

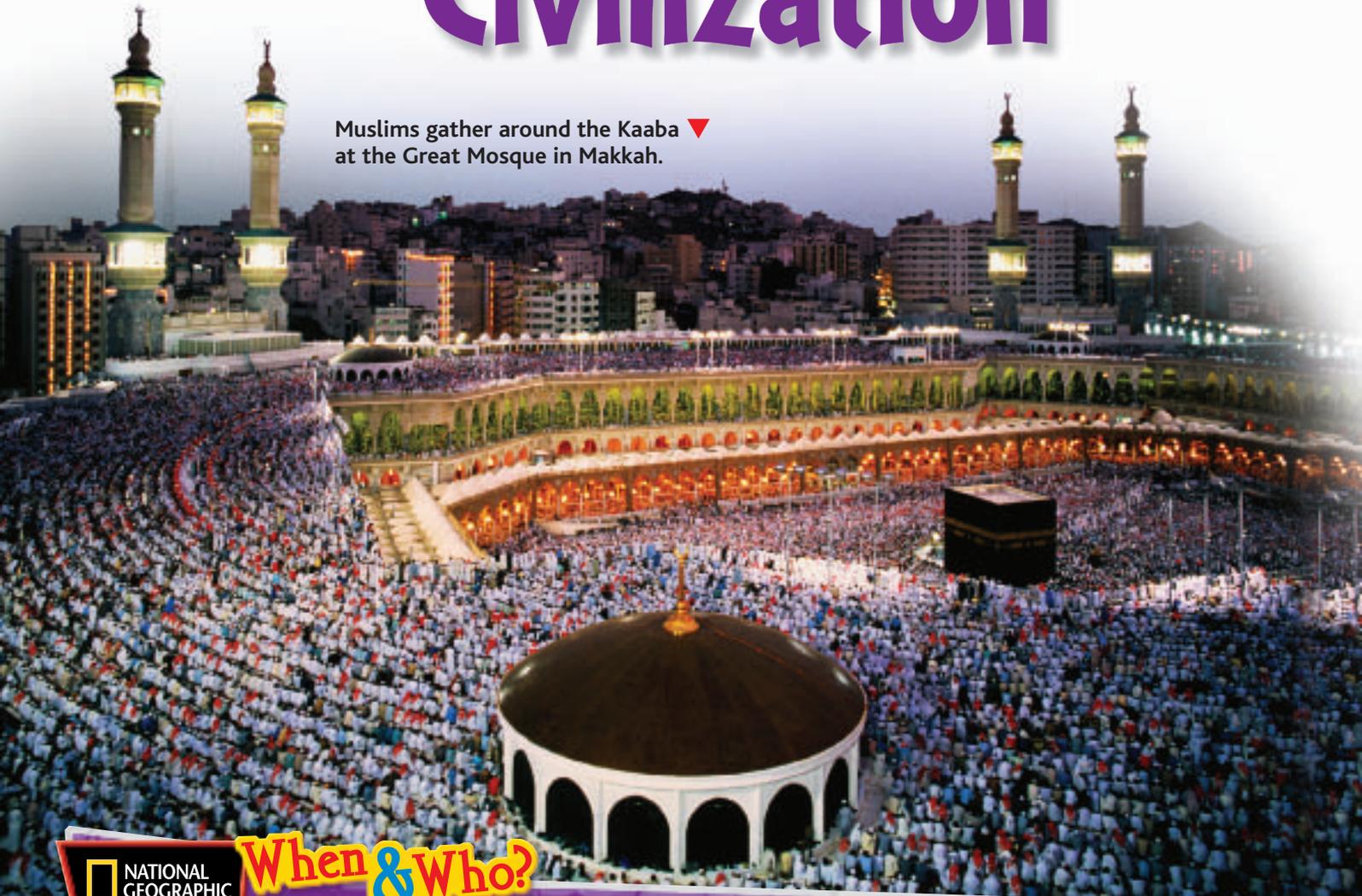
# Chapter

# 11

# Islamic Civilization

36E-369 Nabeel Turner/Getty Images

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



NATIONAL GEOGRAPHIC

## When & Who?



A.D. 600

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

A.D. 900

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

1200

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

1500

**1258**  
Mongols burn Baghdad

**c. 1375**  
Ibn Khaldun writes histories

CONTENTS

# Chapter Preview

A few hundred years after the beginnings of Christianity, another important religion arose in the Middle East: Islam. Followers of Islam conquered much of the Middle East, northern Africa, and part of Europe. They also made great cultural contributions to the world.



