



COUNCIL ON ISLAMIC EDUCATION

the Emergence *of* Renaissance

Cultural Interactions Between
Europeans and Muslims

A Thematic Collection of Cross Cultural Teaching Resources
Researched and Written by Susan L. Douglass and Karima Diane Alavi

COUNCIL ON
ISLAMIC
EDUCATION



CIE

The Emergence of Renaissance

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A Thematic Collection of Cross-Cultural Teaching Resources

Researched and Written by Susan L. Douglass and Karima Alavi

Developed with the collaborative and financial support of Dar al Islam



The Emergence of Renaissance: Cultural Interactions Between Europeans and Muslims

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NOTE TO THE READER:

Muslims pronounce a blessing upon the Prophet Muhammad whenever they mention him by name. The Arabic blessing **ﷺ** means “may the blessings and peace of Allah be upon him.” Although this formula is not printed within the text of this unit, it is intended that it be inserted in any reading by a Muslim.

Arabic terms, with the exception of names of people and places, and a few other words, have been set in *italic* type, with definitions provided *in situ*.

Dates are given in terms of the *common era* (C.E.), a convention referring to the common human experience, devoid of specific religious connotations.

This resource collection for educators is listed on the State of California’s *Instructional Materials Approved for Legal Compliance* list. Thus, each California school district may use up to 30% of its Instructional Materials Fund (IMF) allocation to purchase this unit.

COUNCIL ON ISLAMIC EDUCATION (CIE)

The Council on Islamic Education is a national, non-profit resource organization for K-12 educators, textbook publishers, education officials and policymakers, curriculum developers, and other education professionals. CIE is comprised of scholars of history, religion, education and other disciplines at major universities and institutions throughout the United States, as well as curriculum specialists and teachers. CIE works with textbook publishers during the development of new K-12 history-social science instructional materials, conducts in-service workshops for schools and school districts, and produces supplementary resource materials for educators to help them teach about world history in an inclusive and meaningful fashion.

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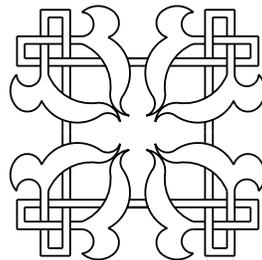
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From the Director...

As-salaam Alaykum (may peace be with you). We are pleased to provide this collection of teaching resources to educators striving to raise the bar in teaching world history. This unit (which is actually four units in one) has been produced to help equip educators with materials based on current scholarship on the civilization of the Renaissance and its antecedents. Far from a “clash of civilizations,” what one discovers in this meticulously researched and written collection is how closely intertwined various regions and cultures of the world have been from ancient times through the medieval period, and into the present. We trust that this resource will help educators cover different aspects of world history in a cross-cultural and authentic fashion, and enable them to meet the standards established in their states for teaching about the relevant subject areas.

I’d like to take this opportunity to thank Susan Douglass and Karima Alavi for their dedication to providing students with exciting and thought-provoking learning materials, and to express our appreciation for the on-going collaboration of Dar al Islam in supporting CIE’s work in the field of education. Thanks also are due to those who provide financial support for the efforts of CIE.

We welcome any comments or suggestions from educators and curriculum developers about this or other CIE publications. Our goal is to continue being your source for cutting-edge and innovative resources.

SHABBIR MANSURI
Founding Director



Authors’ Acknowledgments

All praise is due to the Creator. To Him do we turn for aid, and to Him is the return. We are grateful for having health and stamina over the lengthy period in which work on this collection was in progress. We pray that this effort in the service of education will be accepted by Him and that it bears fruit in the spread of knowledge.

Since this project began as quite a modest undertaking that rapidly grew into something much larger, and continued more than a year and a half beyond its expected time frame, the authors are most grateful to Shabbir Mansuri, whose vision and sense of proportion enabled him to let the creative process take its natural course. The fact that the Founding Director of CIE has such latitude for visionary thinking is in turn due to the generosity and trust of those who lent financial support for the research, writing, and publishing of this collection of teaching resources.

Among the numerous people who helped the authors with this project, the technical, logistical, and last but not least, moral and scholarly support provided by Munir Shaikh was vital to its completion. Suggestions at various stages, as well as review of the completed manuscript, were provided by CIE affiliated scholars Dr. Khalid Blankinship, Dr. Seyyed Hossein Nasr and Dr. Vincent Cornell. It is not hard to imagine the normal reaction of a teacher being handed a giant manuscript like this one for review during the academic year, but a number of educators offered generously of their time and professional expertise in a way that bears witness to their love of history and teaching, and we are grateful to them. Their comments strengthened the materials and activities, and gave us the confidence to carry the project to completion.

A most essential word of gratitude must go to the families of the authors, our husbands, Usama Amer and Abdur Ra’uf Declerck, who offered encouragement, support and assistance with content and technical challenges. Thanks also to our children who patiently bore our reduced presence as the project grew and reached a hopefully successful conclusion. It is for them, and for students like them, that we have invested our time and effort. We thank also the teachers who will bring these materials to life with their own creativity and interest.

Susan L. Douglass and Karima Diane Alavi

What Educators Are Saying About This Unit...

This resource is an excellent perspective on the Renaissance, shedding light and giving due respect to the varied cultural contributions. I can't wait to use it in my Global Studies course!...Our state standards put heavy emphasis on Renaissance times and after; this source will be great!

