

## The Islamic World

### Lesson Synopsis:

This lesson introduces the students to the beginnings and traditions of Islam. It strives to present an objective study of Islam and a comparison of it to other major religions including Christianity.

### TEKS:

**19 Culture.** *The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:*

**19A** Compare the historical origins, central ideas, and the spread of major religious and philosophical traditions including ~~Buddhism, Christianity, Confucianism, Hinduism~~, Islam and Judaism.

### Process TEKS:

**25 Social studies skills.** *The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:*

**25C** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

**26 Social studies skills.** *The student communicates in written, oral, and visual forms. The student is expected to:*

**26A** Use social studies terminology correctly;

**26B** Use standard grammar, spelling, sentence structure, and punctuation.

## GETTING READY FOR INSTRUCTION

### Performance Indicator(s):

- Create a diagram that compares the beliefs and practices of the Islamic faith with the Christian faith or write a letter to a Muslim teenager showing the differences and similarities of Islam to the Christian faith. (19A).

**ELPS** 1C; 4G; 5B

### Key Understandings and Guiding Questions:

- Societies produce distinctive religious traditions which help define the cultural traits of their civilization.
  - What are the Pillars of Faith and how are they reflected in Islamic society?
  - How and where did Islam begin?
  - How does Islam compare to other religions?
  - What are the differences between the Shiites and Sunnis?

### Vocabulary of Instruction:

- |                         |          |                           |
|-------------------------|----------|---------------------------|
| • Muhammad              | • Mecca  | • Caliph                  |
| • Five Pillars of Faith | • Medina | • Mosque                  |
| • Allah                 | • Sunnis | • Qur'an ( <i>Koran</i> ) |
| • <i>Hegira</i>         | • Shiite | • Imam                    |

### Materials:

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|------------|-----------------------------------|
| • Textbook | • Supplementary Reading Materials |
| • Internet |                                   |

### Resources:

- Handout: **Islam Concept Map**
- Power Point: **Lesson 1**
- Handout: **Excerpts from the Qur'an**
- Handout: **Five Pillars of Faith Organizer**
- Handout: **Comparing Islam to Other Religions and Sample Teacher's Answer Key**
- Handout: **Sunnis v. Shiite Venn Diagram**

## Advance Preparation:

1. Make copies of handouts
2. Ensure that students have access to resources that will allow them to complete a Venn diagram concerning the Sunnis and the Shiites.

## Background Information:

The focus of this lesson is the beginnings and religious traditions of Islam. Students will be reading excerpts for the Qur'an, not for interpretation reasons but to simply get a feel for how this work of theology is written. A PowerPoint presentation is provided to assist in the "Explain" section of this lesson. This lesson strives to present an objective study of Islam and a comparison of it to the other major religions, including Christianity.

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## GETTING READY FOR INSTRUCTION SUPPLEMENTAL PLANNING DOCUMENT

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Instructors are encouraged to supplement, and substitute resources, materials, and activities to differentiate instruction to address the needs of learners. The Exemplar Lessons are one approach to teaching and reaching the Performance Indicators and Specificity in the Instructional Focus Document for this unit. A Microsoft Word template for this planning document is located at [www.cscope.us/sup\\_plan\\_temp.doc](http://www.cscope.us/sup_plan_temp.doc). If a supplement is created electronically, users are encouraged to upload the document to their Lesson Plans as a Lesson Plan Resource in your district Curriculum Developer site for future reference.

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## INSTRUCTIONAL PROCEDURES

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### Instructional Procedures

#### ENGAGE

- Divide the class into groups and pass out an **Islam Concept Map** to each group.
- Students are to brainstorm what they know (or think they know) about Islam.
- Ideas are to be grouped in the following categories:  
  
Geography: Where are Muslims located?  
Culture: What art forms do they have? (music, movies, art, etc.) What types of foods do they eat?  
Religion: What do you know about their religion?  
People: How are women treated?  
Government: What type of governmental system do Muslims countries practice?  
Other major concepts may be added.
- Create a replica of concept map on chart paper or the board and have students share their ideas. Write responses on the board or chart paper.
- **All of these ideas or concepts that you listed are examples of what?** (*traditions or customs*)
- **Why are traditions important?** (*help define the culture*)
- **Do you think religious traditions are very important to a society?** **Why?**
- **Based on what you know about Islam do you think that religious traditions are important to their society or culture? Why do you think that?**
- **We are going to find out if that is true in this lesson.**

#### EXPLORE

- Divide the class into teams/groups of 3-4.

