



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

The House of Wisdom and Folio Creation

Grade: 6

Subject: Humanities (history, language arts, visual arts)

New York State Standards:

Social Studies

Gathering, Interpreting and Using Evidence

- Study of Eastern Hemisphere
- Study of Religions in Eastern Hemisphere
- Interactions Across the Eastern Hemisphere

Art

Generate and conceptualize artistic ideas and work

Organize and develop artistic ideas and work

Refine and complete artistic work

Select, analyze, and interpret artistic work for presentation

Convey meaning through the presentation of artistic work

Objectives:

- To provide students with multi-disciplined opportunities to explore an aspect of life from the Medieval Islamic world
- To expose students to long-term planning processes
- To build upon students' prior-knowledge of history
- To teach history through an empathic process
- To foster cross-curricular integration amongst teachers

These lessons center around the House of Wisdom -- the premiere location for knowledge and scholarship during the Medieval period -- and the work of scholars from the Medieval Islamic world. It is a small part of a larger semester-long study of the geography, culture, and history of the Islamic Empire as it existed during the Medieval era.

Students take on the role of 'scholar' and engage in meaningful, inquiry-based research. In this manner, students experience what life might have been like for scholars who worked in the House of Wisdom in Baghdad at the height of the Islamic Empire. Through independent research, students become experts on a topic that was relevant to the development of not only the Empire but of all human history. Students demonstrate their grasp on material by

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The House of Wisdom and Folio Creation

synthesizing information into the form of a *folio* -- a visual artistic and text-based piece. These folios follow the conventions of those made by scholars and artists across the Medieval Islamic world. Finally, students display their work in an exhibit viewed by the school community.

The House of Wisdom

House of Wisdom: LESSON 1

To better acquaint themselves with the House of Wisdom, students read an article for homework, practice identifying salient information, and pose questions (see attachment Resource 1).

The House of Wisdom

For homework tonight, read the one-page passage on The House of Wisdom. The passage contains three paragraphs. Follow the instructions below for each paragraph:

Paragraph 1

Highlight/underline **two important pieces of information about books**. Then, based on what you read, pose **one question** that will help us find out more information about books in Baghdad.

Question:

Paragraph 2

Highlight/underline **two important pieces of information about the work of scholars in the House of Wisdom**. Then, based on what you read, pose **one question** that will help us find out more information about the life of scholars in Baghdad.

Question:

Paragraph 3

Based on what you read in this paragraph, what were other uses for books in Baghdad, and what might this tell us about Baghdadi people at the time? (Respond in complete sentences.)

The following day, we review and record information found and questions posed.

House of Wisdom: LESSON 2

With the whole group, read the introductory paragraphs and “Traditions of Learning” passages from the article entitled, “The House of Wisdom: Baghdad’s Intellectual Powerhouse” (see attachment Resource 2).

Using the ‘jigsaw’ model, break up the rest of the article into three parts. Create groups of three wherein each group member will be responsible for one part of the text. Students will create new groups with members from other groups to read their assigned passages and take notes. Then, they will return to their original groups and share the information they

recorded with their peers. Reconvene as a whole group and record findings on chart paper.

House of Wisdom: LESSON 3

Explore the life of the hakeem --- Muslim scholar. Using the poster (see attachment Resource 3), along with accompanying questions, students will begin to understand what life might have been like for a hakeem in the House of Wisdom.

Snapshot from History: A Muslim Scholar of 9th Century Baghdad -- a Hakeem

List the items and/or materials that are mentioned and where they came from:

ITEM or MATERIAL	PLACE OF ORIGIN

1. List the types of inventions and/or technologies mentioned in the captions and depicted in the illustration:
2. List the fields of study that were pursued by a hakeem in Baghdad in this era:
3. What are some of the items that reflect the status of the hakeem in Baghdad at this time?
4. What was valued by people living in Baghdad during this period, based on what you read and see from the poster?

Independent Research

Independent Research: LESSON 1

Students will create their own journals using basic binding practices. These journals become their Historian Journals where students will log their research and brainstorm ideas.

NOTE: *We visit the Center of Book Arts in New York City where an instructor leads us through a book binding workshop. If you do not have access to a similar resource, consult online videos and resources on "saddle stitch" binding techniques.*

Independent Research: LESSON 2

Students will write research proposals on their top three subjects to study. As fairly as possible, assign each student one of their three choices (try not to overlap).

The House of Wisdom and XIsD Scholars

We are now scholars at the House of Wisdom in Baghdad under the reign of the **Abbasid Caliphate** (the religious-political governing body that ruled the Islamic Empire from 762 until 1258). It is time to dedicate ourselves to specific subject areas. We will revel in the process of research -- posing questions, finding answers, and drawing new conclusions.

From the list below, choose your top three choices. You will write proposals explaining WHY you should dedicate yourself to these specific subjects. For each of your three selections, write AT LEAST a paragraph-length proposal (5-7 sentences). (This is an opportunity to work on your persuasive writing!) I will try my best to give you one of your top choices. Each scholar will focus on a different subject.

Agriculture

While many do not think of farming as a glamorous pursuit, it is highly essential to human survival. How did people long ago, in mostly a desert landscape, grow food? Which animals did they herd? What relationship did farmers have with merchants? Learn of new systems of irrigation and water distribution that made people's lives easier and more efficient.

Architecture

From mosques to libraries to palaces to the walls of Baghdad itself, Islamic architecture during the medieval period flourished. What did these great achievements look like? Which materials were used to make them? What designs were common? How did math and science influence designs? Which inventions and feats of engineering were employed to build structures? As an expert on architecture, you will also have an opportunity to dig deeper into the Islamic religion as well as the geography of the Islamic Empire.

Calligraphy

As the expert on calligraphy, you will not only learn about Arabic script as a form of writing but as the highest form of religious Islamic art. Why was calligraphy so highly valued? Were there different types of scripts? Which materials were used by calligraphers? How do you write Arabic script? What kinds of written documents were made by calligraphers and scribes? This study would most likely require you to delve deeper into the form and content of the Qur'an, as well.

Fashion

What were the fashions and styles of the day? What materials were common, and from where did they come? What are the connections between clothing and religion? How did the climate of the Middle East influence clothing? As the fashion expert, you will dig deeply into the impact of fashion in the medieval world.

Food

What did medieval Muslim people eat? How did religion dictate diets? Was there a connection between social hierarchy and food? Explore the staple food items, menus, and cultural implications of food under the Abbasid Caliphate.

