### U.S. History
#### Curriculum Map

#### Unit 3: Islamic Civilizations

**Enduring Themes:**
- Conflict and Change
- Time, Change, and Continuity
- Governance and the Rule of Law
- Movement / Migration
- Production, Distribution, Consumption
- Culture
- Location
- Human Environmental Interaction
- Distribution of Power

**Time Frame:**
15 Days

**Standards:**

SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE

- a. Explain the origins of Islam and the growth of the Islamic Empire
- b. Identify the Muslim trade routes to India, China, Europe, and Africa and assess the economic impact of this trade
- c. Explain the reasons for the split between Sunni and Shia Muslims
- d. Identify the contributions of Islamic scholars in medicine (Ibn Sina) and geography (Ibn Battuta)
- e. Describe the impact of the Crusades on both the Islamic world and Europe
- f. Analyze the relationship between Judaism, Christianity and Islam

SSWH6 The student will describe the diverse characteristics of early African societies before 1800 CE

- a. Identify the Bantu migration patterns and contribution to settled agriculture
- b. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca
- c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities
- d. Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity.
- e. Analyze the role of geography and the distribution of resources played in the development of trans-Saharan trading networks.

SSWH12 The student will examine the origins and contributions of the Ottoman, Safavid, and Mughal empires

- a. Describe the geographical extent of the Ottoman Empire during the rule of Suleyman the Magnificent, the Safavid Empire during the reign of Shah Abbas I, and the Mughal Empire during the reigns of Babur and Akbar
- b. Explain the ways in which these Muslim empires influenced religion, law, and the arts in parts of their world.

**Unit Resources:**

- Vocabulary:
  - [https://quizlet.com/64557272/sswh05-flash-cards/](https://quizlet.com/64557272/sswh05-flash-cards/)
  - [https://quizlet.com/64008482/sswh06-flash-cards/](https://quizlet.com/64008482/sswh06-flash-cards/)
  - [https://quizlet.com/67419465/sswh12-flash-cards/](https://quizlet.com/67419465/sswh12-flash-cards/)
- Unit 3 Student Content Map
- Unit 3 Sample Assessment Items

<table>
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<tr>
<th>Concept 1</th>
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<th>Concept 3</th>
<th>Concept 4</th>
<th>Concept 5</th>
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<td>Comparing Religions</td>
<td>Spread of Islam</td>
<td>Religious Conflicts</td>
<td>Islam in Africa</td>
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<tr>
<td>Muslim Empires</td>
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</tr>
</tbody>
</table>
Concept 1: Origins of Islam

Standard:
SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE
a. Explain the origins of Islam and the growth of the Islamic Empire

Lesson EQ: How did Islam begin and develop?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
</table>
| • Muhammad  
• 5 Pillars  
• Mecca  
• Medina  
• Quran  
• Caliph  
• Sunni  
• Shia  
• Hajj | • How Islam developed on the Arabian peninsula  
• Muhammad’s role in the origins of Islam  
• The major beliefs of Muslims, including the Quran and the Five Pillars  
• The reasons for split between Sunni and Shia Muslims | • Explain the origins of Islam (DOK 2)  
• Identify and explain the main beliefs and practices of Muslims. (DOK 2)  
• Explain the differences between Sunni and Shia Islam. (DOK 2) |

Resources

I Do (Teacher Point)  
We Do (Guided/Differentiated Instruction)  
You Do (Independent Practice)

Use [Unit 3 Student Content Map](#) to introduce the Essential Question, Standards, and Vocabulary for the Lesson. Corresponding Quizlets for Vocabulary are linked under Unit Resources, above.