### Notes for Teacher

**NOTE:** 1 Day = 50 minutes

Suggested time: 1/2 Day

Handout: **Islam Concept Map**

Discovery Education Streaming

**Religions of the World: Islam** (28:00 Minutes / 17 Segments)

Suggested time: 1/2 Day

Handout: **Excerpts from the Qur'an**

## Instructional Procedures

- Pass out **Excerpts for the Qur'an**.
- Teams are to read the excerpts and make summarizations, generalizations, and inferences about the passages.

## Notes for Teacher

This section will deal with passages from the *Qur'an*. Be aware of the nature and background of the students in your class as not to offend any religious convictions, Muslim or Christian.

For the Generalizations and Inferences do not expect a great deal of depth but look for an understanding of the material and its meaning.

If you wish to amend the selections used on the handout of the Qur'an, the translations used for this lesson may be found at <http://quod.lib.umich.edu/k/koran/>

## EXPLAIN

- Display or project handout.
- After the teams have created answers, have them share with the class utilizing round robin sharing. Write responses on the board or chart paper.

Ask questions to probe their thoughts: such as...

- **Does this sound similar to Christianity? How so?**
- **Why do all the references about mercy seem against what we are seeing in reports from our occupation in Iraq or in reports of events in Iran or Israel?**
- **What is the role of women and how does that compare to other religions?**

- Pass out **Five Pillars of Faith of Islam** organizer to use during the PowerPoint presentation.

Points for the teacher to make: **PowerPoint: Lesson 1**

- 1) A branch of the Judeo-Christian Religious tradition
  - a. Monotheistic (One God) that they name Allah (also recognized as the God of Abraham) (Yahweh)
  - b. Believe Abraham, Moses, and Jesus were prophets,
  - c. Believe the Bible is also the Word of God, but that the Qur'an is the last revelation of God
- 2) Muhammad (Born in 570?)
  - a. Caravan Manager from Mecca, rich trading city and host to many religious shrines (Ka'bah); married to a rich widow;
  - b. Was becoming disillusioned with the corruption in the city and the growing gap between the urban dwellers and the Bedouins (nomadic herders);
  - c. While meditating in the hills, the Angel Gabriel visited him and revealed to him that he was the next and last prophet.
  - d. Recited the revelations (later written down as the *Qur'an*)
  - e. He began to preach but attracted few followers; many enemies feared he would upset the political and social order.
  - f. So in 622, Muhammad and his followers fled to Medina (the Hegira)

Suggested time: 1 Day

PowerPoint: **Lesson 1** is provided.

Handout: **Five Pillars of Faith of Islam** organizer.

## Instructional Procedures

- 3) Islamic Beliefs
  - a. No separation between Church and State.
  - b. Belief that salvation and the afterlife will be obtained by submitting to the will of Allah.
  - c. Qur'an (Koran): ethics and laws of the Islamic community
    - i. Written in Arabic and cannot officially be translated to another language. To study the Qur'an you must learn Arabic.
    - ii. Book or writings of the prophet Muhammad
    - iii. Each Muslim is required to take a Hijrah or pilgrimage to Mecca once within their lifetime.
  
