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SEVEN SAINTS OF LEGENDARY BUKHARA

(METHODOLOGICAL MANUAL)

 BUKHARA
HAMD PRINT



**THE MINISTRY OF HIGHER EDUCATION, SCIENCE
AND INNOVATION OF THE REPUBLIC OF
UZBEKISTAN**

BUKHARA STATE UNIVERSITY

Yuldasheva Feruza Erkinovna

**SEVEN SAINTS OF
LEGENDARY BUKHARA**

(METHODOLOGICAL MANUAL)

on qualification practice for the 3rd year students

BUKHARA – 2024

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Yuldasheva Feruza,

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Introduction

This methodological manual by the name “Seven Saints of Legendary Bukhara” was prepared for the 3rd year students of Philology and Language teaching (English) branch of the Foreign Languages Faculty and helps teachers to conduct theoretical and practical classes on qualification practice.

Qualification practice aims to investigate students' needs and students' perception of the learning environment/teaching procedures; to imply the theoretical knowledge gained during educational process in governmental and non-governmental organizations, educational institutions; to form and develop students' interpersonal communication skills and competence.

This manual is designed to strengthen and develop students' knowledge on the famous Seven Saints of Holy Bukhara and its history, culture and art. It provides information on psychological factors. Brainstorming questions help to elicit the explanation of the topics and reinforce activities and knowledge about the topic. It encourages students to explore every topic with great enthusiasm.

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CONTENT:

№	THEMES	PAGES
1.	The History of Bukhara	4
2.	Surprising legends of Bukhara	15
3.	Marvelous monuments	20
4.	Bukharian amazing culture	25
5.	Seven Saints of Holy Bukhara	30
6.	Khoja Abdulkhalik Ghijduwani	34
7.	Khoja Muhammad Orif Revgari	40
8.	Khoja Mahmud Anjir Faghnewi	43
6.	Khoja Ali Ramitani	50
7.	Khoja Muhammad Bobo Samosi	56
8.	Khoja Sayyid Amir Kulal	60
9.	Khoja Bahauddin Nakshbandi	70
10.	References	85



THE HISTORY OF BUKHARA

Bukhara is a city in Uzbekistan that is around 2,500 years old and holds a rich tapestry of history and culture. The city has been a significant center of learning, trade, and culture for over two millennia. It is the capital of the Bukhara Region and is located on the Silk Road. Bukhara has been a center of trade, scholarship, culture, and religion for a long time.

Bukhara was a major trade and crafts center on the Silk Road when it was captured by Arab forces in 709. It was the capital of the Samanid Empire in the 9th and 10th centuries. The city was a flourishing intellectual center of the Muslim world and gave birth to Muhammad al-Bukhari, the author of hadiths.

The history of Bukhara stretches back millennia. Along with Samarkand, Bukhara was the epicentre of the Persian culture in medieval Asia until the fall of Timurid dynasty.

By 850 Bukhara served as the capital of the Samanid Empire and was the birthplace of Imam Bukhari. The Samanids, claiming descent from Bafram Chobin, rejuvenated Persian culture far from Baghdad, the centre of the Islamic world. New Persian flourished in Bukhara and Rudaki, the father of Persian

poetry, was born and raised in Bukhara and wrote his most famous poem about the beauty of the city. For this purpose, Bukhara had continuously served as the most important of cities in many Persianate empires, namely Samanids, Kiwarazmids, and Timurids.

Bukhara, an ancient city in Uzbekistan, has been known by various names throughout its long history. Some of the ancient names of Bukhara include "Bukhara itself, "Bukhoro," "Buxoro," "Buheara" "Bukharkh, Vihkara," and "Numijkat". These names have historical and cultural significance, reflecting the rich heritage and diverse influences that have shaped the city over the centuries. Bukhara has been a center of trade, scholarship, and culture along the historic Silk Road, and its various names reflect its position as a crossroads of civilizations.

The ancient city of Bukhara was for many centuries a major center of enlightenment and religion in the East. It ranked among other cities of Turkestan, such as Balkh, Herat, Men / (Mary), Samarkand, Termez, Nasaf (Karshi), Chach (or Shash, present-day Tashkent), and Khorezm (Khiva) as a well-known center of trade and culture.

During the Middle Ages, Bukhara was the trading and administrative center of Maverannakhr. It lay on the Silk Road, the ancient international trading route that linked the countries of the Middle East to India and China. This route also served in wartime as a road for conquerors during their military campaigns. At other times, it served merchant caravans but also envoys, travelers, and dervishes.

Throughout history, Bukhara was periodically invaded, plundered and terrorized. Despite this, during the early Middle Ages, it became the primary center of science and enlightenment in ancient Turan. Religion and secular sciences (such as history, poetry, astronomy, medicine, mathematics, and jurisprudence) developed here. Great scientists and philosophers such as Ismail Bukhari, Abu Ali ibn Sina, Marshakhi, Rudaki, Dakiki, Hoja Bahauddin

Makshbandi, and many others led creative lives in Bukhara. Over the years, dozens of madrasas were erected for the education of thousands of students.

For centuries, Bukhara was famous not only for the development of science, culture and trade, but also as a large administrative center for Turkestan. It was the capital of the ancient state of Bukhara whose population was situated downstream from the Zarafshan (sixth to eighth centuries AD.). It was also the capital of a number of other states, including the Samanid Dynasty (ninth to tenth centuries), the Sheybanid Empire (sixteenth century), the Ashtarkhanid Dynasty (seventeenth to eighteenth centuries), the Bukhara Emirate (eighteenth to twentieth centuries) and the Bukhara People's Soviet Republic (1920 to 1924).

Despite the fact that Bukhara is credited with many important historical events, there are few written records of its history. Although Bukhara is mentioned in some ancient sources western section of ancient Soghdiana is referred to, not the city itself. A brief but more accurate description of the city is found in Chinese sources dating back to the early Middle Ages.

In the time of Temur and the Temurids Bukhara continued to be the second economic and cultural center of Maverannakhr. As regards its religious and spiritual influence, the city's dominant position rose even higher. It was in the fourteenth century that Bakhawud-din Nakshbandi (died in 1389), a famous member of the Nakshbandi Sufi order, carried out his activities in Bukhara.

This direction of Sufism was most prominent in its protest against and protection of the masses against robbery and tyranny by both Mongolian and local feudal aristocracies. The Sufis were active in farming, crafts, trade, and other spheres of life. They preached goodness, compassion, and living only for fruits of one's own labour. Among its their common workers, the Sufis featured famous personages: Khodja Akhrar, for instance, a prominent reformer of that time; Alisher Navoi; Abdurakhman Djam zakhir ad-Din Babur and others.

The second half of the fifteenth century featured the rise of Amir Temur, who overcame the fierce resistance of the Mongolian nomadic aristocracy and united Central Asia into a single state with one economy. Amir Temur had much

respect for Bukhara, as it was the native city of his mother, though the clergy of Bukhara tried to keep aloof from his active political and military affairs. During his reign the Namazgokh Mosque was reconstructed and the Chashma Ayub Mausoleum was rebuilt. The latter had been erected in 1383-1384 on the site of a popular old mazar (tomb) said to be the grave of the Prophet Job. The mausoleum was so named due to a well inside it which is said to have sprung up after the biblical prophet struck the place with his staff,

In November 1404 a Spanish diplomatic mission stopped in Bukhara on its way back from Samarkand where it had visited at the court of Temur, Rui Gonzales de Clavijo recorded: "Bukhara lies in a vast plain and is surrounded with an earthen ramp and a deep moat, full of water. In the one of its corners there is a fortress which is also made of earth, for there is no stone in this land...and a river flows near this fortress. The city has a significant suburb and there are large buildings in it. The city is rich in bread, meat, wine and other edible goods...The envoys stayed in this city for six days; there has been a heavy fall of snow while they have been there".

For the princes, Bukhara was of great interest for two reasons. It was the second center of Maverannakh after Samarkand, and it was situated close to Khorasan from whence the assistance of Shakhruh was expected. However, they did not manage to stay there even for a month, because the garrison of Bukhara went over to Khalil Sultan and suddenly attacked the Ark. The princes fled and their property was plundered by the troops and Bukhara's citizens nevertheless, Shakhruh began to keep permanent relations with Mukhammad Parsa, the head of the Nakshbands in Bukhara, «to arrange the affairs of Muslims, Le to weaken the influence of Khalil Sultan and to promote Ulughbek to the throne of Maverannakhr. Shakhruh was able to pursue this because the sheikhs of Bukhara had strong influence on the thinking of its people and played great role in political affairs of the state.

It is relevant to explain that supreme power was embodied by representatives of the aristocracy, sheikh al-islams or Bukhara's sadr-Djekhans, who belonged

to the official elite of clergy. The Bukhara sadr-djekhans were occasionally official vicegerents to the secular rulers and also were the richest people of that time. That is why the style of life of these clerical high officials, who constantly violated or treated lightly the laws of shariat, tempted the believers. Sheikhs of the Sufi orders, particularly Nakshbands who were disinterested in power themselves, demanded strict observance of the shariat justice and order. They acted as protectors of the masses and exposed the tyranny inflicted by peculiar authorities and bureaucracy both official and secular.

TEXT DEPENDENT QUESTIONS

Exploring the Theme of Bukhara's Rich Cultural History:

1. What role did Bukhara play in the development and dissemination of culture and knowledge throughout history?
2. How do the various names of Bukhara reflect the city's diverse heritage and cultural influences?
3. In what ways did the Sufis in Bukhara contribute to the social and political environment of the city during the Middle Ages?

ANSWER KEY

These are open-ended questions and can be used to stimulate discussion and critical thinking among students.

1. What are some specific examples of cultural and knowledge contributions made by Bukhara throughout history?
2. Can you provide some examples of the various names of Bukhara and how they reflect its diverse heritage and cultural influences?

MULTIPLE CHOICE ASSESSMENTS

1. **What is the capital city of the Bukhara Region in Uzbekistan?**
 - a. Tashkent
 - b. Samarkand

- c. Bukhara
- d. Babur

2. Bukhara is known for its rich tapestry of ____.

- a. food
- b. history and culture
- c. music festivals
- d. sports events

3. Which empire made Bukhara its capital in the 9th and 10th centuries?

- a. Samanid Empire
- b. Arab Empire
- c. Timurid Dynasty
- d. Bukhara Empire

4. Who was Muhammad al-Bukhari?

- a. A famous poet from Bukhara
- b. The leader of the Samanid Empire
- c. The author of hadiths
- d. The founder of the Silk Road

5. Which of the following statements is true about Bukhara's historical significance?

- a. It was a major center of trade and culture in medieval Asia.
- b. It was the birthplace of Bafram Chobin, the ruler of the Samanid Empire.
- c. It was known as the "City of Enlightenment" in ancient Turkestan.
- d. It was a religious and spiritual center during the reign of Amir Timur.

