

## Lancaster CMES Submission

Dear Abby Limmer, Assistant Director for Educational Outreach:

I hope this CMES Outstanding Lesson Plan Award submission finds you well. The following lessons were created for a World History I class for 9th grade students. While the unit focuses on both the Middle East and Europe, it is important to note that the unit follows K-12 NJ content standards, which mainly target Europe, while also providing an inquiry into the Middle East and contemporary issues around Islamophobia. I want to make clear that this submission does not conflate the "Middle East" with "Islam," nor does it seek to *only* target Middle Eastern history, which would be difficult given the content restraints placed on NJ teachers.

Moreover, this submission comes as a unit (and a series of lessons), as opposed to simply one lesson. It is my belief that it is difficult to assess how effective an isolated lesson is, as it is dependent on how that lesson fits within the larger vision/purpose of the unit. For this reason, this submission provides the entirety of the unit.

Please find an overview of the unit's goals, resources, standards, and assessments on page 2. The rest of this document contains every lesson in the unit, including the slides for all lessons at the top of the Unit Plan overview. Each lesson has all resources linked and are publicly accessible. If you should have any questions, or if I can clarify anything, please let me know. Thank you for your time and consideration.

Best regards,

Jonathan Lancaster

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### Unit Overview

<b>Unit Question</b>	What are the origins and consequences of Western Islamophobia?
<b>Standards</b>	<a href="#">Content Standards</a>
<b>Overall Student Understandings</b>	The representation of history shapes our worldviews
	Interactions between European Christians and Middle Eastern Muslims were amicable and tolerant until those in power leveraged religious differences for political/economic gain during the Middle Ages
	The Islamic Caliphate was diverse across geographic regions and complex
	The Crusades, along with formed simplifications, have real-world and modern consequences
<b>Overall Student Outcomes</b>	Students will be able to maintain an autonomous academic Harkness discussion
	Students will be able to synthesize sources to come to evidence-based conclusions
	Students will be able to academically communicate conclusions through written essays.
	Students will be able to reflect on their own views (and potential biases) regarding the Middle East
<b>Formative Assessment(s)</b>	Christianity in Europe Quiz
	Islam in the Middle East Quiz
	Harkness Discussions
	Homework (throughout)
<b>Summative Assessment(s)</b>	Written article answering the unit question and submitted to the <a href="#">Council on American-Islamic Relations</a>
<b>Student-Facing Sources</b>	<a href="#">All Student Resources</a>

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### Lesson Plans

For slides for all lessons, please [see here](#)

Lesson #	Objective	Do Now	Procedure	Homework
1	Students will be able to be introduced to the unit frame and discuss sensitive topics appropriately.	Reflect on ensuring sensitivity and compassion in discussions of sensitive topics.	<ol style="list-style-type: none"> <li>1. Students independently complete <a href="#">a reading</a> (published by one of our teachers in the district) that describes her experience teaching topics about the Middle East.</li> <li>2. Teacher will present statistics that show the trend of negative media portrayal of Muslims and the Middle East, along with videos from recent Western leaders (<a href="#">France</a>, <a href="#">Italy</a>, the <a href="#">US</a>) that show Islamophobic sentiments. The teacher will also show findings from the <a href="#">2023 European Islamophobia Report</a></li> <li>3. Students will <a href="#">watch a brief clip</a> about the tragic shooting in Christchurch of two mosques in 2019, and view the weapon used, which has 18 references to Middle Age history.</li> <li>4. Teacher will tie this all back to the upcoming unit on the Middle East by connecting the negative sentiments and media portrayal, targeted policies, and acts of terror against Muslims has historical grounding, much of which is rooted in the Middle Ages. The teacher will introduce the unit's focus inquiry: What are the origins and consequences of Western Islamophobia?</li> <li>5. Teacher will present the <a href="#">Runnymede Trust's definition and components of Islamophobia</a></li> <li>6. Introduce a long-term assignment to write an article on Islamophobia for submission to the <a href="#">Council on American-Islamic Relations</a>.</li> </ol>	<a href="#">Middle Ages reading and questions</a>

