



# Chapter

# 2

# Islamic Civilization

365-369 Nabeel Turner/Getty Images

Muslims gather around the Kaaba ▼  
at the Great Mosque in Makkah.

NATIONAL  
GEOGRAPHIC

## Where & When?



A.D. 600

A.D. 900

1200

1500

**c. A.D. 610**  
Muhammad  
receives  
prophetic call

**A.D. 750**  
Abbasids  
overthrow  
Umayyads

**c. 1100**  
Omar Khayyam  
writes the  
*Rubaiyat*

**c. 1375**  
Ibn Khaldun  
writes  
histories

CONTENTS





# The Big Ideas

## Section 1

### The Rise of Islam

**Religion influences how civilization develops and how culture spreads.**

The religion of Islam originated in Arabia. It was based on the teachings of Muhammad.

## Section 2

### Islamic Empires

**Exploration and trade spreads ideas and goods.** Followers of Islam, called Muslims, built large empires and spread their faith through trade and conquest throughout the Middle East and the Mediterranean.

## Section 3

### Muslim Ways of Life

**The interaction of different societies brings about the development of new ideas, art, and technology.** Muslims were skilled traders and builders. They established large cities and made many advances in mathematics, science, and the arts.



View the Chapter 2 video in the Glencoe Video Program.

## FOLDABLES Study Organizer

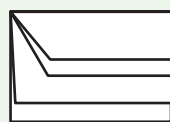
**Categorizing Information** Make the following foldable to organize information about the people and places of Islamic civilization.

**Step 1** Collect two sheets of paper and place them about 1 inch apart.



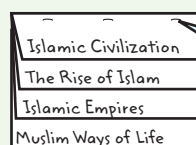
Keep the edges straight.

**Step 2** Fold down the top edges of the paper to form four tabs.



This makes all the tabs the same size.

**Step 3** When all the tabs are the same size, crease the paper to hold the tabs in place and staple the sheets together. Turn the paper and label each tab as shown.



Staple along the fold.

### Reading and Writing

As you read, use your foldable to write down what you learn about Islamic civilization. Write facts on each appropriate tab.



# Get Ready to Read

## Making Predictions



### Reading Skill

### 1 Learn It!

A prediction is a guess, based on what you already know. Making predictions before you read can help you understand and remember what you read. One way to predict while reading is to guess what the author will tell you next. Read the paragraph below from Section 1. Make predictions about what you will read in the rest of the section.

Can you predict how people will react to these ideas?

Think about what you may already know about Islam. Predict how popular it will become.

Muhammad also preached that all people were equal and that the rich should share their goods. In Makkah, where most people lived humbly, this vision of a just society was very powerful. Muhammad was saying that wealth was not as important as leading a good life. When the Day of Judgment arrived, he said God would reward the good people and punish the evildoers.

— from page 176

### Reading Tip

Read titles and headings to help you predict what details are covered in each section.

What do you know about the beliefs of other religions compared to Islam? Predict how followers of other religions will react.

After you read the rest of the chapter, go back to see if your predictions were correct.



## 2 Practice It!

Read the paragraph below from Section 3 of this chapter.

**What Were Muslim Cities Like?** Trade helped the leading Muslim cities grow. Baghdad, Cairo, and Damascus were located on trade routes that ran from the Mediterranean Sea to central Asia. However, Muslim cities were not only places of trade. They also became important centers of government, learning, and the arts.

—from page 192

### Read to Write

Select one photograph in this chapter. Without reading the caption, write a prediction of what you think the caption might say. Check the caption to see if your prediction is correct.

Predict what information will be discussed throughout this section, and write down your predictions. Then as you read this section, discuss your guesses with a partner, and decide if they were correct.



▲ Arab bazaar

## 3 Apply It!

Before you read the chapter, skim the questions on pages 200–201 in the Chapter Assessment. Choose three questions and predict what the answers will be.





## Section

# 1

# The Rise of Islam

## Guide to Reading



### History Social Science Standards

**WH.7.2** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

### Looking Back, Looking Ahead

Previously, you learned about early empires in southwest Asia. During the A.D. 600s, people called Arabs began a new empire in the region. The driving force behind their empire building was the religion of Islam.

### Focusing on the **Main Ideas**

- The deserts, coastline, and oases of Arabia helped shape the Arab way of life. (page 175)
- The prophet Muhammad brought the message of Islam to the people of Arabia. (page 176)
- The Quran provided guidelines for Muslims' lives and the governments of Muslim states. (page 179)

### Locating Places

**Makkah** (MAH•kuh)

**Kaaba** (KAH•buh)

**Madinah** (mah•DEE•nah)

### Meeting People

**Bedouin** (BEH•duh•wuhn)

**Muhammad** (moh•HAH•muhd)

### Content Vocabulary

**oasis** (oh•AY•suhs)

**sheikh** (SHAYK)

**caravan** (KAR•uh•VAN)

**Quran** (koh•RAHN)

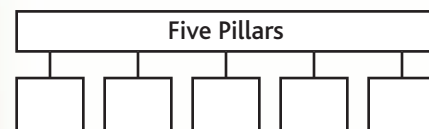
### Academic Vocabulary

**intense** (ihn•TEHNS)

**transport** (trans•POHRT)

### Reading Strategy

**Organizing Information** Use a diagram like the one below to identify the Five Pillars of faith.



## Where & When?



**A.D. 550**

**A.D. 570**

Muhammad is born

**A.D. 600**

**C. A.D. 610**

Muhammad receives prophetic call

**A.D. 650**

**A.D. 630**

Makkah surrenders to Muhammad



**WH7.2.1** Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. **WH7.2.5** Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

## Daily Life in Early Arabia

**Main Idea** The deserts, coastline, and oases of Arabia helped shape the Arab way of life.

**Reading Connection** Do you ever think about how rainfall shapes your life? Read on to find out how lack of rain helped shape the Arabs' way of life.

Surrounded by the Red Sea on the west, the Persian Gulf on the east, and the Arabian Sea to the south, the Arabian Peninsula is mostly a desert. The heat is **intense**, and a sandstorm can blind any traveler. Water is found only at **oases** (oh • AY • seez), green areas fed by underground water. Not all of Arabia is dry, however. In the mountains of the southwest, enough rain falls to support plants such as juniper and olive trees.

In ancient times, the peninsula was bounded by many different civilizations. For example, Egypt and Kush were to the west, Mesopotamia and Persia were to the north and east, and the Israelites, the Greeks, and Romans were to the north and west. Records from these civilizations indicate that many people visited or crossed the Arabian Peninsula, but few stayed.

To survive the Arabian climate, early Arabs organized into tribes whose members were very loyal to one another. The head of

the tribe was called a **sheikh** (SHAYK). Some tribes lived a settled lifestyle in villages near oases or wells, or in mountain valleys.

**Who Are the Bedouins?** Some Arabs were desert herders. To water and graze their camels, goats, and sheep, they went from oasis to oasis. They were called **Bedouins** (BEH • duh • wuhnz). Bedouins lived in tents and ate dried fruits and nuts. They drank the milk of their animals. Only rarely would they eat meat. Their animals were much too valuable to be used as food.

**Trade and Towns** Many Arabs lived in villages where they farmed or raised animals. These villages were near oases or in the mountain valleys. Some villagers were merchants who **transported** goods across the desert. To fend off attacks by Bedouins, many traveled in a **caravan** (KAR • uh • van), or group of traveling merchants and animals.

By about A.D. 500, Arabian merchants handled most trade between India and the Mediterranean Sea. As their trade grew, Arab merchants founded towns along the trade routes in Arabia. **Makkah** (MAH • kuh), also known as Mecca, became the largest and richest of them all. It was a crossroads for merchants, and it was also an important religious site.

▼ Today, many Bedouins still roam the desert and live in tents. **Where did Bedouins graze their animals in the desert?**



▲ Bedouin woman making bread





**WH7.2.2** Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity. **WH7.2.4** Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.



## The Middle East c. A.D. 600

### KEY

- Byzantine Empire
- Persian Empire



### Using Geography Skills

Islam, one of the world's major religions, began in the Arabian peninsula.

1. **Location** Which empire was located north and west of the Arabian Peninsula?
2. **Location** About how far is it from Makkah to Yathrib?

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

In the middle of Makkah was the **Kaaba** (KAH•buh), a low square building surrounded by statues of gods and goddesses. Arabs believed that the great stone inside the Kaaba was from heaven. Pilgrims, people who travel to a holy place, flocked to Makkah. Arabians worshiped many gods, but the most important was Allah. Allah was considered to be the creator.

**Reading Check Analyze** How did geography shape life in Arabia?

## Muhammad: Islam's Prophet

**Main Idea** The prophet Muhammad brought the message of Islam to the people of Arabia.

**Reading Connection** Have you ever heard someone speak and been moved to tears? The following paragraphs tell about a prophet who moved the Arab people with his words.

**Muhammad's Message** In A.D. 570 a man named **Muhammad** (moh•HAH•muhd) was born in Makkah. An orphan, he was raised by an uncle. As a teenager, he worked in the trusted job of caravan leader and eventually became a successful merchant. He married and had children.

Despite his success, Muhammad was dissatisfied. He felt that the wealthy town leaders should return to the old ways. He thought they should honor their families, be fair in business, and help the poor.

Muhammad went into the hills to pray. In about A.D. 610, he said he was visited by an angel and told to preach Islam. *Islam* means "surrendering to the will of Allah." *Allah* is the Arabic word for "God."

