

Challenge Area 7, Building Block B

NAME _____

DATE _____

Performance Task – Time and Place: Islam Develops

Goal of task

Target Concept: I can explain how and why Islam developed in the historical context of 7th century Southwest Asia. I can explain how Islam was influenced by the context of local political, economic, and social institutions and cultural traditions. I can apply what I know about the context to a source.

For this task you will be evaluated on your ability to:

- Identify and explain the conditions and circumstances in which Islam developed.
- Explain how those conditions and circumstances might relate to a source from that time.
- Formulate and support an argument related to contextualization.

Task summary

The three activities in this task will help you check your knowledge of what Islam is and think about the context in which it developed and apply that to a source.

Task 1: Contextualization Chart for Early Islam

1. You will be given a contextualization chart by your teacher and split into two groups. Each group will watch a different video and you will complete the left side of your chart as you watch the video.

Video 1: PBS, Islam; Empire of Faith sections 4:50 -17:11 <https://www.youtube.com/watch?v=UHhbSvOcz4g>

Video 2: *The Message: The Story of Islam* Chapters 2, 4, 9, 18, 19

http://www.dailymotion.com/video/x2ewzp3_the-message-full-movie-in-english_shortfilms

Arabian Peninsula c. 600 CE		Islam's Ideals
	Identity	
	Material Culture	
	Non-material Culture	
	Gender Roles	
	Social and Economic Status	

2. You should then meet briefly with your peers who watched the same clip to add to your individual responses on the chart. Once all the students in each group are clear on their chart input, you will be paired with a student who watched the other film clip and each of you is then responsible for teaching your partner the information from your specific video source.

Check your understanding

Students should review the completed left columns of their Contextualization Charts and then answer the questions below:

- Which sections of the chart are filled most completely with observations? What might explain this?
- Of those five categories, which one do you think is the most important in understanding the culture of pre-Islamic Arabia? Why do you make this assertion?

Task 2: Historical Context of early Islamic writing (Quran and Hadith)

In the second activity, you and a partner will be given excerpts from Quran and well-regarded Hadith and asked to identify elements of religious ideals and societal values reflected in each. Record your answers in the space below each boxed excerpt.

1. Quran, 4:36

Serve God, and associate naught with Him. Be kind to parents, and the near kinsman, and to orphans, and to the needy, and to the neighbor who is of kin, and to the neighbor who is a stranger, and to the companion at your side, and to the traveler, and to that your right hands own. Surely God loves not the proud and boastful.

What religious ideals or societal values is this excerpt promoting?

Source: <http://corpus.quran.com/translation.jsp?chapter=4&verse=36>

2. Quran, 2:178

It is not righteousness that you turn your faces to the East or the West, but truly righteous is he who believes in Allah and the Last Day and the angels and the Book and the Prophets, and spends his money for love of Him, on the kindred and the orphans and the needy and the wayfarer and those who ask for charity, and for ransoming the captives; and who observes Prayer and pays the Zakat; and those who fulfill their promise when they have made one, and the patient in poverty and afflictions and the steadfast in time of war; it is these who have proved truthful and it is these who are the God-fearing.

What religious ideals or societal values is this excerpt promoting?

Source: <http://www.themuslimtimes.org/2013/10/human-rights/three-hundred-verses-about-compassionate-living-in-the-quran>

3. Hadith 15

Let him who believes in Allah and the Last Day either speak or keep silent, and let him who believes in Allah and the Last Day be generous to his neighbor, and let him who believes in Allah and the last day be generous to his quest.

What religious ideals or societal values is this excerpt promoting?

Source: An-Nawawis, *Forty Hadith*. page 60 Printed in the US by R.R. Donnelley & Sons Company, distributed by Islamic Book Service 2622 East Main Street, Plainfield, Indiana, 46168 1-317-839-8150

4. Quran 33:35

For Muslim men and women, for believing men and women, for devout men and women, for true men and women, for men and women who are patient and constant, for men and women who humble themselves, for men and women who give in charity and for men and women who fast, for men and women who guard their chastity, and for men and women who engage much in Allah's praise, for them Allah has prepared forgiveness and great reward.

What religious ideals or societal values is this excerpt promoting?

Source: http://www.islamswomen.com/articles/women_in_quran_and_sunnah.php

5. Quran 6:152

Say, 'Come, I will rehearse to you what your Lord has forbidden: that you associate not anything as partner with Him and that you do good to parents, and that you kill not your children for fear of poverty — it is We who provide for you and for them — and that you approach not foul deeds, whether open or secret; and that you kill not the life which Allah has made sacred, save by right. That is what He has enjoined upon you, that you may understand.

What religious ideals or societal values is this excerpt promoting?

Source: <http://www.themuslimtimes.org/2013/10/human-rights/three-hundred-verses-about-compassionate-living-in-the-quran>

6. Hadith 35

Do not envy one another; do not inflate prices one to another; do not have one another, do not turn away from one another; and do not undercut one another, but be you, O servants of Allah, brothers. A Muslim is the brother of a Muslim; he neither oppresses him nor does he fail him, he neither lies to him, nor does he hold him in contempt. Piety is right there—and he pointed to his breast three times. It is evil enough for a man to hold his brother Muslim in contempt. The whole of a Muslim for another Muslim is inviolable; his blood his property, and his honor.

What religious ideals or societal values is this excerpt promoting?

Source: An-Nawawis, *Forty Hadith*. page 112 Printed in the US by R.R. Donnelley & Sons Company, distributed by Islamic Book Service 2622 East Main Street, Plainfield, Indiana, 46168 1-317-839-8150

7. Quran 4:19

O you who believe! You are forbidden to inherit women, against their will. Nor should you treat them with harshness, that you may take away part of the dowry that you have given them—except when they have become guilty of open lewdness. On the contrary, live with them on a footing of kindness and equity.

What religious ideals or societal values is this excerpt promoting?

Source: http://www.islamswomen.com/articles/women_in_quran_and_sunnah.php

Check your understanding

- What common values are stressed in these writings?
- How might you organize or group those values into concepts for analysis?

Task 3: Apply your understanding

- Return to your Contextualization Chart and review the left hand column to reacquaint yourself with the social, political, economic and intellectual descriptors you identified after viewing and discussing the two videos. Now, review the religious ideals and social values you and your partner identified from your reading of excerpts from the Qur’an and Hadith. Working by yourself, craft a 2-3 sentence description of how Islam responded to the ideal listed in the center column: Identity, Material culture, Non-material culture, Gender Roles, Social and Economic Status. Some of your responses may indicate a change and some may indicate a re-enforcement or refinement of an earlier tradition. Record these descriptions in the right hand side of the chart.

Arabian Peninsula c. 600 CE		Islam’s Ideals
	Identity	
	Material Culture	
	Non-material Culture	
	Gender Roles	
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- Now using your completed charts complete the following task.

Historical context influences the origins of a religious traditions and tenets. Considering information from both sides of your completed chart, what aspect of life in Arabia c. 600 do you identify was the most influential on Islam? Write a well-supported paragraph which poses your argument, supplies evidence and gives your commentary as to justification for this element being the most influential.