



Core Knowledge®

HISTORY AND GEOGRAPHY

Medieval Islamic Empires



Teacher Guide



Reading the Koran



Minaret of a mosque



Kaaba in Mecca



Medieval Islamic Empires

Teacher Guide



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Medieval Islamic Empires

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Medieval Islamic Empires

Teacher Guide

Core Knowledge Sequence History and Geography 4

UNIT 4

Introduction

ABOUT THIS UNIT

The Big Idea

Islam is based on messages delivered by the prophet Muhammad in Arabia around 610 CE; it grew into a major world religion.

A series of visions inspired Muhammad to speak on behalf of Allah, or God. Allah's will, as preached by Muhammad, is made known to his followers through sacred scriptures called the Koran. The followers of Muhammad are called Muslims.

After Muhammad's death, Islam spread from the Arabian Peninsula to other parts of the world. Islam's conquest of parts of the Byzantine Empire in the eleventh century led to a series of wars known as the Crusades or the Frankish invasions.

The contributions of Islamic culture can be seen throughout the world. Muslim scholars saved and built on the ideas of classical Greek and Roman thinkers. Muslim scientists have made many important discoveries, and Muslim artists and writers have created great works of art, architecture, and literature.

What Students Should Already Know

Students in Core Knowledge schools should already be familiar with:

Grade 1

- Religion has often been at the base of significant ideas and events in world history.
- While different, Judaism, Christianity, and Islam have certain common characteristics: belief in one God, a common line of development, holy books, houses of worship, holy days, and the use of symbols.
- Islam, its original location and dispersal, Muhammad, Allah, Mecca, Koran, mosque, and crescent and star symbol

Grade 4

- The Middle Ages in Europe, following the decline of the Roman Empire
- Development in the history of the Christian Church, including the growing power of the pope and arguments among Christians leading to the split between the Roman Catholic Church and Eastern Orthodox Church
- Feudalism as a hierarchical, political system of reciprocal responsibility in which land was exchanged for loyalty and services
- Growth of towns as centers of commerce
- Rise of monasteries and preservation of classical learning

Time Period Background

The items below refer to content related to this Grade 4 unit. Use timelines with students to help them sequence and relate events from different periods and groups.

Mid-500s	After the collapse of the Western Roman Empire, the power of the pope increased throughout medieval Europe.
Mid-500s	The Hagia Sophia was built in Constantinople as the main Christian cathedral for the Eastern Empire.
610	Muhammad had his first vision of an angel proclaiming him to be God's messenger.
622	Muhammad and his followers escaped to Medina (the Hegira or Migration).
632–750	Islam spread to the borders of India and China in the east, through northern Africa, and into Spain.
750–1200	Europeans were introduced to Islamic art, architecture, and knowledge.
1054	A split occurred in the Church in the Eastern and Western Empires.
1096–1099	Pope Urban II called on Christians to recapture the Holy Land from Muslim control during the First Crusade.
1187	Saladin reclaimed Jerusalem.
1192	At the end of the Third Crusade, Richard the Lionhearted and Saladin arrived at a compromise regarding the Holy Land.
1453	The Ottoman Turks captured Constantinople and renamed it Istanbul.

What Students Need to Learn

- The origins of Islam, including
 - Muhammad ("the last prophet"), Allah, Koran, sacred city of Mecca, and mosques
 - Five Pillars of Islam (declaration of faith; prayer five times daily facing Mecca; fasting during Ramadan; helping the poor; pilgrimage to Mecca)
 - Uniting of Arab peoples to spread Islam in northern Africa, through the Eastern Roman Empire, and as far west as Spain
 - Ottoman Turks conquer the region around the Mediterranean; in 1453, Constantinople becomes Istanbul.
 - The first Muslims were Arabs, but today diverse peoples around the world are Muslims.
 - The development of Islamic civilization, including its contributions to science and mathematics (Ibn Sina or Avicenna, Arabic numerals), translation and preservation of Greek and Roman writings, Islamic cities (such as Córdoba, Spain) as thriving centers of art and learning
- Wars between Muslims and Christians, including the location and importance of the Holy Land, the Crusades, Saladin and Richard the Lionhearted, and the growing trade and cultural exchanges between the East and the West that resulted

AT A GLANCE

The most important ideas in Unit 4 are:

- Muslims believe that there is only one God (*Allah* is the Arabic word for God) and that Muhammad is the last and greatest of Allah's prophets.
- The Koran is the scripture and basis of Islam; the Five Pillars are the basic practices of Islam.
- Muslim empires spread from their beginnings on the Arabian Peninsula throughout the Middle East, west across northern Africa into Europe, through Persian lands (present-day Iran), Turkic lands (present-day Turkey and Central Asia), and into southern Asia (including Afghanistan and Pakistan).
- Scholars working in Muslim-ruled territories contributed to Western knowledge, not only by preserving ancient Greek and Roman writings, but through their own original work.
- Córdoba, Spain, was a representative center of Islamic civilization.
- The Holy Land is so named because of its spiritual importance to Jews, Christians, and Muslims.
- Conflict over control of the Holy Land resulted in the Crusades, European invasions of Muslim-held territory.
- An unintended result of the Crusades was the rise of trade networks.

WHAT TEACHERS NEED TO KNOW

Islam

Muhammad: "The Last Prophet"

Like Judaism and Christianity, Islam is a monotheistic religion. Indeed, Islam accepts and builds on the revelations that form the basis of those two earlier religions. Islamic scripture, the Koran (/kuh*rahn/), accepts the prophets of the Jewish and Christian faiths, and especially stresses Abraham, Moses, Noah, Mary, and Jesus. The Koran refers to Jesus as the Messiah and says that he was a great prophet, but not God or the son of God. The Koran says that all people who believe in God and the Final Judgment and who do good works will have nothing to fear in the afterlife. Muslims accept the revelations of the Old Testament, or Hebrew Bible, as well as the New Testament, or Gospels, but add to these the revelations of the prophet Muhammad. Those who practice Islam are called Muslims, and they worship Allah (the Arabic word for the same God worshipped by Christians and Jews).

Muhammad was born in the Arabian city of Mecca in 570 CE and made his living as a merchant. A religious man, he often went to a cave to meditate. Muslims

believe that in 610 CE, God, through the voice of the angel Gabriel, began to speak to Muhammad. For a time, Muhammad did not tell anyone other than his family and friends, but after a while, he was moved to preach. His message was simple: there was only one god, Allah (local religious belief was polytheistic, meaning that people believed in many gods), and the rich should share their wealth with the poor. As a result, many poor people began to listen to him. This angered and frightened the rich in Mecca, who thought they would lose their wealth. They began to persecute Muhammad's followers, so the growing community moved to Medina, where they could live freely and establish a society based on Islamic teachings. This journey took place in 622 CE and is known as the Hegira (/hih*jye*ruh/) or Migration. It marks the beginning of the Islamic calendar.

In Medina, where Muhammad settled, his message of justice and equality gained more followers. In time, Muhammad took on both a political role, as a leader of the city, and a military one. When Medina and Mecca went to war, Muhammad commanded the troops from Medina, and they defeated the Meccan troops in a series of battles. By 630 CE, Mecca agreed to submit to Muhammad's rule, and Muhammad marched triumphantly into the city. At the center of Mecca was a large shrine called the Kaaba where Arabs built shrines to many gods. Muhammad destroyed the idols (statues and other symbols of gods that the tribes around Mecca believed in) at the Kaaba. Since that time, the Kaaba has become the holiest place in Islam, a place where every Muslim hopes to make a pilgrimage at least once. Muslims believe that Ibrahim (known as Abraham in the Jewish scriptures) built the Kaaba with his son, Ismail. Muhammad sent missionaries throughout Arabia to convert the tribes to Islam, and from there the religion has spread around the world.

Allah (/al*lah/) is the Arabic word that Muhammad used to name the Supreme Being, or God. According to tradition, Muslims recognize ninety-nine names or attributes of God, such as "the Merciful" and "the Compassionate."

The Koran is the holy book of Islam. Muslims believe that God revealed these actual words to Muhammad through the angel Gabriel. The Koran contains rules for daily living, moral principles, references to events in the Hebrew Bible and the New Testament, and descriptions of Judgment Day and of heaven and hell.

Muslims also consult Hadith for guidance on how to live their lives. Hadith are stories about the actions or sayings of the Prophet Muhammad. Muslims do not believe that these, unlike those of the Koran, come directly from God. Instead, Hadith, are Muhammad's personal actions and advice. There are thousands of Hadith, which scholars have categorized based on their authenticity.

Islam spread rapidly in the Arabian Peninsula. In the time of Muhammad and for some time afterward, Arabia was home to wandering tribes of Bedouins (/beh*do*ins/) (desert nomadic herders) who raided one another and the desert towns. After Muhammad's opponents in Mecca were defeated and joined the Muslim community, Islam spread quickly among the tribes. Muhammad and his immediate successors commanded loyal tribes that conquered other Bedouin tribes, ended the fighting among the groups, established law and order, and united the peninsula in an Islamic community.

The leaders of Islam then turned their attention outward and began to invade the Byzantine and Persian Empires, driven by the desire to spread Islam. The Byzantine and Persian Empires had been at war with each other for years. Their power was waning, and some of their subjects were dissatisfied with religious persecution. Finding these empires vulnerable, the Muslims pushed forward and began to take large portions of their territory.

By the late 700s CE, Muslims were encouraging people in the lands they conquered to convert. Many found Islam an attractive religion. The principles were simple, easy to understand, and simple to follow. There were no intermediary priests or saints to pray to—only God. The Third Pillar of Islam—which focuses on acts of charity toward those less fortunate—especially appealed to the poor and those concerned with social responsibility.

Mecca, Mosques

A mosque is a Muslim place of worship. It usually has one or two towers called minarets (/mihن*uh*rehts/), and it is from there that a muezzin (/myoo*ez*ihn/) calls the faithful to prayer five times a day. Muslims pray facing the holy city of Mecca.

Islam has no priests and no hierarchy. Most Muslim men may lead the community of faithful in prayer. The prayer leader is called the imam. Usually imams are expected to have memorized and to understand the Koran and to know Arabic. Women may also lead prayers for other women and in their own families. Imams also often give the Friday sermons. Many imams have extra training in the Koran, Hadith, and Islamic teachings. In Shiite Islam, an imam is more than a prayer leader; he is the authoritative interpreter of the Koran.

Five Pillars of Islam

Islam has five basic practices, known as pillars:

- the declaration of faith: There is only one God, and Muhammad is the Messenger of God.
- prayer five times a day, every day, facing the Kaaba in the holy city of Mecca
- charity, the payment of a portion of one's wealth, which is used to help those in need
- fasting between sunrise and sunset during the month of Ramadan, the ninth month of the Islamic calendar. The purpose of fasting during Ramadan is to remind Muslims that all people are equally dependent upon the help of God and that there are less fortunate people who are in need of their help. Ramadan is a time of reflection when Muslims are called upon to renew their faith, increase their charity, and make repentance.
- a pilgrimage (*hajj*) to worship at the Kaaba in the holy city of Mecca, during the month of pilgrimage, at least once in lifetime if one is physically and

financially able. During the hajj, all Muslim men dress alike in a simple white cloth called an *ihram* (/ee*rahm/) to stress their equality. Women wear a simple white dress and head covering.

To learn more about specific topics in this unit, use this link to download the CKHG Online Resource “About Medieval Islamic Empires”:

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

The *Medieval Islamic Empires* Student Reader—five chapters

Teacher Components

The *Medieval Islamic Empires* Teacher Guide—five chapters. The guide includes lessons aligned to each chapter of the *Medieval Islamic Empires* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary review and art appreciation, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 49.

- The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Medieval Islamic Empires Timeline Image Cards—twelve individual images depicting significant events and individuals related to the birth and spread of Islam. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this time period.

Optional: Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4—art resources that may be used with cross-curricular art activities described in the Additional Activities of Chapters 3 and 4, if classroom Internet access is not available. These Art Resources include images of the Dome of the

Rock, the Taj Mahal, the Court of the Lions at the Alhambra, and the Oldest Handwritten Koran. You can purchase the Grade 4 Art Resource Packet at:

www.coreknowledge.org/store

Timeline

Some advance preparation will be necessary prior to starting the *Medieval Islamic Empires* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- 500s
- 600s
- 700s
- 800s
- 900s
- 1000s
- 1100s
- 1200s
- 1300s
- 1400s

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:



You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline. **Note:** Please take into account that the 500s, 600s, 1000s, and 1100s include multiple cards. Also, be aware that Chapters 1, 4, and 5 have multiple cards. In addition, the Chapter 4 Image Cards cover a long span of time but are placed on time indicators representing a portion of the span.

500s



**Unit Introduction
(Chapter 1)**

600s



500s



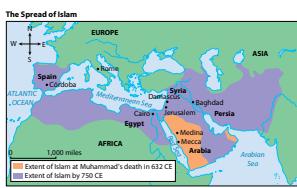
600s



Chapter 1

Chapter 2

700s



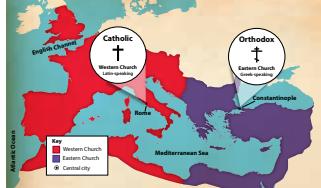
Chapter 3

1000s



Chapter 4

1000s



Chapter 5



1000s



Chapter 4

1100s



Chapter 5

1100s



Chapter 5

1400s



Chapter 5

The Timeline in Relation to the Content in the Student Reader Chapters

You will notice that the Unit 4 Timeline begins with events described in the last Core Knowledge History unit. The reason for this is that many of the events described in Unit 4 happen at the same time as the events of medieval Europe.

Understanding References to Time in the Medieval Islamic Empires Unit

As you read the text, you will become aware that in some instances general time periods are referenced and in other instances specific dates are cited. For example, Chapter 4 states that in medieval Islamic empires, scholars translated works in Latin into Arabic. In contrast, there are many references to specific dates in history. Here are just two of them:

Muhammad was born in 570 CE.

Saladin recaptured Jerusalem in 1187.