Inspired, Muhammad returned to Makkah. Everywhere he went, he told people to destroy statues of false gods and to worship only Allah, the one true God.

Muhammad also preached that all people were equal and that the rich should share their goods. In Makkah, where most people lived humbly, this vision of a just society was very powerful. Muhammad was saying that wealth was not as important as leading a good life. When the Day of Judgment arrived, he said God would reward the good people and punish the evildoers.

**Opposition to Islam** Slowly Muhammad convinced people that his message was true. At first, only his family became



Muslims, or followers of Islam. Soon, however, many of the poor were attracted to his message that goods should be shared.

Wealthy merchants and religious leaders did not like Muhammad's message. They thought he was trying to take away their power. They made his life difficult and beat and tortured his followers.

In A.D. 622 Muhammad and his followers left Makkah. They moved north to a town called Yathrib (YA•thruhb). The journey of Muhammad and his followers to Yathrib became known as the Hijrah (HIH•jruh). The word comes from Arabic and means "breaking off relationships." Later Muslims made the year A.D. 622 the first year of a new Muslim calendar. Yathrib welcomed Muhammad and his followers. Their city was renamed **Madinah** (mah•DEE•nah), which means "the city of the prophet."

**Muhammad's Government** The people of Madinah accepted Muhammad as God's prophet and their ruler. Muhammad proved to be an able leader. He applied the laws he believed God had given him to all areas of life. Muhammad created an Islamic state—a government that uses its political power to uphold Islam. He required all Muslims to place loyalty to the Islamic state above loyalty to their tribe.

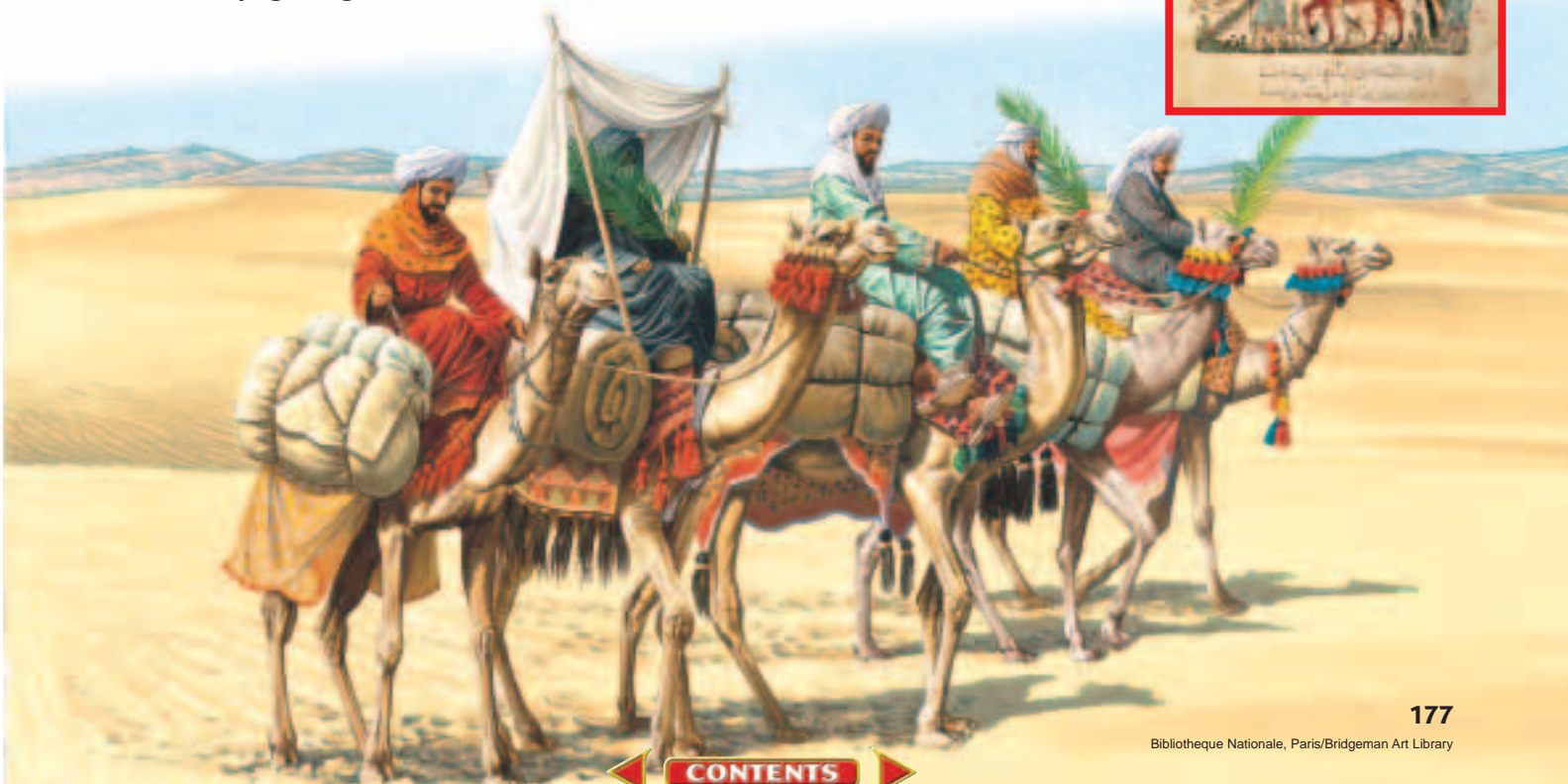
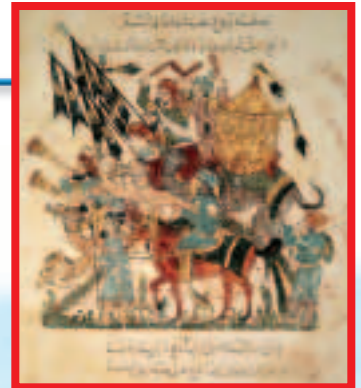
To defend his new government, Muhammad built an army. The leaders of Makkah feared he would attack. In A.D. 630 they agreed to a treaty to give control of the city to Muhammad. He then made it a holy city of Islam. Two years later, Muhammad died. By this time, Islam had begun to spread to all of Arabia.

**Reading Check Explain** Why did Muhammad's message appeal to the poor?

## Journey to Makkah

A pilgrimage to the holy city of Makkah often involved a long, difficult journey across deserts and other rough country. Muslim travelers carried palm leaves to show that they were on a pilgrimage. **Where was Muhammad born?**

A pilgrimage to Makkah ►







# Biography



**WH7.2.2** Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.

## MUHAMMAD

A.D. 570–632

Muhammad experienced great poverty and many hardships early in his life. His father, Abd Allah, died before he was born. His grandfather, Abd al-Muttalib, took care of Muhammad in Makkah for a short time. Abd al-Muttalib felt that Makkah was an unhealthy place to raise a baby, but he could not leave because he was a political leader in the city. So he entrusted Muhammad to a tribe of nomads. They took the baby Muhammad to their home, the desert.

When Muhammad was six years old, his mother died. Two years later, when Muhammad was eight, his grandfather also died. Arab custom did not allow minors to inherit anything, so the property and money from Muhammad's father and grandfather could not be passed down to him. To survive, Muhammad needed the protection of Abu Talib, his uncle who now headed the family.

Under the care of Abu Talib, Muhammad traveled by camel on trading journeys to Syria. On one of these trips, when he was about twenty-five years old, Muhammad met a wealthy woman named Khadijah. She and Muhammad married and had four daughters. They also had at least two sons who did not live past childhood.

Muhammad's marriage to Khadijah made him a wealthy man and a member of Makkah's prosperous merchant class. However, Muhammad could not forget his early experiences. His childhood had deeply influenced Muhammad and made him a thoughtful person. He often would go up into the hills near Makkah and spend nights in a cave. Alone there, he would reflect on the problems he saw in Makkah and the growing tension between the few people with great wealth and the many people with nothing. It was in these hills that Muhammad claimed an angel told him, "You are the Messenger of God."



▲ The Mosque of the Prophet in Madinah contains Muhammad's tomb.

### Then and Now

Are any of the problems Muhammad saw in Makkah similar to problems in society we see today? Explain.

(l) C. Heller/Ancient Art & Architecture Collection, (b) George Chan/Photo Researchers





**WH7.2.2** Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity. **WH7.2.3** Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.

## Islam's Teachings

**Main Idea** The Quran provided guidelines for Muslims' lives and the governments of Muslim states.

**Reading Connection** Do you ever wonder how you should act in certain situations? In the following paragraphs, you will learn where Muslims looked for guidance.