Government & Law

Ruling an empire is hard work! Who did it? Did they work alone? How did they maintain law and order across continents? Were there laws? Were people punished for crimes? As the expert on government and law under the Islamic Empire, you will learn about how one of the largest empires successfully managed and governed its diverse citizenry.

Medicine

Did you know that the concept of the modern-day hospital was invented in Baghdad at the time? As a medical expert, you will learn about the role of doctors and local healers in the Islamic world. Which techniques were introduced during the middle ages? How did doctors approach treatment? Did everyone have access to medical care? What medicines did they have? Was surgery performed? Explore the medical advancements of the time that have helped shape modern-day medical practice.

Mathematics

From Arabic numbers to the rediscovery of mathematical contributions from the Greeks, Islamic mathematicians were essential to forwarding the subject. Similarly to today, mathematics was essential to the daily lives of the people. How did math help common people? Which advancements did Islamic mathematicians make? Discover the contributions made by scholars of the time.

Military and Warfare

An empire often engages in war to protect and gain territory and resources. The Islamic Empire lasted from 632 until 1258, when Baghdad was sacked by the Mongols. For more than four hundred years, however, the empire thrived. Learn how it defended itself and conquered new

lands. Which weapons and types of armor were used? Which battles were won and lost? As an expert on military and warfare, you will also look closely at geography.

Music

Believe it or not, music was not as accepted in the medieval Islamic world as it is today. Musicians were often viewed as bad influences on society's youth -- kind of like some modern-day rock stars! Despite their taboo status in society, the Caliph would often host wine-infused parties complete with musical acts -- scandalous! Musicians often traveled the Silk Road, learning about a variety of instruments and styles. Build upon the work you've done in Music class and become a true expert!

Paper and Bookmaking

This year is all about paper. Jump into a deep study of the craft. How did the Islamic world, particularly Baghdad, contribute to the papermaking process? What materials were used? Which techniques? What was paper used for by people of the time? What were paper mills like, and how did they work? How did papermaking lead to bookmaking and binding in the Islamic world during the middle ages? What role did trade play in both processes? As the expert on papermaking and bookbinding, you will undertake a study of two of the most influential, and long-lasting, inventions in human history.

Poetry

Poetry flourished in Baghdad and was often accompanied by music. Poets focused mainly on nature, war, and love, and commonly wrote praise poetry for leaders. They were highly respected in the court, as long as they did not offend the Caliph! Learn about the important role of poets and their status in society.

Rug making

Intricately woven rugs and carpets remain a staple in the Middle East. Persian influences often appear in the designs and patterns. Skilled artisans make these rugs by hand. They are expert in design, technique, and dyes. Huge carpets lined the floors of ornate palaces. Being that Muslims use a rug to pray, the art of rug making is essential to Islamic society. Learn about the materials and techniques used to make these timeless masterpieces.

Science

The Islamic world was renowned in the scientific field, far surpassing their European counterparts of the time. Astronomy (and astrology) flourished. Chemistry (and alchemy) was a popular subject of study. The astrolabe, a navigational tool, was invented by scientists. Discover new inventions and concepts that helped advance the scientific field for centuries to come!

Pick a specific scientific subject: **chemistry (and alchemy), engineering, astronomy (and astrology)**

Trade and Commerce

With several Middle Eastern cities located along the Silk Road, trade and commerce were highly important to the Islamic Empire. From land routes to sea routes, silk to spices, become an expert on all of the different aspects of trade. Explore the important role of Middle Eastern markets known as *sūqs*. With whom did Muslim merchants trade? Did they speak other languages? What was life on a caravan like? Which currency did people use within the Islamic Empire? Your study will surely take you on a journey!

You must turn-in your copy to Daniela by the morning of Friday, October 20. If you do not, you risk not getting your top choices.

Choice 1:

Proposal:

Choice 2:

Proposal:

Choice 3:

Proposal:

Independent Research: LESSON 3

Review note taking guidelines and source citation.

XIsD Note Taking Guidelines

- You can use index cards to record notes.
- You can use digital notecards (slideshow) to record notes.
- You need to paraphrase the information (put in your own words).
 - If you're finding it difficult to paraphrase, put in quotation marks.
- One fact per notecard -- relevant information on ONE topic.
- Use complete sentences so, later on, you can understand what you have recorded.
- Organize your notes as categories begin to emerge.
- When you consult a new source, record it on your Sources doc.

Sources

When you use a source, log it here.

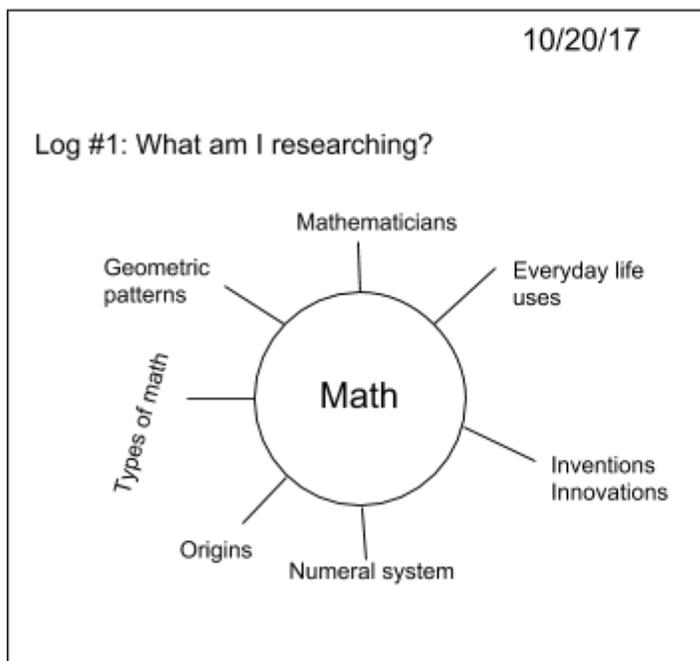
Type of source (book, magazine, article, website)	Author	Title	Date	Publisher	Link (if online)

Independent Research: LESSON 4

Move students along the research process by following the steps in each Historian Journal Log.

Historian Journal: Log #1
What am I researching?

In your Historian Journal make a 'web' of possible search terms and related areas of research that connect to your topic.



At this point, students will peruse numerous texts that teacher has displayed in room. They will select relevant texts and begin skimming through articles on their topics.

NOTE -- I have compiled several resources over the years, some which are hard copy books, some of which are online sites. See Resources list at end of lesson plans.

