



Ciencias Sociales

Secundaria



JUNTA DE ANDALUCÍA

Inglés



Identificación del material AICLE

TÍTULO	Islam
NIVEL LINGÜÍSTICO SEGÚN MCER	A2.1
IDIOMA	Inglés
ÁREA / MATERIA	Ciencias Sociales. Geografía e Historia
NÚCLEO TEMÁTICO	Los territorios hispánicos bajo dominación musulmana en la Edad Media.
GUIÓN TEMÁTICO	La secuencia pretende explicar la importancia histórica del nacimiento de una nueva religión al inicio de la Edad Media, a través del análisis de los principios de la fe islámica, su contexto histórico y sus manifestaciones artísticas. Finalmente se plantean algunos aspectos de la situación del Islam en la actualidad.
FORMATO	Material didáctico en formato PDF
CORRESPONDENCIA CURRICULAR	2º de Educación Secundaria
AUTORÍA	Mª Ángeles Crespo Fernández
TEMPORALIZACIÓN APROXIMADA	5 sesiones, más una propuesta de trabajo de investigación y un cuestionario de autoevaluación de contenidos y destrezas.
COMPETENCIAS BÁSICAS	Competencia lingüística (C1): Lectura de textos diversos. Competencia en el conocimiento e interacción con el medio físico (C2): Análisis de distintos mapas. Competencia cultural y artística (C3): Análisis y comentario de diversas imágenes. Competencia social y ciudadana (C4): Desarrollo de habilidades sociales para el trabajo en equipo. Competencia en el tratamiento de la información (C5): Realización de una pequeña investigación. Competencia para aprender a aprender (C6): Desarrollo de estrategias para organizar e integrar los conocimientos adquiridos. Competencia para la autonomía e iniciativa personal (C7): Desarrollo de iniciativas en la realización de debates, trabajos individuales y en grupo.
OBSERVACIONES	Cada sesión puede realizarse de manera independiente y su duración podría exceder una hora lectiva. Por ello se aconseja la selección de actividades, de acuerdo con el grado de motivación e implicación del alumnado, sus intereses, ritmo de aprendizaje y otras características específicas del grupo-clase. La secuencia está diseñada para atender a la diversidad en el aula, de manera que en cada sesión podrán encontrarse actividades con diferente grado de dificultad.

Tabla de programación AICLE

OBJETIVOS	Identificar y localizar los procesos y acontecimientos históricos relevantes en la historia del mundo. Desarrollar actitudes de respeto hacia otras culturas y opiniones, sin renunciar a un juicio sobre ellas. Adquirir y emplear el vocabulario específico que proporcionan las Ciencias Sociales. Realizar tareas en grupo y participar en debates con una actitud constructiva, crítica y tolerante. Comprender y expresarse de manera adecuada en una lengua extranjera.		
CONTENIDOS DE CURSO / CICLO	<ul style="list-style-type: none"> - Lectura e interpretación de imágenes y mapas - Obtención de información de fuentes diversas - Localización en el espacio y en el tiempo - Conocimiento de las manifestaciones artísticas más relevantes 		
TEMA	<ul style="list-style-type: none"> - La importancia del medio físico en el nacimiento del Islam - Los principios de la religión islámica - Las etapas de la expansión islámica - El arte islámico. Costumbres y tradiciones islámicas - La situación de las mujeres en el Islam 		
MODELOS DISCURSIVOS	<ul style="list-style-type: none"> - Formular hipótesis - Identificar las características de un estilo artístico - Narrar y representar pequeñas narraciones - Informar sobre la situación de las mujeres en el Islam 		
TAREAS	<ul style="list-style-type: none"> - Ejercicios de dramatización teatral - Ejercicios de iniciación a la caligrafía árabe - Realización de una receta simple - Pequeña investigación y comunicación oral de los resultados 		
CONTENIDOS LINGÜÍSTICOS	FUNCIONES: <ul style="list-style-type: none"> - Definir conceptos - Discutir acerca de cuestiones polémicas - Rebatir argumentos 	ESTRUCTURAS: <p>Past Simple: There is/there are There was/there were. First/second/third Finally, At this time... It is made of... It dates from.. Agreeing/disagreeing formulas</p>	LÉXICO: <p>Mohammad, Quran, Mecca, caliph, monotheistic, beliefs, ablation, lapidation, fundamentalist, worship, mosque, minaret, prayer, preach, faithful, spread, holy war, almsgiving, fasting, pilgrimage, coinage, horseshoe arch, veil, calligraphy, idolatry, Arabian Nights</p>
CRITERIOS DE EVALUACIÓN	<p>C1: Adquiere un vocabulario específico de la propia materia. Adquiere vocabulario básico en lengua inglesa</p> <p>C2: Reconoce la importancia del medio físico en el desarrollo histórico.</p> <p>C3: Desarrolla destrezas para observar y analizar las obras de arte como resultante de un determinado contexto histórico.</p> <p>C4: Desarrolla una actitud participativa para trabajar en equipo</p> <p>C5: Obtiene información de fuentes escritas, gráficas y visuales</p> <p>C6: Desarrolla estrategias para organizar y recuperar la información, tales como esquemas conceptuales, listas de vocabulario en lengua inglesa...</p> <p>C7: Desarrolla destrezas para participar asertivamente en debates y dinámicas de grupo.</p>		

ISLAM



CONTENTS

1. Saalam alaykum.
 2. The birth of Islam. The expansion.
 3. Islamic art.
 4. Arabian nights
 5. Islam nowadays: The veil controversy.
- Project: Eid al Adha
Test yourself!

Session 1: SALAAM ALAYKUM

1. **Predict** which words will appear in this unit:



2. What do you want to know about Islam? **Write** questions:

You will find all the answers to your questions in this unit.
Just carry on and don't lose your list!

3. Working with vocabulary

Tick the correct answer:

1) **Inhabit** means

- a) live in b) die c) buy d) open

2) **Surrounded** means

- a) dead b) encircled c) open d) covered

3) **Isolated** means

- a) happy b) sad c) alone d) tall

4) **Evolved** means

- a) developed b) finished c) started d) ended

5) A **tribe** is a group of

- a) relatives b) animals c) things d) people

6) A **chief** is a

- a) boss b) box c) leader d) principal

7) If they **raided**, they

- a) attacked b) helped c) needed d) ate

8) People need..... for their **survival**.

- a) water b) food c) neither d) both

9) A **blacksmith** needs

- a) iron b) gold c) silver d) cotton

10) In a **monotheistic** religion there is/are

- a) only one god/goddess b) several god/goddesses

11) **Adherent** means

- a) opponent b) supporter c) teacher d) assistant

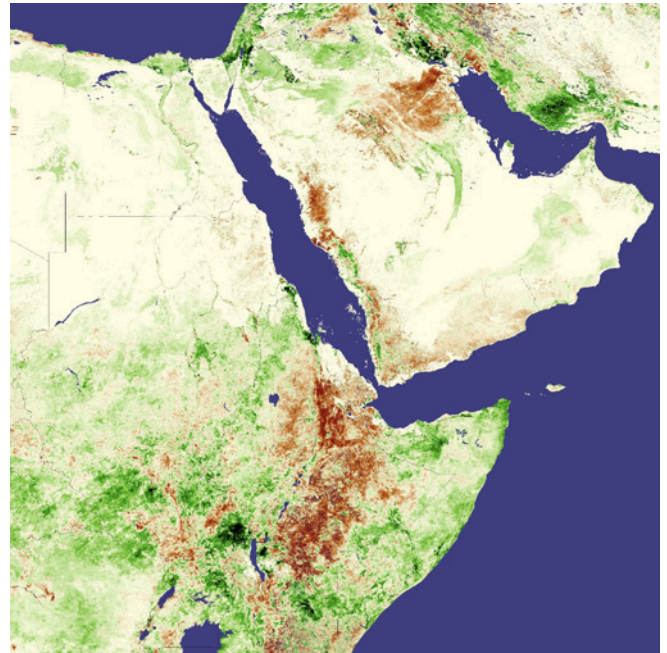
12) When something **flourished**, it

- a) started b) began c) expanded d) stopped



Now, **read** this Introduction to the topic.

In 3000 B.C. the Arabs **inhabited** a large peninsula between Asia and Africa. This was called the Arabian Peninsula. Because of the deserts that **surrounded** them, the Arabians were **isolated** from the rest of the world. The Arabian culture **evolved** completely separate from the cultures of other civilizations around them.