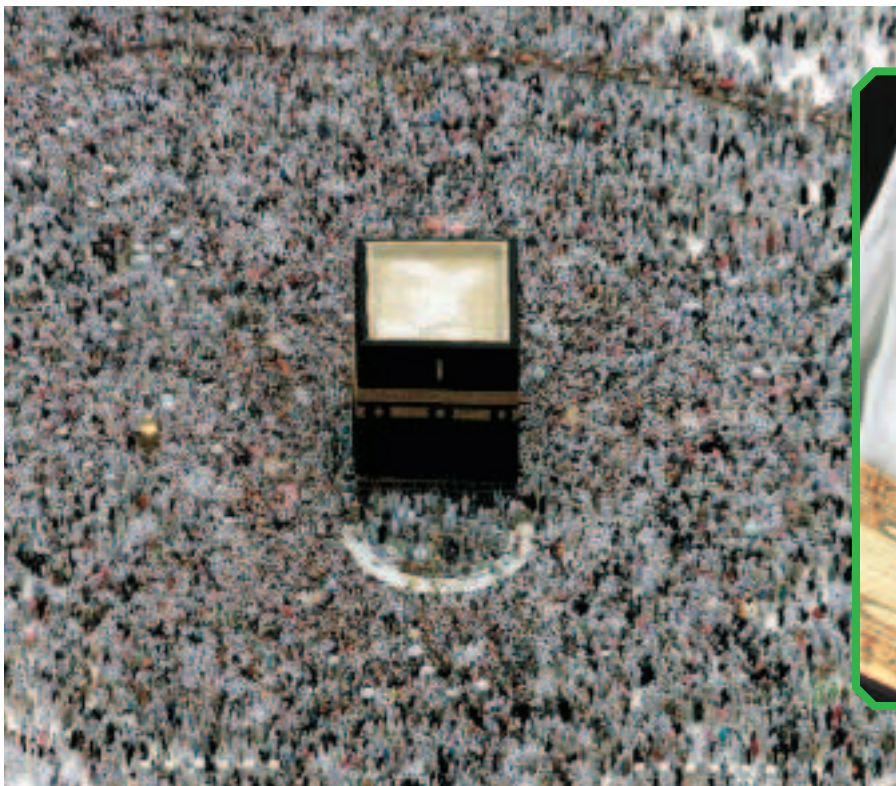
Islam, Judaism, and Christianity have some beliefs in common. Like Jews and Christians, Muslims believe in one God. Muslims believe this one God holds all power and created the universe. They also believe that God determines right and wrong. People are expected to obey God's laws if they want to be blessed in the afterlife.

Jews, Christians, and Muslims also believe that God spoke to people through prophets. For Muslims, early prophets were Abraham, Moses, Jesus, and finally

Muhammad. For Christians, Jesus was more than a prophet. He was the son of God and therefore divine. In Islam, Muhammad is seen as a prophet and a very good person but not as divine.

**What Is the Quran?** Muslims wrote down the messages that Muhammad said he received from Allah. These writings became the **Quran** (koh • RAHN), or holy book of Islam. For Muslims, the Quran is God's written word. For this reason, Muslims strive to follow the Quran.

The Quran instructs Muslims about how they should live. Many of its moral teachings are like those of the Bible. For example, Muslims are told to be honest and to treat others fairly. They are to honor their parents, show kindness to their neighbors, and give generously to the poor. Murder, lying, and stealing are forbidden.



▲ Muslim pilgrims surround the Kaaba in Makkah. **When did Muhammad's soldiers take control of Makkah?**



▲ A child studies the Quran





Many rules in the Quran apply to Muslims' daily life. According to these rules, Muslims should not eat pork, drink liquor, or gamble. The Quran also has rules about marriage, divorce, family life, property rights, and business practices.

Muslims are expected to fulfill the Five Pillars of Islam, or acts of worship. These are shown in the chart at the right.

Scholars of Islam also created a law code that explains how society should be run. This code is taken from the Quran and the Sunna (SUH•nuh). The Sunna is the name given to customs based on Muhammad's words and deeds. Islam's law code covers all areas of daily life. It applies the Quran to family life, business, and government.

**Reading Check Evaluate** What role do the Quran and Sunna play in Muslim daily life?

## The Five Pillars of Islam

### Belief

Muslims must declare that there is no god but Allah and that Muhammad is his prophet.

### Prayer

Muslims must pray five times per day facing toward Makkah.

### Charity

Muslims must give to the poor.

### Fasting

Muslims must not eat from dawn to dusk during the sacred holiday of Ramadan.

### Pilgrimage

Muslims should visit Makkah once in their life.

▲ The Five Pillars are acts of worship that all Muslims must carry out. **How many times should Muslims pray each day?**

## Section 1 Review

### Reading Summary

#### Review the Main Ideas

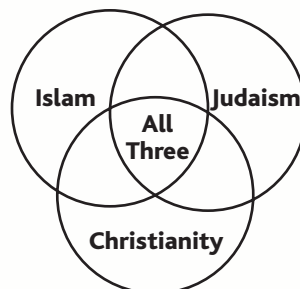
- In the desert of the Arabian Peninsula, the Arab people were mostly herders and traders.
- In the town of Makkah, Muhammad began to preach a new religion, Islam, which soon spread to all of Arabia.
- Muslims believe that Muhammad was Allah's final prophet and that their holy book, the Quran, is Allah's written word.

### What Did You Learn?

1. What are oases, and why were they important to Arabs?
2. Name some activities the Quran prohibits.

#### Critical Thinking

3. **Compare and Contrast** Draw a Venn diagram to compare and contrast Islam, Judaism, and Christianity. **CA 7RC2.0**



4. **Conclude** Why do you think Muhammad's teachings were popular with poorer people? **CA HR5**

5. **The Big Ideas** How did Muhammad link religion and government? **CA 7RC2.3**

6. **Writing Summaries** Prepare a summary of the basic beliefs of Islam. **CA 7WA2.5**

7. **Reading Making Predictions** Before reading Section 2, write a short essay predicting where and why Islam would spread from Arabia. Refer to the region's geography as well as Islam's beliefs. **CA CS3**

### History Online

**Study Central** Need help with the beginnings of Islam? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.



## Section

# 2

# Islamic Empires

## Guide to Reading

### Looking Back, Looking Ahead

In Section 1, you learned how Islam spread from Madinah to Makkah. In time, Islam's followers brought their beliefs to all of Southwest Asia and parts of Southeast Asia, Africa, and Europe.

### Focusing on the Main Ideas

- Arabs spread Islam through preaching, conquest, and trade. (page 182)
- While Muslims split into two groups, the Arab Empire reached new heights. (page 185)
- Turks and Moguls built Muslim empires in Asia, Africa, and Europe. (page 187)

### Meeting People

Umayyad (oo•MY•uhd)

Sufi (SOO•fee)

Abbasid (uh•BA•suhd)

Suleiman I (SOO•lay•MAHN)

Mogul (MOH•guh)

Akbar (AK•buhr)

### Locating Places

Damascus (duh•MAS•kuhs)

Indonesia (ihN•duh•NEE•zhuh)

Timbuktu (TIHM•BUHK•TOO)

Baghdad (BAG•dad)

Delhi (DEH•lee)

### Content Vocabulary

caliph (KAY•luhf)

Shiite (SHEE•EYET)

Sunni (SU•nee)

sultan (SUHL•tuhn)

### Academic Vocabulary

policy (PAH•luh•see)

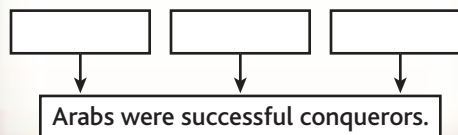
devote (dih•VOHT)

style

impose (ihm•POHZ)

### Reading Strategy

**Cause and Effect** Create a diagram to show why the Arabs were successful conquerors.



### History Social Science Standards

**WH7.2** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.



## Where & When?



A.D. 500

1100

1700

A.D. 750

Abbasids overthrow Umayyads

1258

Mongols burn Baghdad

1526

Moguls rule India from Delhi





**WH7.2.4** Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language. **WH7.2.5** Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

## The Spread of Islam

**Main Idea** Arabs spread Islam through teaching, conquest, and trade.

**Reading Connection** When you come up with a new idea, how do you let others know about it? Read on to find out how Arabs spread Islam.

Muhammad died in A.D. 632, and conflicts began in the Muslim community over who should be the **caliph** (KAY•luhf), or successor to the Messenger of God. A powerful group of Muslim leaders chose the new leader, but disagreements continued.

The first four caliphs were Abu Bakr, Umar, Uthman, and Ali. They ruled from Madinah. Each of the four had a personal connection to Muhammad. For example, the first caliph was Muhammad's father-in-law,

Abu Bakr. The fourth caliph was Ali, his first cousin and son-in-law. Each of the four caliphs wanted to spread Allah's message to everyone.

These four caliphs lived simply, treated others fairly, and also fought hard for Islam. They wanted to make sure that Islam flourished. However, Abu Bakr had to put down a rebellion by many Arabs who were not certain whom to follow after Muhammad's death. He also began the conquest of Syria but died in A.D. 634.

His successors continued the conquest of the region by following the land routes north, east, and west. In A.D. 636 Muslim armies began the conquest of Persia. They soundly defeated the Persian armies and soon captured the Persian capital. In A.D. 642 they destroyed another Persian army in

The Art Archive/Hazem Palace Damascus/Dagli Ori

**NATIONAL GEOGRAPHIC**

## The Spread of Islam A.D. 632–750

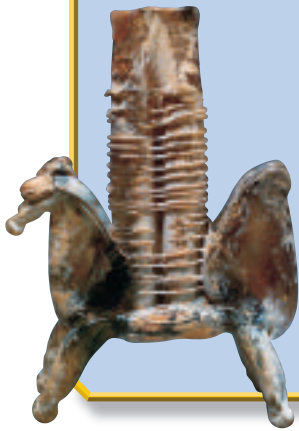


Maps in Motion



## The First Four Caliphs

	Abu Bakr	Umar	Uthman	Ali
<b>Relationship to Muhammad</b>	father-in-law	friend	son-in-law, member of the Umayyad family	first cousin, son-in-law
<b>Career</b>	merchant	merchant	merchant	soldier, writer
<b>Caliphate</b>	A.D. 632–634	A.D. 634–644	A.D. 644–656	A.D. 656–661
<b>Achievements as Caliph</b>	spread Islam to all of Arabia; restored peace after death of Muhammad; created code of conduct in war; compiled Quran verses	spread Islam to Syria, Egypt, and Persia; redesigned government; paid soldiers; held a census; made taxes more fair; built roads and canals; aided poor	spread Islam into Afghanistan and eastern Mediterranean; organized a navy; improved the government; built more roads, bridges, and canals; distributed text of the Quran	reformed tax collection and other government systems; spent most of caliphate battling Muawiya, the governor of Syria



◀ Islamic glass horse

### Understanding Charts

Under the caliphs, Islam spread through the Middle East and into North Africa.