- 4) Growth of Islam
  - a. Medina supported Muhammad and he attracted the support of the Bedouins.
  - b. In 630, Muhammad returned to Mecca with a force of 10,000 soldiers and quickly took the city. (Mecca- Holy city of the Islamic Faith)
  - c. As Islam began to spread through the Arabian Peninsula, Muhammad died in 632.
  - d. Why did Islam spread?
    - i. Easy to learn and practice
    - ii. No priesthood
    - iii. Non-Muslims in conquered territory are allowed religious freedom ( for an additional tax)
    - iv. Spread through trade route
    - v. *Jihad (Holy Struggle)*: "Holy War" against infidels
  
- 5) **So based on what we learned, are religious traditions important to this particular society? Is religion a very important part of their culture? Does religion help define their culture? How? Are things sometimes done in the name of religion that is actually against what the religion believes?**

## Notes for Teacher

### ELABORATE

#### Activity 1:

- Pass out **Comparing Islam to Other Religions** (May be a group activity)
  
- The handout contains 8 of the main ideas of Islam, including the Five Pillars of Faith. Have the students compare these to the other religions. An example of suggested answers is provided for Christianity and the teacher may wish that Christianity be the only religion that all the students do or assign different groups a different religion.

#### Activity 2:

- Pass out **Sunnis v. Shiite Venn Diagram**
  
- Have the students use their books or other resources to determine how the diagram should be filled out.
  
- No answer sheet is provided because the main factor that separate these two groups within Islam is who they believe is the true successor of Muhammad. Sunnis believe the Muhammad's close associate and father-in-law is the heir (Caliph) to Muhammad while the Shiite supports the first four caliphs, they consider only the heirs to the fourth caliph as legitimate.

Suggested time: 1 Day

Handout: **Comparing Islam to Other Religions**

Discovery Education Streaming:  
**Religions of the World: Islam** (28:00 Minutes / 17 Segments)

Handout: **Sunnis v. Shiite Venn Diagram**

This will set up an activity in the next unit where the student will be called upon to complete a Venn diagram concerning the Catholics and Protestants.

### EVALUATE

Suggested time: 1 Day

## Instructional Procedures

- Now that the students have a good background on the beliefs of Islam, they are to put their knowledge together in a letter or diagram.

**Write a letter to a Muslim teenage showing the differences and similarities of Islam to the Christian faith.**

**Or**

**Create a diagram that compares the beliefs and practices of the Islamic faith with the Christian faith.**

## Notes for Teacher

To grade this, the teacher should look in the letters or the diagram for 1) knowledge of Islamic beliefs and 2) elements of comparing or contrasting.

### Excerpts from *the Qur'an*

**87.1]** Glorify the name of your Lord, the Most High,

**[87.2]** Who creates, then makes complete,

**[87.3]** And Who makes (things) according to a measure, then guides (them to their goal),

**[1.3]** Master of the Day of Judgment.

**[1.4]** Thee do we serve and Thee do we beseech for help.

**[1.5]** Keep us on the right path.

**[1.6]** The path of those upon whom Thou hast bestowed favors. Not (the path) of those upon whom Thy wrath is brought down, nor of those who go astray.

**[7.52]** And certainly We have brought them a Book which We have made clear with knowledge, guidance and a mercy for a people who believe.

**[4.1]** O people! be careful of (your duty to) your Lord, Who created you from a single being and created its mate of the same (kind) and spread from these two, many men and women; and be careful of (your duty to) Allah, by Whom you demand one of another (your rights), and (to) the ties of relationship; surely Allah ever watches over you.

**[4.34]** Men are the maintainers of women because Allah has made some of them to excel others and because they spend out of their property; the good women are therefore obedient, guarding the unseen as Allah has guarded;