View the Chapter 11 video in the *World History: Journey Across Time* Video Program.

## Section

### 1

## The Rise of Islam

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

## Section

### 2

## Islamic Empires

Followers of Islam, called Muslims, conquered or converted people as they spread their faith throughout the Middle East and the Mediterranean.

## Section

### 3

## Muslim Ways of Life

Muslims were skilled traders and builders. They established large cities and made many advances in mathematics, science, and the arts.

## FOLDABLES™ Study Organizer

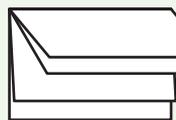
**Categorizing Information** Make the following foldable to organize information about the people and places of Islamic civilization.

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



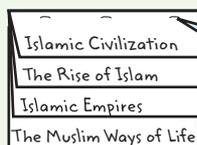
Keep the edges straight.

**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 under each appropriate tab.

# Reading Social Studies

Reading  
Skill

Main Idea

## 1 Learn It!

### Main Ideas and Details

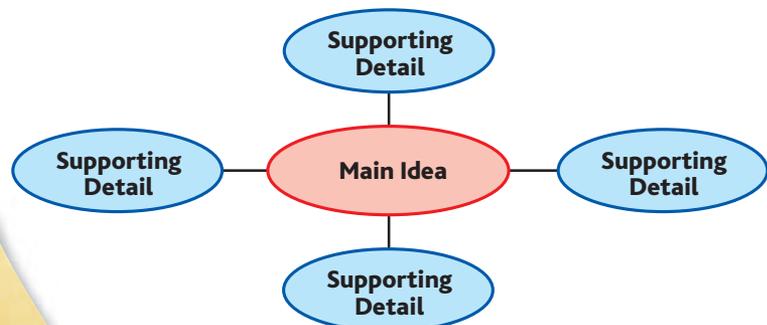
Main ideas are the most important ideas in a paragraph, section, or chapter. Supporting details are facts or examples that explain the main idea. Read the following paragraph from Section 3 and notice how the author explains the main idea.

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. Muslim rulers also made trade easier by providing merchants with coins.

—from page 388

### Reading Tip

Often, the first sentence in a paragraph will contain a main idea. Supporting details will come in following sentences.



## 2 Practice It!

### Using a Graphic Organizer

Read the following paragraph, and find the main idea and supporting details. Create a graphic organizer like the one that appears at the bottom of page 370.

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

—from page 386

#### Read to Write

“The famous Mogul ruler Akbar could not read, yet he set up a large library because he valued education, books, and art.” Write a letter to Akbar telling him about your favorite book and why it should be included in his library.



## 3 Apply It!

As you read Chapter 11, create your own graphic organizer to show the main idea and supporting details from at least one paragraph.

# The Rise of Islam

## Get-Ready to Read!

### What's the Connection?

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.

### Focus on the **Main Ideas**

- The deserts, coastline, and oases of Arabia helped shape the Arab way of life. (page 373)
- The prophet Muhammad brought the message of Islam to the people of Arabia. (page 374)
- The Quran provided guidelines for Muslims' lives and the governments of Muslim states. (page 377)

### Locating Places

**Makkah** (MAH•kuh)  
**Kaaba** (KAH•buh)  
**Madinah** (mah•DEE•nah)

### Meeting People

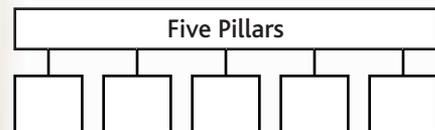
**Bedouin** (BEH•duh•wuhn)  
**Muhammad** (moh•HAH•muhd)

### Building Your Vocabulary

**oasis** (oh•AY•suhs)  
**sheikh** (SHAYK)  
**caravan** (KAR•uh•VAN)  
**Quran** (koh•RAHN)

### Reading Strategy

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



## When & Where?



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

## Daily Life in Early Arabia

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

**Reading Focus** 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.

Desert stretches over most of the Arabian peninsula. 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.