In order to survive, several related families often came together to form a **tribe**. These tribes were ruled by one **chief**. These tribes often **raided** one another in search of **camels**, **goats**, and other necessary supplies for their **survival**. These early Arabians traveled from oases to **oases** in search of water and food. Their diet consisted mainly of **dates**, a small fruit. On special occasions, they would eat **lamb**.

By A.D. 500 life began to change for the Arabians. Instead of migrating in search of food, they began to settle in oases, or fertile valleys. This allowed them to build villages, towns, and cities.

Many of the Arabians became skilled farmers, while others learned crafts such as **blacksmithing**. Others still became merchants and traders. As the centuries wore on, some of these cities became very large, and wealthy.

Islam is the **monotheistic** religion articulated by the Quran, and by Muhammad's teachings. Muslim, is the word for an **adherent** of Islam. This religion **flourished** in the Arabian Peninsula in the 7th century.



camel



goat



oasis



dates



lamb

Did you know...

Muhammad's revelations were memorised by his followers, who wrote them down on stones, palm leaves, camels' shoulder-blade bones and pieces of leather. In 652 caliph Otman ordered that all the texts be collected together. This version is considered to be the definitive version. It is still used by Muslims today.

4. Listen to your teacher and fill in the gaps in the text:

Make sure that you understand this vocabulary:

- **Beliefs** are one's personal ideas and feelings.
- An **orphan** is someone whose parents are dead.
- Your parents **raised** you: they fed, looked after and educated you.
- If you are **concerned** about something, you are worried about it.
- **Worship** means to show devotion.
- "**states**" means "says".
- A priest **preaches**.
- If something is **spread**, it is extended.
- A synonym for **feared** is 'be scared that'.
- You have **success** when you win a competition, pass an exam or have good luck. Therefore, you are happy.
- A **pillar** is a kind of column.



Who is Muhammad?

Muhammad is believed to be the last of a long line of (a)_____, including Abraham, Moses, and Jesus. He was a man who greatly influenced the religious **beliefs** of Islam. He was born in the city of Mecca in 570.

Muhammad as an **orphan**, was **raised** by an uncle. He went to work as a caravan leader when he was only a teenager. He was very good at his job, and brought his employer, tremendous wealth. When Muhammad reached (b)_____, his employer – a very wealthy woman – proposed marriage to him. Muhammad was now free to contemplate life and he became **concerned** about the disparity between the wealthy and the poor. He was also concerned about the **worship** of idols.



Arabian Peninsula during Muhammad's life

In A.D. 610 after years of prayer, Islamic tradition **states** that Muhammad received a (c)_____ from Allah telling him to **preach** to the people. As word **spread** that Muhammad had seen a vision from Allah, many in Mecca began to persecute him and his followers. One of the most important elements of the economy in Mecca were the (d)_____ who traveled to the city to worship their idols. The wealthy merchants **feared** that this new religion, which **forbad** the worship of idols, would hurt their economy. Muhammad did have some early **success** however. Mainly with the poorer classes of people who lived in and around Mecca. He taught that the poor and wealthy were equal, and

that the wealthy should share their means with those who did not have enough.

What is the Quran?

The word Quran means “recitation”. The Quran is the (e)_____ for the Muslims. It is the word of God revealed to the Prophet Muhammad, over a period of 23 years through the angel Jibreel (Gabriel). It contains Muhammad’s teachings, recorded and **gathered** some years after his death. The Holy Quran established the religious beliefs and practices of the Islamic people, and is considered the source of Islamic principles and values. The Quran is divided into 114 suras, or chapters, which combined, contain 6,236 verses. The chapters are organized according to their length, from the shortest to the longest; they do not follow a chronological order.



What are the Five Pillars of Islam?

The Quran established five **pillars** or (f)_____ that are necessary for all faithful Muslims to fulfill. These five duties are faith, prayer, almsgiving, fasting, and pilgrimage to Mecca.

- Declaration of Faith (Shahaadah)

Fundamental to a Muslim’s spiritual life is the declaration of faith: “There is no god but Allah, and Mohammed is the (g)_____ of Allah.”

- Prayer (Salat)

Muslims pray at least five times a day, as a sign of respect, submission, and in order to receive Allah’s guidance. The first prayer is offered at sunrise, followed by another prayer at noon, one in the afternoon, another at sunset, and the last one in the evening. These prayers are offered while kneeling, bowing, and touching one’s forehead to the ground in a sign of respect to Allah. Muslims must face (h)_____ during their daily prayers. Often Muslims will meet together in a mosque or religious center (i)_____ to pray together as a group. These prayer services are led by an imam, who is not a formal clergyman, but is a self-appointed religious leader.



- Almsgiving (Zakat)

Muslims give a small percentage of their annual (j)_____ as alms or charity, called zakat.

- Fasting (Sawm)

Every year, Muslims spend one entire month fasting in the daytime: Ramadan. Ramadan is the (k)_____ month of the Islamic lunar calendar¹. Every day during this month, Muslims around the world spend the daylight hours in a complete fast. So they abstain from food, drink, and other physical needs, as a time to purify the soul, refocus attention on God, and practice self-sacrifice.



- Pilgrimage (Hajj)

The fifth “pillar” of Islam is the pilgrimage to Mecca, the Hajj, required of any Muslim with the physical and financial capability to make the journey. All Muslims are expected to make this pilgrimage at least (l)_____ in life.



5. Understanding Islam

We are going to divide the class into six groups (4-5 people).



Each group has four questions but only one answer. You are going to **find** the rest of the answers.

At the beginning of the activity, check that you understand the information you already have.

In turns, each student will be an ambassador for the group. They must travel to foreign lands (the other groups) to find the correct answer.

In each round, one student from the group moves and the others stay to welcome the foreign ambassadors and help them to answer their questions.

The teacher/assistant has ONE joker for each group. You can use it when you want.

¹ Islam has a calendar based on the Moon. It has 11 days less than Western (solar) calendars.

What is Islam?	Who are Muslims, Arabs, Maghribians and Moors?	Who is Allah?	Are there any food-related restrictions in Islam?
It's the name of the religion, which comes from an Arabic word meaning peace. Islam teaches that one can only find peace in one's life by submitting to Allah. "Salaam alaykum," ("Peace be with you"), is the universal Muslim greeting.			

Who is Allah?	Why was the city of Mecca important?	What is Islam?	What is Jihad?
Allah is the proper name for God. Allah has other names that are used to describe His characteristics: the Creator, the Sustainer, the Merciful, the Compassionate, etc. Allah is an all-powerful, just, kind, and merciful god. Muslims believe that he looks after his children, and that he wants them to be happy. Their profession of faith includes an acceptance that his will is supreme, and must be followed at all costs. Islam is an example of strict monotheism. Any worship and prayers directed at saints, prophets, other human beings or nature is considered idolatry.			

What is Jihad?	What is lapidation?	Who is Allah?	What is hadith?
The Quran teaches that Muslims have an obligation to fight in order to spread their faith to new lands, and in order to gain new converts. The word 'fight' does not always refer to battle, but can also refer to the labors of missionary work. A 'fight' for religious expansion is known in Islam as a Jihad. Jihad is considered the "Sixth Pillar of Islam" by a minority of Sunni Muslim authorities. Jihad also refers to one's striving to attain religious and moral perfection. Some Muslim authorities, especially among the Shi'a and Sufis, distinguish between the "greater jihad", which is defined as spiritual self-perfection, and the "lesser jihad", defined as warfare.			

Is polygamy forbidden in Islam?	What's the difference between Islamic, Fundamentalist and Extremist?	What is Jihad?	Do you know any other Islamic traditions?
A Muslim man can have up to four wives. All wives should receive equal attention, support, treatment and inheritance. In modern practice, it is uncommon for a Muslim man to have more than one wife. The practice of polygamy has been regulated or abolished in some Muslim states.			

What is a mosque?	What is the link between Islam, Christianity and Judaism?	Is polygamy forbidden in Islam?	What is Hijrah?
Mosques serve as the main place of worship for all Muslims. The first mosque was the courtyard of Muhammad's house, in Medina, Saudi Arabia. The wall of the courtyard facing Mecca, called the qibla wall, had a roof covering the area where prayers were recited. The other three walls were covered with shallow arcades. This has become the classic design for mosques. In Islamic societies, mosques also serve as social and political centers. They serve as courts, schools, and assembly halls. Libraries, hospitals, and treasuries are often connected to the mosques.			

