Which lead most to the spread of Islam: innovation, trade, or conflict?

Supporting Questions

1. Why would new innovations spread Islamic culture?
2. What effect did trade routes and travel have on the spread of Islam?
3. How did conflict spread Islam?
Which lead most to the spread of Islam: innovation, trade, or conflict?

<table>
<thead>
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<tbody>
<tr>
<td>Staging the Compelling Question</td>
<td>Which lead most to the spread of Islam: innovation, trade, or conflict?</td>
</tr>
</tbody>
</table>

### Supporting Question 1
Why would new innovations spread Islamic culture?

#### Formative Performance Task
Create an illustrated and annotated sign showing three innovations that people in the Islamic Empires created.

#### Featured Sources
- Source A: Ibn Sina’s Canon of Medicine
- Source B: Drawing of viscera etc., Avicenna, Canon of Medicine.

### Supporting Question 2
What effect did trade routes and travel have on the spread of Islam?

#### Formative Performance Task
Write a journal entry from the perspective of a traveler through North Africa and the Middle East.

#### Featured Sources
- Source A: The Economy of Muslim Societies Map
- Source B: Travels of Ibn Battuta
- Source C: Mansa Musa’s Hajj
- Source D: Image of Mansa Musa’s Hajj

### Supporting Question 3
How did conflict spread Islam?

#### Formative Performance Task
Create a T-chart comparing the positive and negative outcomes of Muslim expansion.

#### Featured Sources
- Source A: Timeline of Major Events in the History of Islam
- Source B: The Battle Of The Yarmuk (636)
- Source C: Pact of Umar
- Source D: Chart of the Size of Major World Empires

### Summative Performance Task
**ARGUMENT**
Write a claim of which cause: innovation, trade, or conflict, most significantly impacted the spread of Islam.

**EXTENSION**
Create a visual presentation of your argument.

### Taking Informed Action
**UNDERSTAND**
Analyze how ideas spread in the 21st century. Compare and contrast how ideas spread during the early Islamic Empires from 6th to 14th centuries CE.

**ASSESS**
Explain how modern platforms spread innovation, technology and/or conflict today.

**ACTION**
Use one of the platforms through which ideas spread today to share information about a new technology or innovation that you think will have a significant impact on human history.
Overview

Inquiry Description

The sixth grade curriculum discusses the religion of Islam and events and significant people of the West African Trading Empires. The goal of this inquiry is to illustrate the accomplishments of Southwest Asia and West Africa during the medieval era and how the religion of Islam was the connection between the two geographic regions. These civilizations were pivotal in preserving Greek and Roman knowledge and expanding on information created by other civilizations. These accomplishments helped to bring about the modern era through the Renaissance in Europe.

Structure

Students will complete analyze primary and secondary texts to develop their own opinion as to the main cause of the spread of Islam: innovations, trade or conflict.
Staging the Compelling Question

<table>
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| **Featured Sources**| • Source A: Question Formulation Technique  
• Source B: Prayer in Mecca Time Lapse Video |

**Staging the compelling question**

During the medieval era, the early Islamic Empires preserved knowledge from the Greeks and Roman eras by translating texts into Arabic, creating libraries and an advanced civilization. They expanded their religion by conquering new territories and creating empires. Global trade during this time also had a significant impact on the spread of Islam. Which had the greatest impact on the spread of Islam?

Use the Question Formulation Technique (QFT) with this video of the walk around the Kaaba during the hajj: [https://www.youtube.com/watch?v=KGukAoiGhZU](https://www.youtube.com/watch?v=KGukAoiGhZU)
Excerpt

Use this strategy to allow students to create their own questions to increase student inquiry and engagement.

Source:
“Teach Students to Ask Their Own Questions.” Right Question Institute, 2018, rightquestion.org/education/.
Compelling Question

| Featured Source B | Prayer in Mecca Time Lapse Video |

**Excerpt**

Use this video and the Question Formulation Technique to set the stage for this inquiry.