To survive, early Arabs organized into tribes who were very loyal to one another. The head of the tribe was called a **sheikh** (SHAYK).

**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).

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

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 of the 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. The holiest place in Arabia was in this city.



▲ Bedouin woman making bread

**NATIONAL GEOGRAPHIC** 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. Which empire was located north and west of the Arabian Peninsula?
2. 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 Focus** 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•juh). 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. He used these laws to settle disputes among the people. 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. His soldiers conquered Makkah in A.D. 630, and Muhammad then made it a holy city of Islam. Two years later, Muhammad died. By this time, Islam was spreading to all of Arabia.

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

A pilgrimage to Makkah ▶

## A Holy Journey

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?**



# Biography

## MUHAMMAD

A.D. 570–632

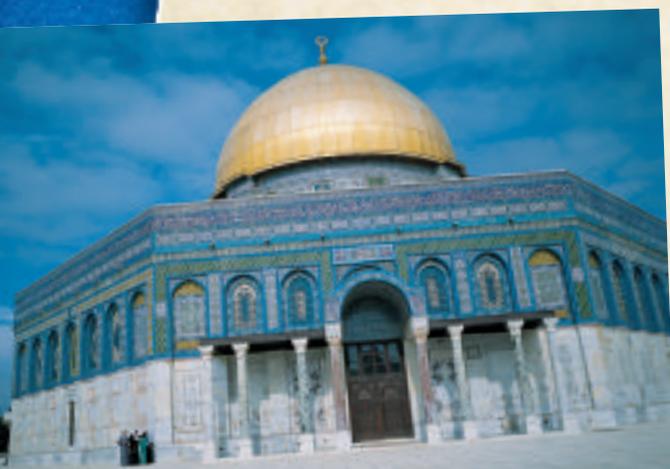
Muhammad experienced great poverty and many hardships early in his life. His father, Abd Allah, died before he was born. His grandfather, Abd al-Muttalib, took care of Muhammad in Makkah for a short time. Abd al-Muttalib felt that Makkah was an unhealthy place to raise a baby, but he could not leave 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.



▲ The Dome of the Rock in Jerusalem marks the place where Muhammad is believed to have ascended to heaven.

### Then and Now

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

# Islam's Teachings

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

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

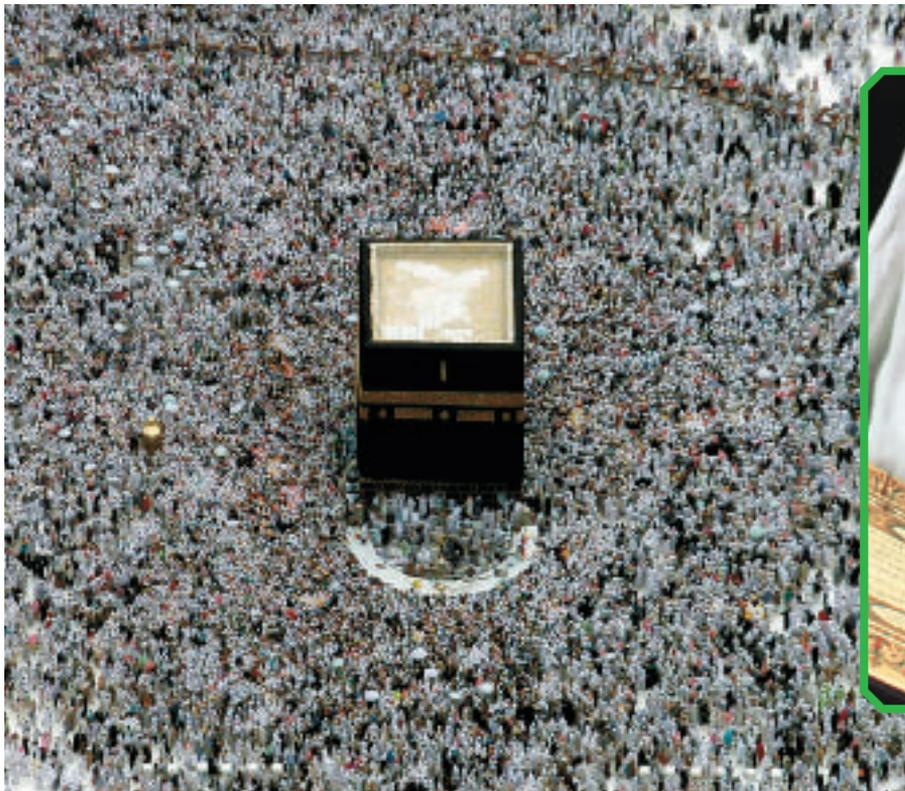
Islam, Judaism, and Christianity have some beliefs in common. Like Jews and Christians, Muslims believe in one God. Muslims believe this one God holds all power and created the universe. They also believe that God determines right and wrong. People are expected to obey God's laws if they want to be blessed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

