

Focus Question:

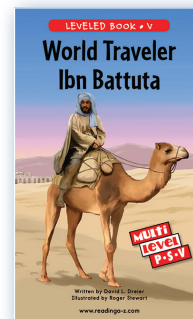
Who was Ibn Battuta, and why was he important?

Book Summary

Text Type: Nonfiction/Biography

Many people have heard of Marco Polo, but far fewer people have heard of Ibn Battuta, the greatest traveler of the Middle Ages. In *World Traveler Ibn Battuta*, students will learn about the adventures and journeys of this remarkable man who traveled over 75,000 miles in his lifetime. The book can also be used to teach how to summarize text and to determine elements of a biography.

The book and lesson are also available for levels P and S.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Identify elements of a biography
- ☐ Describe information provided by illustrations
- ☐ Recognize and use proper nouns as names of places
- ☐ Identify and use antonyms

Materials

- ☐ Book: *World Traveler Ibn Battuta* (copy for each student)
- ☐ Elements of a biography, proper nouns: names of places, antonyms worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *ambassador* (n.), *caravans* (n.), *Muslim* (adj.), *pilgrimage* (n.), *scholar* (n.), *traveler* (n.)

Enrichment: *empire* (n.), *explorer* (n.), *Hindu* (adj.), *mosques* (n.), *synagogues* (n.), *traitor* (n.)

- **Academic vocabulary:** *another* (adj.), *control* (n.), *finally* (adv.), *history* (n.), *nevertheless* (adv.), *through* (prep.)

Guiding the Reading

Before Reading

Build Background

- Display a map of the world for students to view. Invite students to work in small groups to discuss different places they have traveled. Have them talk about where they traveled, modes of transportation, preparation, and so on. Invite volunteers to share their experiences with the class. Discuss modern conveniences that allow people to travel throughout the world.
- Write the following information on the board: *Middle Ages: 476–1500*. Have students discuss in their small groups how travel during this period of time was different from modern-day travel. Encourage students to consider modes of transportation, navigation, safety, and so on. Invite students to share their discussions with the class. Explain that they will be reading about a famous traveler, Ibn Battuta, who was born in 1304 and traveled over 75,000 miles in his lifetime.

Introduce the Book

- Give students their copy of *World Traveler Ibn Battuta*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: Summarize

Explain to students that one way to understand and remember information in a book is to write a summary, or brief overview, of the most important information. Point out that a summary can encompass

Guiding the Reading (cont.)

the entire book or a section of the book. Explain that a summary often answers the questions *who*, *what*, *where*, *when*, and *why*. Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. Have students work in small groups to preview the table of contents and the illustrations and discuss what they expect to read about.

Introduce the Comprehension Skill:

Elements of a biography

- Ask students to explain the difference between a biography and an autobiography (biography: the story of a person's life written by someone else; autobiography: the story of a person's life written by that person). Explain that this book gives biographical information about the famous world traveler Ibn Battuta.
- Write the words *Accomplishments*, *Personality*, and *Influence* on the board in a three-column chart. Have students turn to a partner and discuss the meaning of each word. Discuss the definitions as a class (accomplishments: success achieved through practice or experience; personality: the qualities that make each person unique; influence: an effect on someone or something). Point out to students that as they read about Ibn Battuta, they should pause to consider his accomplishments, personality, and influence.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Ibn Battuta. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What caused Ibn to begin his travels at a young age?* (level 1) page 4
- *Why were many people helpful and generous as Ibn traveled?* (level 1) page 6
- *What conflicts arose out of Ibn's relationship with Sultan Muhammad in India?* (level 2) pages 9–11
- *What problems faced Ibn over his years of travel?* (level 2) multiple pages
- *How did the young writer, Ibn Juzayy, affect Ibn Battuta's influence on the world?* (level 3) multiple pages
- *In what ways was Ibn Battuta one of the greatest travelers in history?* (level 3) multiple pages

Text Features: Illustrations

Explain that pictures, or illustrations, in a book provide important information for the reader. Point out that illustrations often provide the reader with information that is not available in the text. Read page 7 aloud as students follow along. Have them work in small groups to review the illustration. Ask students the following questions: *Why did the author choose to use illustrations instead of photographs in this book? How does the illustration help you understand more about Baghdad than what was written in the text?* Invite students to share their insights with the class. Have students work in small group to review other illustrations and discuss why each was included in the book and what information it gives beyond the text.