2-3	Students will be able to analyze the changing role of Christianity in Europe via the Roman Empire	Reflect on the dominant religions in the Roman Empire before Christianity and Islam.	<ol style="list-style-type: none"> <li>1. Students will review the Pax Romana and Augustus's reforms.</li> <li>2. Through the use of primary sources, "<a href="#">Pliny on the Christians</a>," "<a href="#">The Edict of Milan</a>," the "<a href="#">Theodosian Code</a>," and "<a href="#">Atilla and Pope Leo I</a>," students will examine the rise, spread, and changing role of Christianity within the Roman Empire.</li> <li>3. Students will discuss the decline of Rome due to internal and external factors.</li> <li>4. Closure: Reflections on the issues faced by the Roman Empire and Constantine's impact on Christianity.</li> </ol>	Reading and annotating <a href="#">Shyrok and Mastnak's Western Hostility toward Muslims: A History of the Present</a>
4-5	Students will be able to analyze the changing role of Christianity in Europe via the Frankish Empire	Reflect on Christianity's changing role in the Roman Empire	<ol style="list-style-type: none"> <li>1. Students will analyze the Battle of Tours (which, the teacher will point out, was on the weapon used in New Zealand) via <a href="#">primary sources</a></li> <li>2. Teacher will discuss reforms from Charles Martel and Charlemagne, along with the fall of the Frankish Kingdom</li> <li>3. Students will, in pairs, do a synthesis activity on whiteboards, where they summarize the changing role of Christianity within Europe through writing a paragraph using key terms on the board from the unit thus far.</li> </ol>	Reading and annotating <a href="#">Shyrok and Mastnak's Western Hostility toward Muslims: A History of the Present</a>
6	Students will be able to autonomously discuss Shylock and Mastnak's work on Western Islamophobia.	Annotate points for discussion from assigned reading.	<ol style="list-style-type: none"> <li>1. Students will review their annotated points for discussion from assigned reading.</li> <li>2. Students will conduct group discussions with designated roles, focusing on the reading's credibility and relevance.</li> <li>3. Students will complete individual reflection on discussions and completion of a Google Form questionnaire.</li> </ol>	Ongoing readings and quiz preparation.

7	Students will be able to analyze feudalism in Middle Age Europe.	Reflect on what's already known about feudalism in Europe	<ol style="list-style-type: none"> <li>1. Students will discuss what they know already - from readings, discussions, and previous classes - about feudalism in Europe</li> <li>2. Students will complete a gallery walk, where they will <a href="#">view sources about feudalism</a> in Europe and track how the document may help in addressing the overarching unit question via a graphic organizer (in slides)</li> <li>3. Class will debrief the gallery walk</li> </ol>	No homework
8-9	Students will be able to analyze the fundamentals of Islam and "Islamic Golden Age"	Reflect on whether schools in the US should teach Arabic numerals (to illustrate Islamophobic sentiments)	<ol style="list-style-type: none"> <li>1. Students will reflect on the question regarding teaching Arabic numerals in schools and see the data from the US public. This will be related to the unit frame around Islamophobia.</li> <li>2. Students will analyze the life of Muhammad, his visions, and teachings.</li> <li>3. Teacher will introduce the Umayyad and Abbasid Caliphates, focusing on their advancements.</li> <li>4. Students will, <a href="#">after a video</a>, discuss the five pillars of Islam, the Quran, Sharia, and women's roles in Islamic society.</li> <li>5. Students will analyze the differences between Sunni and Shiite beliefs and the implications of the <a href="#">Pact of Umar</a>. <ol style="list-style-type: none"> <li>a. Students will, through the primary source, see that early Muslim-Christian interactions were relatively amicable (as argued by Shryock and Mastnak as well)</li> </ol> </li> </ol>	Complete ongoing readings on Islam background.
10	Students will be able to analyze the Islamic Golden Age.	With the lights turned off in the classroom, students will answer: "Is it dark?"	<ol style="list-style-type: none"> <li>1. (Do Now explanation: The point here is that we would answer that it is dark if we are only thinking of the classroom context. The hallways, outside, etc. are all lit and bright. The point is that this era of history is often called the "Dark Ages," however, it is only dark if we are looking at Europe, which is very Eurocentric. If we look at other regions, namely the Middle East, it is anything but a "dark age").</li> <li>2. Teacher will show a number of present-day implications for discoveries made during the Islamic Caliphate during this era</li> <li>3. Students will conduct a "scavenger hunt" to find other advancements made in the Middle East during this era</li> <li>4. Students will share their findings with one another</li> </ol>	Share findings from the scavenger hunt on inventions from the

