

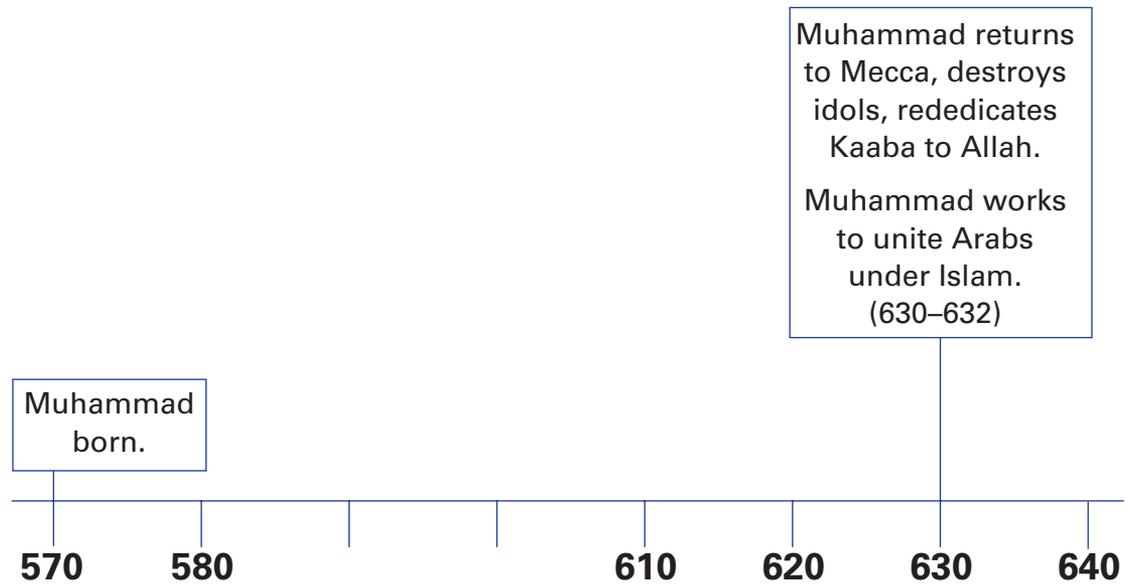
**CHAPTER**  
**10**  
**SECTION 1**

**Note Taking Study Guide**

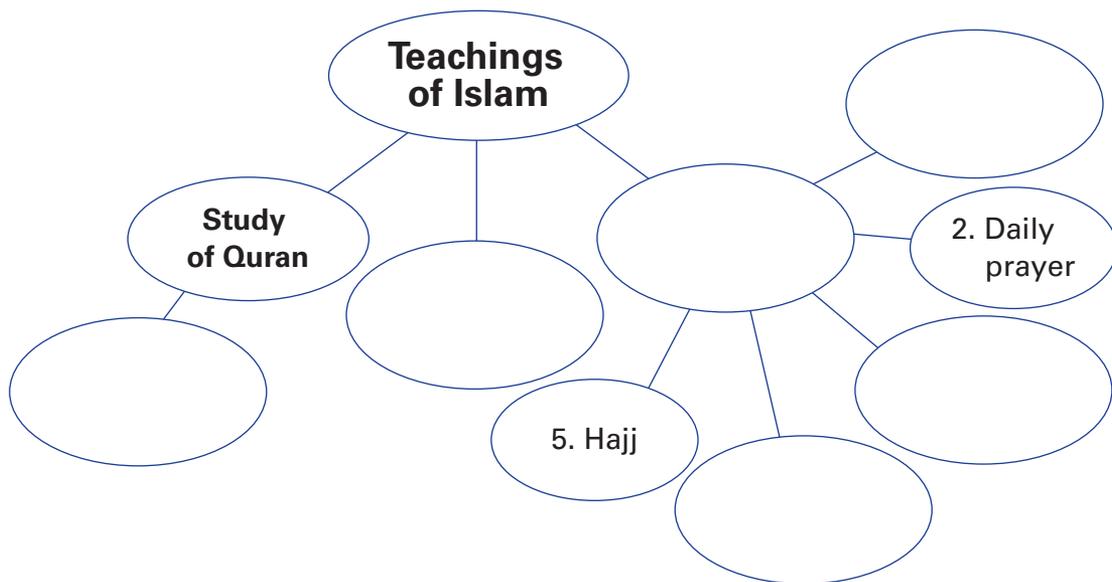
**THE RISE OF ISLAM**

**Focus Question:** What messages, or teachings, did Muhammad spread through Islam?

A. As you read the section “Muhammad Becomes a Prophet” in your textbook, complete the following timeline to help you record the sequence of events. Some items have been completed for you.