Skill Review

- Review with students that a summary is a brief overview that includes only the most important information about a book or a section of a book. Point out that a summary answers the questions *who*, *what*, *where*, *when*, and *why*.
- Have students work in small groups to review the section "Beyond Mecca" and create a written summary. Remind them to include only the most important information that answers the questions *who*, *what*, *where*, *when*, and *why*. Invite groups to share their summaries with other groups and then with the class. Discuss with students why having a summary of a book or a section of a book helps them to understand and remember what they have read.
- Review with students the elements of a biography: accomplishments, personality, and influence. Point out that by identifying these aspects of a historical figure, the biographical information is easier to organize and remember.
- Model identifying elements of a biography.
Think-aloud: *I know that the elements of a biography*

Guiding the Reading (cont.)

include a person's accomplishments, personality, and influence. As I read, I look for this information about Ibn Battuta. For example, I know that Ibn's accomplishments include being a judge of Islamic law, an ambassador to China, a scholar, and a world traveler. When I consider his personality, I can conclude that Ibn was courageous, adventurous, intelligent, and responsible. As I continue to read, I will consider how Ibn influenced history.

- Record the above information about Ibn Battuta in the chart on the board. Invite volunteers to add any additional information.
- Model how to complete the [elements-of-a-biography worksheet](#). Remind students to use details from the text to support their responses.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Elements of a biography

Review the elements-of-a-biography worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers should include the following information: *Ibn Battuta was a traveler who was born in 1304 and lived in the Middle Ages. He is important because over his lifetime he traveled more than 75,000 miles, experiencing many countries and cultures. His travels and experiences give important information about the history of the world at the time.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Grammar and Mechanics:

Plural nouns: Names of places and addresses

- Review with students that a *noun* is a word that names a person, place, or thing. Write the following sentence on the board: *He went to the island of*

Sumatra, in what is now the nation of Indonesia. Underline the words *Sumatra* and *Indonesia*. Ask students why these words are capitalized. Point out that words that name specific places are called *proper nouns* and are always capitalized.

- Write the word *city* on the board and explain that it is a common noun because it names a thing. Invite students to share the names of specific cities and record this information on the board with incorrect capitalization. Invite students to the board to add the correct capitalization to the name of each city.
- Write the following common nouns on the board: *continent, street, school*. Have students work in small groups to record proper nouns for each common noun. Have groups share they findings with the class.
- **Check for understanding:** Have students reread page 12 and highlight each proper noun. Invite students to turn to a partner to share their findings. Then, review students' results as a class.
- **Independent practice:** Introduce, explain, and have students complete the [proper-nouns-names-of-places worksheet](#). If time allows, discuss their answers.

Word Work: Antonyms

- Write the word *exciting* on the board and read it aloud with students. Ask students to suggest a word that means the opposite of *exciting*. Review or explain that a word that means the opposite of another word is called an *antonym*.
- Reread page 6 as students following along. Have them highlight the following words on the page: *generosity, often, large, many*. Invite students to work with a partner to identify an antonym for each word. Have them discuss how using the antonym in the given sentence changes the meaning of the text. Have volunteers share their discussions with the class.
- **Check for understanding:** Have students work independently to record antonyms for the following words: *destroy, plenty, war, fast, lost*. Then have students turn to a partner and share their antonyms. Invite students to give a thumb-up signal if their partner identified an antonym correctly.
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.