Because of this, it is important to explain to students that some sections deal with themes that were important throughout the entire era and with events that occurred over long periods of time. These sections tend to highlight time periods rather than specific dates. Also explain that other sections deal with important people and particular events in specific moments in time. Therefore, these sections tend to contain specific dates for key events in history.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does CE mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Medieval Islamic Empires* unit is one of ten history and geography units in the Grade 4 Core Knowledge Curriculum Series™. A total of nine days have been allocated to the *Medieval Islamic Empires* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 4 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	Within the religion of Islam, who is Muhammad?
2	What does Muhammad’s decision regarding the replacement of the holy stone reveal about his character?
3	Why was the flight to Medina the start of a new period in the history of Islam?
4	How did the Islamic Empire contribute to the development of Western knowledge and culture?
5	What events caused the First Crusade?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	minaret, muezzin, mosque, prophet, pilgrimage, vision, verse, idol, shrine, Ramadan
2	sacred, clan, meditate
3	convert, revelation, caliph
4	scribe, navigation, algebra, stucco, calligraphy
5	cause, crusader, heretic, infidel

Activity Pages

Activity Pages



AP 1.1
AP 1.2
AP 3.1
AP 3.2
AP 4.1
AP 5.1
AP 5.2

The following activity pages can be found in Teacher Resources, pages 57–68. They are to be used after students read the chapter(s) specified, during class-time or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)
- Chapter 1—The Five Pillars of Islam (AP 1.2)
- Chapter 3—Islamic Expansion (AP 3.1)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.2)
- Chapter 4—Islamic Art and Architecture (AP 4.1)
- Chapter 5—Domain Vocabulary: Chapters 4–5 (AP 5.1)
- Chapter 5—The Crusades (AP 5.2)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Visual Arts

Islamic Art and Architecture

- Illuminated manuscripts
- Characteristic features of Islamic architecture, such as domes and minarets (Dome of the Rock, Alhambra Palace, Taj Mahal)

Mathematics

Geometry

- Identify and draw lines (Islamic art and architecture)
- Identify polygons (Islamic art and architecture)

Books

Geyer, Flora. *Saladin: The Warrior Who Defended His People*. Washington, D.C.: National Geographic, 2006.

McCaughrean, Geraldine. *One Thousand and One Arabian Nights*. Illus. Rosamund Fowler. New York: Oxford University Press Children's Books, 2000.

National Geographic. *1001 Inventions & Awesome Facts from Muslim Civilization*. Washington, D.C.: National Geographic Kids, 2012.

MEDIEVAL ISLAMIC EMPIRES SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA

TG—Teacher Guide; SR—Student Reader; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Medieval Islamic Empires

"The Pillars of Islam" Core Lesson (TG & SR, Chapter 1)	"Muhammad" Core Lesson (TG & SR, Chapter 2)	"Islamic Expansion" Core Lesson (TG & SR, Chapter 3)	"Islamic Expansion" and "The Art of the Koran" (TG, Chapter 3, Additional Activities, AP 3.1)	"Islamic Culture" Core Lesson (TG & SR, Chapter 4)
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CKLA

"The Battle of Yarmouk"	"The Battle of Yarmouk"	"The Civil War"	"The Civil War"	"The Classical Age"
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Week 2

Day 6

Day 7

Day 8

Day 9

Medieval Islamic Empires

"The Dome of the Rock," "The Court of the Lion," and "The Taj Mahal" (TG, Chapter 4, Additional Activities)	"The Crusades" Core Lesson (TG & SR, Chapter 5)	"Islamic Art and Architecture" and "Domain Vocabulary Chapters 4–5" (TG, Chapters 4 & 5, Additional Activities, AP 4.1 and 5.1)	Unit Assessment
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CKLA

"The Classical Age"	"The Crusades"	"The Crusades"	"Kalila and Dimna"
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MEDIEVAL ISLAMIC EMPIRES PACING GUIDE

_____’s Class

(A total of nine days have been allocated to the Medieval Islamic Empires unit in order to complete all Grade 4 history and geography units in the Core Knowledge Curriculum Series™.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Medieval Islamic Empires

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Week 2

Day 6

Day 7

Day 8

Day 9

Medieval Islamic Empires

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CHAPTER 1

The Pillars of Islam

The Big Question: Within the religion of Islam, who is Muhammad?

Primary Focus Objectives

- ✓ Describe the role of mosques in Islam. (**RI.4.2**)
- ✓ Explain the significance of Mecca. (**RI.4.2**)
- ✓ Identify Muhammad. (**RI.4.2**)
- ✓ Identify and explain the Five Pillars of Islam. (**RI.4.2**)
- ✓ Understand the meaning of the following domain-specific vocabulary: *minaret, muezzin, mosque, prophet, pilgrimage, vision, verse, idol, shrine, and Ramadan.* (**RI.4.4**)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Pillars of Islam”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of World Map (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

minaret, n. a high tower on a mosque, from which Muslims may be called to prayer (**2**)

Example: The man climbed the stairs of the minaret to issue the call to prayer.

Variations: minarets

muezzin, n. a religious official who calls Muslims to prayer (**2**)

Example: A muezzin must have a strong and clear voice.

mosque, n. a place of worship for Muslims (**4**)

Example: Many Muslims attend Friday prayers at their local mosque.

Variations: mosques

prophet, n. someone chosen by God to bring a message to people (4)

Example: Muslims believe that Jesus of Nazareth was a prophet.

Variations: prophets

pilgrimage (*hajj* in Arabic), n. a journey undertaken for a religious purpose (4)

Example: Khadija hopes to go on a pilgrimage to Mecca in two years.

Variations: pilgrimages

vision, n. an image in one's mind or imagination that others cannot see (6)

Example: Muhammad had a vision of the angel Gabriel.

Variations: visions, visionary

verse, n. a part of a poem, song, or religious text, such as the Bible, or rhymed prose, such as the Koran (6)

Example: Each verse that Muhammad recited became part of the Koran.

Variation: verses

idol, n. an object, such as a statue or carving, that represents a god and is worshipped (8)

Example: Before Islam, the people of Arabia worshipped many different idols.

Variations: idols

shrine, n. a place considered holy because it is associated with a religious person or saint (8)

Example: The city of Jerusalem contains Jewish, Christian, and Muslim shrines.

Variations: shrines

Ramadan, n. a holy month in the Islamic calendar when Muslims fast from sunrise to sunset (10)

Example: Musa is not eating lunch today because it is Ramadan. He will not eat until after the sun goes down.

THE CORE LESSON 35 MIN

Introduce Medieval Islamic Empires Student Reader

5 MIN

Remind students that there are many different religions in the world. Have volunteers share the names of religions they have studied. (Students in Core Knowledge schools may recall studying Christianity in the *Medieval Europe* unit. They may also recall studying Judaism, Christianity, and Islam in Grade 1.) Remind students that one of the most widely practiced religions in the world is Islam. Explain that in this unit, students will learn about the beginnings and early history of Islam. Tell students that people who practice the beliefs of Islam are called Muslims.

Direct students' attention to the class Timeline. Ask students to recall from their previous studies what was happening in Europe during these centuries. (Students should share events from their study of *Medieval Europe*.) Use the three Introduction Timeline Cards to review key events in the religious history of medieval Europe: the growing power of the pope after the fall of the Western Empire, the construction of Hagia Sophia as the principal Christian church in the Eastern Empire, and the eventual split of the Church into Eastern and Western Churches. Post the three cards on the Timeline under the 500s and the 1000s. (Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.)

Activity Page



AP 1.1

- Explain that the events of this unit occur at the same time historically as these medieval events. While Christianity was growing in Europe, Islam was growing in another part of the world. Display the World Map (AP 1.1). Have students locate Europe. Then direct students' attention south, across the Mediterranean Sea to northern Africa and the Arabian Peninsula. Explain that the events in this unit occurred in this part of the world. They will return to this map throughout the unit to locate specific countries.

Distribute copies of the *Medieval Islamic Empires* Student Reader, and suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention buildings, towers, people praying, and works of art.

Introduce “The Pillars of Islam”

5 MIN

Point out the word *pillar* in the chapter title. Ask students to explain what a pillar is. (*Students should recall from their previous studies that a pillar is a support column.*) Explain that in this instance, the word *pillar* is being used figuratively. It refers to beliefs and practices that support the practice of Islam as a faith. Encourage students to look for specific beliefs and practices associated with Islam as they read.

Call attention to the Big Question, and encourage students to look for information that will help them identify Muhammad as they read.

Guided Reading Supports for “The Pillars of Islam”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The Call to Prayer," Pages 2–4

Chapter 1
The Pillars of Islam

The Call to Prayer Khalid ibn Zayd climbed the stairs that circled the tower outside of the tower. It was not an easy climb; it was just after noon, and the sun was beating down on the tower and the buildings below. The city was Cairo, Egypt. At the top of the tower, there were 500 steps in all, but Khalid no longer thought to count them. When he reached the top step of the tower, he turned and looked down on the courtyard below. Then, he raised his hands beside his head, palms forward, took a deep breath, and called his neighbors to prayer.

Below him, worshippers moved steadily through doors cut into the courtyard wall. They moved toward a covered area near the steps. Once before them, the worshippers removed their shoes, covered their heads, and carefully took their places on the wall.

Page 2



Page 3
All the Muslim faithful to pray five times a day thousands of years ago.

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the caption on page 3. Explain the meaning of the vocabulary terms *minaret* and *muezzin*, using the photograph to illustrate the word *minaret*. Explain to students that *minaret* comes from an Arabic word meaning lighthouse. Just as sailors far out at sea can see a lighthouse, the tall minaret is visible to everyone in a town. To further explain the role of a muezzin, you may wish to play the video clip of a call to prayer in Istanbul, Turkey.

Read aloud the section "The Call to Prayer" on pages 2–4.

SUPPORT—Display the World Map (AP 1.1) and guide students in locating Egypt and the city of Cairo. Explain that in 1082, when the events of this chapter are set, Cairo was a part of an Islamic empire that extended from the Arabian Peninsula across northern Africa. At that same time, another Islamic empire existed in what is now Iraq and Iran. Have students locate these places on the map.

After you read the text, ask the following question:

LITERAL—What is Khalid ibn Zayd's job?

» Khalid ibn Zayd is a muezzin. He calls people to prayer.

"Toward Mecca," Pages 4–5

Khalid ibn Zayd raised their hands beside their heads, palms forward, and prayed in Arabic, "Allahu Akbar" ("God is great")—Allah being the Arabic word for God.

The worshippers then knelt down and bowed their heads to the ground, while praising God for his goodness.

Toward Mecca

Khalid ibn Zayd was proud of the service he performed. He was a muezzin (imām or "imār"), a special person trained to call others to prayer. Five times a day he climbed the tall tower, known as a minaret, (minār "ulhīrīt") and called people to prayer.

The worshippers Khalid summoned were Muslims (īmāmūlūmūz). Muslims follow the religion Islam (īlāhīlāmū), which means "surrendering to God." Muslims, then, are "those who have given themselves to God."

Many Muslims pray in a building called a mosque (īmādūk). Muslims, however, believe prayer can take place anywhere. When they pray, Muslims face toward Mecca, an important city in Islam. Mecca is located on the Arabian Peninsula in the Middle East in present-day Saudi Arabia. For Muslims, Mecca is the holiest city because it is the birthplace of Muhammad, the prophet of Islam.

It is also the location of an important pilgrimage site where Muslims go (hajj).

Page 4

Scaffold understanding as follows:

Direct students' attention to the photograph on page 5; read and discuss the caption.

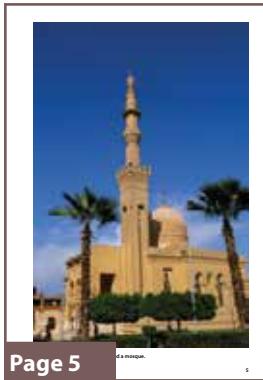
CORE VOCABULARY—Stop to explain the meaning of the vocabulary term *mosque*. Ask students to name other examples of houses of worship. (*churches, cathedrals, synagogues, temples*) If your community has a mosque, share this information with students.

Now read the title of the section, "Toward Mecca" on page 4.

 **SUPPORT**—Display AP 1.1 and guide students in locating Mecca on the map. Ask students which direction Muslims in Cairo would need to face to pray toward Mecca. (*southeast*)

Ask students to read the section "Toward Mecca" on page 4 quietly to themselves or with a partner, referring to the vocabulary box as needed.

SUPPORT—Point out the word *prophet* and its meaning. Explain to students that the word *prophet* comes from a Greek word meaning to speak for. A prophet, therefore, is someone who speaks for God.



Page 5

After students read the text, ask the following questions:

LITERAL—What are the followers of the religion of Islam called?

- » The followers of Islam are called Muslims.

LITERAL—What is the name of the building in which Muslims might pray?

- » Muslims might pray in a mosque.

LITERAL—Why do Muslims consider Mecca a holy city?

- » Mecca is the birthplace of Muhammad, the prophet of Islam. (Students may also say that Mecca is the location of the Kaaba because it is mentioned at the end of this section. They will learn more about the Kaaba in the next section.)

"God's Messenger," Pages 6–8

Scaffold understanding as follows:

Read aloud the first two paragraphs of "God's Messenger" on page 6, pointing out the definitions in the vocabulary box as needed. Then, ask volunteers to read the dialogue that follows, between the teacher at the madrasa, the Islamic school, and his students, to the bottom of page 8.

SUPPORT—Tell students that many Muslims have Arabic names. These names have special meaning. For example, Khalid means eternal. Yusuf is the Arabic equivalent of the English name Joseph. In Arabic, the word *ibn* means son of. So Yusuf ibn Khalid means Yusuf, the son of Khalid.

SUPPORT—Explain to students that Yusuf attended a madrasa with other boys. Girls received their own Islamic education, usually at home. Remind students that this was also common in medieval Europe, where boys were more likely to attend school than girls. Tell students that today both Muslim boys and Muslim girls may attend Islamic school.

After volunteers read the text, ask the following questions:

LITERAL—Who is Muhammad?

- » In Islam, Muhammad is considered God's, or Allah's, greatest messenger.

LITERAL—What was the Kaaba when Muhammad first started to spread his message? What is the Kaaba today?

- » The Kaaba was first a shrine where many gods were worshipped. Today it is the holiest place in Islam.

Page 6



Muslims believe that the angel Gabriel visited Muhammad when he was praying in a cave.

Page 7

"And did Muhammad begin immediately to act as God's messenger?" asked the teacher.

