

# **Leadership and Legacy**

## **Muslim Women Remembered**

A Teaching Packet about Muslim Women in History

Elementary Teaching Packet

A project of Rabata,

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# Elementary Packet

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"History looks different when the contributions of women are included."  
-- The National Women's History Project

**Overview:**

The following material is assembled in hopes of “giving rise to women’s voices.” Its intent is to demonstrate a way that teachers and students can work together to promote awareness of both historic and contemporary Muslim women.

**Overall Learning Objective of Teaching Packet:**

To acquire attitudes which are essential for citizens of democratic pluralist societies, in particular intellectual honesty, open-mindedness, respect for truth, diversity, acceptance of differences, empathy and civil courage.

**Common Core Language Arts Standards**

Common Core Language Arts Standards	National Social Studies Standards
<p><b><i>Reading Informational Text:</i></b>  <b><i>Key Ideas and Details</i></b>            CCSS.ELA-LITERACY.RI.5.1            Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.            CCSS.ELA-LITERACY.RI.5.2            Determine the main idea of a text and explain how it is supported by key details; summarize the text.            CCSS.ELA-LITERACY.RI.5.3            Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  <b>Integration of Knowledge &amp; Ideas:</b>            CCSS.ELA-LITERACY.RI.5.8            Explain how an author uses reasons and evidence to support particular points in a text.            CCSS.ELA-LITERACY.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p><b>Culture &amp; Diversity</b></p> <ul style="list-style-type: none"> <li>• Assist learners to explore, comprehend, and apply critical information, ideas, and concepts that are common across societies, social institutions, cultures, and cultural perspectives.</li> <li>• Help learners comprehend cultural universals, such as norms, folkways, sanctions, social institutions, arts, and taboos and use them to analyze their own and other cultures.</li> <li>• Utilize comparisons of cultures or subcultures and their perspectives, whether they exist in the present or past, to highlight contextual understanding.</li> </ul> <p><b>Time, Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Help learners apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.</li> </ul>

	<ul style="list-style-type: none"> <li>• Enable learners to identify and describe significant historical periods and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations, the emergence of religious belief systems, the rise of nation-states, and social, economic, and political revolutions.</li> <li>• Guide learners in using such processes of critical historical inquiry to reconstruct and interpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, searching for causality, and distinguishing between events and developments that are significant and those that are inconsequential.</li> </ul>
<p><b>Writing:</b>  <a href="#">CCSS.ELA-LITERACY.W.5.1</a>          Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.2</a>          Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.4</a>          Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.7</a>          Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.8</a>          Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.9</a>          Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.10</a>          Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p><b>People, Places and Environment</b></p> <ul style="list-style-type: none"> <li>• Have learners describe how people create places that reflect culture, human needs, current values and ideals, and government policies.</li> </ul> <p><b>Individuals, Groups &amp; Institutions</b></p> <ul style="list-style-type: none"> <li>• Provide learners with opportunities to examine various institutions that affect their lives and influence their thinking.</li> <li>• Help learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical societies.</li> </ul>
<p><b>Language:</b>  <a href="#">CCSS.ELA-LITERACY.L.5.2</a>          Demonstrate command of the conventions of</p>	<p><b>Individual Development and Identity</b></p> <ul style="list-style-type: none"> <li>• Assist learners in articulating personal connections to time, place, and social/cultural systems.</li> </ul>

<p>standard English capitalization, punctuation, and spelling when writing.  <a href="#">CCSS.ELA-LITERACY.L.5.3</a>          Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <a href="#">CCSS.ELA-LITERACY.L.5.4</a>          Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> <li>• Help learners to appreciate and describe the influence of cultures, past and present, upon the daily lives of individuals.</li> <li>• Assist learners to describe how family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.</li> <li>• Have learners apply concepts, inquiry, methods, and theories in the study of human growth and development, learning, motivation, behavior, perception, and personality.</li> <li>• Help learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and their effects upon human behavior.</li> <li>• Have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, discrimination, and other behaviors on individuals and groups.</li> <li>• Help learners understand how individual perceptions develop, vary, and can lead to conflict.</li> <li>• Assist learners as they work independently and cooperatively within groups and institutions to accomplish goals.</li> </ul>
<p><b><i>Speaking and Listening:</i></b>  <a href="#">CCSS.ELA-LITERACY.SL.5.1</a>          Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.          Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <a href="#">CCSS.ELA-LITERACY.SL.5.5</a>          Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>Power, Authority, and Governance</b></p> <ul style="list-style-type: none"> <li>• Enable learners to examine the rights and responsibilities of the individual in relation to their families, their social groups, their community, and their nation.</li> <li>• Enable learners to describe the ways nations and organizations respond to</li> </ul>

	<p>forces of unity and diversity affecting order and security.</p> <ul style="list-style-type: none"> <li>• Have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.</li> <li>• Challenge learners to apply concepts such as power, role, status, justice, democratic values, and influence to the examination of persistent issues and social problems.</li> </ul> <p><b>Global Connections</b></p> <ul style="list-style-type: none"> <li>• Enable learners to explain how interactions among language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.</li> <li>• Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.</li> <li>• Have learners analyze or formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights.</li> </ul>
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**Unit Six: Lubna of Cordoba  
(10<sup>th</sup> century)  
Scholar and Community Leader  
Europe: Andalusia**

**Historical Significance:** Lubna of Cordoba was an important figure at the court of the Caliph. She was in charge of the royal library and grew it to thousands of titles. She was also a mathematician, poet, and scribe. She taught children mathematics and was an example of fulfilled intellectual opportunity for women in Muslim Spain.



