

The Muslim World**Lesson 1**

The Rise of Islam

Key Terms and People

Allah the one God of Islam

Muhammad founder of Islam

Islam religion based on submission to Allah

Muslim follower of the religion of Islam

Hijrah Muhammad's move from Mecca to Yathrib (Medina) in 622

mosque Islamic house of worship

hajj pilgrimage to Mecca

Qur'an holy book of Islam

Sunna Islamic model for living based on the life and teachings of Muhammad

shari'a body of Islamic law

Before You Read

In the last lesson, you read about the Han Dynasty in China.

In this lesson, you will read about the rise of Islam.

As You Read

Use a chart to list important aspects of Islam.

DESERTS, TOWNS, AND TRADE ROUTES**How did the desert help shape Arab life?**

The harsh environment of the Arabian Peninsula left its mark on the Arab peoples. The land is almost completely covered by desert. The desert people were nomads. They herded animals, leading them from one fertile spot, or oasis, to another. Over time, many of these people, called Bedouins, began to live in towns and cities. They also began to trade goods.

By the early 600s, trade became an important activity in the Arabian

Peninsula. Merchants from the north brought goods to Arabia. They traded for spices and other goods. They also brought new ideas.

At this time, some Arabs believed in one God, called **Allah** in Arabic. Others believed in many gods. Religious pilgrims went to the western city of Mecca to worship at an ancient shrine called the Ka'aba.

1. When did trade become important in the Arabian Peninsula?

Lesson 1, *continued***MUHAMMAD, PROPHET OF ISLAM**
Who was Muhammad?

Around the year 570, **Muhammad** was born into this Arab society. At around age 40, he took religion as his life's mission. According to Muslim belief, the angel Gabriel visited Muhammad and told him to speak the word of God to his people. Muhammad believed that he was the last of the prophets.

Muhammad began to teach that Allah was the one and only God. The religion based on his teachings is called **Islam**. Its followers are called **Muslims**.

At first many people in Mecca opposed Muhammad's views. They feared Meccans would neglect traditional Arab gods. Muhammad and his followers were forced to leave Mecca for Yathrib (later called Medina) in 622. This became known as the **Hijrah**. The Hijrah was a turning point for Muhammad.

Gradually, Muhammad and his followers gained power. Finally, in 630, Muhammad went to the Ka'aba in Mecca and destroyed the idols. Many of the people of Mecca adopted Islam. They began to worship Allah as the only God. Muhammad died soon after, in 632. Much of the Arabian Peninsula was already united under Islam.

2. What was the Hijrah?

BELIEFS AND PRACTICES OF ISLAM**What do Muslims believe and practice?**

The main principle of Islam is that there is only one God. In Islam, people are responsible for their own actions.

Muslims have five duties to perform, called the Five Pillars of Islam. These duties include faith, prayer, alms, fasting, and pilgrimage to Mecca. The duties show a person's acceptance of the will of Allah:

- A Muslim must state the belief that "There is no God but Allah, and Muhammad is the Messenger of Allah."
- A Muslim must pray to Allah, facing Mecca, five times every day. This may be done at a **mosque**, an Islamic house of worship, or anywhere else.
- A Muslim must give alms, or money for the poor, through a tax.
- A Muslim must fast during the holy month of Ramadan. Muslims eat only one meal a day, after sunset, every day during this month.
- A Muslim should perform a **hajj**—a trip to the holy city of Mecca—at least once in his or her life.

The central ideas of Islam are found in the **Qur'an**. Muslims believe this book states the will of Allah as revealed to Muhammad. Muslims are also guided by the example of Muhammad's life, called the **Sunna**, and by a set of laws and rules, the **shari'a**.

Muslims believe Allah is the same God that Jews and Christians worship. To Muslims, the Qur'an perfects the earlier teachings of God found in the Jewish Torah and the Christian Bible. Because their holy books were related to the Qur'an, Jews and Christians were called "people of the book" in Muslim societies. The laws of shari'a also require Muslim leaders to show tolerance to Christians and Jews.

3. What are the five duties of Muslims?

Lesson 1, continued

As you read about Muhammad's life and the rise of Islam, fill out the charts below to help you understand causes and effects. There can be one or several answers to each question.