Are there any food-related restrictions in Islam?	What's the difference between Islamic, Fundamentalist and Extremist?	What is Jihad?	Do you know any other Islamic traditions?
Muslim's diets are restricted. Prohibited foods include pork products, blood and alcohol. All meat must come from herbivorous animals, on condition that they are slaughtered in a specific way, in the name of God, by a Muslim, Jew, or Christian. Causing the animal unnecessary pain is strictly forbidden. This does not apply to marine animals. Muslim food is known as halal food.			

6. Can you **tell** which question each image is related to and why?



7. **Understanding** Islam Questionnaire:

Are the following true or false?

1. The word Islam means Peace.

TRUE FALSE

2. Every Muslim is an Arab.

TRUE FALSE

3. Judaism, Christianity and Islam are linked in faith.

TRUE FALSE

4. Muslim people must pray once a day.

TRUE FALSE

5. The Holy day for Muslims is Sunday.

TRUE FALSE

6. Muslims pray at mosques.

TRUE FALSE

7. All Muslims must make war.

TRUE FALSE

8. Eating animals is forbidden by the Quran.

TRUE FALSE

9. Muslims don't drink alcohol.

TRUE FALSE

10. Islam proscribes female circumcision.

TRUE FALSE

11. Killing animals with unnecessary pain is forbidden by the Quran.

TRUE FALSE

12. A muslim man can have seven wives.

TRUE FALSE

13. Islam has many branches.

TRUE FALSE

14. The Muslim calendar is lunar.

TRUE FALSE

15. In Islamic law stoning is accepted.

TRUE FALSE

16. All Muslims are fundamentalist.

TRUE FALSE

17. When a Muslim meets someone in the street they must say:

18. And the person must answer:

Session 2: THE BIRTH OF ISLAM. THE EXPANSION

1. You need a piece of paper. Listen to your teacher's/assistant's instructions and **draw**:



Continue the **story**. What do you think is going to happen next?





2. In groups of four you are going to **read** the following text. Each person can work on a period of the history of Islam. At the end, you must share the information in order to complete the task successfully. Check the specific vocabulary included.

teachings: precepts

set up: get ready

ruler: a person who rules

conquered: invaded

courage: a quality that helps you to face danger without fear

strength: what you need to be strong

surrounding: encircling

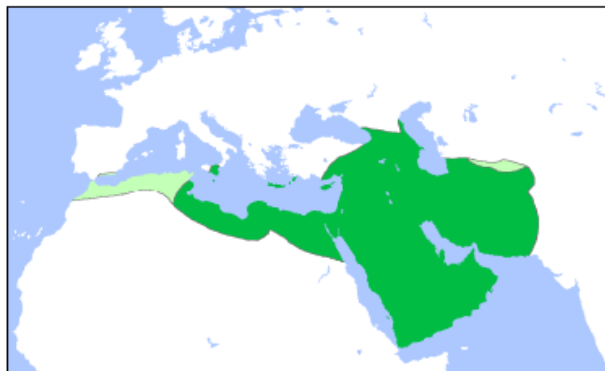
EARLY CALIPHATE

In Yathrib, which became known as Madinah (the city of the Prophet), Islam began to flourish. The people accepted Muhammad as their leader and king. His **teachings** united people under his rule and authority. He **set up** a strong central government, with a capital in Madinah.

After the death of Muhammad, the Muslim people had a new type of **ruler**, which they called a caliph. The word 'caliph' means successor. The caliph was the governmental successor to Muhammad.

Under the direction of the caliphs, the influence, wealth, and power of the Islamic empire continued to spread. The first four caliphs were close friends and relatives of Muhammad. They expanded the borders of Islam, keeping the Persians completely under their control. These leaders also **conquered** much of the Byzantine empire.

Guided by the principle of Jihad, the armies of Islam were united. They fought with **courage**, and **strength** against their enemies, and continued to expand their borders and influence. By A.D. 650 their conquests had led them to possess much of the lands around the Mediterranean sea, including Egypt, Persia, Iraq, Iran, and **surrounding** regions.



The Caliphate in 654 AD.

THE Umayyads:

From A.D. 661 until A.D. 750 Islam was ruled by the **descendants** of Mu' Awiya, known as the Umayyads. Under the Umayyads, Islam continued its rapid spread throughout the world.

The Umayyad armies went as far East as China, and as far West as the Iberian Peninsula and Islam quickly became one of the largest and most powerful nations on Earth.

The capital was moved from Madinah to Damascus and the Islamic Empire was unified. They made Arabic the common language and also forged common **coinage**. This made commerce easier and gave the Muslims more power. They developed a postal system and spread knowledge. The Umayyads strengthened their army, especially the navy. During the time of the Umayyads the Islamic Empire expanded west into Africa and Spain, and East into Pakistan, Afghanistan, and Turkmenistan.

The Umayyad aristocracy believed that Islam was only for Arabs. The economy of the Umayyad empire was based on the assumption that a majority of non-Muslims (**dhimmis**) would pay taxes to the minority of Muslim Arabs. A non-Arab who wanted to **convert** to Islam was supposed to first become a **client** of an Arab tribe. Even after conversion, these new Muslims (**mawali**) did not **achieve** social and economic equality with the Arabs.



The Caliphate in 750 AD

descendants: from the same ancestor or race

coinage: money (coins and notes)

dhimmis: Arabic word that refers to non-Muslims who pay taxes

convert: change to another religious or political belief

client: someone related to a group by paying taxes

mawali: Arabic word that refers to clients

achieve: to gain something with effort

THE ABBASIDS: “Islamic Golden Age”

The Abbasids Caliphate **lasted** from 750 to 1258 CE. The capital of the Islamic Empire was moved from Damascus in Syria to Baghdad in Mesopotamia. Mesopotamia was the richest province in the empire in **tax** and agricultural productions. Baghdad is between the Tigris and Euphrates rivers so it became the center of trade, learning, and government. Baghdad’s economy **relied on** trade and manufacturing. The empire was rich in gold, silver, copper, and iron and used them in trade. Farmers grew dates, rice, and other things. Traders, from Scandinavia to Africa, came to Baghdad for the products of its industries too. **Leather goods**, textiles, paper, metalwork, and perfumes were sold in the city. The Abbasids developed a banking system. They did not have bank buildings but business people **invested** in long distance trade, and goods were bought on credit. They also had a postal system. Muslim rule unified the eastern world. They introduced a uniform **coinage system** that made commerce easier.

The Abbasids treated non-Muslims well. In their time, there were 11,000 Christian churches, and hundreds of synagogues.

The great wealth **supported** learning and arts. Long before Columbus, Muslims believed that the earth was round. They invented algebra. They wrote the first medical descriptions of **measles** and **smallpox**. They built the Bayt-al-Hikmah (House of **Wisdom**) in which **scholars** from different lands came and studied. It served as a museum, library, translation office, school, and meeting center. Books about mathematics, meteorology, optics, mechanics, astronomy, philosophy, medicine, etc. were translated into Arabic from Hebrew, Greek, Persian, Syriac, and other languages. Al-Razi, Ibn Sina, Al-Biruni, and Al-Khwarizmi were some of the most famous scholars of that time. Muslims collected writings of the schools of Alexandria and the best philosophical works of ancient Greek. Astronomical observations were made and important features like **equinoxes**, eclipses, the apparitions of comets and other **celestial bodies** were observed. The size of the earth was calculated. At this time, Europe was asserting the **flatness** of the earth. Abul Hassan invented the telescope. The telescope was improved and used in the observatories in Cairo with great success.



lasted: survived

tax: money paid to government

relied on: depended on

leather goods: things made in leather

invested: put money into a venture expecting to make more money from it (profit)

coinage system: money (coins and notes)

support: help

measles/smallpox: highly contagious (usually childhood) diseases

wisdom: the quality of being sensible and prudent

scholars: educated people who want to learn more

celestial bodies: planets, stars etc

flatness: the property of being flat

ISLAM **CRUMBLES**

The Islamic state began to **decline**. It began to **split into** smaller groups, **led** by local leaders across North Africa, the Middle East and Central Asia.