▲ A child studies the Quran

## 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 must 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?*

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 left.

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 teachings of the Quran to family life, business, and government.

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

## Section 1 Review

### History online

**Homework Helper** Need help with the material in this section? Visit [jag.glencoe.com](http://jag.glencoe.com)

### Reading Summary

#### Review the Main Ideas

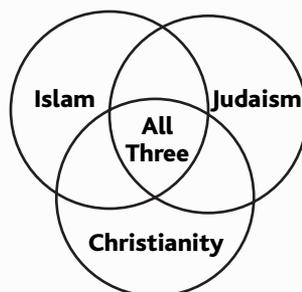
- In the desert of the Arabian Peninsula, the Arab people were mostly herders and traders.
- In the town of Makkah, Muhammad began to preach a new religion, Islam, which soon spread to all of Arabia.
- Muslims believe that Muhammad was Allah's final prophet and that their holy book, the Quran, is Allah's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

### What Did You Learn?

1. What are oases, and why were they important to Arabs?
2. Name some activities the Quran prohibits.
4. **Conclude** Why do you think Muhammad's teachings were popular with poorer people?
5. **Analyze** How did Muhammad link religion and government?

### Critical Thinking

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



6. **Expository Writing** Suppose you are living in Makkah at the time Muhammad began preaching. Write a short newspaper article that describes Muhammad's teachings and the reactions of people in the city to those teachings.

7. **Reading Main Idea** Draw a graphic organizer to show the supporting details for this main idea: *Geography shaped the way that the early Arabs lived.*

# Section

# 2

# Islamic Empires

## Get-Ready to Read!

### What's the Connection?

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.

### Focus on the Main Ideas

- Arabs spread Islam through preaching, conquest, and trade. (page 380)
- While Muslims split into two groups, the Arab Empire reached new heights. (page 382)
- Turks and Moguls built Muslim empires in Asia, Africa, and Europe. (page 384)

### Locating Places

- Damascus** (duh•MAS•kuhs)
- Indonesia** (IHN•duh•NEE•zhuh)
- Timbuktu** (TIHM•BUHK•TOO)
- Baghdad** (BAG•dad)
- Delhi** (DEH•lee)

### Meeting People

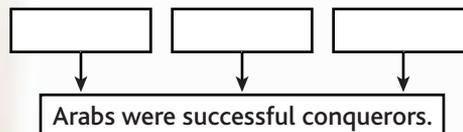
- Umayyad** (oo•MY•uhd)
- Sufi** (SOO•fee)
- Abbasid** (uh•BA•suhd)
- Suleiman I** (SOO•lay•MAHN)
- Mogul** (MOH•guhl)
- Akbar** (AK•buhr)

### Building Your Vocabulary

- caliph** (KAY•luhf)
- Shiite** (SHEE•eyet)
- Sunni** (SU•nee)
- sultan** (SUHL•tuhn)

### Reading Strategy

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



NATIONAL GEOGRAPHIC

## When & Where?



A.D. 500

1100

1700

A.D. 750

Abbasids overthrow Umayyads

1258

Mongols burn Baghdad

1526

Moguls rule India from Delhi

# The Spread of Islam

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

**Reading Focus** 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.

When Muhammad died, his followers chose his successor. He was called a **caliph** (KAY•luhf), which meant successor to the Messenger of God.