6. Bukhara is located on which famous trade route?

- a. The Silk Road
- b. The Spice Route
- c. The Trans-Siberian Railway
- d. The Great Wall of China

7. Which city was considered a rival to Bukhara as a center of trade and culture in Turkestan?

- a. Samarkand
- b. Herat
- c. Balkh
- d. Khorezm

8. Who were the Sufis and what role did they play in Bukhara?

- a. Religious scholars who promoted science and enlightenment
- b. Nomadic aristocrats who resisted the Mongolian invasion
- c. Farmers and craftsmen who preached goodness and compassion
- d. Clerical high officials who demanded strict observance of shariat

9. Which dynasty made Bukhara its capital in the 17th and 18th centuries?

- a. Samanid Dynasty
- b. Sheybanid Empire
- c. Ashtarkhanid Dynasty
- d. Bukhara Emirate

10. What is the significance of the Namazgokh Mosque and the Chashma Ayub Mausoleum in Bukhara?

- a. They were ancient trading posts on the Silk Road.
- b. They were built by Amir Temur to honor his mother.
- c. They were centers of science and enlightenment in ancient Turan.
- d. They were important religious sites associated with prophets.

ANSWER KEY:

1. C 2. B 3. A 4. C 5. A 6. A 7. C 8. C 9. C 10. D



TRADE HUB ON THE SILK ROAD

Bukhara's establishment dates back to its role as a thriving trade hub on the legendary Silk Road. Caravanserais and bustling markets were instrumental in shaping the city's early history.



HISTORICAL FORTIFICATIONS

The establishment of Bukhara was closely linked to the construction of mighty fortifications, including the legendary Ark of Bukhara, serving as a symbol of its strength and power.

HISTORY OF BUKHARA BY PERIODS

ANCIENT BUKHARA	MEDIEVAL BUKHARA	MODERN BUKHARA
Bukhara's ancient history is marked by the rise of powerful empires and the flourishing of cultural and intellectual pursuits.	The medieval period saw Bukhara transform into an important center of Islamic learning, poetry, and architecture.	In modern times, Bukhara remains a vibrant city, blending its historical heritage with contemporary life and culture.

AREA OF BUKHARA

1	Historical Sites	Bukhara's area is home to numerous historical sites, including ancient mosques, mausoleums, and palaces.
2	Natural Beauty	The area is adorned with picturesque landscapes, including lush oasis, tranquil rivers, and rolling sand dunes.
3	Architectural Marvels	Bukhara's area boasts stunning examples of Islamic architecture, preserving the city's historical grandeur.

DIVERSE COMMUNITY - The population of Bukhara comprises a diverse community, including Uzbeks, Tajiks, and other ethnic groups.

CULTURAL HERITAGE - Over 200 historic mosques enrich the city, reflecting the religious and cultural diversity of its inhabitants.

CLIMATE OF BUKHARA - Hot Summers, Cool Winters, Dry and Arid, Pleasant Spring and Autumn

QUESTION TIME

1. What role did Bukhara play in the ancient trading routes of the Silk Road?
2. How did the city of Bukhara contribute to the development of science and culture during the Middle Ages?
3. Who were some of the notable figures associated with Bukhara's intellectual and cultural history?
4. What were some of the major historical events and rulers that shaped Bukhara's identity over the centuries?
5. How does the historical narrative of Bukhara differ in various sources, and what challenges does this present for understanding its history?
6. What evidence is there for the age of Bukhara, and how do different sources and legends contribute to the debate?
7. What insights can be gained from archaeological research on Bukhara and its surrounding areas in understanding its early history?
8. How has Bukhara's history been preserved and transmitted through different cultural and historical sources?
9. What are some of the key features of Bukhara's urban development and how have they evolved over time?
10. In what ways does the history of Bukhara reflect broader trends in the region's cultural and political landscape?

ANSWERS

1. Bukhara was a significant center along the Silk Road, an ancient trade route that connected the Middle East with India and China. It served as a hub for trade and cultural exchange between these regions.
2. During the Middle Ages, Bukhara was a leading center for science and culture in ancient Turan. It made significant contributions to various fields such as astronomy, medicine, mathematics, and jurisprudence.
3. Notable figures associated with Bukhara's intellectual and cultural history include Ismail Bukhari, Abu Ali ibn Sina (Avicenna), Rudaki, and Hoja Bahauddin Makshbandi, among others.
4. Bukhara was periodically invaded and ruled by different empires and dynasties, including the Samanids, Sheybanids, Ashtarkhanids, and the Bukhara Emirate. These rulers shaped the city's history and development.
5. The historical narrative of Bukhara is complex and sometimes contradictory due to the diverse sources and legends surrounding its history. This presents challenges for understanding its true origins and early development.
6. The age of Bukhara is a subject of debate. While legends and folklore suggest an ancient history dating back several millennia, archaeological evidence and historical records point to a more recent founding, possibly around the 6th century A.D.
7. Archaeological research on Bukhara and its surrounding areas has provided valuable insights into its early history. Excavations have revealed ancient settlements like Vardana, Paikend, Varahsha, Ramitan, and Ramush, shedding light on the region's early urban development.
8. Bukhara's history has been preserved through various cultural and historical sources, including written records, folklore, and archaeological remains. These sources contribute to our understanding of the city's past.
9. Bukhara's urban development has evolved over time, with features such as the Bukhara Ark and various settlements being established by different rulers and dynasties.

10. Bukhara's history reflects broader trends in the region's cultural and political landscape, including its role as a center for trade, culture, and intellectual pursuits, as well as its interactions with neighboring empires and civilizations.

TESTING

1. According to legend, what was the original name of the Bukhara fortress?

- A) Ramitan
- B) Vardana
- C) Ark
- D) I don't know

2. Where is known as "holiest city in Central Asia"

- A) Bukhara
- B) Khiva
- C) Andijan
- D) Samarkand

3. Which city is museum city?

- A) Khiva
- B) Bukhara
- C) Samarkand
- D) I don't know

4. Which city is from fairy tail

- A) Bukhara
- B) Samarkand
- C) Khiva

COMPLETE THE TEXT. USE THE WORDS BELOW

merchant, China, Maverannakhr, East, ancient

The _____ city of Bukhara was for many centuries a major center of enlightenment and religion in the _____. It ranked among other cities of Turkestan, such as Balkh, Herat, Men/ (Mary), Samarkand, Termez, Nasaf (Karshi), Chach (or Shash, present-day Tashkent), and Khorezm (Khiva) as a well known center of trade and culture.

During the Middle Ages, Bukhara was the trading and administrative center of _____. It lay on the Silk Road, the ancient international trading route that linked the countries of the Middle East to India and _____. This route also served in wartime as a road for conquerors during their military campaigns. At other times, it served _____ caravans but also envoys, travelers, and dervishes.



Silk Road	A. Ancient international trading route linking the Middle East to India and China.
Maverannakhr	B. Trading and administrative center of the region during the Middle Ages.
Turan-	C. Primary center of science and enlightenment in ancient times.
Bukhara Ark -	E. Writer who described the historic and geographic process of Bukhara's formation.
Abulhasan	G. Capital of various states, including the Bukhara Emirate.
Nishapuri-	D. Legendary Iranian prince associated with the construction of the fortress.
Siyavush-	F. Legendary ruler of Turan associated with the city's early history.
Afrasiab -	H. Educational institutions for the development of science and culture.
Madrasas-	I. Valuable source of information about Bukhara's history
Narshakhi's	J. Ancient International trading route linking the Middle East to India and China.



ANSWERS

1. **Silk Road**-A. Ancient international trading route linking the Middle East to India and China.
2. **Maverannakhr**-B. Trading and administrative center of the region during the Middle Ages.
3. **Turan**-C. Primary center of science and enlightenment in ancient times.
4. **Bukhara Ark**-G. Capital of various states, including the Bukhara Emirate.
5. **Abulhasan Nishapuri** - E. Writer who described the historic and geographic process of Bukhara's formation.
6. **Siyavush**-D. Legendary Iranian prince associated with the construction of the fortress.
7. **Afrasiab** - F. Legendary ruler of Turan associated with the city's early history.
8. **Madrasas**-H. Educational institutions for the development of science and culture.

9. Narshakhi's History of Bukhara - I. Valuable source of information about Bukhara's history.

10. Silk Road-J. Ancient international trading route linking the Middle East to India and China

FILL IN THE BLANKS.

1. The ancient city of Bukhara was a major center of _____ and religion in the East.

- A. trade
- B. enlightenment

2. Throughout history, Bukhara was periodically invaded, plundered, and terrorized, yet it became the primary center of science and enlightenment in ancient _____.

- A. Persia
- B. Turan
- C. Arabia

3. Bukhara was the trading and administrative center of _____.

- A. Persia
- B. Maverannakhr
- C. Afghanistan
- C. agriculture

4. Bukhara was famous not only for the development of science, culture, and trade but also as a large administrative center for _____.

- A. Uzbekistan
- B. Turkestan
- C. Persia

5. Despite the fact that Bukhara is credited with many important historical events, there are few written records of its history. A brief but more accurate description of the city is found in _____ sources dating back to the early Middle Ages.

- A. European

B. Indian

C. Chinese



ANSWERS

1. The ancient city of Bukhara was a major center of **enlightenment** and religion in the East. (B)
2. Bukhara was the trading and administrative center of **Maverannakhr**. (B)
3. Throughout history, Bukhara was periodically invaded, plundered, and terrorized, yet it became the primary center of science and enlightenment in ancient **Turan**. (C)
4. Bukhara was famous not only for the development of science, culture, and trade but also as a large administrative center for **Turkestan**. (B)
5. Despite the fact that Bukhara is credited with many important historical events, there are few written records of its history. A brief but more accurate description of the city is found in **Chinese** sources dating back to the early Middle Ages. (C)



SURPRISING LEGENDS OF BUKHARA

WHAT IS A LEGEND?

A legend is a genre of folklore that consists of a narrative featuring human actions, believed or perceived to have taken place in human history. Narratives in this genre may demonstrate human values, and possess certain qualities that give the tale verisimilitude. Legend, for its active and passive participants, may include miracles. Legends may be transformed over time to keep them fresh and vital.

A legend in literature is a traditional story or group of stories told about a particular person or place. Formerly the term legend meant a tale about a saint. Some legends are the unique property of the place or person that they depict.

CHASHMAI AYUB LEGEND



Mausoleum of Chashma-Ayub is the religious building in the heart of Bukhara. It consists of the mausoleum and a holy spring. Today it includes a Museum of Water. The mausoleum was built by the order of Karakhanid rulers in the 12th century. It was rebuilt several times during the 14th-19th centuries

This mausoleum is related with a legend of the Prophet Job. Once Bukhara suffered from desert winds and residents suffered from a drought. People prayed Allah for a miracle. And the God heeded their requests. At that time the Prophet Job had a trip through Bukhara lands. He struck the ground with his staff and healing water sprang up. The spring saved Bukhara people and they called it Chashma-Ayub, the spring of Holy Ayub.

A long time ago in the Central Asian desert, where the city of Bukhara is situated, the people were dying of thirst. There was not even a single drop of water to be found.

One day, the people were so thirsty, that they all sat down and prayed. They looked to the heavens and asked God for rain. It wasn't long before He sent a messenger to rescue them.

The messenger's name was Aiyub. He had a stick and with it he struck the earth. At the place where he struck the earth, a hole suddenly appeared and a fountain gushed forth. It wasn't long before they discovered the great cures that could be achieved by drinking this water.

The people were so happy that they built a beautiful shrine there. To this day, many people visit the well to partake of the refreshing clear, clean, healing waters, and to pray in thankfulness to God.