The Seljuk Turks conquered Abbassid lands, adopted Islam and became the **de facto** rulers of the caliphate. They captured Anatolia, thereby precipitating the call for Crusades. They **fell apart** in the second half of the 12th century giving rise to various semi-autonomous Islamic dynasties such as the powerful Ayyubids who conquered Egypt and Jerusalem in the name of Islam.

By A.D. 1258 the caliph in Baghdad ruled nothing more than Baghdad itself, and a small territory around it. In this year, the Mongols entered the region, and destroyed the city of Baghdad. They **slaughtered** over 50,000 of the city's residents as they tried to take control of it.

In the 13th and 14th centuries the Ottoman Empire (named after Osman I emerged and established itself after several conquests that included the Balkans, parts of Greece, and western Anatolia. In 1453, under Mehmed II, the Ottomans laid **siege** to Constantinople, the capital of Byzantium, which **succumbed** shortly thereafter, having been **overwhelmed** by a far greater number of Ottoman troops.

crumbles: decays

decline: fall, decay

split into: divided into

lead: what a leader does

de facto: latin expression that means 'in fact'

fell apart: decayed

slaughtered: murdered

siege: the action of an armed force that surrounds a fortified place and isolates it while continuing to attack

succumbed: be fatally overwhelmed

overwhelmed: overcome

Siege of Constantinople
by Jean Chartier
15th century





3. In the text find a sentence that means: (underline it)

- a) Muhammad was both a religious and political leader.
- b) Muhammad did not choose his successor.
- c) The Islamic state grew fast and expanded widely.
- d) Muslim armies were very strong and powerful.
- e) The Umayyads moved the capital from Madinah to Damascus.
- f) Arabs had the highest status in Muslim society.
- g) The Abbasids moved the capital from Damascus to Baghdad.
- h) The economy during the Abbasid Caliphate was very strong.
- i) Muslims allowed other religious beliefs and worship within their empire.
- j) The Abbasids supported culture.
- k) Sciences developed during the Abbasid Caliphate.
- l) From the middle of the 13th century, the Islamic state declined.
- m) The Empire split into different local powers.



4. Finally, write a short summary of the text using the sentences above. You must add:

- some examples to illustrate your statements
- important dates
- 'time' phrases eg.

At this time...
At that time...
At the time...

- links for sequencing eg.

First/Second/Third
After
Finally

- the end

SUMMARY



--

5. Can you **fill in** a table with the facts and strengths of the Umayyad and Abbasid periods?

The Umayyads	The Abbasids

Session 3: ISLAMIC ART

Islamic Art was produced from the 7th century by people (not necessarily Muslim) who lived within the territory that was inhabited by Islamic populations. It includes architecture, **calligraphy**, painting, and ceramics. The representation of the human figure is **idolatry**, a sin against Allah, condemned but not explicitly prohibited in the Quran². Therefore, some examples of human and animal **depictions** can be found in the history of this **style**.

The most important expression of Islamic art is architecture, particularly mosques and palaces. Muslims adopted several elements from other cultures (Roman, Early Christian, Byzantine, Persian, Visigoth etc.) like **columns**, **capitals**, etc. which they adapted to their own artistic conceptions. The buildings were not very tall and were made by poor materials, such as **brick** and **plaster** (sometimes **beautiful stucco**) that were covered by wonderful **tiles** and **wood**.

Calligraphy: Beautiful handwriting

Idolatry:
The worship of images that are not God

Depiction:
Representation

Example of human depiction:

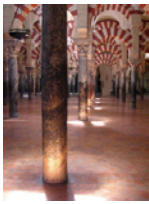
Slender: Slim, slight

Hold up: Sustain

Example of flat wooden roof:

Facade: Front of a building

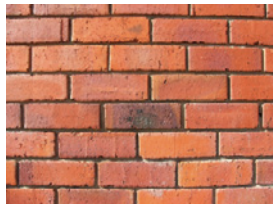
Pray: Address God



column



capital



brick

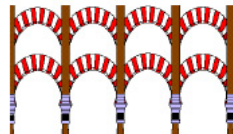
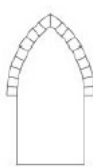
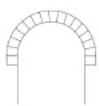


stucco

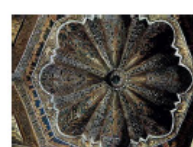


tile

Slender pillars and columns **hold up** not very heavy rooves. Muslims used different types of **arches** in their buildings like these:



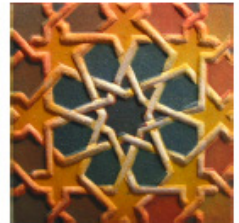
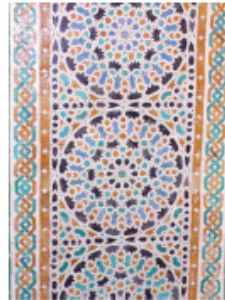
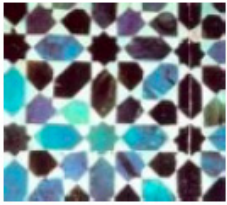
Although buildings used to have **flat wooden roofs**, the role of domes in Islamic architecture has been considerable, particularly in holy or important places such as the **mirhab**.



² see Quran 5:87, 21: 51-52

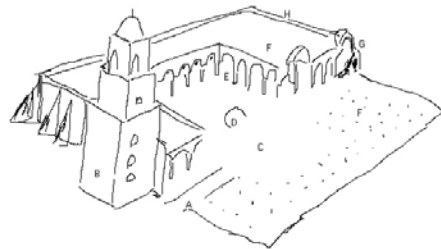
Decoration was concentrated indoors and was almost non-existent outdoors, in the **facade**.

There are repeating elements in Islamic art, such as the use of geometrical, floral or vegetal designs in a repetition known as the **arabesque**.



The most important building in Islamic art was the **mosque** – the holy place where Muslims go to **pray** at least once a week, at midday on Fridays. It is also the social gathering place, where men talk about administrative, political, military, and economic matters. The court is here, to solve their problems, and the school where children learn to read and write the Quran texts. It is also the house of a stranger who has no where to go. Mosques have to be orientated to the East, in the direction of Mecca. You can distinguish the following elements:

- A. Courtyard
- B. Minaret
- C. Patio
- D. Ablutions fountain
- E. Maxura
- F. Haram/Madraza
- G. Mirhab
- H. Quibla



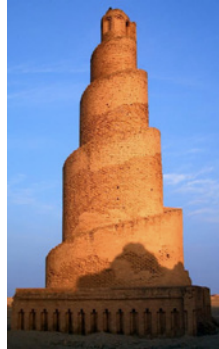
Men and women pray at different times, or in different areas or rows in order to avoid **intermingling**³ as far as possible. They should cover their heads before entering the mosque and remove their shoes. They must also thoroughly clean hands and feet in the fountain.

³ see Quran 33:53

In palaces, there were two different parts: one public and the other private. In the public area the caliph received visitors. The private area, called harem (meaning “forbidden place”), was considered an inviolable place, where female members of the family lived, usually in a **polygamous household**. The caliph was the only man who could go into the harem.



Mosque of Damascus



Mosque of Samarra

Polygamous household: Extended family having more than one wife

Islam art includes beautiful pieces of the **so-called** “minor arts”: glass, ceramics, leather, metal, carpet and **fabrics**.



Ivory



Fabrics



Leather

HOW TO ANALYZE A PIECE OF ART



A piece of art is an open book which reports on the background. It makes history. It expresses feelings, lifestyles, ways of organizing, ideas, values, likes, dislikes. The ideas and problems of any particular historical period always influenced the artists who lived there.

To understand a work of art (and therefore judge it) you have to follow a logical pattern. Then you can like/dislike it.

I. Description

- If it is **architecture** you should focus on:

1. Type of building: Is it a palace, a mosque...?
Is it the whole building or just a detail, some part of it?
2. Function: Why was it built? What was it for?
3. Materials: What was it made of? Stone, plaster, wood...?
4. What supporting (walls, pillars, columns) and supported elements (arches, vaults, domes) can you see? What are they like?
5. What type of roof is there? Is there any vault or dome, or is it flat?
6. What is the decoration like? (type, theme, location) Is the ornamentation simple or not?