The Prophet Muhammad		
	Answer (Cause)	Effect
1. What happened to Muhammad in his 40s?		
2. Why were Muhammad's ideas unpopular in Mecca?		
3. In what way(s) was the Hijrah a turning point?		
4. Why was Muhammad's return to Mecca important?		
Beliefs and Practices of Islam		
	Answer (Cause)	Effect
5. What does Islam teach its followers?		
6. How does praying affect the daily lives of Muslims?		
7. How did observing Islamic teachings create unity among Muslims?		
8. What is similar about Islam, Christianity, and Judaism?		

The Muslim World**Lesson 2**

Islam Expands

Key Terms and People

caliph highest political and religious leader in a Muslim government

Umayyads dynasty that ruled the Muslim Empire from AD 661 to 750

Shi'a branch of Islam whose members believe the first four caliphs are the rightful successors of Muhammad

Sunni branch of Islam whose members believe Ali and his descendants are the rightful successors of Muhammad

Sufi Muslim who tries to achieve direct contact with God

Abbasids dynasty that ruled much of the Muslim Empire from AD 750 to 1258

al-Andalus Muslim-ruled area in what is now Spain

Fatimid member of a Muslim dynasty that traced its ancestry to Muhammad's daughter Fatima

Before You Read

In the last lesson, you read about the beginnings of Islam.

In this lesson, you will read about the spread of Islam.

As You Read

Use a chart to summarize developments that occurred in Islam during the rule of the rightly guided caliphs, the Umayyads, and the Abbasids.

MUHAMMAD'S SUCCESSORS SPREAD ISLAM

How did other leaders spread Islam?

When Muhammad died, his followers elected a new leader, Abu-Bakr. He had been loyal to Muhammad. He was given the title **caliph**. This means "successor" or "deputy." The first four caliphs were called "rightly guided" because they used the Qur'an and Muhammad's actions to guide them as leaders.

Abu-Bakr took his role seriously. He reacted quickly when a group of Arabs abandoned Islam. Some did not want to

pay taxes, and some people called themselves prophets. Abu-Bakr invoked "jihad," which means a struggle against evil. In the Qur'an, jihad means an armed struggle against people who do not believe in Islam.

Abu-Bakr defeated the followers who had gone astray in battle over a two-year period. He died soon after, but his army began to conquer new lands. The next three caliphs continued to expand the empire. By 750, the Muslim Empire stretched from the Indus River in India west to the Atlantic Ocean.

Lesson 2, *continued*

People in conquered lands were not forced to become Muslims. Many people accepted Islam. But the Qur'an prevented Muslims from forcing others to accept the religion. Muslim rulers allowed people to follow whatever beliefs they chose.

However, over time, Muslim rulers became less tolerant. In North Africa, Jews and Christians who did not convert were killed.

1. How did Abu-Bakr spread Islam?

INTERNAL CONFLICT CREATES A CRISIS

What disagreements arose?

After the murder of the ruling caliph in 656, different Muslim groups began to struggle for control of the empire. Ali, who was a cousin and son-in-law of Muhammad, was chosen to be the caliph. After a few years, he was also killed. This ended the system of electing caliphs.

A family known as the **Umayyads** took control of the empire. They did not follow the simple life of earlier caliphs. Instead, they surrounded themselves with wealth. This created a split in the Muslim community.

Most Muslims accepted Umayyad rule. But different views on who could be caliph also developed. The **Shi'a** group—the “party” of the deceased Ali—felt that caliphs needed to be relatives of Muhammad. Those who did not openly resist Umayyad rule became known as the **Sunni**. Another group, the **Sufi**, did not approve of the Umayyads' life of luxury. The Sufis emphasized a more spiritual way of life.

Disagreements over the religious and political aspects of Islam arose. Without unity, the empire collapsed. Rebel groups took control. The most powerful group was the **Abbasids**.

2. How did the Shi'a and Sunni groups arise?

CONTROL EXTENDS OVER THREE CONTINENTS

What Muslim states arose?

After 750, there were Muslim caliphates on three continents. The Abbasids (750–1258) took power and murdered members of the Umayyad family.

The Abbasids controlled the lands of modern Iraq, Iran, and central Asia. They used their location to control the rich trade between China and Europe.

One Umayyad prince escaped the murders and went to Spain. The prince set up a Muslim state called **al-Andalus**. The Umayyads of al-Andalus (756–976) controlled parts of Spain and North Africa.

The Abbasids tried to have complete control. They could not stop leaders from ruling small regions in their huge territory. The **Fatimid** caliphate (909–1171) sprang up in North Africa.