1. Which caliph organized a navy?
2. **Compare** What achievements did Umar and Ali have in common?

central Persia. In A.D. 651 the last Persian ruler was killed, and the former kingdom of Persia came under the rule of the caliph.

Meanwhile, Muslim armies conquered Syria and the lands along the east coast of the Mediterranean. By A.D. 637, both Damascus and Jerusalem had surrendered. Later, the Muslims defeated a Byzantine army that was defending Egypt, and in A.D. 642 Egypt surrendered. By the year A.D. 661, when the fourth caliph died, the Arab Empire had expanded to include all of southwest Asia.

Expansion continued under the **Umayyad** (oo•MY•uhd) caliphs, who ruled from A.D. 661 to A.D. 750. They chose the city of **Damascus** (duh•MAS•kuhs) in Syria to be their capital. Muslims then spread eastward into the lands beyond Persia. They entered India and traveled northwest to the mountains of Afghanistan.

They also explored the North African coast of the Mediterranean. The sea made travel westward easy, but the mountains and deserts made it difficult to travel south into central Africa.

**The Muslims Build an Empire** Just 100 years after Muhammad's death, the Islamic state became a great empire. Why were the Arabs so successful?

Arabs had always been good on horseback and good with the sword, but as Muslims, they also were inspired by their religion. They were fighting to spread Islam. Muslims believed anyone who died in battle for Islam would go to paradise.





▲ The Umayyad Mosque, also known as the Great Mosque of Damascus, took about 10 years to build.

The Arabs were also successful because they usually let conquered peoples practice their own religion. They called Christians and Jews “People of the Book,” meaning that these people, too, believed in one God and had holy writings. Muslims did not treat everyone equally, though. Non-Muslims had to pay a special tax.

When a people are conquered, they tend to adopt the religion and customs of their new rulers. In the Arab Empire, many conquered people converted to Islam and learned Arabic. The customs of the conquered countries also influenced the Arabic rulers. Eventually, the term *Arab* meant only that a person spoke Arabic, not that he or she was from Arabia.

**Preaching and Trading** Muslims also spread Islam by preaching. A group called **Sufis** (SOO•feez) spent their time praying and teaching Islam. They won many followers throughout the Arab Empire.

Arab merchants also helped to spread Islam. They set up trading posts throughout southeast Asia and taught Islam to the people there. Today, the country of **Indonesia** (IHN•duh•NEE•zhuh) includes more Muslims than any other nation in the world.

Some Arab merchants crossed the Sahara to trade with kingdoms in West Africa. In the 1300s, the west African city of **Timbuktu** (TIHM•BUHK•TOO) became a leading center of Muslim learning.

**The Muslims in Spain** As the Muslims crossed from North Africa into Spain, they carried their religion, customs, and traditions with them. They made the city of Córdoba the center of politics and culture in Spain. Muslim scholars and philosophers studied the works of the ancient Greeks and wrote commentaries on them. In fact, Muslims in Spain helped to preserve many ancient texts.

Many of Islam’s great philosophers came from Spain. For example, Averroës, also known as Ibn Rushd, was a lawyer and doctor in Córdoba. He is best known, however, for his writings about Aristotle. His works later influenced the thinking of Christian and Jewish philosophers during the Middle Ages.

The Islamic culture in Spain was friendly toward other cultures. In particular, the Jewish population in Córdoba thrived. One Jewish scholar known as Maimonides organized a collection of Jewish oral law. He also wrote other legal and philosophical works, including one in Arabic.

Another Spanish Jew of the period, Solomon ben Gabirol, wrote poetry and philosophy. One of his pieces dealt with a Greek philosophy called Neoplatonism. Ben Gabirol could also write in Arabic. After one of his pieces called *The Well of Life* was translated into Latin, it influenced the thinking of many philosophers in Europe.

**Reading Check Explain** How did Arabs spread the religion of Islam through trade?



**WH7.2.1** Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. **WH7.2.4** Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language. **WH7.2.5** Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

## Struggles Within Islam

**Main Idea** While Muslims split into two groups, the Arab Empire reached new heights.

**Reading Connection** Have you ever belonged to a club whose members could not agree on a leader? Read to find out what happened when Muslims disagreed about who should lead them.

From the moment Muhammad died, Muslims began arguing about who had the right to be caliph. The quarrel over who should succeed Muhammad eventually split the Muslim world into two groups, the Sunnis and the Shiites. This

division has remained to the present day. Today most Muslims are Sunnis. Iran and Iraq have the largest populations of Shiites.

**How Did Islam Split?** **Shiites** (SHEE • EYETS) believed that Ali, Muhammad's son-in-law, should succeed him and that all future caliphs should be Ali's descendants. According to the Shiites, the Umayyad caliphs in Damascus had no right to rule.

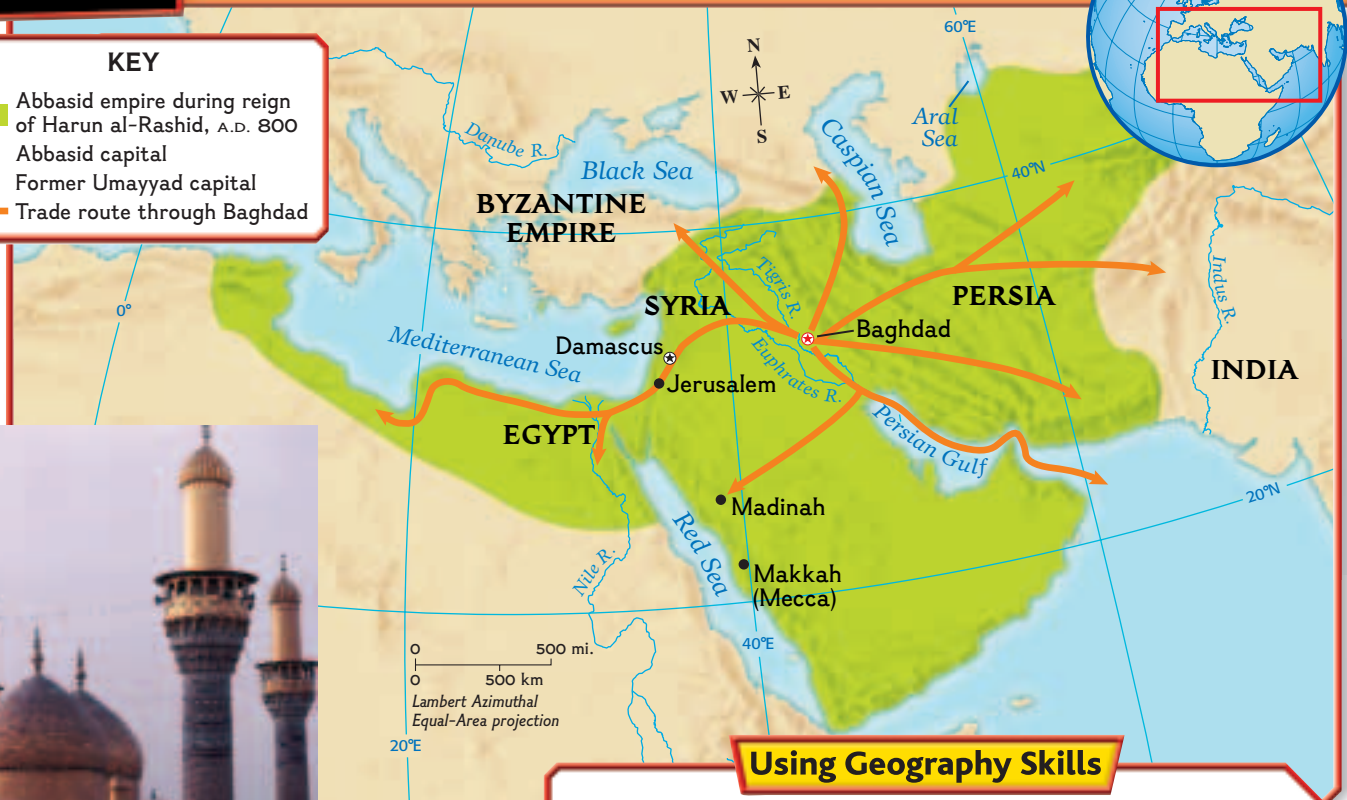
**Sunnis** (SU • nees), who outnumbered Shiites, accepted the Umayyad dynasty as rightful caliphs, though they did not always agree with their **policies**. Over time, the Shiites and Sunnis developed different religious practices and customs.