## **Lesson Plan for Elementary Level:** **Lubna of Cordoba: Dream and Become!**

### **Historical Context:**

Cordoba (Qurtuba in Arabic) was the capital of Andalusia, or historical Spain. There were many prominent and scholarly women living there during the 10<sup>th</sup> and 11<sup>th</sup> centuries; in fact, all of Cordoba was teeming with intellectuals and artisans. The city was rich in agriculture, markets, and buildings all emboldened with new technologies, an accepting society that embraced different classes and faiths, and an intellectually stimulating milieu.

Time: 120 minutes (2-3 class periods)

### **Purpose/Rationale for Lesson:**

Learning positive stories about Muslim women in history breaks stereotypes. Learning social studies and language arts principles using narratives of Muslim women removes the narrative of hate, and the narratives that Muslim women are ‘oppressed and abused’ and replaces them with a normative narrative that reminds students that Muslim women are human and run the gamut of human experience.

### **Goals**

- To understand that enthusiasm and interest in work and study breed success.
- To scaffold learning by helping students understand terminology.
- To differentiate between genres.
- To work with different types of texts.

### **Lesson Plan Objectives**

- To introduce students to the world of 10th century Córdoba.
- To determine the main idea and supporting details of a text.
- To differentiate between fiction and nonfiction writing
- To recognize historical fiction
- To be able to identify, describe, and write a ballad poem.

### **Essential Questions**

- What observations and findings can we make regarding 10th century Córdoba?
- How can we use pictures and sentences to help us understand unknown vocabulary?
- What strategies can we use to help us find the main idea and supporting details, and to summarize the text?
- How do writers use words to share their opinions?
- How do we find clues about characters in non-fiction and in fiction?
- What is a narrative poem? How can we use language to tell stories?

## Activity Choices:

### Warm Up Activities:

- **Song and media presentation**
  - Post or project *I Go Out Walking in Córdoba* song. Model the song for the students. Then have them sing along with you. Ask them if they can guess what the lesson will be about based on the song.
  - Show [1 day in Cordoba](#) and/or [City Walk in Córdoba](#) videos. Lead students in a discussion about what they observed. Tell students that today they will learn about Córdoba and a famous person who once lived there.
  - Read *Historical Background* as a class and have students compare the reading with their observations as a whole class discussion.
- **Library**
  - Visit the school library.
  - Librarian reads a fiction story and a nonfiction story to the students.
  - Students do the attached worksheet (Non-Fiction and Fiction)
- **Women around the world**
  - Place a world map on the smart board – ask students where their grandparents or ancestors were from. Mark those spots on the map. Next, show pictures of women the students have heard of or studied previously on different continents [possibilities – Africa: Nana Asma’u/ India: Razia Sultan /USA: Amina Asilmi or Sr. Clara Muhammad]
  - Play “pin Lubna on the map”. Show children where Andalusia/ Spain is. Tie a ribbon around their eyes (lightly), spin them a bit, and see if they can tape or pin a picture of Lubna to the map. Have fun finding out where everyone pinned their pictures.
  - Show a map and photographs of Spain. Present as the place where Lubna once lived.
  - **Gallery Walk (See attached handout.)**
    - a. Print pictures for gallery walk and post them around the classroom.
    - b. Have students write what they notice on the observation forms. Students will share their findings with the class.
    - c. Read *Historical Background* as a class and have students compare the reading with their observations as a whole class discussion.

### Vocabulary Activities:

- See attached vocabulary lists. Choose the words you would like to explicitly teach to students. As you teach each word, have them turn to a partner and verbally use each vocabulary word in a sentence.
- Have students complete the vocabulary word chart. See attached worksheet.

- Create a word wall with the suggested vocabulary - let children work in groups to create mind maps of related words.
- Find all the color words in the story. Create a color dictionary and include as many interesting color words as is age appropriate.
- Prepare vocabulary words on index cards. Group students and have them sort vocabulary words prior to reading into “known”, “familiar”, and “unknown”. Students will share their findings.
  - Teach vocabulary words from “unknown” and “familiar” category. Have students complete the vocabulary sheet.
- Copy and cut out vocabulary words and definitions. Have students sort out which word belongs with which definition.
  - Have students match the definition to the word.
- Complete the vocabulary chart attached

## Using the Texts.

### 1. Use the fiction and nonfiction texts:

- Read the Read Aloud story to the students. Use the guided questions found next to the text. Alternatively, good readers could read it on their own.
- Try some of the following reading comprehension activities:
  - Use a retelling glove.
  - Make a story cheeseburger.
  - Use a yellow brick road to retell the story.
  - These activities and more are found here:  
<https://www.weareteachers.com/second-grade-reading-comprehension-activities/>
- Hand out the NonFiction texts. Use reading strategies.
- Lead students through the text using the guided questions in the handouts section.
- Model main idea and supporting details and a completed bubble map.
- Have students complete *Lubna of Cordoba* bubble map independently. Allow students to use their graphic organizer to write a brief summary of the text.

### 2. Become an illustrator!

- How do illustrators make the pictures in books? Look at different books in the library – identify how the artist might have made the drawings. [For example – Eric Carle uses paper, others use paint, or line drawings, and others the computer.]
- Go to the art room and experiment with different media.
- Print, cut, and paste the fiction story “The Little Girl with Big Dreams” onto cardboard and paper that will be the children’s book. Give students paper to create illustrations for each page. Glue their drawings into the book. Bind the book with thread, or staples, or folds. Create a library of books in your classroom.

- Students can take their illustrated book to lower grade classrooms and read the book to younger students.
- Discuss the process of illustration. How does it give meaning to the story?
- Create a gallery of the class stories. Ask children to respond to how the story feels based on the different illustrations.