- [SSWH5a Islam PowerPoint](#)
- [Origins of Islam Student Handout](#)
- [Sunni Shia Split Student Handout](#)
- [Islamic Teachings video](#)
- [The Haj - Pilgrimage to Mecca video](#)
- [The Sects of Islam video](#)
- [Prophet Muhammad video](#)

Have students answer EQ#1 on [Unit 3 Student Content Map](#) in complete sentences, using vocabulary from the standards in their response.
## Concept 2: Comparative Religions (Judaism, Christianity and Islam)

### Standard:
SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE
f. Analyze the relationship between Judaism, Christianity and Islam

### Lesson EQ: How are Judaism, Christianity, and Islam similar and different from each other?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
</table>
| • Judaism  
• Christianity  
• Islam | • The similarities between Judaism, Christianity and Islam  
  ○ Monotheistic  
  ○ “Abrahamic” origins  
  ○ “people of the book”  
• The differences between Judaism, Christianity and Islam  
  ○ Judaism views Islam and Christianity and false interpretations of extensions of Judaism  
  ○ Christians believe Jesus is the Messiah  
  ○ Islam views Christianity and Judaism as having wrong beliefs and only partial revelation because they believe in Muhammad’s revelations | • Analyze the relationship between Judaism, Christianity and Islam  
  ○ Compare Judaism, Christianity and Islam  
  ○ Contrast Judaism, Christianity and Islam |

### Resources

<table>
<thead>
<tr>
<th>I Do (Teacher Point)</th>
<th>We Do (Guided/Differentiated Instruction)</th>
<th>You Do (Independent Practice)</th>
</tr>
</thead>
</table>
| Use [Unit 3 Student Content Map](#) to introduce the Essential Question (#2), Standards, and Vocabulary for the Lesson. Corresponding Quizlets for Vocabulary are linked under Unit Resources, above.  
Comparative Religions Activator  
SSWH5 Islam PowerPoint Comparative Religions Student Handout  
Judaism Notes  
Judaism Graphic Organizer | Jewish Document Analysis  
Primary Source Analysis (Judaism, Christianity and Islam) | [Monotheistic Religions of the Middle East Match-Up Chart](#)  
Have students answer EQ#2 on [Unit 3 Student Content Map](#) in complete sentences, using vocabulary from the standards in their response.  
[Religion Profile Wheel](#) (one for each religion) |
Concept 3: Spread of Islam

Standard:
SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE
b. Identify the Muslim trade routes to India, China, Europe, and Africa and assess the economic impact of this trade
d. Identify the contributions of Islamic scholars in medicine (Ibn Sina) and geography (Ibn Battuta)

Lesson EQ: How did the expansion of Islam impact the world?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 1)</th>
</tr>
</thead>
</table>
| • Muslim trade routes  
  • Ibn Sina  
  • Ibn Battuta | • How conquest and trade led to the spread of Islam outside of Arabia  
  o Economic impact = Arabic empires during this period prospered  
  • Contributions by Islamic scholar, Ibn Sina  
  o Medical encyclopedia  
  o Established contagious nature of diseases  
  • Contributions by Islamic scholar, Ibn Battuta  
  o Great travel contributions  
  o Much of what we know about east African societies come from him | • Identify Muslim trade routes to India, China, Europe and Africa  
  • Assess economic impact of Muslim trade routes  
  • Identify contributions of Ibn Sina  
  • Identify contributions of Ibn Battuta |

Resources

I Do (Teacher Point)
Use Unit 3 Student Content Map to introduce the Essential Question (#3), Standards, and Vocabulary for the Lesson. Corresponding Quizlets for Vocabulary are linked under Unit Resources, above.

