Vlog It! The Islamic Empire!

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Grade

Middle School

Time

5 Hours

Subject

Social Studies / History

Rationale

As YouTube and its many vloggers become more watched, students are motivated by this genre of entertainment. This project allows students to research, write and express the ideas they have learned about their Islamic Empire Unit in a fun, casual way that engages them while assessing what they have learned. This is meant to be done after content instruction is given, but for a more advanced class, this could be done after having them conduct research on their own.

Learning Goals / Objectives

Students will understand the difference between formal language and informal language.
Students will write a script using the structures of a well thought out essay while keeping in mind they are writing to an audience of their peers.
Students will record a vlog that includes live footage of them acting like the vlog host, voiceover and images to support their information.

Standards

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.

2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.

3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.

4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

Materials

Movie Editing Software - *WeVideo, iMovie, or other basic editing software*
Islamic Vlog Script
Islamic Vlog Rubric

Anticipatory Set / Hook

Ask students who their favorite YouTubers are? (While not all will be vloggers, many will be) What makes these vloggers interesting? How are vlogs different from other forms of communication? (Responses will suggest that vloggers are funny, film themselves, sometimes have guests, sometimes walk around, talk about interesting topics.) If time allows and you have previewed the vlog, show small clips from YouTube vloggers to spark conversation and add background for students who do not watch vloggers.

Direct Instruction

The content should be taught according to the teacher's discretion knowing that the students will need access to a considerable amount of information to write the script. If you are not using the attached script, think about the topics you expect your students to cover in their vlog and give them these as basic parameters.

Guided Practice

1. After a quick discussion on vloggers, compare and contrast formal vs. informal language. (Hello vs. Good Morning, Later vs. Have a good day) Have them think about the structure of the vlogs they watch. Brainstorm how they open and close. Discuss the interesting choices the vlogger might add in the middle to keep things interesting.

2. Give students who need more support with writing the *Islamic Vlog Script.* Show how it includes an introduction, body, and conclusion with suggested sentence frames and vocabulary. For students at grade level, have them write this on their own with the expected categories that you want them to cover explained in a writing prompt. Be clear that the intended audience is their peers so they need to add in "vlog" style language. If working with a partner, have the two try to interact in the script to add humor.

3. Once scripts are written, the teacher should grade the script and correct any errors in fact or ask the students to add any missing information. There is no point to record a script that is full of factual errors. ***This step may take you a few days so have students do other

assignments to give yourself time to evaluate scripts. This is a very important part of the process.

4. Once scripts have been approved for most students, start production. Students need to decide who will read which part of the script. They can color code their lines. Students must practice at least three times before getting approval to record. This ensures they know how to pronounce words, they are reading with emotions, and they know their parts. ***It is important that students know their faces do not have to be on camera the entire time. Many students are nervous about this. I expect they are on camera for at least the intro and the outro. Many like to be on more than that to add in their personalities, but they don't have to be.

5. Once this is recorded, students will find the images to support their scripts. I expect that they have at least ten images to support their audio, but more is better. Due to the historic nature of this assignment, students will have to use Google and not just the WeVideo library to search for images. You will need to do a mini-lesson on choosing high-resolution images.

6. Students add music to support their tone and any extra panning, zooming, or effects to enhance their work.

Closure / Check Understanding

Before turning this in, students should ask for feedback from at least two other groups. They can give this on the attached *Islamic Vlog Rubric*. Students should also grade their own project. If time permits, allow students to make any last minute changes or make it due the following day. This allows students the chance to submit their best work.

I share all projects out to the entire class even if they are not completely finished. I tell students this at the beginning to get them motivated to produce their best work. Make this share out fun and festive to celebrate the risks they have taken and what they have learne