"No," said Yusuf, "he was still afraid. But the angel came to him again and again until he began to preach God's message."

"You have listened well, Yusuf," said the teacher. Yusuf bowed slightly and smiled, happy with his teacher's praise.

"All," the teacher called to a tall boy seated beside Yusuf, "did the people listen to what Muhammad said?"

"No," replied Al. "At first only a few people among Muhammad's family and friends believed what he said. Most of the people ignored him or did not accept his message."

"And what do you think that made him unpopular?" prodded the teacher.

"Well," Al answered thoughtfully, "he told them that there was only one God, Allah. He told them that we should not worship other gods or idols. The people did not like that because they had lots of gods and put statues of them in the Kaaba."

"What was the Kaaba?" the teacher asked.

"It was a shrine where various gods and idols were worshipped."

"And what is it today?"

"It is the holiest place in Islam," answered Al, adding quickly, "and today only God is

Page 8

"The Five Pillars of Islam," Pages 9-11

Page 9

Scaffold understanding as follows:

Ask volunteers to read the first three paragraphs of “The Five Pillars of Islam” on page 9. Point out the definition of the word *Ramadan*.

SUPPORT—This section is written as a dialogue between the teacher and two students. You may wish to assign each volunteer one of these roles and have each volunteer read the text associated with his or her assigned role.

SUPPORT—Draw students' attention to the diagram "Five Pillars of Islam" on page 9. Encourage students to refer to the diagram as they follow along with this section.

SUPPORT—Call students' attention to the image and caption on page 10, explaining that the Koran, like the Bible for Christians, is the holy book for Muslims.

Ask volunteers to take turns read the remaining paragraphs of “The Five Pillars of Islam” on pages 9–11.

After volunteers read the text aloud, ask the following questions:

Page 10

Page 10

"If we are alive," Ihab continued, "we should visit Mecca at least once in our lives."

"Well done, Ihab," said the teacher with genuine pleasure. "You all have answered well today." He was very proud of his students and all they had learned about their faith.

Since the beginning of Islam, Muslim youth have attended their local mosques and later madrasas to learn more about their faith and how to be good Muslims. Today, Islamic schools much like the one described can be found in many parts of the world, such as Egypt, Nigeria, India, France, and the United States.

Page 11

LITERAL—What are the Five Pillars of Islam?

- » The Five Pillars are: belief that there is only one God; prayer five times a day; giving to the poor; fasting during Ramadan; and making a pilgrimage to Mecca, or *hajj*.

LITERAL—What is the Koran?

» It is the holy book of Islam

Timeline

- Show students the remaining Chapter 1 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Within the religion of Islam, who is Muhammad?”
- Post the image of the angel Gabriel to the Timeline under the date referencing the 600s; refer to the illustration in the Unit 4 Introduction for guidance on the placement of the image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Share a short answer to the Big Question, “Within the religion of Islam, who is Muhammad?”
 - » Key points students should cite include: Muhammad is the prophet of Islam. Muslims believe he was God’s messenger. Muslims believe that Muhammad was the last of God’s messengers.
- Choose one of the Core Vocabulary words (*minaret, muezzin, mosque, prophet, pilgrimage, vision, verse, idol, shrine, or Ramadan*), and say a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

The Five Pillars of Islam (RI.4.1, RI.4.10)

45 MIN

Activity Page



AP 1.2

Materials Needed: Sufficient copies of The Five Pillars of Islam activity page (AP 1.2)

Review with students the Five Pillars of Islam, based on the Student Reader text. Tell students they are now going to learn more about these key beliefs and practices.

Distribute AP 1.2. Have students work alone or with a partner to read about the pillars and answer the questions that follow. This activity might also be assigned as homework.

If time allows, you may wish to have students create informational posters about the Five Pillars of Islam based on their reading and AP 1.2.

CHAPTER 2

Muhammad

The Big Question: What does Muhammad’s decision regarding the replacement of the holy stone reveal about his character?

Primary Focus Objectives

- ✓ Describe Muhammad’s early life. (RI.4.2)
- ✓ Summarize Muhammad’s message. (RI.4.2)
- ✓ Identify the reasons for and the events of the Hegira. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *sacred*, *clan*, and *meditate* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Muhammad”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of World Map (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

sacred, adj. related to religion; holy (14)

Example: The city of Jerusalem is sacred to Jews, Christians, and Muslims.

clan, n. a group of families claiming a common ancestor (14)

Example: Even members of Muhammad’s clan turned against him when he began to preach that the rich should give to the poor.

Variations: clans

meditate, v. to think quietly or carefully about something (15)

Example: Even before he received a revelation, Muhammad used to go into the hills around Mecca to meditate.

Variations: meditates, meditating, meditated, meditation (noun)

Introduce “Muhammad”

5 MIN

Ask students to think about what they read in Chapter 1. Who was Muhammad? (*Possible response: According to Muslims, he was God’s messenger.*) Invite students to share what else they remember about Muhammad from their reading. (*Possible responses: He received a vision from the angel Gabriel; the angel visited Muhammad many times; Muhammad told people there was only one God and they should not pray to idols.*)

After students have shared their recollections, tell them they are going to be reading about the early years of Muhammad’s life, when he faced great opposition while spreading God’s message. Call attention to the Big Question, and encourage students to look for how Muhammad’s actions reflected his character.

Guided Reading Supports for “Muhammad”

30 MIN

“Who Was the Prophet?,” Pages 12–15

Scaffold understanding as follows:

Read aloud the first paragraph of the section “Who Was the Prophet?” on page 12.

Activity Page



AP 1.1

Chapter 2
Muhammad

Who Was the Prophet? Muhammad was born in the Arabian city of Mecca more than 1,400 years ago, in about 570. Muhammad’s father died shortly before he was born. According to Arabian tribal society, when a father dies, a child becomes an orphan, and so Muhammad became an orphan. He was raised by his uncle. Muhammad grew up to become a well-respected trader in his community.

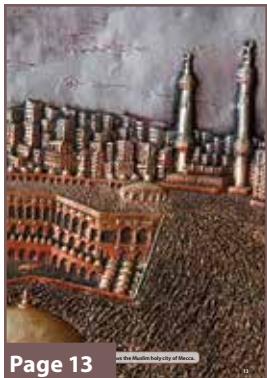
The Big Question: What does Muhammad’s decision regarding the Kaaba and the holy stone reveal about his character?

Page 12

SUPPORT—Display the World Map (AP 1.1) and guide students in locating Saudi Arabia. Explain that the peninsula where Saudi Arabia is located is called the Arabian Peninsula. Then have students turn to the map of the Arabian Peninsula on page 16 of the Student Reader and locate the city of Mecca. Ask volunteers to describe the relative location of Mecca. (*It is next to the Red Sea. It is in the middle of the Arabian Peninsula’s western coast.*) Note that the image on pages 12 and 13 of the Student Reader shows a tapestry depicting Mecca.

Read aloud the remaining two paragraphs in “Who Was the Prophet?” on pages 14–15.

CORE VOCABULARY—Stop to explain the meanings of the vocabulary terms *sacred* and *clan*. Ask students to give examples of something sacred from the unit on Medieval Europe.



Muslims tell a story about Muhammad to show why people respected him. One year, floodwaters badly damaged the Kaaba. The Kaaba is a holy shrine in Mecca that houses a sacred black stone. In Mecca, there were many different shrines to worship many different gods. The flood knocked the stone loose from its special place in one of the Kaaba's walls. At that time there were many groups of families, called clans, living in Mecca. These clans argued over which one would have the privilege of replacing the stone. They could not agree. They decided that the next man who entered the courtyard would decide. Muhammad was the next man to enter. He found a unique solution. He took off his cloak and spread it on the ground. He placed the sacred stone in the middle of it. Then he stood on the cloak and said, "This is where the Kaaba belongs." The black building in the center of this picture is the Kaaba. It is inside the Grand Mosque in Mecca.

Vocabulary
sacred: adj. related to religion
clan: a group of families claiming a common ancestor

Page 14

After you read the text, ask the following questions:

LITERAL—What is the story that Muslims tell about Muhammad and a problem in the Kaaba? How did Muhammad solve the problem?

- » The problem was that a flood knocked a stone loose from one of the Kaaba's walls. Since the Kaaba is a holy shrine, every clan wanted the honor of putting the stone back in its proper place. Muhammad solved the problem by having the clans cooperate to replace the stone. He put the stone on top of his cloak and asked all of the clan leaders to lift it together to put it back in the wall.

EVALUATIVE—How did the story show that Muhammad possessed the necessary qualities for a good leader?

- » The story shows that Muhammad was thoughtful, creative, and intelligent in coming up with a solution to the problem that did not favor just one clan. He was able to think of a way to get all of the clans to cooperate, so that all were happy.

"Muhammad: The Prophet," Pages 15–16

Scaffold understanding as follows:

Read the title of the next section, "Muhammad: The Prophet," on page 15, reviewing the meaning of the word *prophet*. Call students' attention to the Core Vocabulary term *meditating* in the first paragraph and preview its meaning, as well.

Ask students to read the section "Muhammad: the Prophet" on pages 15–16 quietly to themselves or with a partner.

SUPPORT—After students finish reading, write the prefixes *mono-* and *poly-* on the board or chart paper. Explain that *mono-* means one and *poly-* means many. During the time of Muhammad's revelations, most people in Mecca worshipped many gods. Worshipping more than one god is called *polytheism*. Other people in Mecca worshipped only one God. Worshipping only one God is called *monotheism*. For example, Christians and Jews worship only one God. Muhammad also believed that people should worship only one God. Like Christianity and Judaism, Islam, which developed from Muhammad's revelations, is a monotheistic religion.

After students read the text, ask the following questions:

LITERAL—What were the main points of Muhammad's message?

- » People should pray to Allah, who was the only God; all believers were equal; the rich should share their wealth with the poor; people would be judged by what they did, not how rich they were.

EVALUATIVE—Why were some people unhappy with Muhammad's messages?

- » They were concerned about his message saying that people should pray to only one God, Allah, (monotheism) instead of to the many gods who were worshipped at the Kaaba (polytheism). They worried that pilgrims who believed in many gods would stop visiting Mecca and stop spending money in Mecca.

"A Narrow Escape: The Hegira," Pages 16–17

Scaffold understanding as follows:

Ask students to read the section "A Narrow Escape: The Hegira" on pages 16–17 to themselves or with a partner.

SUPPORT—Point out the map of the Arabian Peninsula on page 16. Have students trace Muhammad's path from Mecca to Medina. Ask students what direction Muhammad and his followers traveled. (north)

After students read the text, ask the following questions:

LITERAL—Why did Muhammad leave Mecca?

- » Muhammad's enemies were plotting to kill him because they did not like what he had to say.

LITERAL—How is the Hegira honored today in the Muslim world?

- » Muslims begin their calendar year with the date of the Hegira.

of Mecca started to worship only Allah! Even some members of Muhammad's clan stopped supporting him. He would not have their protection if he were attacked.

A Narrow Escape: The Hegira

Muhammad was worried that he and his followers were not safe in Mecca. Muhammad and his followers were invited by two Arab clans to move to Medina, a town two hundred or so miles north of Mecca. In July 622, Muhammad arranged to have most of his followers leave Mecca. But Muhammad himself remained in Mecca.



Page 16

Some Meccans were so upset by Muhammad's teaching that they planned to kill him. In September 622, as part of his escape plan, Muhammad and his followers secretly left Mecca. They traveled on little-used routes to Medina. Many people in Medina welcomed Muhammad, including those who followed other religions, such as the Jewish people who followed Judaism.

The escape of Muhammad and his followers from Mecca to Medina is very important to Muslims. This event is called the Hegira (hih'yuh'reuh). The Muslim calendar dates from the year in which the Hegira took place.



In the Hegira, Muhammad and his followers fled to the city of Medina.

17

Page 17

Timeline

- Show students the Chapter 2 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What does Muhammad’s decision regarding the replacement of the holy stone reveal about his character?”
- Post the image of the map to the Timeline under the date referencing the 600s; refer to the illustration in the Unit 4 Introduction for guidance on the placement of the image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What does Muhammad’s decision regarding the replacement of the holy stone reveal about his character?”
 - » Key points students should cite include: Muhammad’s thoughtfulness, his desire to come up with a solution that pleased everyone, his tact, his modesty (he did not say that he should put the stone on himself or that his clan should be itself).
- Choose one of the Core Vocabulary words (*clan, sacred, or meditate*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 3

Islamic Expansion

The Big Question: Why was the flight to Medina the start of a new period in the history of Islam?

Primary Focus Objectives

- ✓ Describe the distinctive religious practices of Islam. (RI.4.2)
- ✓ Explain Muhammad's conquest of Mecca. (RI.4.3)
- ✓ Summarize how Islam spread throughout the Arab world during Muhammad's final years and after his death. (RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *convert*, *revelation*, and *caliph*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Islamic Expansion":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 3.1

- Islamic Expansion (AP 3.1)
- Internet access to image of the Koran

Core Vocabulary (Student Reader page numbers listed below)

convert, v. to change from one belief or religion to another (18)

Example: Muslim rulers did not force Jews or Christians to convert to Islam.

Variations: converted, converting; conversion, convert (nouns)

revelation, n. something that is made known to humans by God (21)

Example: The angel Gabriel shared a revelation with Muhammad.

Variations: revelations

caliph, n. a successor of Muhammad; the leader of Islam (23)

Example: Abu Bakr was the first caliph after Muhammad's death.

Variations: caliphs, caliphate

THE CORE LESSON 35 MIN

Introduce “Islamic Expansion”

5 MIN

Write the words *Muhammad*, *vision*, *prophet*, *Mecca*, and *Medina* on the board or chart paper. Have students use these words as prompts to summarize the beginning of Islam on the Arabian Peninsula, using what they read in Chapter 2. (*Students should include Muhammad’s visions of the angel Gabriel, his calling as God’s messenger, the opposition he faced, and his flight to Medina.*) Ask students what name is given to Muhammad’s escape to Medina. (*the Hegira*)

Call attention to the Big Question, and encourage students to look for how the Hegira, or the flight to Medina, marked a new period in Islam.