- If it is a **sculpture** you should focus on:

1. Type: round, relief ...
2. Theme: What is represented?
3. Material: stone, wood, clay, bronze ...
4. Technique: each material needs a specific skill (carving, modeling etc)
5. Meaning:
6. Location: Where is it?

- If it is a **painting** you should focus on:

1. Theme:
2. Medium: fresco, tempera, watercolors, pastels, oils, pastel, wax, collage, engraving ...
3. Support: wall, table linen ...
4. Perspective
5. Line, light, color

II. Data (if known):

- Style
- School or period
- Author
- Title

III. Comment

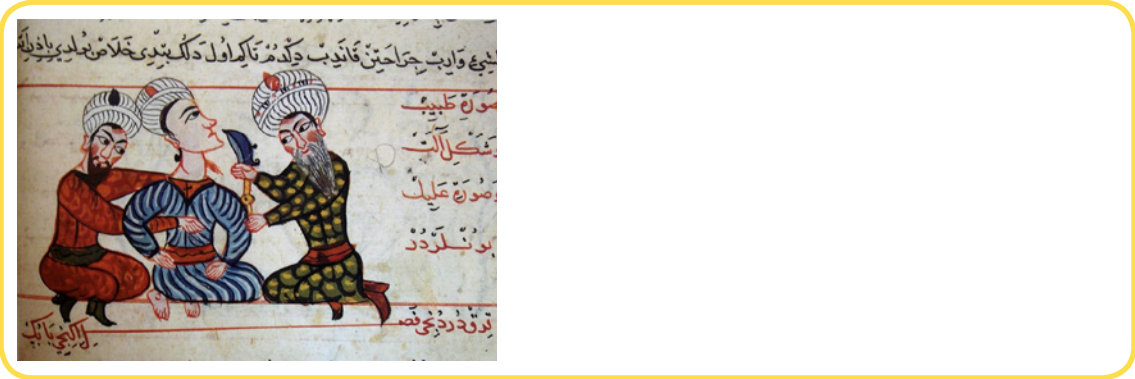
- Relationship with the cultural context
- Importance in the total production of the artist.
- Significance in the history of art.

You don't need to answer all these questions. Art is not about long questionnaire and labelling. Art is to enjoy, to get to know the intentions behind an artist's creation. These questions can just help you to focus on important details.



Look carefully at the following photographs and then **write** a short comment on each one.





You may need some of these words and expressions:

It is made of...
It was made in the ... century
It dates from...
The author was...



Session 4: ARABIAN NIGHTS

1. Storytelling

Each student is going to have a piece of paper with some information on it. Make sure that you understand it. Your teacher/assistant will read a text once. **Listen** carefully. Your teacher/assistant will read the text again. **Stand up** when you hear your piece of text and **get into line**.

At the end of the reading, all of you can **re-tell** the story. **Read** your piece of paper.

Now, you have one minute to **divide the story into separate paragraphs**. Find partners with the same colour text as you. **Tell** the story **again**.



Finally, you have to **write** the whole story (you should remember) in ten minutes. Don't forget to use the following links

and
during
about
one day
but
again
so
as



2. Drama for a change

On your own, read one of the stories that Scheherazade told the king in order to save her life. Then tell your partner your story. After that, **perform** it in front of the whole class in groups of five people (you can play several characters if necessary).



You have 15 minutes to prepare your performance. You have to remember the plot as you are not allowed to go back the paper. Imagine that your own life is in danger!



The Ruined Man Who Became Rich Again Through a Dream

Once upon a time a very wealthy man lived in Baghdad. He lost all his properties and became poor. One night, he saw in a dream one who said to him, 'Your fortune is in Cairo: go there and take it.' So he went to Cairo; but, when he arrived there, night overtook him and he lay down to sleep in a mosque.

A group of thieves entered the next house but the people of the house, woken up by the noise, cried out and the chief of the police came. The robbers escaped but the officers found the man from Baghdad asleep there. Then they took him into prison, where he spent three days, after which he was interviewed, 'Where do you come from?' 'From Baghdad,' he answered. 'And why did you come to Cairo?' asked the magistrate. The Baghdadi answered, 'I saw in a dream one who said to me, "Your fortune is in Cairo: go there and take it." But when I came here, this is the fortune that he promised.'

The chief of the police laughed and said, 'O man of little intelligence! Three times I have seen in a dream one who said to me, "There is in Baghdad a big house with such a beautiful garden with a fountain, situated between a pomegranate and orange-tree, and there is a great sum of money buried under the tree. Go there and take it." Yet I went not; but you, have travelled from place to place, on the faith of a dream, which was but an illusion.' Then he gave him money, saying, 'This is to help you back to thy native land.' Now, the house he had described was the man's own house in Baghdad; so when he returned, quickly digging underneath the fountain in his garden, he discovered a great treasure; and thus God gave him abundant fortune. Allah is wiser!

Adapted from the Arabian nights

3. To sum up:

What is the message of the story?

.....

.....

.....

Why do you think Arabian nights were written?

.....

.....

.....

Very often women who appeared in history books or literature are depicted as:

- Idealised beauty (like Juliet)
- Wicked beings (like Pandora⁴)
- Rara avis⁵, because they do things traditionally addressed to men (like Joan of Arc)
- Unimportant partners of famous men (like Marie Antoinette)
- Allegedly insane individuals (like Juana la Loca)



What do you think about Scheherezade?:

Did this character fit the pattern of women in Middle Ages?

.....

Describe the 'ideal woman' of the Middle Ages?

.....

⁴ According to Greek mythology Pandora was the first woman, who opened a jar releasing all the evils of mankind.

⁵ Unusual extravagances

Describe the 'ideal man' of the Middle Ages?

What about nowadays?

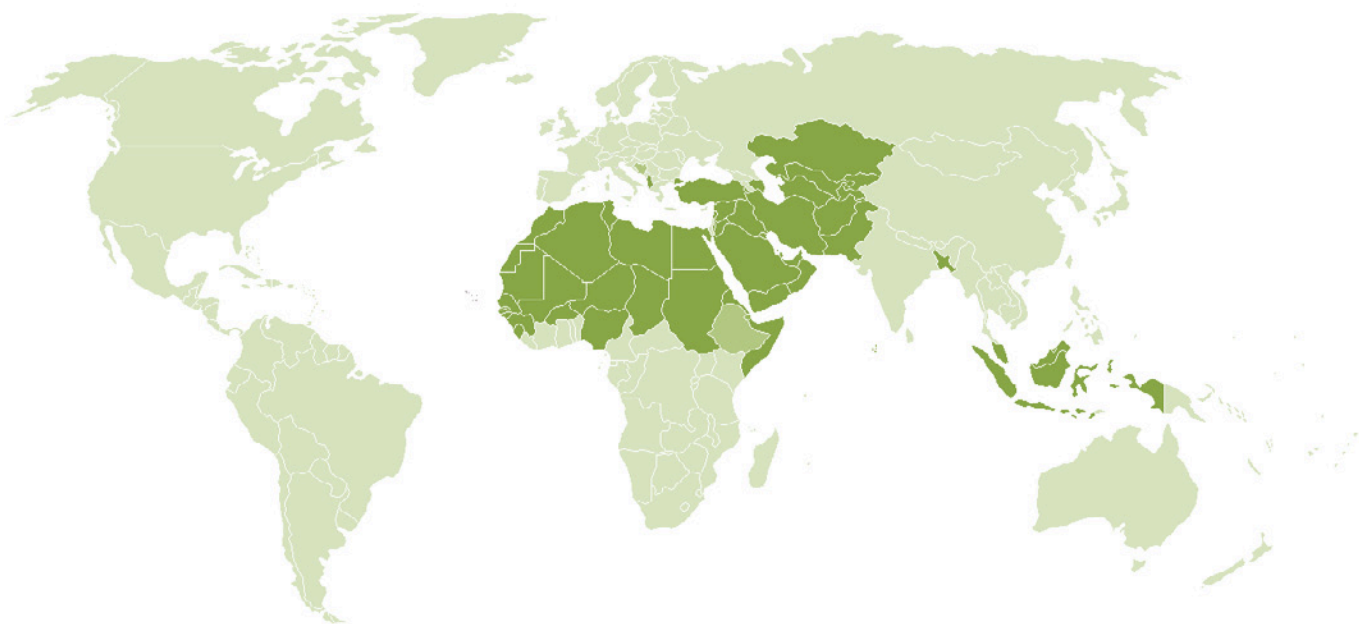
You can **write** your own conclusions. Try to use some of these words:

As long as
Indeed
On the other hand
Consequently
Also
Moreover

Session 5: ISLAM NOWADAYS

1. Working with vocabulary

Can you **name** the Muslim countries nowadays (either in English or in your mother tongue)?