B. As you read the section “Teachings of Islam” in your textbook, complete the following concept web to keep track of the teachings of Islam. Some items have been completed for you.



CHAPTER  
**10**  
SECTION 1

## Section Summary

### THE RISE OF ISLAM

The religion of Islam, whose followers are called Muslims, began in the Arabian Peninsula. There in A.D. 570, **Muhammad** was born in the oasis town of **Mecca**. As a youth, he was a shepherd. He worked with nomadic herders called **Bedouins**. Later Muhammad became a successful merchant. As an honest man, he was troubled by the greed he saw around him.

According to Muslim tradition, Muhammad became a prophet at age 40 when he was asked by an angel to become God's messenger. Muhammad began teaching, but few listened and some threatened him. In 622, he and some followers fled to **Yathrib**, later called **Medina**. The trip was called the **hijra**. There, Muslim converts agreed to follow his teachings. Meccan leaders, however, grew angry. Battles broke out between them and Muslims. However, Muhammad triumphantly returned to Mecca in 630. He destroyed the idols in the **Kaaba**, and dedicated it to Allah. The Kaaba became Islam's holiest site. Muhammad died in 632.

The **Quran** is the sacred text of Islam. It teaches about God's will and provides a guide to life. All Muslims must perform certain duties, known as the Five Pillars of Islam. These are declaring faith, praying five times daily, giving charity to the poor, fasting during the holy month, and making the **hajj**, or pilgrimage to Mecca, if a person is able. Muslims gather in **mosques** to pray directly to God. Priests do not mediate between the faithful and God. Another duty for Muslims is **jihād**. This is the need to struggle in God's service.

Islam also governs daily life. One way this is done is through the **Sharia**, a body of laws that applies religious principles to all legal situations. According to the Quran, women are spiritually equal to men but have different roles.

Because Jews and Christians worship the same God and study God's earlier teachings, Muslims call them "People of the Book." These groups have had religious freedom in most Muslim societies.

### Review Questions

1. How did leaders in Mecca react to Muhammad?

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2. What role does the Sharia play in Islamic life?

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### READING CHECK

According to Islamic belief, how did Muhammad become God's messenger?

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### VOCABULARY STRATEGY

Find the word *mediate* in the underlined sentence. What do you think it means? Read the previous sentence and this sentence again. Think about the phrase "between the faithful and God." In some religions, what role might priests serve between people and God? Use this clue to help you write a definition of *mediate*.