The first caliph was Muhammad's father-in-law, Abu Bakr. The first four caliphs ruled from Madinah and were called the Rightly Guided Caliphs. That is because they tried to follow in Muhammad's footsteps. They lived simply, treated others fairly, and also

fought hard for Islam. They wanted to spread Allah's message to everyone. Under their rule, the empire 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 made their capital the city of **Damascus** (duh•MAS•kuhs) in Syria. Now the Arab Empire included North Africa, Spain, and some of India.

**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?

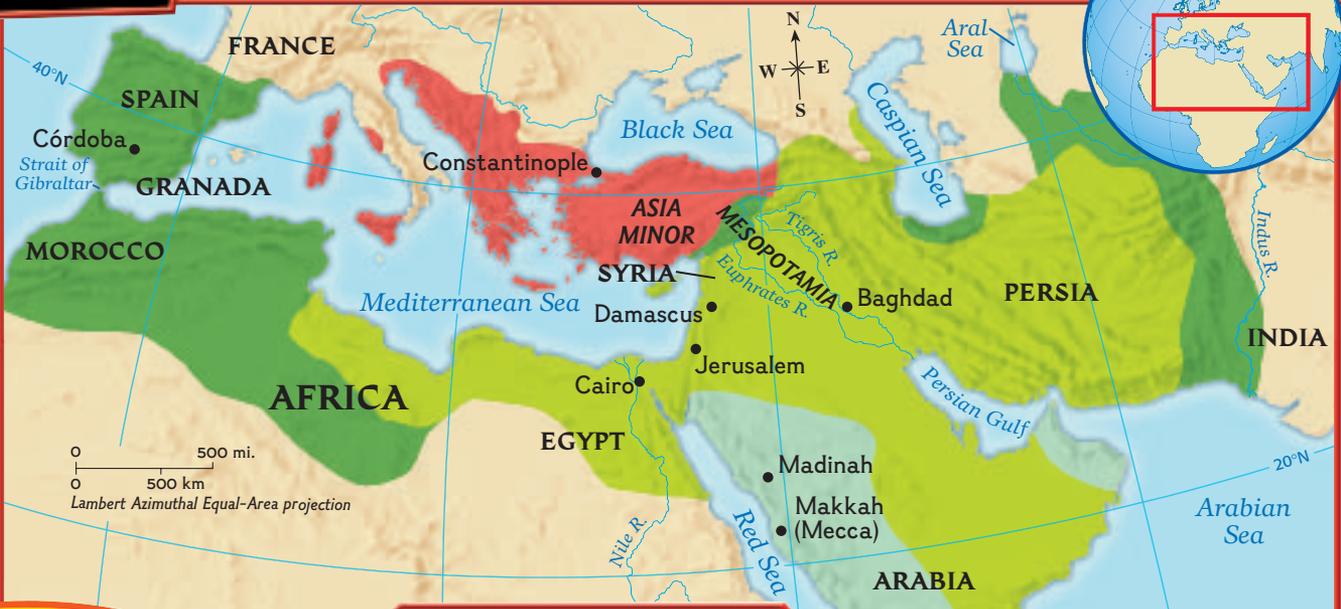
Arabs had always been good on horseback and good with the sword, but as Muslims, they also were inspired by their religion. They were fighting to spread

The Art Archive/Hazem Palace Damascus/Dagli Oni

NATIONAL GEOGRAPHIC

The Spread of Islam A.D. 632–750





KEY

- Islamic territory at Muhammad's death, A.D. 632
- Islamic expansion, A.D. 632–661
- Islamic expansion, A.D. 661–750
- Byzantine Empire, A.D. 750



◀ The Umayyad Mosque, also known as the Great Mosque of Damascus

Using Geography Skills

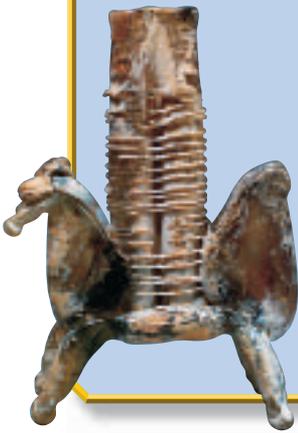
**After Muhammad's death, the territory in the Arab Empire expanded.**

1. What area of Europe came under Muslim control?
2. Describe the territories conquered by the Arabs by the year A.D. 661.

CONTENTS

## The Rightly Guided 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

Islam. Muslims believed anyone who died in battle for Islam would go to paradise.

