

Impact On Student Learning:

Part 1: Introduction to Class

The class that I used for this project was my second period class. This class is one of the largest classes that I taught, consisting of twenty-eight students. The class I was taught for this project was a sixth grade Social Studies class. The class had a fairly diverse make-up. The class was split exactly in half by gender, with fourteen girls and fourteen boys. Their ages ranged from eleven to thirteen years old. The distribution was again fairly even with twelve eleven year-old students (a few of whom would be having a birthday in April and May), fifteen twelve year-old students and one thirteen year-old student.

The goal of this class is to give students information on the ancient world (prehistoric times to approximately the 1500 or the Age of Exploration). Students should be able to identify significant achievements, people, elements of the civilizations studied, explain the significance and make connections to our modern world. The unit used for this project was the unit teaching the “Growth of Islam and the Expansion of the Middle East.” In this unit we looked at the area of the Arabian Peninsula (to include present day Turkey, Iran, Iraq and Saudi Arabia, Israel and immediate surrounding nations). The goals of this unit were to identify important figure of the ancient Middle East, such as Osman of the Ottoman Turkish Empire, and those of the Islamic religion as well, mainly Muhammad. I chose to focus specifically on the life and accomplishments of Muhammad for this project. For this I tried to teach the student who, he was, what he did and how that impacted the region.

The considerations taken for exceptional students in this class were not too challenging. The majority of the students with special considerations in this class are academically gifted learners. I have eleven students who have an Accelerated Learning Plan or ALP. There is are students with just a Language Arts and some with Math and some who are gifted in both areas. Those in this class in the class needing extra help have either an IEP or a PEP Those under these plans are are allowed certain

considerations while taking tests. These considerations may include separate setting, writing in the test booklet, extra time, read aloud or other action that may help in the area in which they are deficient. I have four students with IEPs and four students with PEPs. This affects the culture of my class because I have to remember that some need a little more time when taking notes, or have resources available outside of class to allow them to get all the information they need.

The students of this class were fairly eager to learn. The students were good listeners most of the time, and many completed their work in a timely fashion. In this class most of the students average-performers, five or six were high-performers, one or two low-performers and at least one non-performer. By this, I am not necessarily talking about academic ability, though performance may be influenced by ability, but more of their motivation and will to work. The high performers do all their work, hand it in on time and low marks (below a A- or B) are seemingly devastating in their minds. The average learners will give a good effort but not much extra than they have to and some receive higher marks than others but most are in the B to C range. The low performers will only do the bare minimum and they are seemingly content to get by with a C or D. Last, in this class I have one student who simply won't do the work, whether because of becoming overwhelmed or lack of understanding, this student doesn't do the work and also does not seek out help outside of class time. I had set up the classroom to encourage working in groups of three to four students by placing the tables in groups of four. I would often allow students to work in their groups when completing general classwork. This was conducive to my teaching style and, I believe, the student collaboration led to better understanding of the material. If the students had questions I would encourage them to ask their group mates before asking me for help. I tried to place students who had a harder time focusing with those higher performer in order to encourage those students to focus a little more.

I faced many challenges during this period, but here are some of the most prominent. The

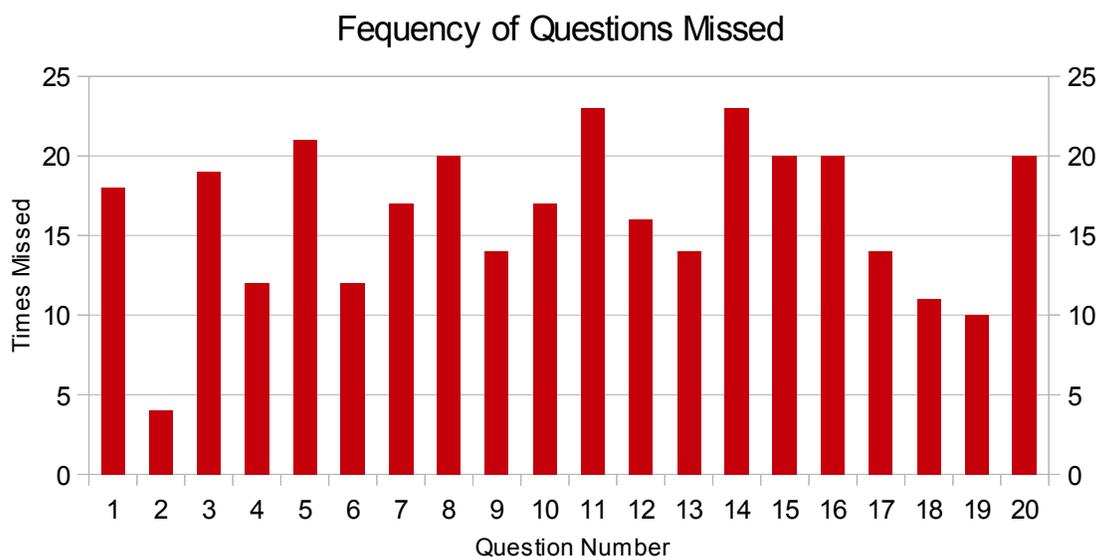
students were in the sixth grade, therefore their work skills were still developing. Many times taking notes of a discussion or video was not really effective because of the slow pace at which the class would need to move so students could write the complete set of notes. I had to work around this often by making guided notes and worksheets for the content. As such developing learners it was harder to have in depth conversations about a topic and the students remember what was said after the class had ended if I did not *give* them the information. Another challenge was simply the amount of time I had to work on each topic there is so much that can be covered and the common core outline is fairly vague in its detail of what is most important for a student to learn. Also, the fact that this was a transition year to common core from the old curriculum there were still many problems and wrinkles to be smoothed out. Lastly, an issue that all the teachers faced with several of these units was that they were completely new to the curriculum. The lack of resources was challenging for me because, first, I had to learn the content, then I had to think of the most effective way in which to present the content. This is because there was little or no information about the topics in the textbooks used in the past and the information that I could find online would often not line up with what I was wanting to teach. This was certainly a learning experience, I adapted to the challenges and performed to the best of my abilities.