### 3. Become a poet!

- a. Remind students of earlier lessons around poetry. Explicitly teach ballad poetry.
  - b. Read the text and find the elements of a ballad poem. Read the text with a stanza and read it without. Let students discuss which they prefer.
  - c. Complete the worksheet about ballad poems
  - d. Extend with more ballad poetry
- **Wrap up**
    - Have students complete the sentence frame: Lubna of Córdoba was special because\_\_\_\_\_.
    - Lead students in a brief discussion about Lubna’s perseverance. Using chart paper, lead a shared writing activity listing the good habits Lubna must have had in order to achieve her accomplishments. Briefly discuss how students can use those traits in their lives.

## Writing activities:

### 1. Librarian Letter

- Tell students they will write a letter to Lubna suggesting a book. Model exemplar letter writing for the students.
- Allow students to select a book they enjoyed and would recommend to her.
- Provide students with attached letter frame to prepare for writing and have them complete it. Have students write their letter using the letter frame as their guide.

### 2. Summary

- Have student write a brief summary of the texts. Give students one sheet of paper to pass around to the partners at their table. Allow them to write a brief summary of the collection of texts by having each student write one sentence and pass the paper to the next student until the summary is complete. Encourage students to use sequencing words in their summary such as first, next, etc.
- Allow student groups to share out their summaries with the class.

## Differentiation:

### *Scaffolding*

- Chunk the text.
- Partially completed bubble map.

- Cloze sentences (sentence frames) for vocabulary chart.
- Vocabulary handout in advance.
- Mini-lesson: turning the text dependent question into an answer.
- Sample text dependent questions provided.
- Chunk the text.

### *Higher-level learners*

- Research Córdoba and make a poster advertisement that includes photos, brief history, and important sites to visit.
- Complete a Venn diagram comparing Lubna's life to your life today.
- Research Granada or Toledo Spain, which were also considered cities of learning and forward thinking. Compare and contrast Córdoba's history and advancements with that of Granada's or Toledo's.
- The Moor's empire extended to include Portugal, Spain, and parts of Southern France. They were the most advanced civilization in Europe for almost 800 years. Research the causes of the rise and fall of the Moorish empire.

## **Additional Activities and Extension:**

### **1. Compare the fiction and non-fiction texts. Ask guided questions**

To write historical fiction, writers do a lot of research so that they know how things were different and how they were the same in the place and period they write about. In the fiction story, what are some things that might be true, but we really do not know for sure? And what are some things that are made up, even though something similar might be true? (dialogue, etc.)

### **2. Study ballad poetry: See .**

<https://www.teacherspayteachers.com/FreeDownload/Traditional-Ballads-1844868> for great ideas.

### **3. Librarian Activity**

- Introduce a book review to the students by preparing and demonstrating a model and exemplar for them.
- Allow students to select a book they enjoyed and would recommend for the classroom library.
- Provide students with attached book review graphic organizer to prepare for writing.
- Have students complete the graphic organizer to write a book review for their suggested book.
- Have students write their book review using the graphic organizer as a guide.

## Teachers Resources:

1. Fiction text
2. Nonfiction informative essay and paragraphs
3. Ballad
4. Warm Up Activities:
5. Historical background
6. Nonfiction and fiction worksheet
7. Gallery walk
8. Gallery walk worksheet
9. Vocabulary activities, list
10. Vocab exercise 1
11. Additional vocabulary exercise
12. Vocabulary matching
13. Using the texts: guided questions
14. Bubble map for nonfiction text
15. Text dependent questions graphic-organizer
16. Cutouts for illustrated book
17. Student handout for ballad work
18. Librarian letter
19. Nonfiction and fiction worksheet/handout

## Read Aloud: The Little Girl with Big Dreams

Once upon a time, a little girl who was not a princess lived in a palace.

The palace was very fancy with crimson curtains on gigantic glass windows and embroidered tablecloths on long wooden tables.

Lubna liked to hold her braids and spin around in circles through the hallways of the big palace, letting the sun glitter on her face.

Lubna was nine years old. Old enough to do important things, but young enough to have fun.

She liked to walk in the gardens of lilac bushes, lemon trees, and magenta blooms. But her very favorite thing to do was to walk quietly up the stairs, go around the corner, and pull open the heavy doors at the end of the hall. She would stand with her eyes closed at first, take a deep breath, and fill her nose with the smell of paper and ink.

Then, slowly, she would open her eyes and look up, up, up. Then look far down to the right and far down to the left, and then she would smile. She was in the library.

“Lubna!” her name came wafting into the room through the open window.

Oops.

She ran out the doors, down the stairs, across the garden and, flew breathless into the kitchens.

“Yes Aunti, I’m here.”

“Where have you been? I asked you to get lemons an hour ago!”

Lubna looked at her hands. No lemons. “I’m so sorry. I’ll get them now.”

“No, no – sit down and shell these peas. Ahmad got me the lemons.”

Lubna sat down, but she stole glances out the window at the library doors after every three peapods. She was thinking about tomorrow. Tomorrow was a special day.

Lubna was already awake the next morning when she heard the adhan calling across the garden. “Prayer is better than sleep,” the mu’adhin called while Lubna finished braiding her hair, jumped into her prayer clothes, and flew to the mosque.

She lined up next to the princess, the cook, the queen mother, her aunti, and the other women of the palace. She closed her eyes and smelled the musk and amber as it fluffed from the many pretty fabrics around her. She listened to the words – oh how she loved words – she listened to the words as the imam recited the verses of the Quran in prayer.

The women hugged and kissed each other and then settled in for their morning litanies and recitations. Lubna went to Imam Mustafa “Thank you, Amo, for reading those beautiful verses this morning.”

Imam Mustafa smiled and his chocolate brown eyes twinkled at her, “It’s a special day today!”