The Arabs were also successful because they 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 people became Muslims 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

### 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?

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.

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

## Struggles Within Islam

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

**Reading Focus** 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 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.

**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 treatment. 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.

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. As a result, the Arab Empire grew even wealthier.

The Abbasid dynasty is also known for bringing Persian influence into the empire.

### Primary Source

#### Royal Caliphs

Ibn Khaldun recorded historical events and his interpretation of them.

"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"



▲ The Great Mosque of Damascus built by the Umayyad caliphs.

### DBQ Document-Based Question

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



**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**

Baghdad became the capital of the Abbasid empire and an important center for trade.

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

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. When they first moved into the empire, the Abbasids hired them as soldiers. Soon, however, the Seljuk Turks saw how weak the Abbasids were. They decided to take power for themselves.

First, the Seljuks took over much of what is now Iran and Turkey. Then, in

1055, they boldly took Baghdad itself. 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 empire continued in this way. The Seljuks ruled, but it was still the Abbasid dynasty. Then, in the 1200s, another people swept into the empire. These were the fierce Mongols of central Asia. The Mongols were building their own empire and destroying many of the civilizations they conquered. In 1258 they stormed into Baghdad and burned it to the ground. The Arab Empire had ended.

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



## Later Muslim Empires

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

**Reading Focus** 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 sultan 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 Expansion of the Ottoman Empire



▲ The Ottomans used elite soldiers called janissaries.

**How Were Non-Muslims Treated?** The Ottoman empire had 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 free to practice their religion. They also could run their own affairs. These groups chose leaders to present their views to the sultan.

However, the sultan made some demands on the conquered people. For example, Christian families in Eastern Europe had to send their sons to Istanbul. There the boys became Muslims and trained as soldiers for the sultan.

## Using Geography Skills

The Ottoman empire continued to expand for almost 400 years.

1. How far west into Europe did the Ottoman empire expand?
2. During what time period did the Ottoman empire expand to the Persian Gulf?

**Who Were the Moguls?** During the 1500s, the **Moguls** (MOH•guhlyz) created another Muslim empire in India. These Muslim warriors came from the mountains north of India. 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 order 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.



▲ Mogul emperor Akbar passing the crown to his grandson Shah Jahan

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 porcelain 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. 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

**Homework Helper** Need help with the material in this section? Visit [jat.glencoe.com](http://jat.glencoe.com)

### 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.

Ottoman Empire	Mogul Empire

4. **Contrast** Describe the differences between the Shiite and Sunni Muslims.
5. **Summarize** Besides conquests by Arab armies, how was Islam spread?
6. **Evaluate** Why was Akbar considered a great ruler?
7. **Persuasive Writing** Which Muslim empire—the Umayyads, the Ottomans, or the Moguls—treated its non-Muslim subjects the most fairly? The least fairly? Write a paragraph to defend your answer.

# Section

# 3

# Muslim Ways of Life

## Get Ready to Read!

### What's the Connection?

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.

### Focus on the Main Ideas

- While Muslim traders enjoyed great success and cities grew, most Muslims lived in villages in the country. (page 388)
- Muslims made valuable contributions in math, science, and the arts. (page 390)

### Locating Places

**Granada** (gruh•NAH•duh)  
**Agra** (AH•gruh)

### Meeting People

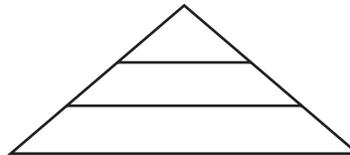
**Mamun** (mah•MOON)  
**al-Razi** (ahl•RAH•zee)  
**Ibn Sina** (IH•buhn SEE•nuh)  
**Omar Khayyam**  
 (OH•MAHR KY•YAHM)  
**Ibn Khaldun** (IH•buhn KAL•DOON)

### Building Your Vocabulary

**mosque** (MAHSK)  
**bazaar** (buh•ZAHR)  
**minaret** (MIH•nuh•REHT)  
**crier** (KRY•uhr)

### Reading Strategy

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



## When & Who?

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



## Trade and Everyday Life

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

**Reading Focus** 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 spices, cloth, glass, and carpets. On their return, they brought rubies, silk, ivory, gold, and slaves.