S. Barbara Hilyer, Teacher, Ashland High School, Ashland, OR

This is a rich resource that I will definitely utilize. There is no way that I could ever do the research and writing it reflects while teaching. The authors have raised the level of scholarship available to teachers, written it appealingly, and offered practical ways to involve students in the learning process.

Helen Finken, Teacher, City High School, Iowa City, IA

This unit is another of the same high-quality and well-balanced teaching materials offered by the Council on Islamic Education. The unit can easily stand alone, but will be especially useful for both teachers and students as an addition to existing material on Europe, the Middle East or the time period.

Denny Schillings, Instructor, Homewood-Flossmoor High School, Flossmoor, IL

I love the way this teaching unit is presented. It fills in many gaps which are all too common in our world history textbooks. I would encourage my school district to adopt this as a text supplement for all of our world history teachers. The primary sources are especially useful and show great potential for enhancing critical thinking skills. I wish there were more!

Ann Kennedy, Teacher/Social Studies Department Chair, Southeast High School, Oklahoma City, OK

This unit answers every world history teacher's dream: it shows how the world was connected. Students need to stop seeing the Renaissance as a Christian world phenomenon and start seeing it for the series of cultural interactions that it really was. I salute the Council on Islamic Education for a well-researched, incredibly thorough teaching unit. However one chooses to use this unit, it offers an infinity of possibility! Because of its variety of readings, questions, activities, and suggestions, it is extremely conducive for immediate use in the classroom!

Cyndi Thornycroft, Social Studies Teacher, Belleville West High School, Belleville, IL



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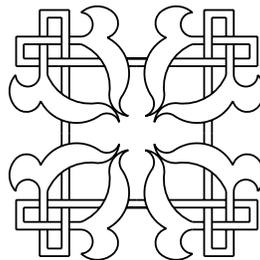
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Selected Illustration Credits

Page	Description	Source
9	Map: Extent of Muslim Territory, 1250-1500 CE	Hodgson, Marshall. <i>The Venture in Islam</i> , vol. 2. (Chicago: University of Chicago Press, 1974), p. 534.
44	Map: Trade Goods	Douglass, Susan. <i>Traders and Explorers in Wooden Ships</i> , Grade 5 (Herndon, VA: Intl. Institute of Islamic Thought, 1995), p. 16.
49	Map: Cities and Trade Routes in the Eastern Hemisphere, 800-1400 CE	Hodgson, Marshall. <i>The Venture in Islam</i> , vol. 2. (Chicago: University of Chicago Press, 1974), p. 75.
92	Opening chapter of the Qur'an	<i>Understanding Islam and the Muslims</i> (Washington D.C.: Embassy of Saudi Arabia, n.d.), p. 3.
132	Chart: Illuminating Europe's Dark Ages	"Arab Roots of European Medicine." <i>Aramco World Magazine</i> , 48:3 (May/June 1997).
189	brass pilgrim flask	Atil, Esin, W.T. Chase and Paul Jett. <i>Islamic Metalwork</i> . (Washington, DC: Freer Gallery of Art/Smithsonian Institution, 1985), p. 127.
189	porcelain Ming canteen	Atil, Esin, W.T. Chase and Paul Jett. <i>Islamic Metalwork</i> . (Washington, DC: Freer Gallery of Art/Smithsonian Institution, 1985), p. 133.
190	brass and porcelain candlesticks	Atil, Esin, W.T. Chase and Paul Jett. <i>Islamic Metalwork</i> . (Washington, DC: Freer Gallery of Art/Smithsonian Institution, 1985), p. 112-115.
190	brass handwarmer	Atil, Esin, W.T. Chase and Paul Jett. <i>Islamic Metalwork</i> . (Washington, DC: Freer Gallery of Art/Smithsonian Institution, 1985), p. 171.
191	Venetian brass and silver bucket	Atil, Esin, W.T. Chase and Paul Jett. <i>Islamic Metalwork</i> . (Washington, DC: Freer Gallery of Art/Smithsonian Institution, 1985), p. 176.
191	brass and tin Mamluk lunchbox	Ward, Rachel. <i>Islamic Metalwork</i> . (New York: Thames and Hudson, 1993), p. 119.
192	sword of Charlemagne	Coe, Michael D. et. al. <i>Swords and Hilt Weapons</i> . (New York: Barnes & Noble Books, 1993), p. 36.
193	sword of Sancho	Coe, Michael D. et. al. <i>Swords and Hilt Weapons</i> . (New York: Barnes & Noble Books, 1993), p. 40.
193	watered steel sword patterns	al-Hassan, Ahmad Y. and Donald R. Hill. <i>Islamic Technology: An Illustrated History</i> . (Cambridge: Cambridge University Press/UNESCO, 1986), p. 256.
193	watered steel blade with jade handle	Atil, Esin, W.T. Chase and Paul Jett. <i>Islamic Metalwork</i> . (Washington, DC: Freer Gallery of Art/Smithsonian Institution, 1985), p. 229.
194	illustration of steel-making crucible furnace	al-Hassan, Ahmad Y. and Donald R. Hill. <i>Islamic Technology: An Illustrated History</i> . (Cambridge: Cambridge University Press/UNESCO, 1986), p. 260.
195	lustreware dish from Valencia	Rice, David Talbot. <i>Islamic Art</i> . (New York: Thames and Hudson, 1975), p. 155.
195	Cuerda seca tile from India, 1600s	Porter, Venetia. <i>Islamic Tiles</i> . (New York: Interlink Books, 1995), p. 91.

