



School Year: 2021/2022

Grade: 10, Dual Credit World History

Time length: 5-6 Days

*Brief description of the lesson:* Students will learn of the culture and people's contribution prior to the Spanish Reconquista of--but not limited to--the Iberian Peninsula.

**OBJECTIVE:** *What is the purpose of learning this? How does it connect to a Big Idea?*

To decolonize a Eurocentric focus of the Crusades, and to honor the people and their many contributions before being forced to migrate or convert after the Spanish Reconquista, students will research artifacts, art, literature, poetry, and music of the Iberian Peninsula between the 7th and 15th centuries.

*Big Idea:* Students will be able to research the culture of the Islamic people of the pre-Reconquista of the Iberian Peninsula and make relevant connections to the modern world. Some modern-day connections that students should be able to make are the similarities between today's culture to that of the culture from the pre-Reconquista Iberian Peninsula. This unit is to demonstrate that despite the gap in time and apparent differences of people and their cultures, students will realize that all people are interconnected through contributions and lasting legacies. Through this unit, students should recognize that many of the things they encounter and are influenced by have a history behind them. The students will also recognize that they are unique and that they continually contribute to an interdependent and continually evolving global community.

This unit will help reinforce critical thinking, research skills, create written, oral and visual presentations, analyze and synthesize ideas to identify main ideas, and write an argumentative essay.

\*Due to the school's high Latino student population, there is an added section that deals with identity and misconceptions that are specific to the US-Mexico border region. This is for students to identify that after the Reconquista, non-Christians were forced to migrate or assimilate in order to be allowed to continue living in Spain. Their struggles are closely related to what some Latinos face today in the US-Mexico border region due to misrepresentation and a negatively constructed narrative of them.

**MATERIALS:** *What materials/resources/tools/instruments are needed to teach this lesson?*

Students will research the Islamic people's contributions that were influenced by their religion and cultural background. They will be given material that will start to generate ideas about making connections between pre-Reconquista Spain and today. Some material includes access to online museums, literature, academic journals, poetry, music, and art.

The following sections relate to each day's activities. However, the teacher will determine the amount of material that is suitable for the student to digest. If needed, the material can be given a day before the activity so that the student has a preview of it. Each resource can be used interchangeably; the teacher, for example, can use "The Example of Islamic Spain" during day two instead of day one. Another thing to keep in mind is that this unit plan was created at the height of the pandemic with a focus on online delivery and activities. Please modify as needed.

### History

- The Crusades: [The Crusades \(1095-1291\) | Essay](#).
- The Crusades through Muslim Eyes: [The Crusades through Muslim Eyes.pdf](#)
- Islamic Spain: [The Example of Islamic Spain.pdf](#)

### Religions

- Islam: [http://citylore.org/wp-content/uploads/2018/05/Understanding\\_Islam.pdf](http://citylore.org/wp-content/uploads/2018/05/Understanding_Islam.pdf), [http://citylore.org/wp-content/uploads/2018/05/What\\_Is\\_Islam.pdf](http://citylore.org/wp-content/uploads/2018/05/What_Is_Islam.pdf), <http://citylore.org/wp-content/uploads/2018/05/Introduction-from-22Islam-a-short-Guide-to-Faith22.pdf>
- Christianity: [What is Christianity?](#), Woodhead, Linda. 2004. *Christianity : A Very Short Introduction*. Very Short Introductions. Oxford: Oxford University Press. <http://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=nlebk&AN=186559&site=eds-live> (chapter 2).

- Judaism: Lewinsky, Adam. 2017. *Judaism*. Major World Religions. Philadelphia: National Highlights Inc. <http://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=e865sww&AN=1930381&site=eds-live>,

## Art

- Islamic Art and Architecture: [Islamic Art and Architecture.pdf](#)
- Calligraphy: [Arabic Script and the Art of Calligraphy](#)
- Art in Judaism: [Jews and the Arts in Medieval Europe | Essay | The Metropolitan Museum of Art | Heilbrunn Timeline of Art History](#).
- Biblical Illumination: [Biblical illumination](#).
- Art in Al-Andalus: [Al-Andalus: The Art of Islamic Spain | MetPublications](#)
- Persian Gardens Design and Symbolism [July 17 Farahani Persian Garden Design & Symbolism.pdf](#)
- Untermyer Park and Gardens: [Artist repairing Untermyer Park temple, mosaics](#)
- El Paso, Texas: Healing Garden Memorial [HEALING GARDEN MEMORIAL](#).
- History of Emojis: [Emoji: The Complete History](#)

