

Islam: History, Society, and Civilization

Teacher's Guide

Grade Level: 6-8

Curriculum Focus: World History

Lesson Duration: Three class periods

Program Description

Segments cover past and present-day philosophies, practices, and events that define Islam. This balanced program encourages students to consider how different interpretations of religion can affect government, culture, and individual lives. It includes one feature segment and three short segments

Onscreen Questions

- Where did Islam start, and how did it spread?
 - What did people in the Middle East and Europe learn about each other during the Crusades?
 - How did Suleiman the Magnificent change the Ottoman Empire?
 - How has power changed hands in Afghanistan since the 1990s?
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Lesson Plan

Student Objectives

- Review facts about the Crusades, the Muslim sultan Saladin, and the impact of the holy wars on the Europeans.
- Summarize and respond to a Christian or Muslim account from the period.
- Compare and discuss two points of view.

Materials

- *Islam: History, Society, and Civilization* video and VCR, or DVD and DVD player
- Computer with Internet access
- Print resources about the Crusades

Procedures

1. After watching the program, review facts about the Crusades. Pose these questions to the class: What were the Crusades? (a series of holy wars between European Christians and Muslims in the Middle East) What was their purpose? (The Europeans wanted to reclaim the Muslim-held Holy Land for Christians.) When did they take place? (1096 to 1291) Who challenged Christians to reclaim the Holy Land? (Pope Urban II) What was the most important city in the Holy Land to the Christians and Muslims? (Jerusalem)
2. Continue your review with these questions: Which Muslim sultan took back Jerusalem in 1188? (Saladin) How did he reunite the Muslims? (He declared a jihad, or holy war.) How was his control of Jerusalem different from when Christians took control of the city in 1099? (He did not destroy the churches and allowed Christian pilgrims to enter; the Christians had massacred Jews and Muslims, burning down mosques and synagogues.) With which English king did Saladin communicate? (King Richard, also known as Richard the Lionhearted) What was the outcome of their relationship? (They reached a temporary peace agreement in 1192.)
3. Remind students that the Crusades resumed about a hundred years later, finally ending when the Muslims regained control of Acre in 1291. Review positive influences the Crusades had on Europeans. (People began to trade goods and ideas freely with the Muslim world; European scholars were exposed to more advanced mathematics and astronomy; Italian merchants profited by transporting pilgrims and trade goods.)
4. Ask students to imagine being knights or peasants living in England in the 11th century who've left their homes and families to fight in the Crusades – they have made a long, difficult journey to the Middle East to fight an unknown civilization, making many sacrifices. Now ask the students to imagine themselves as Muslims who are defending what they believe is their land against brutal foreign invaders. Tell students that they are going to read one of three primary sources from this period: the letter from Pope Urban II that encouraged Europeans to begin the Crusades, an account of a Christian Crusader, and an account from a Muslim who watched his people massacred after losing the city of Acre.
5. Assign students to one of the resources below. Explain that they should summarize the account and find three excerpts that best illustrate the Christian or Muslim point of view.
 - Pope Urban II: Letter of Instruction to the Crusaders, December 1095
<http://www.fordham.edu/halsall/source/urban2-5vers.html#urban>
 - The Crusaders Capture Jerusalem, 1099
<http://www.eyewitnesstohistory.com/crusades.htm>
 - Richard the Lionheart Massacres the Saracens, 1191
<http://www.eyewitnesstohistory.com/lionheart.htm>
6. Give students one class period to read their accounts and complete the assignment.
7. Have students read aloud at least one excerpt from their accounts. Then ask students to compare the Muslim and Christian points of view. What drove the Christians to participate in the Crusades? How did the Muslims respond to these invaders? Ask students to explain in their own words the motivation of the Christians or Muslims during the Crusades.



Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students actively participated in class discussions; cited several details about the Crusades from the program; wrote thoughtful, complete overviews of their assigned primary resource that included three excerpts.
- **2 points:** Students participated in class discussions; cited some details about the Crusades from the program; wrote satisfactory overviews of their assigned primary resource that included two excerpts.
- **1 point:** Students participated minimally in class discussions; cited few or no details about the Crusades from the program; wrote an incomplete overview of their assigned primary resource that included one or no excerpts.

Vocabulary

Crusades

Definition: Expeditions of hundreds of thousands of European knights and pilgrims to the Holy Land to reclaim it from the Muslims for the Christians

Context: From 1096 to 1291, lands in the Middle East changed hands in a series of eight brutal wars, called the Crusades.

jihad

Definition: A holy war or spiritual struggle

Context: Saladin declared a jihad that united the Muslims against the Christian Crusaders.

knight

Definition: A soldier of noble rank in medieval Europe who rode on horseback and was given privileged military status

Context: The Knights Templar was a military order of knights sworn to protect pilgrims on their way to the Holy Land.

relic

Definition: An object venerated because it once belonged to a saint, martyr, or religious leader

Context: Saladin's army captured the holiest relic in Christianity, what Crusaders believe to be pieces of the cross on which Jesus died.

sultan

Definition: The ruler of a Muslim country, especially during the Ottoman empire

Context: In the late 11th century, Muslim sultans ruled most of North Africa, Spain, and the eastern shores of the Mediterranean.



Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/>.

This lesson plan addresses the following national standards:

- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media; Writing: Uses the general skills and strategies of the writing process; Reading: Uses reading skills and strategies to understand and interpret a variety of informational texts

The National Council for the Social Studies (NCSS)

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org>

This lesson plan addresses the following thematic standards:

- Culture and Cultural Diversity
 - Individuals, Groups, and Institutions
 - Power, Authority, and Governance
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the [Discoveryschool.com](http://www.discoveryschool.com) Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.