**Source:**
## Supporting Question 1

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During Islamic rule in the medieval era in Southwest Asia and West Africa, the civilization created and expanded on many innovations. Some of these include the astrolabe, Ibn Sina’s Canon of Medicine, Arabic numerals, algebra and many others. Students will reflect on how these innovations helped to spread the Islamic religion.

### Formative Performance Task

Students will use the information from the sources to create a sign or poster showing the innovations created by the Muslims in West Africa and Southwest Asia. The sign will include illustrations of at least three innovations. Each illustration should have a captions explaining the significance of that innovation.
Ibn Sina’s studies began in Bukhara [a city in the Persian Empire] under the guidance of several well-known scholars of the time, for example, Abu Abd Allah al-Natili. He studied logic, philosophy, metaphysics, and natural sciences, and gradually developed an interest in medicine. His knowledge soon began to exceed that of his teachers. Ibn Sina began writing his major medical composition, Kitab al-Qanun fi al-tibb (Canon of Medicine).

Ibn Sina divided his Canon of Medicine into five books (Savage-Smith 1996). The first book...concerns basic medical and physiological principles as well as anatomy, regimen, and general therapeutic procedures. The second book is on medical substances... The third book concerns the diagnosis and treatment of diseases specific to one part of the body, while the fourth covers conditions not specific to one bodily part, such as poisonous bites and obesity. The final, fifth, book is a formulary of compound remedies.

Source:
Supporting Question 1

Featured Source B

Drawing of viscera etc., Avicenna, Canon of Medicine.

Wellcome Library, London. Wellcome Images images@wellcome.ac.uk http://wellcomeimages.org Drawing of viscera etc. 1632 Canon of Medicine, al-qanun Fi-T-Tibb Ibn Sina (Avicenna)
Supporting Question 2

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The Middle East and North Africa were located on major world trading routes. Trade between Africa, Asia and Europe helped to spread Islam. Students will explore two different Muslims and their reasons for travel to better understand how interactions through trade and travel helped to spread the Islamic faith.

**Formative Performance Task**

Using the information gained from the three sources, image what it would have been like to be a person traveling for trade or on pilgrimage to Mecca through North Africa and the Middle East. Describe what types of people one might meet on the journey. Describe what types of cultural diffusion might have happened as a result of these interactions.
Supporting Question 2

Featured Source A: The Economy of Muslim Societies Map


Cohen, Sharon, and Susan Douglass. “Landscape Teaching Unit 5.2, Afroeurasia and the Rise of Islam, 600-1000 CE.” World History for Us All, pp. 38, worldhistoryforusall.ss.ucla.edu/units/five/landscape/05_landcape2.pdf.
Watch PBS documentary about Ibn Battuta’s travels: “Ibn Battuta | PBS World Explorers.”

Source: 
PBS LearningMedia, wtvi.pbslearningmedia.org/resource/b338a2c9-3067-4a0d-836d-b43711843956/ibn-battuta-pbs-world-explorers/#.WmYMPqinHIU.
Excerpt

This is a page from the Catalan Atlas, a medieval map produced in 1375. In the lower right corner sits Mansa Musa, King of Mali, who is credited with helping to spread Islam throughout West Africa. He is holding a gold nugget.

Source:

“Ancient Ghana, Mali, and Songhay: Cluster Web Activity.” PBS LearningMedia, 2015, d43fweuh3sg51.cloudfront.net/media/media Files/9vqeVp9e9qylms1uh5jd73sMx3mn9w6g.pdf+.
# Supporting Question 3

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Another reason that Islam spread was the creation of Islamic empires in Southwest Asia and the Middle East. As territories came under Muslim rule, it often was advantageous to the conquered people to convert to Islam.

**Formative Performance Task**

Divide a piece of paper or document into two columns. On one side, students will record positive outcomes of Muslim expansion as they read the three documents. On the other side, they will record negative outcomes of Muslim expansion.
Excerpt

The following chronology marks dates when various regions were first introduced to Islam. It also gives the dates when Muslims probably became a majority of the population in those regions. The timeline also records trends in cultural and religious influence by both Muslims and non-Muslims which affected the spread of Islam.

*Edited from the original source. Not all events are included.