## Poetry, Literature, and Music

- Islamic Literatures: [Islamic-Literatures-pp.121-141.pdf](#).
- What is a Ghazal? [Ghazal](#).
- Poetry: [Poetic Voices of the Muslim World](#), <http://citylore.org/wp-content/uploads/2018/05/RumiGhazals1.pdf>, <http://citylore.org/wp-content/uploads/2018/05/RumiBarks.pdf>
- Music performance by Kiran Ahluwalia: [Kiran Ahluwalia - We Sinful women \(Official Video\)](#).
- What Islam Gave the Blues: [What Islam Gave the Blues - Article - Renovatio](#)
- Rap is not Hip-Hop: Brad Schreiber. 2019. *Music Is Power : Popular Songs, Social Justice, and the Will to Change*. New Brunswick: Rutgers University Press (chapter 14). <http://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=nlebk&AN=2293722&site=eds-live>.

## Environmental and Economic Impact

- Impact on the Levant and the Iberian Peninsula: [ecologyofcrusading.pdf](#).
- Economic Consequences of the Spanish Reconquista: [Economic Consequences of the Spanish Reconquista.pdf](#)
- Businesses' Environmental Impact: [Reducing Environmental Impact Is Now A Business Imperative](#).

## Unfair Attitudes:

- Muslim Identity in the World: <http://citylore.org/wp-content/uploads/2018/05/Voices-of-Islam-4-1.pdf> (page ix).
- Interview with Professor Shawkat M. Toorawa [July 12 Toorawa, Shawkat All Choice is Political.pdf](#)
- Latino Identity in America: [Immigration Policy as a Defense of White Nationhood](#)

## ENGAGEMENT: *How will you initially engage students' attention?*

Personal Object Activity: To start off this unit, students will be asked to bring a personal object. They will share what makes it special and meaningful to them. This activity will be revisited towards the end of this unit so that students can relate it back to everything they will come across by the end of the unit. The purpose of the Personal Object Activity is for students to make connections to how something that is meaningful to them, others' art, literature, poetry, etc., also have similar meanings. This will help facilitate critical thinking so that students can conclude how many of the things that they possess, come across, or that they create, are not necessarily new and that they share similarities to other people, despite the difference in distance and time.

## MODEL/DEMONSTRATION: *What will you do? Model? Demo a process or technique? Think aloud? Look/listen/read an example of the art form you'll be teaching?*

Since it is always a challenge for students to think critically, making connections is a good way for them to exercise that important skill. In order to help students identify the key components that make up a good connection, the first activity that will be modeled is the Personal Object Activity. The teacher will share a personal object and explain why it is meaningful to them. This will help set the tone and get the students to know what is expected of them. The second activity of that day will be the Religions Activity. A Venn Diagram is a good visual representation that will help students see the similarities and differences between each religion. There will be a demonstration and an example of how to use a Venn Diagram.

## GUIDED PRACTICE: *How will students practice the new learning? How will they be guided?*

Whether the activity calls for students to work on it individually or in groups, they will discuss and present what they come up with. Formative assessments will ensure that students are understanding what they are being tasked to do, to be able to correct or redirect as necessary. The activities and their final product associated with an activity, are where they get to showcase their new learning and understanding of the lesson.

**INDEPENDENT EXPLORATION:** *How will students explore the new learning on their own? As individuals, in pairs, in small groups?*

For some of the activities, students will work in teams and do collaborative research to make relevant connections, which aids in understanding history. They will then discuss their findings and share them with the class. This can be done through presentations, performances, and the creation of poetry and music.

