



CMCU RESOURCES

Professional Development sponsored by Al-Waleed bin
Talal Center for Muslim-Christian Understanding
(CMCU), Georgetown University

Abstract

This document references supplemental materials related to the teacher workshops provided by the Prince Alwaleed bin Talal Center for Muslim Christian Understanding at Georgetown University. See the companion document CMCU WORKSHOPS for more information.

(All content retrieved from the CMCU Workshops website at <http://cmcuworkshops.net/>)

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CMCU Workshops – Bibliographies

A. Bibliographies (Overview)

The provided bibliography is a limited rather than exhaustive list of basic books which were chosen for their reliable information and ease of use, or richness as a mine for developing lessons for classroom use. The list also includes teaching guides and resources in binder format, as well as a partial list of useful educational websites related to the topics.

The bibliographies are organized as follows:

- Primary Source Readings
- General Information
- NEH Bookshelf/Muslim Journeys
- Books for Students
- Children’s Ramadan Books
- Map Sources

CMCU Workshops – Bibliographies

Bibliographies – Primary Source Readings

Primary Source Collections on the Middle East, North Africa and Muslim Societies: Historical and Contemporary Readings

- Bowen, Donna Lee, and Evelyn A. Early, eds. *Everyday Life in the Muslim Middle East: Second Edition*. Second Edition. Indiana University Press, 2002.
- Burke, Edmund III, and David Yaghoubian, eds. *Struggle and Survival in the Modern Middle East: Second Edition*. 2nd ed. University of California Press, 2005.
- Constable, Olivia Remie, ed. *Medieval Iberia: Readings from Christian, Muslim, and Jewish Sources*. Second Edition. University of Pennsylvania Press, 2011.
- Douglass, Susan L. *Beyond a Thousand And One Nights: A Sampler of Literature from Muslim Civilization*. Council on Islamic Education, 1999.
- Gettleman, Marvin E., and Stuart Schaar, eds. *The Middle East and Islamic World Reader: An Historical Reader for the 21st Century*. Third Edition. Grove Press, 2012.
- Khater, Akram Fouad. *Sources in the History of the Modern Middle East*. 2nd ed. Cengage Learning, 2010.
- Kurzman, Charles, ed. *Liberal Islam: A Sourcebook*. Oxford University Press, USA, 1998.
- Kurzman, Charles, ed. *Modernist Islam, 1840-1940: A Sourcebook*. Oxford University Press, USA, 2002.
- Lewis, Bernard. *A Middle East Mosaic: Fragments of Life, Letters and History*. New edition. Modern Library, 2001.
- McNeill, William H., and Marilyn Robinson Waldman, eds. *The Islamic World*. University Of Chicago Press, 1984.
- Ruggles, D. Fairchild, ed. *Islamic Art and Visual Culture: An Anthology of Sources*. 1st ed. Wiley-Blackwell, 2011.

CMCU Workshops – Bibliographies

Bibliographies – General Information

Basic books on Islam

Sayyid H. Nasr, *Islam: Religion, History, and Civilization* (Harper San Francisco, 2003).

John L. Esposito, *Islam: The Straight Path* (Oxford University Press, 1988).

John L. Esposito, *What Everyone Needs to Know About Islam* (Oxford University Press, 2002).

Munir Shaikh, *Teaching about Islam in the Public School Classroom, 3rd edition* (Council on Islamic Education, 1995).

Primary Sources on Islam

Ezzeddin Ibrahim and Denys Johnson-Davies, translators, *An-Nawawi's Forty Hadith* (Islamic Texts Society, 1997).

Ezzeddin Ibrahim and Denys Johnson-Davies, translators, *Forty Hadith Qudsi* (Islamic Texts Society, 1997).

The *Alim* software or www.Islamicity.com online Qur'an search engine (with translations by Yusuf Ali, Marmaduke Pickthall, Muhammad Asad, and other languages).

Historical works for overview

Richard W. Bulliet, *Islam: the View from the Edge* (Columbia University Press, 1994).

K.N. Chaudhuri, *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750* (Cambridge University Press, 1985).

Ross E. Dunn, *Ibn Battuta: Adventures of a Fourteenth Century Traveler* (University of California Press, 2005).

S. L. Douglass, *World Eras: Rise and Spread of Islam, 622-1500* (Thompson/Gale, 2002).

Contemporary Issues

Akbar Ahmed, *After Terror: Promoting Dialogue Among Civilizations* (Brian Forst, 2005).

Richard W. Bulliet, *The Case for Islamo-Christian Civilization* (Columbia University Press, 2004).

Vincent Cornell, editor, *Voices of Islam, Volumes 1-5* (Praeger, 2006).

John L. Esposito, Darrell J. Fasching, and Todd Lewis, *World Religions Today*, 2nd edition (Oxford University Press, 2006).

Tariq Ramadan, *Western Muslims and the Future of Islam* (Oxford University Press, 2004).

John O. Voll, "Islam and Democracy: Is Modernization a Barrier?" in *Modernization, Democracy, and Islam*. Ed. Shireen Hunter and Huma Malik. (Praeger, 2004).

World History and Geography Teaching Guides

Ross E. Dunn, *The New World History: A Teacher's Companion* (Bedford/St. Martin's, 2000).

Marshall G.S. Hodgson (Edmund Burke III, ed.), *Rethinking World History: Essays on Europe, Islam and World History* (Cambridge University Press, 1993).

Teaching About Religion in World History

Karen Armstrong, *The Great Transformation: The Beginning of Our Religious Traditions*, 2006; *Islam: A Short History*, 2000; *Jerusalem: One City, Three Faiths*, 1996; *The History of God*, 1993.

Jerry H. Bentley, *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre- Modern Times* (Oxford University Press, 1993).

Charles C. Haynes & Oliver Thomas, esq., *Finding Common Ground* First Amendment Center, 2000) (and other resources at www.fac.org/publications/).

Susan Hitchcock, John L. Esposito, Desmond Tutu, *National Geographic Geography of Religion* (Random House, 2006).

Gerald Krell & Meyer Odze, *Three Faiths, One God: Judaism, Christianity, Islam* (Video/DVD– Auteur Productions, 2005).

Muhammad: *Legacy of a Prophet* (Video -Unity Productions Foundation, 2002); (lesson plans at www.theIslamProject.org).

Teaching Resources by the presenter in print form

Ramadan, On-My-Own Holiday Series, S. L. Douglass, Illustrated by Jeni Reeves (Carolrhoda Books, Inc., 2004).

Beyond A Thousand and One Nights: A Sampler of Literature from Muslim Civilization, S. L. Douglass, (Council on Islamic Education, 2000).

The Emergence of Renaissance: Cultural Interactions Between Europeans and Muslims, S. L. Douglass and Karima Diane Alavi (Council on Islamic Education, 1999).

Images of the Orient: Nineteenth Century European Travelers to Muslim Lands (A Unit of Study for Grades 9-12), National Center for History in the Schools at UCLA and Council on Islamic Education, 1998.

Web Resources

(See also the Teacher Resource CD handout and Useful Links menu on this site for descriptions)

<http://www.theIslamProject.org>

<http://worldhistoryforusall.sdsu.edu>

<http://www.indianoceanhistory.org> OR www.sqcc.org/indianocean

<http://www.islamicspain.tv>

<http://www.princeamongslaves.tv>

<http://cmcu.georgetown.edu/about/resources/>

<http://www.gallup.com/press/104209/Who-Speaks-Islam-What-Billion-Muslims-Really-Think.aspx>

<http://www.sqcc.org>

CMCU Workshops – Bibliographies

Bibliographies – NEH Bookshelf/Muslim Journeys

The Bridging Cultures Bookshelf/Muslim Journeys is a companion website for a collection of more than 25 books and films in public libraries, provided through a project of the National Endowment for the Humanities, the American Library Association, funded by the Carnegie Corporation of New York. The books were selected by a team of scholars and librarians to help public audiences in the United States become more familiar with the people, places, history, faith and cultures of Muslims around the world, including those within the U.S. The Bookshelf have been awarded to more than 800 libraries across the country in December 2012, for use in presenting public programs in 2013 and beyond. Advisers to the project include distinguished scholars knowledgeable about Muslim history, religion and culture, librarians, and other cultural programming experts. The companion website at <http://bridgingcultures.neh.gov/muslimjourneys> expands upon the bookshelf selections with extensive resources available for reading, understanding, discussing, and going beyond the selected books. The website was created through a partnership of the Ali Vural Ak Center for Global Islamic Studies and the Roy Rosenzweig Center for History and New Media at George Mason University, Fairfax, Virginia.

Muslim Journeys is presented by the National Endowment for the Humanities (NEH) as part of its Bridging Cultures initiative, in cooperation with the American Library Association's (ALA) Public Programs Office. This program is made possible with a generous gift from the Carnegie Corporation of New York.

CMCU Workshops – Bibliographies

Bibliographies – Books for Students

Middle East Outreach Council award-winning books at <http://www.meoc.us/book-awards.html>

Children’s Books with Muslim and Related Cultural Themes

ENGLISH, Karen. *Nadia’s Hands*. illus. by Jonathan Weiner. Boyds Mills. 2003. Set in North America, a South Asian girl feels self-conscious after putting henna on her hands.

HEIDE, Florence Parry & Judith Heide Gilliland. *The Day of Ahmed’s Secret*. illus. by Ted Lewin. HarperCollins. 1995. Set in Egypt, a boy learns to spell his name.

HEIDE, Florence Parry & Judith Heide Gilliland. *Sami and the Time of Troubles*. illus. by Ted Lewin. Clarion. 1992. Sami deals with the realities of war in Beirut.

KHAN, Rukhsana. *The Roses in My Carpets*. illus. by Ronald Himler. Fitzhenry & Whiteside, 2004. An Afghan refugee finds hope amid adversity.

KHAN, Rukhsana. *Ruler of the Courtyard*. illus. by Gregory R. Christie. Viking. 2003. A Pakistani girl overcomes her fear of chickens.