### READING SKILL

**Identify Main Ideas** What is the main idea of the third paragraph of this Summary?

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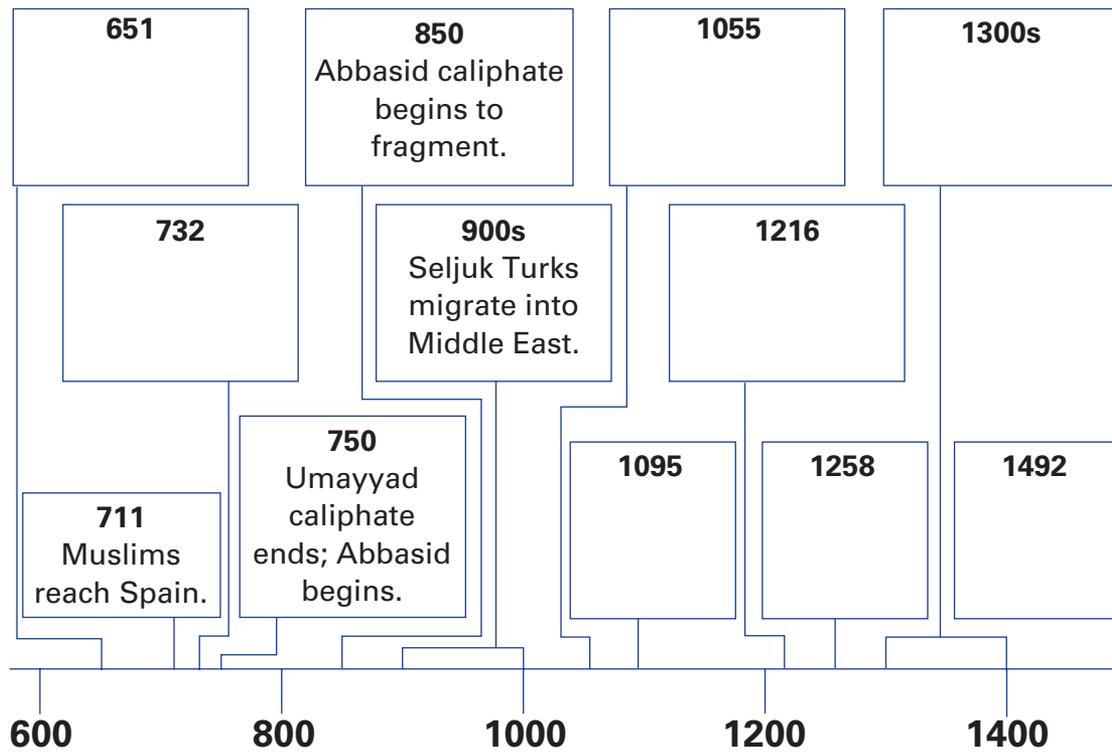


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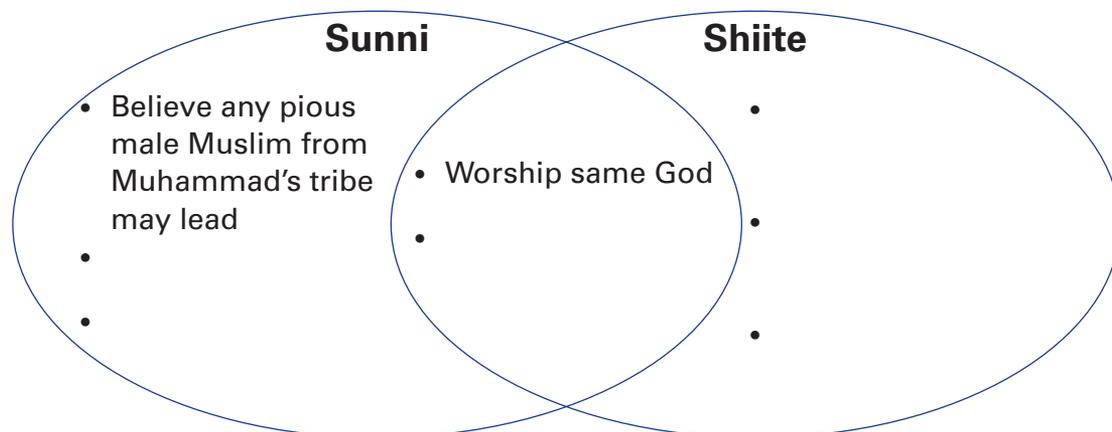
**CHAPTER 10**  
**SECTION 2**  
**Note Taking Study Guide**  
**BUILDING A MUSLIM EMPIRE**

**Focus Question:** How did Muhammad’s successors extend Muslim rule and spread Islam?

A. As you read this section in your textbook, complete the following timeline to record the major events in the spread of Islam and the rise and fall of Muslim empires. Some items have been completed for you.



B. As you read the section “Divisions Emerge Within Islam” in your textbook, complete the following Venn diagram to record points on which Sunni and Shiite Muslims agree and differ. Some items have been completed for you.



CHAPTER  
**10**  
SECTION 2

## Section Summary

### BUILDING A MUSLIM EMPIRE

In 632, **Abu Bakr** led Muslims as the first **caliph**, or successor to Muhammad. He united all Arab tribes. Under the first four caliphs, Arabs conquered the Persians and part of the Byzantine empire. However, a schism between Sunni and Shiite Muslims occurred after Muhammad's death. It still exists today. **Shiites** believe that Muslim leaders must be descendants of Muhammad's son-in-law, Ali. They also must serve as religious leaders and interpret the Quran. **Sunnis** believe any pious male Muslim from Muhammad's tribe can lead without performing religious duties. Today, about 90 percent of Muslims are Sunni. Both groups share basic Muslim beliefs. They differ, however, in religious practices and laws. **Sufis**, who may be Sunni or Shiite, meditate and fast to connect with God.

