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| Teacher | Rachel Stafford |
| Class | 7th grade World History |

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|  | **Date:**  **Mon., August 21** | **Date:**  **Tues., September 1** | **Date:**  **Wed. September 2** | **Date:**  **Thurs, September 3** | **Date:**  **Fri., September 4** |
| **Standard** | * **7.3** Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, including Northern Africa, the Mediterranean, Black and Caspian Seas, the Tigris, Euphrates and Nile Rivers. | * **7.5** Trace the origins of Islam and the life and teachings of Muhammad, including Islam’s historical connections to Judaism and Christianity. * **7.6** Explain the significance of the Qur’an and the Sunnah as the primary texts of Islamic beliefs, practice and law and their influence in a person's daily life. | * **7.5** Trace the origins of Islam and the life and teachings of Muhammad, including Islam’s historical connections to Judaism and Christianity. * **7.7** Analyze the origins and impact of different sects within Islam including the Sunni and the Shia. | * **7.5** Trace the origins of Islam and the life and teachings of Muhammad, including Islam’s historical connections to Judaism and Christianity. * **7.7** Analyze the origins and impact of different sects within Islam including the Sunni and the Shia. | * **7.3** Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, including Northern Africa, the Mediterranean, Black and Caspian Seas, the Tigris, Euphrates and Nile Rivers. * **7.5** Trace the origins of Islam and the life and teachings of Muhammad, including Islam’s historical connections to Judaism and Christianity. **7.6** Explain the significance of the Qur’an and the Sunnah as the primary texts of Islamic beliefs, practice and law and their influence in a person's daily life. * **7.7** Analyze the origins and impact of different sects within Islam including the Sunni and the Shia. |
| **Objective**  *I can…..* | *I can* analyze the geographic, political, economic, social and religious structures of the civilizations. | *I can* analyze the geographic, political, economic, social and religious structures of the civilizations. | *I can* analyze the geographic, political, economic, social and religious structures of the civilizations. | *I can* analyze the geographic, political, economic, social and religious structures of the civilizations. | *I can* analyze the geographic, political, economic, social and religious structures of the civilizations. |
| **Connections to Prior Knowledge** | Textbook p. 99: *The Story Matters*   * Read as a class * Discuss what it might have been like to be a young person living in the Islamic Empire when Osman took control of land and government * *Do changes in government affect students and how they live?* * *Have you ever seen a change in government in your lifetime?* * *How did it affect you and how you live?* * *What events happened when the government changed?* | Bell work  Journal  *What happens when people from different places meet and trade?* | Bell work  Beliefs and Practices of Islam chart  (pair/share, class discussion) | Bell work  Division & Growth chart | Bell work   1. How did physical geography shape life in Arabia? 2. Why did Muhammed and his followers move to Madinah? 3. What effect did the burning of Baghdad in 1258 have on the Islamic Empire? |
| **Guiding Questions** | Hos do new ideas change the way people live? | How do religions develop?   * How did physical geography influence the Arab way of life? * What message did Muhammed preach to the people of Arabia? * How does Islam provide guidance to its followers? | How does religion shape society?   * How did the Arabs spread Islam and create an Empire? * How did the Arab Empire change after the Umayyads? * How did the Turks, Safavids, and Moguls rule their empires? | How does religion shape society?   * How did the Arabs spread Islam and create an Empire? * How did the Arab Empire change after the Umayyads?   How did the Turks, Safavids, and Moguls rule their empires? | How do religions develop?  How does religion shape society?   * How did physical geography influence the Arab way of life? * What message did Muhammed preach to the people of Arabia? * How does Islam provide guidance to its followers? * How did the Arabs spread Islam and create an Empire? * How did the Arab Empire change after the Umayyads? * How did the Turks, Safavids, and Moguls rule their empires? |