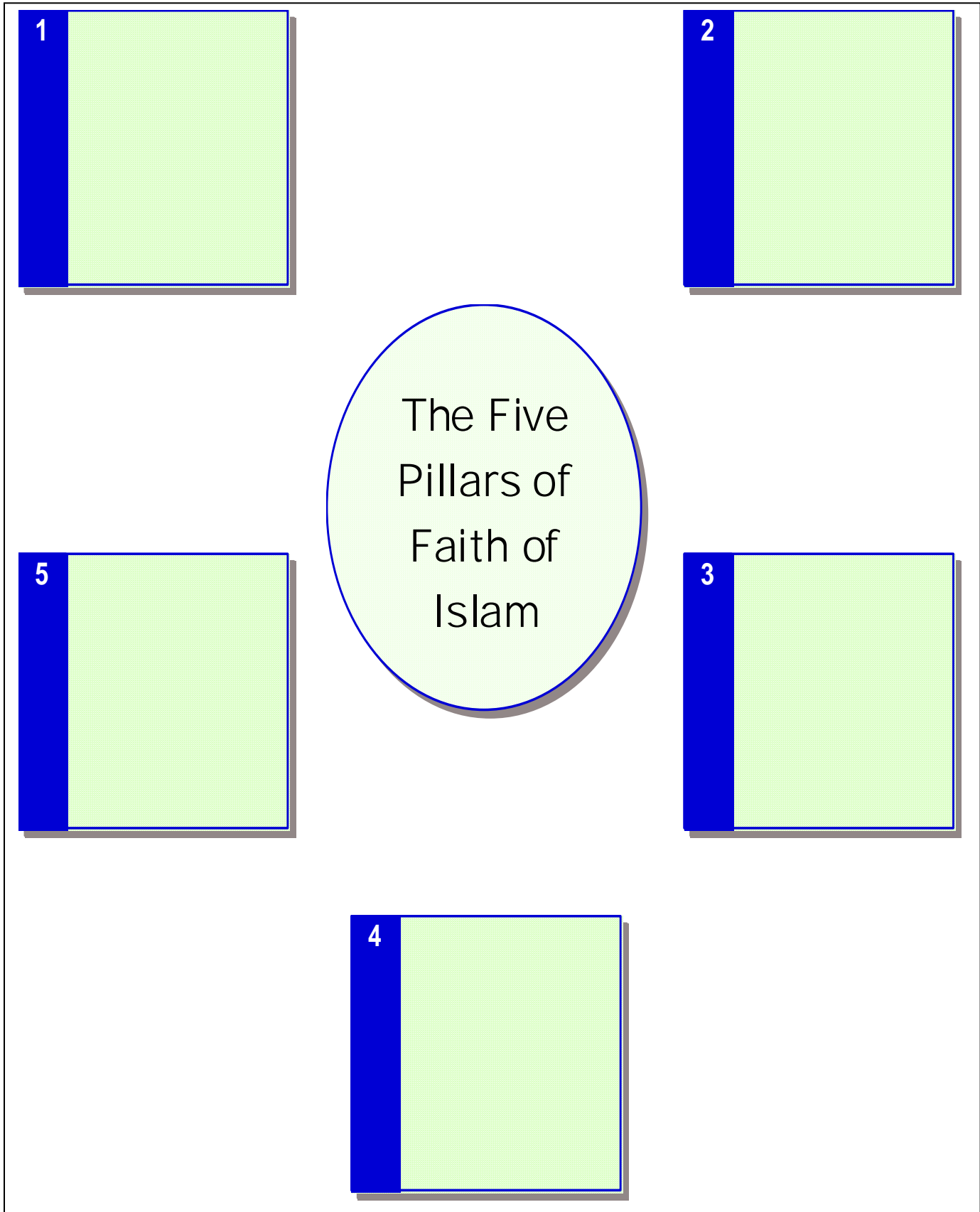
**[35.1]** All praise is due to Allah, the Originator of the heavens and the earth, the Maker of the angels, messengers flying on wings, two, and three, and four; He increases in creation what He pleases; surely Allah has power over all things.

**[35.2]** Whatever Allah grants to men of (His) mercy, there is none to withhold it, and what He withholds there is none to send it forth after that, and He is the Mighty, the Wise

**[45.26]** Say: Allah gives you life, then He makes you die, then will He gather you to the day of resurrection wherein is no doubt, but most people do not know.

**[45.27]** And Allah's is the kingdom of the heavens and the earth; and on the day when the hour shall come to pass, on that day shall they perish who say false things.

**[45.28]** And you shall see every nation kneeling down; every nation shall be called to its book: today you shall be rewarded for what you did.