NATIONAL GEOGRAPHIC

### Abbasid Empire A.D. 800

#### KEY

- Abbasid empire during reign of Harun al-Rashid, A.D. 800
- ✱ Abbasid capital
- ✱ Former Umayyad capital
- Trade route through Baghdad



◀ A mosque in Baghdad

#### Using Geography Skills

1. **Movement** What empire blocked Abbasid expansion to the northwest?
2. **Place** Does Baghdad appear to be well located for trade? Explain.





**Who Were the Abbasids?** The **Abbasids** (uh•BA•suhds) were the dynasty that came after the Umayyads. The Umayyads lost power in A.D. 750 because they angered many Muslims, especially in Persia. Persian Muslims felt that Arab Muslims got special consideration. They got the best jobs and paid fewer taxes.

When these Muslims rebelled, people all over the empire joined them. They overthrew the Umayyads, and a new dynasty began. The new caliph was a descendant of Muhammad's uncle. His name was Abu al-Abbas. The new Abbasid dynasty lasted until 1258.

## Primary Source

### Royal Caliphs

Ibn Khaldun recorded historical events and his interpretation of them.



▲ The Great Mosque of Damascus built by the Umayyad caliphs

"When one considers what God meant the caliphate to be, nothing more needs [to be said] about it. God made the caliph his substitute to handle the affairs of His servants. He is to make them do the things that are good for them and forbid them to do those that are harmful. He has been directly told so.

A person who lacks the power to do a thing is never told to do it."

—Ibn Khaldun, "The Muqaddimah"



### Document-Based Question

According to Khaldun, what is the relationship between God and the caliph?

The Abbasids **devoted** their energies to trade, scholarship, and the arts. They also built a new capital, **Baghdad** (BAG•dad). Baghdad prospered because it was beside the Tigris River and near the Euphrates River. It was a good location to trade since many people used the rivers to ship goods north and south.

The Abbasid dynasty is also known for bringing Persian influence into the empire. Baghdad was very close to Persia, and the Abbasid rulers came to know and love the art and literature of Persia.

**The Seljuk Turks** Time brought many changes in the 500 years of Abbasid rule. In Egypt and Spain, the Muslims wanted their own caliphs. About the same time, a new people, the Seljuk Turks of central Asia, began moving south into the Arab Empire. The Abbasids were losing control.

The Seljuk Turks were nomads and great warriors. At first, the Abbasids hired them as soldiers. Soon, however, the Seljuk Turks decided to take power for themselves.

The Seljuks took over much of what is now Iran and Turkey. Then, in 1055, they boldly took Baghdad. The Seljuks were satisfied to rule only the government and army. They let the Abbasid caliph remain as the religious leader. The Seljuk ruler called himself **sultan** (SUHL•tuhn), or "holder of power."

For 200 more years, the Seljuks ruled with the Abbasid caliphs. Then, in the 1200s, another people attacked the empire. These were the fierce Mongols of central Asia you will read about in Chapter 4. In 1258 they captured Baghdad and burned it to the ground. The Mongol attack brought an end to the Arab Empire.

**Reading Check Contrast** What is the difference between Shiite and Sunni Muslims?



**WH7.2.4** Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

**WH7.2.5** Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

## Later Muslim Empires

**Main Idea** Turks and Moguls built Muslim empires in Asia, Africa, and Europe.

**Reading Connection** How do you react when someone treats you unfairly? Read on to find out how Muslims in Turkey and India treated the people they conquered.

The Arabs built—and lost—the first Muslim empire. Later on, other Muslim groups created empires in Asia, Africa, and Europe. One of the largest and most powerful of these empires was the Ottoman empire that began in Turkey. Another was the Mogul empire in India.

**Who Were the Ottomans?** In the late 1200s, a group of Turks in the northwest corner of Asia Minor began to build a new empire. The ruler of these Turks was named Osman, and as a result, these Turks became known as the Ottoman Turks.

The Ottomans quickly conquered most of the land that today makes up the country of Turkey. They attacked the Byzantine Empire and pushed north into Europe. In 1453 they seized Constantinople, the Byzantine capital. They changed the city's name to Istanbul and made it the center of their empire.

Ottoman armies also marched south, conquering Syria, Palestine, Egypt, Mesopotamia, and parts of Arabia and North Africa. They used guns and cannons to fight their battles and built a large navy to control the Mediterranean Sea.

Like the Seljuks, the Ottomans called their leader a sultan. The most famous of

the sultans was **Suleiman I** (SOO • lay • MAHN), who ruled in the 1500s. Suleiman was a man of many talents. He was enthusiastic about architecture and built many schools and mosques.

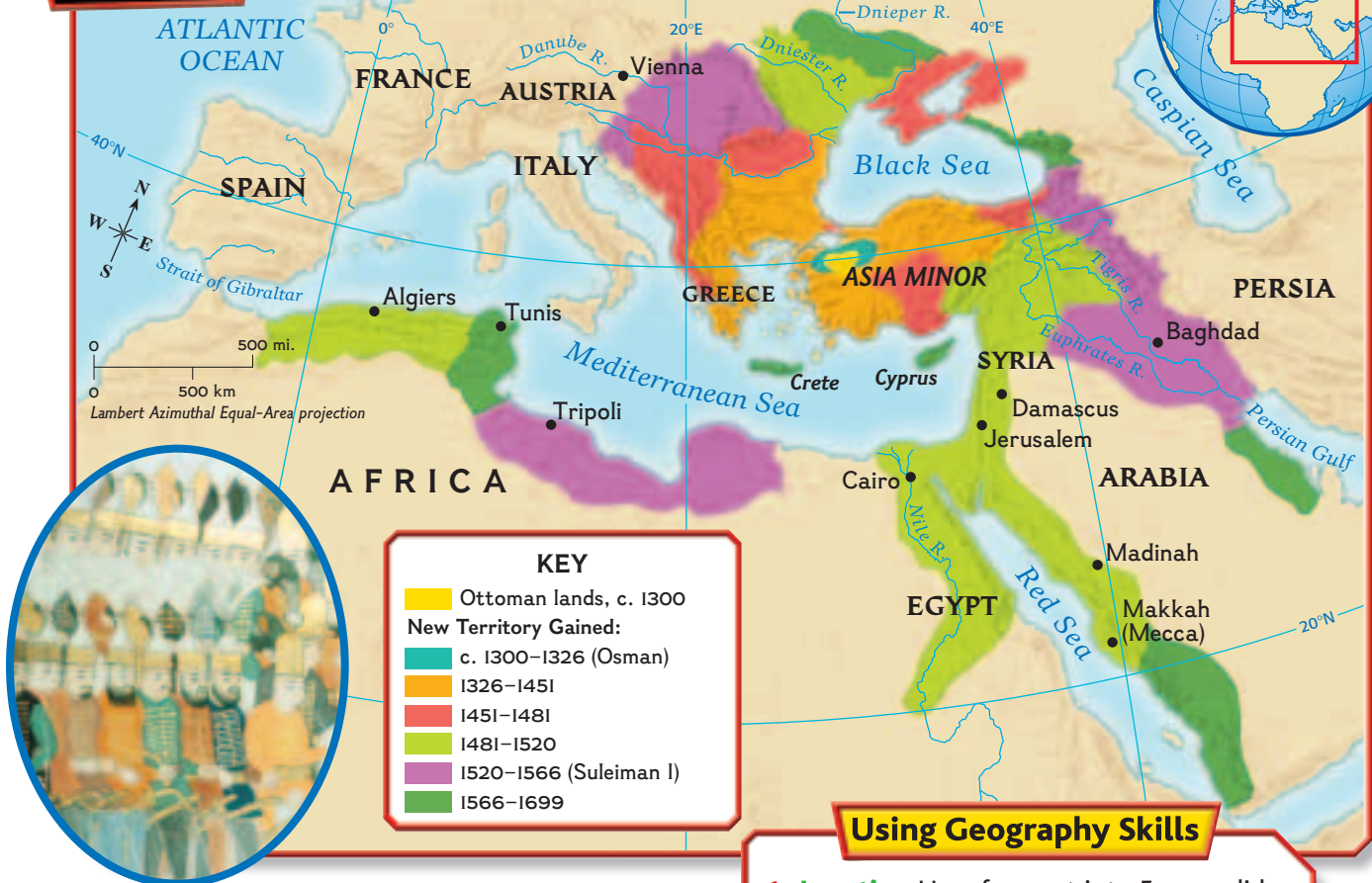
Suleiman was also a brilliant general, who brought Ottoman armies north into Europe. He even threatened the great European capital of Vienna. For all these reasons, Ottomans called him Suleiman the Magnificent.

After his rule, the Ottoman empire began to weaken. Little by little, they lost territory. The empire finally collapsed at the end of World War I.



Muslims pray beneath the large decorated dome of Selimiye Mosque in Edirne, Turkey. Suleiman built this beautiful mosque for his son Selim II. **What were some of the reasons that Suleiman was called "the Magnificent"?**





▲ The Ottomans used elite slave soldiers called janissaries who were loyal only to the sultan.

## Using Geography Skills

- Location** How far west into Europe did the Ottoman empire expand?
- Movement** During what time period did the Ottoman empire expand to the Persian Gulf?

**The Ottoman Government** The Ottoman empire ruled many different people, including Turks, Arabs, Greeks, Albanians, Armenians, and Slavs. These groups practiced several religions. While many were Muslims, others were Christians or Jews.