ANSWER THE QUESTIONS

1. When was the Mausoleum of Chashma-Ayub built?
2. What is the Mausoleum of Chashma-Ayub known for?
3. Why is the spring in the Mausoleum of Chashma-Ayub considered holy?
4. What legend is associated with the Mausoleum of Chashma-Ayub?
5. What is the name of the prophet in the legend associated with the Mausoleum of Chashma-Ayub?

TASKS

1. Create a timeline showing the different times the Mausoleum of Chashma-Ayub was rebuilt.
2. Compare the Mausoleum of Chashma-Ayub to another religious building you know. How are they similar? How are they different?
3. Estimate the number of visitors the Mausoleum of Chashma-Ayub receives each year.
4. Summarize the purpose of the Museum of Water located in the Mausoleum of Chashma-Ayub.
5. Investigate the impact of the Mausoleum of Chashma-Ayub on the local community. How does it contribute to the cultural and religious identity of Bukhara?

6. Assess the significance of the legend associated with the Mausoleum of Chashma-Ayub. How does it shape the beliefs and practices of the people in Bukhara?
7. Formulate a plan to preserve and protect the Mausoleum of Chashma-Ayub for future generations.
8. Draw conclusions about the historical and architectural importance of the Mausoleum of Chashma-Ayub based on the information provided.
9. Analyze the symbolism present in the architecture of the Mausoleum of Chashma-Ayub. How does it reflect the religious beliefs of the community?
10. Critique the decision to rebuild the Mausoleum of Chashma-Ayub multiple times. What are the potential drawbacks and benefits of these renovations?
11. Create a multimedia presentation showcasing the significance of the Mausoleum of Chashma-Ayub in the context of Bukhara's history and culture.
12. Design a promotional campaign to increase tourism to the Mausoleum of Chashma-Ayub, highlighting its unique features and historical significance.

MULTIPLE CHOICE ASSESSMENTS

Mausoleum of Chashma-Ayub Quiz

1. Who built the Mausoleum of Chashma-Ayub?
 - a. Karakhanid rulers
 - b. Prophet Job
 - c. Residents of Bukhara
 - d. Allah

2. What does the Mausoleum of Chashma-Ayub consist of?
 - a. Museum of Water
 - b. Holy spring
 - c. Mausoleum
 - d. All of the above

3. When was the Mausoleum of Chashma-Ayub built?
 - a. 12th century
 - b. 14th century
 - c. 19th century
 - d. 20th century

4. What saved the people of Bukhara from the drought?
 - a. Rain
 - b. Prayers
 - c. Healing water
 - d. Prophet Job

5. What did Prophet Job do to bring forth the healing water?
 - a. Prayed to Allah
 - b. Struck the ground with his staff
 - c. Built a shrine
 - d. Visited the well regularly

6. What did the people discover about the water from the well?
 - a. It was salty
 - b. It was toxic
 - c. It had healing properties
 - d. It was not drinkable

7. Why do people visit the well of Chashma-Ayub?
 - a. To pray to Prophet Job
 - b. To partake of healing waters
 - c. To build a shrine
 - d. To ask for rain

8. What is another name for the Mausoleum of Chashma-Ayub?
- a. Shrine of Bukhara
 - b. Museum of Water
 - c. Holy Ayub's Spring
 - d. Prophet Job's Miracle
9. When did the mausoleum undergo several reconstructions?
- a. 12th-14th centuries
 - b. 14th-19th centuries
 - c. 19th-20th centuries
 - d. 20th-21st centuries
10. What did the people of Bukhara suffer from before the miracle?
- a. Thirst
 - b. Hunger
 - c. Heat
 - d. Desert winds

Answer Key

1. A 2. D 3. A 4. B 5. B 6. C 7. B 8. C 9. B 10. D

1. Are there any additional resources about the Mausoleum of Chashma-Ayub?
2. Can you provide more information about the significance of the Mausoleum of Chashma-Ayub in Bukhara?
3. What other religious buildings can be compared to the Mausoleum of Chashma-Ayub?
4. How can the legend associated with the Mausoleum of Chashma-Ayub shape the beliefs and practices of the people in Bukhara?

KALYAN MINARET

LEGEND



In Central Asia, in what is now known as the country of Uzbekistan, there is a great tower. It is situated in the ancient city of Bukhara. The people call it Minaret Kalon, which translated means, "The Great Tower", but it is also known as the "Tower of Death". There are many legends about the tower. Many people have been executed there as they were pushed to their deaths from the top.

Long ago there was a Shah who had a wife. He was a very cruel man and decided to have her killed by having her pushed from the top of the tower. But she was a very clever woman, and begged of him that he grant her one wish. He agreed and when the day of her death arrived, she put on all her gowns and petticoats. She climbed to the top of the tower while all the people waited on the square below and watched. When she jumped, it was like a miracle. She didn't die, her dresses parachuted her gently to the earth below.

When Genghis Khan looked at the highest point of the Tower, his headgear flew off and fell to the ground. When he stooped down to take it, he thought: "The tower is divine, and it is angry with me for not paying obeisance." I did not

kneel before anyone and anything, and this building was the first exception in my life."

After that, Genghis Khan did not destroy this holy shrine, and thanks to the minaret, the central, southern and western parts of the city survived.

TEXT DEPENDENT QUESTIONS

Exploring Themes in "The Tower of Death":

1. What do the legends and stories surrounding the Minaret Kalon reveal about the cultural significance of the tower in the city of Bukhara?
2. How do the actions of the Shah's wife and Genghis Khan contribute to the theme of resilience and respect for the sacred in the narrative of the tower?
3. In what ways does the preservation of the Minaret Kalon by Genghis Khan contribute to the theme of reverence for spiritual sites and their impact on the surrounding areas?

Answer Key:

N/A

Can you provide more information about the legends and stories surrounding the Minaret Kalon?

How did Genghis Khan preserve the Minaret Kalon?

MULTIPLE CHOICE ASSESSMENTS

Year-3 Central Asia Quiz

- 1. What is the ancient city in Central Asia where the Minaret Kalon is situated?**
 - a. Bukhara
 - b. Tashkent
 - c. Samarkand
 - d. Ashgabat

2. What is the English translation of "Minaret Kalon"?

- a. The Great Tower
- b. The Tower of Death
- c. The Ancient City
- d. The Tower of Bukhara

3. What is the alternative name for the Minaret Kalon?

- a. Tower of Triumph
- b. Tower of Miracles
- c. Tower of Legends
- d. Tower of Execution

4. How did the wife of the Shah survive after being pushed from the tower?

- a. She had a parachute
- b. She was caught by the people below
- c. Her dresses acted as parachutes
- d. She used a secret escape route

5. Why did Genghis Khan believe the Tower was divine?

- a. He saw a miracle happen at the tower
- b. His headgear flew off when he approached the tower
- c. He had a dream about the tower's significance
- d. The tower withstood his attempts to destroy it

6. What happened to Genghis Khan's headgear when he looked at the highest point of the tower?

- a. It flew away and was never found
- b. It was thrown off by a strong gust of wind
- c. It fell to the ground
- d. It disappeared mysteriously

7. Why did Genghis Khan spare the Minaret Kalon from destruction?

- a. He believed the tower was sacred
- b. He was impressed by its architectural beauty

- c. He thought it had magical powers
- d. He was afraid of angering the tower

8. What parts of the city were saved thanks to the Minaret Kalon?

- a. Eastern and Northern parts
- b. Northern and Western parts
- c. Central, Southern, and Western parts
- d. Central and Eastern parts

9. What is the meaning of the word "obeisance"?

- a. Cruelty
- b. Tower
- c. Desperation
- d. Respectful homage

10. What is the historical significance of the Minaret Kalon in Central Asia?

- a. It was a place of executions
- b. It was a symbol of triumph
- c. It was a holy shrine
- d. It was a military stronghold

Answer Key

1. A 2. A 3. B 4. C 5. B 6. B 7. A 8.C 9. D 10. C

What is the historical significance of the Minaret Kalon?

Can you provide more information about Genghis Khan and the Minaret Kalon?

THE LEGEND OF THE CONSTRUCTION OF THE ARK FORTRESS

Bukhara has been full of legends since ancient times. According to one of the legends, the first inhabitants of Bukhara settled on the site of the Ark fortress built by the Persian prince Siyovush. When Prince Afrosiab came to ask for the hand of the king's daughter, his father set a condition for the young man.

According to him, the young man should build a fortification in an area the size of one bull hide, and only after that the wedding should take place. A smart young man will come up with the structure of the residence based on the given conditions. He cuts the skin into thin sections, ties them together, and builds a smaller version of the palace around it. Thus, the construction of a complete fortress began in this place.

Bukhara, an ancient city in Uzbekistan, is steeped in legends and folklore. One of the most famous legends is about the Ark Fortress, a massive citadel that was said to have been built by the biblical figure Nimrod. According to the legend, Nimrod ordered the construction of the fortress to protect the people of Bukhara from external threats.



QUESTIONS?

1. Which mausoleum was built in the 14th-19th centuries?
2. How many towers are there in Bukhara?
3. What is the meaning of Bukhara?

TEXT DEPENDENT QUESTIONS

Exploring the Legend of the Construction of the Ark Fortress:

What was the condition set by the king for Prince Afrosiab before he could marry the king's daughter?

How did the smart young man interpret and fulfill the condition set by the king?

What does the legend of the construction of the Ark fortress reveal about the characteristics of the people involved?

ANSWER KEY:

The condition set by the king for Prince Afrosiab before he could marry the king's daughter was to build a fortification in an area the size of one bull hide.

The smart young man interpreted and fulfilled the condition set by the king by cutting the bull hide into thin sections, tying them together, and building a smaller version of the palace around it.

The legend reveals the creativity and intelligence of the smart young man in interpreting and fulfilling the condition set by the king.

What are some other legends that showcase the creativity and intelligence of individuals?

Are there any historical examples of conditions set for marriage that involved a similar level of creativity?

MULTIPLE CHOICE ASSESSMENTS

The Legend of the Construction of the Ark Fortress

1. According to the legend, who built the Ark fortress in Bukhara?

- a. King's daughter
- b. Prince Siyovush
- c. Prince Afrosiab
- d. The first inhabitants of Bukhara

- 2. What did the prince need to build in order to marry the king's daughter?**
- a. A fortification
 - b. A palace
 - c. A wedding venue
 - d. A bull hide
- 3. How did the smart young man come up with the structure of the residence?**
- a. By cutting the bull hide into thin sections
 - b. By tying the bull hide together
 - c. By building a smaller version of the palace
 - d. All of the above
- 4. What did the young man use to build a smaller version of the palace?**
- a. Bull hide
 - b. Wood
 - c. Stones
 - d. Metal
- 5. What did the construction of the fortress begin with?**
- a. The cutting of the hide into thin sections
 - b. The tying of the hide sections together
 - c. The building of the smaller palace
 - d. None of the above
- 6. According to the legend, who set the condition for the young man?**
- a. Prince Siyovush
 - b. Prince Afrosiab
 - c. King's daughter
 - d. The first inhabitants of Bukhara

7. Where did the first inhabitants of Bukhara settle?

- a. The Ark fortress
- b. The smaller palace
- c. The bull hide
- d. None of the above

8. What was the size of the area the young man had to build the fortification in?

- a. One hundred bull hides
- b. One bull hide
- c. The size of the palace
- d. The size of the smaller version of the palace

9. What did the king's daughter represent in the legend?

- a. The condition for the wedding
- b. The size of the area for the fortification
- c. The Ark fortress
- d. The Persian prince Siyovush

10. What is the Ark fortress known as today?

- a. Bukhara's Legend
- b. The Bull Hide Fortress
- c. Prince Siyovush's Palace
- d. The Ark Citadel

ANSWER KEY

1. B 2. A 3. D 4. A 5. B 6. B 7. A 8. B 9. D 10. d

How did the legend of the Ark fortress originate?