1

Belief in Allah and in Muhammad as his prophet.  
"There is no God but Allah, and Muhammad is his prophet."

2

Prayer five times a day facing Mecca;  
Public prayer on Friday at the midday worship.

## The Five Pillars of Faith of Islam

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Making the pilgrimage to Mecca in one's lifetime, know as the *Hajj*

3

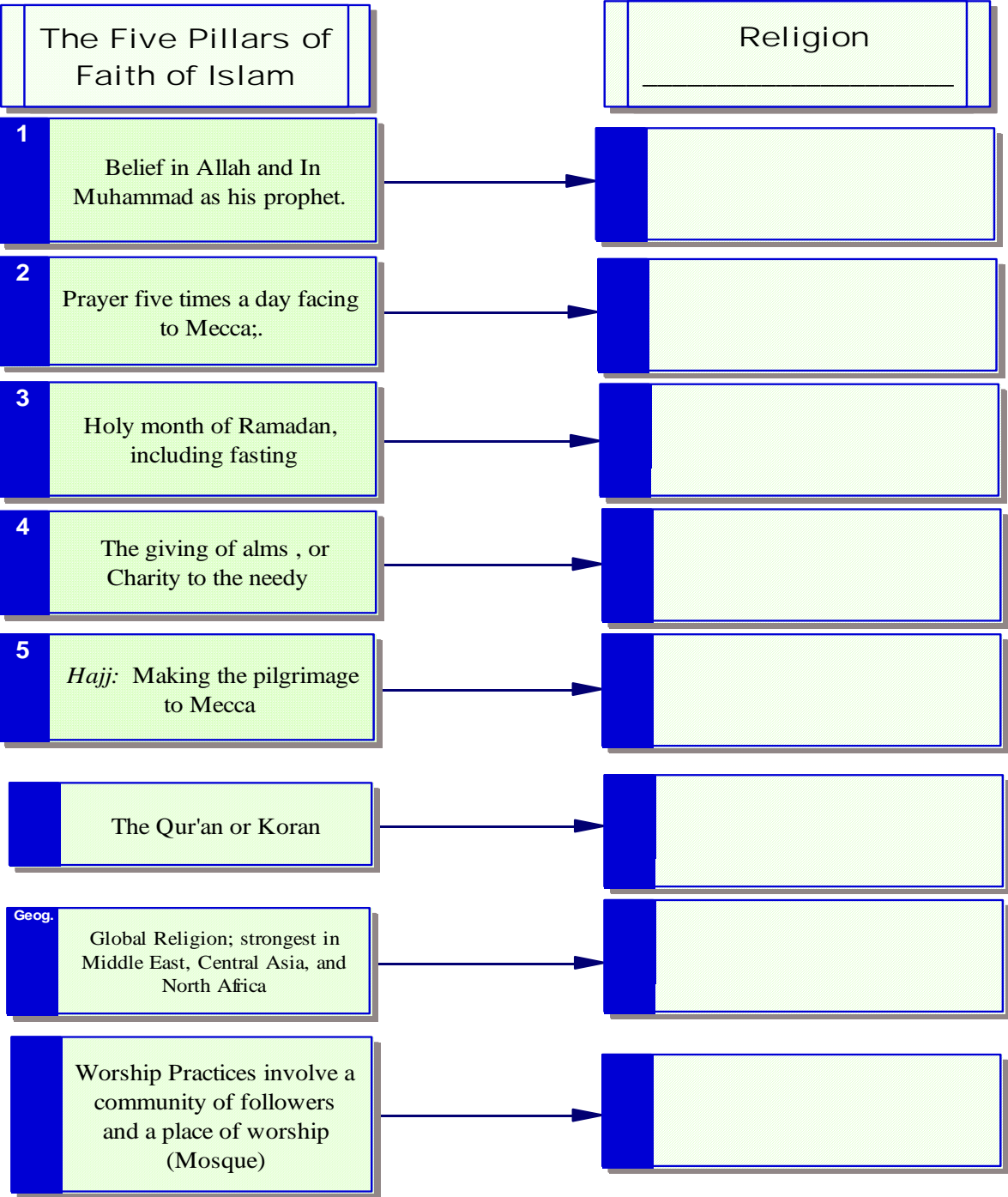
Observation of the holy month of Ramadan, including fasting from dawn to sunset.