The government made different laws for non-Muslims. They had to pay a special tax, and in return, they were allowed to practice their religion. They also could make their own laws to run their own communities. These groups chose leaders to present their views to the sultan. Many of them, serving as slaves, helped the sultan run the government.

As the empire grew, the sultans began giving more responsibility for running the government to officials called viziers. Over time, the viziers gained great political power, and some were even more powerful than the sultan.

The sultans also created a new army of soldiers called the janissaries. The janissaries were slaves, usually Christians or other conquered peoples from European lands. These soldiers became Muslims, were trained in warfare, and were loyal only to the sultan. This new army helped the sultan maintain power over the nobles and other conquered people who might rebel.



**Who Were the Moguls?** During the 1500s, the **Moguls** (MOH•guhls) created another Muslim empire in India. These Muslim warriors came from the mountains north of India through the Khyber Pass. The Moguls used guns, cannons, elephants, and horses to conquer territory. In 1526 they made the city of **Delhi** (DEH•lee) the center of their empire.

The greatest Mogul ruler was **Akbar** (AK•buhr). He brought peace and stability to the part of India he ruled by treating all his subjects fairly. Most of India's people were Hindu. He allowed them to practice their religion. Both Hindus and Muslims served in Akbar's government.

Times were good in India under Akbar. Farmers and artisans produced more food and goods than the Indians needed. As a result, trade increased. Muslim merchants brought paper, gunpowder, and fine porce-

lain from China to India. In addition, Muslim architects introduced new building **styles**, such as the arch and dome, to India.

After Akbar, the Mogul empire began to decline. Later rulers spent too much money trying to expand the empire and **imposed** heavy taxes on the people. Others tried to force the Hindus to convert to Islam and banned the building of Hindu temples. These policies led to many rebellions, and parts of the empire broke away.

At the same time the Moguls began losing power over their subjects, they had to deal with European merchants who wanted to take over their land. The merchants came to India to trade but used their military power to take over Mogul territory. Eventually, the Mogul empire collapsed, and Great Britain took control of most of India.

**Reading Check Describe** How did Constantinople change in 1453?

## Section 2 Review

### History Online

**Study Central** Need help understanding the spread of Islam? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

- Arab armies spread Islam as far west as Spain and as far east as India. Muslim traders helped spread the religion to southeast Asia and west Africa.
- Despite splitting into two groups, the Sunni and the Shiite, Muslim power reached its greatest height under the Abbasids.
- In the 1400s and 1500s, two great Muslim empires, the Ottoman and the Mogul, arose.

### What Did You Learn?

1. How did the Muslims treat conquered peoples?
2. How far did the Arab Empire spread under the Umayyads?

#### Critical Thinking

3. **Organizing Information**  
Draw a chart to organize information about the Ottoman and Mogul empires. **CA 7RC2.2**

Ottoman Empire	Mogul Empire

4. **Contrast** Describe the differences between the Shiite and Sunni Muslims. **CA 7RC2.0**
5. **The Big Ideas** Besides conquests by Arab armies, how was Islam spread? **CA CS3.**
6. **Evaluate** What evidence in the text suggests that Akbar was a great ruler? **CA 7RC2.4**
7. **Persuasive Writing** Which Muslim empire—the Umayyads, the Ottomans, or the Moguls—treated its non-Muslim subjects the most fairly? Write a paragraph to defend your answer. **CA 7WA2.4**





## Section

# 3

# Muslim Ways of Life

## Guide to Reading



### History Social Science Standards

**WH.7.2** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

### Looking Back, Looking Ahead

In Section 2, you learned that many Muslim rulers brought peace and order to their empires. Peace and order helped trade to increase. Trade, in turn, brought great wealth to the Muslim empires.

### Focusing on the Main Ideas

- Although Muslim traders enjoyed great success and cities grew, most Muslims lived in villages in the country. (page 191)
- Muslims made valuable contributions in math, science, and the arts. (page 193)

### Locating Places

Granada (gruh•NAH•duh)

Agra (AH•gruh)

### Meeting People

Mamun (mah•MOON)

al-Razi (ahl•RAH•zee)

Ibn Sina (IH•buhn SEE•nuh)

Omar Khayyam (OH•MAHR KY•YAHM)

Ibn Khaldun (IH•buhn KAL•DOON)

### Content Vocabulary

mosque (MAHSK)

bazaar (buh•ZAHHR)

minaret (MIH•nuh•REHT]

crier (KRY•uhr)

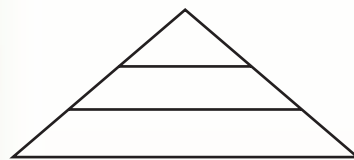
### Academic Vocabulary

widespread (WYD•SPREHD)

innovate (IH•nuh•VAYT)

### Reading Strategy

**Organizing Information** Create a pyramid to show the social classes in the early Muslim world.



## Who & When?

A.D. 800

1100

1400

c. A.D. 900

Al-Razi writes medical texts

c. 1100

Omar Khayyam writes the *Rubaiyat*

c. 1375

Ibn Khaldun writes histories





**WH7.2.5** Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

(t)Jeff Greenberg/Photo Researchers, (b)The Art Archive/Harper Collins Publishers

## Trade and Everyday Life

**Main Idea** Although Muslim traders enjoyed great success and cities grew, most Muslims lived in villages in the country.

**Reading Connection** Have you ever visited a mall or a farm market? These are both places where people gather to sell goods. Read to learn about Muslim traders and their marketplaces.

Muslims were the leading merchants in the Middle East and northern Africa until the 1400s. Their caravans traveled overland from Baghdad to China. Their ships crossed the Indian Ocean to India and Southeast Asia. They carried a variety of goods, including spices, cloth, glass, steel and carpets. On their return, they brought rubies, silk, ivory, gold, and slaves. Islamic traders also traded a number of crops, including sugar, rice, lemon, spinach, oranges, saffron, plums, and cotton.

▼ Muslims shop at a textile market.

*What was a bazaar in a Muslim city?*

### History online

**Web Activity** Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on **Chapter 2—Student Web Activities** to learn more about Islamic civilization.

**The Success of Muslim Traders** Several things explain the success of Muslim trade. When Muslim empires expanded, they spread the Arabic language. As a result, Arabic became the language of trade and government. Muslim rulers also made trade easier by providing merchants with coins for buying and selling goods.

Muslim merchants kept detailed records of their business deals and the money they made. In time, these practices developed into a new business—banking. Muslims respected traders for their skills and the wealth they created.







# The Way It Was

## Focus on Everyday Life

### Muslim Carpets and Weavings

Carpets were woven in the Middle East long before the coming of Islam. They became popular in the Islamic world because Muslims used them in their daily worship.

Carpets were often made of sheep's wool or goat hair. Shepherds might knot them by hand, or the carpets might be made on portable looms. Flowers and geometric shapes were popular designs.

The carpets used for the Muslims' daily prayers are called prayer rugs. No matter where Muslims live, they pray five times daily. They kneel down on their prayer rugs and pray facing toward Makkah. Prayer rugs are small and can be folded and carried from place to place.

Fine carpets of silk and wool are often hung on the walls of mosques and public buildings. They are considered fine art.



▲ A Muslim woman weaving a rug

### Connecting to the Past

1. What animals were needed to make carpets?
2. What is the main reason Muslim carpets have continually been in demand?

**What Were Muslim Cities Like?** Trade helped the leading Muslim cities grow. Baghdad, Cairo, and Damascus were located on trade routes that ran from the Mediterranean Sea to central Asia. However, Muslim cities were not only places of trade. They also became important centers of government, learning, and the arts.

Muslim cities looked very similar. The major buildings were palaces and mosques.

**Mosques** (MAHSKS) are Muslim houses of worship. They also serve as schools, courts, and centers of learning.

Another important part of every Muslim city was the **bazaar** (buh•ZAHHR), or marketplace. Stalls and shops made up the bazaars. Sellers in the stalls and shops sold goods from Asia. Buyers from all over, including Europe, searched for goods to purchase, take home, and sell.

Although cities were important, most Muslims lived in villages and farmed the land. Because water was scarce, Muslim farmers used irrigation to bring water to their crops. They grew wheat, rice, beans, and melons in the fields. They raised almonds, blackberries, apricots, figs, and olives in their orchards. Some farmers also raised flowers for use in perfume.

At first, Muslim villagers owned small farms. Later, wealthy landowners took over some of these farms and formed large estates. Farmers and enslaved people worked for the landowners.

**Muslim Society** Muslim people were divided into social groups based on power and wealth. At the top were government leaders, landowners, and traders. Below them were artisans, farmers, and workers. The lowest group were enslaved people.

As in other civilizations, slavery was **widespread**. Because Muslims could not be enslaved, traders brought enslaved people



**WH7.2.6** Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

from non-Muslim areas. Many of these people were prisoners of war. They often served as servants or soldiers and could buy back their freedom.

Men and women had distinct roles in the Muslim world. As in other parts of the world, men ran government, society, and business. Women, on the other hand, helped run Muslim families. They also could inherit wealth and own property. Many places had laws requiring women to cover their faces and to wear long robes in public.

**Reading Check Explain** How did Muslim rulers give their merchants an advantage?

## Muslim Achievements

**Main Idea** Muslims made valuable contributions in math, science, and the arts.

**Reading Connection** Did you know that the numbers you use are called Arabic numerals? Read on to find out what other contributions Muslims made.

