

- In 1231, Pope Gregory IX instituted the papal inquisition in an attempt to identify heretics who were deemed to be enemies of society. By the end of the 13<sup>th</sup> century, most areas of continental Europe had been assigned inquisitors, one of whom was a man named Bernard Gui. Read with students Gui's "Inquisitor's Manual" and ask students to discuss how inquisitors identified heretics and to describe the penalties for the crime of heresy. Students may also investigate the Spanish Inquisition, which began in the 15<sup>th</sup> century under the leadership of Tomas Torquemada, and the Roman Inquisition, which Pope Paul III started in 1542, and create Venn diagrams comparing and contrasting their motivations and methods.
- The influential Muslim philosopher, physician and astronomer Ibn Rushd, known as Averroes in the West, was born in 1126 CE in Cordoba into a well-educated family. He dedicated much of his life to the study of Aristotle and Plato, and his detailed understanding of Aristotle and unique integration of Islamic and Western thought earned him the title of "the Great Commentator" by westerners. Because his views on religion and philosophy were considered dangerous, Averroes was exiled to Marrakesh, where he died in 1198. His works are still banned in many Islamic countries. Break students into small groups and ask each group to read a selection from Averroes' *On the Harmony of Religions and Philosophy*. Groups may interpret his views on topics such as religion, philosophy and justice and speculate about his impact on Western thought. Averroes' *On the Harmony of Religions and Philosophy* may be found at this web site:  
[www.fordham.edu/halsall/source/1190averroes.html](http://www.fordham.edu/halsall/source/1190averroes.html)

### Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at [www.LibraryVideo.com](http://www.LibraryVideo.com)

- [www.ucalgary.ca/applied\\_history/tutor/eurvoya/timeline.html](http://www.ucalgary.ca/applied_history/tutor/eurvoya/timeline.html)  
The University of Calgary provides teachers and students with a detailed time line on the history of the Reconquista in Spain.
- [www.cyberistan.org/islamic/places2.html](http://www.cyberistan.org/islamic/places2.html)  
This helpful resource provides an extensive list of names of Arabic origin in Spain, Portugal and the Americas.

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- [www.fordham.edu/halsall/source/conqspain.html](http://www.fordham.edu/halsall/source/conqspain.html)  
In 711, Arabs attacked and conquered Visigothic Spain. Fordham University provides selections from Egyptian historian Ibn Abd-el-Hakem's *History of the Conquest of Spain*, which was written over one hundred years after this major event from world history.
- [sunsite.berkeley.edu/OMACL/Cid/](http://sunsite.berkeley.edu/OMACL/Cid/)  
The University of California at Berkeley offers a translation of "The Lay of the Cid" a poem written in the mid-twelfth century about Rodrigo Diaz de Bivar, which describes events from his exile from Castille in 1081 to the time shortly before his death in 1099.

### Suggested Print Resources

- Clevenot, Dominique. *Splendors of Islam: Architecture, Decoration and Design*. St. Martin's Press, New York, NY; 2000.
- Ettinghausen, Richard. *Islamic Art and Architecture*. Yale University Press, New Haven, CT; 2001.
- Irwin, Robert. *The Alhambra*. Harvard University Press, Cambridge, MA; 2004.

### TEACHER'S GUIDE

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# THE ARAB WORLD

## ART & ARCHITECTURE OF THE ARAB WORLD, VOLUME II

Grades 7 & up

This guide is a supplement designed for teachers to use when presenting programs in the series, *The Arab World*.

**Before Viewing:** Give students an introduction to the topic by relaying aspects of the show overview to them. Select vocabulary to provide a focus for students when they view the program.

**After Viewing:** Review the program and vocabulary, and use the follow-up activities to inspire continued discussion. Encourage students to research the topic further with the Internet and print resources provided.



## Program Overview

The Great Mosque of Cordoba, the great palace complex at Alhambra in Spain and the many palaces, madrasas and mosques of Marrakesh are some of the best examples of Islamic art and architecture in the Arab world. Each site was at various times in history an intellectual, cultural and political focus of Islamic civilization and, although in many ways they have never recovered their former influence and splendor, they still retain much of their original beauty and remain important symbols of a bygone era.

## Episode 1: Cordoba

Cordoba is an ancient city that has existed at a major commercial crossroads since the days of the Roman Empire. In 711, the city was captured and largely destroyed by the Muslims, but it later recovered and became the capital under the Umayyad dynasty. It eventually became the largest and perhaps the most cultured city in Europe, featuring hundreds of mosques, palaces and public buildings. The Great Mosque of Cordoba was completed in the 10<sup>th</sup> century and was world-renowned as the largest mosque in the Islamic world. It was converted into a cathedral after the city became part of Christian Spain in 1236, but still retains much of its original Moorish art and construction.

## Vocabulary

**Moors** — A term used to describe people of mixed Berber and Arab descent, which eventually came to be used to reference all Muslims who conquered the Iberian Peninsula in 711 CE.

**Mosque** — Also known as a *masjid*, a Muslim place of worship.

**baroque** — A style of elaborate and decorative forms of art, music or architecture that flourished in Europe in the 17<sup>th</sup> century.