Guided Reading Supports for “Islamic Expansion”

30 MIN

“From Medina to Mecca Again,” Pages 18–21

Chapter 3
Islamic Expansion

From Medina to Mecca Again
The Hegira, Muhammad’s flight to Medina, marked the beginning of a new period in the history of Islam. Muhammad had been accepted by the citizens of Medina to Islam. He concentrated on building a community among the people of Medina. He began to give Islam its own distinctive features.

Vocabulary
convert v. to change from one belief or religion to another

The Big Question
Why was the flight to Medina the start of a new period in the history of Islam?

Followers of Christianity and Judaism called people to prayer by using wooden clappers or rams’ horns. Muhammad appointed a crier, or muezzin, to call Muslim believers to prayer.

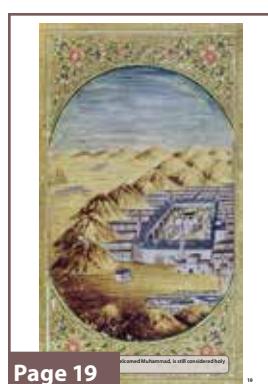
Page 18

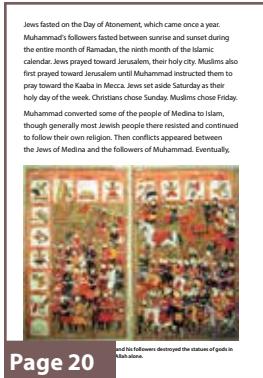
Scaffold understanding as follows:

Ask a volunteer to read aloud the first three paragraphs of “From Medina to Mecca Again” on pages 18–20.

CORE VOCABULARY—Explain the meaning of the vocabulary term *convert* when it is encountered

SUPPORT—Explain that Judaism, Christianity, and Islam each have a weekly holy day when believers gather together to pray. Each religion has a reason for its holy day. Jews set aside Saturday in honor of the day they believe God rested from creating the world. Christians set aside Sunday in memory of the day they believe Jesus of Nazareth was resurrected. Muslims set aside Friday because they believe that Muhammad received this direction in one of his visions.





Ask a volunteer to read aloud the remaining paragraph of “From Medina to Mecca Again” on pages 20–21.

After the volunteer reads the text aloud, ask the following questions:

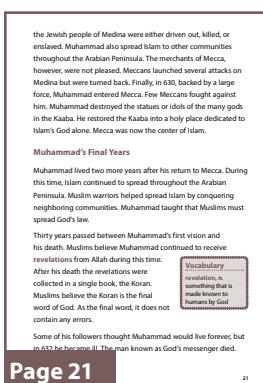
LITERAL—What are some of the religious practices of Islam that you just read about?

- » A muezzin calls followers to prayer. Muslims fast during the month of Ramadan. Muslims pray facing Mecca. Friday is the holy day of the week.

LITERAL—How did Mecca become the center of Islam?

- » Meccans unhappy with the spread of Islam attacked Medina. In response, Muhammad returned to Mecca with a large army. He destroyed the idols in the Kaaba and dedicated the shrine to the one God, Allah. The dedication of the Kaaba made Mecca the center of Islam.

“Muhammad’s Final Years,” Pages 21–22



Scaffold understanding as follows:

Preview the term *revelation*, and then ask students to read “Muhammad’s Final Years” on page 21 quietly to themselves or with a partner.

After students read the text, ask the following question:

LITERAL—What is the Koran?

- » It is the holy book of Islam, a collection of revelations to Muhammad. Muslims believe the Koran is the final word of God and therefore has no errors.



"Muhammad's First Successors," Pages 23–25

Muhammad's First Successors

When Muhammad died, he appears to have left no instructions for choosing a successor. His followers had considered him the last of the prophets. The Muslims were divided, though, that they needed a living leader, and they were not sure who that was. But Muhammad's death caused conflict over who was the rightful leader of the Islamic community. Muhammad's successors were called caliphs ("kay'hīs"). Muhammad had a surviving daughter, but not a son. Two men stood ready to take over. They were Ali, Muhammad's cousin and his wife's son, and Abu Bakr, the father of one of Muhammad's wives and one of Muhammad's closest friends. The important elders of Medina chose Abu Bakr. But Abu Bakr, the first caliph, lived for only two more years. The second Caliph was Umar, another close companion of Muhammad's. Once again, Ali was overlooked. Within twenty-four years of Muhammad's death, there was a civil war that created the two branches of Islam—the Shiite, who are the followers of Ali, and the Sunnis.

Despite such conflict, Islam spread far and wide. The first four caliphs conquered land throughout Syria, Egypt, North Africa, and Persia. Muslim warriors depended for success on their speed and mobility. In one important battle for the city of Damascus in Syria, for example, a much larger army outnumbered the Muslim warriors. The Muslims camped with the desert at their backs, waiting for the Persians to attack them. When the two armies met in the

Vocabulary
caliph, in, a successor
Abu Bakr, Muhammad's first leader of Islam

Page 23

Scaffold understanding as follows:

Read the title of the next section aloud, "Muhammad's First Successors," on page 23.

SUPPORT—Discuss the word *successors*. Students learned the word *successor* in the *Medieval Europe* unit. It means a person who becomes king, queen, or leader after the recent leader's death.

Ask volunteers to read aloud "Muhammad's First Successors" on pages 23–25.

CORE VOCABULARY—Point out the term *caliph* and its definition as it is encountered. The word *caliph* is an Arabic word meaning a successor of Muhammad.

SUPPORT—Have students examine the map of The Spread of Islam on page 25. Have students identify the locations of the following to help them visualize the places mentioned in this lesson: Syria, Egypt, Persia (Iran), and Spain. Note that the eastern border of Islam in 750 CE, the river to the east of Persia, is the edge of India.

After students read the text, ask the following questions:

LITERAL—Who were the caliphs?

- » They were the successors to Muhammad and the rulers of the Muslim world.

EVALUATIVE—How did the two branches of Islam that continue to exist today, the Shiite and the Sunni, come about?

- » The branches were formed because of a disagreement about who should succeed Muhammad as the leader of Islam. Those who supported Abu Bakr, the first caliph chosen by the elders of Medina, became the Sunni. Those who supported Ali, Muhammad's cousin and his daughter's husband, became the Shiite.

LITERAL—How did Islam spread throughout the Middle East, Europe, and Asia?

- » Islam spread through the leadership of the caliphs and through military battles fought by Islamic warriors.

Damascus became the capital of an Islamic empire.

battle on a hot summer day, a strong wind blew in from behind the Muslim troops, swirling dust and sand and blinding the enemy forces. The Muslim warriors were able to win an important victory. The great ancient Syrian city of Damascus was theirs.

Within one hundred years after the death of the Prophet Muhammad, Muslim rule had spread from the Arabian Peninsula to the borders of India and China in the east. It spread through North Africa and into Spain in the west. Muslim armies also advanced as far as Constantinople, the capital of the Byzantine Empire, conquering it in 1453.

...ed this vast territory, most immediately convert to Islam.

Page 24

This took hundreds of years. However, over time most conquered people did convert.

The caliphs worked to organize and govern their growing empire. They used their powerful armed forces to control that empire. They collected taxes. They made Arabic the official language of the government.

The caliphs also created a special place for other believers who believed in God, Jesus, and themselves. Known as "People of the Book," Muslims believe that Jews and Christians worshipped the same God as Muslims. As "People of the Book," Jews and Christians had more rights and privileges than other non-Muslims, although they did pay a tax. This tax, according to Islamic law, provided them with protection and released them from having to serve in the army.

The Spread of Islam

Map showing the extent of the Islamic empire in 632 CE and 750 CE. The empire covers parts of Africa, Europe, and Asia.

25

Page 25

Timeline

- Show students the Chapter 3 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why was the flight to Medina the start of a new period in the history of Islam?”
- Post the image of the map to the Timeline under the date referencing the 700s; refer to the illustration in the Unit 4 Introduction for guidance on the placement of the image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Share an answer to the Big Question, “Why was the flight to Medina the start of a new period in the history of Islam?”
 - » Key points students should cite include: The Hegira marked the beginning of the spread of Islam outside Mecca; from there, Islam spread throughout the Arabian Peninsula and then beyond it. After attacks on Medina by the Meccans, Muhammad returned to Mecca with a large army. He destroyed the idols in the Kaaba and dedicated the shrine to the one God, Allah. After Muhammad’s death, his successors, the caliphs, spread Islam to other parts of the world.
- Choose one of the Core Vocabulary words (*convert, revelation, or caliph*), and say a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Islamic Expansion (RI.4.7)

25 MIN

Activity Page



AP 3.1



Materials Needed: Sufficient copies of Islamic Expansion (AP 3.1)

Distribute AP 3.1, Islamic Expansion, and direct students to use the map to answer the questions.

Domain Vocabulary: Chapters 1–3 (RI.4.4, L.4.6)

30 MIN

Activity Page



AP 3.2

Materials Needed: Sufficient copies of the Domain Vocabulary: Chapters 1–3 activity page (AP 3.2)

Distribute AP 3.2, Domain Vocabulary: Chapters 1–3, and direct students to match the definitions to the vocabulary terms they have learned in their reading about *Medieval Islamic Empires*.



The Art of the Koran

20 MIN

Materials Needed: Internet access

Alternate Art Activity for the Art of the Koran: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource packet for Grade 4, available at:

www.coreknowledge.org/store

The Art Resource packet also includes an image from the Book of Kells, which you may choose to use as a comparison piece during this activity.



Background for Teachers: Prepare for the activity by previewing the image of a handwritten Koran. Use this link to download the CKHG Online Resources for this unit, where the specific link for the image, for background information on the art of the Koran, and for an image from the Book of Kells may be found:

www.coreknowledge.org/ckhg-online-resources

Display the image of the handwritten Koran. Explain to students that this Koran was written in the 1100s–1200s. Remind students of the importance of the Koran in Islam. It is a collection of Muhammad’s revelations and is considered to have no errors. It, along with the example of Muhammad’s life, provides the guidance for living a Muslim life.

Explain that calligraphy, or artistic handwriting, is an important art form in Islamic culture. This Koran provides an example of that art form. Students will learn more about calligraphy and Islamic art in the next chapter of the Student Reader.

Have students study the image. Then ask the following Looking Questions:

- This is a handwritten Koran. Where do you see something that looks like handwriting?
 - » The writing is in the center of the page.
- What kind of balance is used in the decoration of these pages?
 - » The decoration of these pages is symmetrical.
- What types of lines are used in the design?
 - » Vertical, horizontal, diagonal, and curving lines are used in the design.

- What types of shapes are used?
 - » Geometric shapes, such as rectangles and squares, are used, along with other rounded shapes, similar to an oval or teardrop shape.
- Why might the designer have used this combination of lines and shapes?
 - » This combination of lines and shapes provides balance and structure but also offers variety.
- How does the decoration call attention to the words on the page and to the book itself?
 - » The decoration focuses attention on the words and provides an elaborate frame for them. The decoration also emphasizes the importance of the book.
- In the *Medieval Europe* unit, you studied a page from the Book of Kells. Compare the page from the Book of Kells with the pages of the Koran. How are they similar? How are they different?
 - » Answers will vary but may include the use of geometric shapes and the use of illustrations to emphasize the books' importance.

CHAPTER 4

Islamic Culture

The Big Question: How did the Islamic Empire contribute to the development of Western knowledge and culture?

Primary Focus Objectives

- ✓ Explain the importance of trade in the development of Islamic civilization. (RI.4.2)
- ✓ Describe the contributions of Islamic scientists, scholars, and artists. (RI.4.2)
- ✓ Explain how Muslim scholars preserved, built on, and passed along the works of Greek and Roman thinkers. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *scribe, navigation, algebra, stucco, and calligraphy.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Islamic Culture”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- Internet access to images of Dome of the Rock, the Alhambra, and the Taj Mahal

Core Vocabulary (Student Reader page numbers listed below)

scribe, n. a person whose job is copying written information (28)

Example: Muslim scribes copied and translated the works of Greek and Roman thinkers.

Variations: scribes

navigation, n. the act of planning and directing the movement of a ship, plane, or other vehicle (28)

Example: The discoveries of Muslim astronomers and mathematicians made navigation easier for ships.

Variations: navigate (verb)

algebra, n. a type of advanced mathematics (29)

Example: Students in middle school and high school mathematics often study algebra.

stucco, n. a type of rough plaster; a material used to make walls (32)

Example: Muslim builders often created designs on stucco walls.

calligraphy, n. artistic handwriting (32)

Example: Muslim artists often include calligraphy of verses from the Koran in their artwork.

Variations: calligrapher

THE CORE LESSON 35 MIN

Introduce “Islamic Culture”

5 MIN

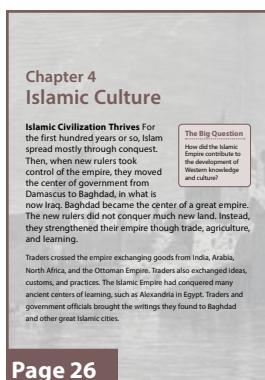
Ask students if they have ever read the tags on their clothing. Where were their clothes made? How many have clothes made outside the United States? Ask students what we call the process of exchanging goods with other countries (*trade*). Explain that in earlier times—before television, movies, and computers—people learned about other countries and cultures through exploration and trade.

Tell students that in this chapter, they will learn how important trade became to the growing Islamic Empire and how it enriched the empire and its peoples. Tell them they also will learn how this trade resulted in important discoveries and innovations in Islamic culture. Call attention to the Big Question, and encourage students to look for ways that the Islamic Empire contributed to the development of Western knowledge and culture. Remind students that, in this context, *Western* means European.

Guided Reading Supports for “Islamic Culture”

30 MIN

“Islamic Civilization Thrives,” Pages 26–29



Scaffold understanding as follows:

Read aloud the first two paragraphs of “Islamic Civilization Thrives” on page 26. Explain that the word *thrives* means to do well or to grow. Note that in this section, students will read about how Islam grew and became important during this time. Examine and discuss the image and caption on page 27.



SUPPORT—Have students turn to the map of The Spread of Islam on page 25 of the previous chapter. Have students locate the city of Baghdad. Make sure students understand that Baghdad was in a good location to be a center of trade. The Tigris River (and the nearby Euphrates River) linked it with waterways and land routes to India and the East as well as to Syria and Constantinople (in present-day Turkey). Tell students that Muslim rulers in Baghdad controlled this vast territory. They made sure that the empire was peaceful and people were safe. Traders could travel from one end of the empire to another in peace. This made it easier for traders to do business, and trade flourished.