Arabic was the common language of the Muslim empires. You have already read how Arabic language encouraged trade. It also helped different people in the empires to share knowledge. For example, in A.D. 830 the Abbasid caliph **Mamun** (mah • MOON)

## Linking Past & Present

### Hijab

**PAST** The teachings of Muhammad state that women's garments should not attract attention. The female Muslim custom of *hijab*—wearing garments that cover the head and body—was followed only by upper-class women during the first few hundred years of Islam. In the Middle Ages, *hijab* became more common.



▲ Traditional Muslim women

### ▼ Modern Muslim women



**PRESENT** *Hijab* today ranges from colorful scarves to black robes. Some women wear *hijab*, and some do not. Many wear *hijab* to follow Muslim tradition. Others think it allows them to be judged for themselves and not their bodies. In certain countries, the government requires women to wear *hijab*. **Why do you think only upper-class women wore hijab in the early centuries of Islam?**





founded the House of Wisdom in Baghdad. Mamun staffed his center with Christian, Jewish, and Muslim scholars. These scholars exchanged ideas and rewrote Greek, Persian, and Indian works in Arabic.

Scholars in Muslim lands saved much of the learning of the ancient world. Europeans in the West had lost this knowledge after the Western Roman Empire fell. Through Muslim scholars, western Europeans found out about Aristotle and other ancient Greek thinkers.

**Mathematics and Science** Muslims made important **innovations** in mathematics. Later, they passed on these discoveries to

Europeans. For example, Muslims invented algebra, a type of mathematics still taught in schools today. The Arabs also borrowed the symbols 0 through 9 from Hindu scholars in India. These numbers were later used by Europeans. Today, they are known as “Arabic numerals.”

Muslims also made progress in science. Muslim scientists who studied the heavens perfected the Greek astrolabe. Sailors utilized this tool to study the stars and then determine their location at sea. Muslim scientists used the astrolabe to measure the size and distance around the earth. Based on their measurements, they realized that the earth is round.

Other Muslim scientists experimented with metals and kept records of their work. As a result, the Arabs are considered the founders of chemistry. One of the best-known Muslim chemists was **al-Razi** (ahl•RAH•zee), who lived from A.D. 865 to A.D. 925. Al-Razi developed a system for categorizing substances as animal, mineral, or vegetable. He also wrote books for doctors that helped them to identify diseases.

Arab doctors were the first to discover that blood circulates, or moves to and from the heart. The Persian doctor **Ibn Sina** (ih•buhn SEE•nuh) showed how diseases spread from person to person. As they worked, Muslim doctors published their findings.



◀ Muslim scientists took the Greek astrolabe and made it better. It helped sailors determine their longitude and latitude and even tell the time of day. **What were Muslim scientists able to tell about the world when they used an astrolabe?**

## Primary Source

### The Mystery of Smallpox

The Muslim scientist al-Razi urged scientists and doctors to search for the causes of disease, rather than just treatments.

“Although [scholars] have certainly made some mention of the treatment of the Small-Pox . . . there is not one of them who has mentioned the cause of the existence of the disease, and how it comes to pass that hardly any one escapes it . . .”

—Al-Razi, “On the Causes of Small-Pox”

Al-Razi’s own theory about the cause of smallpox was incorrect. His efforts to find the cause, however, helped change how doctors and scientists investigated diseases.

▲ Muslim medical drawing



## DBQ Document-Based Question

Why was al-Razi concerned about previous scholars’ studies of smallpox?

# Biography



**WH7.2.6** Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

## OMAR KHAYYAM

1048–1131

## and IBN KHALDUN

1332–1406

Omar Khayyam—who was born in Persia—was a mathematician, astronomer, and philosopher, but he is best known as a poet. Scholars believe that Khayyam wrote only parts of his most famous poem, the *Rubaiyat*, but they are certain that at least 120 verses and the main concepts are his. Stanza XII reads:

**“A Book of Verses underneath the Bough,  
A Jug of Wine, a Loaf of Bread—and Thou  
Beside me singing the Wilderness—  
Oh, Wilderness were Paradise enow [enough]!”**

—Omar Khayyam, *Rubaiyat*

Khayyam wrote books on algebra and music before he was 25 years old. He led an observatory for 18 years and developed a more accurate calendar.

Ibn Khaldun is one of the most famous Arab scholars. He was a historian, geographer, sociologist, and politician. He was born in Tunisia and worked for the rulers of Tunis and Morocco. He also served as ambassador to one of the Spanish kingdoms and as a judge in Cairo, Egypt. He wrote much about social and political change. His best-known work is *Muqaddimah* (Introduction), written in 1375. It is the first volume of his book *Kitab al-Ibar* (universal history). In this book, he tried to develop a scientific way to analyze events. He is one of the first historians to study how geography, economics, and culture affect history.



▲ Omar Khayyam



▲ Ibn Khaldun

### Then and Now

The *Rubaiyat* is a collection of 4-line verses called quatrains. Find a modern poem that is made up of quatrains.





**Muslim Writing** The Quran is probably the most famous collection of writings in the Muslim world, but Muslims produced other famous works, as well. One of the most well known is *The Thousand and One Nights*, also called *The Arabian Nights*. It includes tales from India, Persia, and Arabia.

Another Muslim, the Persian poet **Omar Khayyam** (OH • MAHR KY • YAHM), wrote parts of the *Rubaiyat* (ROO • bee • AHT) around 1100. Many consider it one of the finest poems ever written.

In addition to stories and poems, Muslims wrote history. The great Muslim historian **Ibn Khaldun** (IH • buhn KAL • DOON) wrote in 1375 that all civilizations rise,

grow, and then fall. He also was one of the first historians to study the effect of geography and climate on people.

**Art and Buildings** Muslims developed a distinct form of art based on Islam. Muslims are not allowed to show images of Muhammad or the events of his life in art. They believe that such images might cause people to worship Muhammad instead of Allah. Instead, designs entwined with flowers, leaves, and stars make up most Muslim art. Muslims use these designs to decorate walls, books, rugs, and buildings.

Muslims were known for their beautiful buildings. Mosques filled Muslim cities like Baghdad, Damascus, Cairo, and Istanbul.

## Islamic Mosque

In Islamic cities and towns, mosques were centers of religious and daily life. Besides being places of worship, mosques also served as meeting places, schools, and courts. **What was the most striking architectural feature of a mosque?**

### Minarets

From the mosque's towers, called minarets, religious officials call Muslims to prayer five times a day.

### Dome

Beneath the dome is a wall that faces the holy site of Makkah. Muslims pray facing this direction.

### Well

Every mosque has a well or fountain at which worshipers can wash their faces, arms, hands, and feet to show respect for God.

### Courtyard

Worshipers gather in the courtyard for prayers.



Domes top many of the mosques, but a mosque's most striking feature is its **minarets** (MIH • nuh • REHTS). These are towers from which a **crier** (KRY • uhr), or announcer, calls believers to prayer five times a day.

Islamic rulers lived in large brick palaces. These palaces often had courtyards at their center. To cool the courtyards, palace builders added porches, fountains, and pools. To provide protection, they surrounded the palaces with walls. The most famous example of a Muslim palace is the Alhambra (al • HAM • bruh) in **Granada** (gruh • NAH • duh), Spain. It was built in the 1300s.

Another famous Muslim building is the Taj Mahal in **Agra** (AH • gruh), India. The Mogul ruler Shah Jahan built it as a tomb for his wife after she died in 1629. Made of marble and precious stones, the Taj Mahal is one of the world's most beautiful buildings.



▲ The Taj Mahal took more than 20 years to build.  
**Where is the Taj Mahal located?**

Today, the Muslim empires are gone. However, Islam is still a major world religion. About one out of every six persons in the world is a Muslim.

**Reading Check Identify** What contributions did Muslims make in math and science?

## Section 3 Review

### Reading Summary

#### Review the Main Ideas

- There were many Muslim cities such as Baghdad, Cairo, and Damascus, but most Muslims remained farmers in small villages.
- Muslim scholars made important discoveries in fields such as algebra and chemistry, and Muslim writers, artists, and architects also produced important works.

### What Did You Learn?

1. Describe the three Muslim social groups.
2. What contributions did Muslims make in the field of medicine?

#### Critical Thinking

#### 3. Organizing Information

Draw a chart like the one below. Fill in details about Muslim contributions in the areas of math, science, and the arts.

CA 7RC2.0

Math	Science	Arts

4. **The Big Ideas** Which Muslim contribution do you think had the greatest effect on later civilizations? CA HI.2

5. **Summarize** Describe several factors that made Muslim trade strong. CA CS.3

6. **Analyze** How did the Arabic language and Muslim leaders help preserve and advance the world's knowledge? CA 7RC2.2

7. **Analysis Distinguishing Fact From Opinion** Use the Internet or your local library to learn more about Ibn Khaldun. Were his writings based on opinion or fact? Explain.

CA HR.2

### History Online

**Study Central** Need help understanding Islamic culture? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.



# Analyzing Primary Sources



**WH7.2.6** Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

## A Glimpse Into the World of Islam

*The most important book in the Islamic world is the Quran. However, poetry and literature were also widely read in the Middle Ages and were often used to discuss important ideas and morals.*

*Read the passages on pages 198 and 199, and then answer the questions that follow.*



▲ The Quran

### Reader's Dictionary

**piety** (PY•uh•tee): religious faith  
**wit**: intelligence

**maharaja** (MAH•huh•RAH•juh): Hindu prince  
**incurred** (ihn•KUHRD): brought upon oneself

## The Rubaiyat of Omar Khayyam

*Many of the stanzas of Omar Khayyam's famous poem include ideas about our short time on Earth. They also ask questions about what happens when we die.*

27

Myself when young did eagerly frequent  
Doctor and Saint, and heard great Argument  
About it and about: but evermore  
Came out by the same Door as in I went.

