

6th Grade [Islamic Spain Inquiry](#)

Was the Caliphate of Córdoba a Success?

Staging the Question: Using the United Nations World Interfaith Harmony Week as a context, students discuss the role of dialogue among people of different religious faiths.

Social Studies Practices	✔ Gathering, Using, and Interpreting Evidence ✔ Comparison and Contextualization ✔ Geographic Reasoning ✔ Economic Reasoning
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Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did Muslims come to rule Spain?	How was Córdoba a center of learning and innovation?	What was the Great Mosque of Córdoba?	How were Christians and Jews treated in Córdoba?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Make a timeline of events related to the spread of Islam into Spain.	List examples of learning and innovation in Córdoba.	Write a paragraph about the architectural and cultural significance of the Great Mosque of Córdoba.	Make a claim with evidence about the experiences of Christians and Jews in Córdoba.

Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: States what is known about and makes connections to prior knowledge about the role of dialogue among people of different religious faiths.	Connect: States what is known about and makes connections to prior knowledge about learning and innovation.	Connect: Generates a list of key words for a research-based project with guidance about the Great Mosque of Córdoba. Graphic Organizer: Connect#10	Connect: Identifies key words and ideas that appear in background information and class conversation about how Christians and Jews were treated in Córdoba.
Wonder: Recognizes characteristics of good questions about how Muslims came to rule Spain.	Wonder: Determines what information is needed to support the investigation and answer the questions about how Córdoba was a center of learning and innovation.	Wonder: Determines what information is needed to support the investigation and answer the questions about the Great Mosque of Córdoba.	Wonder: Forms tentative thesis about main idea about the experiences of Christians and Jews in Córdoba.
Investigate: Uses both primary and secondary sources to determine a timeline of events related to the spread of Islam into Spain by examining two maps about the spread of Muslim influence and reading a letter establishing the caliphate of Córdoba. Graphic Organizer: Investigate#54	Investigate: Summarizes information that answers research questions about how Córdoba was a center of learning and innovation while reading historical descriptions of Córdoba and accounts of innovations in Islamic Spain.	Investigate: Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves for information on the Great Mosque of Córdoba. Graphic Organizer: Investigate#53	Investigate: Differentiates between important and unimportant details while examining a painting of Abd al-Rahman III receiving a Christian ambassador and reading a letter detailing information about the tolerance of Islamic rulers in Al-Andalus. C3 Resources
Construct: Makes a timeline of events related to the spread of Islam into Spain.	Construct: Lists examples of learning and innovation in Córdoba.	Construct: Organizes notes and ideas and develops an outline using both print and electronic tools for a paragraph about the architectural and cultural significance of the Great Mosque of Córdoba.	Construct: Combines information and weighs evidence to draw conclusions and create meaning. Graphic Organizer: Construct#19
Express:	Express:	Express: Writes a paragraph about the architectural and cultural significance of the Great Mosque of Córdoba.	Express: Makes a claim with evidence about the experiences of Christians and Jews in Córdoba.
Reflect:	Reflect:	Reflect:	Reflect: Assesses own work and begins to develop own revision process.

Summative Performance Task: *Argument:* Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. *Extension:* Present the argument in an interfaith dialogue about the history of the caliphate of Córdoba.