Part 2: Instructional Sequence

A. Pre-assessment:

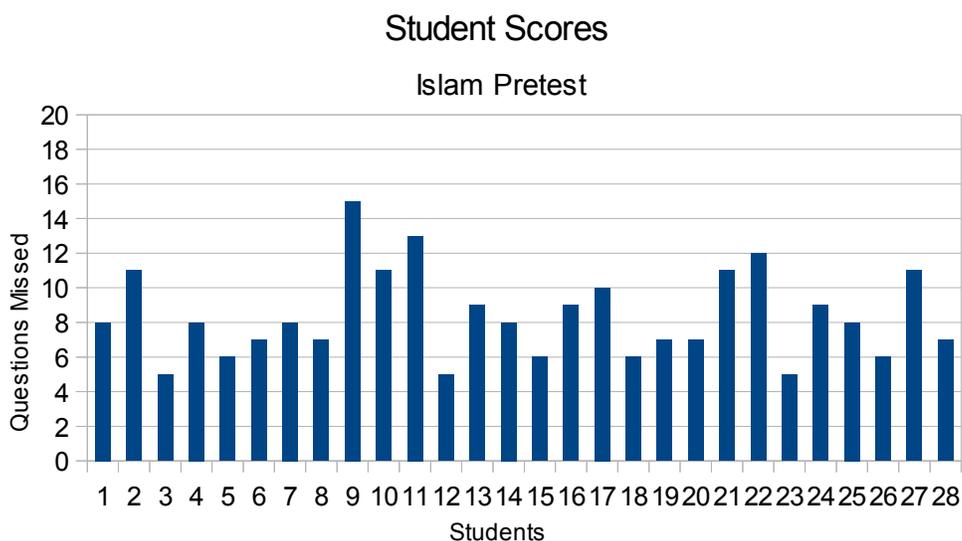
To determine prior knowledge I decided to use a True-False quiz that was provided by SAS (Appendix A), followed by a verbal discussion of how the students felt they performed on the quiz. This topic was new to both me and my students, so we were all learning together (me ahead of time of course). The quiz would not be taken for a grade, and they were just to answer to the best of their abilities. In general, scores on the quiz showed that the students didn't know much about Islam or the Middle East. Nineteen out of twenty questions on the test were missed by nearly fifty percent or more of the students answering.

Graph 1:



What was most helpful to the pre-assessment process was the students reaction and how they felt they had done on the quiz. I collected the quiz without grading them. I ask the students to tell me how they felt about the quiz, many said that they had guessed on most of the questions. I ask the students how they would feel if I were to take this quiz for a grade and the class erupted with gasps and students shouting, “no, no, no.” I asked the students what they felt they were most unsure of and many said “All of it” with a smirk, and some said that the questions regarding Muhammad were the most challenging. After I graded and returned the quiz many student still checked to make sure that I would not be putting this score in the grade book.

Graph 2:



After the students took the test, made a spread sheet of each students test documenting the questions each student either guessed correctly, or guessed incorrectly. I already had a base of what I would be teaching the students in this unit. This helped me to determine that, in general, the students knew very little about the topic. Only seven out of twenty-eight students achieved higher than a 50%. Based on the scores of the test and the discussion that follow I could really go any where with the unit (and there is *so* much to teach), but I decided to focus on the fundamentals of Islam, Muhammad's life, Islamic vocabulary and the basic history of the Middle East up to the Crusades. As the source of the original assessment was from SAS, I decided that I would structure my lesson from the questions provided there and whittle it down to the most relevant, combined with the questions the students missed. In the end I decided questions 2, 7, 10, 11, 13, and 17 were either not necessary for this level of understanding or they were now missed by many people.

B. Instructional Sequence:

The content focus of this unit was to understand the impact the appearance and development the Islamic religion had on the development of the Middle East. The goals of this unit were to for students to understand the geographic locations of the Middle East, identify influential leaders, define Islam and evaluate the impact the culture had on surrounding areas. These goals are important for the students of a history class to understand to shed light on the second largest, and fastest growing religion in the world. Students to be able to objectively look at another culture, with which our culture seems to have great conflict with at present, and understand the reasons that support this very different belief system. Lastly, it is important to recognize just how much of an impact things that happened so long ago continue to impact our lives today.

To begin this unit the students were give a list of vocabulary words having to do with the unit and a map of the Middle East. They were to label key cities and outline the areas effected by Islam through out certain time periods. The vocabulary would be due at the end of the unit with the test.

Through the unit the definitions were given. Students were encouraged to only use the definitions given in the class because the content is ancient history and modern definitions may differ. Following the map were informational sheets about the Ottoman empire accompanied by higher-order reading comprehension questions. The Ottoman Empire had conquered the capital of the Byzantine Empire, which of the focus of our last unit, and Constantinople was changed to Istanbul. This sheets were given for reading and then discussed as a class. They covered particular traits of the Ottoman Empire including its founder Osman II and aspects of the culture related to Islam. The next activity was an interactive activity about the key concepts of the Islamic religion. I made seven stations, each one a different concept in Islamic religion. The students would have about five minutes at each station to answer the question given to them on their Islamic note-sheet. This is one of the activities The activity next lesson in this unit was a lesson teaching about Muhammad's life and the teachings of Sharia Law, followed by a discussion of feeling toward the Islamic faith, those who follow it and the impact it has on today's society. This is the second activity included in this project. The fifth activity in this unit was for students to create a flip-book highlighting one item out of the four areas of culture: art, literature, architecture and math and science. There was a short text to read highlighting specific aspects about each one. Students were to high-light and annotate the reading and then create the flip-book with one page for each item. The last two lesson focused on Islam's effect on places outside the Middle East. First, we talked about Mansa Musa, who was a prominent Islamic figure in Africa. He spread Islam to many parts of the African continent. Then we talked about trade with Europe and the Crusades from an Islamic point of view. Student's were asked to keep these readings and notes for a Socratic Seminar that we would be having during the next unit covering the Middle Ages. All of these activities used a reading or discussion accompanied by higher-order questions and critical thinking.

The two activities I choose to highlight in this project because it uses group work/discussion to answer higher order questions. The first was the Islam Stations (Appendix B). At the end of this lesson

we discussed as a class the answers to the questions. Students were to correct the answers if they were missing any and then hand in the note-sheet for a grade. The second activity was the guide notes and discussion on Muhammad and the Sharia Law (Appendix C). For this I made a presentation with guided notes. After taking notes students asked to verbally discuss the way that this knowledge helped them to better understand the Islamic culture and if this changed their perspective about Muslims at all. I gave credit to all those who participated in the discussion. These two activities because they expose the students to facts and history of the religion. The discussion had, during both activities, was focused on understanding the differences and between our culture and that of the Middle East. The first was geared toward the facts of Islam and the second toward the history. Both of these activities gave information to answer many of the questions on the pretest. For example, the first activity talks about the importance of Mecca and Muhammad to the religion and then the next activity gives definition to the idea explaining why it is so important.

The biggest challenges I faced here had less to do with the students or the content but more the tension surrounding this topic. First, this is a religion and teaching religion has to be done quite carefully. The way wording is phrased must be in a way that never implies that this is what students should believe or seem persuading in anyway. Also, I had a couple Islamic students in my class so I tried very hard to get as much as I could absolutely correct. I would double and even triple check my work all the way down to the pronunciation of words. The idea that I wanted to help students to grasp most was the idea of acceptance through knowledge, because ignorance breeds hatred. This was rather difficult for me because of the political climate in our country right now. The students were very receptive to the information, but I was constantly dreading a parent calling to tell me they didn't want their student to be learning about Islam.