KHAN, Rukhsana. *King of the Skies*. illus. by Laura Fernandez & Rick Jacobsen. Scholastic. 2001. A crippled boy in Pakistan had one day, ever year, that he rules: the day of Basunt, the kite festival.

KHAN, Rukhsana. *Silly Chicken*. illus. by Yunmee Kyong. Viking. 2005. A Pakistani girl is jealous of her mother’s pet hen.

KYUCHUKOV, Hristo. *My Name Was Hussein*. illus. Allan Eitzen. Boyds Mills. 2004. A story based on the author’s experience growing up as a Muslim in Bulgaria and being forced to change his name.

MOBIN-UDDIN, Asma. *My Name Is Bilal*. illus. by Barbara Kiwak. Boyds Mills. 2005. A young boy learns to appreciate his Muslim culture and name.

MUNSCH, Robert & Saoussan Askar. *From Far Away*. illus. by Michael Martchenko. Annick. 1995. This is a collaboration based on the story of Askar, who left Beirut for North America at age five.

NYE, Naomi Shihab. *Sitti’s Secrets*. illus. by Nancy Carpenter. S & S. 1994. A young American returns to her roots in Palestine to visit her grandmother.

Contemporary Novels and Short Story Collections

BAIG, Reshma. *The Memory of Hands*. Amirah. 1998. A poetic collection of short stories about Muslims in America.

BUDHOS, Marina. *Ask Me No Questions*. S & S. 2006. A novel about the trials a Bangladeshi girl’s family faces as illegal immigrants in post-9/11 America.

ELLIS, Deborah. *Mud City*. Groundwood. 2003. Sequel to Parvana’s Journey, about Parvana’s friend’s continued adventures.

ELLIS, Deborah. *Parvana’s Journey*. Groundwood. 2003. The story of a young Afghan girl separated

from her family during a war in Afghanistan

EMERICK, Yahiya. *Ahmad Deen and the Jinn at Shaolin*. Amirah. 1996. Ahmad Deen travels to China and finds a mystery.

KHAN, Rukhsana. *Muslim Child*. illus. by Jonathan Weiner. Boyds Mills. 2003. A collection of short stories and poems about Islam from a child's perspective.

KHAN, Rukhsana. *Dahling, if You Luv Me, Would You Please, Please Smile*. Stoddart. 1999. A Muslim girl tries to appease the kids in her classroom.

LAIRD, Elizabeth. *Kiss the Dust*. Puffin. 1994. A historical novel about a young Kurdish girl's flight from Iraq under Saddam.

LAIRD, Elizabeth, with Sonia Nimr. *A Little Piece of Ground*. Macmillan. 2004. A heart-wrenching story set in Israeli occupied Gaza.

MELLING, O. R. *My Blue Country*. Viking. 1996. A novel about an exchange visit to Malaysia.

NYE, Naomi Shihab. *Habibi*. S & S. 1997. A romantic novel about a young American girl who goes with her family to Palestine.

NYE, Naomi Shihab. *The Space between Our Footsteps*. S & S. 1998. A wonderful collection of poems that give voice to Middle Eastern perspectives.

SIMPSON, Juwairiah. J. L. *The Jinn in the Clock*. American Trust. 1990. Features a framed story from the storyteller Duwairig.

SIMPSON, Juwairiah. J. L. *A Wicked Wazir*. American Trust. 1990. Linked to the previous title, again Duwairig frames a story of court intrigue.

TEMPLE, Frances. *The Bedouin's Gazelle*. Scholastic. 1996. An amazing novel set in a Bedouin society in the year 1302.

Folktales

BURNS, Khephra. *Mansa Musa: The Lion of Mali*. illus. by Leo Dillion & Diane Dillon. Harcourt. 2001. A story about the childhood of the famed king of Mali.

CONOVER, Sarah & Freda Crane, adapts. *Ayat Jamila: Beautiful Signs: A Treasury of Islamic Wisdom for Children and Parents*. illus. by Valerie Wahl. EWU. 2004. A collection of folktales and wisdom culled from the Muslim world.

DURKEE, Noura. *The Animals of Paradise*. illus. by Simon Trethewey. Amideast. 1996. The animals in paradise tell stories of how they helped various messengers of God. [ACMCU note: this resource is devotional not informational.]

JOHNSON-DAVIES, Denys. *Animal Tales from the Arab World*. illus. by Eda S. Ghali. Amideast. 1995. A collection of fables about animals set in the Arab culture.

LEWIN, Ted. *The Storytellers*. illus. by author. HarperCollins. 1998. Set in Morocco, it deals with the craft of storytelling.

TARNOWSKA, Wafa', retel. *The Seven Wise Princesses: A Medieval Persian Epic*. illus. by Niles Mistry. Barefoot. 2000. A collection based on a classic Persian folktale.

WALKER, Barbara. *Watermelons, Walnuts and the Wisdom of Allah and Other Tales of the Hoja*.

illus. by Harold Berson. Texas Tech. 1991. One of many collections of stories about the folk figure by the name of Mullah Nasruddin or Nasruddin Hoja, Joha or Hoca that are widespread through the Middle East.

ZEMAN, Ludmila, retel. *Sindbad: From the Tales of the Thousand and One Nights*. illus. by retel. Tundra. 1999. A lush retelling of the famous story from the Arabian Nights.

Nonfiction

AL-GAILANI, Noorah & Chris Smith. *The Islamic Year: Surahs, Stories, and Celebrations*. illus. by Helen Williams. Hawthorn. 2003. Part biography of Muhammad and part activity book, this book helps children understand the significance of the holidays.

BEARDWOOD, Mary. *The Children's Encyclopaedia of Arabia*. Stacey International. 2002. A well-illustrated guide to the region.

BORRELLO, Helen. *Kareem Abdul-Jabbar*. Chelsea House. 1995. A biography of the first Muslim African American basketball star.

DEMI. *Muhammad*. illus. by author. S & S. 2003. An excellent picture book biography of Islam's Prophet.

ELLIS, Deborah. *Three Wishes: Palestinian and Israeli Children Speak*. Groundwood. 2004. A courageous and brutally honest look at the conflict in Israel/Palestine in the words of Israeli and Palestinian children.

GHAZI, Suhaib Hamid. *Ramadan*. illus. by Omar Rayyan. Holiday House. 1996. An informative book about the month of fasting.

HOYT-GOLDSMITH, Diane. *Celebrating Ramadan*. photos. by Lawrence Migdale. Holiday House. 2001. Set in America it follows a young Muslim through this month.

ISLAM, Yusuf. *A Is for Allah*. Mountain of Light. 2000. Contains wonderful songs and text (by the former rock star Cat Stevens). [ACMCU note: this resource is devotional, not informational.]

ISLAM, Yusuf. *The Life of the Last Prophet*. Mountain of Light. 1996. A wonderful, brief introduction to the story of Muhammad (peace be upon him) that includes beautifully rendered songs. [ACMCU note: this resource is devotional, not informational.]

KHAN, Saniyasnain. *Tell Me about Hajj*. Al-Risala. 2001. Well-illustrated, this book takes the reader through the steps of the fifth pillar of Islam.

KHAN, Saniyasnain. *Tell Me about Muhammad*. Al-Risala. 2001. A good resource on the life of Muhammad.

KNIGHT, Khadija. *Islamic Festivals*. Heinemann Library. 1997. A very good resource that includes information beyond the festivals.

MACDONALD, Fiona. *A 16th Century Mosque*. Hodder Wayland. 1996. A beautifully illustrated book that examines Islamic architecture.

MALCOLM X, with Alex Haley. *The Autobiography of Malcolm X*. Penguin. 2004. An excellent read and

good starting point in understanding the Islamic movement in the African American community.

MCMANE, Fred. *Hakeem Olajuwon*. Chelsea House. 1997. A biography of the African basketball star.

RUMFORD, James. *Traveling Man*. illus. by author. Houghton. 2001. An intriguing look at the famous Muslim traveler.

RUMMEL, Jack. *Malcolm X*. Chelsea House. 1989. A children's biography of the activist.

RUMMEL, Jack. *Muhammad Ali*. Chelsea House. 1988. A biography of the famous boxer.

STAMATY, Mark Alan. *Alia's Mission: Saving the Books of Iraq*. illus. by author. Knopf. 2004. Another story based on Alia Muhammad Baker's ordeal in Iraq.

WILKINSON, Philip. *Islam*. DK. 2002. A detailed guide to Islam.

WINTER, Jeanette. *The Librarian of Basra: A True Story from Iraq*. illus. by author. Harcourt. 2005. Based on the true story of Alia Muhammad Baker's quest to save the books in her library during the American invasion of Iraq.

CMCU Workshops – Bibliographies

Bibliographies – Children’s Ramadan Books

My First Ramadan, Karen Katz / Hardcover / Henry Holt and Co. (BYR) / August 2007

Fasting and Dates: A Ramadan and Eid-ul-Fitr Story, Jonny Zucker / Paperback / Barron’s Educational Series, Incorporated / September 2004

Celebrating Ramadan, Diane Hoyt-Goldsmith / Library Binding or Paperback / Holiday House, Inc. / July 2002

Ramadan: A Muslim Time of Fasting, Prayer, and Celebration, Carol Gnojewski / Hardcover / Enslow Publishers, Incorporated / October 2004

Ramadan, Susan Douglass / Library Binding or Paperback / Lerner Publishing Group / September 2003

Ramadan, Suhaib Hamid Ghazi / Hardcover / Holiday House, Inc. / September 1996

Celebrate Ramadan and Eid Al-Fitr with Praying, Fasting, and Charity, Deborah Heiligman / Hardcover / National Geographic Society / September 2006

Ramadan (Rookie Read-About Holidays Series) David F. Marx / Library Binding / Scholastic Library Publishing / March 2002

Ramadan: Islamic Holy Month, Terri Sievert / Hardcover / Coughlan Publishing / January 2006

Ramadan and Id al-Fitr, Dianne M. MacMillan / Hardcover / Enslow Publishers, Incorporated / September 1994

Celebrate Ramadan, Laura S. Jeffrey / Hardcover / Enslow Publishers, Incorporated / May 2007

Ramadan, Tatiana Tomljanovic / Hardcover / Weigl Publishers, Incorporated / October 2006

CMCU Workshops – Bibliographies

Bibliographies – Map Resources

G.Projector is a program for creating maps in dozens of projections using outlines or NASA satellite images and can be downloaded at <http://www.giss.nasa.gov/tools/gprojector/>

The IslamProject maplink page has a variety of historical and contemporary maps from Muslim history and demographics located at <http://www.islamproject.org/education/Maps.htm>

PEW Forum Map: Distribution of Muslim Population by Country and Territory is based on a newly released study by the PEW Forum on Religion and Public Life. It is accompanied by a report *Mapping the Global Muslim Population* that can be read online, accessible from the same page as the map, or downloaded as a pdf file (click on title).

