

PIER Summer Institute 2014 Lesson Plan: Contributions of Muslim Civilization

Title of Lesson: How the Silk Road Helped Spread Contributions of Muslim Civilization

Roberta Robinson, social studies/geography, Grade 3, double literacy block, 90 minutes.

Introduction: This inquiry is intended to make connections between the Silk Road and the spread of some of the contributions of Muslim civilization through the interaction between traders and travelers along the Silk Road.

Geographic Connections: C3 Geography strand D2.Geo. 7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Vocabulary: environment, access, community, global, transportation, trade.

Content Standards: Common Core Content Standard(s):

- CCSS.ELA-Literacy.CCRA.W3.: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- CCSS.ELA-LITERACY.RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-LITERACY. RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

Essential Question: How were goods, services and ideas spread?

Literacy through the Content Area: Using a graphic organizer to record information. Students will show understanding by identifying at least 4 ideas from the Muslim civilization spread through the use of the Silk Road, and still in use today.

Objective for Lesson: Students will use research to think critically and draw conclusions about the spread of ideas along the Silk Road.

Integration of 21st Century Skills: Students will investigate why and how ideas spread in different ways, applying critical thinking and analysis of information gathered using texts, maps, geographic information, and the internet.

Formative Assessment: Ongoing informal assessment based on student responses during class discussions and on information gathered during group work.

Summative Assessment: Students will create a chart listing ideas or inventions from the text. In a written document, students will choose one idea or invention from the chart, summarize their research about their chosen idea or invention and respond to one of the following questions:

1. How are ideas and information spread around the world in the 21st century?
2. Is there a 21st century Silk Road?

Materials/Resources:

Texts:

- Caravan to America: Living Arts of the Silk Road (John S. Major, Betty J. Belanus, Yo-Yo Ma)
- The Genius of Islam (Bryn Barnard)
- 1001 Inventions & awesome Facts from Muslim Civilization (National Geographic Kids)

Additional Resources: World maps, graphic organizers, internet resources, iPads, recording devices and art materials.

Lesson Development/Instructional Strategies:

- Student will have access to above texts.
- Essential question is presented and a whole class discussion will assess students' prior knowledge.
- Teacher will model activity through a read aloud-think aloud.
- Students will read and, using post-its, will write questions or observations for discussion.
- Whole class discussion again, focusing on essential question, follows reading.
- In small groups of five, students will use graphic organizer to plot a path to answer the essential question.
- Students will have an opportunity to share their findings with the whole class.

Students Needing Differentiated Instruction: Students will be in groups and participate according to their ability. Students can choose to be a recorder, a note taker or an artist for the group project. Tools will be available for students such as recording devices, iPads and art materials. Options for final project: Oral report using notes, power point, written report in the form of a paragraph.

Graphic Organizer:

Chart for recording how ideas were spread along Silk Road: (group work)

Idea or Invention	Hypothesis: how idea or invention was transferred	Source of information
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Example:

Paper invented by Chinese

Spread with Buddhism

The Genius of Islam

Muslims mechanized papermaking

Built papermaking mills throughout

Empire

Chart for recording ideas or inventions from Muslim Civilization transferred across time and space

Idea or invention

How idea or invention
is used today

Source of information

Example

**1. Paper use multiplied with
Increased literacy across Muslim**

**Paper is used for books,
newspapers, in school**

**The Genius of Islam
personal observation**

Empire

2.

3.

4.