4

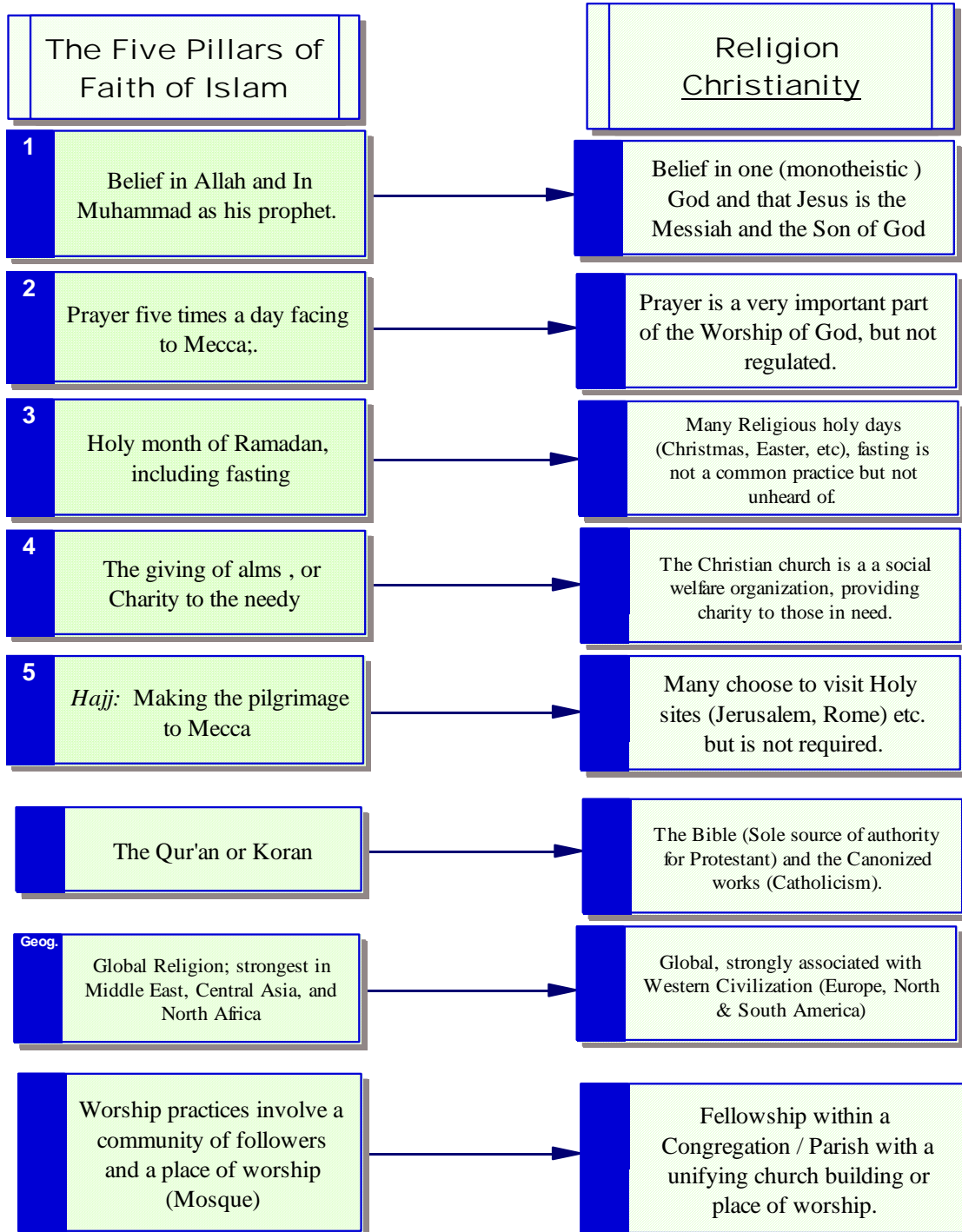
The giving of alms or charity to the needy or to your mosque