What is the significance of the bull hide in the legend?

WORD SEARCH

G	O	D	S	B	E	A	U	T	Y	A	B	K	G	E
F	M	K	A	S	O	H	I	H	K	O	M	C	W	H
I	S	A	L	O	M	K	A	R	W	C	L	Z	T	I
V	H	L	B	B	U	K	H	A	R	A	L	B	G	H
N	S	Y	X	C	S	H	A	X	R	I	Z	O	D	A
O	S	A	A	H	G	I	L	O	L	D	C	I	T	Y
Z	E	N	S	R	O	Y	X	E	B	T	P	A	A	D
I	R	M	I	S	I	N	G	N	F	I	T	J	N	L
G	T	I	L	M	J	E	B	I	R	W	R	W	G	A
U	R	N	O	G	N	C	X	P	D	U	C	V	A	W
L	O	A	X	D	G	N	I	G	S	U	L	O	N	S
F	F	R	E	S	I	D	E	M	C	E	R	I	I	R
V	K	E	K	I	N	A	M	N	A	T	A	V	H	A
N	R	T	H	L	Y	A	B	I	H	A	V	U	Z	D
X	A	Y	U	B	U	T	W	F	R	W	Q	P	M	Z

1 BUKHARA

2 LEGEND
MINARET

3 ARK FORTRESS

4 LYABI-HAVUZ
BEAUTY

6 AYUB

7 KALYAN

8 MOKHI HOSA

9 GODS

HISTORY OF HOVLI POYON HOUSE



The house was built in the middle of the 19th century during the reign of Emir Ahad-khan in the traditions of Bukhara, with a very original architectural layout in the Uzbek style of that time, by the young Urganji beg.

When the house was built, the Emir and representatives of other states were treated to charitable entertainment (hudoj) to celebrate the end of the construction of the house. All those present admired the architectural beauty and grace of the building. At this celebration all foremen, architects and woodcarvers were awarded with precious gifts, dressing gowns, gold belts, etc. The architect also was awarded with a token horse in complete dressing.

The house and celebration made a huge impression on Emir Ahad-khad and he expressed his admiration and hinted that it would be good to have such a house for the Emir of Bukhara in a spot that was cool and windy in the noblest neighborhood of Bukhara. And Urganji bek, not losing his cool, replied that it had been constructed it for the Emir.

Ahad-khan was very much delighted at the gift and was impressed by the young bek and removed the royal cloak from his shoulders, with all its armor

and jewelry, and put it on the shoulders of Urganji bek. Emir Ahad-khan named the house "Hovli-Poyon" which means house below the Arch. After the death of Emir Ahad-khan, his son Alim-khan was proclaimed the owner. In 1914 he visited the house and also was impressed with its beauty. Under his decree the house was rebuilt.

The house is constructed according to the climatic conditions of Bukhara. An ancient portal opens an into a cool hall. In a straight line an awning on high straight wooden carved columns and drawing room are located. The earlier house consisted of three courtyards. Huge gates were constructed for the entrance of horses and elephants. Bek had 2 Indian elephants and 8 horses.

To the left of the large gates were located horse stables and room for people to contemplate and rest. In the same courtyard visitors were met in two large winter and summer halls. There was as well a courtyard for the women of the house to congregate. Quiet internal and cool rooms are conducive to relaxation.



TEXT DEPENDENT QUESTIONS

Exploring the Theme of Tradition and Legacy:

What role does the construction and naming of the house play in conveying the theme of tradition and legacy in the text?

How does the interaction between Urganji bek and Emir Ahad-khan contribute to the theme of tradition and legacy in the story?

How does the description of the house's layout and the customs associated with it reflect the theme of tradition and legacy?

ANSWER KEY:

The construction and naming of the house exemplify the passing down of architectural traditions and the establishment of a legacy, as seen in the Emir's admiration and the subsequent ownership by his son.

Urganji bek's response to Emir Ahad-khan's expression of admiration, along with the transfer of the royal cloak, highlights the passing on of honor, respect, and responsibility, contributing to the theme of tradition and legacy.

The description of the house's layout and the associated customs demonstrates the adherence to traditional architectural and social practices, emphasizing the theme of tradition and legacy in the text.

What other elements in the text convey the theme of tradition and legacy?

Are there any other characters besides Urganji bek and Emir Ahad-khan that contribute to the theme of tradition and legacy?

MULTIPLE CHOICE ASSESSMENTS

Year-3 Assessment: House Architecture in Bukhara

1. What was the name of the house built in the middle of the 19th century in Bukhara?

- a. Hovli-Poyon
- b. Emir Ahad-khan

c. Urganji bek

d. Hudoï

2. Who was the reigning Emir when the house was constructed?

a. Alim-khan

b. Emir Ahad-khan

c. Urganji bek

d. Emir of Bukhara

3. How was the architect rewarded for his work?

a. Precious gifts

b. Dressing gowns

c. Gold belts

d. Token horse

4. What impressed Emir Ahad-khan about the house?

a. Architectural beauty and grace

b. Original layout

c. Uzbek style

d. Charity entertainment

5. What did the Emir do to show appreciation to Urganji bek?

a. Gave him a token horse

b. Awarded him with precious gifts

c. Awarded him with a royal cloak

d. Named the house after him

6. Who became the owner of the house after Emir Ahad-khan?

a. Urganji bek

b. Alim-khan

c. Emir of Bukhara

d. Hudoï

7. How many courtyards did the earlier house consist of?

- a. One
- b. Two
- c. Three
- d. Four

8. What could be found in the courtyard to the left of the large gates?

- a. Horse stables and resting area
- b. Winter and summer halls
- c. Indian elephants and horses
- d. Women's gathering area

9. What type of rooms were present in the house?

- a. Vibrant and spacious
- b. Internal and cool
- c. Grand and luxurious
- d. Ancient and cozy

10. How was the house rebuilt under the decree of Alim-khan?

- a. With additional courtyards
- b. With larger gates for elephants
- c. According to the climatic conditions
- d. With more resting areas

ANSWER KEY

1. A 2. B 3. D 4. A 5. C 6. B 7. C 8. A 9. B 10. C

What is the significance of the house in Bukhara?

Are there any photos or illustrations of the house available?



SILK ROAD

There are also numerous legends surrounding the Silk Road, which passed through Bukhara, and the various traders and travelers who visited the city over the centuries. These stories often involve tales of adventure, romance, and intrigue.

Another legend tells the story of the legendary hero Rustam, who is said to have lived in Bukhara and performed many heroic deeds. Rustam is a prominent figure in Persian literature and folklore, and his stories are often associated with Bukhara.

Rustam is a legendary hero in Persian mythology and literature, known for his strength, courage, and noble character. He is a central figure in the Persian epic poem "Shahnameh" (Book of Kings) written by the poet Ferdowsi in the 10th century.



According to legend, Rostam was a mighty warrior who served as a champion of the Persian king. His adventures and heroic deeds are chronicled in the Shahnameh, where he is depicted as a larger-than-life figure who battles fierce opponents, defeats monsters, and overcomes seemingly insurmountable challenges.

In some versions of the legend, Rostam is said to have lived in Bukhara and is associated with the city's history and folklore. His stories have been passed down through generations and continue to be celebrated in Persian culture.

Rostam's tales are often seen as allegorical representations of virtues such as bravery, loyalty, and honor. His legend has inspired numerous works of art, literature, and music throughout the centuries, making him a beloved and enduring figure in Persian folklore.

One of the most famous stories associated with Rostam in Bukhara is his battle with the White Demon, a fearsome creature that terrorized the city. Rostam bravely confronted the demon, using his legendary strength and skill to defeat it and save the people of Bukhara from its wrath.

In addition to his martial prowess, Rostam is also portrayed as a wise and just leader who protects the weak, upholds justice, and embodies the virtues of

chivalry. His legend has inspired countless works of art, literature, and music in Persian culture, cementing his status as a beloved and iconic figure in folklore.

The legend of Rustam in Bukhara continues to be celebrated and remembered in various forms, reflecting the enduring appeal of this legendary hero and his timeless tales of heroism and honor.

UNDERSTANDING THE LEGEND OF RUSTAM IN BUKHARA:

1. What are some of the themes often associated with the legends surrounding the Silk Road in Bukhara?
2. Who was Rustam, and what are some of the qualities he is known for in Persian literature and folklore?
3. Where is Rustam depicted as a larger-than-life figure who battles fierce opponents and defeats monsters?
4. What virtues are commonly represented in the tales of Rustam, and how have they influenced Persian culture?
5. Can you provide an example of a famous story associated with Rustam in Bukhara, and what does it reveal about his character?

ANSWER KEY:

1. The themes often associated with the legends surrounding the Silk Road in Bukhara include tales of adventure, romance, and intrigue.
2. Rustam was a legendary hero in Persian mythology and literature known for his strength, courage, and noble character. He is a central figure in the Persian epic poem "Shahnameh."
3. Rustam is depicted as a larger-than-life figure who battles fierce opponents and defeats monsters in the Persian epic poem "Shahnameh."
4. The virtues commonly represented in the tales of Rustam include bravery, loyalty, and honor. These virtues have inspired numerous works of art, literature, and music in Persian culture.

5. One of the most famous stories associated with Rustam in Bukhara is his battle with the White Demon, a fearsome creature that terrorized the city. This story reveals Rustam's bravery, legendary strength, and skill in protecting the people of Bukhara.

ASSESSMENT: LEGENDS OF RUSTAM IN BUKHARA

1. Which city is associated with the legends of Rustam?

- a. Bukhara
- b. Samarkand
- c. Tehran
- d. Istanbul

2. What is Rustam known for in Persian mythology and literature?

- a. Wisdom and justice
- b. Romantic adventures
- c. Magic and sorcery
- d. Strength and courage

3. Who wrote the epic poem "Shahnameh"?

- a. Rustam
- b. Ferdowsi
- c. Bukhara
- d. Persian king

4. What kind of figure is Rustam depicted as in the Shahnameh?

- a. Fierce warrior
- b. Cunning trickster
- c. Mischievous jester
- d. Humble servant

5. In some versions of the legend, where did Rustam live?

- a. Bukhara
- b. Tehran

- c. Istanbul
- d. Samarkand

6. What virtues are Rustam's tales often seen as allegorical representations of?

- a. Bravery, loyalty, and honor
- b. Greed, deceit, and betrayal
- c. Laziness, dishonesty, and cowardice
- d. Cruelty, arrogance, and treachery

7. What did Rustam battle in Bukhara?

- a. White Demon
- b. Black Dragon
- c. Golden Phoenix
- d. Silver Serpent

8. Besides martial prowess, what other qualities does Rustam possess?

- a. Wisdom and justice
- b. Romance and adventure
- c. Magic and sorcery
- d. Wealth and power

9. What has Rustam's legend inspired throughout the centuries?

- a. Works of art, literature, and music
- b. Scientific discoveries and inventions
- c. Political revolutions and social movements
- d. Sporting events and competitions

10. What kind of figure is Rustam considered in Persian folklore?

- a. Beloved and iconic
- b. Despised and forgotten
- c. Mysterious and elusive
- d. Boring and ordinary

ANSWER KEY

1. A 2. D 3. B 4. A 5. A 6. A 7. A 8. A 9. A 10. A

MARVELOUS MONUMENTS

CHORBAKR MEMORABLE COMPLEX



The memorial complex of Chor-Bakr was built over the burial place of Abu-Bakr-Said, who died in the year 360 of the Muslim Calendar (970–971 AD), and who was one of the four of Abu-Bakrs (Chor-Bakr) – descendants of Muhammad. The complex includes the necropolis of family tombs, and courtyards enclosed with walls. It is located in modern-day Kalaya, Uzbekistan.