Although the Muslims were divided politically, all of the communities were linked by religion, language, culture, and trade.

3. Who were the Abbasids?

Lesson 2, continued

In the years following the death of Muhammad, the Muslims created a huge empire. Take notes to answer the questions about how Muhammad's successors spread Islam during this period of expansion.

The "Rightly Guided" Caliphs	
1. What did the "Rightly Guided" caliphs use as guides to leadership?	
2. What changes did caliphs make during their rule?	
3. Why were they successful in their quest to expand the empire and spread Islam?	
The Umayyads	
4. What ended the elective system of choosing a caliph?	
5. What changes did the Umayyads make during their rule?	
6. What led to the downfall of the Umayyads?	
The Abbasids	
7. How did the Abbasids come to power?	
8. What changes did they make during their rule?	
9. What major problem did the Abbasids face?	

The Muslim World**Lesson 3**

Muslim Culture

Key Terms and People

House of Wisdom center of learning established in Baghdad in the 800s

calligraphy art of beautiful handwriting

Before You Read

In the last lesson, you read about the expansion of Islam.

In this lesson, you will read about the cultural achievements of Muslim society.

As You Read

Use a diagram to take notes on the key elements of Muslim culture.

MUSLIM SOCIETY**Where and how did Muslims live?**

The Muslim empire included people of many different lands and cultures. Major cities arose in the Muslim world. They included Córdoba and Cairo, centers of Muslim rule in Spain and North Africa, and Baghdad, the Abbasid capital.

Muslim society was divided into four groups. At the top were people who were Muslims from birth. Next came those who converted to Islam. The third group included Jews, Christians, and Zoroastrians—protected because Muslims shared some of their beliefs. The fourth group were slaves, none of whom were Muslims.

According to Muslim law, women should obey men. But Muslim women still enjoyed more rights than did those living in European society at the time. The Qur'an gave Muslim women some economic and property rights. In early Muslim society, women could also have

an education and take part in public life. Later they lost those rights.

1. Name the four groups of Muslim society.

MUSLIM SCHOLARSHIP EXTENDS KNOWLEDGE**How did Muslim scholars keep learning alive?**

Muslims placed a high value on learning and scholarship. Muslim scholars added much to human knowledge. Europe was in chaos, and much of the knowledge of Europeans was in danger of being lost. During this time, Muslim scholars collected ancient Greek, Indian, and Persian works of science and philosophy. The scholars translated these works into Arabic. One center of this study was the **House of Wisdom** in Baghdad. Later, this

Lesson 3, *continued*

ancient learning returned to Europe when the works of Muslim scholars were translated.

2. Explain how Muslim scholars helped save the learning of the West.

ART AND SCIENCES FLOURISH

What were some achievements of Muslim society?

The House of Wisdom had many scholars and advisers. Some scholars used Greek ideas in new ways. Others created original works.

Literature was a strong tradition before Islam. Later, the Qur'an became the standard for all Arabic literature and poetry. The collection *The Thousand and One Nights* included many entertaining stories, fairy tales, and legends.

Muslims had their own special practices in art. For instance, artists could not draw pictures of people. Only Allah, the religion said, could create life. Unable to draw these images, Muslims developed a new art form. They practiced **calligraphy**, or the art of beautiful handwriting.

Muslim scholars made great advances in medicine and mathematics. The physician al-Razi wrote an encyclopedia that collected all that was known about medicine from Greece to India. In science, Muslims studied the work of ancient Greek scientists but used experiments rather than logic to reach conclusions. One Muslim scientist made new discoveries about how people see. His findings helped lead to the invention of the telescope and microscope. A mathematician named al-Khwarizmi wrote a textbook whose ideas were developed into algebra.

The Muslim Agricultural Revolution happened from the 700s until the 1200s. Traders introduced new crops and growing techniques. Muslim engineers developed ways to water fields and produce more crops. With more food available, the population could increase and improve the economy.

3. Name four achievements of Muslim scientists and mathematicians.

**PHILOSOPHY AND RELIGION
BLEND VIEWS**

How did philosophy blend with Islam?

Philosophers at the House of Wisdom also translated works of the ancient Greek philosophers. Not all were initially accepted.

Muslim philosopher Ibn Rushd was criticized for trying to join Greek and Muslim ideas. But he argued that Greek philosophy and Islam both searched for the truth. The Jewish philosopher Maimonides, who lived in the Muslim Empire, was also criticized for his ideas. He wrote a book that blended philosophy, religion, and science.

