

From Jerusalem to Elkader:

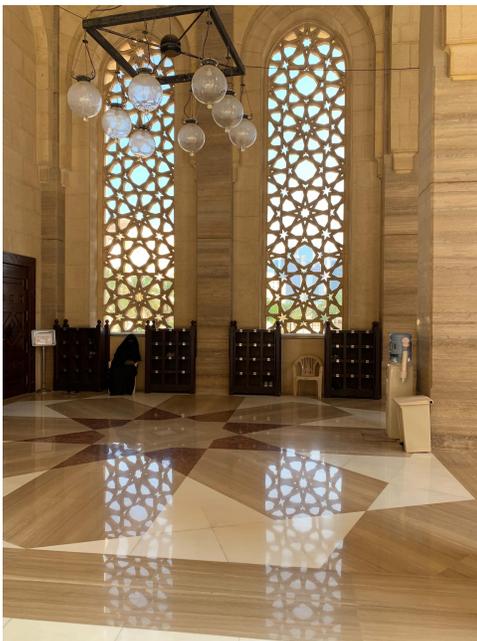
An exploration of three Abrahamic faiths coming together (and colliding), an examination of Islam in particular, and a spotlight on the Algerian hero Abd el-Kader

A unit in three parts:

- Lesson One: Jerusalem
- Lesson Two: Islam
- Lesson Three: Abd el-Kader to Elkader

LESSON TWO: Islam

Revised 2021



Lesson Objectives

Lesson Two focuses on Islam: its origin, spread, and beliefs. The lesson also provides a bridge between the study of Jerusalem and the study of Algeria, Abd el-Kader, and Elkader (Iowa).

Essential Question (compelling question)

What does it mean to be Muslim?

Supporting Questions

1. How did Islam originate and spread?
2. How do the beliefs and practices of Islam shape Muslims' lives?

Iowa Social Studies Standards

- **Content**
 - SS.6.13: Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.
 - SS.7:13: Identify social, political, and economic factors that can influence our thoughts and behavior.
 - SS.7.21: Evaluate the push and pull factors involved in human population movement and patterns.
 - SS.7.26: Explain multiple causes and effects of various contemporary global events and developments.
 - SS-Psy.9-12.13: Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.
 - SS-Psy.9-12.16: Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.
 - SS-WH.9-12.13: Describe the impact of culture and institutions on societies.
 - SS-WH.9-12.19: Explain the influence of human migrations on patterns of settlement and culture.
- **Inquiry**
 - SS.6.8: With guided practice, construct responses to compelling questions supported by reasoning and evidence.
 - SS.7.8: Independently construct responses to compelling questions supported by reasoning and evidence.
 - SS.9-12.8: Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations.
- **Literacy**
 - RH.6-8.2: Determine the central ideas or information of a primary or secondary source distinct from prior knowledge or opinions.

- RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- WHST.6-8.1, WHST.9-10.1, WHST.11-12.1: Write arguments focused on discipline-specific content.

Lesson Materials

- [“What does it mean to be Muslim?”](#) (Secret Life of Muslims, Episode 1)
- [Origins and Spread of Islam](#) (7-page reading document, one/student)
- [Origins and Spread of Islam: formative assessment](#) (one/student)
- [Slides: Lesson Two](#)
- [Animated Map Shows How Religion Spread Around the World](#)
- Yusef videos
 - Five Pillars of Islam - [part I](#)
 - Five Pillars of Islam - [part II](#)
- [Five Pillars of Islam: Notes](#) (one/student)
- [Slides: Mosques](#)

Lesson Plan

Day 1: The Origins and Spread of Islam

1. Review terms: Islam, Muslim.
2. Show first episode of [The Secret Life of Muslims](#): What does it mean to be Muslim? For middle school appropriateness, skip intro and begin at 00:37.
3. Slide 3 ([Slides: Lesson Two](#)) introduces the essential (compelling) question and the two lesson topics. *Use Presenter View to see Speaker Notes on slides for suggested teacher script. (Instructions on first slide of PowerPoint.)*
4. Hand out [“The Origins and Spread of Islam.”](#) Give students a few minutes to respond to the question, “What does it mean to be Muslim?” Tell them that today’s short video introduces the question, but by the end of Lesson II, they’ll have a much fuller understanding of what Islam is and what it means to be Muslim.

Note: Slides 4-8 contain images from the Muhammad reading. If student copies are in black and white or of poor quality, you may wish to project the images separately.

5. Students may work through the lesson content in whatever manner works best for them. Some readers prefer to read silently; others prefer to read aloud with a partner. Insist that they stop to respond to processing questions (marked in yellow highlight).

6. When all have finished, discuss the processing questions. Encourage students to add to/correct their responses during class discussion.
7. Show this [animated map](#) to reinforce the concept of religions spreading.
8. Slides 9-10 further address the spread of Islam.
9. [Formative assessment for Part I](#)

Days 2-4: The Five Pillars of Islam

1. Slides 11-12 introduce the lesson topic. *Use Presenter View to see Speaker Notes on slides for suggested teacher script. (Instructions on first slide of PowerPoint.)*
2. Show "[5 Pillars of Islam - part 1](#)" (5:39). The cartoon video is simplistic, but provides a solid introduction to the Five Pillars.
3. Hand out "[The Five Pillars of Islam: Notes](#)." Work through Slides 13-14. During this discussion of the Five Pillars, students should take notes on the "Explanation" side of the notes sheet. Remind them not to fill the entire space; they need to leave room to explain their drawings.

A note about Salat/prayer: Ideally, students will recognize that that Islam is not alone in teaching followers to pray: Similarly, believers in Judaism are taught to pray three times daily. These prayers are called morning prayer (*shacharit*), afternoon prayer (*minchah*) and evening prayer (*arvith* or *maariv*). Christians are also taught to pray. The Bible teaches God says, "if my people, who are called by my name, will humble themselves and pray and seek my face and turn from their wicked ways, then I will hear from heaven, and I will forgive their sin and will heal their land." (2 Chron. 7:14).

If time permits, stop with Slide 14 and show "[5 Pillars of Islam - part 2](#)" (8:59). In this cartoon video, Yusef takes Alex to his mosque for prayer, and viewers see the physical action of prayer. An interesting question to ask students following this video is whether Yusef is trying to convert Alex. (He's not, which reinforces the message that teaching someone about a religion isn't the same as trying to convince/convert them.)

4. Use Slides 15-17 to continue discussing the Five Pillars, with students taking brief notes for each pillar.
5. Students are now ready to draw a symbol that illustrates the meaning of each pillar. In the "Explanation" side of each row, they should include a sentence which explains the illustration.

6. Allow students to share illustrations with their peers. If you have a document camera, allow volunteers to project one favorite symbol (covering the name of the pillar) and select classmates to guess which of the Five Pillars is being illustrated.
7. **Formative assessment for Part II:** Students respond to the question on Slide 18.
8. **Extension (optional):** [slideshow of mosques](#) (Use Presenter View to see Speaker Notes on slides for suggested teacher script. (Instructions on first slide of PowerPoint.)
9. **Summative Assessment:** What does it mean to be Muslim? (Slide 19)

Sources

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