Muslim majority countries nowadays

How many languages can you **remember** in one minute?



Fill in the following chart:



Language	Country	Capital	Nationality

2. Learning languages:

Did you know...

The Arabic alphabet is the script used for writing several languages of Asia and Africa, such as Arabic and Urdu. After the Latin alphabet, it is the second-most widely used alphabet around the world.

The alphabet was first used to write texts in Arabic, most notably the Quran, the holy book of Islam. With the spread of Islam, it was used to write many languages including Persian, Urdu, Swahili, Chinese, and Spanish. The Arabic script is written from right to left, in a cursive style, and includes 28 basic letters. Some of the vowels are indicated with optional symbols. The Arabic script has a number of different styles of calligraphy.

Look carefully and **copy** the Arabic alphabet in your notebook:

ا	ب	ت	ث	ج
ح	خ	د	ذ	ر
ز	س	ش	ص	ض
ط	ظ	ع	غ	ف
ق	ك	ل	م	ن
ه	و	ي		

If any of your classmates can speak Arabic, **ask him/her to write your name in Arabic** and **copy** it in your workbook. If your first language is Arabic: **help** your classmates!

3. Read the recipe and follow the instructions:

TABULE

Ingredients

- 1 cup of couscous
- 1 cup salted hot water
- 1 cup of chopped tomatoes
- 1/4 cup chopped parsley
- 1/4 cup fresh lemon juice (quantity varies depending on one's taste)
- salt & pepper



Directions

Mix couscous and salted water, immediately pour olive oil and save for later (it needs to rest at least 7 minutes). In another bowl mix the rest of the ingredients. Take a fork and separate the couscous grains. Mix everything and refrigerate until cold. Serve over fresh lettuce leaves.

Now, think:

Can this recipe be from the Middle Ages? Why?

Don't forget to use the following expressions for giving an explanation.

One reason is...
That's why I think...
So
Consequently,
Because of...

Ask your neighbours/relatives/friends for new recipes like this, and make a little collection of them.





4. Debate: Why do Muslim women cover their heads? The veil controversy

The controversy over Muslim women's clothing has rocked Europe since the mid 1990s. The debate raises questions regarding:

- the place reserved for Muslim women
- the immigration policies
- Islamic threats or Islamophobia?
- secularity in public institutions and places



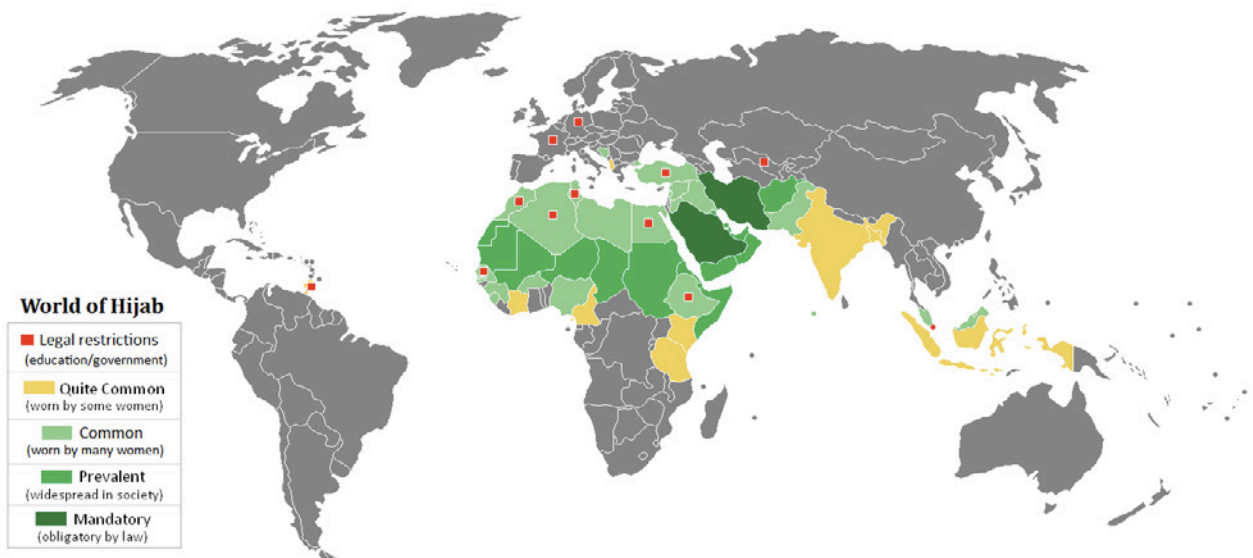
Many people believe that the Quran makes women wear the hijab (or scarf) outside the home and among those outside the family circle. The validity of such beliefs is discussed widely in the Muslim world. The tradition of the veil itself has been in existence since before the birth of Islam. The obligation for Muslim women to cover their heads was made part of Islamic law during the life of Muhammad, and this legislation spread via Islam to different areas of the world.

In traditional Muslim societies, an un-covered woman may seduce others, and therefore lose everyone's respect. The importance assigned to the head-covering varies, from that of colorful scarves that conceal almost no hair in sub-Saharan Africa, to the extent that it should cover all hair, and often parts of the face, in the form of a singular piece of cloth (Yemen). In some regions of the Persian Gulf, the entire body, including hands, must be covered by the veil (burqa), as is the case in some areas of Pakistan and India.

In modernized Muslim societies, this obligation may be partially or even totally out-dated. In Egypt and Turkey, for example, wearing the scarf is actually forbidden in certain professional contexts. In reality, un-veiled Muslim women are quite a normal sight in cities such as Istanbul and Rabat, and in Jakarta, Indonesia (the largest Muslim country in the world). On the other hand, the obligation is legally enforced in certain countries such as Iran.



Many societies in the Muslim world take a more tolerant approach to the scarf. It is worn more often by older generations and the younger women are free to dress in Western clothing should they so choose, reserving the traditional garb for ceremonial use. The wearing of the scarf or hijab in Europe, and in countries like Algeria, Tunisia, Morocco and Turkey is a relatively recent phenomenon related to a general movement toward traditional values.



First, in pairs **talk** about this controversial topic. Then, **share** your views/opinions with the whole class:

- What do you think about this controversy?
- Do you think the government should forbid Muslim women to wear veils?
- Is the question related to women's freedom?
- What about religious traditions? Should they be ignored in secularized countries?

Don't forget to use the following expressions for agreeing/disagreeing:

Yes, absolutely
(because)
Certainly, yes
(because)
Yes, I think we should actually...,
(because)
Yes, I personally like...
(because)
Not really
(because)
To be honest, I don't think...
(because)
I'm not sure that I agree with...
I don't really think...
I'm afraid I can't agree with that idea
(because)

PROJECT: "EID AL ADHA"

In groups of five, you are going to **do some research** about an Islamic festival: "Eid al Adha"⁶.

- What is the Muslim celebration of Eid al Adha?
- What does it commemorate?
- How do Muslims celebrate it?
- Can you see similarities with any other religion? Explain them.

You can either visit these useful websites

http://www.bbc.co.uk/schools/religion/islam/eid_haj.shtml

http://en.wikipedia.org/wiki/Eid_al-Adha

<http://islam.about.com/od/hajj/a/adha.htm>

<http://www.religionfacts.com/islam/holidays/adha.htm>

or

watch these videos

<http://www.youtube.com/watch?v=tdtGwrbHr6o> (10')

<http://www.youtube.com/watch?v=E7vyfmx4wNQ> (2')

or

interview your family, friends, or neighbours (if you come from an Islamic background).

After that, one of you must **make an oral presentation**. Your classmates will be divided in groups of four. Each one has to focus on one of the following aspects of the presentation and take notes, to suggest areas for improvement. :

Student 1: Content

Which information was interesting, new to the listener and which wasn't?



Sacrifice of Isaac. Rembrandt. 1635

⁶ 'Idu l-'A a or "Festival of Sacrifice" or "Greater Eid" or "Fiesta del Cordero"

Student 2: Visuals

How did the visuals help?

Would other visuals have been better?

