

Teacher(s)	Eldridge	Subject group and discipline	Individuals and Societies: AP World History		
Unit title	Islamic Contributions to the World	MYP year	5	Unit duration (hrs)	15

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context & (exploration)
Change	Causality Innovation and Revolution	GC – Orientation in space and time Exploration – Turning points in Humankind
Statement of inquiry Process		
Conceptual Understanding Change arises when innovation and revolution happens through causality.		
Statement of Inquiry: Change arises when innovation and revolution happens through causality creating turning points in Humankind.		
Inquiry questions		
<p>Factual: What is causality?</p> <p>Conceptual: Why do we innovate?</p> <p>Debatable: Does change always mark a turning point in humanity?</p>		

Objectives and their strands	Summative assessment	
<p>A1 - use terminology in context</p> <p>A2 - demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.</p> <p>D2 - synthesize information to make valid, well-supported arguments</p>	<p>Goal: Your goal is to show your understanding of how Change arises when innovation and revolution happens through causality creating turning points in Humankind.</p> <p>Role: You are an Islamic Historian at the British Museum</p> <p>Audience: Museum Visitors</p> <p>Situation: You have been tasked with creating an exhibit of how their chosen innovation from the Islamic world has impacted and contributed to Humankind.</p> <p>Product: You will create a display, modeling the exhibit, with an explanation of its development and impact on society.</p> <p>Success: "Your products will be assessed with MYP Criteria A 1,2 & D2</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students are to extrapolate their understanding of the role of Islam society in preserving and spreading technological innovations that impacted subsequent societies to discuss the consequences of an innovation.</p>
Approaches to learning (ATL)		
<p><u>In order for students to use terminology in context</u> <u>students must</u> use read critically and for comprehension. (Communication, Communication)</p> <p><u>In order for studentns to demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples,</u> <u>students must</u> Evaluate and select information sources and digital tools based on their appropriateness to specific tasks. (Research, Information Literacy Skills)</p> <p><u>In order for students to think critically by synthesizing information to make valid, well-supported arguments,</u> <u>students must</u> Gather and organize relevant information to formulate an argument. (Thinking, Critical Thinking)</p>		

Action: Teaching and learning through inquiry

Content	Learning process		
	Learning experiences and teaching strategies	Formative Assessment	Differentiation
<p>Key Concept 3.1. The Development and Codification of Religious and Cultural Traditions. Although Afro-Eurasia and the Americas remained separate from one another, this era witnessed a deepening and widening of networks of human interaction within and across regions. The results were unprecedented concentrations of wealth and the intensification of cross-cultural exchanges. Innovations in</p>	<p>Discussion about Diffusion, prompting students to ask the question: “If you were going to study the spread of an idea, what would you want to know about it?”</p> <p>Questions to ask when studying the diffusion of an idea include: 1. What is the idea? 2. Is it relatively simple or complex? 3. Where did it start? 4. Where did it spread? 5. How long did it take to spread? 6. What were the means by which it was spread? 7. What, if anything, slowed or prevented its spread? 8. Was it continuous from one place to the one right next to it or did it pass around or skip over obstacles? 9. How was it changed by new peoples or new ideas with which it came into contact, and if so, how? 10. Was it accepted by all people or selectively by particular groups within a particular population?</p> <p>Students will read the following articles:</p> <p>Reading describing the Eastward Movement of Islam; Student Map: Eastern Expansion of Islam</p> <p>Reading describing the Westward Movement of Islam; Student Map: Westward Expansion of Islam</p> <p>Reading describing the Northern Movement of Islam; Student Map: Northern Expansion of Islam</p> <p>Students will be divided into three groups of equal size. Each group will be responsible for learning about diffusion of Islam in a particular direction – north, east, west. Each group will demonstrate their understanding of the forces that propelled Islam in their particular direction as well as ideas or innovations which were encountered in those regions.</p>	<p>Quick checks on key historical events, issues and concepts.</p> <p>Small group discussions and feedback; participation in group work and discussions.</p> <p>Group presentations to the class. Teacher will provide formative feedback regarding the organization, accuracy and cohesiveness of inquiry research.</p>	<p>Student groupings will be varied through the unit.</p> <p>Graphic Organizers</p> <p>Flow Charts</p> <p>Maps</p> <p>Highlighted materials</p> <p>Media Clips to further understanding</p> <p>Tutoring</p> <p>Suggest articles on the Green Revolution</p>

<p>transportation, state policies, and mercantile practices contributed to the expansion and development of commercial networks, which in turn served as conduits for cultural, technological, and biological diffusion within and between various societies. Pastoral or nomadic groups played a key role in creating and sustaining these networks. Expanding networks fostered greater interregional exchanges while at the same time sustaining regional diversity.</p>	<ul style="list-style-type: none"> •Students will need to complete 4 tasks to demonstrate their understanding: The first task is to produce a paper map showing how Islam spread in the direction the group was assigned. •The second task is to reproduce the map onto a blank map transparency and describe the directions in which Islam spread, the timing of the movement, and the general territorial extent at 750, 1400 and 1900. Students will note any ideas or innovations that were encountered at these time intervals as well. •Thirdly, students will explain to the class the factors that eased and hindered the spread of the religion. •Lastly, students will need to complete a chart of ideas and innovations that were encountered in these regions and how Islamic scholars preserved or adapted these. 		
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<p>CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.</p> <p>CUL-6 Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.</p>			
<p>Resources</p>			
<p>Student Handouts:</p> <p>Reading describing the Eastward Movement of Islam; Student Map: Eastern Expansion of Islam</p> <p>Reading describing the Westward Movement of Islam; Student Map: Westward Expansion of Islam</p> <p>Reading describing the Northern Movement of Islam; Student Map: Northern Expansion of Islam</p> <p>http://www.1001inventions.com/house-of-wisdom (Website)</p>			

Library

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<ol style="list-style-type: none">1. Attendance2. Students need to complete readings to be successful.3. Students need to practice time management.4. Students need to practice cooperating with others.		