The Indian Ocean in World History is a free online resource for K-12 teachers and other educators that gives students access to a variety of primary sources as texts and images, arranged into seven eras, or long time periods, from 90,000 Before Present to the twentieth century, and can be viewed at <http://www.indianoceanhistory.org>

The Bradshaw Foundation website includes a collection of rock art from around the world at <http://www.bradshawfoundation.org>, in addition to "Journey of Mankind," an interactive, animated map of early human migration using the latest climate data and information from the Genographic Project, at <http://www.bradshawfoundation.com/journey/>

Additional map resources:

Arid Zone World Map at <http://www.unu.edu/unupress/unupbooks/80858e/80858E09.GIF>

Maps of world oil production and consumption at <http://www.pbs.org/frontlineworld/stories/colombia/oila.html>

World Official Languages Map at <http://mccoy.lib.siu.edu/projects/geog/geog300/language.html>

Arabian Peninsula geology map from Central Region Energy Resources Team at <http://geology.cr.usgs.gov/energy/WorldEnergy/OF97-470B/index.html#TOP>

Maps of eastern hemisphere urbanization and trade centers, monsoon winds and Indian Ocean navigation in Chaudri, *Trade and Civilization in the Indian Ocean*, Cambridge U. Press, 1985

Map of the Seaways and Steppes, page 106, McNeill, *The Rise of the West: A History of the Human Community*, U. of Chicago Press, 1963, 1991

Map of the Spread of Islam to 1500 in Francis Robinson, ed., *Cambridge Illustrated History of the Islamic World*, Cambridge U. Press, 1996, page 47; see also European Imperialism in the Muslim World map, page 103.

Gerald Danzer, *World History: An Atlas and Study Guide*, maps of trade and many excellent world history maps.

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CMCU Workshops – Teaching Resources

B. Teaching Resources (Overview)

These pages and sub-pages contain lesson materials, web links, lesson plans and ideas on teaching about religion, world history and geography, Islam and Muslim history, contemporary issues, sciences, the arts and letters, and media literacy. A brief description is followed by a link to the online resource or a downloadable file of the complete lesson or resource, including handouts and readings.

The following is a list of the resources provided:

- Teaching About Religion
- Basic Lessons on Islam
- Contemporary Issues on Islam
- Transfer of Knowledge
- Islamic Arts and Sciences
- Cultural Heritage of al-Andalus
- World History/Geography
- Elementary/Middle School
- Teaching with the Arts

CMCU Workshops – Teaching Resources

Teaching Resources – Teaching about Religion

The documents listed on this page relate to the constitutional guidelines for teaching about religion in US public school classrooms. These two documents are pdf copies of pamphlets for distribution to teachers, administrators, and parents. The links below are new sites for **First Amendment Center** school resources and publications, now the [Religious Freedom Center Resources for Educators](#) [Religious Freedom Center Publications](#) include:

- [Harassment, Bullying and Free Expression: Guidelines for Free and Safe Public Schools](#)
- [A Parent’s Guide to Religion in the Public Schools](#)
- [A First Amendment Guide to Public Schools & Religious Communities](#)
- [Religious Holidays in the Public Schools: Questions and Answers](#)
- [The Academic Study of Religion Across the Curriculum: A Teaching Framework & Learning Indicators](#)
- [A Teacher’s Guide to Religion in the Public Schools](#)
- [The Equal Access Act: Questions and Answers](#)

The American Academy of Religion (AAR) has published a guide on public education about religions at [Guidelines for Teaching About Religion in K–12 Public Schools in the United States](#) (as a PDF), produced by the AAR’s Religion in the Schools Task Force and published in April 2010. The document contains information much like that in the First Amendment Center guidelines, but has much more on teacher education opportunities, approaches from a religious studies perspective, and much more.

The following resources provide comparative information on the major world religions and their public impact in the US, in addition to the last site from the UK:

- Lesson and Readings on *Historical Background of the Abrahamic Faiths* (as pdf) from the Cities of Light Lesson Set at <http://www.islamicspain.tv>. Links elsewhere on the site.
- [Ackland Art Museum Five Faiths Project](#), which involves art objects, stories, beliefs and practices, and other features, and is suitable for both elementary and secondary.
- Harvard University [Pluralism Project](#)
- [PEW Forum on Religion & Public Life – Issues](#). The PEW Forum has a new resource with interactive maps on global migration of religious groups—both in- and out-migration—entitled *Faith on the Move* at <http://www.pewforum.org/Geography/Religious-Migration-exec.aspx>.
- See the set of visual resources *Teaching Comparative Religions through Art and Architecture* of the [ORIAS teacher outreach program at the University of California, Berkeley](#) which includes slide shows on the following topics: The Spread of Buddhism in India and China, Architecture and Sacred Spaces (Shinto), Polytheism in Greece and Rome, Three Monotheistic Religions: A Slide Exercise.

The following articles relate to teaching about religions in state standards, world survey courses, and other contexts.

This article is one of a suite in the same issue of *Current Issues in Comparative Education* that dealt with Islamic schools:

- “Defining Islamic Education” at the Columbia University journal *Contemporary Issues in Comparative Education* (CICE), Vol. 7, No. 1, December 15, 2004

This study is about the impact of learning about world religions in a high school elective course:

- *Learning about World Religions in Public School: the impact on student attitudes and community acceptance in Modesto, CA* (First Amendment Center, 2006 Emile Lester/Patrick S. Roberts (link to download study at Stanford University)

CMCU Workshops – Teaching Resources

Teaching Resources – Basic Lessons on Islam

An Introduction to Islam

This is a new teaching unit based on the workshop module Basic Beliefs and Practices of Islam by S. Douglass, published by the Center for Contemporary Arab Studies, Georgetown University. The lesson provides an overview of major introductory topics required in survey courses, written for middle and high school level, or teacher preparation at lower levels.

- Link to download [An Introduction to Islam](#) and other teaching modules from the [CCAS K-14 Educational Outreach](#) website. Download the [CCAS IntrotoIslam](#) as a pdf file.

Multiple-author Qur'an translations

Find subjects or specific chapters and verses of the Qur'an online, and view multiple English translations as well as transliterated text and Arabic text on the Qur'an search database, and even listen to the verse recited in Arabic.

- Go to the online resource at www.islamicity.com/QuranSearch/
- On the NEH [Bridging Cultures Bookshelf—Muslim Journeys](#) website is the "Qur'an Verse Lookup" from Oxford Islamic Studies Online

The "Qur'an Verse Lookup" provides side-by-side translations by A. J. Arberry and M. A. S. Abdel Haleem for comparison, searchable by numbered Qur'anic chapter and verse. It is a feature of the *Oxford Islamic Studies Online* that requires access to the online resource. "Qur'an Side-by-side - *Oxford Islamic Studies Online*." <http://www.oxfordislamicstudies.com/article/book/quran-both>.

Jerusalem, Haram al-Sharif, Masjid al-Aqsa Virtual Walking Tour

The third holiest site for Muslims, the mosque in Jerusalem, the **Haram al-Sharif Virtual Walking Tour** allows the viewer to see the tour in 360-degree panorama, along with an outstanding description by Oleg Grabar, scholar of architecture and the leading western academic expert on this site.

Other Introductory Lessons and Historical Issues

Hartford Seminary has an excellent lecture as a video from one of the leading experts on Shi'i Islam, Dr. Sayyid Hossein Nasr entitled "Sunnism and Shiism Yesterday Today and Tomorrow" at <https://www.hartsem.edu/2012/12/sunnism-and-shiism-yesterday-today-and-tomorrow/>

- Geography of the Arabian Peninsula and pre-Islamic history, a summary of the biography of Muhammad, important personages in early Islamic history, vocabulary, maps, information on Five Pillars; lessons on the spread of Islam based on historical research, chronology, and maps from the set of lessons written to accompany the Unity Productions Foundation documentary film *Muhammad: Legacy of a Prophet* <http://www.theIslamProject.org> including viewing guides, discussion questions, note-taking grids, and suggested activities and enrichment. PDFs of the lessons can be found at <https://www.upf.tv/teachers/>

- Lesson and Readings on Historical Background of the Abrahamic Faiths is part of the complete set of lessons for comprehension and enrichment written to accompany the Unity Productions Foundation documentary film *Cities of Light*, in addition to interactive online features, articles, slide shows, timelines and maps is found at www.islamicspain.tv. The Lesson Plan Set is available for download in pdf format (individual lesson titles and the complete set on the site).
- [Era 5 of the World History For Us All](#) online curriculum features Islamic history, especially in the Panorama lesson in brief form, in Landscape Teaching Units 5.2 *Islam and Afroeurasia* and 5.3 *Consolidation of the Trans-Hemispheric Network*, and later eras, such as Landscape 6.7 *The Long Reach of the Major Religions* include lessons as relevant to premodern and modern history.
- Horace Mann Middle School site on [Medieval Islamic Cultures](#) has 15 departments with text and image on the whole gamut of history and society, the arts, sciences and mathematics. Very worthwhile to visit.

