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Lesson Title: Karbala and the Sunni-Shia Split

Grade Level: 7

Essential Question: How does a religious difference become a political difference?

**Lesson Foundations**

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| Content Standards | OHSSG7 #5: Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.  |
| Learning Objective(s) | LO1: SWBAT compare and contrast religious beliefs between Sunni and Shia Islam.LO2: SWBAT analyze how the split between Sunni and Shia Islam changed into a political difference.  | Assessment(s)Include LO being addressed | LO2: Check for UnderstandingLO1&2: Gallery Walk WorksheetLO1: Exit Ticket  |
| Materials & Resources | Youtube Video, Video Worksheet, Vocabulary Sheet, Gallery Walk Documents, Differentiated Gallery Walk Worksheets, Extension Worksheet, “Tradition vs Charisma: The Sunni-Shi'i Divide in the Muslim World” (<https://origins.osu.edu/article/tradition-vs-charisma-sunni-shii-divide-muslim-world>) *Sahih al-Bukhari*, Sahih al-Bukhari, Vol. 1, Book 2, Hadith 48, “Ancillaries of the Faith ([http://en.wikishia.net/view/Furu'\_al-Din](http://en.wikishia.net/view/Furu%27_al-Din)), Map of Sunni and Shia Countries ([https://commons.wikimedia.org/wiki/File:Madhhab\_Map3.png](https://commons.wikimedia.org/wiki/File%3AMadhhab_Map3.png)), Mawla Wiktionary Entry ([https://en.wiktionary.org/wiki/مولى#Arabic](https://en.wiktionary.org/wiki/%D9%85%D9%88%D9%84%D9%89#Arabic)), “The Hadith of the Wilayah, Ghadir Khum Part 1” (<https://www.al-islam.org/shiite-encyclopedia/ghadir-khum-part-1>), *Battle of Karbala* (<https://commons.wikimedia.org/w/index.php?curid=79802133>) |

**Instructional Procedures/Steps**

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| Opening\_\_\_10\_\_\_\_ Minutes | **Video**: Instructor will play a video on the Battle of Karbala and the Martyrdom of Hussain Ibn Ali. Teacher will distribute notes worksheet and ask students to fill it in as they watch. <https://www.youtube.com/watch?v=V7gim2tWgK0> Instructor will advise students that this story is mostly told from the perspective of Shia, and review the notes worksheet.**Check for Understanding:** Instructor will ask students to describe what happened at Karbala* What happened to Hussayn ibn-Ali at the Battle of Karbala?
* How do we know this story is told mostly from the perspective of Shia?
* Continue discussion of video and answer any student questions.
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| Instruction\_\_\_30\_\_\_ Minutes | **Vocabulary Pre-Teach:*** Teacher will instruct students to complete the vocabulary worksheet, guiding students to the definitions/identifications of the key vocabulary items and personages, providing definitions and answering questions where needed. Focus words are below.
* Caliph– Political ruler of a Muslim community, who is considered by that community to be the political and religious successor of Muhammad
* Caliphate – a state under the rule of an Islamic leader called a caliph
* Ali – Son-in-Law of Muhammad, considered the fourth caliph by Sunni Muslims and the First Imam by Shia
* Hussayn ibn-Ali – Son of Ali
* Sunni – means “tradition”, Muslims who believe that the caliph doesn’t need to be from Muhammad’s family.
* Shia – “The followers of Ali”, Muslims who believe that Ali should have been the caliph after Muhammad died.

**Gallery Walk:*** Instructor will prompt students to get up and walk around the room to visit different artifacts (stories, pictures) which describe the Sunni-Shia split.
* Students will travel in their table groups, visiting the artifact listed on their table first, and then rotating clockwise when the teacher calls time.
* Students will have 5 minutes per artifact.
* During the walk, the instructor will assist students with their worksheets by asking questions to facilitate thinking.
* Support Questions for instructor to ask if students are struggling with documents or to refocus student attention are below.
* Document A: Sunni means “tradition”. How do you think that is reflected in the Five Pillars of Islam?
* Document B: Why do you think jihad, or struggle, is on this list, but not in the Five Pillars of Islam? What about supporting the family of Muhammad – why is that so important on this list?
* Document C: Have you ever felt small or weak, perhaps next to an older sibling? How does being smaller change how you feel about the world? Have you ever believed that you were right about something, but someone who was stronger than you disagreed? How did that make you feel?
* Document D: What is the difference between a patron and a client? Do you know any other words that start with “patr”? How many of these words disagree with each other?
* Document E: Can you think of a time when someone misunderstood you? Does having something written down make it easier or harder to misinterpret, and how come?
* Document F: Do you think the painter of *The Battle of Karbala* was a Sunni or a Shia? Why do you think that? How does the painting make you feel about the Battle, or Husayn ibn Ali?

**Check for Understanding:**After students have rotated three times in the Gallery Walk, instructor will stop the rotation to ask come check for understanding questions to be sure students are on the right track and to refocus student attention. Based on the sources you have seen so far…* Which of the two main branches of Islam is larger, Sunni or Shia?
* How did Sunni Islam become the dominant form of Islam?

After brief check and regroup, students will continue with Gallery Walk and return to their seats when finished. **Class Discussion**:* After the students have completed the gallery walk Instructor will call students back to their tables, and ask them to, as a class, discuss the gallery walk sources and compelling question for this lesson.
* First discuss gallery walk handout and review responses.
* After review – discuss compelling question: Why did the religious difference between Sunni and Shia Muslims turn into a political difference?
* Sample Answer: From the early days of Islam, the faith combined civil and religious power into one sphere. As a result, even though Muhammad passed on, meaning that no new religious leader could come about, it also meant that there was no arbiter to solve major religious disputes. When a major disagreement arose, its political and religious aspects were inseparable.
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| Closure\_\_\_5\_\_\_\_ Minutes | **Exit Ticket:**Teacher will ask students to answer the following question before leaving:What is one difference between Sunni and Shia Islam? |
| Accommodations/ Enrichment | Differentiated Worksheets (Fill in the blank prompts, sentence starters)Students who finish early will be given an Extension Document with the question: Why do you think Sunni Islam has spread more widely than Shia Islam? |