Page 27

Vocabulary
scribe, n. a person whose occupation is copying written information
navigation, n. the act or art of finding and directing the movement of a ship, plane, or other vehicle

Muslim scholars translated the works of Greek philosophers such as Plato, Aristotle, Galen, and many other great scholars into Arabic. They saved many original works of Greek and Roman thinkers. These works opened new fields of study for Muslim scholars. Over time, the same would happen for European scholars who rediscovered the ancient works, thanks to the work of Muslim scribes.

Other manuscripts were translated into Arabic from their original languages. Indian writings introduced the numerals 0 through 9. Indian mathematicians also introduced the place-value system.

This manuscript from the 1100s reveals the study of palm plants.

Page 28

CORE VOCABULARY—Read aloud the remaining paragraphs of “*Islamic Civilization Thrives*” on pages 28–29, stopping to explain the meaning of the vocabulary term *scribe*.

SUPPORT—Help students understand the role of Muslim scholars in preserving the works of Greek and Roman thinkers. Draw a four-step flowchart on the board or chart paper. Fill in each step of the flowchart as follows: 1. Greek and Roman thinkers write down their ideas. 2. Muslim traders bring the writings of Greek and Roman thinkers to Baghdad and other Muslim cities. 3. Muslim scholars study and translate the writings. 4. Muslim scholars share their studies and translations with Europeans.

SUPPORT—Write the numbers 0–9 on the board in a row from left to right, explaining that these numerals are called Arabic numbers.

SUPPORT—Call attention to and discuss the illustrations and captions on pages 28–29. Explain the meaning of the vocabulary word *navigation* in the caption on page 28.

After you read the text, ask the following questions:

LITERAL—In 750 CE, the center of Islamic government moved from Damascus to what city?

- » Baghdad

INFERRENTIAL—What was the primary language Muslims of medieval Islam spoke? How do you know?

- » Medieval Muslims spoke Arabic. Muslim scholars translated works written originally in Greek (and Latin) into Arabic.

LITERAL—What contributions by Muslim scholars are described in this section?

- » Muslim scholars translated the works of ancient Greek and Roman thinkers. They also borrowed and spread the use of written numerals 0–9.

“Learning and Discovery,” Pages 29–31

These numerals have been used since that time throughout the world. The mathematics in your textbooks today is based on these numerals and this place-value system. In the 800s, Muslims called these numerals “Hindi numbers,” after the language of northern India. However, since their translation into Arabic, they have been called “Arabic numbers.”

This manuscript from the 1100s reveals the study of palm plants.

Learning and Discovery

Muslim scholars didn’t just translate ancient works. They made great advances in many fields, including philosophy, astronomy, medicine, and mathematics.

One mathematician, Muhammad al-Khwarizmi, created an entirely new form of mathematics—algebra. He built on the work of Greek mathematicians to create new ways of working with numbers.

Vocabulary
algebra, n. a type of advanced mathematics

Page 29

Scaffold understanding as follows:

Ask a volunteer to read the first two paragraphs of “Learning and Discovery” on page 29, stopping to explain the meaning of the term *algebra*.

In medicine, Muslim doctors were far ahead of those in western Europe. Muslim doctors were the first to describe measles and smallpox accurately. They were the first to discover how some diseases spread. One doctor and philosopher, Ibn Sina, was especially influential.

Ibn Sina was born in 980 CE. He was a wonder child. It is said that he could recite the entire Quran by age 10. By age 12, he knew medicine and philosophy by the time he was a teenager. The Quran has 114 chapters and more than 6,000 verses! As an adult, he wrote a detailed medical encyclopedia, the *Canon of Medicine*, and a review of all the philosophical sciences of his day. The encyclopedia was used to teach doctors throughout the Muslim world. Later, it was translated and used in Europe for hundreds of years.



Page 30

stand measles and smallpox.

Ibn Sina described various diseases and their treatments with great accuracy. He also wrote a philosophical text titled *The Healing*. His interests didn't stop there, however. He also wrote books on astronomy and mathematics.

Eventually, the works of Ibn Sina and other Islamic scholars were shared with Europe. Muslims conquered southern Spain in the late 700s. The Spanish city of Córdoba became a center of Muslim art and learning. Córdoba boasted three thousand mosques, seven hundred schools, and a library containing 400,000 books. Europeans also translated works from Arabic and Hebrew and Latin. By 1150, European doctors were reading translations of Ibn Sina's medical encyclopedia and philosophical works. By 1200, Europeans had been introduced to algebra.



Page 31

Córdoba — was built in 786. Later, it was turned into a

31

Ask volunteers to take turns reading the rest of “Learning and Discovery” on pages 30–31.

After volunteers read the text, ask the following questions:

LITERAL—Who was Ibn Sina?

- » He was a gifted Muslim doctor and philosopher who wrote a medical encyclopedia and books on philosophy, astronomy, and mathematics.

LITERAL—Why is the Spanish city of Córdoba important in Islamic history?

- » It became a center of Muslim art and learning after the Muslim conquest of Spain in the 700s.

“Architecture and Art,” Pages 32–33

Scaffold understanding as follows:

Ask students to read “Architecture and Art” on pages 32–33 to themselves.

CORE VOCABULARY—Explain the terms *stucco* and *calligraphy* to students. If you have buildings or walls made of stucco in your community, offer these as examples. Tell the students that the word *calligraphy* comes from two Greek words meaning beauty and writing. Calligraphy is not just good handwriting—it is art. It is created purposely to be beautiful and artistic.

After students read the text, ask the following questions:

LITERAL—What were some of the characteristics of medieval Islamic art?

- » Medieval Islamic art often contained patterns. Some artists created mosaics. Others were calligraphers. Artists often used bright colors.

LITERAL—Who were the Seljuk Turks?

- » They were a group of Muslims who took control of the Islamic Empire and seized more than half of the Byzantine Empire.

Architecture and Art

During this time art and architecture also thrived. Some of the most beautiful buildings in the world were designed by Muslim architects. The Great Mosque of Samara, in Iraq, is one of these buildings.

Muslim artists created complex patterns and designs in bright colors. They applied these patterns to all types of surfaces: pottery, tile, glass, wood, plaster, stucco, and even brick. Islamic artists developed calligraphy, the art of writing in a decorative way. They used calligraphy to write words from the Quran. Thus, they turned the words into works of art.

Muslim poets wrote poems of great beauty. Other Muslim writers told stories that are still read today. One of the greatest story tellers was Aladdin.



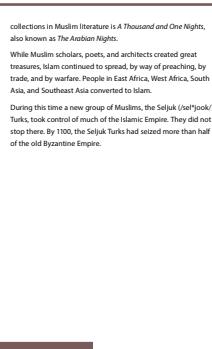
Page 32

patterns and calligraphy.

collections in Muslim literature is *A Thousand and One Nights*, also known as *The Arabian Nights*.

While Muslim scholars, poets, and architects created great treasures, Islam continued to spread, by way of preaching, by trade, and by warfare. People in East Africa, West Africa, South Asia, and Southeast Asia converted to Islam.

During this time a new group of Muslims, the Seljuk (sel-JOOK) Turks, took control of much of the Islamic Empire. They did not stop there. By 1100, the Seljuk Turks had seized more than half of the old Byzantine Empire.



Page 33

33

Timeline

- Show students the Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did the Islamic Empire contribute to the development of Western knowledge and culture?”
- Post the Image Cards to the Timeline under the date referencing the 1000s; refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did the Islamic Empire contribute to the development of Western knowledge and culture?”
 - » Key points students should cite include: Muslim scholars translated the works of Greek and Roman thinkers and then shared their work with Europeans; they introduced “Hindi numbers,” or “Arabic numbers,” to Europe; they made advances in mathematics, astronomy, and medicine, and their works were translated and shared in Europe.
- Choose one of the Core Vocabulary words (*scribe, navigation, algebra, stucco, or calligraphy*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



The Dome of the Rock

15 MIN

Materials Needed: Internet access

Alternate Art Activity for the Dome of the Rock: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource packet for Grade 4, available at:

www.coreknowledge.org/store



Background for Teachers: Prepare for the activity by previewing the images of the Dome of the Rock. Use this link to download the CKHG Online Resources for this unit, where the specific links for the images, as well as background information about the Dome of the Rock, may be found:

www.coreknowledge.org/ckhg-online-resources

Display the image of the Dome of the Rock from a distance. Tell students that the Dome of the Rock is in Jerusalem in what is now the country of Israel. It was built as a shrine to mark the place where Muslims believe that Muhammad ascended to heaven and received God's, or Allah's, instructions before returning to Earth to share those instructions. The site is also sacred to Jews and Christians as the site of an ancient Jewish temple. The Muslim shrine was built in the late 600s CE when Islam was still a young religion.

Point out the structure's octagonal arrangement and dome. Explain that the dome is actually two domes: a wooden one on the inside and a gilded (metal-covered) dome on the outside. The dome represents heaven; the building's mosaic facing represents Earth.

Then display the close-up of the building. Point out the mosaics and the use of calligraphy in the design.

After students study the images, ask the following Looking Questions:

- What things catch your eye about this building?
 - » The gold dome is quite striking, as is the enormous entrance.
- What does the use of gold suggest about the building?
 - » The expensive materials used in this building show that it is important.
- This building is a mosque, a place of worship like a church or temple. How does the top half of the mosque contrast with the bottom half?
 - » The bottom half of the mosque is more decorative and has flat sides, which create an octagonal form. The dome is round—a hemisphere on top of the vertical lines.
- CHALLENGE: Why are the materials used in this building especially appropriate for a desert climate?
 - » The sun reflects off the gold dome.
- Which parts of this building are symmetrical, that is, having identical parts facing one another across an imaginary center line? Can you find any parts that are not?
 - » The building is mostly symmetrical though some of the wall decoration is not.



The Court of the Lions

15 MIN

Materials Needed: Internet access

Alternate Art Activity for the Court of the Lions: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4, available at:

www.coreknowledge.org/store



Background for Teachers: Prepare for the activity by previewing the images of the Alhambra. Use this link to download the CKHG Online Resources for this unit, where the specific links to the images, as well as to background information, may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that the Court of the Lions was built in the 1300s, after the medieval time period covered by this chapter. However, the building is particularly beautiful and displays many of the characteristics of Islamic architecture and so is worthy of study in this unit.

Display the image of the Alhambra's exterior. Explain that the Court of the Lions is part of this complex of buildings called the Alhambra in Granada, Spain. The Alhambra includes a military fortress, a palace, and craftspeople quarters.

Display the image of archways in the Alhambra. Explain that the palace area is decorated with intricate, detailed geometric patterns and calligraphy characteristic of Islamic art. Point out the intricacy of the designs on the archways.

Display the image of the Court of the Lions. If using the Core Knowledge Art Resource, make sure the title is covered. Give students a few moments to study the image and then ask the following Looking Questions:

- In this courtyard, what sounds would you hear?
 - » You would hear water from the fountain.
- What animals surround the fountain?
 - » Lions surround the fountain.
- What different shapes of arches are used in the building?
 - » There are both pointed and rounded arches.
- What kind of decoration covers the walls?
 - » There are abstract patterns covering the walls.
- What examples of Islamic art and architecture do you see in the picture?
 - » There are two types of arches and decorative mosaics along the tops of the walls. Point out the geometric patterns.



The Taj Mahal

15 MIN

Materials Needed: Internet access

Alternate Art Activity for the Taj Mahal: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4, available at:

www.coreknowledge.org/store



Background for Teachers: Prepare for the activity by previewing the image of the Taj Mahal. Use this link to download the CKHG Online Resources for this unit, where the specific link to the image, as well as to background information, may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that the Taj Mahal was built in the 1600s in India, hundreds of years after the time period covered in this unit and in a different geographic area. However, because it is home to one of the world's most recognizable buildings and it displays many of the characteristics of Islamic architecture, it is worthy of study in this unit.

Display the image of the Taj Mahal. Explain that the Taj Mahal complex was built by the shah, or ruler, of India for his wife. It includes a gateway, a garden, a mosque, and a mausoleum (tomb) where the shah's wife is buried. Artisans from Europe and two Islamic empires (Persia and the Ottoman Empire) helped build the complex. It took twenty years and two hundred thousand workers to complete.

After students study the image, ask the following Looking Questions:

- What attracts your attention about this building?
 - » The colors, the dome, and different kinds of towers in this building immediately attract attention.
- What do you think the building might be used for?
 - » Answers may include a church, the home of someone important, etc. Explain that the building was commissioned as a memorial to the wife of Emperor Shah Jahan by the emperor himself.
- Where are examples of three important Islamic architectural features?
 - » The domes, minarets, and pointed arches are examples of important Islamic architectural features.
- Point out the minarets. What are minarets used for? What do they tell us about the shah who had the Taj Mahal built?
 - » Minarets are used in Islamic culture to call people to prayer. The shah was likely a Muslim.

Islamic Art and Architecture

30 MIN

Activity Page



AP 4.1

Materials Needed: Sufficient copies of the Islamic Art and Architecture activity page (AP 4.1)

Distribute AP 4.1, Islamic Art and Architecture, and direct students to identify the elements in each picture.

CHAPTER 5

The Crusades

The Big Question: What events caused the First Crusade?

Primary Focus Objectives

- ✓ Identify the events that resulted in the Crusades and the outcome of the Crusades. (RI.4.3)
- ✓ Identify the key historical figures in the Crusades, including Richard the Lionhearted and Saladin. (RI.4.2)
- ✓ Describe Islam's capture of Constantinople under the leadership of the Ottoman Turks. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *cause, crusader, heretic, and infidel.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Crusades”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 4.1

AP 5.1

- Display and individual student copies of World Map (AP 1.1)
- Sufficient copies of Islamic Art and Architecture (AP 4.1)
- Sufficient copies of Domain Vocabulary: Chapters 4–5 (AP 5.1)

Core Vocabulary (Student Reader page numbers listed below)

cause, n. something that a group of people believe in or fight for (37)

Example: Saladin rallied Muslims to the cause of expelling the crusaders from Jerusalem.

