



Teaching the Middle East: A Resource for High School Educators

The Golden Age of Islam

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Lesson Plan 1:

Introducing Islam to the West: Defining Islam as a world religion in the context of other monotheistic religions.

General Description of Lesson Plan: Students will be introduced to Islam as a world religion. Students will learn and understand the basic doctrine and historical background of Islam using original and secondary sources.

Created By: Farhat Khan, Roosevelt High School, Chicago, IL

Subject Area(s): World Studies and Cultures, Language Arts

For Grade Level(s): 8–12

Time Needed: 6–8 sessions

Outcomes/Objectives: Students will become familiar with the geographical region and the social/cultural context of the various groups living in the region.

Students will understand the concept of monotheism vs. polytheism

Students will compare and contrast the basic themes of all three monotheistic religions by reading the texts from the Old and New Testament, as well as the Quran. (the text will be selected by the teacher)

Materials:

- Copies of selected excerpts from the Old and New Testament and the Quran
- Maps of the region
- Visual aides such as pictures of artwork, calligraphy, architecture
- Videos about Islam and other monotheistic faiths selected by the teacher
- Text books

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Suggested Procedure(s):

1. Assessing prior knowledge: Ask what do the students know about Islam and what is the source of their information?
2. Based upon the answers and development of the discussion introduce the concept of monotheistic belief systems.
3. Ask students if they can see the common theme among the three monotheistic faiths.
4. Teacher will present a series of lessons on the history of Islam and the basic doctrine of Islam using not only textbook, but Biblical and Quranic texts for cross-reference.
5. Based upon the class discussions and lessons, textual reading and visual aides students will write a comparative essay about monotheistic faith and focus on Islam.
6. In conclusion student will take multiple choice exam on Islam as a world religion

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Evaluation Rubric:

| Reading – Analyzing Information: Introducing Islam to the West | | | | |
|---|--|--|--|--|
| Teacher Name: Ms. Khan | | | | |
| Student Name: _____ | | | | |
| CATEGORY | 4 | 3 | 2 | 1 |
| Identifies important information | Student lists all the main points of the article without having the article in front of him/her. | The student lists all the main points, but uses the article for reference. | The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points. | The student cannot identify important information with accuracy. |
| Identifies details | Student recalls several details for each main point without referring to the article. | Student recalls several details for each main point, but needs to refer to the article, occasionally. | Student is able to locate most of the details when looking at the article. | Student cannot locate details with accuracy. |
| Identifies details | Student recalls several details for each main point without referring to the article. | Student recalls several details for each main point, but needs to refer to the article, occasionally. | Student is able to locate most of the details when looking at the article. | Student cannot locate details with accuracy. |
| Identifies facts | Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions. | Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions. | Student accurately locates 4 facts in the article. Explanation is weak. | Student has difficulty locating facts in an article. |
| Identifies opinions | Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article. Explanation is weak. | Student has difficulty locating opinions in an article. |
| Relates Graphics to Text | Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text. | Student accurately explains how each graphic/diagram is related to the text. | Student accurately explains how some of the diagrams are related to the text | Student has difficulty relating graphics and diagrams to the text. |
| Summarization | Student uses only 1-3 sentences to describe clearly what the article is about. | Student uses several sentences to accurately describe what the article is about. | Student summarizes most of the article accurately, but has some slight misunderstanding. | Student has great difficulty summarizing the article. |

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Use these guiding questions to spur discussion in your classroom:

1. How is Islam portrayed in the Western media?
2. What are the contributing factors in the perceptions or misperceptions in the West about Islam?
3. What steps can be taken to present a more accurate image of Islam and Islamic civilization?