C. Assessment & Analysis of Student Work:

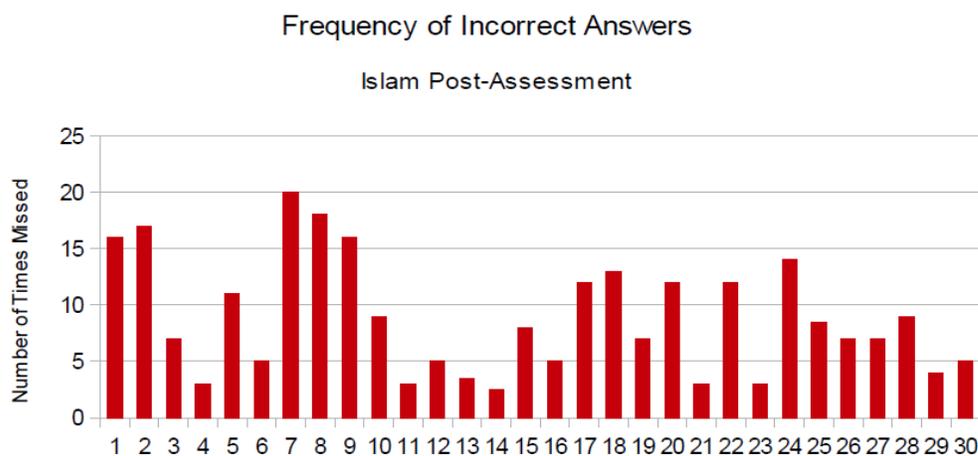
Assessments During Instruction:

The assessments I did during instruction were mostly verbal and comprehension checks through class discussion and homework. For the teaching of the Islamic faith I check the stations-worksheet and gauged their understanding through verbal discussion. When a large number of students displayed confusion or misunderstanding I would take time to do a five or so minute review. These were generally interspersed throughout the lessons. Nearly all assignments given included high-order comprehension questions I checked these and if many students missed the same question or questions of a similar meaning then I would again take time to briefly review the topic.

Assessment After Instruction:

For the final summative assessment (Appendix D)I remade the pre-assessment into a multiple choice, fill in the blank and matching quiz, I also added vocabulary based questions into the quiz. Questions 1, 3, 4, 5, 6, 7, 17, 20, 21, 22, 23, 24, 25, and 26 were all reworded directly from the pre-assessment, thus the rest of the questions were pertaining to vocabulary words effectively making half the based on the pre-assessment and half vocabulary. At the end I decided to add an additional bonus question, to see if the students were able to recall some of the finer details of Islam.

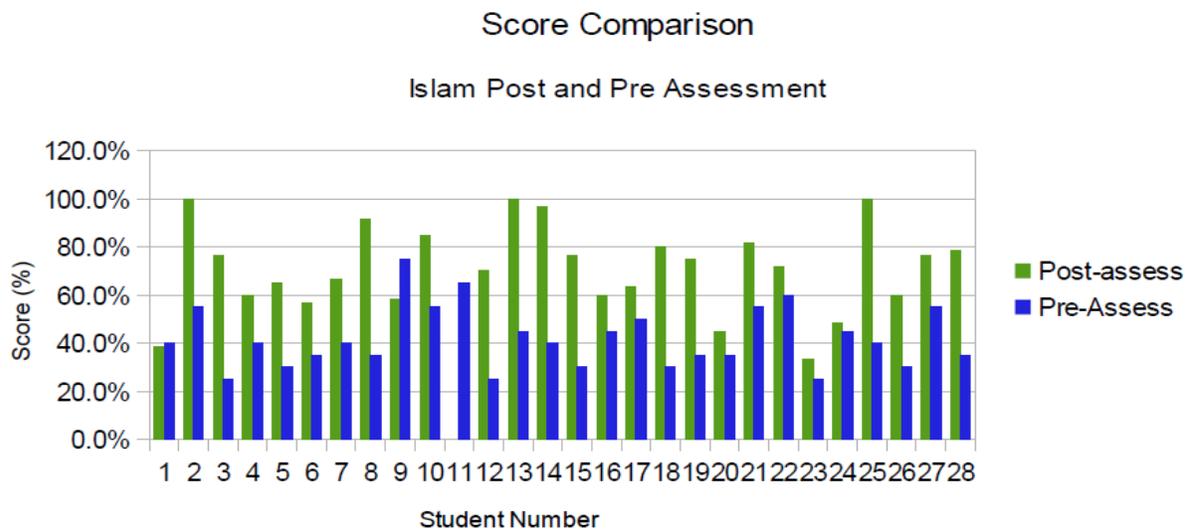
Graph 3:



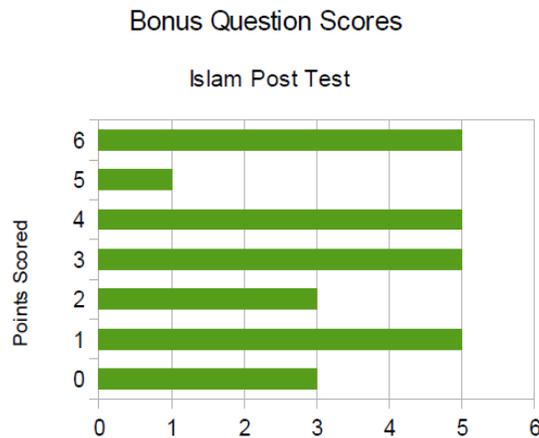
The students did fairly well on the test. I don't think it was the best test scores some of them had ever received, but others did extremely well. As you can see (in graph 3)the number of questions

missed decreased drastically. The questions that were pulled from the pre-assessment were almost all missed by less than half the class, and more all but five out the thirty question assessment were missed less than half the time. The graph (Graph 4)below show significant growth by over half of the class nearly every student increased their assessment percentages by at least 20 percent. The scores on the more challenging bonus question (Graph 5)were mixed several students did well several did not do so well and there was a number of students in between.

Graph 4



Graph 5



Student Work:

A. Student 13 (Appendix E)

I chose this student because she one of my Academically Gifted students and showed excellent growth on her assessments. She was able to go from a 45% to a 100%, she even answered all the bonus questions correctly giving her a total score of 106% on the post-assessment. She is always an active participant in class and generally shows genuine understanding during class discussions and on homework assignments. When she asks a question in class I can tell that she is trying to learn from my responses because she is constantly writing reminders and notes down to remember. You can see that her work is extremely neat and thorough, which I believe lends to her success. The challenge I have with her, and the other gifted students, is that I worry that I am not challenging them enough. I try to differentiate for all my students but the majority need help in the other direction, so sometimes I worry that I am boring my AG learners.