Variations: causes

crusader, n. someone who participated in religious wars during the Middle Ages in which Christians from Europe attempted to recover territory, or the “Holy Land (Jerusalem),” from Muslims in the Middle East (37)

Example: Crusaders came from areas across Western Europe to fight in the Middle East.

Variations: crusaders, crusade

heretic n., a person who does not accept or follow the ideas of a particular religion (37)

Example: During the Crusades, many Western Christians believed that Eastern Christians were heretics.

Variations: heretics

infidel n., someone who does not believe in a certain religion or rejects its teachings (40)

Example: The fact that Christians and Muslims viewed one another as infidels led to war in medieval times.

Variations: infidels

THE CORE LESSON 35 MIN

Introduce “The Crusades”

5 MIN



Ask students to turn to the map, *The Spread of Islam*, on page 25 of their Student Readers. Have them identify where Islam began. (*Mecca, the Arabian Peninsula*) Point to various locations and ask whether Islam spread to those areas by 750 CE. (*Spain: yes; Italy: no; northern Africa, yes; Persia/Iran: yes; Greece: no*) Have students identify two cities on the map that were capitals of Islamic empires. (*Damascus, Baghdad*) Direct students’ attention to Jerusalem. (If you conducted the Dome of the Rock Additional Activity for Chapter 4, remind students that Jerusalem is where the Dome of the Rock is located.) Remind students that Jerusalem is sacred to Jews, Christians, and Muslims and had once been a part of the Byzantine Empire. Was Jerusalem part of an Islamic empire? (yes)

Tell students that in this chapter they will learn about a series of wars in this region called the Crusades. Call attention to the Big Question, and encourage students to look for reasons for the beginning of the First Crusade.

Guided Reading Supports for “The Crusades”

30 MIN

“A Call for Help,” Pages 34–37

Chapter 5
The Crusades

A Call for Help Near the end of the 1000s, the Byzantine emperor, Alexius I, asked Pope Urban II if he could help. Seljuk Turks were controlling parts of the Byzantine Empire. The emperor wanted help turning them back.

The Big Question: What did the pope want the First Crusade?

Urban II was the religious leader of Christians in western Europe. The Byzantines were members of the Eastern Orthodox Christian Church. The emperor did not ask for help regarding his empire. Instead, he cleverly stressed the need for all Christians, whether they were from the west or the east, to unite against Muslims. Muslims also had control of Jerusalem and Palestine, known as the Holy Land. The emperor asked for help to conquer the Holy Land.

The Holy Land is a region in the Middle East where Jesus had lived. It had been under Muslim control for nearly four hundred years. During most of that time, many Christian pilgrims traveled to the Holy Land to pray and to visit the places sacred to Christianity. But Turkish conquests had made it difficult.

Page 34

Scaffold understanding as follows:

Ask students to quietly read the first three paragraphs of “A Call for Help” on page 34 to themselves and to study the illustration and caption on page 35.

SUPPORT—Remind students that the map of *The Spread of Islam*, on page 25, showed Jerusalem under Muslim control as of the year 750 CE. The events of this chapter begin around the year 1095, by which point Jerusalem had been in Muslim hands for hundreds of years.



Page 35



Page 36

Read aloud the final paragraph of “A Call for Help” on pages 36–37, stopping to explain the vocabulary terms *cause* and *crusader*. Help students see the connection between the terms *Crusades* and *crusader*.

After you read the text, ask the following questions:

LITERAL—Why did Pope Urban II call for war against the Muslims?

- » The Byzantine emperor asked for help in turning back the Ottoman Turks, who were conquering parts of the Byzantine Empire and making it difficult for Christians to visit the Holy Land.

EVALUATIVE—Why did Christians consider the land around Jerusalem to be the Holy Land?

- » Jesus had lived there.

“War,” Pages 37–38

Scaffold understanding as follows:

Ask a volunteer to read aloud “War” on pages 37–38.

CORE VOCABULARY—Point out and explain the vocabulary term *heretic*.

SUPPORT—Help students gain an understanding of the span of time of the Crusades by noting that the Crusades lasted for almost two hundred years. Note that the United States has been a country for less than 250 years. Ask students to imagine what it would be like to live in a land that had groups of people invading it periodically for almost two hundred years.

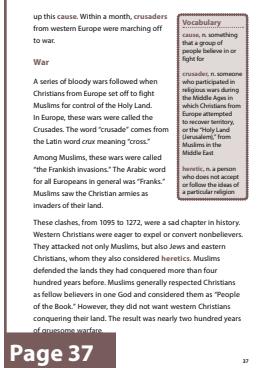
After the volunteer reads the text, ask the following questions:

LITERAL—How did the Crusaders and the Muslims see the wars differently?

- » The Crusaders saw it as a holy war. The Muslims saw it as an invasion.

INFERRENTIAL—How did Jews and Eastern Christians in the Holy Lands likely see the Crusades?

- » They likely saw them as an invasion because the Crusaders attacked Jews and members of the Eastern Church as well as Muslims.



Page 37

LITERAL—Did the Crusades succeed in freeing the Holy Land from Muslim rule?

- » The Crusades succeeded for only a short time. By the time they ended, the Muslims had regained control of the Holy Land.

“Richard and Saladin,” Pages 38–41



Scaffold understanding as follows:

Ask volunteers to take turns reading “Richard and Saladin” on pages 38–41.

CORE VOCABULARY—Stop and explain the meaning of the word *infidel*. Write the word *infidel* on the board and pronounce it. Tell students that it is made up of the prefix *in-*, which means not, and *fidelis*, the Latin word for faithful. An infidel is someone who is not “faithful,” that is, someone who does not believe in God or who believes in a different faith.

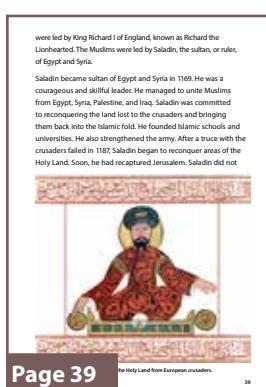
After volunteers read the text, ask the following questions:

LITERAL—Who were Richard the Lionhearted and Saladin?

- » In the Third Crusade, Richard was the leader of the Crusaders (Christians). Saladin was leader of the Muslims. Richard was king of England, and Saladin was the Sultan of Egypt and Syria.

LITERAL—What was the outcome of the Third Crusade?

- » The Crusaders did not recapture Jerusalem, but Christian pilgrims were allowed to visit Jerusalem as long as they did not carry any weapons.



"Some Effects of the Crusades," Page 41

Scaffold understanding as follows:

Ask students to read "Some Effects of the Crusades" on page 41 to themselves.

After students read the text, ask the following question:

EVALUATIVE—How did Crusaders' contact with Muslim society change European ideas about Islam?

- » Although Muslims and Europeans continued to distrust one another, Crusaders came in contact with Islamic scientific discoveries, knowledge, and art. Christian universities began to teach Arabic and Muslim subjects. Arabic works were translated into European languages.

"The Ottoman Turks," Pages 41–43

Scaffold understanding as follows:

Ask students to read "The Ottoman Turks" on pages 41–43 to themselves or with a partner.



SUPPORT—Display AP 1.1 and have students find the location of Constantinople. Help students notice the city's proximity to Europe. Explain that Constantinople, or Istanbul, straddles Europe and Asia: part of the city is on one continent and part is on the other. Tell students that although the Ottomans were unable to expand farther into Europe, their empire continued for another four hundred years until the early 1900s.

After students read the text, ask the following questions:

LITERAL—What did the Ottoman Turks accomplish in 1453?

- » They captured Constantinople, which had been the center of the Byzantine Empire for more than 1,100 years.

LITERAL—What did the Ottoman Turks rename the city of Constantinople?

- » Istanbul

Activity Page



AP 1.1

On May 29, 1453, the Ottomans captured this prize of the Byzantine Empire. They renamed its name to Istanbul, from a Greek word meaning "into the city." Istanbul would be a major center of Islam for centuries to come.

The Ottomans did not stop at Constantinople. Over the next seventy-five years, they pushed into southeastern Europe. They were halted first in 1529 at Vienna, in present-day Austria. In 1571 the navies of western Europe dealt the Ottomans a decisive defeat. The Ottomans stopped expanding into Europe.

For hundreds of years, Islamic armies had successfully defended themselves and conquered new lands. Islamic cultural accomplishments had continued to grow, too. Islam influenced people around the world. We still benefit from its scientific and mathematical advances. We still marvel at the riches of its art.

Page 43

Timeline

- Show students the four Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What events caused the First Crusade?”
- Post the image of Pope Urban II to the Timeline under the date referencing the 1000s, the images of Saladin and Richard the Lionhearted to the Timeline under the date referencing the 1100s, and the image of Constantinople to the Timeline under the date referencing the 1400s; refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What events caused the First Crusade?”
 - » Key points students should cite include: The Muslims were conquering parts of the Byzantine Empire, including Jerusalem and the Holy Land. The Byzantine emperor asked for the pope’s help in recapturing the Holy Land.
- Choose one of the Core Vocabulary words (*cause, crusader, heretic, or infidel*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 4–5

30 MIN

Activity Page



AP 5.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 4–5 (AP 5.1)

Distribute AP 5.1, Domain Vocabulary: Chapters 4–5, and direct students to match the definitions to the vocabulary terms they have learned in their reading about *Medieval Islamic Empires*. This activity page may also be assigned as homework.

The Crusades

30 MIN

Activity Page



AP 5.2

Materials Needed: Sufficient copies of The Crusades activity page (AP 5.2); crayons, colored pencils, or markers in a variety of colors for each student.

Distribute AP 5.2, The Crusades, and direct students to use the maps to answer the questions. This activity page may also be assigned as homework.

Teacher Resources

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Name _____

Date _____

Unit Assessment: *Medieval Islamic Empires*

A. Circle the letter of the best answer.

1. The person who calls Muslims to prayer is a
 - a) minaret.
 - b) madrasa.
 - c) muezzin.
 - d) mosque.
2. The Koran is the
 - a) place of prayer for Muslims.
 - b) leader of prayer for Muslims.
 - c) mosque schoolteacher.
 - d) holy book for Muslims.
3. Which is *not* one of the Five Pillars of Islam?
 - a) helping the poor
 - b) crusade
 - c) pilgrimage
 - d) prayer
4. Muslims follow only the word of
 - a) Gabriel.
 - b) Jesus.
 - c) Abraham.
 - d) God.
5. A group of families claiming a common ancestor is called a
 - a) kingdom.
 - b) clan.
 - c) dynasty.
 - d) caravan.
6. Who is the main prophet of Islam?
 - a) Ali
 - b) Muhammad
 - c) Yusuf
 - d) Khalid

- 7.** The Hegira was
- a)** the city to which Muhammad and his followers moved.
 - b)** Muhammad's escape to Medina.
 - c)** an extraordinary effort and struggle.
 - d)** the name of the chief clan of Mecca.
- 8.** Muhammad's successors were called
- a)** prophets.
 - b)** kings.
 - c)** emperors.
 - d)** caliphs.
- 9.** In the field of medicine, the Islamic Empire was
- a)** behind Europe.
 - b)** ahead of Europe.
 - c)** about the same as Europe.
 - d)** without any doctors at all.
- 10.** Who urged Christians to free the shrines of the Holy Land from the Muslims?
- a)** Saladin
 - b)** Avicenna
 - c)** Pope Urban II
 - d)** Genghis Khan
- 11.** In 1453, the Ottoman Turks succeeded in capturing
- a)** Medina.
 - b)** Constantinople.
 - c)** Spain.
 - d)** Mecca.

B. Match each term with its definition. Write the correct letter on the line.

Terms

12. _____ muezzin

13. _____ mosque

14. _____ meditate

15. _____ heretic

16. _____ pilgrimage

17. _____ convert

18. _____ sacred

19. _____ minaret

20. _____ prophet

Definitions

a) to change from one belief or religion to another

b) a high tower on a mosque, from which Muslims may be called to prayer

c) related to religion; holy

d) to think quietly or carefully about something

e) a religious official who calls Muslims to prayer

f) a place of worship for Muslims

g) a journey undertaken for a religious purpose

h) a person who does not accept or follow the ideas of a particular religion

i) someone chosen by God to bring a message to people

Performance Task: Medieval Islamic Empires

Teacher Directions: The 700s–1400s was a period of learning, culture, scientific discoveries, and influence in the Islamic world. Historians call times when learning and culture flourish a golden age.

Ask students to write a brief essay that supports calling the centuries following Islam's expansion "Islam's Golden Age." Encourage students to use their Student Reader to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five specific examples of Islam's Golden Age to use as the basis of their essay.

Topic	Evidence supporting the term "Islam's Golden Age"
Islamic Expansion	<ul style="list-style-type: none">• Muslim rulers controlled southern Spain, northern Africa, the Middle East, central Asia, and parts of southern Asia.• Turks conquered the Byzantine Empire and parts of southeast Europe
Islamic Learning	<ul style="list-style-type: none">• translation of texts from Romans, Greeks, and Indians• creation of algebra• use of Arabic number system• Ibn Sina's work in medicine, philosophy, and mathematics• libraries and universities in cities such as Baghdad, Cairo, and Córdoba
Islamic Culture	<ul style="list-style-type: none">• beautiful buildings• calligraphy• poetry• literature such as <i>A Thousand and One Nights</i>
The Islamic Empire's Influence on the Rest of the World	<ul style="list-style-type: none">• Ibn Sina's medical text used by doctors in Europe• algebra used by Europeans• preservation of ancient Greek and Roman texts

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essays using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their written responses. Their goal is to provide three to five specific examples.

Above Average	Response is accurate, detailed, and persuasive. The references clearly show how the centuries following the spread of Islam were Islam's Golden Age. The writing is clearly articulated and focused, and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed. The references show how the centuries following the spread of Islam were Islam's Golden Age. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail. The essay helps show how the centuries following the spread of Islam were Islam's Golden Age but references few details from the text. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of historical events. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

Performance Task Activity: Medieval Islamic Empires

The 700s–1400s was a period of learning, culture, scientific discoveries, and influence in the Islamic world.

Write an essay describing the accomplishments of Islam during this time period. Give three to five specific examples of Islam's achievements.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *Medieval Islamic Empires*.