196	stenciled Iznik tile with lotus design and arabesques	Porter, Venetia. <i>Islamic Tiles</i> . (New York: Interlink Books, 1995), p. 105.
197	glass enameled beaker	al-Hassan, Ahmad Y. and Donald R. Hill. <i>Islamic Technology: An Illustrated History</i> . (Cambridge: Cambridge University Press/UNESCO, 1986), p. 152.
197	furnace for making artificial rubies	al-Hassan, Ahmad Y. and Donald R. Hill. <i>Islamic Technology: An Illustrated History</i> . (Cambridge: Cambridge University Press/UNESCO, 1986), p. 154.
198	precious stone inlay panels with bird design	Jones, Dalu, ed. <i>A Mirror of Princes: The Mughals and the Medici</i> . (Bombay: Marg Publications, 1987), p. 44.
199	Pietre dure tile with sunflower design	Jones, Dalu, ed. <i>A Mirror of Princes: The Mughals and the Medici</i> . (Bombay: Marg Publications, 1987), p. 131.
207	stenciled Iznik tile with floral design	Porter, Venetia. <i>Islamic Tiles</i> . (New York: Interlink Books, 1995), p. 108.
288	Brunelleschi's Church of S. Lorenzo (interior), c. 1419	Hay, Denys, ed. <i>The Age of the Renaissance</i> . (New York: McGraw-Hill Book Co., 1967), p. 86.
300	Durham Cathedral floor plan	Janson, H.W. <i>History of Art</i> . 5th edition. (New York: Harry N. Abrams, 1997), 336.
308	hypostyle masjid floor plan	al-Faruqi, Ismail and Lois Lamya al-Faruqi. <i>The Cultural Atlas of Islam</i> . (New York: Macmillan Publishing Co., 1986), p. 436.





Teacher's Guide

PURPOSE AND DESIGN OF THE RESOURCE COLLECTION

This collection of teaching resources provides an in-depth look at selected areas in which European and Muslim civilizations interacted during the period from 600 CE to 1500 CE. The materials collected here make up a complete unit of study, but their scope is larger than that of a typical supplementary unit. The collection is organized to allow teachers the flexibility to utilize the supplementary texts in a variety of ways, grouping the materials into a comprehensive study of the topic, or utilizing individual segments or selected texts and/or activities from the collection at appropriate points during the world history course.

OVERVIEW OF CONTENT

The collection of teaching resources is divided into four segments, each of which explores the historical development and expressions of a different aspect of Renaissance culture:

- SEGMENT 1:** Commerce and Travel
- SEGMENT 2:** Education and Scholarship
- SEGMENT 3:** Science and Technology
- SEGMENT 4:** The Visual Arts

The text, features and activities in the segments establish specific links to the Muslim world in each of these realms of development, as well as investigating and comparing the philosophical ideas, religious ideals, and values inherent in these cultural expressions in Christian and Islamic civilization, in addition to links with other world cultures. The unit is based on a core of texts that present the central ideas in each of the four segments, each divided into topical readings that can be used alone or in conjunction with the others. Introductory materials include a short reading on the definition of Renaissance and a skills lesson on footnotes. The skills lesson is provided because many of the readings, primary sources and document study activities are printed with footnotes, allowing the reader access to the sources used to prepare this unit.

FEATURES OF THE RESOURCE COLLECTION

- ✿ The four segments may be used as one unit, or as individual selections that stand alone.
- ✿ The texts are divided into topics of a few pages, which may be used separately or in sequence. Study questions and activities accompany most texts.
- ✿ Shorter features such as art and map activities, literature and primary source excerpts, document and picture studies, complement the texts, and enhance the learning experience for students with a wide variety of interests and talents.
- ✿ **A middle school text is provided for each segment, that may be used in conjunction with the ★ specially-marked activities suitable for 6th-8th grade or mixed-ability students.**
- ✿ Individual texts and activities may be implemented as supplements to various units and chapters in the world history survey course. **These selections are keyed to world history topics in the charts on pages TG-6 through TG-8.**

The lessons and activities in this collection make up a coherent, sequential whole which may be flexibly implemented—whole or in part—in the classroom. Several models for classroom utilization of the unit, and/or individual parts of it, are suggested in this teacher's introduction, below.

THEMATIC FOCUS

The overarching theme of the collection is linkage between Muslim and European cultures during the late medieval period and the Renaissance. The teaching resources explore four areas in which historians have identified links between the cultures of Muslim regions and Europe during the period from the 7th to the 16th centuries: in travel and commerce, in education and scholarship, in the sciences and in the visual arts. It would be insufficient, however, to provide a purely narrative account of these links. Instead, the goal of this resource collection is to present the reader with evidence, in a variety of forms, of the links between these two major cultures, in order to allow readers to interact with the evidence and to explore its implications.

These materials can provide an important supplement to the textbook and other compendia of world or Western history. As a result of covering history as a forced march through a series of individual cultures, teachers seldom have the means or the leisure to consider relationships and interactions among civilizations. Textbooks offer little help. The emergence of Europe from what used to be called the Dark Ages is a prime example. Textbook discussions of the Renaissance usually ignore the antecedents of the Renaissance, granting at most one sentence to the contribution of Muslims. This meager acknowledgment usually falls under the “refrigerator theory,” according to which Muslims preserved some Greek works in Arabic and passed them on, untouched, to twelfth century European scholastics. Recent historians, however, agree that the influences of Muslim cultures upon Europe during this period were much broader and deeper than such a brief acknowledgment would suggest. In addition, examination of these extensive contacts helps bring out common elements in European and Muslim civilizations, which are usually seen as very different, even confrontational.