Breakfast was served but Lubna could hardly eat. “Are you feeling ok?” “What’s the matter?” And other tiresome questions were peppered at her until she said, “Yes, of course!” and took a piece of bread and poured herself a glass of tea.

After breakfast, Lubna ran through the garden and up the stairs to the beautiful doors for one last look. She pulled on the doors. She pulled harder. Oh, no.

They were locked.

She walked slowly down the stairs and through the garden. She passed by a lemon tree and stopped to gather some lemons. She brought them to Aunti. “Here are your lemons, Aunti.”

Aunti looked surprised.

Lubna kissed her and went to the school house.

She was still thinking about the locked library doors and wondering if it was because she forgot to close them yesterday when she bumped into her friend Fatima. Fatima giggled at Lubna’s absentmindedness and pulled her into their shared seats.

Prince Abdul Qadir walked into the class with important steps, and everyone stood up.

He smiled and said, “Assalam alaikum. Please have a seat and we will get started.” He began to hand out important apprentice jobs to the children, one by one: gardening, painting, gathering, and other fun jobs went to Fatima, Firdous, Khadija, and Karima. Finally, it was Lubna’s turn. She stood straight and tall and tucked in a little piece of stray fabric next to her cheek.

“Lubna, you have proven yourself intelligent and bright. I have noticed that you enjoy the library.”

Oh, no. Lubna’s heart fell. He knew.

He continued, “You are enthusiastic and a good student. For you, I assign the job of...

Lubna held her breath.

...scribe.”

Scribe? Scribe? SCRIBE???

On the inside Lubna was one big ball of joy and shouting with glee! But on the outside she smiled and tried to look very smart and bright like he had said she was, and said, “I hope to serve the Amir and my religion well.”

Amir Abdul Qadir handed her a wooden box. She opened it. In it was a key.

“This is the key to the library. We locked it today so that you could open it and begin your training.”

Lubna was so full of happiness that she thought she would burst. But she waited until the prince left and then burst out of the classroom, ran to the mosque, dove into *sajud al shukr* [prayer of thankfulness], then ran out of the mosque into the garden and spun in a hundred circles.

She had the key, and this afternoon she would open the library doors and begin her new life with pens, paper, and books.

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Many years later Lubna became a great author, mathematician, poet and teacher. She never forgot the children and could be found teaching children math and other fun things on the streets of Cordoba.



## Nonfiction Informative Essay and Paragraphs

### **Lubna of Cordoba** **By, Tasneem Ahmad**

Lubna was born in the country we call Spain today, but when she was born it was called Andalusia. She was born more than 1000 years ago!

Lubna was born a Spanish slave girl. This meant that her parents were probably captured during an early war. But in Andalusia, being a slave did not mean that she was without rights.

In fact, Lubna was able to go to school. She was able to dream and imagine what she would like to be when she grew up.

Lubna learned to be a scribe. This meant that she was very educated and she became one of the most important people in the palace.

She used her scribe skills as assistant to the Caliph. She also became the person in charge of the royal library. She would travel all over the Muslim world to find books for the library. She was also a very good mathematician and would teach the children of the city mathematics. She learned other languages and was also a translator. When she translated books from Greek to Arabic, she would add her own notes in the margins of the book so that others could understand the book better.

A famous historian said, "She excelled in writing, grammar, and poetry. Her knowledge of mathematics was also immense, and she was proficient in other sciences as well. There were none in the Umayyad palace as noble as her."

## What was a scribe?

Before computers, typewriters, and printing presses, the only way a book could be copied was to write it out by hand. The person who did this job was called a scribe.

Scribes were very important. They were the special people who could read and write and be trusted with information. They wrote legal documents, kept records of births and deaths, kept the history of their communities, wrote journals and letters for themselves and for leaders, and almost anything else that needed writing down.

If you were a scribe it meant you could also be a teacher, because you were highly educated. Scribes could also get jobs counting taxes, recording crops, and of course, copying books. Everyone needed a scribe – just like we all need computers today – and to be a scribe was a very exciting job.

## Tell me about Andalusia

Andalusia is an area in southern Spain that is very beautiful. It can be spelled Andalusia or Andalucia.

It is mild in the winter, warm in the spring and dry and hot in the summer. Cordoba is an important city in Andalusia today, and in the 10<sup>th</sup> century (when Lubna was alive), it was the largest city in the world.



# Ballad of Lubna

Old Cordoba adored a gal  
 Born of lower classes  
 She grew within the palace walls  
 Far from all the masses

Refrain: Lubna! Scholar of Cordoba  
 So noble and so grand!  
 If you were just alive today  
 We'd be friends hand in hand

Her mind was swift and bright as day  
 Her eyes sparkled with light  
 She learned to read and write and add  
 Studied hard with foresight

refrain

The Caliph chose her as his scribe  
 This was a real good chance  
 She wrote, copied, and translated  
 She scribed facts and finance

Refrain

Not only words filled up her brain  
 Numbers, too, were easy  
 A mathematician she became  
 Formulas were breezy