Name _____

Date _____

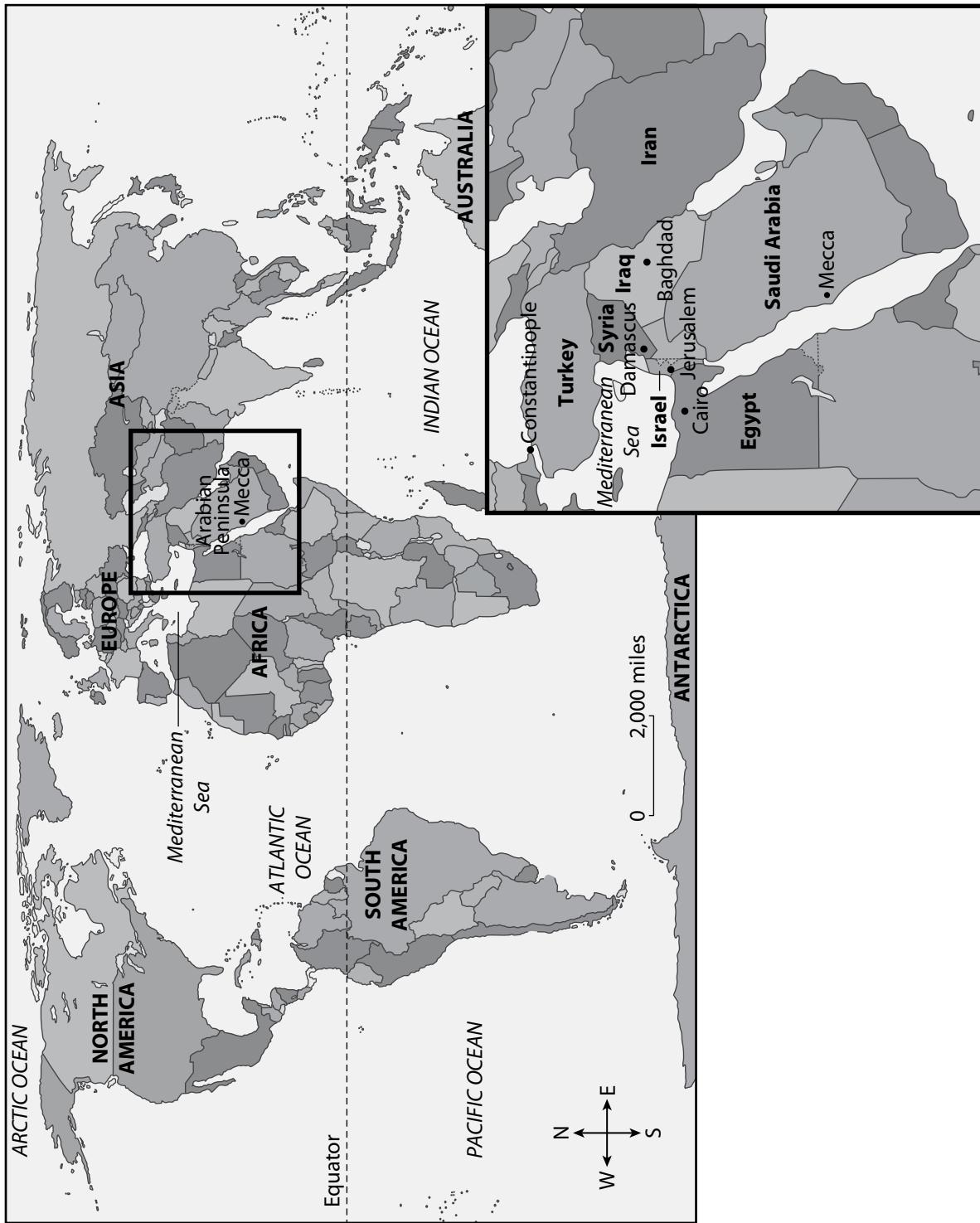
Medieval Islamic Empires Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to *Medieval Islamic Empires*. You do not need to complete the entire table to write your essay, but you should try to provide three to five specific achievements from Islam's Golden Age.

Topic	Evidence supporting the term "Islam's Golden Age"
Islamic Expansion	
Islamic Learning	
Islamic Culture	
The Islamic Empire's Influence on the Rest of the World	<ul style="list-style-type: none">• Ibn Sina's medical text used by doctors in Europe

Date _____

Name _____

World Map

Name _____

Date _____

Activity Page 1.2

Use with Chapter 1

The Five Pillars of Islam

Explore the Five Pillars of Islam by reading the information below and then answering the questions that follow.

Faith

The first pillar involves believing that Allah is the one and only God, and that Muhammad is his messenger. This declaration of faith is called the *shahadah*: “There is no god except God and Muhammad is the Messenger of God.” This declaration is learned by Muslims as children and is recited throughout one’s life in order to prove one’s spiritual commitment to God.

Prayer

Muslims pray five times a day. In an area with many Muslims, an official caller (or the muezzin) calls people to prayer from a minaret of the mosque. Inside the mosque, Muslims perform a ritual cleansing before they begin to pray. Although it is preferable to pray in a mosque, prayers can be said anywhere. However, the person must pray facing the direction of Mecca. There are specific times each day that Muslims pray:

<i>fajir</i>	the morning prayer
<i>zuhř</i>	the noon prayer
<i>'asr</i>	the afternoon prayer
<i>maghrib</i>	the sunset prayer
<i>isha</i>	the night prayer

Concern for the Poor

One of the most important ideas of Islam is that everything belongs to God. Each year, Muslims are supposed to give a percentage of their money as a donation to the poor. A person may also perform a voluntary act of charity or kindness, which has no set amount.

Fasting

Every year during Ramadan (the ninth month in the Muslim calendar), all Muslims fast from sunrise to sunset. This means that they do not eat or drink during that time period. Fasting is seen as a way to purify oneself. Fasting allows Muslims to concentrate more on their religious practices during this time. Children do not begin to fast until they are teenagers. Soldiers during battle, pregnant women, and the sick are not required to fast. The last day of Ramadan is celebrated by feasting.

Name _____

Date _____

Activity Page 1.2 Continued

Use with Chapter 1

Pilgrimage

The annual pilgrimage to Mecca is called the *hajj*. It occurs in the twelfth month of the Muslim calendar. Muslims are expected to perform this pilgrimage at least once in their lives if they can afford it and are in good health. During the five-day-long hajj, certain rituals are performed. These include wearing special clothes that symbolize unity and walking together around the Kaaba. Pilgrims also go to the plain of Arafat, where they stand and are “alone with God.”

1. What is the first Pillar of Islam?

2. How many times do Muslims pray each day? Why do you think it is not necessary to perform these prayers in a mosque?

3. How can Muslims express their concern for the poor?

4. What do Muslims do during Ramadan? Why?

5. How many times are Muslims encouraged to make the pilgrimage to Mecca? What are some important things Muslims do during the hajj?

Name _____

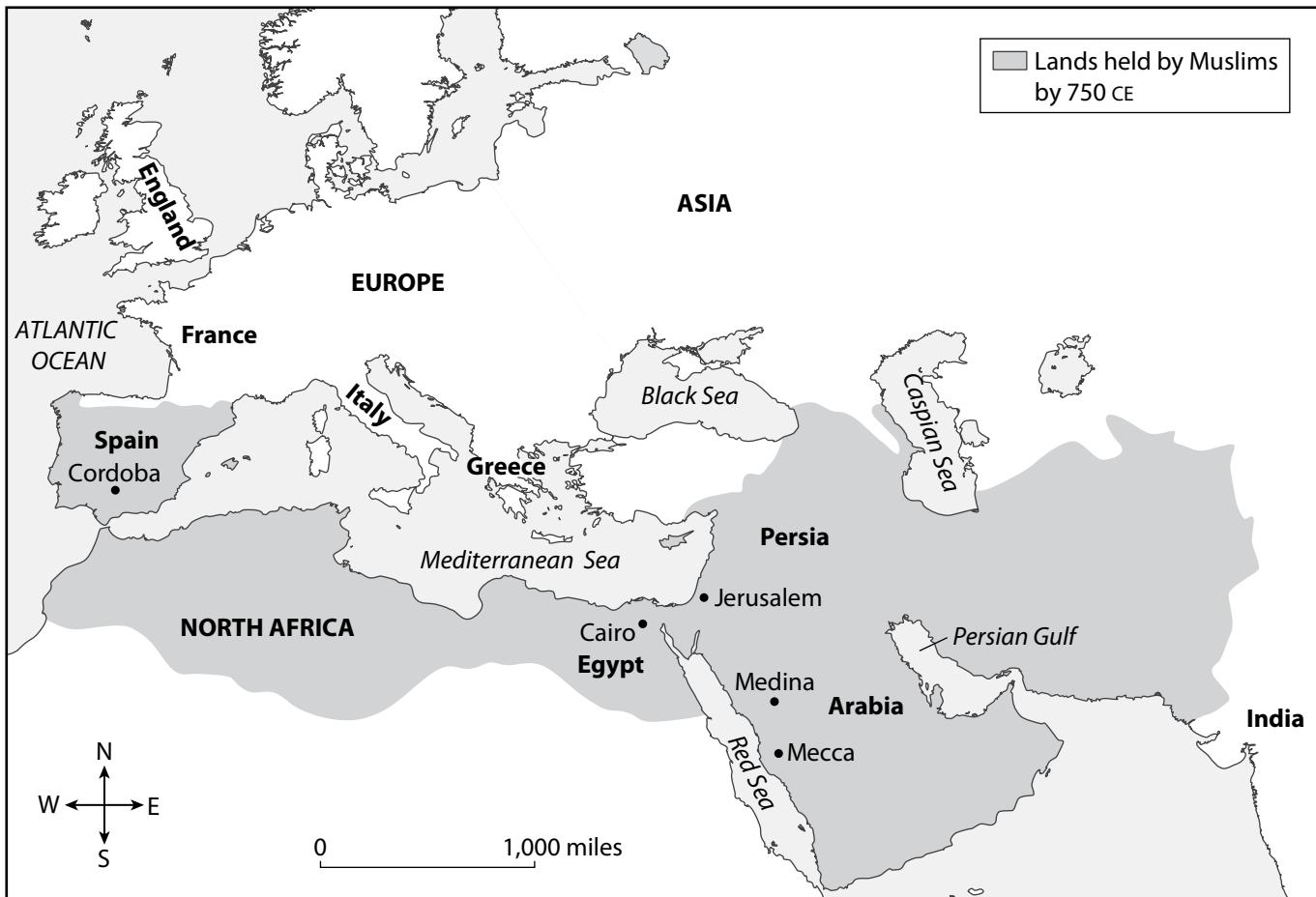
Date _____

Activity Page 3.1

Use with Chapter 3

Islamic Expansion

Study the map. Use it to answer the questions that follow.



1. Which areas were under Muslim rule by 750 CE?

2. What was the northernmost area controlled by the Muslims in 750 CE?

3. What was the southernmost area? _____

Name _____

Date _____

Activity Page 3.1 *Continued*

Use with Chapter 3

4. What was the westernmost area? _____
5. Using the map scale, estimate the distance between Mecca and Medina. _____
6. The United States is about 2,700 miles across from east to west. Using the map scale, estimate the distance between the westernmost areas controlled by Muslims and the easternmost area controlled by Muslims. How does it compare to the width of the United States?

Name _____

Date _____

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

Read each sentence and choose the word that best completes the sentence.

convert clan minaret vision meditate pilgrimage mosque
revelation caliph Ramadan

1. Even before he received the revelations, Muhammad often went off by himself to _____.
2. The first Muslims hoped to _____ other people to Islam.
3. The _____ of the mosque rose high above the building.
4. Abu Bakr was the first _____ to rule after the death of Muhammad.
5. Eventually, even Muhammad's _____ turned against him.
6. Muhammad believed that an angel appeared to him in a _____.
7. The Koran contains each _____ that Muslims believe Muhammad received from God.
8. Every Friday Muslims gather together in the _____ to pray.
9. During _____ Muslims fast during the day.
10. Many Muslims hope to make a _____ to Mecca.

Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Islamic Art and Architecture

Study the pictures of art and architecture from three major Islamic buildings. Label each picture using words from the box. You will not use all the words.

calligraphy

dome

floral designs

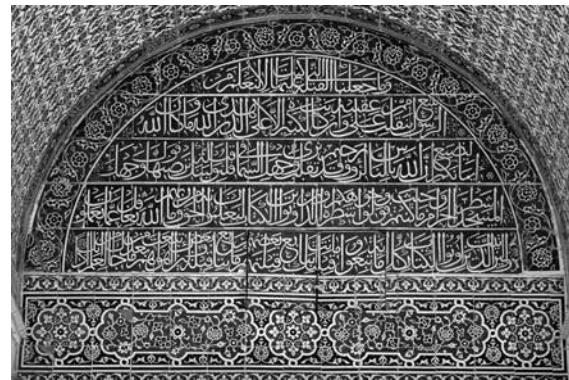
heretic

animal statues

minarets

pointed arch

1. Dome of the Rock (Jerusalem)



2. Court of the Lions (Spain)



Name _____

Date _____

Activity Page 4.1 *Continued*

Use with Chapter 4

3. Taj Mahal (India)



Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Domain Vocabulary: Chapters 4–5

Write the letter of each vocabulary term next to its definition.