622 Muhammad and the Muslims migrated from Makkah to Madinah at the invitation of the Madinans. Muhammad became the city’s leader, and the first Muslim community was established.

630 Makkah surrendered to the Muslim force, placing the city under Muslim rule. Many members of Quraysh accepted Islam shortly after.

632 Muhammad died, leaving much of the Arabian Peninsula under Muslim rule.

634-650 Muslim armies defeated Byzantine and Persian imperial armies, bringing Syria, Iraq, Egypt, and Iran under Muslim rule, including the cities of Jerusalem, Damascus, and Alexandria.

*c. 800-850 Islam became the faith of the majority of people in Iran.

By the 900s CE, Islam became the majority religion in northeastern Iran and Inner Eurasia.

*c. 850-900 Islam became the majority religion in Iraq, Egypt, and Tunisia.

*c. 940-1000 Islam became the majority religion in Muslim-ruled parts of the Iberian Peninsula (today’s Spain and Portugal).

1099-1187 Western European Crusader armies held Jerusalem.

11th c Muslim traders in West Africa began to spread Islam.

1040s The Almoravids, a Muslim Berber ruling group, spread Islam in Mauritania and other parts of West Africa. They campaigned against the Soninke kings of Ghana.

1060s The Almoravids ruled in North Africa and Muslim Spain (al Andalus). The empire of Ghana weakened.

*c.1200 Islam became the majority religion in Syria.

End 13th c. Muslims settled in northern parts of Sumatra (today’s Indonesia). Muslim traders had close trade and cultural contacts in the trading cities on the east Indian coast, such as Gujarat.

ca.1300 Islam became the majority faith in Anatolia (part of today’s Turkey).

1295 the Ilkhan ruler Ghazan "the Reformer" was the first Mongol leader to become Muslim, along with most of his Mongol generals.

1324-25 Mansa Musa, king of Mali, made the pilgrimage journey to Makkah, strengthening Mali’s links with Islam.

14th c. Mali, Gao, and Timbuktu, cities on the Niger River in west Africa became important centers of Muslim trade and scholarship

15th c. A ruler of Malacca converted to Islam, while that port city was becoming an important stop on the China-Indian Ocean trade routes. From Malacca, Islamic influence spread in the Malay peninsula and nearby islands.
1453 Ottoman forces conquered the city of Constantinople, ending the Byzantine Empire.

1085-1492 Spanish Christian forces carried out Reconquista in the Iberian Peninsula.

1495 Muslims and Jews were expelled from Spain, while others were forced to convert to Christianity.

Source:
Cohen, Sharon, and Susan Douglass. “Landscape Teaching Unit 5.2, Afroeurasia and the Rise of Islam, 600-1000 CE.” World History for Us All pp. 23–24., worldhistoryforusall.ss.ucla.edu/units/five/landscape/05_landscape2.pdf.
Supporting Question 3

**Featured Source B**

The Battle Of The Yarmuk (636)

**Excerpt**

*In the face of the Muslim expansion, the Byzantine emperor Heraclius gathered a large army which met the Muslim army at the Battle of the Yarmuk in Syria on 20 August 636. It was a crushing victory which gave Syria to the Muslims. The account of al-Baladhuri (d. c. 892) shows the episodic and personal character of early Islamic historiography but also emphasizes the hostility of Syria to Byzantium and the welcome which the inhabitants of the former province accorded to their invaders.*

A description of the battle. Heraclius gathered large bodies of Greeks, Syrians, Mesopotamians and Armenians numbering about 200,000... The Muslims gathered together and the Greek army marched against them. The battle they fought at al-Yarmuk, was of the fiercest and bloodiest kind... In this battle 24,000 Moslems took part... By Allah's help, some 70,000 of them were put to death, and their remn

**Source:**

Supporting Question 3

Featured Source C

Pact of Umar

Excerpt

The Status of Non-Muslims Under Muslim Rule

After the rapid expansion of the Muslim dominion in the 7th century, Muslims leaders were required to work out a way of dealing with Non-Muslims, who remained in the majority in many areas for centuries. The solution was to develop the notion of the "dhimma", or "protected person". The Dhimmi were required to pay an extra tax, but usually they were unmolested. This compares well with the treatment meted out to non-Christians in Christian Europe. The Pact of Umar is supposed to have been the peace accord offered by the Caliph Umar to the Christians of Syria, a “pact” which formed the pattern of later interaction.

