

# Model Lesson Plan

Susan Voradakis  
Coordinator – Secondary Social Studies

<b>Course:</b> World Geography, Pre AP	<b>Title of Unit:</b> Geographic Tools (Regions) or World Religions	<b>Title of Lesson:</b> Is There a Muslim World?
<b>Grade Level:</b> 9 <sup>th</sup> or 10 <sup>th</sup>		<b>Time Frame:</b> One Class Period, 50 min.

## Description

Societies often define themselves by separating “us and them.” The idea of the “Muslim World” or any other construct for “the other” lends itself to review by applying geographic definitions of regions and other geographic tools.

## TEKS Objectives (<http://www.tea.state.tx.us/rules/tac/chapter113/ch113c.html#113.32> )

9B identify the differences among formal, functional, and perceptual regions.

17 The student understands the distribution, patterns, and characteristics of different cultures.

17A Describe and compare patterns of culture such as language, religion, land use, systems of education, and customs that make specific regions of the world distinctive.

## Teacher to Teacher Notes

This lesson can be used early in the year as an introduction to types of regions (formal, functional, perceptual) using the “Muslim World” as a case study, or it can be integrated into a unit on world religions.

The suggestions made here involve students working together in small groups, using resources, and completing several activities. The teacher can easily adapt the materials for individual/independent use in or outside of class.

## Materials needed:



Ring of Truth.doc



Types of  
Regions.doc



World Religions  
Map.gif



Muslim World Pop  
Map.png



Muslim Top 20.doc

## Websites used:

*Mapping the Global Muslim  
Population -*  
<http://pewforum.org/Muslim/Mapping-the-Global-Muslim-Population.aspx>

## Procedures/Activities

1. Divide students into groups of 4-5.
2. **Engage** - Each group receives a set of “Ring of Truth” materials. See handout for specific information. Allow 5-7 minutes. Debrief with whole-class discussion.
3. Distribute other resources listed in materials section. Groups **explore** the information and determine how the idea of the “Muslim World” fits with the definitions of regions. See handout for specific information. Allow 8-10 minutes. Each group will **explain** their decision on applying their type of region to the concept of a “Muslim World.” Debrief with whole-class discussion.
4. Each student will complete the Exit Ticket **evaluating** the validity of the prompt compared to their learning from the lesson. See handout for specific information. Allow 5 minutes.

## Assessment(s)

- Exit Ticket evaluation (includes rubric for scoring purposes)

## Instructional Alternatives

- Students can **extend** their learning by applying the same activities and resources to other religions (i.e. Christianity, Judaism, Hinduism, Buddhism, etc.).
- Another extension opportunity is to research the Global Religious Futures Project – as referenced in the website above.