[Center for Contemporary Arab Studies, Georgetown University, K-12 Educational Outreach – Teaching Units](#)

Teaching modules in pdf format are available on Islam (see above, top), Trade and Travel, Arabic Language, Calligraphy, the Arabs, and Islamic contributions to Mathematics and Science.

[Documentary Films on Islamic History](#)

- Unity Productions Foundation teacher pages cover all of their documentary films with lesson plans at <https://www.upf.tv/teachers/> including *Muhammad: Legacy of a Prophet*, *Cities of Light*, *The Sultan and the Saint (on the Crusades)*, *Islamic Art: Mirror of the Invisible World*, *Enemy of the Reich: the Noor Inayet Khan Story*, and *Prince Among Slaves*.
- <http://topdocumentaryfilms.com/when-moors-ruled-europe/> – British historian Bettany Hughes hosts the full length documentary, “When the Moors Ruled Europe.”
- <http://islamicmultimedia.blogspot.com/> – 3 pt. documentary, “Islam and Science,” by the BBC.
- *Islam: Empire of Faith* documentary film companion website – The site includes an outstanding timeline of Islamic history in four realms of history, as well as lesson plans and access to images from the arts and sciences. Visit the site at <http://www.pbs.org/empires/islam/>

[Islamic Architecture at MIT](#)

Massachusetts Institute of Technology (MIT Libraries) has a page devoted to Islamic Architecture, including Mosques in the United States, Islamic Collections, and the Aga Khan Visual Archive. The site also has links to various reports on Islam in the U.S., including the report *The Mosque in America: A National Portrait* and other articles on mosque architecture trends, and a list of many mosques by state. The images are only available as thumbnails, but the names of the mosques would help locate the community mosque websites which usually have photos and lots of other information.

Advanced information on a wide variety of scientific topics is found at www.muslimheritage.com, where the articles are quite well documented for the most part and written by academics in their fields of expertise.

CMCU Workshops – Teaching Resources

Teaching Resources – Contemporary Issues on Islam

This page includes annotated teaching resources related to contemporary issues such as Muslim women, women's rights in Islam, human rights, terrorism, the concepts of jihad, shari'ah, Islamic law, and the geography and demographics of the contemporary world and Muslim majority regions, etc. Documents on Islam in the United States are also included.

Where Is the Middle East, a slide presentation at <http://mideast.unc.edu/where/> by the Carolina Center for the Study of the Middle East and Muslim Civilizations at the University of North Carolina, Chapel Hill, shows the changing configurations of military/strategic regional designations related to the Near East and the Middle East since the term was first coined by naval strategist Alfred T. Mahan in the early 1900s. This is a MUST-VIEW for classes before using the term!

The PEW Forum has a new 2010-2011 demographic report *The Future of the Global Muslim Population*, including current data on a global as well as regional and country-by-country basis. The executive summary, interactive maps and data tables is located and printable at <http://www.pewforum.org/The-Future-of-the-Global-Muslim-Population.aspx>.

The Terrorism Equation, a 10-minute video on the issue of the relationship between Islam and terrorism, on the Islamic principles relevant to extremists' claims about terrorism as jihad. The film for general audiences provides a clear argument about the definition of jihad and its application and other relevant issues related to Islamic law and practice, and the problem of terrorism and civil society. The video is posted on Vimeo.com at <http://vimeo.com/11385557>.

The accusation that Muslims have not spoken out with a unified voice is met in the Amman Message at <http://www.ammanmessage.com>, an initiative of the Jordanian king, who called upon 24 senior Muslim religious scholars from around the world to establish basic unified positions on the crucial issues of defining who is a Muslim to delegitimize sectarian accusations of unbelief, a statement on fatwas (religious rulings) issued by unqualified persons such as extremists, and matters of interpretation of Islamic law. The website contains useful explanations of the implications of this statement of Islamic unity.

On the topic of the rights of religious minorities in Muslim majority countries and a call to action is a primary source document based on a meeting of Islamic jurists and scholars is the statement entitled the Marrakesh Declaration, which can be found in full text at <http://www.marrakeshdeclaration.org/>

Teaching about Refugees: Teaching about Forced Displacement Project by Rochelle Davis and Grace Benton at Georgetown University's School of Foreign Service have developed teaching resources and lesson plans, videos and other materials for teachers to use in designing a unit about refugees and forced displacement. The project derives itself from field research completed in Jordan and Lebanon during May and Jun 2013. These lessons are aimed at secondary school students. We welcome

comments, suggestions, and additional material.

Shari’ah, or Sharia, translated as Islamic law, is poorly understood, and is the latest Islamic concept to become associated negatively with violence and aggression. There are numerous attempts to legislate against shari’ah on the state level, based on the efforts of a few Islamophobic organizations to create “model legislation” and find politicians willing to buy into the fear-mongering charge that 1% of the American population—Muslims—is engaged in a gradual effort to replace the U.S. Constitution with Islamic law. These groups characterize Islam as a fascist or totalitarian system rather than a world religion. A number of articles have appeared recently to refute this charge, explaining the meaning of shari’ah and its relationship to American law. Intisar Rabb is an American scholar of Islamic and American law, who is interviewed in this outstanding article at http://www.americanprogress.org/issues/2011/03/rabb_interview.html.

A general-purpose website on a range of issues is at the University of Georgia is Islam and Islamic Studies Resources for Studying Islam and the Diverse Perspectives of Muslims at <http://www.uga.edu/islam/>.

On the Arab Spring, **Jadaliyya a website/blog contains a wealth of information on current events**, pedagogy of the Middle East <http://mespi.org>, conferences, reports, commentary of various stripes, and other material. Note that inclusion of this link does not imply endorsement of the opinions stated on the site, neither for the Jadaliyya editors nor the ACMCU Georgetown program that this site represents for teachers.

Online links to Documentary Films:

Unity Productions Foundation has made many of its documentary films available on various video platforms. Most recently, they have launched a new website called UPF Theater (<http://upf.tv/teachers>), a centralized hub for viewing and acquiring lesson plans and discussion guides . These films are especially relevant to issues being discussed in the public forum. Controversies over mosque construction proposals around the country have raised hate speech and misinformation about Muslims to a new high. Such divisive speech harms our nation and violates our highest principles. You can view several award-winning PBS films online, in their entirety, at no cost. These films speak directly to the issue. They include: *Talking through Walls: How the Struggle to Build a Mosque United a Community*, *Muhammad: Legacy of a Prophet* and *Inside Islam: What a Billion Muslims Really Think*.

An excellent set of resources on human rights and women’s rights is found on the website of KARAMAH, Muslim Women Lawyers for Human Rights at <http://www.karamah.org>. The site includes profiles of women lawyers and their work, responses to events around the world concerning these topics, and sections on research with articles on pertinent issues, resources for women, and much more.

A set of lessons was developed as part of The Islam Project to accompany the **PBS documentary *Frontline: Muslims***, a set of vignettes on aspects of Muslim cultural and religious practices in several

countries. The lessons include glossaries of terms, discussion guides, maps, note-taking worksheets for the activities, and a series of topical lessons on contemporary hot-button issues such as human rights, women and marriage in Islam, terrorism vs. jihad, and Islamic law, among other lessons on geography, terminology, and other topics.

- Link to downloadable pdf files for [individual lessons from Frontline: Muslims set](#)
- Link to Lessons at The Islam Project (scroll down for individual lessons by film): <http://www.islamproject.org/education/Lessonplans.htm>

The book *Who Speaks for Islam: What a Billion Muslims Really Think* is based on the massive Gallup polling project conducted in the United States, Muslim and other countries, which has been made into a documentary film by Unity Productions Foundation with the title Inside Islam.

- [Who Speaks for Islam: What a Billion Muslims Really Think homepage](#). View the documentary film Inside Islam based on the book at <http://vimeo.com/14121737>

PEW Forum Map: Distribution of Muslim Population by Country and Territory is based on a newly released study by the **PEW Forum on Religion and Public Life**. It is accompanied by a report [Mapping the Global Muslim Population](#) that can be read online, accessible from the same page as the map, or downloaded as a pdf file (click on title). The newest resource from PEW is the study [The Future of the Global Muslim Population](#).

The U.S. Department of State has developed a booklet on Islam in the United States that includes demographic information, cultural trends, prominent Muslim Americans in business, politics, education, the arts and human services, as well as statistics on the ethnic composition of the Muslim community in the US. It can be downloaded in full color as a pdf file at Being Muslim in America at https://photos.state.gov/libraries/korea/49271/dwoa_122709/being-muslim-in-america.pdf.

Center for Contemporary Arab Studies, Georgetown University, K-12 Educational Outreach – Teaching Modules

Teaching units in pdf format are available at <https://ccas.georgetown.edu/resources/k-14-outreach/teaching-units/> on Islam (see above, top), Trade and Travel, Arabic Language, Calligraphy, the Arabs, and Islamic contributions to Mathematics and Science.

Islamic Architecture at MIT

Massachusetts Institute of Technology (MIT Libraries) has a page devoted to Islamic Architecture, including Mosques in the United States, Islamic Collections, and the Aga Khan Visual Archive. it can be accessed at. The site also has links to various reports on Islam in the U.S., including the report [The Mosque in America: A National Portrait](#) and other articles on mosque architecture trends, and a list of many mosques by state. The images are only available as thumbnails, but the names of the mosques would help locate the community mosque websites which usually have photos and lots of other information.

Contemporary Music

The film *New Muslim Cool* is about a Puerto Rican American Muslim who is also a rapper. The film is available at a discount with a license to show in high schools and with lesson plans at <http://www.7thart.com/Islam/New-Muslim-Cool>.

CMCU Workshops – Teaching Resources

Teaching Resources – Transfer of Knowledge

Teaching about cultural exchanges as a discrete topic of study is relatively new in the classroom, since most historical studies in survey courses used to focus on individual societies or civilizations, their descriptions and accomplishments. The lessons and resources described on this page demonstrate how artifacts, travelers such as merchants and scholars, places, institutions and other categories can be used to study exchanges among societies and make them tangible for students. Particular focus is on the exchanges from Muslim societies to European societies that led to the so-called 12th century Renaissance, the 14th century Renaissance, the Age of Exploration, and the Scientific Revolution. A new resource on the Indian Ocean traces the much earlier origins of many of those exchanges between Islam and the West in the late medieval period.

