

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:

Three New Ways to Teach About Islam: Conversion, Accommodation and Chains of Transmission

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Introduction: In examining my own teaching about Islam after taking this one week PIER Course I have come to the conclusion that I was not teaching this complex subject and its maze of history, religion, cultures and acculturation from the proper perspective. I was emphasizing events and chronology rather than the processes of conversion and acculturation that were ongoing and not necessarily related to what happened when. In fact, what I have learned has shown me that there was a constant process of cross cultural interaction that went on in many different ways for hundreds of years across regions, countries, empires and oceans with Islam as a catalyst and it's represented in architecture, art, language and cultural practices that exist today across the globe.

Geographic Connections: The initial geographic connection is to the Arabian Peninsula and Mecca and Medina in the early 600's CE. From there Islam was spread by Arab armies and trade to include the Middle East, North Africa and Spain, Persia, Central Asia and South Asia through land invasions and trade across the Mediterranean Sea, the Red Sea and the Indian Ocean. In Persia and then South Asia the processes of accommodation by different cultures and the patterns of acculturations are quite evident.

Vocabulary: acculturation accommodation religious conversion
Chain of Transmission Sunna Hadith Quran
Trade Richard Bulliet (Columbia) Joseph Lumbard (Brandeis)
Richard Eaton (Arizona)

Common Core Content Standards:

CCSS.ELA-LITERACY.RST.11-12.1

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

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Essential Question:

How can the process of historical change be understood when the assumption of the textbook writers is that the reporting of events assumes completion at a superficial level?

Literacy through the Content Area:

The goal is to improve literacy by present material in a lecture and by reading analysis by scholars to encourage literacy and the confidence to be curious.

Placement of Lesson within Broader Curriculum/Context:

This lesson falls within the Birth of Islam Chapter in Advance Placement World History Course. By introducing the new material from lectures by Bulliet, Eaton, and Lumbard, and their writing about their subjects, the students will be exposed to a historical and cultural approach to acculturation that emphasizes time and complexity rather than brevity and identification.

Learner Background:

The students will have had only a rudimentary exposure to the study of Islam as one of the five major religions taught in a ninth grade World History Course in High School. Their reading levels and rates could vary but are as of now, undetermined.

Objectives for Lesson: *Students will be able to:*

- 1) *Understand that conversion to a new religion can take generations for peoples exposed to the new religion.*
- 2) *Understand that the interaction of cultures is local and mutual and that the interaction produces changes in art, architecture and language as well as religious practices.*
- 3) *Understand that the very foundations of a religion are determined in a formative process and that process is constantly being measured and evaluated.*

Integration of 21st century skills:

The Higher Order Thinking skills will be the interactive skills for the 21st Century of Critical Thinking and Evaluation.

Assessment: After this class, the students will answer the following questions in short essays as homework and as the basis for assessment:

Using your notes, what you have read and shared in class and what you read from the readings please write short essay answers to the following three questions:

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- 1) What were some of the key factors that impacted the conversion to Islam of peoples conquered by the Muslims?
- 2) Why were the accommodations between cultures as Islam spread across Asia and Africa primarily local?
- 3) Why was the Chain of Transmission so important in maintaining the role of the Hadith as one of the foundations of the Islamic religion?

The teacher will grade the essays using a district or department scoring rubric as the basis of assessment.

Materials/Resources: the material for my lecture will come from the lectures delivered during the Pier Institute by Professors Bulliet, Eaton and Lumbard. There will be excerpts from the following handouts from the Institute:

- 1) *A Young Muslim's Guide to the Modern World* by Seyyed Hossein Nasr, pgs. 65-77
- 2) *A Very Short Introduction to Islamic History* by Adam Silverstein pgs.16-31
- 3) *Islam in South Asia in Practice* by Barbara D. Metcalfe, Editor, Preface and Introduction

And from these books:

- 1) *The Case for Islamo-Christian Civilization* by Richard Bulliet, Columbia University Press
- 2) *India before Europe* by Catherine Astor and Cynthia Talbot, Cambridge University Press
- 3) *The Rise of Islam and the Bengal Frontier* by Richard M. Eaton, U of California Press
- 4) *Islam, The Straight Path* by John L Esposito, Oxford University Press

Lesson Development/Instructional Strategies

- I. Introduction through A Thought Question: Whole Class: (10 minutes)
- “What is your perception of the conquest and conversion by the Arab armies of Islam immediately after the death of Muhammad, what would happen?”
- II. Discussion of the Comparison of Perceptions in Pairs (5 minutes)
- III. Lecture comparing the ways I used to teach about the three themes of The Conversion of the “Conquered, the Interaction of Cultures and the Hadith and the Sunna or the Law Beyond the Quran. (20 minutes) (class)
- IV. Reading the Provided Excerpts (individuals in class) 20 minutes, with each individual student reading one of four possible readings)
- V. Break into Groups of Shared Reading and Formulate Main Points of the Readings and Post them on the Board (12 minutes) (small groups)

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- VI. Full Class Discussion About Understanding the Impact of Islam in Various Ways and
- Various Cultural Interactions (15 minutes)

Students Needing Differentiated Instruction:

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

The best way to include people that struggle with reading is to have their reading excerpts be examples of art and architecture that they could observe and make notations. It is important to include students that are not reading challenged in those groups that focus on examples in architecture and art.

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

The higher level of challenge would be to supplement the reading in class with additional materials from the handouts and books noted above to broaden the students understanding of what the different processes are in cultural adaptation and how difficult it is for the historian to be precise in identifying them and then analyzing them.