The Chor Bakr Memorial Complex, also known as Sumitan's cemetery, was established by Shaybanid ruler Abdullaxon II in 1559, and it includes a mausoleum, a mosque, a madrassa, and a large courtyard surrounded by high walls. In the following centuries, additional buildings were constructed, and the complex was expanded to include adjacent areas. Abdullaxon II allocated 70,000 gold coins for the construction of this memorial complex. The central building of the complex is the mausoleum, which has doors on all four sides. The mausoleum has a two-story structure with two rooms and a domed chamber

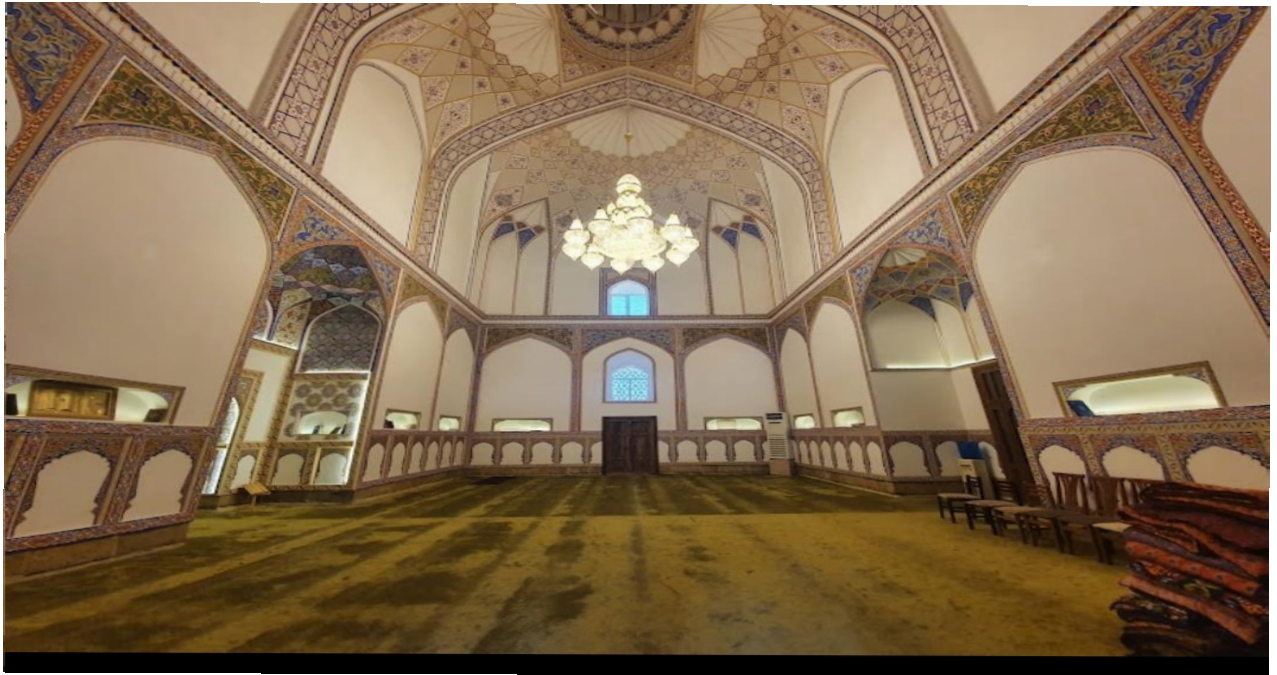
on top. The mihrab (prayer niche) is located on the qibla side of the mausoleum. The dome of the mausoleum is built in the Arki duzi style. The verses 61 and 62 of Surah Al-Baqara are inscribed on the front facade of the mausoleum. The courtyard measures 20 meters in length, while the front entrance is 12 meters wide.



The madrasa in the Chor Bakr Memorial Complex is one of the highest-ranking madrasas and underwent renovation work in 1950, 1971, and 1999. The mosque within the complex is elegantly designed and contains chambers in its front section. The Surah Al-Isra is inscribed on the front of the mosque. The doors of the mosque are made from the wood of the pine tree, native to Bukhara. The minaret in the complex was constructed in 1890 by Mirzo Hoji Jo'yboriy and stands above the previous minaret's foundation. The area of the complex covers 40 hectares, with the cemetery section occupying 12 hectares. In the Chor Bakr Memorial Complex, there is also the mausoleum of Sa'dulla Khoja, which is located to the south of the central mausoleum. The mausoleum has three chambers on its eastern side. Inside the mausoleum, there are rooms and graves. In addition to this, the complex houses the mausoleums of Akobir Khoja, Nasriddin Khoja, Abdulaziz Khoja, Atoulllo Khoja, Zaynab Sulton Khoja, Obid Khoja, Poshshooyim Khoja, Sa'dulla Khoja, and other khwajas

(religious leaders). Many constructions in the complex have richly decorated polychromatic tiles. In many courtyards above burial places, marble gravestones with epigraphic inscriptions, and vegetative and geometrical ornaments, are installed.

The structure of the complex includes 25 constructions – khonaqo, mosque, ayvan with khudjras, darvazahana, minaret, and 20 small objects – courtyards – burial places with the dome coverings, and separately standing portals. The territory occupies both a memorial and an ancient cemetery equal to 3 hectares.



TEXT DEPENDENT QUESTIONS

Exploring the Chor-Bakr Memorial Complex:

1. What is the significance of the verses 61 and 62 of Surah Al-Baqara inscribed on the front facade of the mausoleum in the Chor-Bakr Memorial Complex?
2. How does the description of the madrasa and mosque in the complex contribute to the overall historical and cultural importance of the site?
3. In what ways does the architecture and design of the memorial complex reflect the religious and cultural heritage of the region?

ANSWER KEY:

1. The verses 61 and 62 of Surah Al-Baqara are inscribed on the front facade of the mausoleum to symbolize the religious and spiritual significance of the site within the context of Islamic history and culture.
2. The detailed description of the madrasa and mosque's construction, renovations, and inscriptions on religious texts highlights the historical and cultural importance of education and faith in the Chor-Bakr Memorial Complex.
3. The answers should reflect the deep connections and influences of Islamic architectural and cultural traditions on the design and layout of the memorial complex, emphasizing its role as a significant historical and religious site.

What other verses are inscribed on the mausoleum?

Can you provide more information about the madrasa and mosque in the complex?

MULTIPLE CHOICE ASSESSMENTS

Year-3 Assessment: The Chor Bakr Memorial Complex

1. What is the Chor Bakr Memorial Complex?

- a. A burial place of Abu-Bakr-Said
- b. A mosque in Kalaya, Uzbekistan
- c. A school in Bukhara
- d. A park in Sumitan's cemetery

2. When was the Chor Bakr Memorial Complex built?

- a. 360 of the Muslim Calendar
- b. 1559
- c. 1890
- d. 1950

3. Which building is at the center of the complex?

- a. Madrasa
- b. Minaret
- c. Mosque
- d. Mausoleum

4. What materials were used to make the doors of the mosque?

- a. Gold coins
- b. Marble
- c. Pine tree wood
- d. Polychromatic tiles

5. How many hectares does the cemetery section of the complex occupy?

- a. 3 hectares
- b. 12 hectares
- c. 25 hectares
- d. 40 hectares

6. Who built the minaret in 1890?

- a. Mirzo Hoji Jo'yboriy
- b. Abdullaxon II
- c. Abu-Bakr-Said
- d. Sa'dulla Khoja

7. What is inscribed on the front of the mosque?

- a. Surah Al-Baqara
- b. Surah Al-Isra
- c. Verses 61 and 62
- d. Chor-Bakr

8. How many chambers are there in Sa'dulla Khoja's mausoleum?

- a. 1 chamber
- b. 2 chambers
- c. 3 chambers
- d. 4 chambers

9. How many khwajas' mausoleums are housed in the complex?

- a. 3 mausoleums
- b. 10 mausoleums
- c. 20 mausoleums
- d. 25 mausoleums

10. What decorations are found in many courtyards above burial places?

- a. Epigraphic inscriptions
- b. Marble gravestones
- c. Polychromatic tiles
- d. Vegetative and geometrical ornaments

ANSWER KEY

1. A 2.B 3. D 4. C 5. B 6. A 7. B 8. C 9. C 10.C

What is the significance of the Chor Bakr Memorial Complex?

Are there any famous individuals buried in the complex?

ACTIVITIES RELATED TO CHOR BAKR

1 What does this complex include?

- A. Walls
- B. Mosque and tombs of Prophets
- C. Family tombs and courtyard

2. Where does the CHOR Bakr located?

- A 5 kilometres away to the west of Bukhara
- B. In the Middle of Bukhara
- C. In the north-west part of Bukhara

3 CHOR BAKR is also called

- A the place of fun
- B the city of dead
- C. The city of Peacocks

4 When the first grave appeared there in Chor Bakr?

- A. Thousand years ago
- B two thousand years ago
- C One thousand two hundred years ago

SECOND ACTIVITY

1. Fill in the gaps. Choose word from the below.

Died in 1593, Muhammad Islam's son Khodja Bakr Sadi was buried..... his father. In after years other family members such as Abu Bakr Fazl and Tojidin Khasan were also buried there. These four men, who bore a..... of "Bakr", slumber in one khazira (tomb). "Bakr" is translated as "brother" and Chor-Bakr, as "Four Brothers".