Historian Journal: Log #2
Homework

For homework tonight:

- 1) Read or reread a passage from your source for **twenty minutes**.
- 2) In your Historian Journal, use the below example for Log #2 and complete it with your own information:

10/24/17
Log #2: Homework
Resource Name:
Three questions based on tonight's reading:

Historian Journal: Log #3
Homework

For homework tonight:

- 1) Read through the notes you recorded today in class.
- 2) In your Historian Journal, use the below example for Log #3 and complete it with your own information:

10/25/17
<p>Log #3: Homework</p> <p>After rereading the notes I took today in class, the most interesting piece of information I recorded was...</p> <p>It is the most interesting to me because...</p>

Historian Journal: Log #4
Categories brainstorm

For homework tonight:

- Read through all of your notecards.
- Generate a list of possible categories for your findings, so far. Use my example below to help you complete your log in your Historian Journal.

10/30/17
Log #4
Possible categories:
<ul style="list-style-type: none">• Muslim mathematicians• Math for everyday use• Geometric patterns• Islamic mathematical contributions• Arabic numeral system

Historian Journal: Log #5
Big Idea Questions

Before we jump back into research this morning, we will pose three questions that get to the big ideas of our subjects. See my examples for farming below:

10/24

Log #5

Big idea questions:

1. How did farming contribute to the productivity of the Islamic Empire during the Abbasid period?
2. How did new farming inventions or techniques of the Abbasid period make life easier for people?
3. What kind of knowledge did farmers need to be successful?

NOTE: At this point in the year, we take a trip to the Metropolitan Museum of Art in NYC. There, we explore books and folios from the Islamic world during the Middle Ages. You can access pictures of these artifacts on the Met's website.

As research continues in Social Studies class, the creation of the folios begins in art class.

Historian Journal: Log #6
Folio

With the art teacher, you will begin exploring how to make and design *folios* more in-depth. Now is the time to select the content of your one-page folio. Imagine your folio will be similar to a page from a Medieval encyclopedia.

- Read through all of your notecards.
- **Select one specific piece of information that you find interesting or important.** Use my example below.
- Remember, a *folio* includes text and image (recall the folios we observed at the Met). Select an aspect of your research that will allow you to explore it in both text and image form.

11/6/17
Log #6
Folio topic
Topic: Math
Subtopic: Geometry
Specific example for folio:
TESSELLATIONS

Historian Journal: Log #7
What I need to find out . . .

Now that you put your notes into categories, reread them and reflect:

11/9

Log #7
Information & Categories

I feel satisfied with the information I
have in the following categories:

I need more information for the
following categories:

Historian Journal: Log #8.1
Connections to other subjects

Take a look at the list of subjects everyone is researching:

Which subjects relate/connect to yours?

Historian Journal: Log #8.2
Homework

Read through the slides of the two people you identified. For each subject, write 2-5 sentences explaining how your subject connects to it. Provide one supporting example based on the notes on the subject.

11/2

Log #8.1

My subject (farming) connects to trade and everyday inventions.

Log #8.2

My subject connects to trade since a farmer needs to sell his/her crops and animals to traders. Traders then bring these items to suqs. They might also sell these items to foreign markets.

My subject connects to everyday inventions since farmers use some of them to be productive. The water devices were extremely important to agriculture.

Historian Journal: Log #9

- Find the folio packet (from the Met trip) in your white binder.

- Read through it paying attention to your notes on:
 - Color
 - Text
 - Images
 - Borders

- In your Historian Journal, based on the notes you took at the Met brainstorm some ways you might design the images you will create.

- If you'd like some more inspiration, check out these folios on the Met [website](#).

Folio Creation

Folio Creation: LESSON 1

Before they launch into the crafting of their folios, students will reflect on what they've observed at the museum.

Folio Reflection

Today we spent some time observing literary items produced on paper in the Middle East: Qur'ans and folios. Now, it's time to reflect on what we saw and sketched.

Flip through all of the images of the folios in this folder. Each folio you chose to sketch is in the folder. Respond to questions 1-3 in complete sentences.

1. **TEXT:** What do all the folios have in common in regards to text?
2. **IMAGE:** What do all the folios have in common in regards to image?
3. **LAYOUT:** What do all the folios have in common in regards to layout (where things are placed on the page)?

Do a brief Google search of the content of your folio and record a brief summary below.

For example, I'm interested in the folio named "[The Concourse of the Birds.](#)" After a quick Google search, I found out it is an illustration of a mystical poem written by an Iranian poet, Farid al-Din 'Atta, during the 12th century. The images contain symbolism of a spiritual nature.

***You should check the Met website first by using the call number you recorded. If there isn't a written description, consult Google.*

4. **SUMMARY of folio content:**

5. Why were you drawn to this particular folio? Explain why you chose to sketch it. Write in complete sentences.

Folio Creation: LESSON 2

Over the course of roughly eight weeks, students will create their own folios. Here are the general steps of the process:

Using the notes from their Historian Journals as well as their observations of folios from the time period of study, students will begin considering what materials they will use (ink, paint, pencil, etc.). They will connect to earlier lessons in the year where we examined trade items across the Silk Road.

Students will begin crafting by selecting a base piece of paper (card stock or something with a similar thickness works best). To expedite the process, each image or piece of text will be layered on top of this base.

Students will study the use of proportion, symmetry, and geometric shapes in Islamic art.

Carefully observing sample folios, students will make choices on layout, color, and perspective.

Students will draft a paragraph of text which describes the concept represented in the image.

Students will practice writing a single term (most likely the topic of their folio) in Arabic calligraphy. (Note -- we have a staff member who leads the students through a few lessons of Arabic calligraphy.)