28

With them the Seed of Wisdom did I sow,  
And with my own hand labour'd it to grow:  
And this was all the Harvest that I reap'd—  
"I came like Water, and like Wind I go."



◀ The Muslim poet Omar Khayyam

51

The Moving Finger writes; and, having writ,  
Moves on: nor all thy **Piety** nor **Wit**  
Shall lure it back to cancel half a Line,  
Nor all thy Tears wash out a Word of it.

—Edward Fitzgerald,  
*The Rubáiyát of Omar Khayyám*

# The Thousand and One Nights

The Thousand and One Nights is one of the world's greatest storybooks. Also known as The Arabian Nights, these stories originally were handed down orally for centuries in the Arab world. A European editor added some tales that have become well-known, but were not in the medieval Arabic collection, such as "The Story of Aladdin," "The Voyages of Sindbad the Sailor," and "Ali Baba and the Forty Thieves." In the following excerpt from "The First Voyage of Sindbad the Sailor," Sindbad arrives on an island after being forced overboard by a sea monster.

The ship arrived in which I had embarked at Bussorah. I at once knew the captain, and I went and asked him for my bales. "I am Sindbad," said I, "and those bales marked with his name are mine."

When the captain heard me speak thus, "Heavens!" he exclaimed, "whom can we trust in these times! I saw Sindbad perish with my own eyes. . . . [W]hat a false tale to tell, in order to possess yourself of what does not belong to you!" . . . The captain was at length persuaded that I was no cheat; for there came people from his ship who knew me. . . .

I took out what was most valuable in my bales, and presented them to the **maharaja**. . . . He was pleased at my good luck, accepted my present, and in return gave me one much more considerable. Upon this I took leave of him, and went aboard the same ship after I had exchanged my goods for the commodities of that country. I carried with me wood of aloes, sandals, camphire, nutmegs, cloves, pepper, and ginger.

—From *Arabian Nights' Entertainments*

## The Quran

The Quran is the holy book of Islam. The verses below come from Chapter 1, verses 2-7.

Praise be to Allah, the Lord of the Worlds,  
The Compassionate, the Merciful,  
Master of the Day of Judgement,  
Only You do we worship, and only You do we  
implore for help.  
Lead us to the right path,  
The path of those You have favoured  
Not those who have **incurred** Your wrath or  
have gone astray.

—Quran

### DBQ Document-Based Questions

#### The Rubaiyat of Omar Khayyam

1. In the first two stanzas, what does Khayyam explain about science and religion?
2. In the last stanza, what is Khayyam saying about life?

#### The Thousand and One Nights

3. Why do you think Sindbad gave the maharaja his most expensive items?
4. What is different about the Sindbad story compared to the quotes from Khayyam and from the Quran?

#### The Quran

5. What qualities does Allah have, according to this quote?
6. What do you think the speaker means by "the right path"?

#### Read to Write

7. Compare the three primary sources you have just read. Each presents a different view of life. Write a short essay describing these different views. **CA HR5. CA 7WA2.0**



# Chapter 2 Assessment

## Standard WH7.2

### Review Content Vocabulary

Write the key term that completes each sentence.

- a. caravan                      e. sheikh
- b. caliph                        f. bazaar
- c. sultan                        g. Sunnis
- d. minaret                      h. Shiites

1. A crier called Muslims to prayer from the \_\_\_\_ of a mosque.
2. After Muhammad died, his followers chose a \_\_\_\_ to lead them.
3. The most famous \_\_\_\_ was Suleiman I.
4. In each Muslim city, a \_\_\_\_ sold goods to local and out-of-town merchants.
5. Arab merchants traveling in a \_\_\_\_ used camels to carry goods across the desert.
6. Each tribe of early Arabs was led by a \_\_\_\_.
7. The \_\_\_\_ believed that Muhammad's son-in-law should succeed him.
8. According to the \_\_\_\_, the Umayyad dynasty were the rightful caliphs.

### Review the Main Ideas

#### Section 1 • The Rise of Islam

9. How did geography affect Arab life?
10. What guidelines did the Quran provide for the governments of Muslim states?

#### Section 2 • Islamic Empires

11. How did the Arabs spread Islam?
12. Why did Muslims split into two groups?
13. What two empires continued to spread Islam after the Arab Empire collapsed?

#### Section 3 • Muslim Ways of Life

14. What three major Muslim cities were on trade routes from the Mediterranean?
15. What scientific advances were made by early Muslims?
16. What is significant about Ibn Khaldun's recording of history?

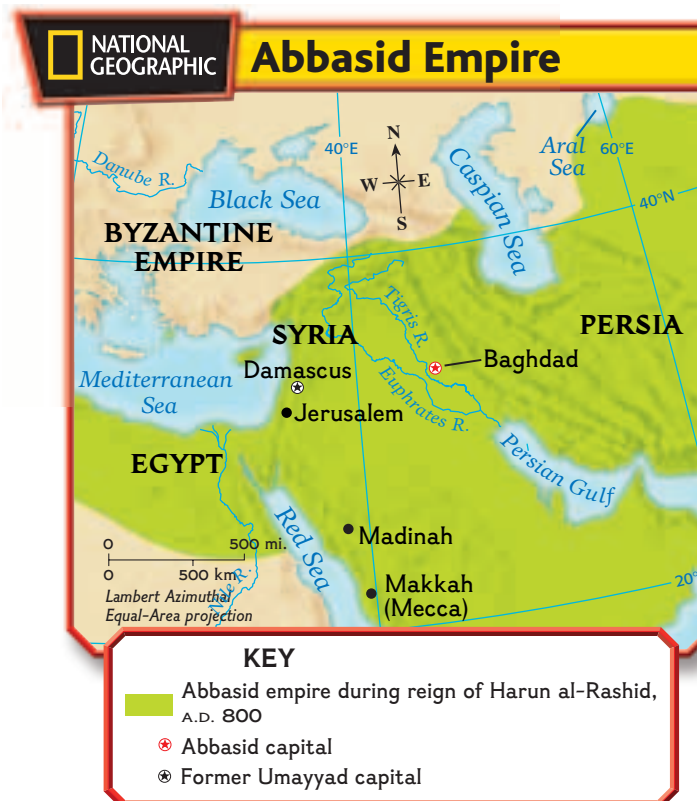
### Critical Thinking

17. **Compare** How are Islam, Judaism, and Christianity similar? **CA HI.2.**
18. **Evaluate** Do you think a government that allows people to practice any religion they choose will be stronger than one that does not? Explain. **CA CS3.**

### Geography Skills

Study the map below and answer the following questions.

19. **Movement** Why was the Abbasid empire unable to expand to the Black Sea? **CA CS3.**
20. **Region** What bodies of water could Abbasid merchants use to trade with the outside world? **CA CS3.**
21. **Place** Look at the locations of Damascus and Baghdad. Which do you think would have been the best location for a capital city? Why? **CA CS3.**



## Read to Write

22. **The Big Ideas** **Creating Maps** Use information from the text and a world atlas to create a map that shows major trade routes in Muslim areas. What kinds of goods were traded? How did these trade routes affect the spread of Islam? **CA CS3.**
23. **Using Your** **FOLDABLES™** Write a poem or short story using the facts from your completed foldable. **CA 7WA2.1**

## Using Academic Vocabulary

24. Complete the chart below to fill in the missing adjectives and verbs.

Adjective	Verb
	impose
devoted	
intense	
	innovate
	style

## Linking Past and Present

25. **Evaluating Impact** Which Islamic invention or development do you think has the greatest effect on the world today? Explain your choice. **CA HI2.**

## Building Citizenship

26. **Analyzing Documents** Do research to find out how the United States Constitution protects religious freedoms. Do you think the religious policies of the Muslim empires would be allowed under the U.S. Constitution? Explain. **CA 7WA2.3**

## Economics Connection

27. **Researching** Routes throughout Arabia brought traders to and from the Muslim world. Arab traders were able to buy and sell goods from all over the world. Use your local library and the Internet to find out what kinds of items were traded by the Arabs. Write a research report describing these items and the different values that they had. Include details about the lives and times of Arab traders and the impact that trade had on the economies of Arab peoples and empires. **CA 7WA2.3 CA HI6.**

## Reviewing Skills

28. **Reading Skills** **Making Predictions** Use the maps that appear throughout this chapter to help you predict which countries practice the Islamic faith today. Keep track of all the countries that you think have a majority of Muslims. Use your local library to find out if you are correct. **CA CS3.**
29. **Writing Skills** **Creating Time Lines** Use information from the chapter to create a time line that follows the rise of Islam in the world. For each time line entry, give a brief summary of the person or event and the impact that followed. **CA CS1.; CS2.**



## Standards Practice

Select the best answer for each of the following questions.

- 30 The religion of Islam is based on the teachings of
- A Abraham.
  - B Omar Khayyam.
  - C Muhammad.
  - D Bedouin herders.
- 31 How did Islam spread throughout Europe, Africa, and Asia?
- A followers made pilgrimages to Makkah (Mecca)
  - B European kings converted to Islam
  - C the Quran was printed in China
  - D through Arab merchants and traders