Khazira is a kind of burial structure, consisting of a courtyard surrounded by solid....., with a single entrance in the form of beautifully..... gate. It is this structure of the.....which distinguishes Chor-Bakr from other religious burials in Uzbekistan, for instance the Shakhi-Zinda Necropolis. The whole complex is the same way.

next to

tomb

title

built

decorated

THIRD ACTIVITY

1. Look at the pictures. Number them and find the photos of CHOR BAKR



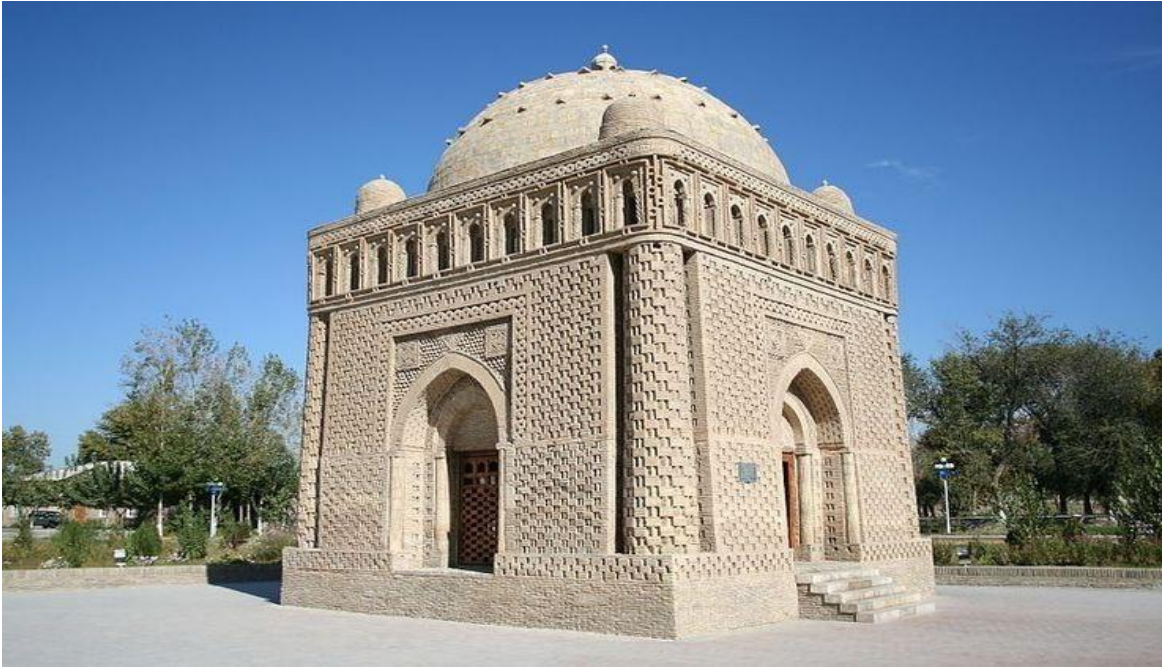


FIFTH ACTIVITY

READ THE QUESTIONS AND ANSWER THEM.

1. Can you tell us the second name of CHOR BAKR
2. When did CHOR BAKR undergo renovation?
3. Which Surah was written inside of The Mosque?
- 4 Talk about the famous tombs?
- 5 Why is the building called CHOR Bakr?
5. Tell us interesting fact about CHOR BAKR?
- 7 How many coins Did Abdullaxon 2 spend to the construction of CHOR BAKR
8. Where did The CHOR BAKR located?

Here the pictures are cut in the form of a puzzle. Each group is given 2 pictures. Each group should combine the pictures and tell at least 2 facts about the building in the picture.





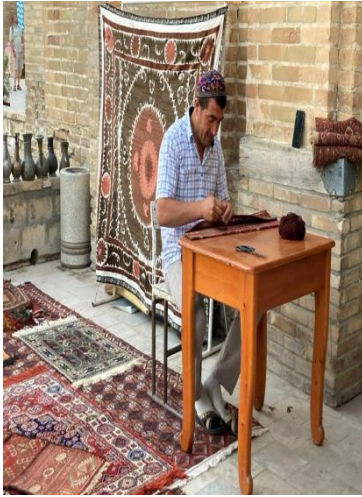


BUKHARIAN AMAZING CULTURE

Bukhara, located in Uzbekistan, has a rich and vibrant culture deeply rooted in its history. Known as one of the oldest cities in Central Asia, Bukhara has been a major center of Islamic art, architecture, and learning for centuries. The city boasts numerous historic sites, including the Ark Fortress, Kalon Minaret, and the Samanid Mausoleum, which showcase the exquisite craftsmanship and intricate designs of the region's architecture. The old city of Bukhara, with its narrow winding streets and traditional houses, provides a glimpse into the city's past.

Bukhara is also famous for its traditional craft industry, with artisans specializing in ceramics, embroidery, and silk weaving. The city's vibrant bazaars, such as the Taqi-Zargaron and the Toki-Zargaron, are bustling hubs where visitors can find unique handicrafts and souvenirs. Music and dance are integral parts of Bukhara's cultural heritage, with traditional performances like the Lezginka and Sufi music enchanting audiences. The city is also renowned for its culinary traditions, offering a variety of delicious dishes such as plov (rice pilaf), shashlik (grilled meat skewers), and Uzbek bread.





TEXT DEPENDENT QUESTIONS

Exploring the Cultural Themes of Bukhara:

1. What role does architecture play in showcasing the cultural heritage of Bukhara? Provide specific examples from the text to support your answer.
2. How does the text illustrate the significance of traditional crafts in reflecting Bukhara's cultural identity?
3. In what ways does the text highlight the importance of music, dance, and culinary traditions in preserving the cultural heritage of Bukhara?

ANSWER KEY:

1. Students should discuss the significance of architecture in preserving Bukhara's cultural heritage, citing examples such as the Ark Fortress, Kalon Minaret, and the Samanid Mausoleum.
2. Students should focus on the mention of traditional craft industry, artisans specializing in ceramics, embroidery, and silk weaving, and the bustling bazaars where unique handicrafts and souvenirs can be found.
3. Students should discuss the importance of music, dance, and culinary traditions as integral parts of Bukhara's cultural heritage, mentioning traditional performances like the Lezginka and Sufi music, as well as the variety of delicious dishes mentioned in the text.

MULTIPLE CHOICE ASSESSMENTS

BUKHARA CULTURE QUIZ

1. What is Bukhara known for?

- a. Its rich history and vibrant culture
- b. Its modern architecture and skyscrapers
- c. Its famous beaches and resorts
- d. Its political significance

2. Which of the following is one of Bukhara's historic sites?

- a. The Eiffel Tower
- b. The Taj Mahal
- c. The Ark Fortress
- d. The Statue of Liberty

3. What can visitors find in Bukhara's vibrant bazaars?

- a. Electronics and gadgets
- b. Handicrafts and souvenirs
- c. Fresh fruits and vegetables
- d. Clothing and fashion accessories

4. What are some traditional performances in Bukhara?

- a. Ballet and opera
- b. Hip hop and breakdancing
- c. Lezginka and Sufi music
- d. Jazz and blues

5. What are some delicious dishes from Bukhara?

- a. Sushi and sashimi
- b. Pasta and pizza

- c. Plov (rice pilaf) and shashlik (grilled meat skewers)
- d. Hamburger and fries

6. Which city is Bukhara located in?

- a. Uzbekistan
- b. Thailand
- c. France
- d. Australia

7. What is the Samanid Mausoleum known for in Bukhara?

- a. Its exquisite craftsmanship
- b. Its vibrant nightlife
- c. Its theme park attractions
- d. Its modern art exhibitions

8. What is the traditional craft industry in Bukhara known for?

- a. Carpentry and woodworking
- b. Pottery and ceramics
- c. Blacksmithing and metalworking
- d. Painting and sculpting

9. What can be found in the old city of Bukhara?

- a. Skyscrapers and modern buildings
- b. Amusement parks and roller coasters
- c. Traditional houses and narrow winding streets
- d. Shopping malls and department stores

10. What is Bukhara a major center of?

- a. Islamic art, architecture, and learning

- b. Space exploration and astronomy
- c. Fashion and design industry
- d. Sports and athletics

ANSWER KEY

1. A 2. C 3. B 4. C 5. C 6. A 7. A 8. B 9. C 10. A

How can I use this quiz to teach my students about Bukhara?

Are there any additional resources available to supplement this quiz?



SILK ROAD

Each of Uzbekistan's Silk Road cities was special but I think I liked Bukhara the most. Like Khiva and Samarkand, it has fabulous architectural sites which look stunning by night, but it's also clearly a place where people live. So you see a blend of history, modern culture and local crafts in a very walkable city centre.

We got an insight into one local craft on our drive to Bukhara which was across the Khorezm desert. When we originally booked the trip there was an internal flight from Khiva, but lack of demand during Covid put paid to that. Instead, we had a long and sometimes bumpy journey, but a highlight was meeting a family who raise silk worms in two rooms of their home in

Karakalpakstan.

There were plenty of other craftspeople going about their business in the early evening in Bukhara, including a carpet maker and there were also lots of interesting and colourful products for sale in shops, on stalls and spread on the ground

TEXT DEPENDENT QUESTIONS

Exploring Themes in "SILK ROAD":

1. What role does the city of Bukhara play in the text, and how does the author's experience there contribute to the overall theme of the passage?
2. How does the encounter with the family raising silk worms in Karakalpakstan contribute to the theme of merging historical and modern elements along the Silk Road?
3. In what ways does the mention of various craftspeople in Bukhara and the colorful products for sale support the theme of cultural diversity and local traditions along the Silk Road?

ANSWER KEY:

Answer key will vary but should focus on the connection between the different experiences in the cities along the Silk Road and how they contribute to the overarching theme of cultural richness and historical significance.

Can you provide more examples of cities mentioned in the text?

How does the author describe the cultural diversity along the Silk Road?

MULTIPLE CHOICE ASSESSMENTS

Assessment: Silk Road Cities and Crafts

1. What makes Bukhara unique among Uzbekistan's Silk Road cities?
 - a. Its stunning architectural sites

- b. Its blend of history, modern culture, and local crafts
- c. Its walkable city centre
- d. All of the above

2. Why did the author have to take a long and bumpy journey to Bukhara?

- a. Lack of demand during Covid
- b. The internal flight was canceled
- c. It was the only option available
- d. Both A and B

3. What craft did the author learn about on their way to Bukhara?

- a. Carpet making
- b. Silk worm raising
- c. Pottery making
- d. Weaving

4. In which region of Uzbekistan did the author meet a family who raise silk worms?

- a. Khorezm desert
- b. Bukhara
- c. Karakalpakstan
- d. Khiva

5. What other craftspeople were seen in Bukhara?

- a. Carpet maker
- b. Pottery maker
- c. Silk worm raiser
- d. Both A and B

6. Where were interesting and colorful products for sale in Bukhara?

- a. Shops
- b. Stalls
- c. Ground
- d. All of the above

7. Which city is mentioned as the author's favorite among Uzbekistan's Silk Road cities?

- a. Khiva
- b. Samarkand
- c. Bukhara
- d. None of the above

8. What is the main focus of Bukhara's city center?

- a. History
- b. Modern culture
- c. Local crafts
- d. All of the above

9. What is the author referring to when they mention "a blend of history, modern culture and local crafts"?

- a. The architectural sites
- b. The family who raise silk worms
- c. The city center
- d. None of the above

10. How would you describe Bukhara's architectural sites?

- a. Fabulous
- b. Stunning

- c. Both A and B
- d. None of the above

ANSWER KEY

1.D 2. D 3. B 4. C 5. D 6. D 7. C 8. D 9. C 10. C

What are some other craftspeople seen in Bukhara?

What is the main focus of Bukhara's city center?

**ACTIVITY 1. Watch the video and
tell what you understand.**



ACTIVITY 2. Write words related to Bukhara culture.



ACTIVITY 3. What countries did the Great Silk Road pass through?



ACTIVITY 4. Here are some questions about Bukhara's culture:

1. What is the significance of Bukhara in Central Asian history?
2. What is the architectural style predominant in Bukhara?
3. What is the name of the central square in Bukhara?
4. What is the famous landmark in Bukhara known as the "Tower of Death"?
5. What is the traditional costume worn by Bukhara women?
6. Which famous silk road scholar and traveler visited Bukhara in the 14th century?
7. What is Bukhara famous for in terms of crafts and arts?
8. What is the traditional music and dance form of Bukhara called?
9. What is the name of the ancient trading dome in Bukhara?
10. What are some traditional foods and beverages associated with Bukhara?