B. Student 17 (Appendix F)

This student is a good student he tries to do his work but is easily distracted. He has an IEP which allows for preferential seating and other in class accommodations, but nothing having to do with testing environment. He is what I would call a minimalist, but you can tell that he wants to do well. I think the biggest challenge with this student is peer pressure. I can tell he is intelligent and capable of doing the work, but he also focuses a lot on his friends. He is an African American student and some his friends are low performers because they act as if they are too cool for school (for whatever reason that may be). The way I work with this student and others like him are to constantly encourage and give praise for work well done. I think that coming over to his table and ask what they are doing and then giving a not-so-subtle remark about the progress he is making or how well he completed something goes a long way in getting him to complete more of his work. His scores increased by about 15% and he made 63% on his post assessment, again I think this is from he tries to get it done and out-of-the-

way to increase social time, which might also contribute to a lack of studying.

C. Student 22 (Appendix G)

This student also has a PEP with certain classroom accommodations. Her score only increased marginally but she stayed in the “average range.” She scored a 60% on the pre-assessment and was able to score a 75% on the post-assessment; showing a growth of only about 15% on this topic. I chose her because she is a hard worker, but again easily distracted. She is very social, and friendly. On the homework and other assessments she is very thorough in taking notes, but it seems to take longer for her to process and she is a very concrete thinker. When I interact with her Sometimes I have to speak very plainly and give a lot of extra detail. When we take notes in the class I have to make sure that I give a simple format because she has a hard time paraphrasing and summarizing. It is for these reasons that having her in the same class as someone like student 13 can be a little bit challenging. I tried to also give her and those in a similar situation extra opportunities to ask questions and get extra help after class, during CSI (which similar to a study hall), or even at the end of class after I have finished giving instruction.

Part 3: Teaching Impact Reflection:

I think that I did well on this assignment, but I definitely feel I could have done better looking back on it now. I would have done certain parts differently. I had hoped that the overall class performance would have been a little better on the post-assessment. I think, with the way they are used to taking tests, I would have had to do a more in-depth review. Many are used to studying the same test and the giving memorized answers. The way I told the students to review for this exam was to use their vocabulary and study the corrected T/F pre-assessment. If they had complete that I feel they should have done much better on the exam. For the culture of this class I would have to give them a much more thorough review and basically spell it out of them. I don't agree with that but they don't have the skills to do otherwise just yet. Based on the work I received I would have guessed that I could move on

because two out of three are answered well and the students were active during class discussion.

Part of instruction is classroom management and I can admit that during this time in my student teaching I was still getting a handle on the classroom management part of teaching. I think my instructional skills for teaching are sound, but if I had had better classroom management I would have had a much bigger impact on students like Student 17. For the second of these activities I utilized the web tool Prezi.com and gave a presentation in class and then I was available to the students outside of class on my profile for this site. For the first of the activities I focused on collaboration and group work with the stations. I think both of these activities were authentic and interactive (with added group discussion for the second) and the students were able to really connect with subject. During our discussions they were enthusiastic and they were most definitely enthused during the stations activity because they got to get up and move. As I said, I believe this instructional sequence could use some tweaking in the future, but was an overall success.

Appendix A:

Pre-assessment:

True or False Islam Pretest

Name(s):

Class:

Date:

Identify the following as True or False. Respond honestly. Your test score will not be graded. The pretest should help you discover how to further your understanding of one of the world's fastest growing religions.

1. _____ Islam is a polytheistic religion based on ancient Sumerian beliefs.
2. _____ "Allah" is the Arabic word for "God."
3. _____ The teachings of Islam are based upon the prophecy of a man named Muhammad who lived on the Arabian Peninsula in the early 19th century.
4. _____ Muhammad is worshipped as partially divine.
5. _____ People who practice Islam are called either Muslims or Muhammadians.
6. _____ The Ka'aba temple in the city of Mecca, Saudi Arabia, holds a black stone (meteorite).
7. _____ Muhammad's teachings initially appealed most to the merchants living in the city of Mecca who wanted the new religion to make Mecca a prosperous trading capital.
8. _____ Islam means "submission" when translated into English.
9. _____ The word *Qur'an* means "recitation" in English.
10. _____ Islam's holy book, the *Qur'an*, was written in Arabic and has never been translated into any other language.
11. _____ Islamic mosques are decorated with mosaics of the prophet Muhammad receiving inspiration from Allah.

12. _____ The religion of Islam is historically connected to the religions of Judaism and Christianity; tracing its revelation back to the same one God.
13. _____ The *hejira* refers to Muhammad's emigration from the city of Mecca to the city of Medina.
14. _____ There are three sacred duties of Islam called "The Three Pillars."
15. _____ The term "*jihad*" refers exclusively to "holy war."
16. _____ The largest population of Muslims today live in Iran.
17. _____ Sunni and Shi'a Muslims are the only two divisions (or sects) of Islam.
18. _____ The English words *alcove*, *elixir*, *zenith*, *almanac*, *algebra*, and *zero* all came from Arabic words.
19. _____ The official day of rest and celebration for Muslims is Friday.
20. _____ The central holiday in the Islamic calendar is "Ramadan" and it is usually celebrated at the same time that Christians celebrate Christmas.

Appendix B:

The Power Point Presentation can be viewed online at:

<http://prezi.com/eopwenp5cgtw/islam-stations/>

<i>Name</i>	<i>Period #</i>	<i>Date</i>
#1 <u>Identify and describe the founder of Islam</u>	<u>Islam</u> <u>The World's Second Most Popular Religion</u> Please use the stations around the room to learn about each topic. Each station will have all the necessary information to answer all questions. Work with your group to find the best answers.	#3 <u>Elaborate on what Muslims believe</u>
	#2 <u>Explain the meaning of Islam, what it is based on and who follows it</u>	
#4 <u>Describe in detail the Holy book of Islam</u>		
#5 <u>Elaborate on the Five Pillars of Islam. Tell what they are, then create a detailed list of the pillars.</u>	#6 <u>Describe some unique traits of the way Muslims pray and where they pray</u>	
	#7 <u>Discuss important dates on the Islamic calendar</u>	

Appendix C:

The words in bold were removed in the presentation for the students to find as we discussed each slide. The presentation made be viewed here:

<http://prezi.com/9ualzvjakzi/muhammads-life-and-the-sharia/>

Muhammad's life:

He was born in **Mecca** in **570 AD** He lived with his **Grandfather** who was a powerful **leader** and taught Muhammad the basics in **Government** and **diplomacy** He accompanied caravans to trade centers and became known by older merchants as El–Amin, which means **.he who can be trusted**

He didn't like the **matirialism** and **Idolotry** of Mecca. In 610 AD, he began spending a lot of time in a **Mountin Cave**, where he fasted and was visited by an overpowering presence that told him words of such **Beauty** and **Force**, that he and other could only attribute them to **Allah**.

He began to tell others about his experiences and others of his tribe joined him in his belief, the verses would be collected into what was known as the **Qur'an**. The people of Mecca **persecuted** and put a **ban** on **trade** with Muhammad's people.

In 622 AD, Muhammad took his followers to a town called Yathrib, where there was a **civil war**. The leaders of this town had asked for Muhammad's help because of his **Wisdom**. He helped to end the fighting and the city became Medina, the **City of the Prophet**. Muhammad was able to build his first **muslim community** here.