SSWH5 Islam PowerPoint
Muslim Trade Student Handout
Islamic Scholars Student Handout

We Do (Guided/Differentiated Instruction)
Muslim Trade Routes PowerPoint
Blank Map1
Blank Map2
Blank Map3
(You can use any of the 3 maps for the mapping activity; they are just different views/versions of the same area)

You Do (Independent Practice)
Have students answer EQ#3 on Unit 3 Student Content Map in complete sentences, using vocabulary from the standards in their response.
Concept 4: Religious Conflict (Crusades)

Standard:
SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE

e. Describe the impact of the Crusades on both the Islamic world and Europe

Lesson EQ: How did the Crusades impact the Islamic world and Europe?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Crusades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pope Urban II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Holy Land</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Richard the Lionheart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Saladin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The impact of the Crusades on the world</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Slowed the spread of Islam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Expansion of trade for Europe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Kings strengthened, church weakened</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Describe the impact of the Crusades on the world</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources

I Do (Teacher Point)
Use Unit 3 Student Content Map to introduce the Essential Question (#4), Standards, and Vocabulary for the Lesson. Corresponding Quizlets for Vocabulary are linked under Unit Resources, above.

SSWH5 Islam PowerPoint
Crusades Student Handout

We Do (Guided/Differentiated Instruction)
https://youtu.be/p13IEJ_V_U0

Video Clip Note Taking Guide
(Cornell Style Notes)

You Do (Independent Practice)
Crusades Comic Strip

Have students answer EQ#4 on Unit 3 Student Content Map in complete sentences, using vocabulary from the standards in their response.

(Teacher Directions: As your students are taking notes, you should stop and discuss what is going on during the video. You want to make sure they are getting the main points as they watch. Also, follow your building protocol on video forms, etc.)
**Concept 5: Islam in Africa**

**Standard:**
SSWH6 The student will describe the diverse characteristics of early African societies before 1800 CE
a. Identify the Bantu migration patterns and contribution to settled agriculture
b. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca
c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities
d. Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity.
e. Analyze the role of geography and the distribution of resources played in the development of trans-Saharan trading networks.

**Lesson EQ:** How did early African societies develop before 1800 CE?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bantu migration</td>
<td>• Impact of Bantu migrations</td>
<td>• Identify Bantu migration patterns</td>
</tr>
<tr>
<td>• Sudanic kingdoms</td>
<td>o As they moved, they spread their culture, including language,</td>
<td>• Identify Bantu contributions to settled agriculture</td>
</tr>
<tr>
<td>• Ghana</td>
<td>agricultural practices and iron-making technology</td>
<td>• Describe the rise and fall of the Sudanic Kingdoms (Ghana, Mali, Songhai)</td>
</tr>
<tr>
<td>• Mali</td>
<td>• Rise and decline of Sudanic kingdoms</td>
<td>• Analyze the process of religious syncretism in Africa</td>
</tr>
<tr>
<td>• Songhai</td>
<td>o Ghana was a wealthy trade empire (gold), collapsed around 1200</td>
<td>• Analyze the role of geography and distribution of resources on trans-Saharan trade</td>
</tr>
<tr>
<td>• Sundiata</td>
<td>o Mali was a trading state founded after fall of Ghana by Sundiata. Mansa</td>
<td>network</td>
</tr>
<tr>
<td>• Mansa Musa</td>
<td>Musa made pilgrimage to Mecca and encouraged Islam in the empire.</td>
<td></td>
</tr>
<tr>
<td>• Trans-Saharan trading networks</td>
<td>o Songhai expanded through use of military; salt and gold trade;</td>
<td></td>
</tr>
<tr>
<td>• Swahili trading cities</td>
<td>weakened when slave trade moved to coast; 1590 Moroccans capture</td>
<td></td>
</tr>
<tr>
<td>• Religious syncretism</td>
<td>Timbuktu</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How the Sahara Desert influenced development of African societies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Climate zones of Africa impacted</td>
<td></td>
</tr>
</tbody>
</table>
how people lived; gold in sub-Saharan Africa was traded for salt from Sahara; slave trade increased as demand for slaves in the Americas rose

- Traditional African religions were diverse; commonly included polytheistic beliefs, ancestor worship; Islam became dominant in North Africa and spread; Christianity spread to Ethiopia and South Africa