- ***Beyond A Thousand and One Nights: A Literature Sampler from Muslim Civilization***, by S. Douglass (Council on Islamic Education, 1999), a wire-bound set of reproducible excerpts from writing in science, philosophy, politics, history, law, poetry, essays, stories, travel accounts, and more, with background information on each author and work, and study questions for each excerpt.
- ***Emergence of Renaissance: Cultural Interactions Between Europeans and Muslims***, S. Douglass and Karima Alavi (Council on Islamic Education, 2000), a collection of teaching resources that links to the wealth of recent scholarship and historical thinking on hemispheric connections in trade, the history of science, artistic influences, literature and architecture, and religious expression that contributed to this formative period in Western and world history contains dozens of illustrated texts, activities, literature and primary source readings. Covering learning standards related to medieval and Renaissance world history from virtually every state and national curriculum document, this flexible teaching tool contains material at multiple reading levels from 6-14.
- The Transfer of Knowledge from Islamic Spain to Europe is a multi-part jigsaw reading activity at http://www.islamicspain.tv/IsLAMIC-Spain/the_transfer_of_knowledge_from_isLAMIC_spain_to_europe.htm, part of a set of lesson plans and interactive website for the film *Cities of Light: the Rise and Fall of Islamic Spain* at <http://www.islamicspain.tv/For-Teachers/LessonPlans.htm>. With maps, timelines, readings, activities, literature, projects and critical thinking exercises designed to enrich students' understanding of interactions between medieval Muslim and European civilizations, and the intellectual and cultural roots of the European Renaissance.
- Artistic Exchange Lesson keyed to the National Gallery Brochure [Artistic Exchange: Europe and the Islamic World](#) by art historian Rosamond Mack, author of *From Bazaar to Piazza* (University of California Press, 2003)
- Era 5 Landscape 5.2: *Consolidation of the Trans-Hemispheric Networks* at <https://whfua.history.ucla.edu/eras/era5.php#land> contains lesson materials on the transfer of paper-making technology, Arabic numerals, transfers of agricultural crops, food items and customs before the Columbian Exchange, as well as technological and stylistic exchanges in ceramics, metalwork, glassware and hydraulics.

Cities of Light, the Unity Productions Foundation documentary film on Islamic Spain, or al-Andalus, features both online resources on the topic of exchanges and transfer of knowledge such as the 12th century translation effort that began after the Fall of Toledo [The Material Culture of Al-Andalus](#) “magic squares” interactive on 25 areas of scientific and cultural exchange, a fun feature called [Islamic Spain: What’s for Breakfast?](#) and an extensive lesson packet for teachers, among many other online and downloadable resources at www.islamicspain.tv.

The British exhibit 1001 Inventions is available in an online, interactive version that highlights transfers of knowledge, technologies and material culture from Muslim and European society. It includes scientific knowledge, inventions, foods, beverages and other common things we take for granted, arranged in a series of categories based on social institutions and spaces from the home to the universe.

- 1001 Inventions includes a 12-minute video of high quality [1001 Inventions and the Library of Secrets](#) featuring famous actor Sir Ben Kingsley. The video has nice special effects and integrates well with the other features of the exhibit and reading material on this website. Another link to the film is [here](#), and there are many more links to the video that you can find by searching the title.

The Indian Ocean in World History at <http://indianoceanhistory.org> traces the movement of people, goods, ideas and technologies from earliest human migrations through the eras from 90,000 B.P. to the present, through the Ancient, Classical, Medieval, First Global, Industrial and Imperial, and Twentieth Century/Globalization Eras. Students have the opportunity to engage with primary sources through text, image and historical inquiry skills.

The University of Maryland Center for Renaissance and Baroque Studies “Crossing Borders, Breaking Boundaries” Summer Teacher Institutes at <http://www.crbs.umd.edu/crossingborders/index-all.shtml> differ from most institutes in three ways (1) they involved multi-disciplinary teams of teachers from Maryland and regional middle and high schools, (2) they involved the arts in the full range of the word, and (3) there was extensive follow-up during the next year, with teachers coming back to critique and hone the lessons they developed before they are posted on a permanent lesson plan database.

See links in other menu tabs for descriptions of lessons and links under “Islam, Arts and Sciences” and “Teaching with the Arts”.

- Links to [Muslim Heritage.com for extensive lists of articles](#)

See also links to Saudi Aramco World Magazine articles on cultural exchange, knowledge, science and can be accessed from the archive index going back decades at <https://archive.aramcoworld.com/index/BackIssues2010.aspx>.

CMCU Workshops – Teaching Resources

Teaching Resources – Islamic Arts and Sciences

The resources to download and links to explore on this page will contribute to creating cross-curricular lessons. They provide informational texts and activities; image resources and museum exhibits and websites, including Islamic geometric designs, tessellations, architecture, painting, and plastic arts analyzed from a sometimes rigorous but always fun mathematical and scientific perspective. Some are most applicable to advanced students and teacher preparation, but others are very suitable for the classroom. In some cases, math, science, or computer class may be the most productive place to use these lessons to gain maximum benefit, though art classes should not be forgotten either.

Teacher Guides to Islamic Arts and Sciences

- An educational resource at The Walters Art Museum in Baltimore is *Integrating the Arts* at <https://thewalters.org/integrating-the-arts/>, an interactive website with activities for integrating arts into social studies, language arts, science and mathematics. The link leads to the section on Islam, but there are sections on Ancient, Medieval, Renaissance, and Chinese arts with the same subject-area integration possibilities. The site includes videos, information segments, and interactive lessons in pdf or online form
- Bodleian Library, *Oxford Book of Curiosities* Teacher Packet is a book of maps and astronomy for which the Bodleian has prepared an extensive guide in color (http://cosmos.bodley.ox.ac.uk/store/Teacher_s-Pack-Inside-pages.pdf).
- Metropolitan Museum of Art, New York, [*Islamic Art and Geometric Design: Activities for Learning*](#) is more than a coloring book; it is a challenging set of exercises using compass, ruler, and geometric grid designs that teaches the principles behind tessellated designs. The exercises are available in pdf form, but the complete resource includes color slides from the MET collection and overhead transparencies.
- *Beyond A Thousand and One Nights: A Literature Sampler from Muslim Civilization*, by S. Douglass (Council on Islamic Education, 1999), a wire-bound set of reproducible excerpts from writing in **science, philosophy**, politics, history, law, poetry, essays, stories, travel accounts, and more, with background information on each author and work, and study questions for each excerpt.
- *Emergence of Renaissance: Cultural Interactions Between Europeans and Muslims*, S. Douglass and Karima Alavi (Council on Islamic Education, 2000), a collection of teaching resources that links to the wealth of recent scholarship and historical thinking on hemispheric connections in trade, the history of science, artistic influences, literature and architecture, and religious expression that contributed to this formative period in Western and world history. Contains dozens of illustrated texts, activities, literature and primary source readings. Covering learning standards related to medieval and Renaissance world history from virtually every state and national curriculum document, this flexible teaching tool contains material at multiple reading levels from 6-14.

Mathematics, Geometry and the Arts Resources

An outstanding website for teachers of mathematics and history both is by James E. Morrison, Janus, a maker and expert on astrolabes. He explains the history and uses of the astronomical device on his website *The Astrolabe: an Instrument with a Past and a Future*. He has developed materials for using the astrolabe as a teaching device (and making one for the classroom from a downloadable template), to teach astronomy and solving various mathematical problems. In the heyday of the astrolabe, it was the equivalent of a hand-held computer. Morrison has also created a computer program *The Electric Astrolabe* that functions as an astrolabe, which users can download and learn about at <http://vetusware.com/download/The%20Electric%20Astrolabe/?id=13330>.

Timothy Mitchell produced a guide *Astrolabe; The Missing Manual* at http://astrolabeproject.com/downloads/Astrolabe_the_Missing_Manual.pdf

Other resources for educators show how tessellation and geometry relate to science such as crystal structure, chaos theory designs, but also to the design of stained-glass windows and other artistic constructions.

- [*Constructing the Universe — Rose Window, Chartres Cathedral*](#) interactive resource shows the relationship between Islamic geometric design principles and the famous stained glass rose windows. One of several *Constructing the Universe* Activity Books (See also the one on Fibonacci, a major mathematician who helped transfer Islamic mathematical principles and numerals to the West.
- [*Totally Tessellated*](#) gives the history, math and scientific applications, decorative uses, and modern changes to tessellated design, featuring of course Islamic design as well as other cultural expressions, including some additional links.
- [*Islamic Geometric Patterns for Teaching Symmetry*](#) by S. Jan Abas in pdf format, with many diagrams and images, from the Ethnomathematics Digital Library (EDL), sponsored by the National Science Foundation as a part of the National STEM Digital Library (www.nsd.org).
- [*Colors, Shapes, and Spaces in the Most Important Places*](#), a lesson plan created by Christine Elmore at the Yale-New Haven Teacher Institute. The lesson is all text but rich in bibliography.
- *“Islamic Art and the Argument from Academic Geometry”* by Terry Allen, about the recently discovered “girih” design element and other very sophisticated mathematical explanations.
- *Theoretical Geometry and Artisanal Practice in the Islamic World*, by David Wade at <https://patterninislamicart.com/background-notes/personal-reflection/theoretical-geometry-and-artisanal-practice-in-the-islamic-world> discusses Muslim architects’ and carpenters’ and other artisans’ use of geometry.

Sciences and Scientists

The links provided here range from biographies of scientists working in Muslim regions to scientific achievements and influences from and upon other societies, with significant detail and evidence provided.

- *The Islamic World to 1600: The Arts, Learning, and Knowledge* a site with many departments on

Islamic history, these pages provide information on science and scientists, with short biographies of major figures.

