**6th Grade** [**Islamic Spain Inquiry**](http://www.c3teachers.org/inquiries/islamic-spain/)

|  |
| --- |
| 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** |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** aboutlearning 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**](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect10) | 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**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate54) | **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**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate53) | **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**](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_6_Islamic_Spain.pdf) |
| **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](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct19) |
| **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 ofChristians 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.** |