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I Do (Teacher Point)</strong></td>
</tr>
<tr>
<td>Use Unit 3 Student Content Map to introduce the Essential Question (#5), Standards, and Vocabulary for the Lesson. Corresponding Quizlets for Vocabulary are linked under Unit Resources, above.</td>
</tr>
<tr>
<td><strong>We Do (Guided/Differentiated Instruction)</strong></td>
</tr>
<tr>
<td>Sudanic Kingdoms Differentiated Lesson Plan</td>
</tr>
<tr>
<td>Tier One: (Less structure) Primary Source Constructed Response (Sudanic Kingdoms) Primary Sources on Sudanic Kingdom for Tier 1</td>
</tr>
<tr>
<td>Tier Two: (More Support) Primary Source Constructed Response Tier 2 Primary Resource on Ghana Primary Resource on Mali Primary Resource on Songhai</td>
</tr>
<tr>
<td><strong>You Do (Independent Practice)</strong></td>
</tr>
<tr>
<td>BEFORE DIFFERENTIATED ASSIGNMENT: Sudanic Kingdoms Ticket Out the Door (use as formative assessment to guide differentiation)</td>
</tr>
<tr>
<td>AFTER DIFFERENTIATED ASSIGNMENT: Correct/Amend/Add to your Ticket-out-the-Door on Sudanic Kingdoms. Have students cross through any portions of their response that they now know are incorrect. Have them add any components that they were missing initially. Even if they feel that their response was complete to begin with, they need to add a new piece of information for each of the 3 kingdoms after reading and analyzing the primary sources. Answer EQ#5 on Unit 3 Student Content Map</td>
</tr>
</tbody>
</table>
**Concept 6: Muslim Empires**

**Standard:**
SSWH12 The student will examine the origins and contributions of the Ottoman, Safavid, and Mughal empires
a. Describe the geographical extent of the Ottoman Empire during the rule of Suleyman the Magnificent, the Safavid Empire during the reign of Shah Abbas I, and the Mughal Empire during the reigns of Babur and Akbar
b. Explain the ways in which these Muslim empires influenced religion, law, and the arts in parts of their world.

**Lesson EQ:** What were the origins and contributions of the major Islamic Empires?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 1-2)</th>
</tr>
</thead>
</table>
| ● Ottoman Empire  
  ● Suleyman  
  ● Safavid Empire  
  ● Shah Abbas I  
  ● Mughal Empire  
  ● Babur  
  ● Akbar | ● Ottoman Empire began on Anatolian Peninsula and spread west and north; reached high point under Suleyman in 1500s.  
 theft Safavid Empire extended from Persia to Central Asia; conquered Iran, Iraq, parts of Ottoman empire  
 Mughal empire founded by Babar expanded into India  
 Muslim empires contributed to the spread of Islam and the arts flourished during these empires.  
 Ottoman Empire = Sunni; Safavid = Shia; Askbar (Mughal) was Muslim but tolerant of other religions | ● Describe the geographical extent of the Ottoman, Safavid and Mughal Empires  
 ● Explain how these empires influenced religion, law and arts in their parts of the world |

**Resources**

<table>
<thead>
<tr>
<th>I Do (Teacher Point)</th>
<th>We Do (Guided/Differentiated Instruction)</th>
<th>You Do (Independent Practice)</th>
</tr>
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</table>
| Use [Unit 3 Student Content Map](#) to introduce the Essential Question (#6), Standards, and Vocabulary for the Lesson. Corresponding Quizlets for Vocabulary are linked under Unit Resources, above.  
 [SSWH12 Muslim Empires PowerPoint](#)  
 [Geography of Muslim Empires Student Handout](#)  
 [Contributions of Muslim Empires Student Handout](#)  
 [Islamic Empires PowerPoint](#)  
 [Rule of Suleyman PowerPoint](#)  
 [Taj Mahal video](#) | [Islamic Empires Give one Take One Review](#) | [Comparing Muslim Empires Chart](#) |
| Have students answer EQ#6 on [Unit 3 Student Content Map](#) in complete sentences, using vocabulary from the standards in their response. | | |