



# Ciencias Sociales

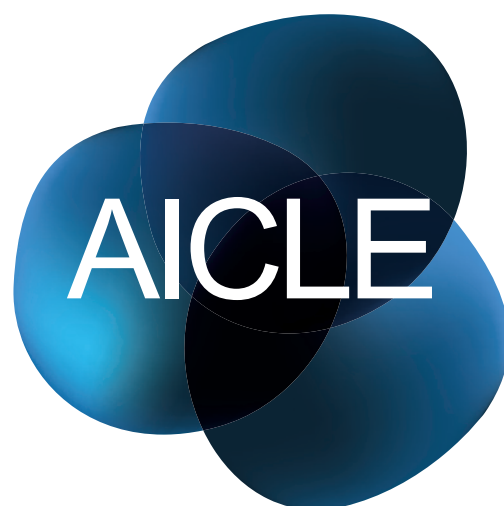
Secundaria



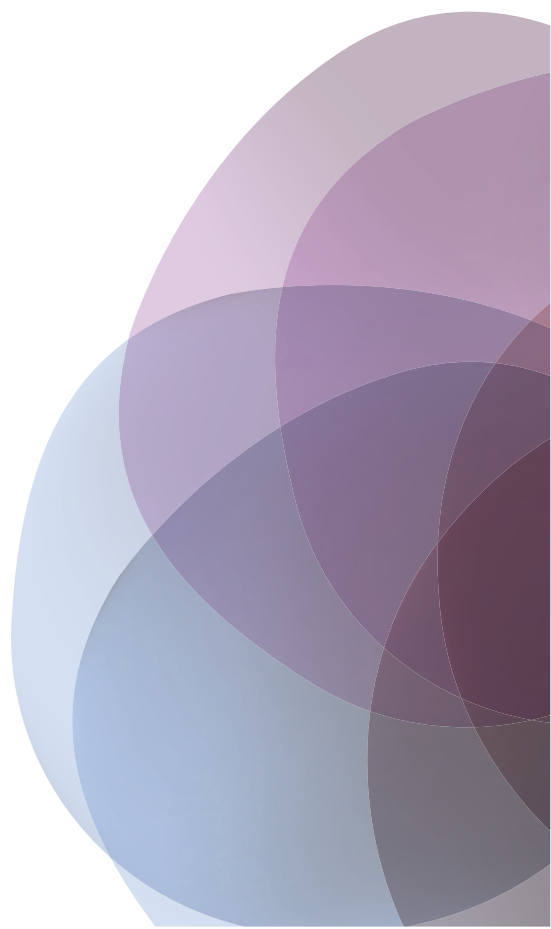
JUNTA DE ANDALUCÍA

Inglés





JUNTA DE ANDALUCÍA



# TEACHER'S KEY

## Session 1: GETTING STARTED

### 1. What would happen if....?

Imagine you want to overthrow the King.  
Imagine you want to be the new King.  
Imagine that your country's enemies are very brave and strong.  
Imagine they are settled on the other side of the sea, you can see them from the shore.  
Imagine they could attack your country very easily.  
Imagine they want to attack your country very soon.  
Imagine the King is weak to defend your country.

### 2. Reading into sources:

New vocabulary:

**Loyal:** firm in devotion to a friend or a cause.

**Throne:** the position and power of one who rules a country

**Supporter:** helper

**Overthrown:** to have caused the downfall of a ruler

**Elective:** subject to popular election

**Miscalculated:** calculated incorrectly

**Upper classes:** the class occupying the highest position in the social hierarchy

**Naked:** completely unclothed

**Chastity:** abstaining from sexual relations

**Raped:** sexually abused

**In cholera:** very angry

**Blind:** a person who can not see.

**In revenge:** action taken in return for an injury or offense

**Dethroned:** overthrown

PEOPLE1:  
Visigoths

PEOPLE2:  
Rodrigo

PEOPLE3-4:  
Witiza

PEOPLE5:  
Tariq

PLACE1:  
Toledo

PLACE2:  
Tangier

PLACE3:  
Africa

PLACE4:  
Gibraltar

a) uncommon

b) happy

c) 12,000

d) 711

## Session 2: WHAT HAPPENED?

1. Complete the timeline:

PERIOD	TIME	SIGNIFICANTS EVENTS
Invasions	711732	Battle of Guadalete
		Battle of Poitiers
Dependent Emirate	711756	Governor appointed by the caliph in Damascus.
Emirate of Cordova	750929	Umayyad prince exiled in Cordova refused to submit to Abbasid caliph
Caliphate of Cordova	9291031	Golden Age
Taifa kingdoms	10311085	Civil wars
Almoravids, Almohads, Marinids	10851238	Al Andalus became a province of the northern African dynasties
Kingdom of Granada	12381492	Officially became a tributary state to the Kingdom of Castile

## Session 3: SOCIETY AND ECONOMY IN AL ANDALUS

The society of Al Andalus was made up of three main religious groups: Christians, Muslims and Jews.