- | | |
|--|----------------|
| _____ 1. a place of worship for Muslims | a. algebra |
| _____ 2. the act of planning and directing the movement of a ship, plane, or other vehicle | b. calligraphy |
| _____ 3. something that a group of people believe in or fight for | c. cause |
| _____ 4. related to religion; holy | d. crusader |
| _____ 5. a person whose job is copying written information | e. heretic |
| _____ 6. someone who does not believe in a certain religion or rejects its teachings | f. infidel |
| _____ 7. a type of rough plaster; a material used to make walls | g. minaret |
| _____ 8. a type of advanced mathematics | h. mosque |
| _____ 9. a person who does not accept or follow the ideas of a particular religion | i. navigation |
| _____ 10. someone who participated in religious wars during the Middle Ages in which Christians from Europe attempted to recover territory, or the “Holy Land (Jerusalem)” from Muslims in the Middle East attempted to recover the Holy Land from Muslims | j. sacred |
| _____ 11. a high tower on a mosque, from which Muslims may be called to prayer | k. scribe |
| _____ 12. artistic handwriting | l. stucco |

Name _____

Date _____

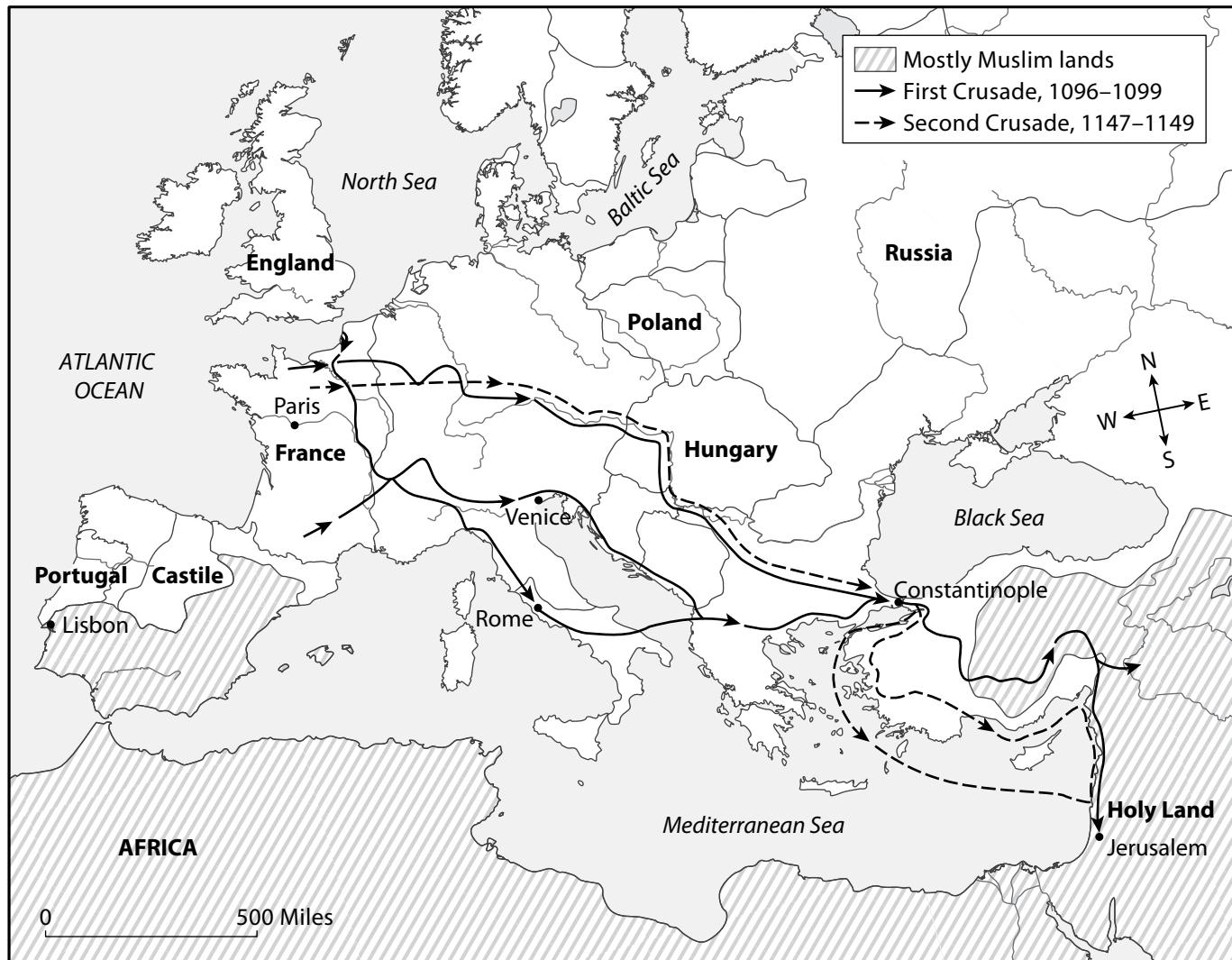
Activity Page 5.2

Use with Chapter 5

The Crusades

Use the maps to answer the questions.

The First and Second Crusades



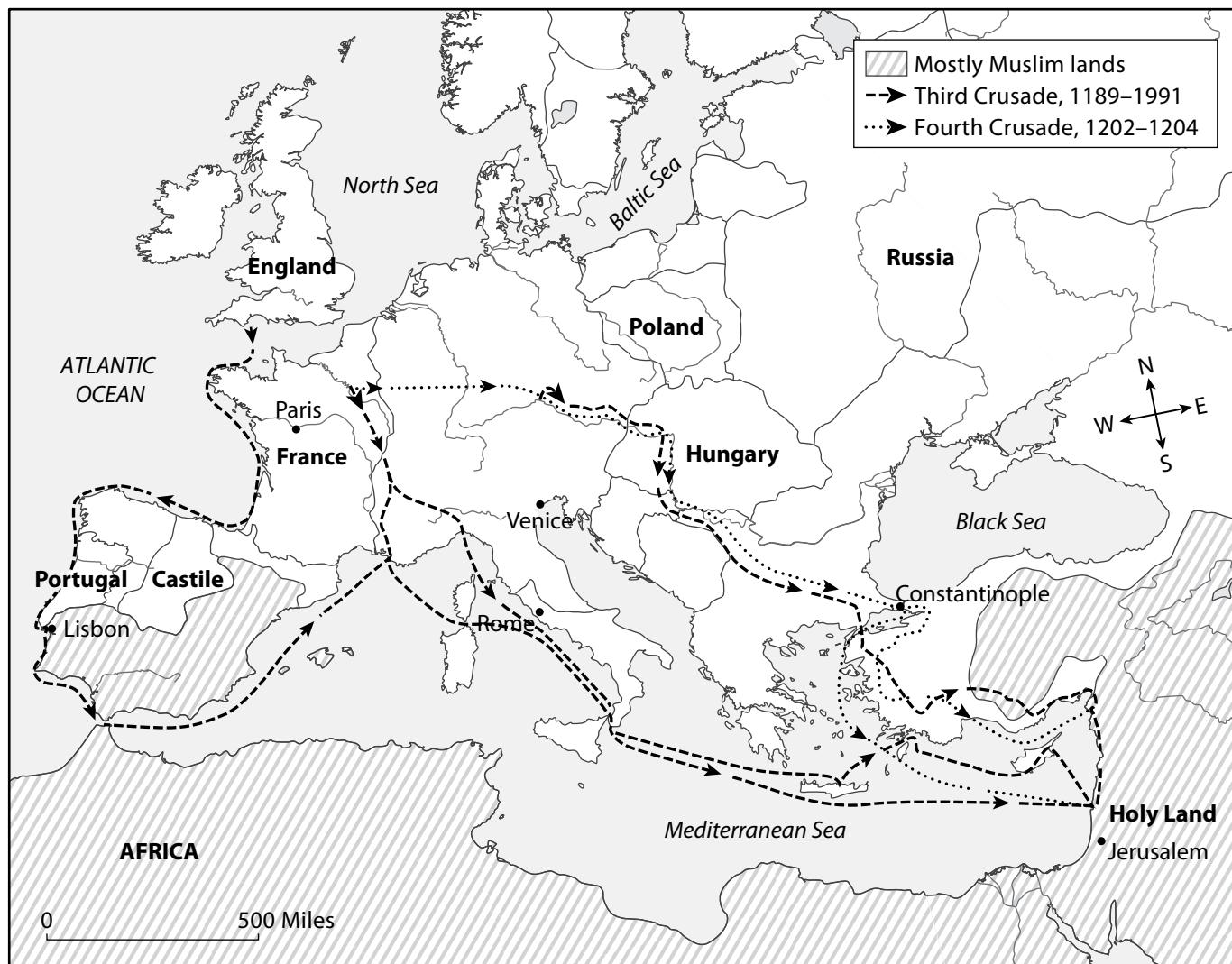
Name _____

Date _____

Activity Page 5.2 Continued

Use with Chapter 5

The Third and Fourth Crusades



Name _____

Date _____

Activity Page 5.2 Continued

Use with Chapter 5

The First and Second Crusades

1. On the first map, find the route of the First Crusade and color it blue.
2. Find the route of the Second Crusade and color it red.
3. Find the name *Jerusalem* and draw an orange line under it.
4. Use the scale of miles to answer this question: About how long was the westernmost route of the First Crusade that went from northern France south to Rome, then east to Constantinople, and south to Jerusalem?

The Third and Fourth Crusades

5. On the second map, find the route of the Third Crusade and color it green.
6. Find the route of the Fourth Crusade and color it purple.
7. Which of these two Crusades began in England?
8. Did the English crusaders travel to the Holy Land mostly by land or by sea?

Answer Key: Medieval Islamic Empires

Unit Assessment (page 50–52)

- A. 1. c 2. d 3. b 4. d 5. b 6. b 7. b 8. d 9. b
10. c 11. b
- B. 12. e 13. f 14. d 15. h 16. g 17. a 18. c 19. b
20. i

Activity Pages

The Five Pillars of Islam (AP 1.2)

(page 58)

1. The first Pillar of Islam is the *shahadah*, the declaration of faith: There is no god but God, and Muhammad is the Messenger of God.
2. Muslims pray five times a day. Sometimes a mosque is not nearby or a person cannot get to a mosque. What is important is that a person pray, not where the person prays.
3. Muslims show concern for the poor by donating a percentage of their money or performing voluntary acts of charity or kindness.
4. During the month of Ramadan, Muslims fast from sunup to sundown. They do this to purify themselves and think about their faith.
5. A Muslim should try to make the pilgrimage at least once during his or her lifetime. During the hajj, Muslims wear special clothes, walk around the Kaaba, and stand on the plain of Arafat.

The Spread of Islam (AP 3.1)

(page 60)

1. Spain, North Africa, Egypt, Persia, Arabia
2. Spain and the area near the Black and Caspian seas
3. the southern tip of Arabia
4. Spain and North Africa
5. accept answers between 200 and 300 miles
6. The distance is about 6,000 miles, which makes it almost twice as wide as the United States.

Domain Vocabulary: Chapters 1–3 (AP 3.2) (page 62)

1. meditate
2. convert
3. minaret
4. caliph
5. clan
6. vision
7. revelation
8. mosque
9. Ramadan
10. pilgrimage

Islamic Art and Architecture (AP 4.1) (page 63)

1. left: dome right: calligraphy (and floral designs)
2. left: pointed arch right: animal statues
3. left: floral designs right: minarets (and dome)

Domain Vocabulary: Chapters 4–5 (AP 5.1) (page 65)

1. h 2. i 3. c 4. j 5. k 6. f 7. l 8. a 9. e 10. d
11. g 12. b

The Crusades (AP 5.2) (page 66)

4. about 2500 miles
7. the Third Crusade
8. by sea



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Iberfoto / Iberfoto/SuperStock: 9a

Iberfoto/Iberfoto/SuperStock: 30

India, Uttar Pradesh, Agra, Taj Mahal, pietra dura-style floral design on marble, close-up/Dorling Kindersley/UIG/Bridgeman Images: 64

Mecca surrounded by the Mountains of Arafa (gouache on paper), Islamic School, (19th century) / Popular Traditions Museum, Damascus, Syria / Bridgeman Images: 28

Middle East: The destruction of the idols at the Kaaba in Mecca by the Prophet Muhammad, as envisaged in 'L'Histoire Merveilleuse en Vers de Mahomet', 16th or 17th-century) / Pictures from History / Bridgeman Images: 29

MS 447 View of Medina and mosque of the Prophet Muhammad (opaque pigments on paper), Ottoman School, (18th century) / © The Trustees of the Chester Beatty Library, Dublin / Bridgeman Images: 25

Pope Urban II announcing First Crusade, 1095, miniature taken from This history of Crusades by Guillaume de Tyr, 15th century French manuscript, History of Crusades, 11th century / De Agostini Picture Library / Bridgeman Images: 9h, 43–44

Preparation of medicines for the treatment of patient suffering from smallpox,miniature from the Canon of medicine,by Avicenna (980–1037),Ottoman manuscript,Turkey,17th century / De Agostini Picture Library / G. Dagli Orti / Bridgeman Images: Cover A, 9f, 37

Richard Coeur de Lion on his way to Jerusalem, Glass, James William (1825–57) / Private Collection / Photo © Bonhams, London, UK / Bridgeman Images: 9l, 45

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The Archangel Gabriel inspiring Mohammed in the mosque of medina (gouache on paper), Ottoman School, (18th century) / Museum of Turkish and Islamic Art, Istanbul, Turkey / Photo © AISA / Bridgeman Images: 9c, 19

The Court of the Lions / Werner Forman Archive / Bridgeman Images: 63

The faithful before the Kaaba in Mecca, from the 'Siyer-i Nebi' (gouache on paper), Turkish School, (16th century)/Topkapi Palace Museum, Istanbul, Turkey / Bildarchiv Steffens / Bridgeman Images: Cover D, 24

Travel Library Limited/SuperStock: i, iii, 18

Travel Pictures Ltd/SuperStock: 9i, 37

Troops of Sultan Mohammed II laying siege to Constantinople in 1453 (vellum), Ottoman School, (15th century) / Bibliotheque Nationale, Paris, France / De Agostini Picture Library / Bridgeman Images: 9m, 46

View of Mosul (From the Tigris). Baghdad, The Capital of Iraq, Stands On the Banks of the Tigris. / Private Collection / Photo © Liszt Collection / Bridgeman Images: 35–36

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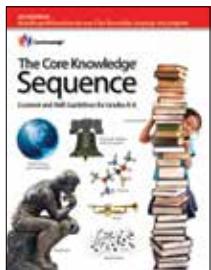
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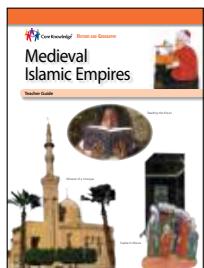
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Core Knowledge HISTORY AND GEOGRAPHY

Medieval Islamic Empires
Core Knowledge Sequence History and Geography 4



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In general, the content and presentation are appropriate for readers from the upper elementary grades through middle school. For teachers and schools following the Core Knowledge Sequence, this book is intended for Grade 5 and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

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