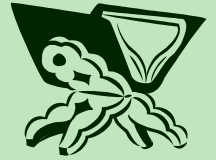


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|--|--|--|--|--|
| <p>What this unit contains</p> | <p>How Islam has contributed to the culture of the world over time in, e.g. foods, science, mathematics, astronomy, hygiene, medicine, art, technology, commerce, literature, gardening, welfare systems.</p> | | | |
| <p>Where the unit fits and how it builds upon previous learning</p> | <p>Religion affects not just the spiritual lives of believers but also the social, cultural, moral and practical. The spread of Islam past and present has introduced a Muslim way of life as well as many ideas and inventions which have contributed to the lives of people within its sphere of influence. This unit provides an opportunity for pupils to consider the wider influences of religion on wider areas of life and for teachers to challenge stereotypes and Islamophobic attitudes.</p> <p>It builds upon study in Unit 9 of how Muslims interpret religious instructions in modern life.</p> | | | |
| <p>Extension activities and further thinking</p> | <ul style="list-style-type: none"> ➤ Investigate the experiences of contemporary Muslims in terms of being persecuted for their beliefs and consider why lessons from the past have not been translated into the present. ➤ Consider the challenges of living a life of faith in a mainly secular society. ➤ Research Islamic influences on garden design. ➤ Investigate the journeys of Ibn Battuta, Ibn Fadlan or Cheng Ho and how these demonstrated encounters of viewpoints and beliefs. ➤ Consider links between beliefs, values and lifestyle in modern Britain. ➤ Research a local Muslim community and their cultural roots; link to consideration of the Ummah, the world family of Islam. | | | |
| <p>Vocabulary</p> <p>Islam Muslim Islamic discovery</p> <p>invention secular stereotypes</p> <p>Islamophobia Qur'an media</p> <p>astronomy optics Ummah</p> | <p>SMSC/Citizenship</p> <p>How religion influences all of life. How British society has been influenced by religious and cultural beliefs from around the world. How the media has a responsibility to deal fairly with groups within society.</p> | | | |

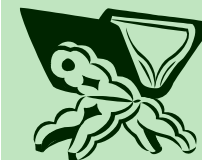
ISLAM Part 3

Unit 10: Islam's contribution to world culture



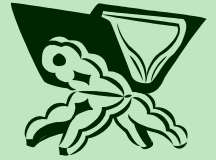
Unit 10 Session 1

| Learning objectives | A T 1 | A T 2 | Suggested teaching activities | Sensitivities, points to note, resources |
|--|----------------------------|----------------------------|--|--|
| <p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that religion influences all areas of the lives of believers, not merely the spiritual; ➤ know the timescale and geography involved in the spread of Islam in Europe, Africa and Asia. | <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> | <p>Review what pupils already know about the Muslim way of life – obligations, values etc. What influence do pupils consider belief has on how people live their daily lives? Consider hygiene, prayer times, foods, fasting, dress etc. What would you consider to be the attitude of most people living in this country towards Muslim influence on daily life?</p> <p>Investigate influence on language. Put pupils into pairs or threes and give out the sample of English words and their Arabic origins, spend 5 minutes matching these and recording. Share results and suggest reasons how words from the Muslims world have become part of the English language.</p> <p>Look at a map of the spread of Islam and countries today where Islam is the predominant religion. Consider where and how influence from Islam could spread around the world. For example, what holiday souvenirs do pupils know they have at home? Examine the foods or packages and consider how trade has over time introduced new foods and commodities to the wider world. Show pupils images of the Alhambra in Spain and discuss how the designs have influenced decorating, tiles etc available today.</p> <p>Record a range of ways in which you believe that Islam has influenced life today.</p> <p>Set homework: Investigate and list foods in the local supermarket that have been imported from Muslim or predominantly Muslim countries. Investigate national and local newspapers for references to Islamic influences. Collect and categorise into positive and negative.</p> | <p>Resources</p> <p>Islam's contribution to English worksheet – cut up as an activity.</p> <p>Vegetables, spices, fruits fresh or dried or their packages imported from Muslim countries.</p> <p>Map showing the spread of Islam.</p> <p>http://www.discoverislam.com/8.html</p> <p>http://dSPACE.dial.pipex.com/sutt/onlink/340ismap.html</p> <p>http://www.gmi.org/products/islamoht.htm#4</p> <p>http://www.theislamproject.org/education/Maps.htm</p> <p>http://sd71.bc.ca/sd71/school/courtenay-ir/School/ISLAM/Maps/maps1.htm</p> <p>http://www.greatbuildings.com/buildings/The_Alhambra.html</p> |