Between 625 AD and 628 AD there were a lot of people who did not like how successful Muhammad had been and there were **three** battles that place and the Muslims won **two** of them. In 630 AD Muhammad was able to bring his people back to Mecca without bloodshed because so many people had begun to follow him.

Mecca became the **headquarters** of Islam and Muhammad united all of the Arabian Peninsula under **Isam**. He lived in Medina for the rest of his life, making one last trip to **Mecca** three months before he died. This final pilgrimage is what Muslims are honoring when they make their **Hajj**.

The Caliphate

A **Caliphate** is the area of a Muslim community ruled by one **Caliph**. This is similar to a kingdom and a king. The last active caliphate was the Ottoman Caliphate that ended in **1924**. There is an age old dispute as to who is chosen to be the Caliph. The **Sunni** and the **Shia** are two groups of Muslims, whose practices are slightly different and they have been fighting each other since the death of Muhammad. The Sunni, who make up about **85%** of Muslims believers, believe that the Caliph should be **elected** by the community. The Shi'a believe that the Caliph should be a **descendant** of Muhammad.

The Shariah

Many Islamic governments are a **theocracy**, meaning their religious beliefs strongly influence their government. Sharia, or Islamic law, influences the legal code in most Muslim countries.

Meaning "**Path**" in Arabic, sharia guides all aspects of Muslim life, including daily routines, familial and religious obligations, and financial dealings. It is derived primarily from the Quran and the **Sunnah**--the sayings, practices, and teachings of the Prophet Muhammad.

Sharia developed **several hundred** years after the Prophet Mohammed's death in 632 CE as the Islamic empire expanded to the edge of North **Africa** in the West and to **China** in the East. Since the Prophet Mohammed was considered the **pious** of all believers, his life and ways became a model for all other Muslims and were collected by scholars into what is known as the **Hadith**.

Marriage and **divorce** are the most significant aspects of sharia, but criminal law is the most controversial. There are categories of offenses: **those** that require specific punishment in the Quran, known as **Hadd** punishments, those that fall under a judge's discretion, and those resolved through a **tit-for-tat** measure (i.e., blood money paid to the family of a murder victim). There are five had crimes: adultery, false accusation of adultery, drinking some alcohol (Wine), **theft** and **highway robbery**

Appendix D:

ISLAM QUIZ

Name:

Class:

Date:

This quiz should help you discover how you have furthered your understanding of one of the world's fastest growing religions. Please read the instructions for each section and complete the questions to the best of your abilities. Good Luck!

Part 1: Fill in the Blank (1 point each)

Read each sentence carefully, and fill the blank with the correct answer.

Shia	Demigod	Muhammidians	Buddhism
Recite	Muslim	Islam	Algebra
Medina	Christianity	Mecca	Sunni
Arithmetic	Prophet	Review	Paganism

1. The word Qur'an means _____ in English.
2. _____ is the City of the Prophet and the site of the first Muslim Community made by Muhammad.
3. The English words Zero, Almanac and _____ all came from Arabic
4. People who practice Islam are called _____.
5. Islam is historically connected to the religions of _____ and Judaism; tracing back to the same one God.
6. Muhammad is a _____, who spread Islam and is not worshipped as divine
7. _____ means "submission" translated into English.
8. The Muslim group called the _____ believes the Caliph should be a descendant of Muhammad.
9. A _____ is a Muslim community under one ruler.

10. The _____ were “Holy Wars” fought between Europe and the Middle East for nearly 200 years.

Part 2: Matching (1 point each)

Analyze the statements below, and fill in the blank with the correct answer.

- | | | |
|-----------|-----------------------|--------------|
| a. Hajj | e. Great Mosque | i. Caliphate |
| b. Sunnah | f. Islamic Golden Age | j. Ramadan |
| c. Caliph | g. Jihad | k. Sunni |
| d. Mosque | h. Qur'an | l. Muslim |

11. _____ A time of great cultural and scientific progress in the Middle East.

12. _____ The Islamic Holiday where Muslims fast during the daylight hours and build family and community ties.

13. _____ The building in Mecca that houses the Ka'aba and the Black Stone

14. _____ The Holy Book of Islam.

15. _____ A ruler of a Muslim community

16. _____ A Muslim house of worship

17. _____ The pursuit of anything that will defend a person's faith and Islam.

18. _____ The collection of the life experiences and teachings of Muhammad

19. _____ A pilgrimage every Muslim must take to Mecca at least once, if physically and financially able.

Part 3: Multiple Choice: (1 point each)

Read each question or statement carefully and circle the correct answer.

20. Islam is what type of religion?

- a. Tribal
- b. Polytheistic
- c. Pagan
- d. Monotheistic

21. The teachings of Islam are based on the teachings of which Prophet?

- a. Jesus
- b. Abraham
- c. Muhammad
- d. Adam

22. The Black Stone is held in what temple in the city of Mecca?

- a. Ka'aba
- b. Mosque
- c. Topiki Palace
- d. Taj Mahal

23. There are how many "Pillars" of Islam?

- a. Ten
- b. Five
- c. Three
- d. Two

24. Today the largest population of Muslims live in:

- a. Indonesia
- b. Iran
- c. Turkey
- d. Morocco

25. The official day of rest and celebrations for Muslims is what day of the week?

- a. Sunday
- b. Wednesday
- c. Tuesday
- d. Friday

26. The central holiday in the Islamic calendar is " _____," and is celebrated on a lunar calendar.

- a. Christmas
- b. Hajj
- c. Ramadan
- d. Hejira

27. The name of the most Holy city in Islam is:

- a. Constantinople
- b. Mecca
- c. Jerusalem
- d. Medina

28. The group of Muslims who believe that a Caliph should be elected by the community they serve are the:

- a. Shia
- b. Druze
- c. Sunni
- d. Seljuk

29. The "King of Kings" who spread Islam throughout Africa in 1324BC is:

- a. Charlemagne
- b. Julius Cesar
- c. Mansa Musa
- d. Alexander the Great

30. The decorative form of writing or lettering used for Arabic writing and art is called:

- a. Script
- b. Cursive
- c. Runes
- d. Calligraphy

Bonus!

Part 4 : Short answer (6 points)

31. Please write your answer to the following prompt.

- Describe the Five Pillars of Islam, then give a brief description of each Pillar (You must describe the pillar, **do not just list the name**).

a. Give the definition of the Five Pillars of Islam:

b. Describe each one:

1.

2.

3.

4.

5.

Appendix E: Student 13

Student 13

9/20

12

True or False Islam Pretest

Name(s):

Class:

Date:

Identify the following as True or False. Respond honestly. Your test score will not be graded. The pretest should help you discover how to further your understanding of one of the world's fastest growing religions.

