



Teaching the Middle East: A Resource for High School Educators

The Golden Age of Islam

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Lesson Plan 2:

A Comparative Study of the Golden Age of Islam and the Age of Enlightenment

General Description of Lesson Plan: A comparative analysis of both time periods in history and their significant contributions.

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

Subject Area(s): World Cultures, History, and Humanities

For Grade Level(s): 9-12

Time Needed: 5-6 class sessions

Outcomes/Objectives:

- Student will be able to develop higher level thinking skills, as well as the ability to analyze issues from multiple perspectives.
- Student will gain knowledge, understanding and clarity about the role of Islamic culture, ideas and interaction with other communities.
- Students will be able to examine and take an in-depth look at Islam not only as a faith but a socio-economic and political system.
- Students will learn about the Islamic contributions in the areas of arithmetic, science, literature and medicine along with other areas of the Arts and Humanities.
- Students will understand the common theme of exploration, free thought, inquiry and intellectual dialogue and discourse during the Age of Renaissance as well as the Golden Age of Islam.

Materials:

- Textual materials, original, and secondary sources
- Audio-visual equipment (T.V. and DVD/ VCR)
- Images of art work, architectural designs, calligraphy samples
- Appropriate videos selected by the teacher on the Renaissance and the Golden Age of Islam

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Suggested Procedure(s):

- Students will be given a selection on the topic of the Age of Enlightenment and the Golden Age of Islam. After reading the selection student will prepare a comparison chart, which will be used as a springboard for class discussion.
- Examine major works completed by various thinkers/philosophers from both movements and record similarities and differences about the topics and issues addressed.
- Examine major social, economic and political movements/trends of the time and their impact by reading, using the web and watching appropriate video-clips.
- Students will write an analytic essay comparing the two time periods and their effects and impact on modern day institutions, thinking and behavior patterns.

Evaluation/Assessment Strategies:

- Level of participation in class discussion
- Level and depth of analysis
- Ability to look at a issue from multiple perspectives
- Quality of research/completion of assigned reading
- Quality of thought in the essay

Evaluation Rubric:

Reading - Analyzing Information: A Comparative Study: Golden Age of Islam				
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.

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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.

Use these guiding questions to spur discussion in your classroom:

1. What were the driving forces behind the Age of Enlightenment and the Golden Age of Islam?
2. What are the legacies of these two time periods?
3. Is it possible to use these intellectual movements to create a bridge to improve communication between Islam and the West?