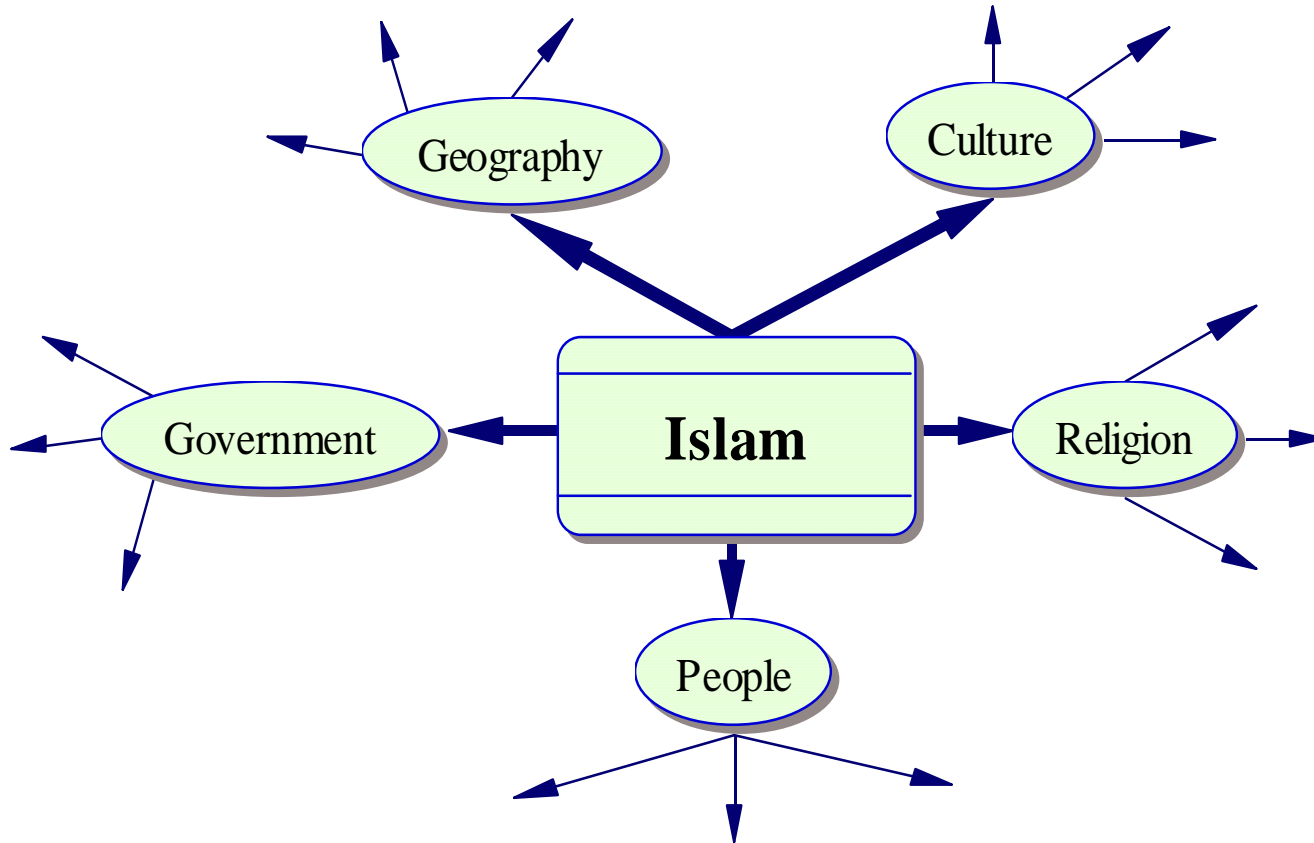
# Comparing Islam and Other Religions



## Comparing Islam and Other Religions



# Islam Concept Map



## Sunnis v. Shiite Venn Diagram