1. F Islam is a polytheistic religion based on ancient Sumerian beliefs.
2. T "Allah" is the Arabic word for "God."
3. T The teachings of Islam are based upon the prophecy of a man named Muhammad who lived on the Arabian Peninsula in the early ~~19th century~~ ^{7th century}.
4. F Muhammad is worshipped as partially divine. ^{he was a prophet}
5. T People who practice Islam are called either Muslims or ~~Muhammadians~~.
6. T The Ka'aba temple in the city of Mecca, Saudi Arabia, holds a black stone (meteorite).
7. T Muhammad's teachings initially appealed most to the merchants living in the city of Mecca who wanted the new religion to make Mecca a prosperous trading capital.
8. F Islam means "submission" when translated into English.
9. T The word *Qur'an* means "recitation" in English.
10. T Islam's holy book, the *Qur'an*, was written in Arabic and has never been translated into any other language.
11. T Islamic mosques are decorated with mosaics of the prophet Muhammad receiving inspiration from Allah. ^{Geometric designs called ar}

Pre-assessment Part 2

12. T The religion of Islam is historically connected to the religions of Judaism and Christianity; tracing its revelation back to the same one God.
13. F The *hejira* refers to Muhammad's emigration from the city of Mecca to the city of Medina.
14. T There are three sacred duties of Islam called "The Three Pillars." *study the five Pillars!*
15. T The term "*jihad*" refers exclusively to "holy war."
16. T The largest population of Muslims today live in *Indonesia* Iran.
17. F Sunni and Shi'a Muslims are the only two divisions (or sects) of Islam.
18. T The English words *alcove*, *elixir*, *zenith*, *almanac*, *algebra*, and *zero* all came from Arabic words.
19. T The official day of rest and celebration for Muslims is Friday.
20. T The central holiday in the Islamic calendar is "Ramadan" and it is usually celebrated at the same time that Christians celebrate Christmas.

Student B3

Period # 2nd

Date: 2/19/13

Muhammad's life:

He was born in Mecca in 570 AD. He lived with his grandfather who was a powerful leader and taught Muhammad the basics in government and diplomacy. He accompanied caravans to trade centers and became known by older merchants as El-Amin, which means he who can be trusted.

He didn't like the materialism and idolatry of Mecca. In 610 AD, he began spending a lot of time in a mountain cave, where he fasted and was visited by an overpowering presence that told him words of such beauty and force, that he and others could only attribute them to Allah.

He began to tell others about his experiences and others of his tribe joined him in his belief, the verses would be collected into what was known as the Quran. The people of Mecca persecuted and put a ban on trade with Muhammad's people.

In 622 AD, Muhammad took his followers to a town called Yathrib, where there was a civil war. The leaders of this town had asked for Muhammad's help because of his wisdom. He helped to end the fighting and the city became Medina, the City of the Prophet. Muhammad was able to build his first Muslim community there.

Between 625 AD and 628 AD there were a lot of people who did not like how successful Muhammad had been and three battles that took place and the Muslims won two of them. In 630 AD Muhammad was able to bring his people back to Mecca without bloodshed because so many people had begun to follow him.

Mecca became the headquarters of Islam and Muhammad united all of the Arabian Peninsula under Islam. He lived in Medina for the rest of his life, making one last trip to Mecca three months before he died. This final pilgrimage is what Muslims are honoring when they make their Hajj.

Student B3

Period # 2nd

Date: 2/19/13

The Caliphate

A Caliphate is the area of a Muslim community ruled by one Caliph. This is similar to a kingdom and a king. The last active caliphate was the Ottoman Caliphate that ended in 1924. There is an age old dispute as to who is chosen to be the Caliph. The Sunni and the Shia are two groups of Muslims, who practices are slightly different and they have been fighting each other since the death of Muhammad. The Sunni, who make up about 85% of Muslims believers, believe that the Caliph should be elected by the community. The Shi'a believe that the Caliph should be a descendant of Muhammad.

The Shariah

Most Islamic governments are a theocracy, meaning their religious beliefs strongly influence their government. Sharia, or Islamic law, influences the legal code in most Muslim countries.

Meaning Path in Arabic, sharia guides all aspects of Muslim life, including daily routines, familial and religious obligations, and financial dealings. It is derived primarily from the Quran and the Sunnah --the sayings, practices, and teachings of the Prophet Muhammad.

Sharia developed several hundred years after the Prophet Mohammed's death in 632 CE as the Islamic empire expanded to the edge of North Africa in the West and to China in the East. Since the Prophet Mohammed was considered the pious of all believers, his life and ways became a model for all other Muslims and were collected by scholars into what is known as the Hadith.

Marriage and divorce are the most significant aspects of sharia, but criminal law is the most controversial. There are categories of offenses: those that require specific punishment in the Quran, known as Hadd punishments, those that fall under a judge's discretion, and those resolved through a tit-for-tat measure (i.e., blood money paid to the family of a murder victim). There are five hadd crimes: adultery, false accusation of adultery, drinking some alcohol (Wine), theft and highway robbery.

Student B3

Period # 2

Date: 2/14

#1 Identify and describe the founder of Islam

Muhammad was the founder of Islam. He was born in AD. 570 in Saudi Arabia. He received the word of Allah. Muhammad is the most important prophet. PBUH means peace be upon him. It is a respect.

**Islam
The World's Second Most Popular Religion**

Please use the stations around the room to learn about each topic. Each station will have all the necessary information to answer all questions. Work with your group to find the best answers.

#2 Explain the meaning of Islam, what it is based on and who follows it

Islam is based on the ministry of Muhammad and on the words that Allah gave to the world through Muhammad. A follower of this religion is called a Muslim. Islam means Peace.

#3 Elaborate on what Muslims believe

- believe in Allah as the one and only God.
- believe in angels
- believe in holy books (Qur'an)
- believe the Prophets e.g. Adam, Abraham, Moses, David, Jesus. (special messengers)
- Believe in the day of judgement
- believe in Predestination. (Allah has already decided what will happen to every individual muslim)

#4 Describe in detail the Holy book of Islam

The Muslim's holy book is the Qur'an. Muslims believe it is the word of God. Muslim beliefs and practices are rooted in the Qur'an. They believe it is from Allah. Treat it with great respect.

Student B3

#5 Elaborate on the Five Pillars of Islam. Tell what they are, then create a detailed list of the pillars.

The five Pillars are five duties that every muslim is obliged to perform. The five pillars of Islam help Muslims put their faith into action.

1. Shahadah - Declaration of Faith
2. Salah - Prayer
3. Zakat - Giving to Charity
4. Saum - Fasting during Ramadan.
5. Hajj - Pilgrimage to Mecca

#6 Describe some unique traits of the way Muslims pray and where they pray

They always pray towards Mecca, and they have exact times for when they have to pray. They pray towards Mecca inside of the mosque. The Quibla wall faces Mecca. They also wash themselves before prayer.