**The Success of Muslim Traders** Several things explain the success of Muslim trade. When Muslim empires expanded, they

▼ Muslims shop at a textile market.  
*What was a bazaar in a Muslim city?*



## History online

**Web Activity** Visit [jat.glencoe.com](http://jat.glencoe.com) and click on *Chapter 11—Student Web Activities* to learn more about Islamic civilization.

spread the Arabic language. As a result, Arabic became the language of trade. Muslim rulers also made trade easier by providing merchants with coins.

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.

**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.

## 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 Muslim's daily prayers are called prayer rugs. No matter where Muslims live, they pray five times daily. They kneel down on their prayer rug 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.

Muslim carpet ►

### 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?



▲ A Muslim woman weaving a rug



They also became important centers of government, learning, and the arts.

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

**Mosques** (mahks) 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•ZHR), 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, went from stall to stall to find goods to 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** The Muslim people fell 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 was made up of enslaved people.

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

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

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 played different 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 Focus** 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

**THEN** 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.

▼ Modern Muslim women



▲ Traditional Muslim women

**NOW** *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 advances 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 used 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.



◀ Muslim astrolabe

## Primary Source

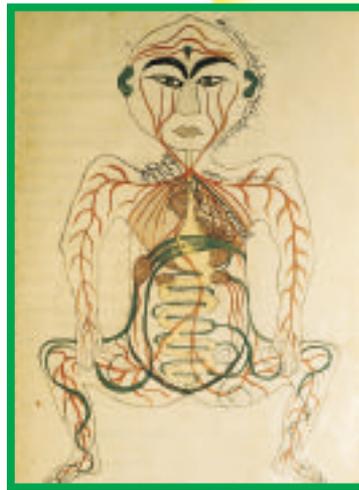
### The Mystery of Smallpox

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?

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.

# Biography

## OMAR KHAYYAM

1048–1131

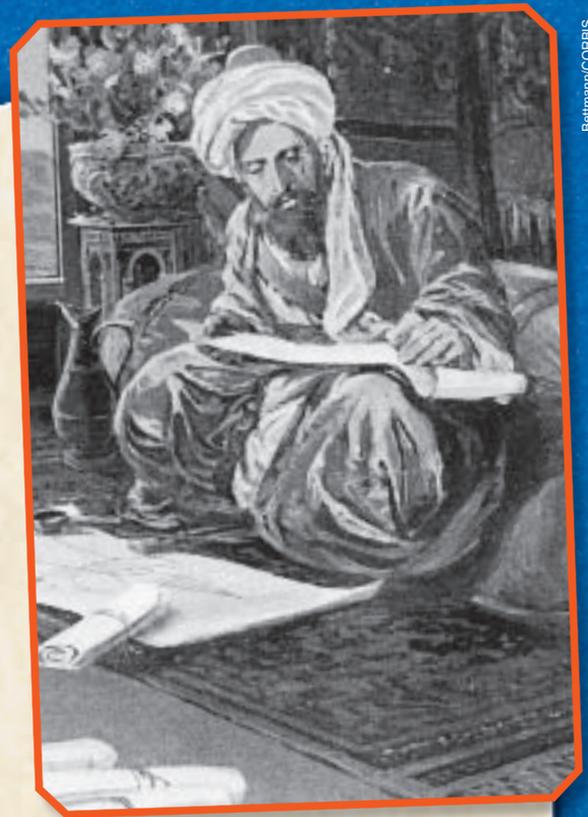
## and IBN KHALDUN

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*



▲ Omar Khayyam

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 historical events. He is one of the first historians who studied how geography, economics, and culture affect history.



▲ 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. One of the stories tells about Aladdin and his magic lamp.