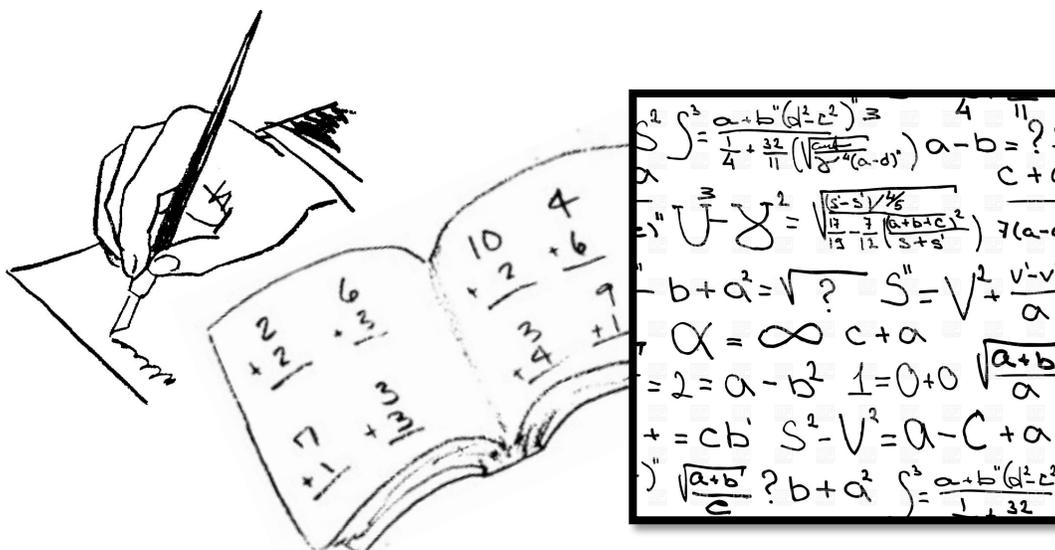
refrain

And art as well! She worked with words  
 Poetry flowed from ink  
 Words inspired the heart and soul  
 Phrases that made one think

refrain

When walking through the city streets  
 The children, they would seek  
 To find her smile and gather round  
 Learn math and her technique

Lubna! Scholar of Cordoba  
 So noble and so grand!  
 If you were just alive today  
 We'd be friends, hand in hand



# Warm Up Activities:

## 1. Song

### **I'm going walking through Córdoba**

*(to the tune of Patsy Cline's I'm going walking after midnight)*

I go out walking through Córdoba out in the moonlight just like they used to do  
I'm going walking through Córdoba searching for Lubna

I walk a long way through the palace and the courtyard  
It is oh, so beautiful  
I'm always walking through Córdoba searching for Lubna

I stop to see the large library, I know it's just so very full of many treats  
And as the night turns gloomy, voices whisper to me of children in the Córdoba streets

I go out walking through Córdoba out in the moonlight just like they used to do  
I'm going walking through Córdoba searching for Lubna

I stop to see the caliph's court, a shining city port, amazing as it can be  
And as the night turns gloomy, voices whisper to me of how wondrous Córdoba used to be

I go out walking through Córdoba out in the moonlight just like they used to do  
I'm going walking through Córdoba searching for Lubna

## 2. YouTube videos:

- **Students might watch the following YouTube video while singing the song:**

**Take a walk in Cordoba:**

**<https://www.youtube.com/watch?v=X26XMz4iMpQ>**

**One Day in Cordoba: <https://www.youtube.com/watch?v=5bRuCjQgwhs>**

### **3. Historical Background**

Spain is a country in southern Europe on the Iberian Peninsula. It is surrounded by France and Portugal and has various regions within it, including Aragon, Castile, Catalonia, Basque, and Andalusia. Today, Andalusia is in the southern part of Spain and very close to North Africa, but in the past, it included Toledo and Córdoba. For almost 800 years (711-1492) Andalusia was governed by Muslims. Under Muslim rule, Córdoba became a place of religious diversity where Muslims, Jews, and Christians lived together in peace. Cordoba also led Europe in science, mathematics, arts, philosophy, technological advances, literature, and medicine. It was in this amazing setting of learning that Lubna of Córdoba was born and became an expert in many areas of study and an important figure.

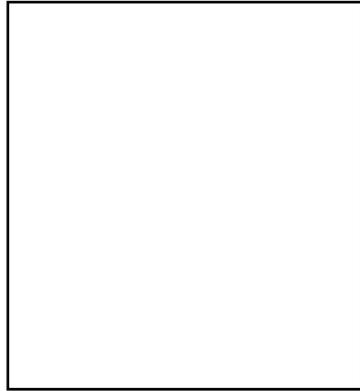
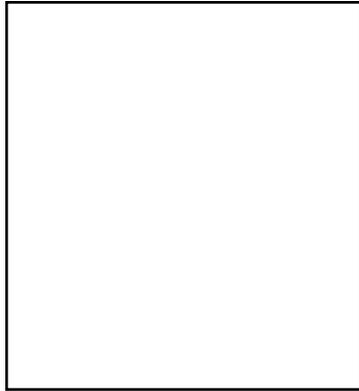
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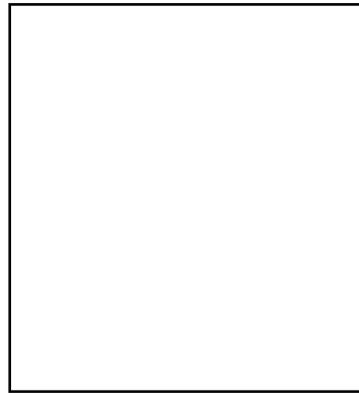
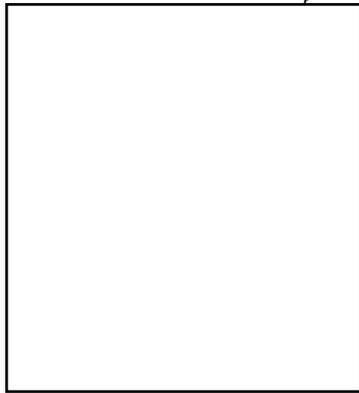