The Muslims, though united on the religious level, had several ethnic divisions, the main being the distinction between the Berbers and the Arabs.

Mozarabs were Christians that had lived under Muslim rule for a long time and so had adopted many Arabic customs, art and words, while still maintaining their Christian rituals and their own Romance languages.

Each of these communities inhabited distinct neighbourhoods in the cities.

In the 10th century a massive conversion of Christians took place, so that muladies (Muslims of ethnic Iberian origin) became the majority of the population of Al Andalus by the end of the century. It is alleged that the fast and easy Islamization of the peninsula was the result of corruption, military and political defeat of the Catholic Visigoth state and from the prestige of the dynamic Muslim empire. Many Christians might have converted simply to be on the dominant side, escape taxes and gain more economic opportunity. Serfs accepted Islam to be free of their servitude.

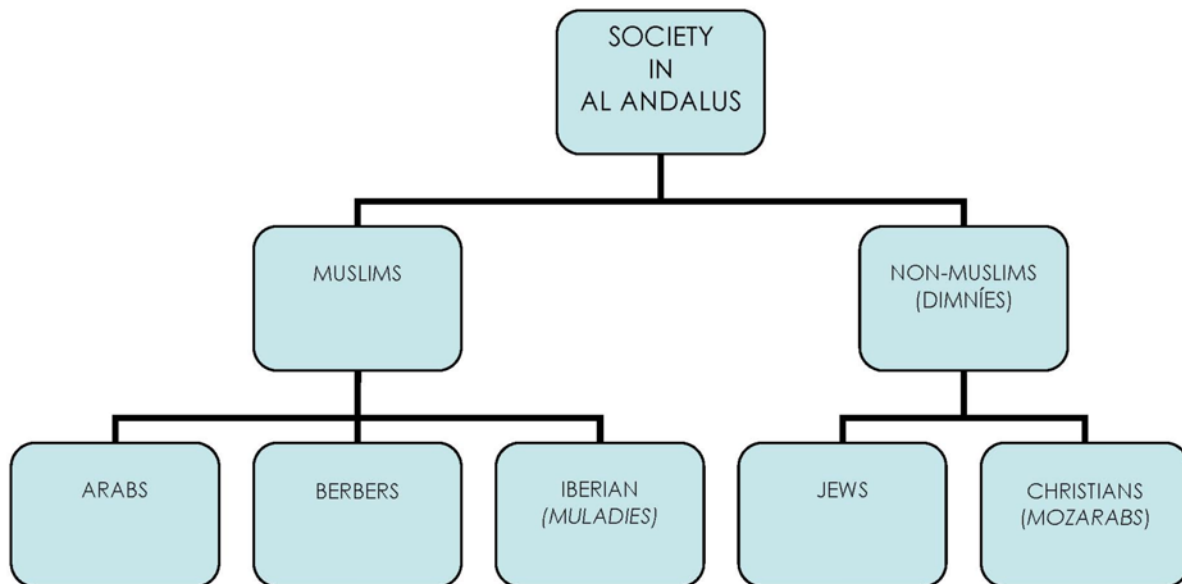
The non-Muslims were given the status of *dhimmies* (the people under protection), adults paying a tax, with exemptions for old people, women, children and the disabled.

Under the Caliphate of Cordova, Jews and Christians, while allowed fewer rights than Muslims, were much better off than in other parts of Christian Europe.

Jews constituted more than 5% of the population. They had achieved considerable wealth under the Visigoths but were often persecuted. Generally, the Jewish people were allowed to practice their religion and live according to the laws and scriptures of their community, under the Muslim Empire. Because of their linguistic skills, they served for generations as mediators between sectors of the Muslim and the Christian populations.

2.a. Open answer.

2.c.



- 3.
- a) freedom
  - b) tax
  - c) marry
  - d) veil
  - e) monotheistic
  - f) tolerant
  - g) Al Andalus

4. The teacher/assistant should have these items (in **green**) on his/her desk, in order to show to the class.

5. The main characteristics of the economy of Al Andalus are:

- Modern agricultural system
- Use of new techniques
- Extensive irrigation
- Introduction of new crops: sugar cane, saffron, aubergine...
- Economic activity focus on cities, where learning, technological development and skilled labor.
- Private farming was transformed into global industry exported everywhere.
- Production of silk and other textiles, ceramics, leather work, armaments, and some types of fine steelworking excelled.
- Commerce flourished.

