

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

Title of Lesson: Journeys into the Islamic World

Lisa Finnegan, Westbrook High School, French IV, Grade 11, one 45 minute class period

Introduction:

Students will look at pieces of art work from the Islamic world. They will discover some of the aspects of the Islamic religion through observing the pieces of art work and discussing their interpretations. They will uncover vocabulary words they need to know in French in order to discuss the images. Students will then be given the 5 pillars of Islam and will be asked in what ways the works reflect the basic tenets of Islam.

Geographic Connections: This lesson supports the C3 geography strand: D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

Vocabulary:

pieds nu = bare foot
un tapis = rug
prier = to pray
arche = arc
simple = simple
piliers = pillars
la foi = faith
la Mecque = Mecca
pèlerinage = pilgrimage/ hajj
mihrab = prayer niche
le jeûne = fasting
Ramadan

Content Standards: (<http://www.corestandards.org/ELA-Literacy/RH/introduction>)

CCSSELA-Literacy.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.

CCSSELA-Literacy.RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively), as well as in words in order to address a question or solve a problem.

CCSSELA-Literacy.SL.11.12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

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partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Essential Question:

How does the spread of Islam affect human geography today?

Literacy through the Content Area:

Visual thinking strategy and Asking the 4WS (What do I see?, What does it remind me of? What's the artist's purpose? So what?)

Placement of Lesson within Broader Curriculum/Context:

This lesson is at the end of the beginning unit on French colonization in Northern Africa. The spread of Islam into Africa is explored and students can see through colonization and subsequent independence of African nations how Islam spread into France. Islam is the second largest religion in France today. The students analyze how human encounters affect composition of the world populations today and that it is ever changing.

Learner Background: Students will take a pre-assessment test in order to determine their background knowledge of Islam. Students will be familiar with the visual thinking strategy and asking the 4WS as a way of engaging with the art work as we use this technique throughout the course.

Objectives for Lesson: Identify specific and measurable learning objectives/purpose for this lesson.

Students will be able to:

- describe the basic tenets of Islam in French.
- indicate on a map how Islam spread through northern Africa into France.
- explain the consequences of colonization on human geography.

Integration of 21st century skills:

Students work in groups to reach understanding of their observations.
Students analyze the consequences of colonization.

Assessment:

Formative Assessment: (attached: observation grid Part 2 follow-up question)

(attached: the questions about the film they will see the following class- The assessment

criteria are attached.) *Summative assessment:* This assessment is part of a larger assessment at the end of the entire unit which will include questions asking students to show and explain how Islam is the second largest religion in France.

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Materials/Resources: List the materials you will use in each learning activity including any technological resources.

1. “Portrait of Muhammad Buland Akhtar, known as Achhe Sahib, at prayer”
<http://www.metmuseum.org/collection/the-collection-online/search/447817?rpp=30&pg=1&ft=Portrait+of+Prince+Muhammad&pos=1>
2. “Le Grand Voyage”, a film written and directed by Ismaël Ferroukhi,
www.filmmovement.com
3. Blank map of France, the Middle East and Northern Africa

Lesson Development/Instructional Strategies

1. Students will enter class and begin to fill out graphic organizer for their observations about the piece of art:
Please look at the image on the smart board and write down only what you see in the picture in French. (If you don't know word in French, you can write it in English and we will discuss it.) You should only nouns and colors. (5 minutes)
2. Discuss in groups of 4 (at tables) what you wrote down that you see in the picture. Ask about any words you don't know in French. Share out with class. (5 minutes)
3. Discuss what you think the picture is about as class. (5 minutes)
4. Give students a pre-assessment to determine what they know about Islam. (5 minutes)
5. Review with students what they know about Islam and elaborate on concepts or ideas that surface, such as Ramadan etc. (5 minutes)
6. Give students hand out on the 5 pillars of Islam. Students take turns reading out loud the 5 pillars of Islam in French and discuss to make sure they understand. (15minutes)
7. Students will look again at the image that they observed at the beginning of class and see if any of the pillars are represented in the picture. (5 minutes)
8. For homework, students will label a blank map of France and the Middle East. (This is in preparation for a film they will watch, *Le Grand Voyage*, which is the story of a father and a son and their journey to Mecca.

Students Needing Differentiated Instruction:

How will you differentiate instruction in this lesson for students you may anticipate struggling with the content/learning objectives?

Students are in groups of 4 in which there are students from different levels of learning which provides for student-student learning. Students who have difficulty with material will benefit from the group sharing and whole class sharing.

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How will you provide opportunities for enrichment/higher level of challenge for students?

Students will be able to share with other group members. Higher level students will be able to provide more insight and more vocabulary. Students who have difficulty with material will benefit from the group sharing and whole class sharing.