An important sub-theme in this collection of teaching resources is the importance of values—held, shared and transmitted—in the process of cultural change. The discussion of links between European and Muslim civilization assumes that cultural change results in part from expression of beliefs and values by individuals and groups, giving rise to individual efforts, products, technologies, ideas and institutions. It is meaningful for young people, as students of history, to ask what a certain cultural artifact, achievement or event means in terms of the behavior that brought it about. We want them not only to be aware of what a given civilization did, but to reflect on why they may have done it. The idea that two civilizations perceived as very disparate could share a wide range of values—values that we maintain are embodied in that historical period called the Renaissance—may strike some as a novel idea. It is our hope that reflection on these ideas will help students to examine their own values and those in other cultures with which they come in contact.

SUGGESTIONS FOR IMPLEMENTING THE LESSONS AND ACTIVITIES

The texts in each segment may be used as a core curriculum, as teacher background reading for lectures or presentations, or they may serve as enrichment readings for qualified students. In addition to the basic texts, numerous features such as maps, slide and picture study activities, primary source excerpts, stories, art, and literature activities provide illustration, documentation and opportunities for students to interact directly with the historical material. These are generally accompanied by study questions and/or extension activity suggestions. The variety of materials helps meet the needs of individual learning preferences and talents. The variety of topics provides enrichment study for numerous world history units and chapters related to European and Muslim cultures. **For the middle school teacher, or for use with mixed ability classes, a text covering the main points in each segment is included for student reading. It is useful on its own, or as background to introduce the activities. Middle school (or mixed ability) readings and activities are marked throughout the resource collection with a ★ star.**

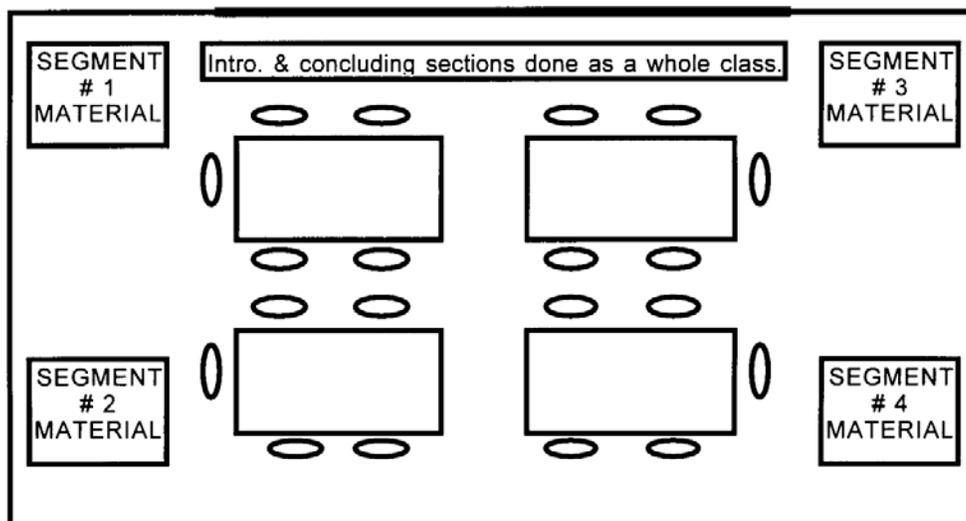
For secondary world history classrooms, the materials can be utilized as a complete unit or incorporated into one or more units of study. One method employs a self-study or group-oriented cooperative learning model. The second method involves use of individual components to supplement a variety of topics centered around several civilizations of the medieval and pre-modern period. In this way, selected materials are useful both for middle school and high school students.

METHOD A: COOPERATIVE LEARNING

Divide students into self-study groups, having each group work through the basic lessons and selected activities in one of Segments 1-4.

■ Procedure:

Arrange the materials for each segment attractively at four stations around the classroom, posting signs with the title of each. Instruct students to take 5 or 10 minutes to look over each, then select the station they wish to work at for the next 3-4 class periods. Each group will be responsible for preparing a 15-20 minute presentation summarizing the lesson content in panel format. Each student will participate in the panel, and prepare 1 or 2 activities or mini-projects for their portfolio. Panels should be encouraged to make use of visuals and primary source readings during the presentations. The presentations can take from 2-4 class periods, including 5-15 minutes for discussion and audience questions.



■ Note on Cooperative Learning Method:

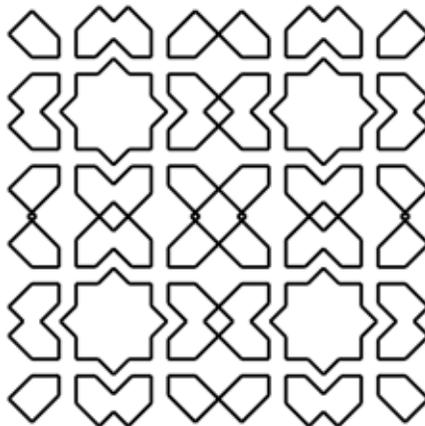
An outstanding and innovative method of cooperative learning is outlined in an article by Richard Lehrer, "Authors of Knowledge: Patterns of Hypermedia Design," in *Computers as Cognitive Tools*, (Susanne P. Lajoie and Sharon J. Derry, Lawrence Erlbaum Associates, 1993). The article lays out a very clear and concise method for allowing students to engage in individualized research and interaction with complex historical material using software called *HyperAuthor*, or similar authoring software. (The author offers free copies of his program.) Groups of students design linked presentation screens that can be viewed by fellow students. The method was tested on high-achieving groups and students who exhibited low motivation and achievement, and was found to be successful, particularly in developing motivation and conceptual understanding, as well as long-term recall and comprehension.