NOTE -- see folio examples at the end of this lesson plan

Folio Creation: LESSON 3

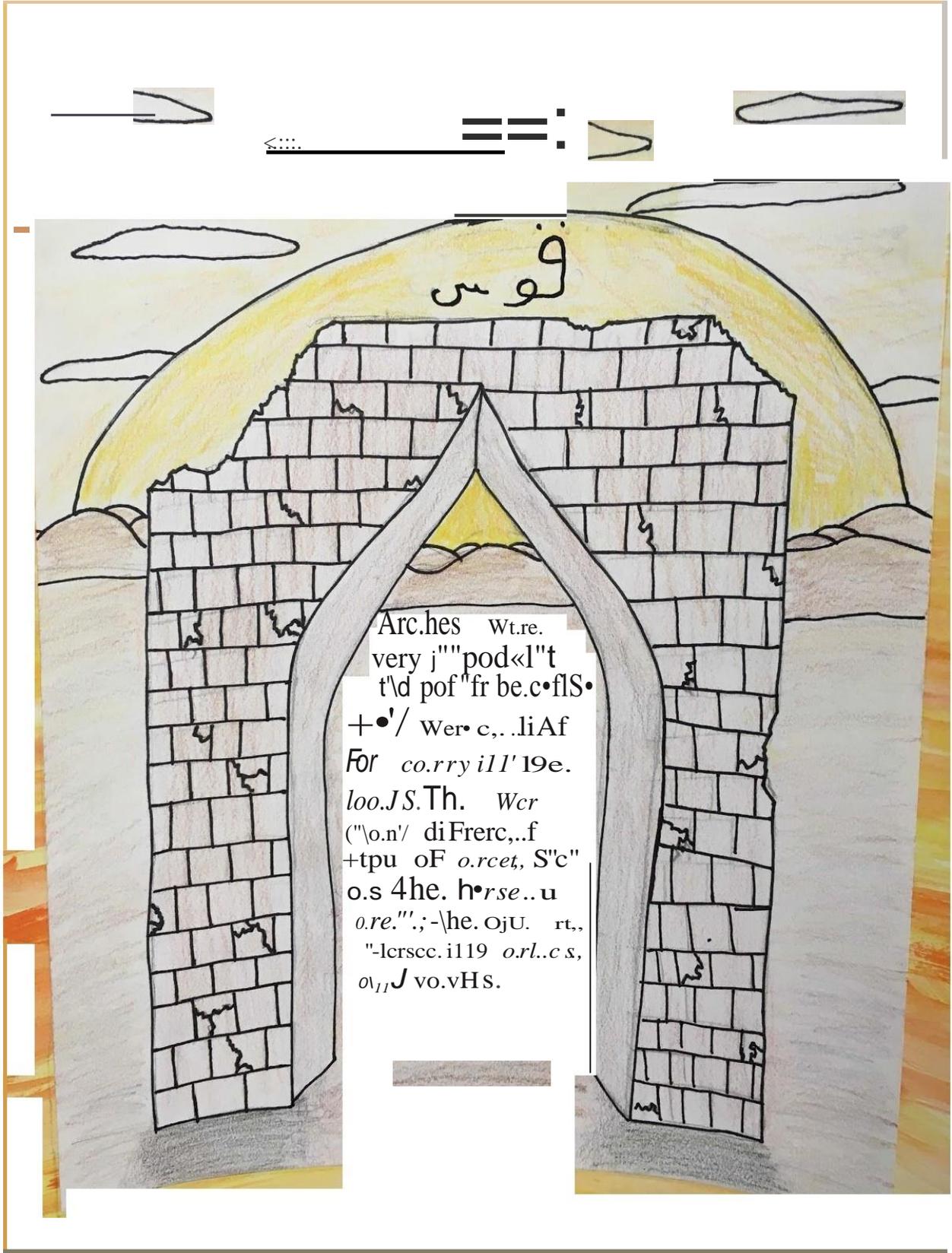
In Social Studies, the students will create placards to accompany their folios when on display at our exhibition for the community.

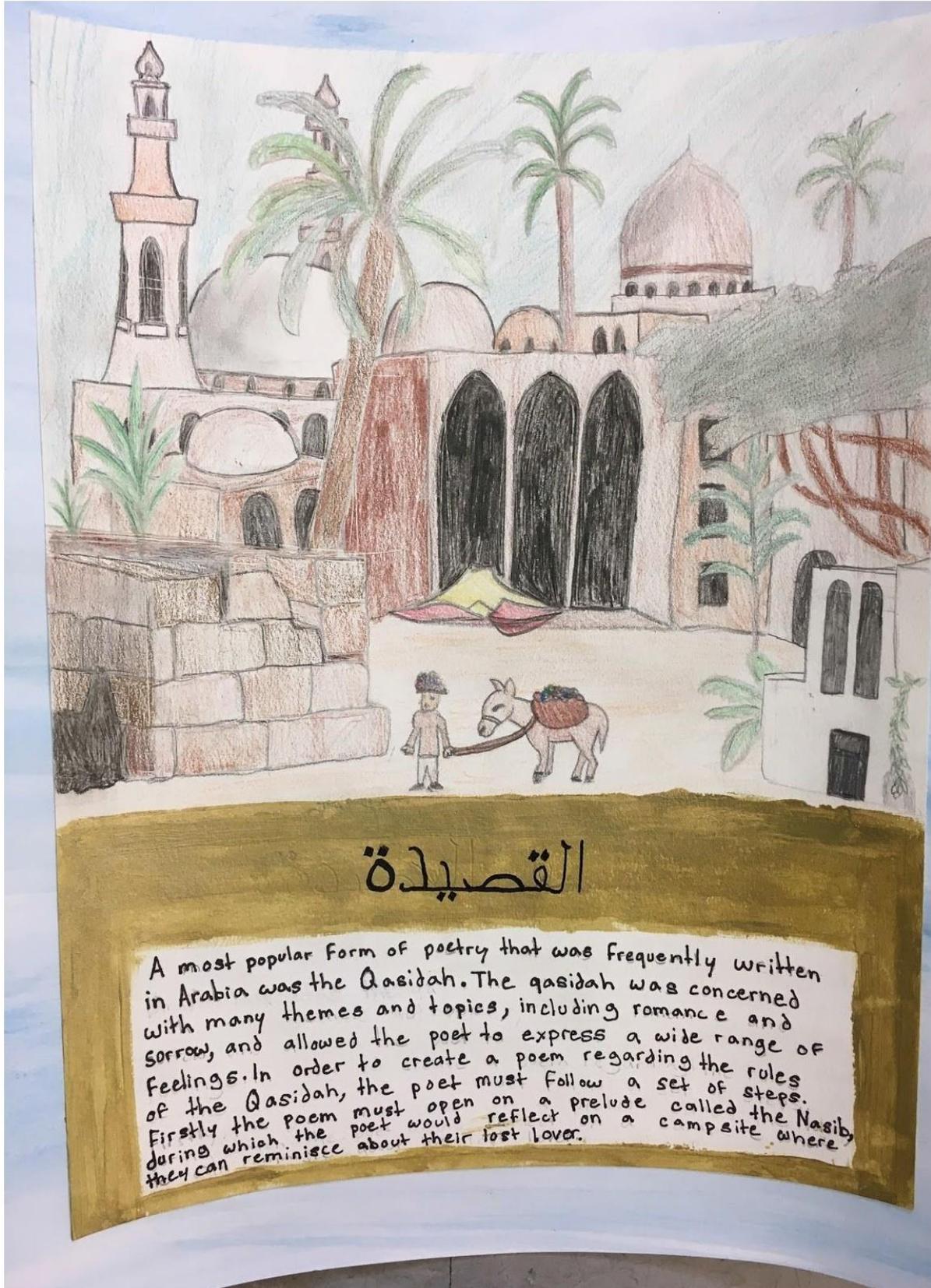
- Name of artist (birth year --):
- *Title of Piece: put in italics*
- Year piece was made
- Materials used to make folio
- Description of piece: what is the viewer looking at (the content)? You may also describe, briefly, - the process you followed to make the folio.
- Center on the page