- *Muslim Heritage* is a library of articles by specialists in the fields, which offers brief overviews and in-depth articles on a lot of specialized topics. This is the MH page with the extensive topic list (which now includes videos).
- Sayyid Hossein Nasr is one of the foremost experts on the history of Islamic Science. Particularly useful is the Introduction to his book *Science and Civilization in Islam*.
- A teacher's lesson plan with complete instructions and resources (including info links) for a student writing activity called *Islamic Scientific Contributions to Civilization*.

Museums and Virtual Exhibits, Educational Resources

These museum and other gallery websites and educational resources produced by museum outreach departments open the collections of major art collections assembled worldwide during the past two centuries, and now as near as your computer mouse. They can be printed out with their museum tags, placed in inexpensive plastic page protectors for durability (try inserting a piece of light card stock along with the paper printout, and sealing the plastic page protector with a clear adhesive bulk mailing dot). Many of the exhibits in this set are much more than just a series of images and tags; they are dynamic resources that tell stories about art, science, technology and interactions among cultures over time.

- *Gallery Guide: Arts of the Islamic World* (Smithsonian Freer & Sackler Galleries)
- The *Getty Museum Arts of Fire* exhibit includes metalwork, glass, and ceramics, and their influence on Renaissance art in Europe
- Links to exhibits and collections on Islam at [Los Angeles County Museum of Art](#), and [Detroit Institute of the Arts Islamic Collection](#), [Victoria & Albert Museum](#) Palace and Mosque exhibit (see also sidebar links on the site), [The British Museum Galleries by World Region](#)
- *Al-Bab, Open Door to the Arab World*, including many links to countries, cultures and arts, and including a resource by Carol Bier, curator of the Textile Museum, a scholar who analyzes mathematical relations in Islamic art to improve the teaching of mathematics and cultures.
- *The Metropolitan Museum of Art Timeline of Art History* (TOAH), a magnificent and comprehensive resource for all periods and world regions, with extensive access to images, thematic essays such as *The Nature of Islamic Art*, maps, timelines and search possibilities. Indispensable for integrating art across the curriculum.
- *Museum With No Frontiers/DiscoverIslamicArt*, a collection of art by period, dynasty, region and other criteria, bringing together works in many museums with their full information, at <http://islamicart.museumwnf.org/>.
- *1001 Inventions* virtual exhibition from the United Kingdom at <http://1001inventions.com/libraryofsecrets>, with interactive features on Inventions transmitted to the modern world through Muslim civilization. The exhibit is built around the school, the market, the hospital, the town, the world, and the universe. A wide variety of common and

uncommon objects we take for granted today are ascribed to specific regions, inventors, and scientists and placed in the context of modern life. A book and poster set is available for purchase on the site.

CMCU Workshops – Teaching Resources

Teaching Resources – Cultural Heritage of al-Andalus

The resources on this page are a sampling of websites, lesson packages, language and culture sites available to teachers online. MANY ARE MULTILINGUAL! All of them are worth a look, and many of them are magnificent efforts to uncover and restore the legacy of cultural interaction that took place over more than seven centuries in al-Andalus, or Islamic Spain, and spread to the Iberian Peninsula and on to the Americas. While scholars such as Rosa Maria Menocal have noted how the cultural contributions from Islamic Spain had often been denied or buried, there have been many recent efforts to recover those deep connections and make them available to the public and to teachers and their students. The following links are especially rich, and teachers of Spanish, Portuguese, world history, and other fields are invited to write to SusanD@CMCUworkshops.net with links and descriptions of which they become aware to add to this page.

[Virtual Alhambra Walking Tour](#), like the [Suleymaniye Mosque](#) and the [Haram al-Sharif](#), allows the user to take 360-degree views of this historic site in Granada, Spain, the Nasridbuilt palace in southern Spain, the last stronghold of Muslims in Spain, which fell to Ferdinand and Isabella in 1492. The Alhambra is an artistic masterpiece and a UNESCO World Heritage Site.

The Museum With No Frontiers <http://www.museumwnf.org/> website has wide variety of exhibits from European and other museums. a section called **The Muslim West** which takes viewers through a sampling of artistic objects through the important periods and aspects of Islamic Spain. Another exhibit is **Mudejar Art**, about the continuing legacy of Islamic arts and crafts in Spain after the Reconquista. The site, which covers Islamic arts comprehensively across eras and regions, has two features not to be missed:

- **Learn**, an interactive quiz game of investigating museum objects of everyday life and history, helps students to “see” through close observation, classification, and recognition, leading to making inferences. Instant feedback.
- **Exhibition Trails** can be selected by Theme and Country (examples: “Mediterranean” as a theme, and “Spain” or “Portugal” as a Country, with a map and “Itineraries” of objects with information related to various times and places for each.

El-Legado Andalusi, available in [English](#), Spanish, Arabic or French, is a major project of several European institutions to restore the cultural connections and create awareness of the heritage of al-Andalus. The project includes exhibitions, articles, and a map/tourism feature called **Las Rutas de al-Andalus** with text, video and animated map highlighting different periods and features of history on the Iberian Peninsula. A related site in several languages is a tour in word, map, and image of cities on several routes called “**Cultural Itineraries**” or “**Itinerarios Culturales**” which can be approached from several links on the site. Be patient until you find all of the interactive features—they are worth it. Another feature related and linked to the site is the story of **Ibn Khaldun, or Ibn Jaldun**, the father of sociology. This site is packed with sights, sounds, and information.

LANGUAGE TEACHING — these downloadable files for handouts are related to websites and articles on

the many loan words from Arabic to Spanish, Portuguese and English, especially American English.

- From the excellent site [Spanish Pronto](#), a short [handout of Arabic words in Spanish to download](#).
- An article on Arabic and Spanish language [Arabic Contributions to the Spanish Language](#) to download with link to the site of origin.
- List of Arabic words in English and Spanish with definitions as an MS Word file, [“Spanish”s Arab Connection](#)” with link to original

Cantigas de Santa Maria at <http://www.pbm.com/~lindahl/cantigas/> is a site with audio files, poems, images and explanatory texts related to the effort of Alfonso el Sabio to preserve the music, musical instruments, and texts of songs, which grew out of the long relationship among Muslims, Christians and Jews in the Iberian Peninsula. The musical (MIDI files) and lyrics site link is here, in the original language with translations. Alfonso X, or the Wise (el-Sabio) was the Christian king who supported the major translation effort of the 11th to 12th century at Toledo and other centers through which most of the legacy of science and philosophy was passed from Muslims to Europeans, contributing to the Renaissance and Scientific Revolution.

- A site with information on Alfonso X with dates, maps, texts, biographies of major figures, and links to Cantigas in English/Gallego-Portugués also has music files from the Cantigas.
- A separate, but related site is Alfonso X Book of Games which relates the story of many familiar games that were passed from Spain to Europe, with images from the medieval manuscripts and much more.

The documentary film *Cities of Light* explores the history and culture of Islamic Spain from the eighth to the fifteenth centuries, with particular emphasis on the factors that created the conditions for religious tolerance and the outcomes of cultural and economic flourishing that resulted, as well as the downfall of tolerance ending in expulsions and the loss of the heritage of tolerance. The companion website features a full set of lessons, both for comprehension and for enrichment, as well as an array of interactive features on arts and science, material culture, slide shows, video clips, maps, articles and discussion guides.

- Visit the site at www.islamicspain.tv and see information on the 20,000 Dialogues civic engagement project.
- See especially the Lesson Plans, which include maps and a geography lesson on the Iberian Peninsula, a historical timeline, film guide and discussion activities, Andalusian Arabic poetry in English, the transfer of knowledge, an activity on the real and the legendary El Cid, a piece of historical fiction “The Sword,” a reading on the background of the Abrahamic Faiths and much more, all downloadable as pdf files.

The University of Maryland **Center for Renaissance and Baroque Studies** (CRBS) “Crossing Borders, Breaking Boundaries” Summer Teacher Institutes at <http://www.crbs.umd.edu/crossingborders/index-all.shtml> differ from most institutes in three ways (1) they involved multi-disciplinary teams of teachers from Maryland and regional middle and high schools, (2) they involved the arts in the full range of the

word, and (3) there was extensive follow-up during the next year, with teachers coming back to critique and hone the lessons they developed before they are posted on a permanent lesson plan database. **Numerous lessons in the database were created by foreign language teachers, and fine arts teachers have posted many lessons that work across the curriculum.**

A list of some **Saudi Aramco World Magazine** articles available online at <https://archive.aramcoworld.com/index/BackIssues2010.aspx>, with recent issues including images, and all printable with searchable images from their archive:

- “From Arabic to English“
- “Natural Remedies of Arabia“
- “The Art and Science of Water“
- “The Poet King of Seville“
- “Arabs, Almonds, Sugar, and Toledo“
- “Ishbiliyah: Islamic Seville“
- “Science in Al-Andalus“
- “The Other 1492“
- “Europe’s New Arabic Connection“
- “A Man of Two Worlds” (Leo Africanus)
- “The Coming of the Portuguese“
- “The Mexican Kitchen’s Islamic Connection“
- Esteban of Azemmour and His New World Adventures“
- “Arabian Memories in Portugal“

Irrigation and Society in Medieval Valencia is a full-text book online by Professor Thomas Glick, a scholar on technology, hydraulics and science in Muslim Spain.

Acerca de la Sociedad De Re Militiari is a site dedicated to medieval warfare and has articles on battles in Spanish as well as English, including the Crusades, the Reconquista, and others, using both primary and secondary sources from both sides, including Arabic sources.

Ceramic Arts: Articles and an extensive site on the link between Spain, Italy, Central Asia and Mexico in the art of Majolica ceramics:

- [Ceramica y Cultura, Museum of International Folk Art in English and Spanish](#), including free curriculum guide in both languages (start from English/Spanish page, then go to “Education” link in each for curriculum in target language. Download the curriculum at <http://online.internationalfolkart.org/mayolica/education/Ceramica-curriculum.pdf>: The Story of Spanish and Mexican Mayolica
- [Ceramics Today article: Andaluca’s New Golden Pottery](#) on the revival of lustreware in Spain at <https://contractorquotes.us/andalucias-new-golden-pottery/>.
- [Ceramics Today article: Zillij in Fez](#) on the continuing craft of mosaic work in Morocco, with the link to Spain.

