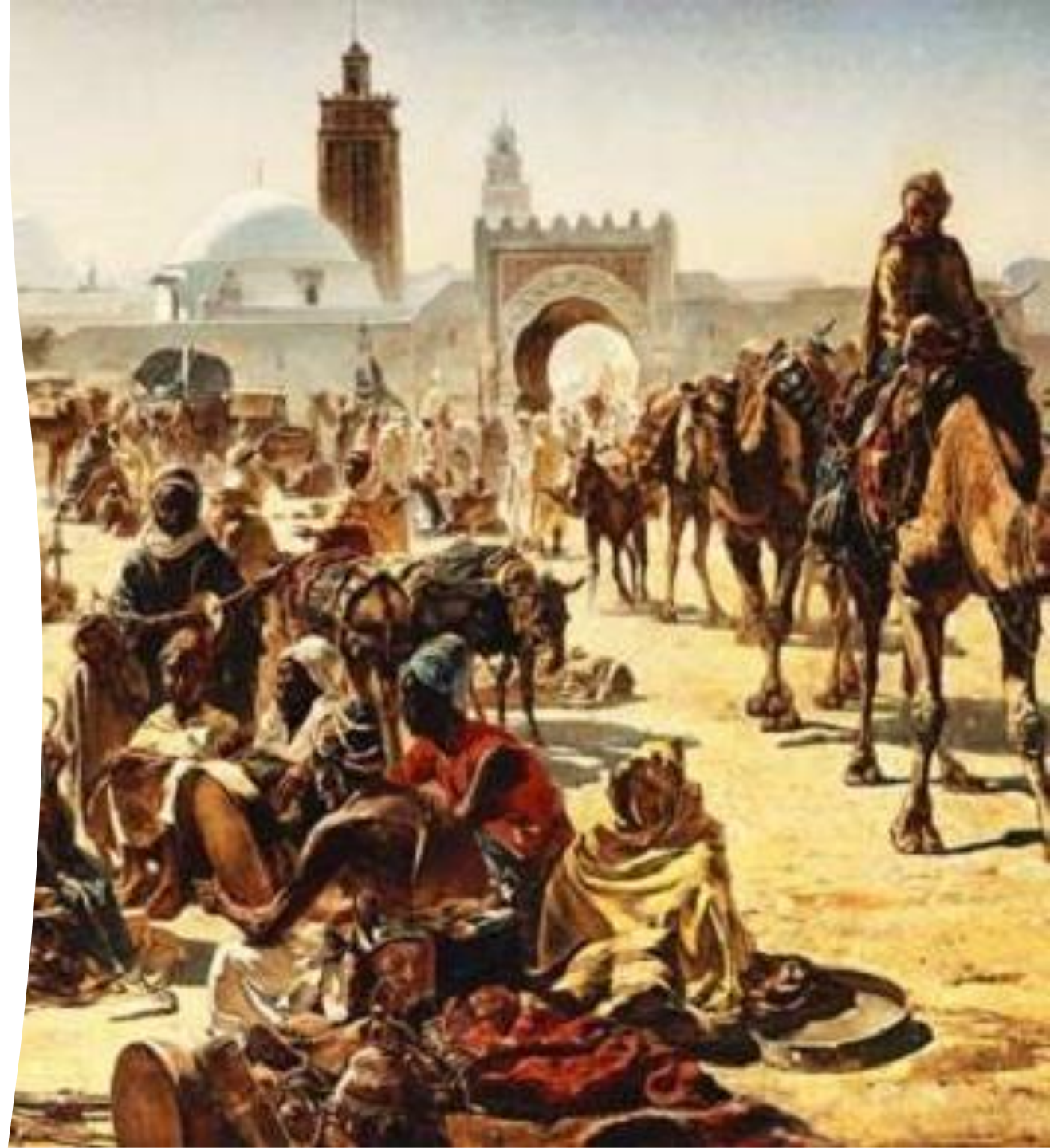
- How was Muslim society divided?
- What was slavery like in Muslim society?
- What were common roles for men?
- What were common roles for women?

