

The Spread of Islam: A Four-Way Comparison

Major Religions

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Published by *K20 Center*

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Grade Level	9th – 12th Grade	**Time Frame**	2 class periods
Subject	Social Studies	**Duration**	90 minutes
Course	World History		

Essential Question

How did the spread of Islam influence cultural development?

Summary

In this lesson, students examine the spread of Islam in four areas of the world. They work in groups to learn how the Islamic religion was introduced into Anatolia, India, Spain, and West Africa and determine the ways that Islam influenced the culture of each region.

Snapshot

Engage

Students evaluate three statements containing statistics about the spread of Islam.

Explore

Students examine four Islamic mosques and discuss the similarities and differences as well as where the mosques might be located.

Explain

Students read and take notes about the spread of Islam in one area, then share their notes in groups.

Extend

Students connect terms related to the spread of Islam using the Honeycomb Harvest strategy.

Evaluate

Students summarize their learning by responding to the lesson's essential question.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

IDT403: Summarize key supporting ideas and details in somewhat challenging passages
REL402: Identify clear comparative relationships in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

I&A 401: Understanding the task and writing with purpose. A score in this range indicates that the writer is able to: -Generate a clear thesis that establishes a perspective on a contemporary issue -Engage with other perspectives on the issue

Oklahoma Academic Standards SOCIAL STUDIES (Modern World History)

MWH.C.1.2.A: Compare the origins and spread of the world's major religions and philosophies, including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Sikhism.

Attachments

- Islam Honeycomb—The Spread of Islam.docx
- Islam Honeycomb—The Spread of Islam.pdf
- Lesson Slides—The Spread of Islam.pptx
- The Spread of Islam Notes—The Spread of Islam.docx
- The Spread of Islam Notes—The Spread of Islam.pdf
- The Spread of Islam Readings—The Spread of Islam.docx
- The Spread of Islam Readings—The Spread of Islam.pdf

Materials

- Lesson Slides (attached)
- The Spread of Islam Notes handout (attached; one per student)
- The Spread of Islam Readings handout (attached; one per group of four students)
- Islam Honeycomb handout (attached; one per group of four students)
- Pencils/pens
- Notebook paper (one per student)

Preparation

Prior to teaching the lesson, print the attached **Islam Honeycomb** handout for each group and cut out the honeycomb cards. Consider printing on cardstock or laminating to reuse the cards in future classes.

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Begin with **slide 3** and introduce students to the Fiction in the Facts strategy by telling students to read the three statements on the slide and decide which two are true and which one is false. Have students discuss their thoughts with a student next to them, then have several students share which statement they believe is false. Move to **slide 4** to reveal which statements are true and false.

Display **slides 5–6** to review the lesson's essential question and lesson objective with students.

10 minutes

Explore

Move to **slide 7** and provide time for students to examine the four images on the slide. Tell students that the images are of Islamic mosques in different parts of the world. Have students discuss with a partner where they think where each image might be located. Ask students to discuss what each of the images have in common and how they are different. Provide time for discussion, then ask students to share their thoughts. Share the locations of each image.

Teacher's Note: Image Locations

- The top left is a mosque in Anatolia (Turkey).
- The top right is a mosque in West Africa.
- The bottom left is a mosque in India.
- The bottom right is a mosque in Spain.

30 minutes

Explain

Tell students they will next learn more about the spread of Islam in four areas of the world. Place students into groups of four. Pass out the attached **The Spread of Islam Notes** handout to each student and the attached **The Spread of Islam Readings** handout to each group.

Display **slide 8** and introduce the Jigsaw strategy to students. Tell students to each take one of the readings using the guiding questions on the slide. Provide time for students to take notes on the reading they have been given. Display **slide 9** and provide time for each student to share with the others in their group what notes they took. Ensure that by the end of the activity, students have notes over all areas.

30 minutes

Extend

Pass out the attached **Islam Honeycomb** handout to each group of four students. Display **slide 10** and introduce students to the Honeycomb Harvest strategy. Provide time for students to arrange the hexagons to best represent their understanding of the relationship among the terms and concepts relating to the spread of Islam. Be sure to clarify that there are no right or wrong answers as long as students can justify their choices for the arrangement of the hexagons.

After providing time for students to create their honeycomb shape, have each group rotate to another group to see other arrangements to compare and contrast. Emphasize that it is likely that students will produce a variety of arrangements.

10 minutes

Evaluate

Move to **slide 11** and have students summarize their learning by responding to the lesson's essential question on a piece of notebook paper. Collect the responses to review and check for student understanding of the lesson content.

Resources

- K20 Center. (n.d.). Fiction in the facts. Strategies. https://learn.k20center.ou.edu/strategy/60
- K20 Center. (n.d.). Honeycomb harvest. Strategies. https://learn.k20center.ou.edu/strategy/61
- K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179