In the 700s, from their capital at Damascus, the Sunni **Umayyads** expanded the Muslim empire from Spain to the Indus River Valley. Many people were under their rule. Non-Muslims were charged a tax, but Jews, Christians, and Zoroastrians could worship freely.

However, under the Umayyads, tension grew between the wealthy and those who had less. In 750, Abu al-Abbas captured Damascus. He defeated the Umayyads and founded the **Abbasid** dynasty. The Abbasids treated all Muslims equally, ended conquests, supported education and learning, and governed efficiently. **Baghdad** became their new capital. Mosques with tall, slender **minarets** were built in the cities. Markets sold goods from far-off lands.

In Spain, a surviving Umayyad established a separate Muslim state. This government tolerated other religions, supported scholars, and constructed grand buildings. Umayyad rule lasted in parts of Spain until 1492.

As the Abbasid empire declined, dynasties such as the Seljuk Turks took power. Their **sultan** controlled Baghdad by 1055. Then, in the 1200s, the Mongols attacked across south-west Asia. They burned and looted Baghdad in 1258.

### Review Questions

1. How did the Umayyads treat Jews and Christians?

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2. Who was Abu al-Abbas?

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### READING CHECK

Which group of Muslims is the largest today?

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### VOCABULARY STRATEGY

Find the word *schism* in the underlined sentence. What do you think it means? A sentence in the paragraph says Abu Bakr *united* all Arab tribes. The underlined sentence begins with the word *however*. *However* is a word that often signals an opposite action. Use these context clues to write a definition of *schism*

### READING SKILL

**Recognize Sequence** Circle the event that happened first.

- Umayyads take power.
- Damascus becomes the capital.
- Abu Bakr becomes the caliph.
- The Muslim empire expands into Persia and the Byzantine empire.

CHAPTER  
**10**  
SECTION 3

**Note Taking Study Guide**  
**MUSLIM CIVILIZATION'S GOLDEN AGE**

**Focus Question:** What achievements did Muslims make in economics, art, literature, and science?

*As you read this section in your textbook, complete the following chart to categorize the advances made during the golden age of Muslim civilization. Some items have been completed for you.*

<b>Muslim Achievements</b>	
Economics	<ul style="list-style-type: none"> <li>• Built a vast trading network</li> <li>• _____</li> <li>• Developed a sophisticated accounting system</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
Arts	<ul style="list-style-type: none"> <li>• Restricted religious art images</li> <li>• _____</li> <li>• _____</li> </ul>
Literature	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• Best-known literature includes <i>The Thousand and One Nights</i>.</li> </ul>
Philosophy	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> </ul>
Sciences	<ul style="list-style-type: none"> <li>• Al-Khwarizmi pioneered study of algebra and wrote math text.</li> <li>• _____</li> <li>• Hospitals had facilities similar to today's emergency rooms.</li> <li>• _____</li> <li>• _____</li> </ul>

CHAPTER  
**10**  
SECTION 3

## Section Summary

### MUSLIM CIVILIZATION'S GOLDEN AGE

The Abbasid empire stretched into Asia, the Middle East, Africa, and Europe. As a result, Muslim civilization adopted the traditions of many cultures. Muslim traders crossed the Sahara, traveled the Silk Road, and sailed to India and Asia. They exchanged products and ideas. They introduced Islam to many regions. A common language and religion helped fuel economic growth. Soon Muslims developed partnerships and credit, and introduced banking. Artisans manufactured goods for trade.

**Social mobility**, or the ability to move up in society, was possible through religious, scholarly, or military achievements. Although slavery was common, Islamic law taught that freeing slaves was a charitable act.