METHOD B: INCREMENTAL STUDY

The texts and activities in the four segments may be utilized as supplementary enrichment materials with several units or textbook chapters in the world history course, particularly for the medieval period. The four segments include periods from the 7th to the 16th centuries, on topics such as Islam and Muslim civilization, the rise of towns in medieval Europe, the 12th-century Renaissance, the Italian Renaissance and humanism, the Age of Exploration, and the Scientific Revolution.

■ Procedure:

Use the charts on the following pages to identify and select text supplements and enrichment activities for use in developing cross-cultural, multidisciplinary lessons on topics from medieval world history. Items marked with the star symbol—★—are appropriate for middle school students (6th-8th grade).



The Emergence of Renaissance

TEACHER'S GUIDE

USING THE RESOURCE MATERIALS TO SUPPLEMENT WORLD HISTORY TOPICS

NOTE: the star symbol—★—indicates materials suitable for middle school grades

World History Topic	Period	Segment	Title of Feature or Text	Page		
Islam and Muslim Civilization	632-1500 CE	1	Growth of Cities in Muslim Lands and Europe	11		
		1	Baghdad, Center of World Trade	18		
		1	Commerce and Travel in Muslim Culture	22		
		1	★Middle School Text: Trade and Travel in Muslim Lands and Europe	38		
		1	★Primary Source: Trade, Travel and the Seas in the Qur' an	48		
		1	★Map: Cities and Trade in the Eastern Hemisphere	49		
		1	★Words and Products from Muslim Lands	50		
		1	★A Merchant' s List of Imports to Iraq, 9th Century	52		
		1	★Primary Source: "The Sixth Voyage of Sindbad"	53		
		2	Look It Up: The Technology of Storing Ideas	67		
		2	The Role of Scholars in Muslim Civilization	71		
		2	Bayt al-Hikmah: the House of Wisdom	75		
		2	The Wisdom of the Ancients, Readings #1 and #2	88		
		2	★Map Activity: Paper Trail: the Geography of Paper-Making Technology	126		
		2	★How to Make Your Own Paper	130		
		2	★Primary Source: Al-Jahiz Essays on Paper and Books	131		
		2	Story Pair: Visit to Suq al-Warraqin	142		
		2	Historical Sleuthing: Is This Document Real or Fake?	150		
		3	Science and Religion The Inseparable Islamic Traditions	161		
		3	Primary Source: Links Between Muslim Scientific Study and Religious Faith	162		
		3	Contributions of Muslims to the Field of Mathematics	164		
		3	Contributions of Muslims to the Field of Chemistry	168		
		3	Contributions of Muslims to the Field of Astronomy	172		
		3	Contributions of Muslims to the Field of Medicine	177		
		3	Metalwork, Glass and Ceramics: Exporting Technology, Styles and Gadgets	187		
		3	★Middle School Text: Science and Technology in Muslim Lands and Europe	205		
		3	Botanical Travelers: Crop Transfers Across Muslim Lands before the Age of Exploration	212		
		3	★Poster Activity: "Snapshot from History: A Muslim Scholar of 9th-Century Baghdad"	235		
		3	The "Hakeem" and the "Renaissance Man"	238		
		4	Images of the Sacred: Masjid Architecture (+Slide Study)	297		
		Medieval Trade and the Rise of Towns in Europe	900-1400 CE	1	Muslim Lands and Europe: Geography of Exchange in the Old World	7
				1	The Legacy of Muslim Trade and Travel to Europe	24
				1	★Middle School Text: Trade and Travel in Muslim Lands and Europe	38
				1	★Map: Cities and Trade in the Eastern Hemisphere	49
1	★Words and Products from Muslim Lands			50		
1	Time Travelers: (John and Musa on Pilgrimage, 10th century)			59		
2	Education and the Rise of Universities in Muslim Lands and Europe			81		
2	The Wisdom of the Ancients (Intro, Readings #1, #3, #4)			88		
2	Chart: Illuminating Europe' s Dark Ages			134		
2	★Echo from the Past: "Who Were the European Translators of Arabic Works?"			136		
2	★Skills: What' s Wrong with This Picture?			158		
3	Document Study: The Plague Across Cultures			219		
4	The Fabric of Prestige and Elegance: Imports and Imitations of Muslim Textiles			264		
4	Slide Study: The Triumph of St. Thomas			280		
4	Slide Study and Map: Art/Economy/Geography (Mapping Trade from Paintings)			290		
4	Images of the Sacred: A Look at Religious Architecture of Christianity and Islam			297		

The Emergence of Renaissance

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NOTE: the star symbol—★—indicates materials suitable for middle school grades

