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.

 Muhammad returns to Mecca, destroys idols, rededicates Kaaba to Allah.
 Muhammad works to unite Arabs under Islam. (630–632)

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.

Teachings of Islam

1. Study of Quran
2. Daily prayer
5. Hajj
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 jihad. 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?

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

600 800 1000 1200 1400

- 651
  - Abbasid caliphate begins to fragment.
- 732
  - Muslims reach Spain.
- 750
  - Umayyad caliphate ends; Abbasid begins.
- 850
  - Abbasid caliphate begins to fragment.
- 900s
  - Seljuk Turks migrate into Middle East.
- 1055
- 1216
  - 1258
  - 1492

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.

- Sunni
  - Believe any pious male Muslim from Muhammad’s tribe may lead
  - Worship same God

- Shiite
  -
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. Shites 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 southwest Asia. They burned and looted Baghdad in 1258.

Review Questions
1. How did the Umayyads treat Jews and Christians?

2. Who was Abu al-Abbas?
**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.

<table>
<thead>
<tr>
<th>Muslim Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economics</strong></td>
</tr>
<tr>
<td>• Built a vast trading network</td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
<tr>
<td>• Developed a sophisticated accounting system</td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
</tr>
<tr>
<td>• Restricted religious art images</td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
<tr>
<td><strong>Literature</strong></td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
<tr>
<td>• Best-known literature includes <em>The Thousand and One Nights.</em></td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
<tr>
<td><strong>Sciences</strong></td>
</tr>
<tr>
<td>• Al-Khwarizmi pioneered study of algebra and wrote math text.</td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
<tr>
<td>• Hospitals had facilities similar to today’s emergency rooms.</td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
</tbody>
</table>
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?

2. How did Muslim medical knowledge affect Europe?

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
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. 

---

© Pearson Education, Inc., publishing as Pearson Prentice Hall. All rights reserved.
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?

2. How did Akbar demonstrate religious tolerance?
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.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Capital</th>
<th>Dates</th>
<th>Strongest ruler</th>
<th>Extent of empire</th>
<th>Type of Islam</th>
<th>Relationship with Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ottomans</td>
<td>Istanbul</td>
<td></td>
<td>Shah Abbas</td>
<td>Respected and feared; Ottomans attacked Europe and controlled parts of it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safavids</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?

2. What factor ended the Safavid empire?