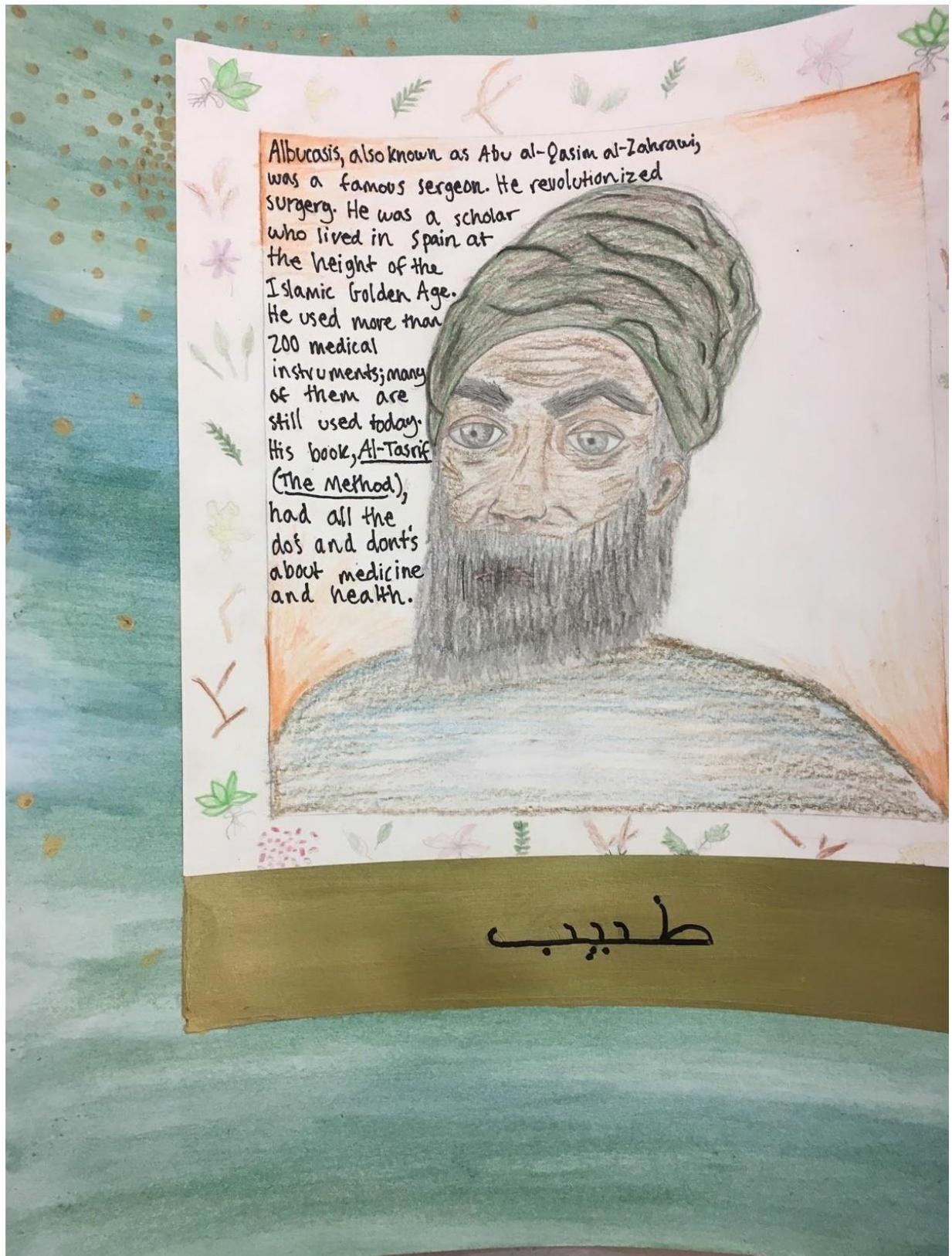
Not only does the research unit yield a folio but each student writes a research paper. As mentioned, these lessons are part of a much larger unit wherein we study poetry and literature from the Islamic world. Our year-long exploration of the history of paper is also interwoven and further elucidates the creation of folios.

