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| **Class/Subject: World History** | **Day 24: Islam** |
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| **Objective(s)**  **SWBAT… assemble a rudimentary framework of Islam and eventually be able to compare and contrast it with the other religions of the world.** | **HSCE/CCS**  **Topic:**  ***WHG F3:* Growth and Development of World Religions - Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including**   * **spatial representations of that growth** * **interactions with culturally diverse peoples responses to the challenges offered by contact with different faiths** |
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| **Materials:**   * **Textbook- pages 303-323** | **Procedure/Activities:**   * **News/This day in history** * **Give students half-sheets of paper and survey their prior knowledge of Islam- Read responses out loud** * **Students will be paired up and create a, “cleaning out the closet” graphic organizer** * **Six volunteers will create the assignment on the main board and I will add and delete items as needed** * **For re-cap, I will lecture to the main points on Islam students will need to exit with** |
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| **Strategies (check all that apply)** | |
| \_\_X\_\_ Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| \_\_\_\_ Guided Practice | \_\_X\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_\_\_ Identifying Similarities & Differences |
| \_\_\_\_ Group Discussion | \_\_\_\_ Nonlinguistic Representations |
| \_\_X\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: Students will receive a grade for a completed cleaning out the closet paper.** | **Notes** |