Art and literature were influenced by the many cultures in the empire and by Islam. Early oral poetry focused on nomadic life. Later poets developed complex poems. Great Muslim poets include **Firdawsi**, who wrote the history of Persia, and **Omar Khayyám**, a scholar and astronomer who wrote *The Rubáiyát*. Storytellers used short, colorful anecdotes to entertain people. In architecture, buildings showed Byzantine influences, and mosques included domes and minarets. Artists used **calligraphy**, the art of beautiful handwriting, as decoration.

Education was important. Both boys and girls were taught to read so they could study the Quran. Several cities were great centers of learning, where scholars made advances. The philosopher **Ibn Rushd** influenced many Christian thinkers. **Ibn Khaldun** set standards for studying history. In mathematics, **al-Khwarizmi** was a pioneer in algebra.

Muslim medicine advanced rapidly. **Muhammad al-Razi**, head physician in the hospital at Baghdad, and **Ibn Sina**, a famous Persian doctor, both wrote works that became standard medical textbooks in Europe for 500 years. Other doctors improved ways to save eyesight and mix medicines.

### Review Questions

1. In what ways could Muslims move up in society?

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2. How did Muslim medical knowledge affect Europe?

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### READING CHECK

Why were Muslim boys and girls educated?

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### VOCABULARY STRATEGY

Read the underlined sentence. What does the word *anecdotes* mean? Look for clues in the other words or phrases in the sentence. For example, the word *short* is a context clue that explains the length of *anecdotes*. The word *colorful* is a clue, too. Think about how *anecdotes* were used. Use the context clues to help you write a definition for *anecdotes*.

### READING SKILL

**Categorize** Sort the following Muslim advances into categories:

- Elaborate rules for poetry
- Mixing medicines
- Developing partnerships
- Calligraphy
- A system of credit
- Improvements in eye treatments

**CHAPTER**  
**10**  
**SECTION 4**

**Note Taking Study Guide**

**INDIA'S MUSLIM EMPIRES**

**Focus Question:** How did Muslim rule affect Indian government and society?

*As you read this section in your textbook, complete the following outline to record supporting details about Muslim empires in India. Some items have been completed for you.*

**I. The Delhi Sultanate**

**A. The Sultan of Delhi defeats the Hindus**

1. Muslim Turks and Afghans push into India around 1000.
2. \_\_\_\_\_
3. \_\_\_\_\_

**B. Muslim rule changes Indian government and society.**

1. \_\_\_\_\_
2. Trade increases.
3. \_\_\_\_\_

**II. Muslims and Hindus Clash**

**A. Hindu-Muslim differences**

1. Hindus worship many gods and support castes.
2. \_\_\_\_\_

**B. \_\_\_\_\_**

1. \_\_\_\_\_
2. Some Hindus convert to Islam.
3. \_\_\_\_\_

**III. Mughal India**

**A. Babur founds the Mughal dynasty**

1. Remaining Delhi sultanate is defeated.
2. \_\_\_\_\_

**B. Akbar the Great**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**C. \_\_\_\_\_**

1. Son's wife, Nur Jahan, manages government well and supports culture.
2. \_\_\_\_\_

CHAPTER  
**10**  
SECTION 4

## Section Summary

### INDIA'S MUSLIM EMPIRES

Rival princes fought for control of India after about 550. Later, Muslim armies pushed in. By the 1100s, they controlled northern India. A **sultan**, or Muslim ruler, established **Delhi** as the capital of the Delhi sultanate, which ruled from 1206 to 1526. Muslim attacks included onslaughts that killed many Hindus and destroyed Buddhist temples.

Muslim rulers changed Indian government. Sultans welcomed immigrants and scholars, and trade increased. The culture created beautiful art and architecture.

With the Muslim advance, Hindu and Muslim religious beliefs clashed, creating many conflicts. Muslims worshiped a single god, while Hindus prayed to several. Hindus accepted the caste system, while Islam promoted equality.

Gradually, however, the cultures blended. Muslim rulers allowed Hindus to practice their religion. Some **rajahs**, or local Hindu rulers, continued governing. Some Hindus converted to Islam. Muslims adopted some Hindu customs and beliefs. A new language, Urdu, blended several languages. A new religion, **Sikhism**, combined Muslim and Hindu ideas.