Did the visuals match the speech?

Student 3: Structure and organisation

Did the presentation follow a logical sequence?

Did the examples add more detail and clarity or confusion?

Student 4: Language, grammar, vocabulary, style

How clear was the language?

Did errors confuse the message?

Was the language appropriate?

Was it too informal or too formal?

OVERVIEW

After studying this unit, **complete**:

- The word Islam means (a) _____ and has had two meanings along history: religion and State.

- Islam arose in the (b) _____ century in the Arabian Peninsula after (c) _____'s preaching. The five most important precepts of Islam are:

1. _____
2. _____
3. _____
4. _____
5. _____

Islam was very (d) _____ towards other religions based on the Bible.

- After Muhammad's death, his sucesors were called (e) _____.

Islam (f) _____ very fast all around the world from China to Western Europe as a great Empire. The history of the Islamic Empire can be divided in three periods:

1. Early Caliphate, from (g) _____.
2. The Umayyad Caliphate, from (h) _____.
3. The Abbasid Caliphate, from (i) _____.

After 1258 Islam crumbled and (j) _____ different local powers.

- The economy depended very heavily on (k) _____ and (l) _____. New irrigation systems and canals helped farmers to (m) _____ their land.

• Great wealth supported (n)_____and (o)_____. Muslims wrote accurate medical descriptions. Books about several sciences were (p)_____into Arabic from different languages. They collected the best philosophical works of ancient Greek. Astronomical observations were made and the telescope was invented. The (q)_____of the earth was calculated.

• The most important building in Islamic art is the (r)_____, as the place where Muslims go to pray together.

• Arabian Nights is a collection of stories compiled in Arabic during the 9th century, though the (s)_____Arabic manuscript dates from the 14th century. The tales are related to Asian folklore and literature.

• Islam is a (t)_____religion nowadays. The most important festival is called "Eid al Adha" and it is celebrated (u)_____at the end of Ramadan.

Now, check the questions list that you ask at the beginning of the unit: Have you found the answers to all your questions?

If so, congratulations! Well done!

If not, ask your teacher. There is still time!



TEST YOURSELF!



Tick the correct answer

SKILLS	My opinion			My teacher's opinion		
	😊	?	Not yet	😊	?	Not yet
Listening						
I can fill the gaps in a text after listening.						
I can take notes.						
I can understand my teacher's instructions.						
Reading into sources						
I can distinguish the main ideas from secondary information.						
I can analyze a work of art.						
I can interview someone to get information.						
I can get information from a video.						
Writing						
I can write full, correct, true sentences about a topic.						
I can explain my own opinions .						
I can use some artistic terms.						
Speaking						
I can work in group to complete a task.						
I can support my opinions.						
I can perform a storytelling.						
I can make an oral presentation.						
Interaction						
I listen to someone else talking in silence.						
I respect the other's opinion.						
I can work in group to complete a task.						
CONTENTS						
I understand how important the birth of Islam was at the beginning of the Middle Ages.						
I know the principles of Islam.						
I can distinguish the main periods in the history of Islam						
I remember the main characteristics of Islamic Art.						
I have learned some new things about Islamic culture.						

What I like in this unit.....

What I have learned is.....

What I have to improve is:.....

SOURCES

■ Front page

Quran

[Ibn_al-Bawwab_-_Qur'anic_Manuscript.jpg](http://upload.wikimedia.org/wikipedia/commons/Ibn_al-Bawwab_-_Qur'anic_Manuscript.jpg)
upload.wikimedia.org/wikipedia/commons

■ Salaam Alaykum

Map

http://mm04.nasaimages.org/MediaManager/srvr?mediafile=/Size4/nasaNAS-10-NA/76578/eafricapanom_spt_2007080_lrg.jpg

Map

http://www.google.es/imgres?imgurl=http://courses.wcupa.edu/jones/his311/lectures/..%255C..%255C%255Cweb%255Cp%255Cwomen-s.jpg&imgrefurl=http://courses.wcupa.edu/jones/his311/lectures/13na-isl.htm&usg=__panuix3g1OtWLkgLLxa9iAtkK5U=

Camel

http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/e/ec/Bactrian_Camel_b_d.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Bactrian_Camel_b_d.jpg&usg=__pBLYI-ZrmjnClpAGtw

Goats

[Wikimedia commons](#)

Dates

<http://www.microsoft.com/spain/windows/internet-explorer/>
http://lh4.ggpht.com/_Tj0PO6AySKo/SMvXGFJwyAI/AAAAAAAABe4/V45Z45nOyxM/Datiles_jpg.jpg

Oasis

[http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/9/91/Ligeti,_Antal_-_Oasis_in_the_Desert_\(1862\).jpg&imgrefurl](http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/9/91/Ligeti,_Antal_-_Oasis_in_the_Desert_(1862).jpg&imgrefurl)

Allah's name

http://en.wikipedia.org/wiki/File:Dcp7323-Edirne-Eski_Camii_Allah-ds.svg

The five pillars of Islam

http://islam.about.com/od/shahaadah/Declaration_of_Faith_Shahaadah.htm
<http://www.kidspast.com/world-history/0195-mideval-europe.php>
<http://www.albalagh.net/kids/>

Kouran

http://3.bp.blogspot.com/_sA_hdLZwb6w/SznuEI7NiWI/AAAAAAAABNg/dcSvYo8zwyl/s400/irfan-ul-qu-ran_16.gif

Symbol of the three Abrahamic religions

<http://en.wikipedia.org/wiki/File:ReligionSymbolAbr.PNG>

Movements of Islam

Adapted from Wikipedia

Dervishes

http://en.wikipedia.org/wiki/File:Whirling_Dervishes_2.JPG

■ The birth of Islam. The expansion.

Map of Islam in 654

http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/8/84/Rashidun-654wVassal.png&imgrefurl=http://commons.wikimedia.org/wiki/File:Rashidun654wVassal.png&usg=__n

History of Islam

<http://www.kidspast.com/world-history/0192-umayyad-dynasty.php>

Adapted from Wikipedia

Map of the Umayyads' Empire

http://farm1.static.flickr.com/122/281780073_f6cf2f106f.jpg

Map of the Abbasids' Empire

Wikipedia

Picture of astrolabe

[http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/5/53/Astrolabio_andalusí_Toledo_1067_\(M.A.N.\)_04.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Astrolabio_andalus%25C3%25AD_Toledo_1067_\(M.A.N.\)_04.jpg&usg=__Z](http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/5/53/Astrolabio_andalusí_Toledo_1067_(M.A.N.)_04.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Astrolabio_andalus%25C3%25AD_Toledo_1067_(M.A.N.)_04.jpg&usg=__Z)

Siege of Constantinople, by Jean Chartier

http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/f/f1/Siege_constantinople_bnf_fr2691.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Siege_constantinople_bnf_fr2691.jpg&usg=__QUad87LLLvcNXDUVUwNe3TR9Ha4=&h=438&w=569&sz=369&hl=es&start=10&itbs=1&tbnid=mS8ucurauXnl7M:&tbnh=103&tbnw=134&prev=/images%3Fq%3Dsieged%2Bconstantinople%26hl%3Des%26safe%3Dactive%26sa%3DG%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:fmc

■ Islamic art

Capital

<http://upload.wikimedia.org/wikipedia/commons>

Brick

http://www.openphoto.net/volumes/TALUDA/20080603/openphotonet_brick%20wall1.JPG

Plaster

farm1.static.flickr.com/130/365119301_6520e3503c.jpg

Tiles

http://farm1.static.flickr.com/54/151771998_24ca0985c5.jpg

Stilted arch

http://3.bp.blogspot.com/_onB-4lmtWgk/SkJSWOBmHbI/AAAAAAAAAEkU/8NEr3aftg98/s400/Arco_peralta-do.png

Pointed arch

www.google.es/imgres?imgurl=http://4.bp.blogspot.com/_vIBkIEL2f-E/S1CwooZLBfI/AAAAAAAAAGU/iM-PzK8hWltQ/s320/arco_apuntado.jpg&imgrefurl=http://azulberdoso.blog

Lobed arch

<http://upload.wikimedia.org/wikipedia/commons/thumb/7/79/Trepassbåge.png/100px-Trepassbåge.png>

Horseshoe arch

<http://upload.wikimedia.org/wikipedia/commons/thumb/1/1d/Hätskobåge.png/104px-Hätskobåge.png>