## Non-Fiction and Fiction

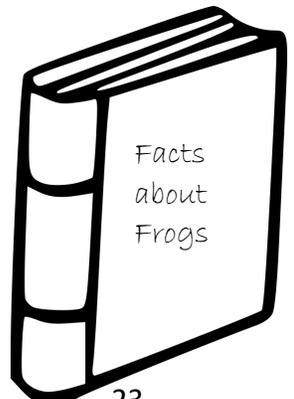
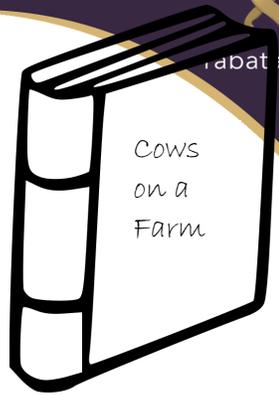
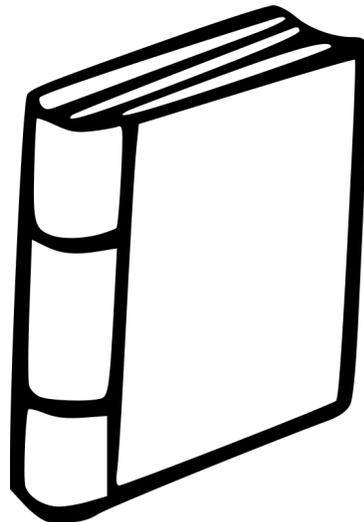
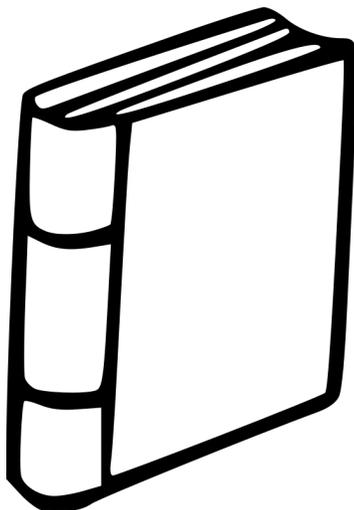
Paste the non-fiction books here



Paste the fiction books here



Directions: Write your own title for a nonfiction and a fiction book.



## Gallery Walk Pictures:



Figure 1 10th Century Spain



Figure 2 Text scribed by a scribe



Figure 3 Reception hall of the palace



*Figure 6 Inside a person's home*

*Figure 5. Inside the Great Mosque*



## Gallery Walk

### My observations

Essential Question: What observations and findings can we make regarding 10th century Córdoba?

## Suggested Vocabulary List

**Scribe:** a person who copies out documents, especially one employed to do this before printing was invented. Also historically a record-keeper, theologian and jurist.

**Scribe: (v)** the act of writing or copying something with a pen or pencil.

**Foresight:** ability to predict what will happen or be needed in the future.

**Noble:** having or showing fine personal qualities or high moral principles and ideals.

**Technique:** skill or ability in a particular field. A way of carrying out a task.

**Trimeter:** a line of verse consisting of three metrical feet.

**Tetrameter:** a verse of four measures.

**Refrain:** a chorus, a repeated verse.

**Stanza:** a group of lines forming the basic pattern of a poem.

**Crimson:** a rich, deep red color.

**Embroidered:** decorated with patterns made of thread.

**Mu'adhin:** the one who calls to prayer.

**Adhan:** the call to prayer.

**Amber:** a dark yellow color; used here as short for ambergris which is a secretion of the sperm whale used in perfume.

**Litanies:** repeated phrases in glorification of God.

**Peppered (v):** to shake a hot-tasting powder on food. Used here to describe quick and uncomfortable questions.

**Apprentice:** a person who learns a trade from a skilled artisan.

**Sajud al shukr:** prostration of thankfulness.

### Vocabulary Exercise 1

Essential question: How can we use pictures and sentences to help us understand unknown vocabulary?

Draw a picture for each vocabulary word. Use each word in a sentence.

Word	Picture	Sentence
<i>Ex: rule</i>		<i>The caliph rules his country.</i>
foresight		
crimson		
noble		
peppered		
adhan		
scribe		

### Additional Vocabulary Exercise Sorting Cards:

Cut the definitions into strips and put in one basket. Cut the words into strips and put in another basket. Allow the students to work in groups or pairs to match the word with the correct definition. (You should have dictionaries or ipads available)

Dominated	A person who is knowledgeable in several fields of study such as math, history, science. (noun)
Flourished	The act of overcoming by force. (noun)
Polymath	The central or most important part of a city. (noun)
Conquest	Something new or different that is introduced or made. (noun)
Hub	A person who has a great capacity to learn. (noun)
Innovation	Something done that is admirable. (noun)
Intellectual	To rule over; govern; control. (verb)
Exception (noun)	A person who serves as a writer.
Scribe (noun)	A person or thing that does not follow a rule or is different than a general statement implies.
Accomplishment	To grow or thrive, as a plant. (verb)

## Vocabulary Exercise Matching

Answer	Word	Definition
	Dominated	A) A person who is knowledgeable in several fields of study such as math, history, science. (noun)
	Flourished	B) The act of overcoming by force. (verb)
	Polymath	C) The central or most important part of a city. (noun)
	Conquest	D) Something new or different that is introduced or made. (noun)
	Hub	E) A person who has a great capacity to learn. (noun)
	Innovation	F) Something done that is admirable.
	Intellectual	G) To rule over; govern; control. (verb)
	Exception (noun)	H) A person who serves as a writer.
	Scribe (noun)	I) Someone not like the others. (noun)
	Accomplishment	J) To grow or thrive, as a plant. (verb)