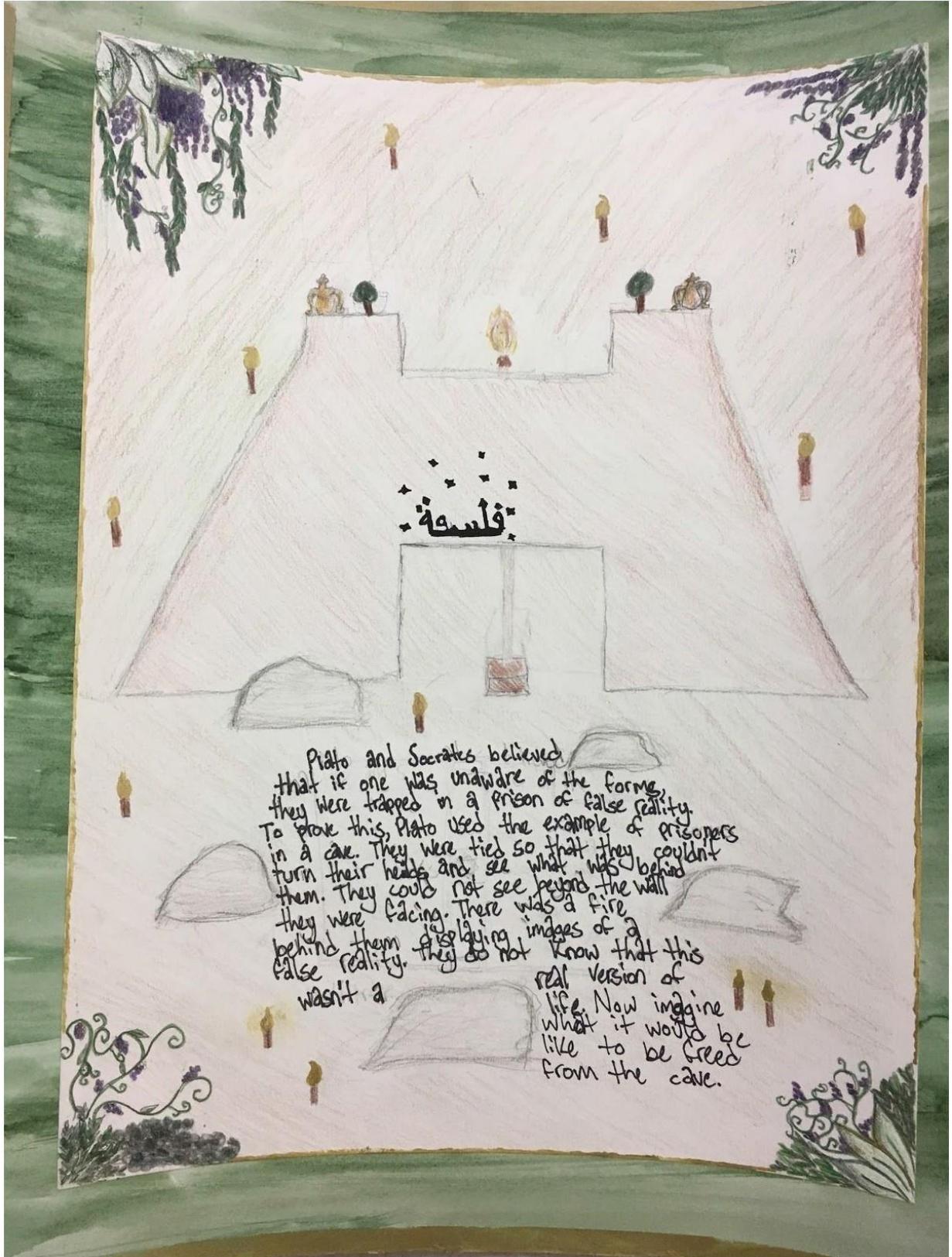
Folios--Student Work

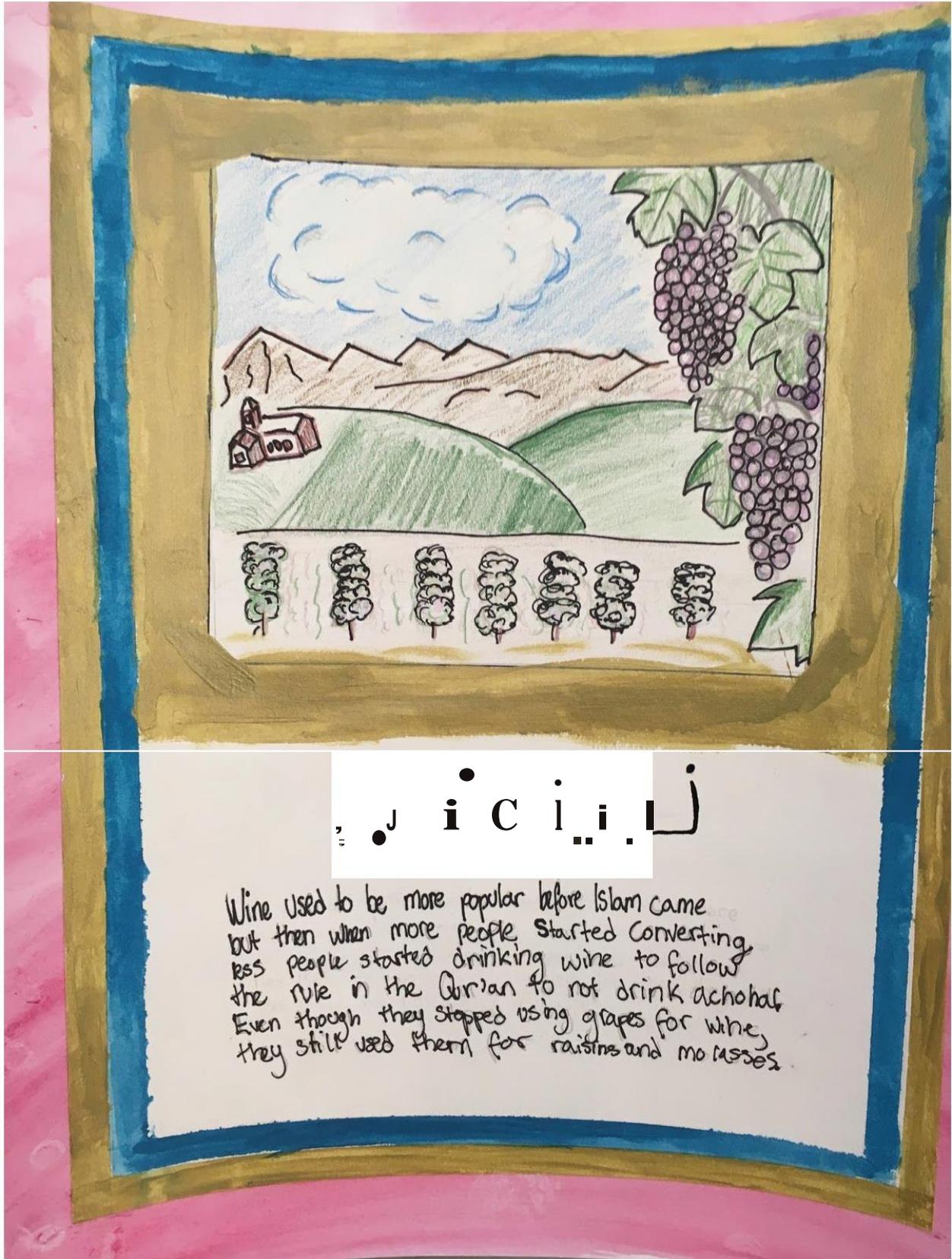






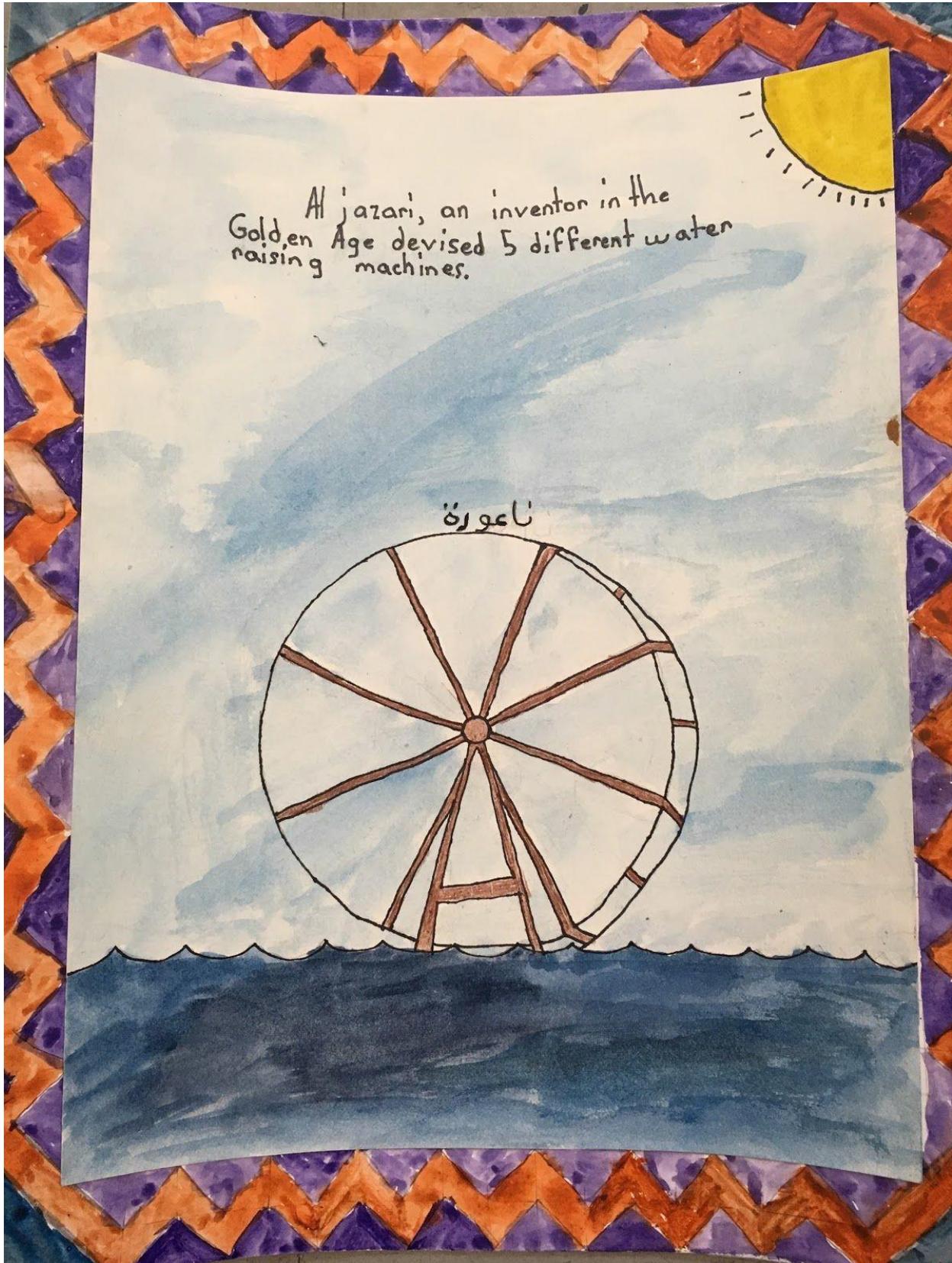






Wine

Wine used to be more popular before Islam came but then when more people started converting less people started drinking wine to follow the rule in the Quran to not drink alcohol. Even though they stopped using grapes for wine, they still used them for raisins and molasses.



Resources for Student Research

Capaccio, George. *Ancient Baghdad City At the Crossroads of Trade*. Houghton and Mifflin, 2004.

Flatt, Lizann. *Life in the Early Islamic World: Arts and Culture in the Early Islamic World*. Crabtree Publishing, 2011.

Flatt, Lizann. *Life in the Early Islamic World: Early Islamic Empires*. Crabtree Publishing, 2011.

Gaag, Nikki Van Der. *Great Cities of the World: Baghdad*. Gareth Stevens Pub Secondary Lib, 2005.

George, Linda S. *Cultures of the Past: The Golden Age of Islam*. Benchmark Books, 1998.

Hilliam, Paul. *Library of the Middle Ages: Islamic Weapons, Warfare, and Armies: Muslim Military Operations Against the Crusaders*. Rosen Publishing Group, 2003.

Kennedy, Hugh. *When Baghdad Ruled the Muslim World: The Rise and Fall of Islam's Greatest Dynasty*. Da Capo Press, 2005.