11	Students will be able to analyze the life under the Islamic Caliphate.	Reflect on last lesson's activity	<ol style="list-style-type: none"> <li>1. Teacher will provide maps to visualize the caliphate's size and geographic location in relation to the rest of the world for context</li> <li>2. Students will <a href="#">conduct a gallery walk of sources</a> that describes life under the Islamic Caliphate in numerous Middle Eastern and African cities.</li> <li>3. Students will track the expanding role of Islam within the society and what conditions were like under the caliphate</li> </ol>	Read and annotate Lufti Sunar's <a href="#">The Long History of Islam as a Collective "Other" of the West and the Rise of Islamophobia in the U.S. after Trump</a>
12	Students will be able to autonomously discuss the reading.	Annotate points for discussion from assigned reading.	<ol style="list-style-type: none"> <li>1. Students will review their annotated points for discussion from assigned reading, Lufti Sunar's <a href="#">The Long History of Islam as a Collective "Other" of the West and the Rise of Islamophobia in the U.S. after Trump</a></li> <li>2. Students will conduct group discussions with designated roles, focusing on the reading's credibility and relevance.</li> <li>3. Students will complete individual reflection on discussions and completion of a Google Form questionnaire.</li> </ol>	Begin drafting your article that answers the question: What are the origins and consequences of Western Islamophobia?
13	Students will be able to analyze Pope Urban II's speech.	Reflect on if past academic sources convincingly address our unit question	<ol style="list-style-type: none"> <li>1. Class will have an informal discussion regarding Sunar, Shryock, and Mastnak's arguments in relation to evidence we have seen in the unit and primary sources</li> <li>2. Students will read and analyze <a href="#">Pope Urban II's speech</a> calling for the Crusades using the Runnymede Trust's elements of Islamophobia as <a href="#">a theoretical grounding and graphic organizer</a>.</li> <li>3. Class discussion on findings.</li> </ol>	Begin drafting your article that answers the question: What are the origins and consequences of Western Islamophobia?

14	Students will be able to analyze the First Crusade.	Reflect on specific elements of Pope Urban II's speech.	<ol style="list-style-type: none"> <li>1. Reflect on specific elements of Pope Urban II's speech from previous lesson.</li> <li>2. Students will watch "<a href="#">The Crusades from an Arab Perspective</a>" and follow the <a href="#">video guide</a></li> <li>3. Class discussion on the video and our unit inquiry and how the video relates to the academic literature (Shryock, Mastnak, and Sunar).</li> </ol>	Have an outline of your paper
15-17	Students will be able to evaluate the unit question.	Brainstorm ideas and gather evidence.	<ol style="list-style-type: none"> <li>1. Students will brainstorm ideas and gather evidence related to the unit question.</li> <li>2. Students will edit their papers outlines and continue to find evidence for the consequences of Western Islamophobia (<a href="#">students can use evidence from the unit</a>)</li> </ol>	Rough Draft due
18	Students will be able to reer review of assignments.	Participate in peer review sessions.	<ol style="list-style-type: none"> <li>1. Students will engage in peer review sessions, where they will read and leave feedback for 3 peers' papers</li> <li>2. Students will submit their papers to <a href="#">CAIR</a></li> </ol>	Providing and receiving feedback on assignments.