Video Index—Here the video is divided into four parts (see below), indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units—These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link—Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources—This screen gives the technical support number and Web site address.

Video Index

I. The History and Teachings of Islam (5 min.)

Practiced by more than a billion people worldwide, Islam is one of the most misunderstood religions in the world. Learn about the history and teachings of the Islamic faith.

II. The Crusades (31 min.)

A series of religious wars, the Crusades resulted in years of battle and bloodshed but also in an exchange of cultures and ideas. Investigate the Crusades from beginning to end.

III. Suleiman, Magnificent Leader (6 min.)

When he first came to power, nobody had any idea that Suleiman would become the Ottoman Empire's greatest sultan. Learn about the extraordinary achievements of Suleiman the Magnificent.

IV. Afghanistan: 12 Years of Violence (6 min.)

Before being displaced by U.S.-led forces, the Taliban were the latest in a long chain of groups that attempted to control Afghanistan. Explore a decade of violence in this war-torn country.

Curriculum Units

1. The Beginnings of Islam

Pre-viewing question

Q: What is a prophet?

A: A person who claims to speak for God

Post-viewing question

Q: What were some of Muhammad's teachings?

A: In his sermons, based on divine revelations, Muhammad spoke out against corruption in society and talked about how the rich were neglecting the poor.



2. Prayers and the Mosque

Pre-viewing question

Q: What are some of the important practices in your religion?

A: Answers will vary.

Post-viewing question

Q: What are the five pillars of Islam?

A: These defined duties must be performed by practicing Muslims everywhere: declaring one's faith, spiritual discipline and fasting, pilgrimage, charity, and ritual prayer.

3. A Noble Cause

Pre-viewing question

Q: What are the reasons behind many wars?

A: Answers will vary.

Post-viewing question

Q: How did the Crusades begin?

A: Pope Urban II called on European Christians to liberate the Holy Land from its Muslim rulers.

4. The First Crusaders

Pre-viewing question

Q: Have you ever joined an organization even though you weren't entirely sure of its purpose?

A: Answers will vary.

Post-viewing question

Q: Do you think the First Crusade was unjust?

A: Answers will vary.

5. Muslim Revenge

Pre-viewing question

Q: Would you seek revenge against people who conquered your society?

A: Answers will vary.

Post-viewing question

Q: What is jihad?

A: A declaration of holy war

6. Battles and Bloodshed

Pre-viewing question

Q: What do you know about King Richard the Lionhearted?

A: Answers will vary.



Post-viewing question

Q: Why did King Richard order the slaughter of his Muslim prisoners?

A: Negotiations between the crusaders and the Muslims were dragging on, and Richard was looking to force the Muslims into action. He wanted the Muslim leaders to fear him and accept his terms.

7. Making Peace

Pre-viewing question

Q: Would you marry a hated enemy if it would bring world peace?

A: Answers will vary.

Post-viewing question

Q: What were the terms of Richard and Saladin's peace agreement?

A: Under the agreement, Acre would stay a Christian stronghold and Jerusalem would remain under Muslim control, with Saladin guaranteeing safe passage for pilgrims of all faiths to the holy city.

8. The Final Crusade

Pre-viewing question

Q: What is the importance of controlling the holy land of Jerusalem?

A: Answers will vary.

Post-viewing question

Q: Why do you think the peace forged by Richard and Saladin did not last?

A: Answers will vary.

9. An End to the Crusades

Pre-viewing question

Q: How do the Crusades resemble modern-day religious wars?

A: Answers will vary.

Post-viewing question

Q: What were some positive outcomes of the Crusades?

A: Muslim ideas took root in Europe, and European scholars were exposed to new books and advanced mathematics and astronomy. Merchants profited by bringing goods and pilgrims to and from the Holy Land.

10. The Lawgiver

Pre-viewing question

Q: What characteristics does a king need?

A: Answers will vary.

Post-viewing question

Q: What did Suleiman do for his empire?

A: Besides being a patron of literature and the arts, he reformed the legal system and allowed some slaves to move up in society based on their merit and abilities.



11. A Muslim Empire

Pre-viewing question

Q: What is the relationship between religious tolerance and world peace?

A: Answers will vary.

Post-viewing question

Q: What rules and laws did the Taliban enforce?

A: Convinced by one of his wives that his oldest son and heir was plotting against him, Suleiman had his son and many others murdered. This led to bitter fighting between his remaining sons and their supporters.

12. Chaos and Conquest

Pre-viewing question

Q: Why has Afghanistan had such a tumultuous history?

A: Afghanistan is strategically located on a central land route between India, Iran, and central Asia. Although the country is arid and desolate, it has attracted merchants and conquerors throughout history.

Post-viewing question

Q: Why were the Taliban able to seize power so quickly?

A: They offered order in place of the chaos and corruption that followed the Soviet withdrawal from Afghanistan.

13. The Taliban and Beyond

Pre-viewing question

Q: Do you think the Taliban will return to power in Afghanistan?

A: Answers will vary.

Post-viewing question

Q: What rules and laws did the Taliban enforce?

A: They followed an extreme interpretation of Islamic law – one violently opposed to Western influences. They closed movie theaters and outlawed chess and kite flying. Women had to be completely covered in a burqa when they went out in public, they could not work, and girls were not allowed to go to school.