Romanek, Trudee. *Life in the Early Islamic World: Government and Law in the Early Islamic World*. Crabtree Publishing, 2013.

Romanek, Trudee. *Life in the Early Islamic World: Science, Medicine, and Math in the Early Islamic World*. Crabtree Publishing, 2011.

Whiting, Jim. *Life in the Early Islamic World: The Role of Religion in the Early Islamic World*. Crabtree Publishing, 2011.

General

[Saudi Aramco World Magazine](#)
[Teaching the Middle East](#)
[PBS Global Connections: The Middle East Centuries in the House of Wisdom](#)
[Encyclopedia Britannica: Caliphs](#)
[Baths & Bathing Culture in the Middle East](#)
[Map of the Transfer of Scientific Knowledge to Renaissance Europe](#)

Trade & Travel

[1001 Inventions Exhibit](#)
[Penn Museum: Secrets of the Silk Road](#)

Al Wazzan (Leo Africanus) (explorer)
[Leo Africanus: A 16th Century Exploration of Morocco](#)
[Leo Africanus: A Man Between Two Worlds](#)

Agriculture & Animals

[Horace Mann: Animals in the Islamic Empire](#)
[National Geographic: Arabian Camel](#)

Food

[Medieval Islamic Food](#)
[Middle Eastern & Islamic Cuisine](#)
[Food as Medicine in Muslim Civilization](#)
[Cuisine in the Abbasid Period](#)
[Dining Etiquette in Abbasid Iraq](#)
[Ziryab, the Musician, Astronomer, Fashion Designer and Gastronomer](#)
[Ziryab: Flight of the Blackbird](#)