Horseshoe arches

www.google.es/images?hl=es&safe=active&gbv=2&as_st=y&tbs=isch:1&sa=1&q=dibujo+de+arco+herradura&btnG=Buscar&aq=f&aqi=&aql=&oq=&gs_r

Mixtilinear arch

http://www.artecreha.com/Historia_Arte/images/stories/Aljafria1.jpg

Flat wooden roof

http://farm2.static.flickr.com/1391/1364444589_b05c367685.jpg

Mirhab vault

<http://docentehistoria.blogspot.com/2008/11/la-arquitectura-islamica-en-espaa.html>

Dome of the Rock

[http://www.espanolsinfronteras.com/imágenes/EI%20arte%20y%20la%20historia%20-%20EI%20Islam%20y%20el%20arte%20-%20EI%20Islam%20y%20el%20arte%20-%20Jerusalén%](http://www.espanolsinfronteras.com/imágenes/EI%20arte%20y%20la%20historia%20-%20EI%20Islam%20y%20el%20arte%20-%20EI%20Islam%20y%20el%20arte%20-%20Jerusalén%20)

Cross vault

http://farm4.static.flickr.com/3079/3450441193_6a4d2b9331.jpg

Gallónada vault

http://4.bp.blogspot.com/_J0XsQeUu1tE/Riaq7x8A_9I/AAAAAAAAAB_E/Z-b1tUPPwug/s400/53.JPG

Taj Mahal

http://upload.wikimedia.org/wikipedia/commons/c/c8/Taj_Mahal_in_March_2004.jpg

Geometrical decoration

<http://wa2.www.artehistoria.jcyl.es/arte/thumb/HIT18213.jpg>

Calligraphy

<http://img403.imageshack.us/i/alhambra3.jpg/>

Vegetal decoration

http://1.bp.blogspot.com/_NzIDVFgU08g/SOZ0z7NZhgI/AAAAAAAAASs/LwwU5uely4/s400/ataurique.jpg

Laceria

http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/7/73/Azulejo_de_laceria.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Azulejo_de_lacer%

http://lh5.ggpht.com/_pcCHW6ynNbg/RfKt2MkmCil/AAAAAAAAAF4/i3PIUluHh24/P1000149.JPG

Plan of a mosque

http://www.google.es/imgres?imgurl=http://clio.rediris.es/actividades/mezquita/imagenes/Dibujo_mezquita.jpg&imgrefurl=http://clio.rediris.es/actividades/mezquita/imagenes/&usg=__L7diz-QMh778ALx3X43jM170xYI=&h=450&w=727&sz=62&hl=es&start=14&it

Mosque f Damasco

http://www.google.es/imgres?imgurl=http://farm3.static.flickr.com/2049/2445661579_5f32debc5b.jpg&imgrefurl=http://flickr.com/photos/20244534%40N00/2445661579&usg=__ALvhnEdThAn7x-40h1hP4STIK

Samarra's minaret

http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/8/89/Spiral_minaret_in_Samarra,_Iraq.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Spiral_minaret_in_Samarra,_Iraq.jpg&usg=__vqSO3Var36VFZNxSHW8CWPxEnzM=&h=800&w=501&sz=54&hl=es&start=8&itbs=1&tbnid=s_SuoDuyCJ5XaM:&tbnh=143&tbnw=90&prev=/images%3Fq%3DSamarra%26hl%3Des%26safe%3Dactive%26sa%3DG%26as_st%3Dy%26tbs%3Disch:1,iur:fmc

Ivory

http://upload.wikimedia.org/wikipedia/commons/7/7f/Pyxid_Al_Mughira_OA_4068.jpg

Fabrics

http://4.bp.blogspot.com/_ROqYc0FDIGc/SpMdHXhle_I/AAAAAAAAAHc/0HDXKKB2PMo/S220/tejidos+almoaraves.jpg

Leather

<http://www.cuerosghadames.com/recursos/imagenes/cordobanes/grandes/img14.jpg>

Minaret and Mosque of Kairouam (Egypt)

http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/c/cf/Mezquita_Kairouam.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Mezquita_Kairouam.jpg&usg=__4VYysT6sugCSXdgCULIpP0qYu-4=&h=507&w=676&sz=47&hl=es&start=4&itbs=1&tbnid=b5rb12vfG57FHM:&tbnh=104&tbnw=139&prev=/images%3Fq%3Dmezquita%2BKairuan%26hl%3Des%26safe%3Dactive%26sa%3DG%26as_st%3Dy%26tbs%3Disch:1,iur:fmc

Hind-shaped fountain spout from Muslim Spain: Madinat al-Zahra.

[http://upload.wikimedia.org/wikipedia/commons/4/4c/Cierva_surtidor_Medina_Azahara_\(M.A.N._1943-41-1\)_01.jpg](http://upload.wikimedia.org/wikipedia/commons/4/4c/Cierva_surtidor_Medina_Azahara_(M.A.N._1943-41-1)_01.jpg)

Chirurgical Operation, Turkish manuscript, 15th Century

<http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/e/e3/ChirurgicalOperation15thCentury.JPG&imgrefurl=http://commons.wikimedia.org/w>

Casket. Ivory with carved decoration and engraved silver. Muslim Spain: Madinat al-Zahra, 966.

http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/9/94/Casket_ivory_Louvre_UCAD4417.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Casket_ivory_Louvre_UCAD4417.jpg&usg=__vu05nROdTYY4Fs97HQCpZqsvBqQ=&h=1370&w=1850&sz=1645&hl=es&start=34&itbs=1&tbnid=Dw5kvMCVQ3fpQM:&tbnh=111&tbnw=150&prev=/images%3Fq%3Dmedina%2Bzahara%26start%3D20%26hl%3Des%26safe%3Dactive%26sa%3DN%26as_st%3Dy%26ndsp%3D20%26tbs%3Disch:1,iur:fmc

■ Arabian Nights

Adapted storie, picture and information

- <http://www.candlelightstories.com/2009/03/27/arabian-nights-the-ruined-man-who-became-rich-again-through-a-dream-the-john-payne-translation/#more-910>
- upload.wikimedia.org/wikipedia/commons

Symbols of theatre

http://1.bp.blogspot.com/_M5CxIdbNdyk/R7Z4sMSEY5I/AAAAAAAABKA/4tbbDvsAcQA/s400/teatro.jpg

Book

<http://sha3teely.com/wp-content/uploads/2007/05/z-quran1.png>

■ Islam nowadays

Hourglass

www.educima.com

Arabic alphabet

Information from Wikipedia

<http://jonkepa.wordpress.com/2007/07/18/normas-de-transcripcion-del-arabe-al-espanol/>

Tabule

www.flickr.com/photos/26160403@N02/3626084256

Cacik

http://4.bp.blogspot.com/_8JH8UNyycVE/RfhpqCrB8HI/AAAAAAAAGQ/sgbyGZqfVX4/s320/cacik.gif

Map of muslim countries

http://upload.wikimedia.org/wikipedia/commons/f/f5/Muslim_countries.png

World of hijab

upload.wikimedia.org/.../f2/Hijab_world2.png

The veil controversy

Information: [Adapted from Wikipedia](#)

Picture: <http://www.data-red.com/opinion/archivos/2007139155512.jpg>

Burka

<https://eastchestermhs.wikispaces.com/file/view/islam-burka.jpg/30660473/islam-burka.jpg>

Prompts for speaking

[New insight into IELTS. By Vanessa Jakeman and Claire McDowell. Cambridge University Press.](#)

Definitions

[Wordreference](#)

■ Project

Sacrifice of Isaac, by Rembrandt

http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/f/f7/Rembrandt_Abraham_en_Isaac,_1634.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Rembrandt_Abraham_en_Isaac,_1634.jpg&usq=__l9CI0NQCwMpARqunK_vmfVKSbn8=&h=992&w=682&sz=103&hl=es&start=12&itbs=1&tbnid=pWvfRi4KSuYf0M:&tbnh=149&tbnw=102&prev=/images%3Fq%3Dabraham%2Bisaac%26hl%3Des%26safe%3Dactive%26sa%3DG%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:fmc

Peer's assessment cards for student's presentations

[Diana Hicks](#)

Smiling face

<http://www.humoristas.org/wp-content/uploads/2008/12/guinio.jpg>