As the empire flourished and grew, philosophers began to reflect the different people who lived in the Muslim empire. Values of many cultures were embraced. Their society developed a concept of the "ideal man" that recognized the diversity of the empire. In time, Muslims came to recognize the value of their differences.

4. Why was Ibn Rushd criticized?

Lesson 3, continued

As you read about Muslim culture, write notes to help you summarize Muslim achievements in each area.

1. Muslim society	2. Medicine, math, and science
3. Philosophy	4. Literature and the arts

The Muslim World**Lesson 4**

The Ottomans Build a Vast Empire

Key Terms and People

ghazi warrior for Islam

Ottoman follower of the most successful ghazi, Osman

sultan ruler of a Muslim state

Timur the Lame conqueror of Persia and Russia

Mehmed II conqueror who made Istanbul his capital

Suleyman the Lawgiver ruler who brought Ottoman Empire to its height

devshirme policy for creating the sultan's army

janissary soldier slave drawn from conquered Christian territories

Before You Read

In the last lesson, you read about cultural achievements made in the Muslim empire.

In this lesson, you will read about the rise of the Ottoman Empire, 1300–1600.

As You Read

Use a chart to list the main rulers of the Ottoman Empire and their successes.

TURKS MOVE INTO BYZANTIUM**How did the Ottoman Empire begin?**

In 1300, the world of the eastern Mediterranean was also changing. The Byzantine Empire was fading. The Seljuk Turk state had been destroyed. Anatolia, the area of modern Turkey, was now inhabited by groups of nomadic Turks. They saw themselves as **ghazis**, or Muslim warriors for Islam. They raided the lands where non-Muslims lived.

The most successful ghazi was Osman. Western Europeans thought his name was Othman. They called his followers **Ottomans**. Between 1300 and

1326, Osman built a strong but small kingdom in Anatolia. Leaders who came after Osman called themselves **sultans**, or “ones with power.” They extended the kingdom by buying land. They also formed alliances with other chieftains and conquered everyone they could.

The Ottomans used gunpowder. Their soldiers could use cannons and muskets to fight. This gave them a great advantage when attacking others. Even walled cities were no obstacle for the Ottomans.

The Ottomans ruled in a kindly way. Muslims had to serve in the army but paid no taxes. Non-Muslims paid tax

Lesson 4, *continued*

but did not serve in the army. Many joined Islam just to avoid the tax. Most people adjusted easily to their new rule.

One warrior did not. He was **Timur the Lame**. He conquered Russia and Persia. In 1402, he defeated the Ottoman forces. Timur captured the sultan and took him to Samarkand in a cage.

1. How did the Ottomans get their name?

POWERFUL SULTANS SPUR DRAMATIC EXPANSION

How did the empire grow?

In Anatolia, the four sons of the last sultan fought for control of the empire. Mehmed I won control. Later, the empire transferred to his son Murad II. He defeated enemy armies and invaded other countries, expanding the empire's size. The next three sultans continued and brought the Ottoman Empire to its greatest power. Most victorious was **Mehmed II**, who took power in 1451. He built a force of 100,000 foot soldiers and 125 ships to gain control of the city of Constantinople. In 1453, he took the city and the waterway it controlled. Mehmed made the city his capital. He renamed it Istanbul. The rebuilt city became home to people from all over the Ottoman Empire.

Other emperors used conquest to make the empire grow. After 1514, Selim the Grim took Persia, Syria, and Palestine. He then captured Arabia, took the Muslim holy cities of Medina and Mecca, and gained control of Egypt.

2. Why, most likely, was Constantinople made the capital city?

SULEYMAN THE LAWGIVER; THE EMPIRE DECLINES SLOWLY

Why was Suleyman the Lawgiver a great leader?

Suleyman I took power in 1520. He ruled for 46 years. He brought the Ottoman Empire to its greatest size.

Suleyman revised the laws of the empire. His people called him **Suleyman the Lawgiver**. Suleyman ruled his empire with a highly structured government. Thousands of slaves served the royal family. The policy of making people slaves was called *devshirme*. Christian boys were taken and made slaves. They were educated, converted to Islam, and then trained as soldiers. The **janissaries** were an elite group of enslaved soldiers who fought fiercely for the sultan. Other slaves held important government jobs.