World History Topic	Period	Segment	Title of Feature or Text	Page		
Renaissance & Reformation	1400-1600 CE	1	The Legacy of Muslim Trade and Travel to Europe	24		
		1	Cartography: A Sense of Belonging and a Place On the Map	27		
		2	Look It Up: The Technology of Storing Ideas	67		
		2	Education and the Rise of Universities in Muslim Lands and Europe	81		
		2	The Wisdom of the Ancients (all readings)	88		
		2	What Were the Values of Renaissance Humanism?	106		
		2	★Middle School Text: The Wisdom of Many Cultures from the Middle Ages to the Renaissance	116		
		2	★Map: Paper Trail, the Geography of Paper-Making Technology	126		
		2	★How To Make Your Own Paper	130		
		2	Chart: Illuminating Europe' s Dark Ages	134		
		2	Primary Source: Echo From the Past: Who Were the European Translators of Arabic Works?	136		
		2	★Going to School in Medieval and Early Renaissance Italy	138		
		2	★Story Pair: Suq al-Warraqin and A Day in Aldus Manutius' Print Shop	142		
		2	Skills: Historical Sleuthing: Is This Document Real or Fake?	150		
		2	★Skills: What' s Wrong with This Picture?	158		
		3	Metalwork, Glass and Ceramics: Exporting Technology, Styles and Gadgets	187		
		3	★Poster / Activity: "Snapshot from History: A Muslim Scholar of 9th Century Baghdad"	235		
		3	★The "Hakeem" and the "Renaissance Man"	238		
		4	Material Wealth: A Sign of the Times, A Reflection of Cultural Values	253		
		4	Student Activity: Looking at Home Inventories	258		
		4	The Fabric of Prestige and Elegance: Imports and Imitations of Muslim Textiles	264		
		4	Slide Study and Activities: Renaissance Fabrics	268		
		4	Optics Brings a New Perspective on Seeing and on Art	274		
		4	★Slide Study: Medieval and Renaissance Painting, Triumph of St. Thomas and The School of Athens [★teacher-modified]	280		
		4	Mathematics in the Visual Arts	285		
		4	★Slide Study: Art/Economy/Geography, or Mapping Trade from Renaissance Paintings	290		
		4	★Map for GeoArt: Western Trade Routes of the Middle Ages and Renaissance	296		
		4	★Middle School Text: Consumers, Scientists and The Visual Arts in The Renaissance	320		
		Age of Exploration	1450-1600 CE	1	Muslim Lands and Europe: Geography of Exchange in the Old World	7
				1	The Legacy of Muslim Trade and Travel to Europe	24
				1	Cartography: A Sense of Belonging and a Place on the Map	27
				1	★Middle School Text: Trade and Travel in Muslim Lands and Europe	38
1	★Map: Cities and Trade in the Eastern Hemisphere			49		
1	★Words and Products from Muslim Lands			50		
1	★Primary Source: "The Sixth Voyage of Sindbad the Seaman"			53		
3	Contributions of Muslims to the Field of Astronomy			172		
3	★Feature and Map Activity: Botanical Travelers: Crop Transfers Across Muslim Lands Before the Age of Exploration			212		
4	★Slide Study: Art/Economy/Geography, or Mapping Trade from Renaissance Paintings			290		
4	★Map for GeoArt: Western Trade Routes of the Middle Ages and Renaissance			296		
The Scientific Revolution	1500-1700 CE			2	Bayt al-Hikmah: the House of Wisdom	75
				2	Education and the Rise of Universities in Muslim Lands and Europe	81
		2	Wisdom of the Ancients (Readings #1, #3, #4)	88		
		2	★Middle School Text: The Wisdom of Many Cultures: from the Middle Ages to the Renaissance	116		
		2	Chart: Illuminating Europe' s Dark Ages	134		
		3	Science and Religion: The Inseparable Islamic Traditions	161		
		3	Contributions of Muslims to the Field of Mathematics	164		
		3	Contributions of Muslims to the Field of Chemistry	168		
		3	Contributions of Muslims to the Field of Astronomy	172		
		3	Contributions of Muslims to the Field of Medicine	177		
		3	Metalwork, Glass and Ceramics: Exporting Technology, Styles and Gadgets	187		
		3	★Middle School Text: Science and Technology in Muslim Lands and Europe	205		
		3	★Chart: Muslim Scientists on Europe' s Bookshelves, 15th Century and Beyond	233		

The Emergence of Renaissance

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NOTE: the star symbol—★—indicates materials suitable for middle school grades

World History Topic	Period	Segment	Title of Feature or Text	Page
Comparative Religions— Christianity and Islam		1	★Trade, Travel and the Seas in the Qur' an	48
		1	★Time Travelers: 10th Century Muslim and Christian Pilgrims	63
		2	Wisdom of the Ancients: #2, Analyzing Sacred Texts and Ancient Wisdom in Islam	93
		3	Science and Religion: the Inseparable Islamic Traditions	161
		3	Links Between Muslim Scientific Study and Religious Faith	162
		3	The Plague Across Cultures	219
		4	Images of the Sacred: A Look at Religious Architecture of Christianity and Islam	297
History of Science & Technology	900-1600 CE	1	Cartography: A Sense of Belonging and a Place on the Map	27
		2	Look It Up: The Technology of Storing Ideas	67
		2	Education and the Rise of Universities in Muslim Lands and Europe	81
		2	★Map Activity: Paper Trail: the Geography of Paper-Making Technology	126
		2	★Literature: A Day in Aldus Manutius' Print Shop	145
		2	★Skills: What' s Wrong with This Picture?	158
		3	Science and Religion: The Inseparable Islamic Traditions	161
		3	Contributions of Muslims to the Field of Mathematics	164
		3	Contributions of Muslims to the Field of Chemistry	168
		3	Contributions of Muslims to the Field of Astronomy	172
		3	Contributions of Muslims to the Field of Medicine	177
		3	Metalwork, Glass and Ceramics: Exporting Technology, Styles and Gadgets	187
		3	★Middle School Text: Science and Technology in Muslim Lands and Europe	205
		3	Feature and Map Activity: Botanical Travelers: Crop Transfers Across Muslim Lands before	212
		3	Chart: Muslim Scientists on Europe' s Bookshelves, 15th Century and Beyond	233
		3	★Poster: "Snapshot from History: A Muslim Scholar of 9th Century Baghdad"	235
		3	Feature: The Hakeem and the Renaissance Man	238
		4	The Fabric of Prestige and Elegance: Imports and Imitations of Muslim Textiles	264
		4	Optics Brings a New Perspective on Seeing and Art	274
		4	Mathematics in the Visual Arts	285
		4	★Middle School Text: The Visual Arts	320