#7 Discuss important dates on the Islamic calendar

The most important date is Ramadan. During this time, Muslims have to fast from Sunrise to Sunset. It is a very important holiday to the Islamic people. They also celebrate it to strengthen family and community ties.

Post-assessment Results:
To be matched with the Islam Quiz In Appendix D
X= Incorrect; C= Correct

PART ONE (Fill in the Blank):

1. C
2. C
3. C
4. C
5. C
6. C
7. C
8. C
9. C
10. C

PART TWO (Matching):

11. C
12. C
13. C
14. C
15. C
16. C
17. C
18. C
19. C

PART THREE (Multiple Choice):

20. C
21. C
22. C
23. C
24. C
25. C
26. C
27. C
28. C
29. C
30. C

BONUS:

31. 6/6

10/20

False Islam Pretest

Student 17

Class: 2nd period Date:

Responding as True or False. Respond honestly. Your test score will not be graded. The pretest should help you discover how to further your understanding of one of the world's fastest growing religions.

1. Islam is a polytheistic religion based on ancient Sumerian beliefs.
2. "Allah" is the Arabic word for "God."
3. The teachings of Islam are based upon the prophecy of a man named Muhammad who lived on the Arabian Peninsula in the early 19th century.
4. Muhammad is worshipped as partially divine.
5. People who practice Islam are called either Muslims or Muhammadians.
6. The Ka'aba temple in the city of Mecca, Saudi Arabia, holds a black stone (meteorite).
7. Muhammad's teachings initially appealed most to the merchants living in the city of Mecca who wanted the new religion to make Mecca a prosperous trading capital.
8. Islam means "submission" when translated into English.
9. The word *Qur'an* means "recitation" in English.
10. Islam's holy book, the *Qur'an*, was written in Arabic and has never been translated into any other language.
11. Islamic mosques are decorated with mosaics of the prophet Muhammad receiving inspiration from Allah.

Appendix F: Student 17

12. T The religion of Islam is historically connected to the religions of Judaism and Christianity; tracing its revelation back to the same one God.
13. F The *hejira* refers to Muhammad's emigration from the city of Mecca to the city of Medina.
14. F There are three sacred duties of Islam called "The Three Pillars."
15. F The term "*jihad*" refers exclusively to "holy war."
16. T The largest population of Muslims today live in Iran.
17. F Sunni and Shi'a Muslims are the only two divisions (or sects) of Islam.
18. F The English words *alcove*, *elixir*, *zenith*, *almanac*, *algebra*, and *zero* all came from Arabic words.
19. F The official day of rest and celebration for Muslims is Friday.
20. X The central holiday in the Islamic calendar is "Ramadan" and it is usually celebrated at the same time that Christians celebrate Christmas.

Student 17

Period # 2

Date: _____

Muhammad's life:

He was born in Mecca in 570 AD. He lived with his grandfather who was a powerful leader and taught Muhammad the basics in government and diplomacy. He accompanied caravans to trade centers and became known by older merchants as El-Amin, which means he who can be trusted.

He didn't like the materialism and idolatry of Mecca. In 610 AD, he began spending a lot of time in a mountain cave, where he fasted and was visited by an overpowering presence that told him words of such beauty and force, that he and others could only attribute them to Allah.

He began to tell others about his experiences and others of his tribe joined him in his belief, the verses would be collected into what was known as the Quran. The people of Mecca persecuted and put a ban on trade with Muhammad's people.

In 622 AD, Muhammad took his followers to a town called Yathrib, where there was a Civil War. The leaders of this town had asked for Muhammad's help because of his wisdom. He helped to end the fighting and the city became Medina, city of the prophet. Muhammad was able to build his first Muslim community here.

Between 625 AD and 628 AD there were a lot of people who did not like how successful Muhammad had been and three battles that took place and the Muslims won two of them. In 630 AD Muhammad was able to bring his people back to Mecca without bloodshed because so many people had begun to follow him.

Mecca became the headquarters of Islam and Muhammad united all of the Arabian Peninsula under Islam. He lived in Medina for the rest of his life, making one last trip to Mecca three months before he died. This final pilgrimage is what Muslims are honoring when they make their hajj.

Student 17

Period # _____

Date: _____

The Caliphate

A caliphate is the area of a Muslim community ruled by one caliph. This is similar to a kingdom and a king. The last active caliphate was the Ottoman Caliphate that ended in 1924. There is an age old dispute as to who is chosen to be the Caliph. The Sunn and the Shia are two groups of Muslims, who practices are slightly different and they have been fighting each other since the death of Muhammad. The Sunni, who make up about 85% of Muslims believers, believe that the Caliph should be elected by the community. The Shi'a believe that the Caliph should be a descendant of Muhammad.

The Shariah

Most Islamic governments are a theocracy, meaning their religious beliefs strongly influence their government. Sharia, or Islamic law, influences the legal code in most Muslim countries.

Meaning "eth" in Arabic, sharia guides all aspects of Muslim life, including daily routines, familial and religious obligations, and financial dealings. It is derived primarily from the Quran and the Sunnah—the sayings, practices, and teachings of the Prophet Muhammad.

Sharia developed several hundred years after the Prophet Mohammed's death in 632 CE as the Islamic empire expanded to the edge of North Africa in the West and to China in the East. Since the Prophet Mohammed was considered the pious of all believers, his life and ways became a model for all other Muslims and were collected by scholars into what is known as the hadith.

marriage and divorce are the most significant aspects of sharia, but criminal law is the most controversial. There are categories of offenses: those that require specific punishment in the Quran, known as radd punishments, those that fall under a judge's discretion, and those resolved through a tit-for-tat measure (i.e., blood money paid to the family of a murder victim). There are five had crimes: adultery, false accusation of adultery, drinking some alcohol (Wine), theft and highway robbery.

Student 17

Period # 2

Date:

#1 Identify and describe the founder of Islam

Muhammad
and he was born
in A.D 570
at Mecca
(Peace be upon him)

Islam

The World's Second Most Popular Religion

Please use the stations around the room to learn about each topic. Each station will have all the necessary information to answer all questions. Work with your group to find the best answers.

#2 Explain the meaning of Islam, what it is based on and who follows it

it means Submission and obedience.

Muslims are the names.

#3 Elaborate on what Muslims believe

they believe that there is only one God.

#4 Describe in detail the Holy book of Islam

The Scripture is the holy book. Muslim believe that it was the word of God.

Student 17

#5 Elaborate on the Five Pillars of Islam. Tell what they are, then create a detailed list of the pillars.

are five duties that every muslim is obliged to perform

1. Shahadah
2. Salah
3. Zakat
4. Sawm
5. Hajj

#6 Describe some unique traits of the way Muslims pray and where they pray

When people go into the mosque they take off their shoes this to keep clean.

#7 Discuss important dates on the Islamic calendar

Ramadan moves forward by ten or eleven days each year.