ACTIVITY 5. Gap filling.

Sure! Here's a gap filling exercise related to Bukhara's culture:

1. The _____ Mosque is a famous mosque in Bukhara known for its turquoise domes.
2. The traditional music instrument of Uzbekistan is called _____.
3. The Historic Centre of Bukhara is a UNESCO World Heritage site.
4. The _____ is a traditional Islamic school in Bukhara.
5. Plov is a popular traditional Uzbek _____ dish.
6. The local market in Bukhara is known as the _____.
7. The traditional dance form of Uzbekistan is called _____.
8. The Ark of Bukhara is a historic

Enjoy filling the gaps about Bukhara's culture

WATCH THE VIDEO BY THE QR-CODE AND DO THE TEST THE SILK ROAD AND TRADE IN ANCIENT TIMES



1. What were some of the goods that Romans imported from China and India along the Silk Road?

- a. Spices like cinnamon, nutmeg, and ginger
- b. Wool and cotton fabrics
- c. Gold and silver jewelry
- d. Pottery and ceramics

2. What were some of the challenges faced by merchants traveling along the Silk Road?

- a. Extreme weather conditions, such as hot summers and freezing winters
- b. Attacks from local tribes and bandits
- c. Difficult terrain, including deserts and mountains
- d. All of the above

3. What important inventions from China were brought to Europe along the Silk Road?

- a. Paper
- b. Printing
- c. Gunpowder
- d. All of the above

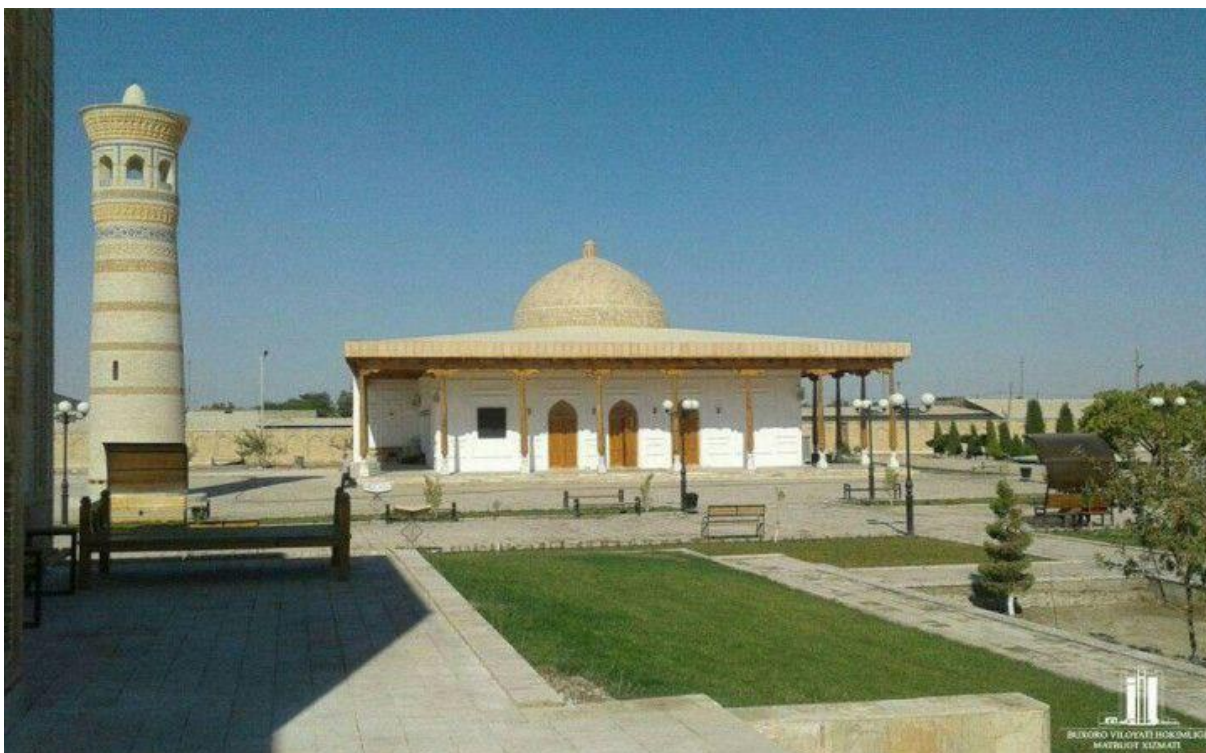
ANSWER KEY:

- a) Spices like cinnamon, nutmeg, and ginger (00:00:33 - 00:00:55)
- d) All of the above (00:01:17 - 00:03:15)
- d) All of the above (00:01:51 - 00:02:28)

SEVEN SAINTS OF HOLY BUKHARA



"Abduxoliq Ğijduvoni" maqbarasi.



"Xōja Muhammad Orif ar-Revğari" maqbarasi.



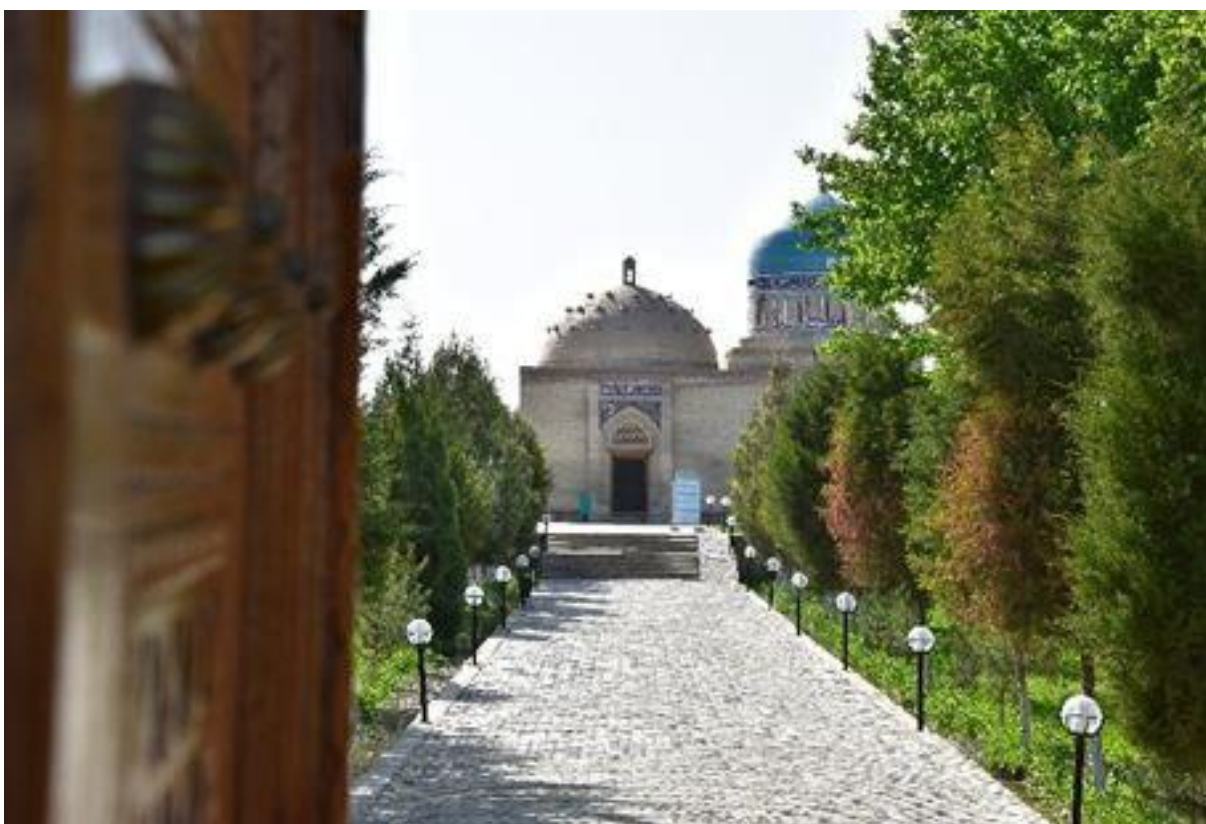
"Xōja Maxmud Anjir Fağnaviy" maqbarasi.



"Xōja Ali Romitaniy" majmui.



"Xōja Muhammad Bobo Samosiy" majmui.



"Xōja Sayid Amir Kulol Buxoriy" majmuasi.



"Bahouddin Naqshband" ziyoratgohi

SEVEN SAINTS OF BUKHARA

The Seven Saints of Bukhara are revered figures in the Islamic tradition who played a significant role in spreading Islam in the city of Bukhara, located in present-day Uzbekistan. These saints, also known as Sufi saints or holy men, dedicated their lives to spiritual enlightenment and teaching others about the principles and values of Islam.

Who were the Seven Saints?

The Seven Saints of Bukhara were individuals who led devout and pious lives, often withdrawing from worldly affairs and dedicating themselves to the worship of God. Each saint had a unique story and a distinct contribution to the spiritual heritage of the city. Their actions and teachings continue to inspire and guide people to this day.

The Legacy of the Seven Saints

The Seven Saints of Bukhara left a lasting impact on the community through their teachings, guidance, and example. They cultivated a spirit of love, humility, and devotion among their followers, emphasizing the importance of a personal connection with God and serving others selflessly.

The Process of Reverence

The reverence for the Seven Saints is deep-rooted in the culture and traditions of Bukhara. People from all walks of life visit their shrines to seek blessings, guidance, and healing. The process of homage often involves rituals, prayers, and offerings at the saints' tombs. This allows individuals to connect with the spiritual energy associated with the saints.

The Influence on Bukhara's Culture

The Seven Saints of Bukhara have not only had a spiritual impact but have also shaped the cultural and artistic landscape of the city. Their teachings and values have influenced the local literature, music, and even architecture. Many poets and musicians have dedicated their works to the saints, preserving their stories and spreading their teachings through artistic expressions.

Learning from the Seven Saints

The lives and teachings of the Seven Saints of Bukhara provide valuable lessons for people today. Their devotion, compassion, and wisdom serve as an inspiration to live a meaningful and purposeful life. By following their example, one can cultivate a deep connection with their faith, develop empathy for others, and strive for personal growth.

Conclusion

The Seven Saints of Bukhara hold a special place in the hearts of the people of Uzbekistan and beyond. Their legacy continues to inspire generations to live a life of spirituality, love, and service. As we learn about their stories and teachings, we can draw valuable lessons that transcend time and geography, reminding us of the universal principles of faith and humanity.

What are some specific teachings of the Seven Saints of Bukhara?

Are there any books or resources available about the Seven Saints of Bukhara?

QUOTE OF THE DAY

"The Seven Saints of Bukhara teach us the importance of kindness and compassion towards others."

"The lives of the Seven Saints of Bukhara inspire us to never give up in the face of adversity."

"The Seven Saints of Bukhara remind us to always strive for inner growth and spiritual enlightenment."

1. Can you provide more information about the Seven Saints of Bukhara?
2. What are some practical ways to incorporate the teachings of the Seven Saints of Bukhara in the classroom?

ACTIVITY 1. Answer the questions.