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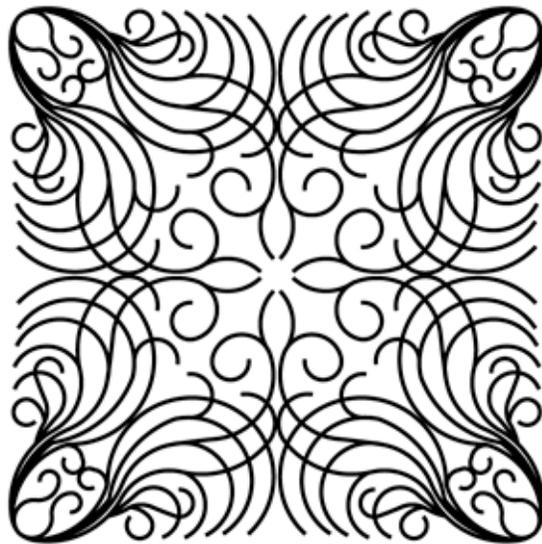
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Introduction



WHAT IS A RENAISSANCE?

When people hear the word “Renaissance,” they may conjure up colorful images of Italy or Europe long ago. What comes to mind are pictures of stately architecture, paintings of men and women in velvet and brocade robes with laces and elegant head dress. Beyond these images, however, people are often confused about just what changes or characteristics make up this period that is felt to be such an important turning point in Western history. It is useful to begin with the simplest approach—the dictionary definition—before looking into more difficult historical issues.

DEFINITION:

The *American Heritage Dictionary* describes “Renaissance,” a French word, in this way:

1. “a rebirth or revival.”
2. “the humanistic revival of classical art, architecture, literature and learning that originated in Italy in the 14th century and later spread throughout Europe.”
3. “the period of this revival, roughly the 14th through the 16th century, marking the transition from medieval to modern times.”

This definition contains many concepts and ideas that historians use to describe the period. Our understanding of these ideas changes with time, as each generation tries to understand the past for itself. How historians think about an important period depends on their sources of information, and on what they have been able to uncover about the past. Historians are also influenced by their own personal view of the world, and this in turn by the culture in which they live. For example, to earlier historians, the actions of kings and others in high office seemed significant, while common folk were barely mentioned. In our time, however, many historians have taken an interest in social history. This approach is natural for an era of mass culture and democratic world views.

An important change in the way we now view history is that we are learning to see it from a global viewpoint. Now that we have daily news from all over the globe, we should no longer be satisfied to look just at local history, or even at one civilization in isolation. Our current understanding of world history is based upon improving knowledge of many different cultures. Knowledge of multiple “histories” leads us to look for ways to put the puzzle pieces together, to look for connections and causal relationships in other cultures that interacted with the civilization we wish to understand.

In this study unit, we will closely examine some recent changes in the way historians think about the period when Europe emerged from the so-called Middle Ages, or medieval period. We will look for the roots of change in Europe and in other, sometimes faraway lands and cultures. We will need to go a step further than this, however, to make our study meaningful. The changes that brought

about the Renaissance reflected new ways of thinking by the people who contributed to this “rebirth” of learning, science, trade and urban life and culture. Changes in values, reflecting those things and beliefs we hold to be important in our lives, can influence major historical events and trends. Thus, we will examine factors that contributed to stimulating the European Renaissance, and look for parallels in a related culture—Muslim civilization. Though geographically close, these two cultures have sometimes seemed a world apart. We will discover, however, that these civilizations have more in common than what many textbooks would lead students to believe.

UNSTRINGING THE NECKLACE

A complex definition like the one cited above for *Renaissance* is like a string of beads. Historians have linked together ideas, dates, places and events to make an abstract word picture that stands for something very complex. Behind each of these parts is a body of knowledge and differing opinions among scholars. A library computer search of “Renaissance” will bring up tens and hundreds of books, each about a different aspect. World history courses, however, need to summarize many periods, cultures and events in history, so definitions can be helpful, if we do more than just try to memorize them for a test. By unstringing the beads, or parts of the definition, then examining each one, we can gain the understanding that helps us to remember and relate it to our growing picture of the world’s past. Let us look at some of parts of the definition, in detail:

ACTIVITY

(15 MINUTES)

1. Write a list of unfamiliar terms from the definition in the *American Heritage Dictionary* given above.
2. For each term, write on a 3x5 card a brief description based on prior knowledge or conjecture—an educated guess. Then, look up the words in a dictionary and fill in the correct definition.
3. **Grouping terms:** Fold a piece of paper into four columns, headed “What was it?”, “Where did it happen?”, “When did it happen?”, and “What effects did it have?” In each column, write the parts of the definition that answer these questions. In discussion, make a list of questions about the European Renaissance related to this definition, such as its origins, how it may be related to our time, and so on.