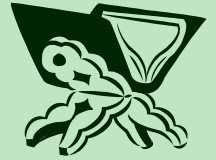
Unit 10 Session 2

| Learning objectives | A T 1 | A T 2 | Suggested teaching activities | Sensitivities, points to note, resources |
|--|-------------------------------------|-------------------|--|---|
| <p>Pupils should:</p> <ul style="list-style-type: none"> ➤ consider positive and negative messages about Islam in the media; ➤ know ways that Islam has contributed positively to world culture in the past and present. | <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> | <p>Recap work from previous lesson and review homework results. During the remainder of the unit pupils should review media coverage on this issue and collate evidence of positive and negative messages given locally and nationally.</p> <p>Share with the class the graphs and some of the results of the 'You Gov' Survey on attitudes to Muslims. The survey was undertaken after September 11th 2001. Analyse the results and consider with pupils whether they feel any of the answers surprise them or do they feel people they know might have answered similarly?</p> <p>Compare the lack of knowledge about Muslims life and influence with what they have already found out in this unit. Explain that over the remainder of the unit they will find out about Islam's many contributions to world culture.</p> <p>Introduce pupils to 'The Virtual Classroom' and take them on a quick tour of the objects in the classroom, dipping into the first level of information about the many areas represented.</p> <p>Set up groups to research different aspects of Muslim influence over the next few lessons. Each group should have 2 areas of study and present their findings in a multi-media presentation which they will deliver in session 6. They should also contribute towards either posters, leaflets or other means of promoting positive images of Islam's contribution to society today. They will need access to the internet, the virtual classroom site, textbooks, etc. Pupils should also link their study to Islamic teachings and beliefs.</p> <p>Homework Begin research and continue to research Media coverage of Islamic issues.</p> | <p>Resources</p> <p>http://www.isb.org.uk/iaw/docs/SurveyIAW2002.pdf</p> <p>http://www.isb.org.uk/virtual/n/ews/site/index.htm</p> <p>Topics to study Medicine, astronomy, mathematics, science, art, technology, gardening, welfare systems, hygiene, printing, education, food, clothes, geography & navigation and commerce.</p> |



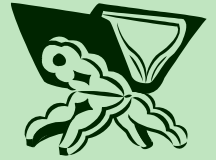
Unit 10 Sessions 3-5

| Learning objectives | A T 1 | A T 2 | Suggested teaching activities | Sensitivities, points to note, resources |
|--|-------------|-------------|--|---|
| <p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know about the positive influences of Islam on wider areas of modern life. | <p>√</p> | <p>√</p> | <p>During these lessons pupils should engage in their research, preparing their presentation for the remainder of the class.</p> <p>They should also throughout the weeks be examining the newspapers and making a class collection of their evidence.</p> <p>The group work will be assessed and during the weeks the contribution of members of each group will need to be clearly traced.</p> <p>Imaginative approaches for all the groups should be encouraged, For example the group investigating Islam's contribution to Art & Design could design and make a tile or textile influenced by Islamic designs. They could produce examples of calligraphy. A group studying food and agriculture could devise a meal for the class to share introducing foods and spices from the Muslim world and linking to food and hygiene rules.</p> | <p>Resources</p> <p>http://www.rbkc.gov.uk/LeightonHouseMuseum/general/ http://www.isb.org.uk/virtual/newsite/index.htm http://edsitement.neh.gov/view_lesson_plan.asp?id=501 http://www.islamic-paths.org/Home/English/History/Science/Philosophy.htm http://web.umn.edu/~msaumr/reference/articles/science/contribution.html</p> <p>Books from Hood Hood Books (020 7584 0386).</p> |



Unit 10 Session 6

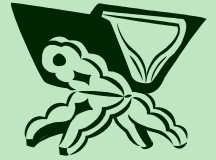
| Learning objectives | A T 1 | A T 2 | Suggested teaching activities | Sensitivities, points to note, resources |
|---|----------------------------|-------------|--|--|
| <p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know about the positive influences of Islam on wider areas of modern life; ➤ compare positive ways in which Islam influences the lives of people in the wider community with messages in the media; ➤ engage in an activity that supports the promotion of a balanced positive impression of Islam's contribution to the world. | <p>√</p> <p>√</p> <p>√</p> | <p>√</p> | <p>Pupils should present their findings to each other and answer questions from the remainder of the class.</p> <p>Then as a class analyse the results of the media watch that the students have engaged in throughout the unit.</p> <p>Recall the results of the You Gov survey. How best can the class work towards supporting a more informed approach to Islam's influence on the world today? The students might, for example, present their findings to the school or write to the media exploring the messages that they feel are being given.</p> <p>Either during the unit or following it, the class could engage in positive involvement in national Islam Awareness week activities.</p> | <p>Resources Qur'an quotes: Surah 5: 90-91; Surah 2:219.</p> |



Unit 10 Session 1

Islam's contribution to English

| | | | |
|---------------------|---|---------------|------------------------------------|
| ENGLISH | ARABIC | RACKET | RAHAT (Palm of the hand) |
| CANE | QANAH (Pipe, reed) | GHOUL | GHUL (Evil spirit, ogre) |
| ALCOHOL | AL-KUHL (Spirits of fermentation) | GITAR | QITAR |
| GIRAFFE | ZIRAFAH | ORANGE | NARANJ |
| COFFEE, CAFE | QAHWAH (Coffee, originally wine) | SAFARI | SAFARA (To travel) |



| | | | |
|------------|--------------------|--------|-------------------------|
| TAMBOURINE | TUNBUR (A drum) | SANDAL | SANDAL (Arab skiff) |
| LUTE | AL'ODD | TARIFF | TA'RIF (Declaration) |
| SUGAR | SUKKAR | AMBER | 'ANBAR |
| AL_JABR | ALGEBRA | COTTON | QUTUN |

ISLAM Part 3

Unit 10: *Islam's contribution to world culture*