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| **Instructional Strategies**  *I do…* | Time and Place p. 100-101   * Map Skills 1-4 * *What effect would trading have on Arabian culture?* * *What other questions would you ask, as you look at this map, about life in Arabia, about Arabian culture, and about the effect of trade.* | Lesson 1: A New Faith   * Key Terms * Powerpoint of new information * Notes * *Desert life v. town life* * *Life of Muhammed* * *Teaching of the Quran* * *Laws if Islam* | Lesson 2: The Spread of Islam   * Key Terms * Powerpoint of new information * Notes * *Founding an Empire* * *Division & Growth* * *Three Muslim Empires* | Continue with previous lesson   * Notes * *Founding an Empire* * *Division & Growth* * *Three Muslim Empires* | Whole class Review |
| **Differentiated Tasks**  *We do …* | Journal Using the provided timeline on pages 100-101   * Choose one event form the timeline (100-101) and write a sentence predicting the consequences of the event you chose. * What are some events you already know about that happened within the years on the timeline? * Are there any events listed here which give you insight as to what will be discussed in this chapter? What are the events and how did you come to this conclusion? | Pair/Share  Use the book to answer the following text analysis questions.   * How did people living in the desert depend on one another? * How did the different tribes get along? * Why did the tribes battle each other?. * How did geography influence the Arab way of life? * What type of clothing do you think Bedouins wore, given their surroundings? * How does Islam provide guidance to its followers? DO other religions have similar guidelines for religious practice? What are they? Create a venn diagram to explain your answer. | Pair/Share  Use the book to answer the following text analysis questions.   * Vocabulary Boxes: Sunni, Shia * How did Muslim expansion into Spain affect the Jews and Christians who lived there? * How did Muslim expansion into Spain affect the Jews & Christians who lived there? * Why did the Shia Muslims rebel? What events led to this rebellion? * Why do you think non-Muslims stayed in the Ottoman Empire? * (the Ottomans p. 113) How does the text tell us about the development of events? What style of organization does it use? Does the text tell about things other than events? What? What type of information does it give us about the people? *Answer in a 5-8 sentence paragraph* | \*\*\*\*Continue with Previous lesson. And activities  Pair/Share  Use the book to answer the following text analysis questions.   * Vocabulary Boxes: Sunni, Shia * How did Muslim expansion into Spain affect the Jews and Christians who lived there? * How did Muslim expansion into Spain affect the Jews & Christians who lived there? * Why did the Shia Muslims rebel? What events led to this rebellion? * Why do you think non-Muslims stayed in the Ottoman Empire? * (the Ottomans p. 113) How does the text tell us about the development of events? What style of organization does it use? Does the text tell about things other than events? What? What type of information does it give us about the people? *Answer in a 5-8 sentence paragraph* | Individual assessment:   * Islamic World- Mid-chapter quiz |
| **Assessment**  *They do ….* | Arabian Map Activity (placed in interactive notebook)   * Label and color according to directions | 3-5 sentence journal entry  *How do you think this quick spread of Islam occurred?* | 3-5 sentence journal entry  *How did the Arabs spread Islam and create an empire?* | Three Muslim Empires  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-08-28 at 4.48.41 PM.png | Individual assessment:  Islamic World- Mid-chapter quiz  After Quiz Activity: Sequence & Categorize Information (21st Century Skills) |
| **Closure** | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. |
| **Resources/Materials** | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book |
| **Projected Assessments** | Chapter 5: The Islamic World   * Mid-chapter Quiz: Friday, September 4 (open journal) * Vocabulary: Wednesday, September 9 (no outside resources) * Chapter Assessment: Friday, September 11 (allowed to create and use “cheat chard”) | Chapter 5: The Islamic World   * Mid-chapter Quiz: Friday, September 4 (open journal) * Vocabulary: Wednesday, September 9 (no outside resources) * Chapter Assessment: Friday, September 11 (allowed to create and use “cheat chard”) | Chapter 5: The Islamic World   * Mid-chapter Quiz: Friday, September 4 (open journal) * Vocabulary: Wednesday, September 9 (no outside resources) * Chapter Assessment: Friday, September 11 (allowed to create and use “cheat chard”) | Chapter 5: The Islamic World   * Mid-chapter Quiz: Friday, September 4 (open journal) * Vocabulary: Wednesday, September 9 (no outside resources) * Chapter Assessment: Friday, September 11 (allowed to create and use “cheat chard”) | Chapter 5: The Islamic World   * Mid-chapter Quiz: Friday, September 4 (open journal) * Vocabulary: Wednesday, September 9 (no outside resources) * Chapter Assessment: Friday, September 11 (allowed to create and use “cheat chard”) |
| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. |