DESCRIBING THE RENAISSANCE

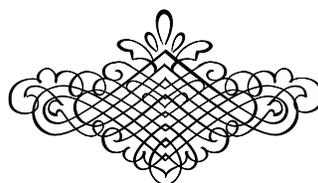
Looking at the terms in detail helps us to formulate questions about the Renaissance that our study will try to answer. It will also help us to evaluate historians’ views of the time. The key terms “rebirth” and “revival” are synonyms meaning “coming to life,” as following a death or a time of inactivity. Ideas of place (from Italy to the rest of Europe) and time period (14th to 16th century) seem quite straightforward. Two other, more complex ideas about the time of the Renaissance offer an important lead—“the transition from medieval to modern times.” This phrase tells us why people nowadays are interested in the Renaissance—it may be a key to understanding the enormous changes that brought about the “modern” way of life we know today. If such a development in history was so important, it would also have significant effects on other cultures in the world, or might have been influenced by changes in cultures outside of Europe.

Other terms in the definition relate to cultural expressions like the arts, literature and learning, which include the sciences. These refer to cultural manifestations or characteristics that we group according to their style and content, as well as the time in which they were made. Renaissance arts and culture have a certain “look and feel.” Two adjectives tell us more about their content and appearance: “classical” and “humanistic.” Classical is a term used to describe the styles and learning of the ancient Greeks and Romans. Sometimes it implies ancient knowledge from other cultures as well. “Humanism” is an intriguing term specific to the Renaissance, which contains the root “human,” a culturally universal term. Understanding both of these terms will require more elaboration. They will appear in several sections of this unit. Both are areas of interest to recent historians.

Unfortunately, textbooks and reference books often give a very limited view of historical events and their complex causes. Their discussion sometimes goes little beyond the culture and politics of the period and area under study, giving the reader only a few hints of what was happening in the rest of the world. For example, most textbooks still cling to the idea that the Renaissance “started” in Italy some time in the 14th century, without offering deeper explanations for such an apparently sudden flowering of culture. This should raise some questions in alert students’ minds:

- ✿ If the Renaissance is a rebirth of interest in classical, or Greek and Roman models, what had happened to all of that learning from ancient times to the 14th century? How was it suddenly re-discovered?
- ✿ Why would 14th century Italy abruptly “awaken” to a past lost for over a thousand years? Had culture been “dead” during this time? If so, how was it brought back to life? Did this classical heritage remain alive in another place or culture?
- ✿ Is Europe the only place where a renaissance of scholarship and the arts occurred, or have other cultures experienced such flowerings at certain times? What are the historical conditions for a cultural awakening?
- ✿ Did European Renaissance culture build only upon the heritage of the Greeks and Romans, or were other influences important as well? If so, what were they, and how were they passed on to Europe? When and where did these exchanges take place?
- ✿ Why has the Renaissance sometimes been viewed as the close of the Dark Ages, the Middle Ages, or the medieval period? What made the contrast seem so significant, and how is the Renaissance related to the changes that led to the culture of modern times?
- ✿ What do the arts, learning, and material goods of a culture tell us about the people who lived during that era? What can we learn about their values and beliefs by viewing the things they produced? How do these values compare with those of others, and with our own values of today?

In the segments that follow, we will explore these questions, trying to bring the period called the Renaissance, its ideas and values into a culturally broader focus.



STUDENT ACTIVITY

FOOTNOTES EMPOWER YOU, THE READER!



- **Situation:** Reading along in a book or article, you notice a little number¹, asterisk*, or dagger† spaced above the line of type. What do you decide to do? Ignore it and read on? Close the book and hide it? Shriek, “This is too hard!”?
- **What to do:** Empower yourself! Be a savvy reader! Look for the matching number or symbol at the bottom of the page you are reading. If you find it there, then you have just encountered a *footnote*. If it’s not at the “foot” of the page, you have met up with an *endnote*. Look for the number at the end of the chapter or article. Or, the book’s Table of Contents may refer to “Notes”. The endnotes will be grouped by chapter, under the number matching the note.
- **What notes are good for:** Footnotes offer a dialogue between the writer and you, the reader. They are similar to information in parentheses (which tells you something that doesn’t fit smoothly into the text). A note does the same job—adding extra information—while adding a minimum of clutter.
- **Anatomy of a foot- or endnote:** Some notes just contain text. They may give the definition of a word. The writer may include in a footnote an extra tidbit that was too good to leave out, or to explain a point in the text. These notes help you, the reader, to understand, or they give you tips for your own research or study.

Most footnotes contain references to other books and articles, sources that the author has used. They come in many styles, but this is a common form:

THE QUOTE:

*"I am like a book, both silent and talking; the content of my question is hidden in my answer."***

symbol

THE NOTE:

symbol

author/editor's name

book's title

where published

** George N. Atiyeh, ed., *The Book in the Islamic World* (Albany: State University of New York Press, 1995), p. 71.

who published

year published

page where the author got the information

Detective work with reference footnotes:

Footnotes that cite sources let you do two things:

1. Check up on the author; is he or she telling the truth? Is the author accurately using a quote? Is the quotation consistent in meaning with the source? Was it taken too far out of context?
2. Learn more about the book cited in the footnote; you can go right to the page the author used. You can follow a line of thinking or a research trail, looking for ideas and other sources on the topic you want to learn about. If you are reading a quote or excerpt from a book, you can read a fuller version, or the whole book.

TRY IT!

Pick a quotation from a book. Copy it, placing after it a footnote symbol or number. Then, write a footnote containing all of the style elements and information in the sample footnote. Look for other styles of footnotes and practice using them.