**SHARE/CLOSURE:**

*How will students share out to demonstrate their understanding of the teaching point? Will they reflect or review? Ask questions? Is there an assignment to complete before next class?*

For closure of this unit, students will refer back to the Personal Object Activity at the beginning of the unit, and they will write a thesis statement and a short essay on how their object is related to all or some of the items that were introduced throughout the unit. However, they will be able to share out and demonstrate their understanding with each activity they do throughout the unit. The final project is the culmination of all their understanding and skills acquired through this unit.

**Day 1: Review of Religion and Brief History of the Crusades and the Reconquista, Creation of Rewind Groups**

**Objective:** Students will summarize the three major religions and identify similarities and differences between them.

**Activity 1:** Personal Object Activity. Students will bring an object and share why it is meaningful to them. They can be put into groups and discuss their objects. Help students identify that their personal meaning is attributed to their background and their culture. It will be explained to students that their personal object is related to other people but that they will be discovering those similarities throughout the unit. The final product will require students to write an essay based on their research and findings.

The students will then independently read excerpts on the Crusades and the Reconquest of the Iberian Peninsula and review the three major religions. This will help them understand some of the reasons for Crusaders and those of the Spanish Reconquista to invade territory based on cultural differences and religion.

**Activity 2:** They will then use a Venn Diagram to find the similarities and differences between religions. [Venn Diagram](#)

**Rewind Groups:** A schedule is created to select a different group of students to be the Rewind Group for each day of this unit. At the beginning of each class, the Rewind Group will have an activity that highlights what was covered in the previous class.

**Day 2: Rewind Group and Art**

Rewind Group 1

**Objective:** Students will be able to identify how religion influenced the development of art, music, literature, poetry, and ideas.

**Activity:** [Padlet](#). A Padlet is a virtual gallery where students can post sticky notes and add images. Students will be in small groups and each group will have different readings. After students have been given time to read their sections, they will summarize their section through Padlet. The students will then do a digital gallery walk to be able to appreciate the similarities and differences between each religion and its influence on the arts. NOTE: If students are back on campus, a Padlet might not be necessary, but can be beneficial since it can be used as a repository for resources and ideas.

**Day 3: Rewind Group and Poetry, Literature, and Music**

Rewind Group 2

**Objective:** Students will be able to identify how the creation of some art, poetry, literature, and music is affected by political, economic, and cultural ideas.

**Activity:** Students will discover how their selection of music, art, etc., is related to how people throughout history have been shaped by events that affected their creativity. After reading and researching, students will make comparisons to other's work and their own personal selection of music, art, etc., and share their findings with the class. They can do this individually or work in groups.

#### **Day 4: Rewind Group and Ecological and Economic Impact of War**

Rewind Group 3

**Objective:** Students will analyze how warfare and expansionism affect social issues, the environment, and the economy.

**Activity:** Students will use a [graphic organizer](#) to list the effects of the Crusades and the Spanish Reconquest. They will research current warfare and expansionism, and corporate impact on the environment.

#### **Day 5: Rewind Group and Identity and Misconceptions**

Rewind Group 4

**Objective:** Students will be able to compare and contrast the struggles of people that are unfairly targeted. They will be able to describe their value and contributions. Many in this community face racism, discrimination, and underrepresentation. This city has faced many struggles and this lesson is for students to realize that many others in other places also face the same types of unfortunate labels and discrimination.

**Activity:** Students will read about others' struggles but highlight their personal and societal value through anecdotal evidence and through research. They will identify locations that make their community unique, the contributions they and their family bring to the community, and present their findings and discoveries.

#### **Day 6: Personal Object revisited and Connection to Unit**

Rewind Group 5

**Objective:** Students will revisit their personal object and develop a thesis by using a collection from a variety of sources they were exposed throughout the unit as evidence to apply their ideas and theories to justify their conclusions through an essay.

**Activity:** After having collected sources and evidence, students will then write about their personal object and connect it to history through how others find meaning in the things they collect or create. They will write an essay about how culture, history, and other important events help shape the meaning and value people place on ideas and objects and the influence it has on others. With the help of the teacher and through this unit, students should realize that nothing is created out of a vacuum; the many things that affect everybody have a history and significance behind them. Students should also be encouraged to mention how they can help combat stereotypes, racism, and a negative narrative unfairly constructed due to ignorance.

#### **End of Unit Plan**