Post-assessment Results:
To be matched with the Islam Quiz In Appendix D
X= Incorrect; C= Correct

PART ONE (Fill in the Blank):

1. X
2. X
3. C
4. C
5. X
6. C
7. X
8. X
9. X
10. C

PART TWO (Matching):

11. X
12. X
13. C
14. C
15. C
16. C
17. C
18. C
19. C

PART THREE (Multiple Choice):

20. X
21. C
22. C
23. C
24. C
25. X
26. C
27. C
28. C
29. X
30. C

BONUS:

31. 1/6

Appendix G: Student 22

12/20

Islam Pretest

Name

Student 22

Teacher

Mrs. Bobinski

Date

2/8/13

Identify the following as True or False. Respond honestly. Your test score will not be graded. The pretest should help you discover how to further your understanding of one of the world's fastest growing religions.

1. F Islam is a polytheistic religion based on ancient Sumerian beliefs.
2. T "Allah" is the Arabic word for "God."
3. F ~~T~~ The teachings of Islam are based upon the prophecy of a man named Muhammad who lived on the Arabian Peninsula in the early 19th century.
4. F Muhammad is worshipped as partially divine.
5. F ~~T~~ People who practice Islam are called either Muslims or Muhammadians.
6. T ~~F~~ The Ka'aba temple in the city of Mecca, Saudi Arabia, holds a black stone (meteorite).
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8. T Islam means "submission" when translated into English.
9. T ~~F~~ The word *Qur'an* means "recitation" in English.
10. F ~~T~~ Islam's holy book, the *Qur'an*, was written in Arabic and has never been translated into any other language.
11. F ~~T~~ Islamic mosques are decorated with mosaics of the prophet Muhammad receiving inspiration from Allah.

12. T The religion of Islam is historically connected to the religions of Judaism and Christianity; tracing its revelation back to the same one God.

13. F The *hejira* refers to Muhammad's emigration from the city of Mecca to the city of Medina.

14. F There are three sacred duties of Islam called "The Three Pillars."

15. F The term "*jihad*" refers exclusively to "holy war."

16. F The largest population of Muslims today live in Iran.

17. F Sunni and Shi'a Muslims are the only two divisions (or sects) of Islam.

18. T The English words *alcove*, *elixir*, *zenith*, *almanac*, *algebra*, and *zero* all came from Arabic words.

19. T The official day of rest and celebration for Muslims is Friday.

20. F The central holiday in the Islamic calendar is "Ramadan" and it is usually celebrated at the same time that Christians celebrate Christmas.

Student 22

Period # 2

Date 2/19/13

The Caliphate

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Marriage and divorce are the most significant aspects of sharia, but criminal law is the most controversial. There are categories of offenses; those that require specific punishment in the Quran, known as Hadd punishments, those that fall under a judge's discretion, and those resolved through a kafarata measure (i.e., blood money paid to the family of a murder victim). There are five had crimes: adultery, false accusation of adultery, drinking some alcohol (Wine), zina and highway robbery.

Student 22

Period # 2

Date 2/19/13

Muhammad's life:

He was born in Mecca in 570 AD. He lived with his grand father who was a powerful leader and taught Muhammad the basics in government and diplomacy. He accompanied caravans to trade centers and became known by older merchants as El-Amin, which means he who can be trusted.

He didn't like the materialism idolatry of Mecca. In 610 AD, he began spending a lot of time in a Mountain Cave where he fasted and was visited by an overpowering presence that told him words of such Beauty and force, that he and other could only attribute them to Allah.

He began to tell others about his experiences and others of his tribe joined him in his belief, the verses would be collected into what was known as the Quran. The people of Mecca persecuted and put a ban on trade with Muhammad's people.

In 622 AD, Muhammad took his followers to a town called Yathrib, where there was a civil war. The leaders of this town had asked for Muhammad's help because of his Wisdom. He helped to end the fighting and the city became Medina, the city of the Prophet. Muhammad was able to build his first Muslim community here.

Between 625 AD and 628 AD there were a lot of people who did not like how successful Muhammad had been and three battles that took place and the Muslims won two of them. In 630 AD Muhammad was able to bring his people back to Mecca without bloodshed because so many people had begun to follow him.

Mecca became the headquarters of Islam and Muhammad united all of the Arabian Peninsula under Islam. He lived in Medina for the rest of his life, making one last trip to Mecca three months before he died. This final pilgrimage is what Muslims are honoring when they make their Hajj.

Student 22

Period # 2

Date:

<p>#1 Identify and describe the founder of Islam</p> <p>The prophet Muhammad (100) who was born in A.D. 570 at Mecca in Saudi Arabia, is often regarded as the founder of Islam</p>	<p><u>Islam</u> <u>The World's Second Most Popular Religion</u></p> <p>Please use the stations around the room to learn about each topic. Each station will have all the necessary information to answer all questions. Work with your group to find the best answers.</p> <p>#2 Explain the meaning of Islam, what it is based on and who follows it</p> <p>Islam is based on the ministry of Muhammad. A follower of the Islamic Faith called a Muslim</p>	<p>#3 Elaborate on what Muslims believe</p> <ul style="list-style-type: none"> • Believe in Allah as one and only God • Belief in Angels • Belief in the holy books • Belief in the Prophets • Belief in the day of Judgment
<p>#4 Describe in detail the Holy book of Islam</p> <p>The Muslim scripture is the holy Quran. Muslims believe and practices are rooted in the Quran</p>		

Student 22

<p>#5 Elaborate on the Five Pillars of Islam. Tell what they are, then create a detailed list of the pillars.</p> <ul style="list-style-type: none"> • five duties that every Muslim is obliged to perform. <p>List</p> <ul style="list-style-type: none"> • Shahadah - declaration of faith • Salah - prayer Muslims • Zakat - giving a fixed proportion to charity • Saum - fasting during the month of Ramadan • Hajj - pilgrimage to Mecca 	<p>#6 Describe some unique traits of the way Muslims pray and where they pray</p> <p>The Muslim building for communal worship is called a mosque. Muslims often refer to the mosque by its Arabic name, Masjid. The word comes from the Arabic for place of prostration.</p> <p>#7 Discuss important dates on the Islamic calendar</p> <ul style="list-style-type: none"> • Eid-ul-Fitr (Id-ul-Fitr) - the festival for the first day after Ramadan • Eid-ul-Fitr - marks the breaking of fast for Muslims (Ramadan) • Eid-ul-Adha - the festival of sacrifice
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Post-assessment Results:
To be matched with the Islam Quiz In Appendix D
X= Incorrect; C= Correct

PART ONE (Fill in the Blank):

1. C
2. X
3. C
4. C
5. C
6. X
7. X
8. X
9. X
10. X

PART TWO (Matching):

11. C
12. C
13. C
14. C
15. C
16. C
17. C
18. C
19. C

PART THREE (Multiple Choice):

20. C
21. C
22. C
23. C
24. ½
25. C
26. C
27. C
28. C
29. C
30. C

BONUS:

31. 4/6