**minaret** — A tall, thin tower connected to a mosque, from which people of the Islamic faith are called to prayer.

**muezzin** — The official who calls Muslims to daily prayer.

**caliph** — A successor to Muhammad who carried forth the message of Islam after his death.

**emirate** — The domain or region controlled by an emir, an independent Arab ruler.

**Occident** — A geographical term referring to the “West” as opposed to the Orient, or “East.”

**Mecca** — Located in Saudi Arabia, the birthplace of Muhammad and the holiest city in Islam.

**cadi** — An Arabic term meaning “judge” or “magistrate.”

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**Byzantine** — A term used to describe the eastern half of the Roman Empire, which broke from the Roman Catholic Church in 1054 and fell to the Ottoman Turks in 1453.

**Islam** — A religion practiced by more than one billion Muslims, “Islam” comes from the Arabic word for surrender.

**Mudejar** — A Muslim who remained in Spain after Christians retook the Iberian Peninsula.

**Inquisition** — A general term used to describe efforts by the Catholic Church to punish heretics. The Spanish Inquisition began in the late 15<sup>th</sup> century and drove Jews, Protestants and other non-Catholics out of Spain.

## Episode 2: Alhambra

Built on an elevated plateau overlooking the city of Granada, the Alhambra fortress and palace was built by rulers of the Nasrid dynasty between the 13<sup>th</sup> and 14<sup>th</sup> centuries. Consisting of several palaces, the beautifully decorated Alhambra is considered the most famous representation of Islamic architecture in the world. While Charles V later destroyed much of the original Alhambra, enough survives to give tourists and scholars a glimpse into the peak of Islamic architecture in Spain.

## Vocabulary

**Nasrid** — The final Muslim dynasty in Spain, which ruled from 1238 to 1492.

**sultan** — A title of honor used for rulers of Muslim countries.

**Kufic** — A term used to describe a form of Arabic writing, derived from the name of the Islamic city of Kufah, which was founded in Mesopotamia in the 7<sup>th</sup> century CE.

**Allah** — A word that means “the God” in Arabic.

**Reconquista** — A series of military campaigns undertaken between the 8<sup>th</sup> and the 15<sup>th</sup> centuries by Christian states to try to recapture the Iberian Peninsula from the Muslims.

## Episode 3: Marrakesh

Marrakesh, a lush oasis located at the foot of the High Atlas Mountains in Morocco, was founded in the 11<sup>th</sup> century under the Almoravid dynasty and served as its capital city. It became a political, economic and cultural center with influence that stretched throughout the western Muslim world, from North Africa to the Iberian Peninsula. Often referred to as the “red city” because of its noted structures of beaten clay, Marrakesh is also famous for its many palaces, madrasas and parks.

## Follow-up Discussion Questions

- The Great Mosque of Cordoba is described as a symbol of the meeting and opposition of different religions and cultures. Ask students to reflect on other examples of cultural clashes throughout history and discuss their effects on both dominant and minority groups.
- When did Ferdinand and Isabella conquer Granada? Speculate about the immediate and future consequences of this event for non-Catholics living in Spain.
- How long did Islamic culture exert a decisive influence in Spain? Analyze the extent of the Islamic cultural impact on life in Spain and other countries in Western and Central Europe.
- What was the dominant element in the building of the Alhambra palace in the early 13<sup>th</sup> century? Describe how craftsmen incorporated this theme into their work on this sprawling complex.
- Why did Sultan Moulay Ismail order Ahmed el Mansour’s palaces destroyed? Speculate about why he decided not to raze Mansour’s tomb.

## Follow-up Activities

- The Crusades were a series of battles launched by Pope Urban II in 1095, with the ultimate goal of retaking Jerusalem from the Muslims. However, the Reconquista in Spain involved a similar clash between Christians and Muslims on the Iberian Peninsula. Although the 1492 Treaty of Granada contained promises of religious freedom to non-Catholics who remained in Spain after the Fall of Granada, Ferdinand and Isabella of Spain almost immediately expelled Jews from the country. Read with students the 1495 account about the consequences of this policy for Spanish Jews. Students may discuss the official and unofficial reasons for the expulsion of Jews from Spain, identify where Spanish Jews were exiled to on a world map and research their current status. A primary source account of the expulsion of Jews from Spain may be found at the following web site:  
[www.fordham.edu/halsall/jewish/1492-jews-spain1.html](http://www.fordham.edu/halsall/jewish/1492-jews-spain1.html)
- When the Moors, followers of Islam from Africa, conquered Spain and occupied it from 711 until 1492, they brought a new style of art with them. They built castles, watchtowers and fabulous mosques in Spain, while artists and craftsmen from Cordoba traveled across the Straits of Gibraltar to develop architectural marvels in the cities of Marrakesh and Fez in Morocco. Ask students to create a time line detailing the influence of Islamic artists from the Umayyad Governors to the Nasrid Kingdoms. Excellent research material to explore the art of the Umayyad period in Spain may be found at this web site:  
[www.metmuseum.org/toah/hd/sumay/hd\\_sumay.htm](http://www.metmuseum.org/toah/hd/sumay/hd_sumay.htm)

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