

Social Studies
Introduction to Middle Eastern Studies
Unit 2: Introduction to Islam

Essential Understandings	<ul style="list-style-type: none"> ▪ It is impossible to understand anything going on in the Middle East today without an understanding of the origins, beliefs and practices of Islam. ▪ Islam must be understood in its three different aspects, i.e. as a world religion, as a world civilization and as a political ideology. ▪ Islam has a relationship to the other Abrahamic faiths, but it is also radically different in many ways.
Essential Questions	<ul style="list-style-type: none"> ▪ What is the role of religion in human society? ▪ How do the practices and beliefs of Islam compare with other faiths? ▪ How did Islam develop from a local cult into a world religion? ▪ What is the difference between a Muslim state and an Islamic state? ▪ How can we account for the decline of Islamic civilization after 1600?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Islam is a strictly monotheistic faith that was founded by the Prophet Mohammad (570-632) in modern Arabia. ▪ Muslims believe Mohammad to be the final prophet who handed the world the literal word of God in the Qur'an. ▪ Islam is not monolithic, but split into two major and dozens of minor sects. ▪ Unlike many other religious founders, Mohammad exercised both temporal and spiritual authority. Following this tradition there is no concept of separation of Church and State such as exists in the West. The Ayatollah Khomeini summed this up when he said, "Islam is Politics."
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Islam, Muslim, Umma, Qur'an, Hadith, Sunna, Jihad, Sunni, Shi'ite, Sufi, Mu'tazilite
Essential Skills	<ul style="list-style-type: none"> ▪ Critical thinking skills. ▪ Apply theory to real-life situations ▪ Articulate the different roles that religion plays in modern societies.

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<p>Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none">a. Develop research questions related to a current social studies issue.b. Select and apply research methods that are appropriate for the purpose of the inquiry.c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.g. Develop a clear well-supported position.h. Present and defend a well-supported position to a variety of audiences using a prescribed format.i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills.j. Access and present information ethically and legally. <p>B. Civics and Government</p> <p>B3. Individual, Cultural, International, and Global Connections in Civics and Government</p> <p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ol style="list-style-type: none">a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.
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Related Maine Learning Results	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and Patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Student readings of materials on Islam ▪ Didactic classroom presentation on the origins, beliefs and practices of Islam.
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Evaluation of student performance in class discussions ▪ Essay response ▪ Objective Examination
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> ▪ <u>What is Islam?</u> - Abdulaziz Sachedina ▪ <u>The Roots of Muslim Rage</u> – Bernard Lewis ▪ <u>The Founding of Islam</u> - Social Studies Services

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