The great Muslim leader **Babur** defeated armies of the Delhi sultanate and established the **Mughal** dynasty. It ruled from 1526 until 1857. The Mughal lands included much of the Indian subcontinent. Babur's grandson, **Akbar**, or Akbar the Great, ruled from 1556 to 1605. He organized a strong central government, improved the army, and supported international trade. He allowed Hindus to work in the government and promoted peace through religious tolerance.

After Akbar's death, his son's wife, **Nur Jahan**, managed the government with skill, and supported Indian culture. She was the most powerful woman in Indian history until the 1900s. The height of Mughal literature, art, and architecture came during the reign of Akbar's grandson, **Shah Jahan**. As a tomb for his wife, he built the **Taj Mahal**. It remains a spectacular monument to the Mughal empire.

### Review Questions

1. How did Muslim rule change India?

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2. How did Akbar demonstrate religious tolerance?

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### READING CHECK

What is the Taj Mahal?

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### VOCABULARY STRATEGY

Find the word *onslaughts* in the underlined sentence. What does it mean? Look for context clues in nearby words and phrases. For example, one context clue tells you what happened during the *onslaughts*—people were killed. Use this and other context clues to help you write a definition for *onslaughts*.

### READING SKILL

#### Identify Supporting Details

Circle the detail below that supports this statement: Muslim and Hindu cultures blended.

- Sikhism developed.
- The Taj Majal was built.
- Akbar supported international trade.

**CHAPTER**  
**10**  
**SECTION 5**

**Note Taking Study Guide**  
**THE OTTOMAN AND SAFAVID EMPIRES**

**Focus Question:** What were the main characteristics of the Ottoman and Safavid empires?

*As you read this section in your textbook, complete the following chart to record characteristics of the Ottoman and Safavid empires. Some items have been completed for you.*

Characteristics	Ottomans	Safavids
Capital	Istanbul	
Dates		
Strongest ruler		Shah Abbas
Extent of empire		
Type of Islam		
Relationship with Europe	Respected and feared; Ottomans attacked Europe and controlled parts of it	

CHAPTER  
**10**  
SECTION 5

## Section Summary

### THE OTTOMAN AND SAFAVID EMPIRES

The **Ottomans** were nomads who had expanded into Asia Minor and the Balkan Peninsula by the 1300s. In 1453, they captured Constantinople. They renamed it **Istanbul** and made the city the capital of their empire.

**Suleiman** ruled over the Ottoman empire at its height, from 1520 to 1566. He expanded it into Asia, Africa, and Europe. It lasted for centuries. Suleiman ruled with a council, but he had absolute power. The Ottoman justice system was based on the Sharia, as well as royal edicts.

Military men made up the highest social class. They were followed by intellectuals, such as scientists and lawyers. Below them were men involved in trade and production, and farmers. Everyone belonged to a religious community, which provided education and other services. A Jewish community developed after Jews were expelled from Spain. They brought important international banking connections with them.

Some young Christian boys were converted to Islam by the government and given training. They were chosen to be **janizaries**, the elite force of the Ottoman army. The brightest students might become government officials.

Ottoman poets, painters, and architects created great works under Suleiman. However, after his death, the empire began to decline. By the 1700s, the Ottomans had lost control of some of their lands in Europe and Africa.

By the early 1500s, the **Safavids** united an empire in Persia (modern Iran.) They were Shiite Muslims. Their greatest king, or **shah**, was **Shah Abbas**. He ruled from 1588 to 1629, built a strong military, and made alliances with European nations. He also lowered taxes, encouraged industry, and tolerated other religions. The capital at **Isfahan** became a center for silk trading. After Abbas' death, religious disputes weakened the empire and it ended in 1722. In the late 1700s, the **Qajars** won control of Iran, made **Tehran** their capital, and ruled until 1925.

### Review Questions

1. How did Suleiman rule?

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2. What factor ended the Safavid empire?

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### READING CHECK

What happened in 1453?

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### VOCABULARY STRATEGY

Find the word *edicts* in the underlined sentence. What do you think it means? Notice that *edicts* were royal and related to the justice system. Use these clues to help you decide which of the following is a definition for *edicts*.

- a. Order having the force of law
- b. Power, related to a ruler

### READING SKILL

**Synthesize Information** Write two sentences describing Ottoman society.

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