CMCU Workshops – Teaching Resources

Teaching Resources – World History/Geography

The links and resources here are related to effective and innovative teaching of World History and Geography according to sound, standards-based, frameworks based on recent scholarship.

See also map resources in the bibliography on this site.

Models and Frameworks for Teaching World History and Geography PPT posted on the Alliance of Civilizations Education theme page, on widespread standards-based models for teaching about the world at the middle school and high school, collegiate level.

The Center for History and New Media at George Mason University has an array of resources to help with world history content, thinking skills, and evaluation of existing resources on the web. A partial list of those projects is:

- *World History Matters* is a portal to a variety of world history teaching and learning resources including those that follow.
- *World History Sources* includes features entitled *Finding World History*, *Unpacking Evidence*, *Analyzing Documents*, and *Teaching Sources* with examples of different types of sources and scholar interviews, as well as a practice lesson for each called *You Be the Historian*.
- *Finding World History* is a set of website reviews by period/world history eras and region
- *Women in World History* offers help with a hard-to-find topic, with website reviews, primary and secondary source activities and more.
- *Children and Youth in History* offers primary sources, website reviews, teaching modules and case studies arranged by world regions, across a range of historical periods.

Where Is the Middle East, a slide presentation at <http://mideast.unc.edu/where/> by the Carolina Center for the Study of the Middle East and Muslim Civilizations at the University of North Carolina, Chapel Hill, shows the changing configurations of military/strategic regional designations related to the Near East and the Middle East since the term was first coined by naval strategist Alfred T. Mahan in the early 1900s.

Bridging World History is a teaching resource from www.Learner.org for world history survey courses that includes an interactive online Travelers feature, video program segments on issues of scholarship with leading world history scholars, primary source packets and readings, and other resources, enough for an entire course. Much of the site has been removed but parts of it may be found online at <https://www.learner.org/resources/series197.html>

World History Connected Online Teaching Journal is the premier teaching journal for the new world history at <https://worldhistoryconnected.press.uillinois.edu/>

The Silk Road Foundation is an extensive resource on the culture, geography and scholarship of the ancient Asian overland routes through Central Asia, from the Far East to the Middle East.

The Internet History Sourcebooks Project at Fordham University, a collection of public domain and copy-permitted historical texts presented cleanly (without advertising or excessive layout) for educational use.

World History for Us All Online Curriculum begins with a set of lessons on Big Geography called Getting Our Bearings: Maps of Space, Time and History and Introduction to Big Geography to help students learn about the world as a whole, at different ways of viewing its parts, concepts such as continents and plate tectonics, and how its physical, biological and human spheres. These lessons also lay the groundwork for students to grasp largescale ways of looking at the world through different scales of time and space, and varying them throughout the course.

The Indian Ocean in World History (at www.indianoceanhistory.org) is a map-based online resource for K-12 students and teachers, sponsored by the **Sultan Qaboos Cultural Center** in the Middle East Institute. The interactive site traces the movement of people, goods, ideas and technologies from earliest human migrations through the eras from 90,000 B.P. to the present, through the Ancient, Classical, Medieval, First Global, Industrial and Imperial, and Twentieth Century/Globalization Eras. Students have the opportunity to engage with primary sources through text, image and historical inquiry skills. SQCC also has numerous lessons for K-12 teachers, and cultural features for the public. The site was reviewed in the online journal *World History Connected* at <http://worldhistoryconnected.press.illinois.edu/8.1/maunu.html> and on the Center for History and New Media *World History Sources: Finding World History* at <http://chnm.gmu.edu/worldhistorysources/r/360/whm.html>.

Playing History is a website where teachers can find and evaluate free historical games, interactives and simulations for the classroom. Playing history aggregates info on these resources in a simple, searchable database making it easy to find, rate, and review historical games. There are currently over a hundred shared games organized for easy searching by tags, keywords and other criteria.

CMCU Workshops – Teaching Resources

Teaching Resources – Elementary/Middle School

Activities for the Classroom

The University of Pennsylvania's Penn Museum, a leading institution for study of archaeology and ancient history, has a number of activities for the world history classroom that are very attractive and fun, with downloadable booklets and online activities:

- [Write Like a Babylonian](#) is an online cuneiform site
- A [Mayan pottery puzzle](#) online activity
- [Living in Balance: the Universe of the Hopi, Zuni, Navajo and Apache](#), a guide on the Southwest for Grades 4–5
- **Travel Log: A Mediterranean Journey** introduces students to Classical History- the history of the ancient Greeks, Etruscans and Romans- and the artifacts in the collection. Games, puzzles, and opportunities to sketch highlight specific historic themes and make learning fun!
- **Travel Log: An Ancient Egyptian Journey** introduces students to Ancient Egyptian history and the artifacts in the collection. Games, puzzles, and opportunities to sketch highlight specific historic themes and make learning fun!
- Go to the Penn Museum website for many more!

Non-Fiction Trade Books

- David MacCaulay. *Mosque*. New York: Houghton Mifflin Books, Inc., 2003. (See also for comparison of sacred and secular architecture, by the same author/architect, *Cathedral, Castle, City, Pyramid*, and others.)
- *What Do We Know About Christianity; What Do We Know About Judaism; What Do We Know About Islam; What Do We Know About Hinduism; What Do We Know About Buddhism;* and other titles on historical periods and cultures. New York: Peter Bedrick Books, various copyrights and authors.
- Free online resources at AMIDEAST, including introductory articles on Islam, Arabic language, and contemporary affairs are found as pdf files at http://www.amideast.org/publications/free_resources.htm. The searchable AMIDEAST catalogue features many stories, non-fiction books and teaching resource binder products, in addition to realia, decorative items, and posters.

Magazines

Saudi Aramco World Magazine is a rich and historically reliable resource on a wide variety of topics concerning history, culture, technology, the arts and sciences, and wonderful images. Not to be missed are the “classic” special issues on topics such as Islam and Science, the Age of Discovery and the Middle East, Al-Andalus, the Indian Ocean, and others. The full articles are now available online, in addition to an extensive photoarchive for educators and others. A recently added feature of the magazine is a teacher's guide to articles in the current issue.

Classroom magazines from Cobblestone Publishing Company (www.cobblestonepub.com) include numerous issues related to Muslim populations and geography around the world, Islam, Muslim history and world history.

- Younger children will benefit from *Appleseeds* and *Faces*, including for the former “Islam Today,” and “Arab Americans,” and for the latter issues on Mali, Jordan, Morocco, and many other people and places.
- Among the most useful for upper elementary and middle school is *Calliope: Exploring World History*, issues on “Islam,” “Ibn Battuta,” “Al-Ma’mun,” “The World of the Ottoman Sultan Suleyman the Magnificent,” “The Crusades,” “The Qur’an,” and most recently, “Arabic Lights,” and “A World of Faiths” (on all the major world religions). Other titles are also of interest.

Poetry, Stories, and Literature

- See this site’s bibliography tab for an extensive list of books for students assembled by well-known children’s author Rukhsana Khan.
- Amideast’s Title List contains many ideas for literature activities for various age groups from ancient history to the present.
- www.poemhunter.com
- <http://www.poets.org>
- Sarah Conover and Freda Crane, (eds.). *Ayat Jamilah: Beautiful Signs: A Treasury of Islamic Wisdom for Children and Parents*. Spokane, WA: Eastern Washington University Press, 2004.
- Florence Parry Heide and Judith Heide Gilliland (illustrated by Mary GrandPré). *The House of Wisdom*. New York: DK Publishing, Inc., 1999.

Art activities

Dover Publications is a heritage publisher specializing in facsimile editions of early lithographic books, inexpensive literature, art and craft books, antique mail-order catalogs, and historical design and art books in very inexpensive editions. They are an invaluable resource for the teacher who wants to integrate art into the social studies classroom. The Dover Design Library is only one part of a marvelous art-historical resource for teachers that includes a world-wide collection of cultural designs from architecture, textiles, ceramics, and jewelry. Another important note is that many of the designs and images are copyright free. Another great resource for the classroom is the Dover collection of coloring books, including accurately drawn historical coloring books that help students focus on details of long-ago scenes, clothing, houses, and everyday life, as well as designs and arts from many cultures and periods. There are also coloring books for cross-curricular activities involving science and geography in the series.

Other activities

Playing History is a website where teachers can find and evaluate free historical games, interactives and simulations for the classroom. Playing history aggregates info on these resources in a simple, searchable database making it easy to find, rate, and review historical games. There are currently over a hundred shared games organized for easy searching by tags, keywords and other criteria.

CMCU Workshops – Teaching Resources

Teaching Resources – Teaching with the Arts

This section provides a series of links to access art-related teaching resources.