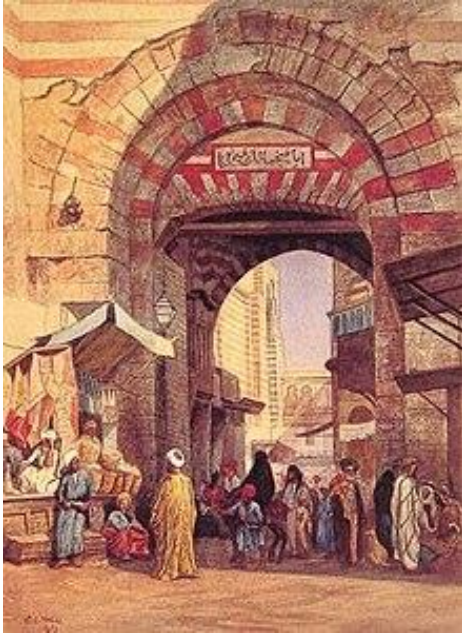
Guiding Questions



How was Muslim Society Organized?

- People in the Muslim world were divided into social groups based on their power and wealth. Government leaders, landowners, and wealthy merchants held the greatest power. Below them were artisans, farmers, and workers. Enslaved people held no power.
- As in other civilizations, slavery was common in Muslim lands. Many enslaved people were prisoners of war. Although they faced hardships, enslaved people had some rights under Islamic law. For example, mothers and young children could not be separated, and enslaved people could buy their freedom.
- Men and women had separate roles in the Muslim world. Men were in charge of government, society, and business. Women managed their families and households. Women were also allowed to own property, invest in trade, and inherit wealth. Some upper-class women received an education and contributed to the arts.





Closure/Assessment – INB 56 under bellwork

- Based on the map and the text to notes activity, write a paragraph to answer the following question:
What kind of role did Muslim merchants play in Islamic Society?
 - Use the RACE format and make sure to include **evidence**.

R

RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.

A

ANSWER THE QUESTION

What is being asked?
Answer all parts of the question.

C

CITE THE SOURCE

Tell where you found examples and details in the text.
In paragraph 2... The text states ... The author says...

E

EXPLAIN your response. Give evidence from the text to support your answer. Add your thoughts.

For example... This shows... This means... I believe...

Day 9: Mehmed II & The Fall of Constantinople

7.19 Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire.

Bellwork –
INB 58



If you were on the INSIDE of these walls looking at the army advancing against you what might you be thinking or feeling?

Word of the Day:

Mastery Objective...

I can identify Mehmed II and the Ottomans and explain WHY the Fall of Constantinople was important.

What are today's State Standards?

7.19 Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire.

Strategies/Activities:

- Image Analysis
- Sentence Strip Notes
- Primary Source Reading & Questions
- Closure/Project Worktime – Biopoem Mehmed II

END OF DAY PRODUCT:

By the end of today's class you should have a completed sentence strip notes and Primary Source Reading Questions along with a rough draft of your Biopoem.

The Ottomans – INB Page 59

Why did the Turks call themselves the Ottomans?

Who did the Ottomans conquer?
When?

Where did they go after that?

What is an Ottoman leader called?

What was the official religion of the Ottoman Empire?

How did they treat people of other religions?

How were Suleiman & Mehmed II different as rulers?

You will **PARAPHRASE** your responses to the guiding questions here – complete thoughts!

The Ottomans

- During the late 1200s, Turkish clans settled part of Asia Minor. They called themselves Ottoman Turks, after their leader named Osman. The Ottomans conquered much of the Byzantine Empire. In 1453, the Ottoman ruler Mehmet II, known as "the Conqueror," seized the Byzantine capital, Constantinople. The Ottomans renamed the city Istanbul and made it their capital.
- The Ottomans then pushed into southeastern Europe, Southwest Asia, and North Africa. The Ottomans controlled much of the Mediterranean region until the late 1500s.
- The Ottoman leader was called a sultan, like the leader of the Seljuks. The most famous Ottoman sultan was Suleiman I. He ruled during the 1500s. He was called "The Lawgiver" because he organized Ottoman laws. Suleiman also built many schools and mosques throughout the empire.



The Ottomans

- Because their empire was so large, the Ottomans ruled many peoples who practiced many religions. Islam was the empire's official religion, and Muslims enjoyed special privileges. The government passed different laws for non-Muslims. For example, non-Muslims had to pay a special tax. In return, they were free to practice their religion.
- After Suleiman, the Ottoman Empire began to break down. It lost lands to the Europeans. Local rulers and conquered people broke away. The empire finally crumbled in the early 1900s.



INB 58 Closure

ON this page you should create your rough draft for your biopoem project on Mehmed II

see your project guidelines