

Model Lesson Plan

Libby Mondello
 World History- Elkins High School

Course: World History	Title of Unit: Modern Islamic World	Title of Lesson: Resurgence of Islam
Grade Level: 10		Time Frame: 2-3 Days

Description

Students will take modern Islamic Knowledge from previous textbook readings and apply it to historical Islamic documents. Using the APPARTS method, students will discuss and compare the historical documents in a small and large group setting. The goal of this assignment is to have students gain a better understanding of the resurgence of Islam in the Middle East while strengthening their ability to read primary source documents.

TEKS/FBISD Objectives (

<http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html>

2B describe variables in a contemporary situation that could result in different outcomes.

19B identify examples of religious influence in historic and contemporary world events.

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;

25D explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;

Teacher to Teacher Notes

You can modify the lesson by choosing the groups ahead of time or having the students choose who they would like to work with.

Materials

World Civilizations, 3rd edition, Peter Stearns, Copies of reading for each student, individual copies of APPARTS for each student, dictionary for each group, Resurgence of Islam chart.



APPARTS.doc



Guiding Questions
for Resurgence of Isl



The Resurgence of
Islam.doc



Resurgence of Islam
Chart.doc

Resources & Technology

Doc Cam can be used during explanation of documents, Butcher paper as a presentation tool if no Doc Cam

Procedures/Activities

- As students come into class, have them pick up their intro documents to complete the warm-up on the board. They also need to pick up the Resurgence of Islam chart.
- Students will read and take notes on the intro section. After they have done this, students will answer the following warm-up question on the board: How do these documents connect to one another? Are the documents specific to the location they were written on/for or can the ideas carry across the ME as a whole? *Make sure to note the sims and diffs. *Note to the class that their knowledge will be limited at first to their prior reading and the intro
- Bring the class together and have volunteers answer the questions posed in the warm-up.
- Tell students that they are going to be using the APPARTS method to dissect the historical documents. *See alternative lesson suggestions if you have never used APPARTS in class.
- Assign each student a number 1-4. Tell them that this corresponds to which document they will be reading and presenting on that day. Inform the students that they have 15 minutes to complete the reading. Encourage them to take notes in the margin/highlight as they are reading. Pass out the documents to the students.
- Check to make sure the majority of students have completed the reading before moving onto the next portion of the assignment.
- Tell students that they are going to be in a group with the other students who read the same article.

- In groups, students will fill out an APPARTS sheet based on their article or image, complete a summary of the document in the Resurgence of Islam chart, and answer the guiding questions given by the teacher. Students need to be prepared to present this information to the class. Each student in the group must be able to explain at least one aspect of the article to the class. (est time—20-25 min)
- During the group presentations to the class, students will fill out the corresponding boxes in the Resurgence of Islam Chart.
- Close the lesson with an exit ticket—this can be on the bottom of the chart or on an index card. Discuss one of the following: Using your textbook and chart, discuss what social, political and economic changes that have occurred in the late 19th and 20th centuries to cause the return to the Islamic faith. Option 2—Write 3 direct comparative statements discussing Al-Banna, Mutahhari, and the Taliban. Use your CC Rubric chart if needed.

Assessment(s)

- Warm-up question— How do these documents connect to one another? Are the documents specific to the location they were written on/for or can the ideas carry across the ME as a whole? *Make sure to note the sims and diffs. *Note to the class that their knowledge will be limited at first to their prior reading and the intro
- Islam Chart to be filled out as students are presenting
- Presentation as a whole
- Exit Ticket questions: Discuss one of the following: Using your textbook and chart, discuss what social, political and economic changes that have occurred in the late 19th and 20th centuries to cause the return to the Islamic faith. Option 2—Write 3 direct comparative statements discussing Al-Banna, Mutahhari, and the Taliban. Use your CC Rubric chart if needed

Instructional Alternatives

- If you have never used APPARTS in class, using the doc cam, explain to the students what each aspect of APPARTS covers. Using only one article, have students read individually, then work on APPARTS as a partners and share out as a class on the doc cam to make sure there is an understanding of how to use APPARTS with historical documents.
- If you are short on time, you could create a jigsaw activity around these articles and have students become expert groups and teach their peers in small group settings only.
- Another option is to create centers where the students read each article/analyze the documents and answer questions as the small center group before rotating. This would be ideal for smaller classes on a time crunch.
- To work on analysis, have students discuss what differing viewpoints each document is representing and decide either as a small group or as a class what document could be added to this to create a better overall understanding of the resurgence of Islam.