- [MCREL Visual Arts Standards](#) (common denominator for many states, illustrates cross-curricular teaching mandates nationwide). See [all MCREL Standards](#)
- The Getty Museum [Building Visual Arts Lessons](#) (standards-based professional development guide) on how to create an arts lesson and lesson template
- “[Art For Kids: Elements, Principles and Other Concepts](#)” is a resource on teaching with the arts that was identified by a student group in Deborah Ward’s classroom in Delaware. Thanks, Carrie!
- [Artistic Exchange Lesson](#) keyed to the National Gallery Brochure [Artistic Exchange: Europe and the Islamic World](#) by art historian Rosamond Mack
- [Iraq & China: Ceramics, Trade and Innovation](#) online exhibit and texts about the long-term exchange in ceramic techniques, technologies and styles between Southwest Asia and the Far East, Smithsonian Institution, Washington DC
- [Encompassing the Globe](#), an exhibit with text and Google Earth interactive features on trade across the oceans during the first global era, 1500-1800.
- [Ceramica y Cultura, Museum of International Folk Art](#) in English and Spanish, including free curriculum guide in both languages (start from English/Spanish page, then go to “Education” link in each for curriculum in target language. Download the curriculum: [The Story of Spanish and Mexican Majolica](#)
- Islam and Music Theory from [www.MuslimHeritage.com](#)
- [Freer and Sackler Galleries Online Guides for Teachers](#), and external links on arts teaching resources
- Smithsonian Institution Freer and Sackler Galleries [Arts of the Islamic World: A Teacher’s Guide](#) features lessons created by fine arts teachers based on objects from the galleries, with historical background, information, and cultural features. The pdf format is 2-color printed, while the version for purchase includes color art cards with the featured objects. See also the 3-part *Arts of Buddhism* and *Puja* on Hinduism on the [Smithsonian Freer and Sackler Education resource page](#).
- A new series called [Art Through Time: A Global View](#) by Annenberg Media (Lerner.org) is an interactive site with themes and videos that help students understand the connections among cultures in various genres of art, including objects intended and not intended to be “art.” Very attractive and sophisticated teaching resource.

- [National Gallery of Art Artistic Exchange Brochure](#), National Gallery, Washington DC and companion [Lesson Guide](#) traces the evidence of trade, stylistic exchange and influence between Europe and the “Islamic World” based on the art historical scholarship of Rosamond Mack, author of *From Bazaar to Piazza* (University of California Press, 2001). A related exhibit at the Metropolitan Museum of Art is [Venice and the Islamic World](#).
- [Archnet Digital Library](#) a global collection of images and information on significant Islamic architecture, is part of Archnet, an international online community for architects, planners, urban designers, landscape architects, conservationists, and scholars, with a focus on Muslim cultures and civilisations. It was “developed at the [MIT School of Architecture and Planning](#) in close cooperation with, and with the full support of [The Aga Khan Trust for Culture](#), an agency of the [Aga Khan Development Network](#). The Aga Khan Trust for Culture is a private, non-denominational, international development agency with programmes dedicated to the improvement of built environments in societies where Muslims have a significant presence.”
- There are three Aramco Virtual Tours, with 360 degree panoramic views: [Al-Haram al-Sharif \(Dome of the Rock and Al-Aqsa Mosque\)](#) hosted by the late, eminent scholar Oleg Grabar, the [Alhambra Palace Virtual Walking Tour](#), and the [Suleymaniye Mosque Tour](#) created by Saudi Aramco World is a virtual visit with spectacular views and explanations of the function, technical and artistic features of one of the most famous Ottoman mosques in Istanbul.
- An article on Art History that provides an overview of the western art traditions from the ancient Near East to the twentieth century is found at <http://fyifly.com/resource-guide-to-art-history/>

CMCU Workshops – Useful Websites

C. Useful Websites

This is a limited list of core websites related to these topics. These and many other specialized websites are described and linked on the Teaching Resource pages on this site under the relevant topics.

Readings and resources on Islam, information on resident and visiting scholars at the **Al-Waleed bin Talal Center for Muslim-Christian Understanding** are available from this and related links that can be found when exploring the site. Among the resources are the *Oxford Online Encyclopedia of Islam* [gated], the **Muslim-West Facts Initiative** (see below for link), and access to the Gallup polling site.

- Visit the site at <http://cmcu.georgetown.edu/about/resources/>

The **Berkeley Center for Religion, Peace and World Affairs** at Georgetown University has resources on teaching comparative religions or learning about some of the important issues that are seldom covered in the standard “thumbnail sketch” of world religions in history or geography survey courses. Five major world religions—Christianity, Buddhism, Hinduism, Islam and Judaism—are compared in terms of five issues. Brief essays by experts on these religions’ views of peace and violence, wealth and poverty, health and illness, justice and injustice, insiders and outsiders are complemented with numerous passages of scripture that allow access to the primary sources.

- Visit the site at <http://berkeleycenter.georgetown.edu>

The Islam Project is a multimedia effort aimed at schools, communities, and individuals who want a clearer understanding of this institution: complex, diverse, historically and spiritually rich, and—to many—mysterious and even forbidding. The project provides companion teaching resources for two PBS documentaries *Muhammad: Legacy of a Prophet* and *Frontline: Muslims*, a vibrant community engagement campaign, and an ambitious educational effort. The lessons are also suitable for stand-alone lessons on various aspects of Islam and Muslim history.

- Visit the site at <http://www.theislamProject.org>

The Indian Ocean in World History web site is a resource for middle and high school teachers and students studying world history, geography and cultures, and may also be useful for undergraduate survey course students as well. The website is a map with overlays for each of seven world eras, showing pictorial icons and routes linked to images and texts that explore long-term interactions in the Indian Ocean. The icons represent places, routes, travelers, objects, trade goods, documents, technologies, and geographic features. To facilitate interpretation of the primary sources, the map key includes a set of skills lessons with questions to ask about each type of icon. Each map is associated with a timeline that anchors world events during these eras. **The Sultan Qaboos Cultural Center**, sponsor of the Indian Ocean in World History project, has numerous interesting educational resources

on its website related to Oman and its fascinating history at www.sqcc.org.

The site was reviewed in the online journal *World History Connected* at <http://worldhistoryconnected.press.illinois.edu/8.1/maunu.html>) and on the Center for History and New Media *World History Sources: Finding World History* at <http://chnm.gmu.edu/worldhistorysources/r/360/whm.html>.

- Visit the site at <http://www.indianoceanhistory.org> OR www.sqcc.org/indianocean

The documentary film *Cities of Light* explores the history and culture of Islamic Spain from the eighth to the fifteenth centuries, with particular emphasis on the factors that created the conditions for religious tolerance and the outcomes of cultural and economic flourishing that resulted, as well as the downfall of tolerance ending in expulsions and the loss of the heritage of tolerance. The companion website features a full set of lessons, both for comprehension and for enrichment, as well as an array of interactive features on arts and science, material culture, slide shows, video clips, maps, articles and a portal where teachers can write to request a shorter version of the documentary for the classroom.

- Visit the site at <http://www.islamicspain.tv>

This is the companion website for the **award-winning documentary *Prince Among Slaves***. In 1788, the slave ship *Africa* set sail from the Gambia River, laden with hundreds of men, women and children bound for the Americas. Eight months later, those who survived the journey were sold in Natchez, Mississippi. One of them was a 26-year-old male named Abdul Rahman Ibrahima who was an African prince, educated heir to his father's kingdom. His claims of royalty were dismissed, and Abdul Rahman resigned himself to his fate, working for many years before meeting a physician who recognized him. The rest of the film tells how he attracted the attention of prominent American leaders and eventually returned to Africa with his wife, dying soon after his return. His descendants celebrate his legacy today. The companion website gives historical background on the historical figures, documents, and the period.

- Visit the site at <http://www.princeamongslaves.tv>

The Center for Contemporary Arab Studies (CCAS) is the only academic center in the United States focusing essentially on the Arab world—the region from Morocco to the Gulf. CCAS has had a strong program of educational outreach for the past 25 years, having received its first Title VI grant to establish a National Resource Center on the Middle East in 1997. Under Director of Educational Outreach Zeina Seikaly, the educational outreach program holds teacher workshops, Saturday seminars, summer teaching tours, and summer institutes, in addition to the lending library and consulting services. The website includes seven downloadable teaching units and more than 160 educational links for online resources.

- Visit the site at <http://ccas.georgetown.edu/outreach>

Who Speaks for Islam? What a Billion Muslims Really Think is one book that cuts through the media haze to expose the views of ordinary Muslims in a wide variety of countries. This book is the product of the Gallup World Poll's massive, multiyear research study, in which the organization conducted tens of

thousands of interviews with residents of more than 35 nations that are predominantly Muslim or have significant Muslim populations. These hot-button issues are addressed on this online resource in the form of short readings containing digests of the polling data, in video clips, and in the form of a Teacher's Guide for using the book in the classroom.

- Visit the site at <http://www.gallup.com/press/104209/Who-Speaks-Islam-What-Billion-Muslims-Really-Think.aspx>

World History For Us All is free, web-based curriculum has two major elements: 1) A logical conceptual framework of guiding ideas, objectives, rationales, themes, and historical periods, and 2) a rich selection of units, lessons, activities, primary documents, and resources that are linked to this overarching conceptual structure. The curriculum offers several special features: (1) It proposes the idea that humankind as a whole has a history to be investigated and that a world history course may be more than study of various "cultures," each disconnected from the others. (2) It has a unified chronology, organizing the human past into nine Big Eras, each encompassing changes around the globe. The curriculum does not use civilizations as the main units of history, but developments within major societies are richly explored.

- Visit the site at <https://whfua.history.ucla.edu/>

The Middle East Outreach Council (MEOC), established in 1981, is a national nonprofit organization working to increase public knowledge about the peoples, places, and cultures of the Middle East, including the Arab world, Israel, Iran, Turkey, and Afghanistan. Teachers will find interesting and useful resources on the site, and the organization's newsletter [Perspectives](#), contains timely articles and teaching materials in every issue—all archived on their website. [MEOC](#) is a national network of educators dedicated to disseminating apolitical and nonpartisan information, resources and activities furthering understanding about the Middle East. MEOC's target audience is non-specialists at the K-12 and college levels, although its services are also relevant to broader community needs. MEOC has members around the country and its services include a semi-annual newsletter, member list serve, annual book award and a website. MEOC is an affiliated organization of the Middle East Studies Association.

- Visit the site at <http://www.meoc.us>

The Center for Media Literacy *Media Lit Kit* is an integrated outline of the foundational concepts and implementation models for organizing and structuring teaching activities using a media literacy lens. The site includes a full curriculum for various age levels from K-14, including handouts and a slide show. Based on longstanding theoretical foundations, the kit reflects a philosophy of empowerment through education and articulates the key components of an inquiry-based media literacy education, including Five Core Concepts and Five Key Questions of Media Literacy for deconstruction or consumers of media.

- Visit the site at http://www.medialit.org/bp_mlk.html