## Session 4: MOSQUES AND PALACES. A WALK THROUGH QRTABA AND GHARNATA

### 1. Compare and share information:

#### Student A:

- a) Golden Age
- b) impressive
- c) 500,000
- d) philosophers
- e) libraries
- f) ideas 700
- g) 700
- h) 600,000
- i) street lamps

#### Student B:

- 1) Caliphate
- 2) tenth
- 3) advanced
- 4) Cordova
- 5) leading cultural centres
- 6) rivalry
- 7) 60,000
- 8) public baths

4. TRUE: b, c, e, f, g, i, j, k  
FALSE: a, d, h

Some webs are useless to find the required information. For example:

[www.cervezasalhambra.es](http://www.cervezasalhambra.es): it is a famous beer company web

[www.alhambrasl.com](http://www.alhambrasl.com): it is a guitar factory web

[www.alhambraint.com](http://www.alhambraint.com): it is a shop web

### 5. List of Al Andalus' masterpieces:

1. Narrow street in Cordova.
2. Paintings on the Halls of Kings, in the Alhambra.
3. Mirhab, mosque of Cordova.
4. Capital from Medina Azahara.
5. The Partal, in the Alhambra.
6. Tiles, in the Alhambra.
7. Outside mosque of Cordova.
8. Facade, mosque of Cordova.
9. Giralda.
10. Court of Myrtles, in the Alhambra.
11. Muqarnas vault, in the Alhambra.
12. Lattice.
13. Fountain of Lions, in the Alhambra.
14. Mirhab, mosque of Cordova.

## Session 5: PAST STILL RESOUNDS! LEGACIES OF AL ANDALUS.

1. Complete the table.

<b>Influence 1:</b>	Geographical tools: compass, caravel
<b>Influence 2:</b>	Medical instruments and techniques
<b>Influence 3:</b>	Food
<b>Influence 4:</b>	Musical instruments: guitar, gaita. Flamenco
<b>Influence 5:</b>	Chess
<b>Influence 6:</b>	Numerals

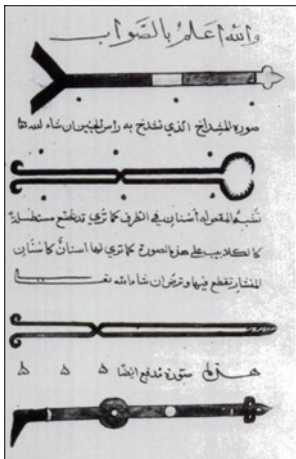
Student's sheet



Long distance travel created a need for mapping, and travelers often provided the information for the task. Muslims undertook long journeys. One motive for these was the Muslim pilgrimage. Another was commerce. Muslims were involved in trade with Europeans, Indians and the Chinese, and Muslim merchants travelled long distances to conduct commercial activities. The **compass** used for nautical astronomy, originates from Al Andalus and was later used by Portuguese navigators for long-distance travel. The origins of the **caravel** ship, used for long distance travel by the Portuguese and Spanish since the 15th century, date back to the qarib used by explorers from Islamic peninsula in the 13th century.

Abu al-Qasim al-Zahrawi (Abulcasis), regarded as the “father of **modern surgery**”, contributed greatly with a 30-volume medical encyclopedia which was later translated into Latin and used in European and Muslim medical schools for centuries. He invented numerous **surgical instruments**.





From the 10th century, Muslim physicians and surgeons were applying purified alcohol to wounds as an antiseptic agent. Surgeons in Islamic Spain utilized special methods for maintaining antisepsis prior to and during surgery. They also designed specific protocols for maintaining hygiene during the post-operative period.



Restaurants in medieval Islamic Spain served threecourse meals, which was introduced in the 9th century by Ziryab, who insisted that meals should be served in three separate courses consisting of soup, the main course, and dessert. An Arab soup of bread, olive oil, water and garlic arrived in Spain with the Moors. It is considered the origin of **gazpacho**. Once in Spain it became a part of Andalusian **cuisine**, using stale bread, garlic, olive oil, salt, and vinegar, similar to ajoblanco. Tomato was added to the recipe in the

1700s. As a result of the improved agriculture and cuisine, the average life expectancy of the upper classes in Islamic Spain increased to 69–75 years by the 11th century.



A number of **musical instruments** used in classical music, particularly in Spanish music, are believed to have derived from Arabic musical instruments used in Al Andalus: such the **gaita** and the **guitar**. **Flamenco** performers admit that the vocal, instrumental, and dance elements of modern **flamenco** were greatly influenced by the Arab performing arts.



**Chess** passed from Persia to the Arab world, where its name changed to Arabic shatranj. By the year 1000 it had spread throughout Europe and was introduced into the Iberian Peninsula by the Moors during the 10th century.



# 0123456789

Arabic numerals are the ten digits (0, 1, 2, 3, 4, 5, 6, 7, 8, 9). They are descended from the Hindu-Arabic numeral system adopted by Persian mathematicians in India, and passed on to the Arabs further west. From there they were transmitted to Europe in the Middle Ages. The use of Arabic numerals spread around the world through European trade, books and colonialism. Today they are the most common symbolic representation of numbers in the world.

## OVERVIEW

- |                       |                  |
|-----------------------|------------------|
| a. Al Andalus         | j. caliph        |
| b. 711                | k. three         |
| c. 1492               | l. neighbourhood |
| d. 711 to 750         | m. cities        |
| e. 750 to 929         | n. crops         |
| f. 929 to 1031        | o. Golden Age    |
| g. 1031 to 1212       | p. Cordova       |
| h. dynasties          | q. cultural      |
| i. Kingdom of Granada | r. influences    |
|                       | s. remains       |