When Umar ibn al-Khattab, may God be pleased with him, accorded a peace to the Christians of Syria, we wrote to him as follows:

We shall not manifest our religion publicly nor convert anyone to it. We shall not prevent any of our kin from entering Islam if they wish it...

We accept these conditions for ourselves and for the people of our community, and in return we receive safe-conduct.

Source:
The comparisons below show the remarkable scale of the Arab Muslim and Mongol states. On the other hand, neither state lasted as a unified empire more than about half a century. The outer areas of the Arab Muslim empire soon broke away from the central lands. In the Mongol case, Chingis Khan's [Genghis Khan] sons and grandsons launched wars against one another within about thirty years of the great conqueror's death.

<table>
<thead>
<tr>
<th>State</th>
<th>Approx. Year</th>
<th>Approx. size in square miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roman empire</td>
<td>100 C.E.</td>
<td>1,698,400</td>
</tr>
<tr>
<td>Arab Muslim empire</td>
<td>750 C.E.</td>
<td>4,246,000</td>
</tr>
<tr>
<td>Sung empire (China)</td>
<td>1000 C.E.</td>
<td>1,158,000</td>
</tr>
<tr>
<td>Mongol empire</td>
<td>1250 C.E.</td>
<td>6,948,000</td>
</tr>
<tr>
<td>Inca empire (Andes Mts.)</td>
<td>1500 C.E.</td>
<td>772,000</td>
</tr>
<tr>
<td>Continental United States</td>
<td>Present</td>
<td>3,021,000</td>
</tr>
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</table>

“Big Era Five.” World History For Us All: Big Era 5 San Diego State University, worldhistoryforusall.ss.ucla.edu/eras/era5.php.
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<td><strong>Extension</strong></td>
<td>Create a visual presentation of your argument.</td>
</tr>
<tr>
<td><strong>Additional Materials</strong></td>
<td>- <a href="https://s3.amazonaws.com/idm-dev/u/2/b/c/6/4583/2bc69a051fc1f17dc35d7b5454ad6c5b1af8f8c.pdf">Inquiry Summative Task Rubric.pdf</a></td>
</tr>
</tbody>
</table>

**Argument**

Use at least 3 pieces of evidence from the inquiry documents to support your claim of which cause: innovation, trade, or conflict spread Islam more.

**Extension**

Create visual aide to pictorially describe your argument. Make a poster, pamphlet, Google Slide or PowerPoint presentation, meme, bumper sticker, etc. Be creative.
## Taking Informed Action

<table>
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<tr>
<th>Understand</th>
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<tr>
<td>Action</td>
<td>Use one of the platforms through which ideas spread today to share information about a new technology or innovation that you think will have a significant impact on human history.</td>
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The early spread of Islam is an excellent example of cultural diffusion. Students will think about how ideas and information spread and make cultural changes in today’s world. Then they will use one of the modern methods of information dissemination to share their thoughts about this inquiry topic.
Appendices

- Inquiry Supporting Question 1 Support.pdf (https://s3.amazonaws.com/idm-dev/u/4/0/3/d/4583/403dcb2e69cd18ac369e3be88e1e6127ddd5391b.pdf)

- Inquiry Supporting Question 2 Support Station.pdf (https://s3.amazonaws.com/idm-dev/u/2/2/1/e/4583/221e95d18cbbc7eb363a9bfc308508be8956352.pdf)


- Inquiry Summative Performance Task Support.pdf (https://s3.amazonaws.com/idm-dev/u/3/2/0/a/4583/320a296ce699d20440272be47a85a3e981cfb24c.pdf)

- Spread of Islam Inquiry.pdf (https://s3.amazonaws.com/idm-dev/u/9/7/1/b/4583/971ba221de37b30e172a24738c373afe1c2f385b.pdf)