## Using the Texts;

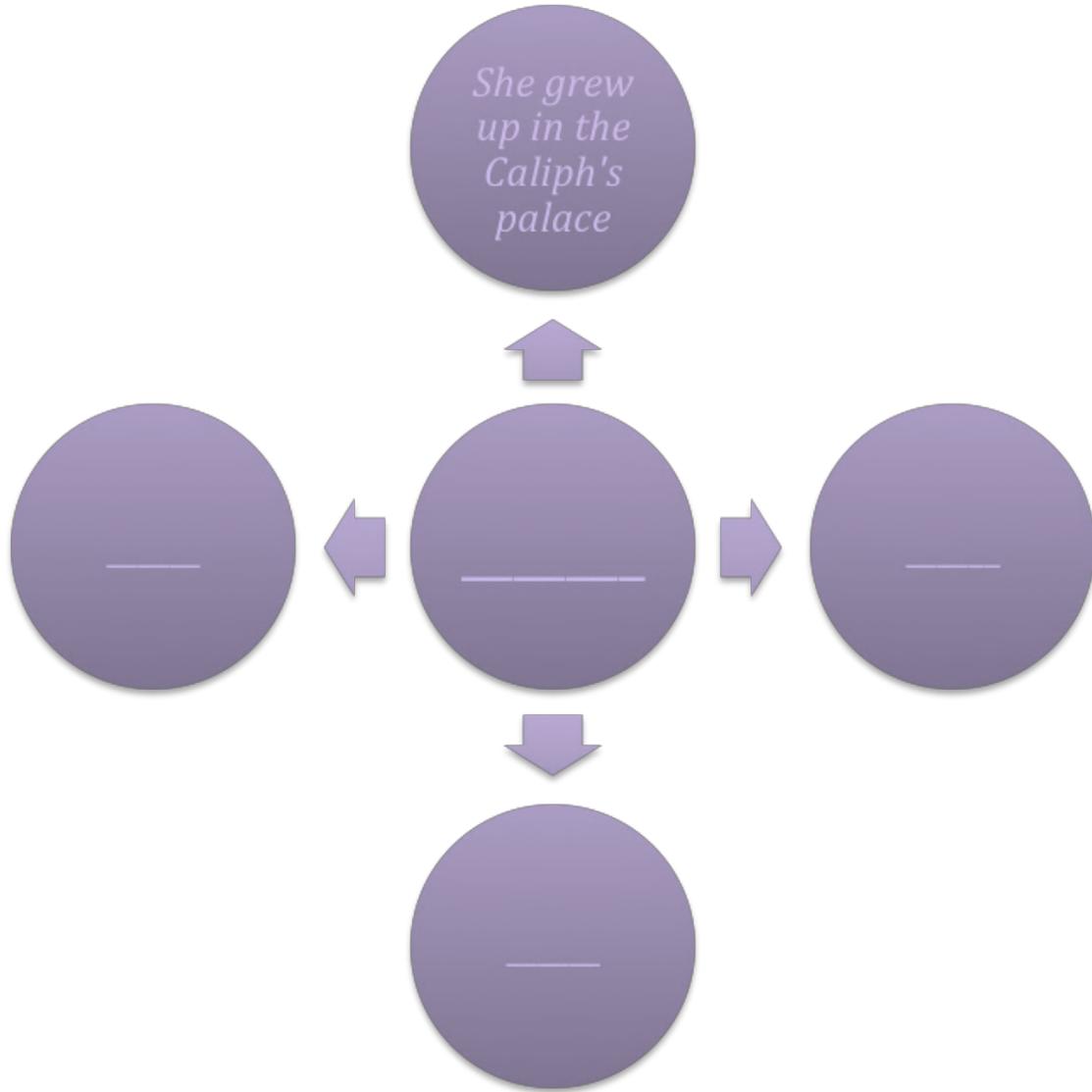
### Guided questions *(for teacher reference)*

1. Córdoba was a hub of learning in the 10th century. What factors might have contributed to this?
2. Lubna of Córdoba rose from slavery to high positions of the Caliph's administration. What are some reasons she might have been able to accomplish this?
3. During Lubna of Córdoba's time, scribes were responsible for collecting books for libraries. They traveled long distances to ensure that the libraries carried diverse collections. How does Lubna's role as scribe compare to our modern-day librarians?
4. Why do you think education was emphasized so strongly during this time period?
5. How does Lubna's life compare to other Muslim women we've learned about in the past?

## Main idea and supporting details bubble map (Nonfiction activity)

**Essential question:** What strategies can we use to help us find the main idea and supporting details, and to summarize the text?

Complete the main idea and supporting details bubble map to write a summary of the text.



## Text-dependent questions graphic organizer

Create text-dependent questions using the question words found in each box. Swap with a partner and have them find the answers to your questions using the text.

**Essential Question:** How do good readers generate their own questions about texts?

<p><b><i>Who?</i></b></p> <p>Question:</p>   <p>Answer:</p>	<p><b><i>What?</i></b></p> <p>Question:</p>   <p>Answer:</p>
<p><b><i>When?</i></b></p> <p>Question:</p>   <p>Answer:</p>	<p><b><i>Where?</i></b></p> <p>Question:</p>   <p>Answer:</p>
<p><b><i>How?</i></b></p> <p>Question:</p>   <p>Answer:</p>	<p><b><i>Why?</i></b></p> <p>Question:</p>   <p>Answer:</p>

# Cut-outs for illustrated book

## Page 1.

Once upon a time, a little girl who was not a princess lived in a palace. The palace was very fancy with crimson curtains on gigantic glass windows and embroidered tablecloths on long wooden tables. Lubna liked to hold her braids and spin around in circles through the hallways of the big palace, letting the sun glitter on her face.

## Page 2

Lubna was nine years old. Old enough to do important things, but young enough to have fun. She liked to walk in the gardens of lilac bushes, lemon trees, and magenta blooms. But her very favorite thing to do was to quietly walk up the stairs, go around the corner, and pull open the heavy doors at the end of the hall. She would stand with her eyes closed at first, take a deep breath, and fill her nose with the smell of paper and ink. Then, slowly, she would open her eyes and look up, up, up. Then look far down to the right and far down to the left, and then she would smile. She was in the library.