The empire allowed people to follow their own religion. Jews and Christians were not mistreated. His empire was also known for great works of art and many fine buildings.

Although the empire lasted long after Suleyman, it spent the next few hundred years in decline. None of the sultans were as accomplished as Suleyman had been. However, the Ottoman Empire continued to influence the world into the 20th century.

3. What were two of Suleyman's accomplishments?

Lesson 4, continued

As you read this lesson, fill out the chart below by writing answers in the appropriate boxes.

What role did each ruler play in the building and expansion of the Ottoman Empire?	
1. Osman	
2. Murad II	
3. Mehmed II	
4. Selim the Grim	
5. Suleyman	

List the achievements of Suleyman in the boxes below.

Social Achievements	Cultural Achievements

The Muslim World**Lesson 5**

Cultural Blending: Case Study: The Safavid Empire

Key Terms and People

Safavid member of a Shi'a Muslim group that built an empire in Persia

Isma'il Safavid warrior who seized most of what is now Iran

shah Persian title meaning "king"

Shah Abbas leader during the Safavid golden age

Esfahan capital city of the Safavid Empire

Before You Read

In the last lesson, you read about the Ottomans.

In this lesson, you will learn about the development of another empire, the Safavid.

As You Read

Use a diagram to identify examples of cultural blending in the Safavid Empire.

**PATTERNS OF CULTURAL
BLENDING****What is cultural blending?**

Throughout history, different peoples have lived together. Their cultures have influenced one another. Often these people have blended one culture with another. This can happen because of migration, trade, conquest, or religious freedom or conversion.

Cultural blending results in changes in society. Some results of cultural blending are changes in language, religion, styles of government, or arts and architecture.

Societies that are able to benefit from cultural blending are open to new ways. They are willing to adapt and change.

1. What are the four causes of cultural blending?

THE SAFAVIDS BUILD AN EMPIRE**How did the Safavids rise to power?**

Cultural blending took place in the Safavid Empire of Persia. The **Safavids** were members of the Shi'a, a branch of Islam. The major group of Muslims, the Sunnis, persecuted the Shi'a for their views. The Safavids feared the Sunni Muslims. They decided to build a strong army to protect themselves.

Lesson 5, *continued*

In 1499, a 12-year-old leader named **Isma'il** led this army to conquer Iran. He took the traditional Persian title of **shah**, or king, and made Shi'a the religion of the new empire. He destroyed Baghdad's Sunni population. Ottoman Turk rulers—who were Sunni Muslims—in turn killed all the Shi'a that they met. This conflict between the two groups of Muslims continues today. The border between the Ottoman Empire and the Persian Empire remains—it is the border between Iran and Iraq.

The Safavids reached their height in the late 1500s under **Shah Abbas**. He created two armies that were loyal to him and him alone. He also gave new weapons to the army to make them better fighters. He got rid of corrupt officials in the government.

He also brought gifted artists to his empire. He decorated **Esfahan**, the capital city, with art made by artisans from around the world. Many Chinese artists worked in Esfahan, bringing to the city a handful of art styles including calligraphy, glasswork, and pottery. The city was said to be the most beautiful in the world.

Under Shah Abbas, the Safavids enjoyed good relations with nations of Europe. The demand for Persian rugs increased greatly in Europe. In this period, rug making, which had been a local craft in Persia, became a major industry for the country. Shah Abbas also sent artists to Europe to study with Raphael. The cultural blending also produced rugs with European designs.

2. What made Esfahan special?

THE DYNASTY DECLINES QUICKLY**Why did the Safavids lose power?**

Like the Ottoman Empire, the Safavid Empire began to decline soon after it had reached its greatest height. Shah Abbas killed or injured his most talented sons—just as Suleyman had done. Shah Abbas feared that his sons would seize power from him. As a result, a weak and ineffective grandson became shah after him.

3. Why did Shah Abbas hurt his sons?

Lesson 5, continued

As you read this case study, take notes to answer the questions about patterns of cultural blending.

Interaction among peoples can create a blending of cultures.	
1. What activities cause cultural blending to occur?	2. What should cultures do to benefit from cultural blending?
The Safavids built a Shi'a empire.	
3. How did Isma'il help the Safavids rise to power?	4. How did Isma'il's rule affect the Islam religion?
Shah Abbas helped create a Safavid culture.	
5. How did Shah Abbas promote cultural blending in his empire?	6. What was probably the most important result of Western influence on the Safavid Empire?