1. Where was Bahouddin Naqshband born?

- A) in Bukhara
- B) in Samarqand
- C) in Xôjand

2. Who translate the Avrod into Uzbek language?

- A) Bahouddin Naqshbandiy
- B) Shamsiddin Somiy
- C) Ibn Sino

3. Find the line given by Naqshbandi's work on Sufism

- A) "Daloyil ul-oshiqin"
- B) "Qomus al Alim"
- C) "Dilbar yor-u dast-ba kor"

ACTIVITY 2. Watch the video.



ACTIVITY 3. Filling the gaps.

The mausoleum of Khaji Mukhammad Arif al-Rivgari is the burial place of Murshid Khaji Mukhammad Arif Rivgari. He was born in the village ofin the middle of the XII century. He was a disciple of the great Murshid Abdulkhalik Gijduvani. After the death of the great teacher, he received permission to be a spiritual mentor for others. For the rest of his life, he led his religious activities. He liked to pray Zikr aloud. There is a legend that Khaji Arif lived foryears. He was buried in the village of..... in the Bukhara region

ANOTHER GROUP OF SEVEN SAINTS OF BUKHARA

Objective: Exploring the life and teachings of the Seven Saints of Bukhara.

Warm Up:

Have you ever heard of Bukhara? Where do you think it is located?

What do you know about saints? Can you name any famous saints from history?

Key Vocabulary:

Bukhara: A city in present-day Uzbekistan, known for its rich history and cultural heritage.

Saints: Individuals who have achieved a high level of spirituality and are revered for their teachings and miracles.

EXPLORING THE SEVEN SAINTS OF BUKHARA

Bukhara, an ancient city in Central Asia, is not only famous for its stunning architecture and bustling markets but also for being home to the Seven Saints of Bukhara. These seven revered individuals were known for their teachings, acts of kindness, and deep spirituality. Let's explore the lives of each of these saints:

1. Sheikh Bahauddin Naqshband (1318-1389)

Sheikh Bahauddin Naqshband was the founder of the Naqshbandi Sufi order. He dedicated his life to teaching others the path of spiritual enlightenment and devotion to God. His teachings emphasized the importance of inner reflection, self-discipline, and compassion towards others.

2. Imam Alimardon (1403-1489)

Imam Alimardon was known for his deep knowledge of Islamic theology and his commitment to serving the community. He was highly respected for his wisdom and ability to guide people on their spiritual journeys.

3. Khoja Ahrar (1404-1490)

Khoja Ahrar was a spiritual leader and scholar who played a significant role in spreading Islam throughout Central Asia. He believed in the importance of education and established religious schools to promote learning and understanding among the people.

4. Sheikh Zaynudin (1296-1360)

Sheikh Zaynudin was a Sufi master who dedicated his life to prayer and meditation. He believed in the power of love and advocated for the unity of all people, regardless of their background or beliefs.

5. Khwaja Bakhtiyar (1211-1261)

Khwaja Bakhtiyar was a mystic and poet who used his artistic talents to convey spiritual teachings. His poetry evoked a deep sense of devotion and love for God, inspiring many followers to embark on their own spiritual journeys.

6. Maulana Yaqub Charkhi (1297-1335)

Maulana Yaqub Charkhi was a renowned scholar and spiritual guide. He taught his followers about the importance of humility, sincerity, and the pursuit of knowledge. His teachings continue to inspire people to this day.

7. Sheikh Sayfuddin Bokharzi (1183-1259)

Sheikh Sayfuddin Bokharzi was a respected scholar, jurist, and spiritual leader. He dedicated his life to promoting peace, justice, and compassionate living. His teachings emphasized the importance of moral values and ethical conduct.

These seven saints of Bukhara left a lasting impact on the region, not only through their teachings but also through their acts of kindness and service to others. They continue to be revered as spiritual beacons, guiding individuals on their own paths towards enlightenment.

QUESTIONS:

1. Who were the Seven Saints of Bukhara?
2. What were the main teachings and beliefs of Sheikh Bahauddin Naqshband?
3. Why was Khoja Ahrar known for his contribution to education?
4. What are some common themes that can be seen in the teachings of the Seven Saints?

WRITING PROMPT:

Imagine you have the opportunity to meet one of the Seven Saints of Bukhara. Choose one saint and write a letter to them, expressing your admiration and asking them a question about their teachings. How do you think their teachings can be applied in your own life?

**CHOICE BOARD: EXPLORING THE LIFE AND TEACHINGS
OF THE SEVEN SAINTS OF BUKHARA**

ASSIGNMENT TITLE	ASSIGNMENT DESCRIPTION
1. Saint Biography	Write a short biography about one of the Seven Saints of Bukhara. Include their name, background, and their contributions to society.
2. Timeline	Create a timeline showcasing the key events in the life of one of the Seven Saints of Bukhara. Include important dates and a brief description of each event.
3. Character Sketch	Choose one of the Seven Saints of Bukhara and create a character sketch. Describe their personality traits, values, and beliefs, and explain how they influenced others.
4. Poster Presentation	Design a poster that highlights the life and teachings of one of the Seven Saints of Bukhara. Include relevant images and key information about their impact on the

ASSIGNMENT TITLE	ASSIGNMENT DESCRIPTION
	<p>community.</p>
<p>5. Teach a Lesson</p>	<p>Prepare a short lesson to teach your classmates about one of the Seven Saints of Bukhara. Use visual aids, storytelling, or other engaging methods to share their story and teachings.</p>
<p>6. Interview</p>	<p>Imagine you have the opportunity to interview one of the Seven Saints of Bukhara. Write a set of interview questions and provide answers based on your research about their life and teachings.</p>
<p>7. Compare and Contrast</p>	<p>Compare and contrast two of the Seven Saints of Bukhara. Highlight their similarities and differences in terms of their teachings, impact, or approach to spirituality.</p>
<p>8. Creative</p>	<p>Choose any form of creative expression (such as a poem,</p>

ASSIGNMENT TITLE	ASSIGNMENT DESCRIPTION
Expression	song, art piece, etc.) to capture the essence of one of the Seven Saints of Bukhara. Explain the inspiration behind your creation.
9. Research Paper	Write a research paper exploring the life and teachings of all Seven Saints of Bukhara. Include key facts, anecdotes, and lessons learned from each saint.

Note: You can choose any 3 assignments from the above list to complete. Make sure to follow the instructions for each assignment carefully. If you have any questions, please ask for assistance.

SEVEN SAINTS OF BUKHARA AND THEIR WAY OF LIVING

Driving Question or Challenge:

How did the Seven Saints of Bukhara impact their community, and what can we learn from their way of living?

Real-world Context:

In this project, students will explore the lives and teachings of the Seven Saints of Bukhara, significant figures in the history of Bukhara, Uzbekistan. Students will investigate the impact these saints had on their community and the enduring legacy of their teachings. Through this project, students will connect with the

rich cultural heritage of Bukhara and learn about the values and principles that guided the lives of these saints.

In-depth Inquiry:

Students will be encouraged to dive deep into the lives of the Seven Saints of Bukhara. They will research their biographies, examine their teachings, and explore the social, cultural, and historical context in which they lived. Students will have the opportunity to ask questions, investigate various sources, and explore multiple perspectives to gain a comprehensive understanding of the saints' lives and their impact on the community.

Student Voice and Choice:

Throughout the project, students will have the freedom to make decisions about their learning journey. They will have the option to choose specific saints to focus on, explore various mediums to present their findings (such as written reports, artistic creations, or multimedia presentations), and decide how they want to demonstrate their understanding of the saints' teachings.

Reflection:

Regular reflection will be an integral part of the project. Students will have opportunities to reflect on their learning process, the discoveries they are making, and their personal growth. They will be encouraged to journal their thoughts and insights, discuss their reflections with peers, and engage in critical self-reflection to deepen their understanding of the saints' teachings.

Critique and Revision:

A culture of critique and revision will be fostered within the project. Students will have the opportunity to give and receive feedback from their peers, providing insights and suggestions for improvement. This feedback will serve as a valuable tool for students to refine their work and enhance their understanding of the saints' teachings.

Public Product:

As a culmination of their learning, students will produce a public product that showcases their understanding of the Seven Saints of Bukhara. This could be in

the form of a report, presentation, artwork, or any other tangible representation of their findings. The final products will be shared with a broader audience, such as classmates, school community members, or even local community members, to honor and celebrate the impact of the Seven Saints of Bukhara.

Collaboration:

Throughout the project, students will have opportunities to collaborate with their peers. They will engage in group discussions, share resources, and collaborate on research and presentations. This collaborative approach will allow students to pool their collective skills, insights, and strengths to deepen their understanding of the topic.

Teacher Facilitation:

The teacher will take on the role of a facilitator rather than being the primary source of information. The teacher will guide, mentor, and scaffold students' experiences by providing resources, support, and guidance when needed. The teacher will foster a student-centered learning environment where students take ownership of their learning and drive their own inquiries.

Interdisciplinary Connection:

This project will bridge multiple subject areas, mimicking the interconnected nature of the real world. Students will explore the historical and cultural context in social studies, analyze primary and secondary sources in English language arts, and examine the saints' teachings through the lens of ethics and philosophy. The project will provide an opportunity for students to understand the interconnectedness of various disciplines and apply their knowledge and skills in a meaningful way.

Assessment:

Both formative and summative assessments will be used to gauge student understanding and the skills they've developed throughout the project. These assessments will include rubrics, presentations, peer reviews, and self-reflections, allowing students to demonstrate their knowledge, critical thinking skills, creativity, and their ability to apply their learning in practical

TEAM BUILDER / ICE BREAKER

Option 1: "Two Truths and a Lie"

Objective: Get to know each other better by sharing interesting facts about themselves.

Materials Needed: None

Instructions: Have everyone gather in a circle.

Explain the game: Each participant will think of two true statements and one false statement about themselves. They will take turns sharing these statements with the group.

Starting with the facilitator, model the game by sharing two true statements and one false statement about yourself in random order. For example, "I have climbed Mount Everest, I have three cats, and I can play the guitar."

After sharing the statements, ask participants to guess which statement is a lie. Give them a moment to discuss and make their guesses. Once everyone has taken a turn sharing their statements, go around the circle and have each participant reveal which statement was false and share the true stories behind the other two statements.

Encourage participants to ask follow-up questions or share connections if they discover common interests or experiences with each other.

Option 2: "Human Bingo"

Objective: Engage participants in a fun ice breaker that encourages them to interact with different team members.

Materials Needed: Printed bingo cards with randomized statements/questions about the participants.

Instructions: Distribute a bingo card and a pen/pencil to each participant.

Explain the game: Participants will go around the room and mingle with each other. Their goal is to find someone who matches each statement/question on their bingo card. They should write down the person's name in the corresponding box.

Emphasize that participants should try to find different people for each statement/question, encouraging them to get to know others they might not have interacted with yet.

Give a specific amount of time (e.g., 10-15 minutes) for participants to complete their bingo cards. Remind them to engage in conversations and learn about each other's experiences as they go. Once the time is up, gather everyone back together and have each person share one interesting thing they learned about someone else while filling out their bingo card.

Celebrate the connections made and encourage future collaborations between team members.

Note: The statements/questions on the bingo cards can be tailored to relevant topics like teaching experience, favorite subjects, professional goals, or hobbies to make it more education-focused.

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Yuldasheva Feruza Erkinovna

**SEVEN SAINTS OF
LEGENDARY BUKHARA**

(METHODOLOGICAL MANUAL)

on qualification practice for the 3rd year students



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