Fashion

[Abbasid Clothing and Fashion](#)
[Medieval Islamic Clothing](#)
[A Brief History of the Veil in Islam](#)
[Hijab](#)
[Ziryab, the Musician, Astronomer, Fashion Designer and Gastronomer](#)
[Ziryab: Flight of the Blackbird](#)

Madrasas & Education

[Education in Islamic History](#)
[The Medieval Madrasa](#)
[The House of Wisdom](#)
[Scholarship in the Abbasid Dynasty](#)
[Centuries in the House of Wisdom](#)

Science & Learning

[Science in Al-Andalus](#)
[Mathematics](#)

Astronomy
[Astronomy & Astrology in the Medieval Islamic World](#)

Astronomy & Navigation

[Astronomy & Navigation](#)
[Islamic Astrology](#)
[Astrology, Divination & Magic](#)

See Al Khwarizmi below

Alchemy

[Explorable: Islamic Alchemy](#)
[Alchemy](#)
[University of Delaware: Islamic Alchemy](#)
[History of Alchemy: Al Razi](#)
[Chemistry Explained: Al Razi](#)
[History of Alchemy: Jabir ibn Hayyan](#)
[The Muslim Observer: Jabir ibn Hayyan](#)

Engineering & Chemistry

Art & Architecture

General

[Met Resource: Art of the Islamic World](#)

[Met Resource: Islamic Art & Geometric](#)

Design

[Art of the Abbasid Period \(750-1258\)](#)

[The Louvre: Islamic Art](#)

[PBS Empire of Faith: Art](#)

[Islamic Art & Architecture: Abbasid Style](#)

[Art & Architecture](#)

[The Art of Islamic Spain](#)

Architecture

[PBS Empire of Faith: Architecture](#)

[Islamic Art & Architecture: Mosques](#)

[Islamic Art & Architecture: Mosque in the](#)

[Medieval Islamic World](#)

[Islamic Art & Architecture: Cities](#)

[Islamic Art & Architecture: Baghdad](#)

[Islamic Art & Architecture: Abbasid Period](#)

[Architecture](#)

[Abbasid Architecture](#)

[Jewels of Architecture](#)

[Islamic Architecture & Math](#)

Carpets

[Carpets from the Islamic World, 1600-1800](#)

[Islamic Art & Architecture: Carpet Weaving](#)

[Turkish Carpets](#)

[Rug Dyes and Dyeing Techniques](#)

Books & Calligraphy

[Crossing Borders: Bookbinding & Islamic](#)

[Design](#)

[NYPL: Three Faiths Exhibit & Scriptorium](#)

[Videos](#)

[Arts of the Book in the Islamic World,](#)

[1600-1800](#)

[Islamic Art & Architecture: Bookbinding &](#)

[Printing](#)

[Calligraphy in Islamic Art](#)

[Islamic Art & Architecture: Calligraphy](#)

Poetry & Literature

[Poetic Voices of the Muslim World](#)

[Andalusi Poetry](#)

Technology

[The Advent of Scientific Chemistry](#)

[Chemistry in Islamic Spain](#)

[Chemistry](#)

Philosophy

[The Philosophical & Scientific Contribution of the Islamic Empire](#)

[Life & Work of Al Farabi](#)

[Stanford Encyclopedia: Al Kindi](#)

[Muslim Heritage: Al Kindi](#)

[Islamic Philosophy](#)

[Five Islamic Philosophers Every Muslim](#)

[Should Read](#)

[Al-Ghazali](#)

Al Biruni (scholar)

[The Biographical Encyclopedia of Astronomers](#)

[Encyclopedia Britannica](#)

Al Haytham (Alhazen) (mathematician)

[Master of Optics, Mathematics, Physics and Medicine](#)

[A Polymath in the 10th Century](#)

[Brief Life of an Arab Mathematician](#)

[Ibn al-Haytham](#)

[The First True Scientist](#)

[2011: The Year of Ibn Al-Haytham](#)

Al Idrisi (geographer)

[Encyclopedia Britannica](#)

[Al Idrisi's World Map](#)

[Literature and Music in the Golden Age](#)
[Islamic Poetry](#)
[Literature](#)

Rumi (poet)
[Timeline of Rumi's Life](#)
[Rumi Network](#)
[The Guardian: An Article on Rumi](#)

Wallada bint al-Mustakfi (poet)
[Notable Women circa 1000 CE](#)
[Extraordinary Women of al-Andalus](#)
[Women of Distinction](#)

Music

[The Lute](#)
[Literature & Music in Muslim Civilization](#)
[Music](#)
[The History of Islamic Music](#)
[Music in the World of Islam](#)
[Music and Islam: A Deeper Look](#)

Ziryab (musician)
[Ziryab, the Musician, Astronomer,
Fashion Designer and Gastronomer](#)
[Flight of the Blackbird](#)

Religion

[Islam: Empire of Faith \(PBS\)](#)
[Islam and Islamic Studies Resources](#)
[BBC: History of Sufism](#)
[History of Rumi & the Whirling Dervishes](#)
[Met Connections: Pilgrimage](#)

Muezzins
[Encyclopedia Britannica: Muezzin](#)

Al Khwarizmi (astronomer, mathematician)
[Encyclopedia Britannica](#)
[Al-Khwarizmi](#)
[Biographical Encyclopedia of Astronomers](#)
[Abu Jafar Muhammad ibn Musa Al-Khwarizmi](#)

Medicine

[Islamic Art & Architecture: Pioneer Physicians](#)
[History of Islamic Medicine \(video\)](#)
[Medieval Islamic Medicine](#)

Al Zahrawi (doctor)
[Muslim Heritage: Al-Zahrawi](#)
[UK Science Museum](#)

Ibn Rushd (Averroes) (doctor)
[Internet Encyclopedia of Philosophy](#)

Ibn Sina (Avicenna) (doctor)
[Catholic Encyclopedia: Avicenna](#)
[Encyclopedia Britannica: Avicenna](#)
[Muslim Philosophy: Ibn Sina](#)
[Excerpts from Canon of Medicine](#)

Maimonides (doctor)
[Jewish Encyclopedia: Moses Ben Maimon](#)
[Encyclopedia Britannica: Maimonides](#)

Government & Law

General
[Encyclopedia Britannica: Caliphate](#)
[Sharia Law](#)
[Dhimmi](#)

[The Esteemed Muezzin](#)
[The Islamic Call to Prayer](#)

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