

Religion Drives Innovation Lesson Plan

Lesson Overview

Warmup - Talk to your neighbors about the following prompt, "What do you know Islam?" After students share with their neighbors, allow student volunteers to share their answers.

Explain to students that today we are going to learn more about the foundation of Islam and the belief system. Then we will break into groups to learn more about a medieval device created by Muslims.

Complete sections 1.1 and 1.2 together as a class. By the end of the videos students should understand the following:

The five pillars of Islam:

1. Prayer - Pray towards Mecca 5 times a day
2. Hajj - Take a pilgrimage to Mecca once in life
3. Alms - Give to the poor
4. Belief in one God
5. Fasting during Ramadan

After completing sections 1.1 and 1.2, divide the class into 5 groups. Explain to students that we are going to learn how the need to pray towards Mecca 5 times a day will drive one of the biggest innovations of the Middle ages; The Astrolabe. Each group will learn something about the device. They will review their resources, then share what they learned with the rest of the class. Each group will give a short 90 second presentation so the rest of the class can learn from their resources. Ensure each group shares the following:

1.3 - The astrolabe was invented so Muslims could find the direction of Mecca and pray towards their holy site. The Astrolabe was then adapted to be used for thousands of other things.

Standards Covered

Social Studies Standards Covered:

SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).

- a. Explain the differences between an ethnic group and a religious group.
- b. Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds).
- c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.

Information Processing Skills

1. compare similarities and differences

Reading and Writing Standards for Literacy in History/Social Studies

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards for Literacy in History/Social Studies

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

1.4 - One of the uses of an astrolabe is to tell time. It requires one to know a lot of astrology, then they can use that knowledge to adjust the levers on the device to measure the height of the sun. That would tell them what time it was.

1.5 - The astrolabe played a pivotal role in exploration. Mariners or people who worked on ships on the open sea, used the astrolabe to navigate the seas and eventually allowed Europeans to discover places far away from their own homes.

1.6 - The astrolabe is often described as a Medieval smartphone. The reason for this is because it could be used for a variety of purposes. Everything from time, calendars, travel, etc. The astrolabe was a small device that people relied on for many different things, much like a smartphone today.

1.7 - Make sure students show prayer map and compass to class:
Nowadays the astrolabe is not used by Muslims to find the direction of Mecca. There are compasses that can be purchased now as Qibla compass and apps that do the same thing.

Finally, give students the remainder of the time to work on 1.8. They should answer questions in complete sentences.

Web Resources

- 1.1 - https://www.youtube.com/watch?v=m6dCxo7t_aE&t=505s
- 1.2 - https://www.youtube.com/watch?v=jM81wroj_MQ
- 1.3 - <https://www.youtube.com/watch?v=N8oWGwcdFmA&t=233s>
- 1.4 - <https://www.youtube.com/watch?v=0Mxzf gadkBQ>

Materials from Aboki Box:

- Aboki Box Magazine
- Aboki Box Interactive Notepad
- Aboki Box Cultural Items

	<p>1.5 - https://www.youtube.com/watch?v=41QcsGuK9o0</p> <p>1.6 - https://www.youtube.com/watch?v=qJugb1f3Dqw</p> <p>1.7 - https://steinmetz.union.edu/abstract/symbolic-imagery-islamic-prayer-rug & https://www.csun.edu/~sg4002/courses/150/150_lab_mecca.html</p>		
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Differentiated Supports		
<p style="text-align: center;">Additional Instructional Supports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing ✓ Explaining ✓ Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking "Why?" "How?" <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way ✓ Repetition <input type="checkbox"/> Use of manipulatives ✓ Collaborative work ✓ Direct/explicit instruction <input type="checkbox"/> "Chunking" ✓ Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets 	<p style="text-align: center;">Specially Designed Instruction for Special Education Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conferencing ✓ Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student's dictation <input type="checkbox"/> Scaffold information ✓ Differentiated content process or product <input type="checkbox"/> Consistent reward system ✓ Refer to students' IEP or 504 plan <input type="checkbox"/> Assistive technology 	<p style="text-align: center;">Strategies for English Language Learners</p> <ul style="list-style-type: none"> ✓ Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response ✓ Color-coding ✓ Multiple exposures in different media ✓ Pair-share ✓ Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts ✓ increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction ✓ Additional think time