## Page 3

“Lubna!” her name came wafting into the room through the open window.

Ooops.

She ran out the doors, down the stairs, across the garden and, flew breathless into the kitchens.

“Yes Aunti, I’m here”

“Where have you been? I asked you to get lemons an hour ago!”

Lubna looked at her hands. No lemons. “I’m so sorry. I’ll get them now.”

“No, no – sit down and shell these peas. Ahmad got me the lemons.”

Lubna sat down but she stole glances out the window at the library doors after every three peapods. She was thinking about tomorrow. Tomorrow was a special day.

blank

Page 4

Lubna was already awake the next morning when she heard the adhan calling across the garden. “Prayer is better than sleep,” the mu’adhin called while Lubna finished braiding her hair, jumped into her prayer clothes, and flew to the mosque.

She lined up next to the princess, the cook, the queen mother, her aunti, and the other women of the palace. She closed her eyes and smelled the musk and amber as it fluffed from the many pretty fabrics around her. She listened to the words – oh how she loved words – she listened to the words as the imam recited the verses of the Quran in prayer.

The women hugged and kissed each other and then settled in for their morning litanies and recitations. Lubna went to Imam Mustafa “Thank you, Amo, for reading those beautiful verses this morning.”

Imam Mustafa smiled and his chocolate brown eyes twinkled at her, “It’s a special day today!”

Page 5

Breakfast was served, but Lubna could hardly eat. “Are you feeling ok?” “What’s the matter?” And other tiresome questions were peppered at her, until she said, “Yes, of course!” and took a piece of bread and poured herself a glass of tea.

Page 6

After breakfast, Lubna ran through the garden, up the stairs, and to the beautiful doors for one last look. She pulled on the doors. She pulled harder. Oh, no.

They were locked.

She walked slowly down the stairs and through the garden. She passed by a lemon tree and stopped to gather some lemons. She brought them to Aunti. “Here are your lemons, Aunti.”

Aunti looked surprised.

Lubna kissed her and went to the school room.

**blank**

Page 7

She was still thinking about the locked library doors and wondering if it was because she forgot to close them yesterday when she bumped into her friend Fatima. Fatima giggled at Lubna’s absentmindedness and pulled her into their shared seats.

Page 8

Prince Abdul Qadir walked into the class with important steps and everyone stood up.

He smiled and said, “Assalam alaikum,” please have a seat and we will get started.” He began to hand out important apprentice jobs to the children one by one: gardening, painting, gathering, and other fun jobs went to Fatima, Firdous, Khadija and Karima. Finally, it was Lubna’s turn. She stood straight and tall and tucked in a little piece of stray fabric next to her cheek.

“Lubna, you have proven yourself intelligent and bright. I have noticed that you enjoy the library...

Oh, no. Lubna’s heart fell. He knew.

He continued, “You are enthusiastic and a good student. For you, I assign the job of...

Lubna held her breath.

Page 9

...scribe.”

Scribe? Scribe? SCRIBE???

blank

Page 10

On the inside Lubna was one big ball of joy and shouting with glee! But on the outside she smiled and tried to look very smart and bright like he had said she was, and said, “I hope to serve the Amir and my religion well.”

Amir Abdul Qadir handed her a wooden box. She opened it. In it was a key.

“This is the key to the library. We locked it today so that you could open it and begin your training.”

Lubna was so full of happiness that she thought she would burst. But she waited till the prince left and then burst out of the classroom, ran to the mosque, dove into *sajud al shukr*, [prayer of thankfulness] then ran out of the mosque into the garden and spun in a hundred circles.

She had the key, and this afternoon she would open the library doors and begin her new life with pens, paper, and books.

blank

### Student Handout:

Complete the following.

1. What is a ballad?
  
2. What is the rhyme scheme of a ballad?
  
3. What does the word *trimeter* mean? \_\_\_\_\_ How do you know?
  
4. Read this stanza, finish the next one, then write another after it.

The Princess was ill and swooning  
Her eyes clouded and slow  
She ate chips and chocolate bread  
Sugared pears and cookie dough

Her father called in all the land  
For one who had a cure,

-  
  
-  
  
-  
  
-  
  
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-

## Librarian Letter

Essential question: How do writers use words to share their opinions about books?

Use the letter frame to recommend your favorite book to Lubna. Be sure to include specific examples from your book.

Dear \_\_\_\_\_,

I really enjoyed reading \_\_\_\_\_

and would like to recommend it for the Córdoba Royal Library. This book is a must-have for your library for many reasons. To begin with, it included \_\_\_\_\_.

Also, \_\_\_\_\_.

\_\_\_\_\_ I would like to add that it had \_\_\_\_\_.

In conclusion, it is important because \_\_\_\_\_.

Sincerely,

\_\_\_\_\_

## Book Review

Complete the graphic organizer about a book you recommend for your classroom library. Use it as you draft your book review.

**Essential Question:** How do writers use book reviews to convey their opinions about books?

Book Review Recommendation
<p><u>Paragraph 1 (Introduction)</u>            Introduction sentence:</p> <p>Brief summary of the book (2-3 sentences):</p> <p>Claim (Recommendation Statement):</p>
<p><u>Paragraph 2</u>            Reason 1:</p> <p>Evidence:</p>
<p><u>Paragraph 3</u>            Reason 2:</p> <p>Evidence:</p>
<p><u>Paragraph 4</u>            Restate reasons:</p> <p>Catchy conclusion (restate recommendation):</p>

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