Another Muslim, the Persian poet **Omar Khayyam** (OH • MAHR KY • YAHM), wrote 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)

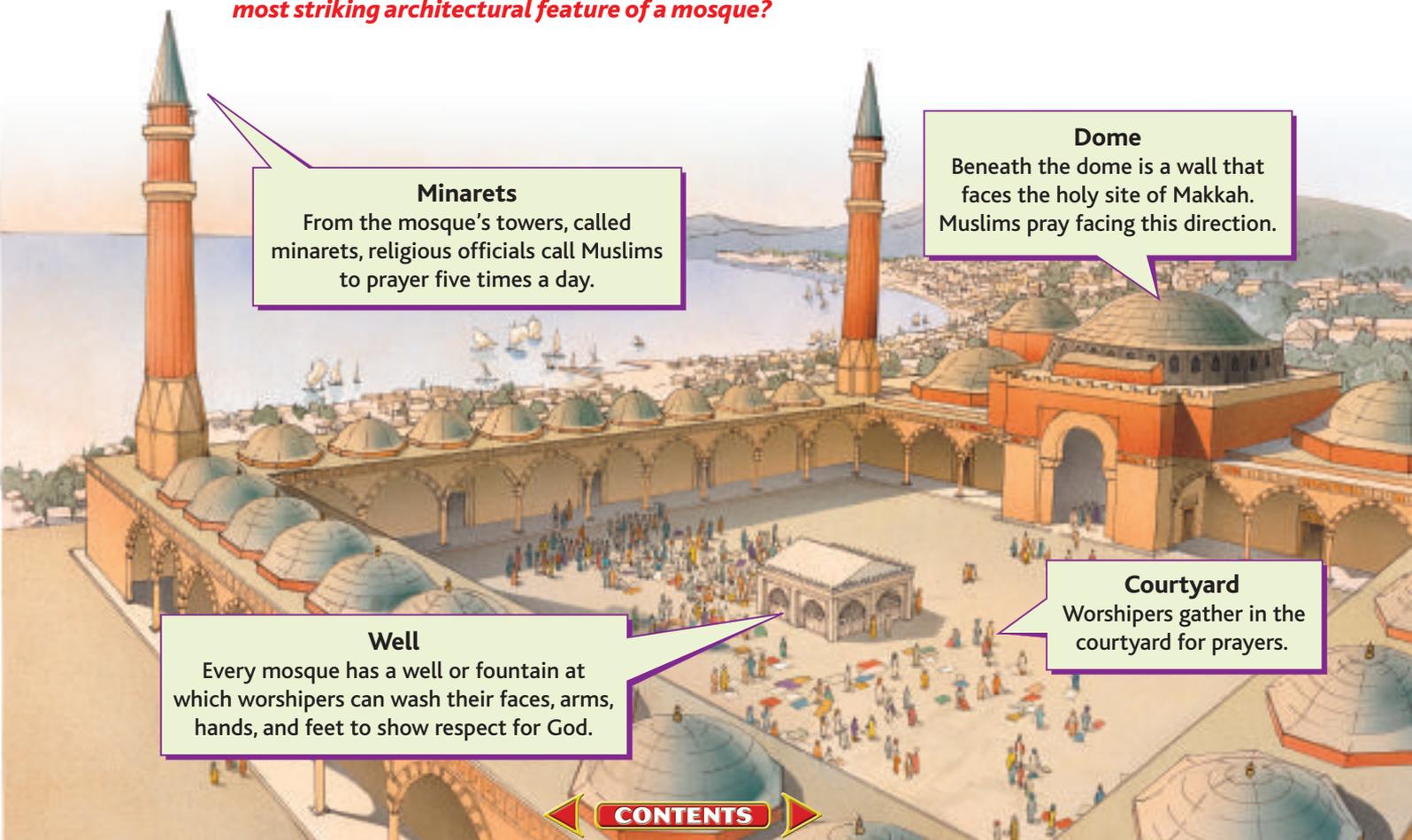
wrote in 1375 that all civilizations rise, grow, and then fall. He also was one of the first historians to study the effect of geography and climate on people.

**Art and Buildings** Muslims developed their own 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

Worshippers gather in the courtyard for prayers.



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

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.

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?

**History online**  
**Homework Helper** Need help with the material in this section? Visit [jat.glencoe.com](http://jat.glencoe.com)

## 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.

Math	Science	Arts

4. **Summarize** Describe several factors that made Muslim trade strong.

5. **Analyze** How did the Arabic language and Muslim leaders help preserve and advance the world's knowledge?

6. **Evaluate** Which Muslim contribution do you think had the greatest effect on later civilizations?

7. **Descriptive Writing** Imagine you are living in a Muslim city. Write to a friend describing a bazaar. Describe what a bazaar is and some of the items you might find there.

## Section 1 The Rise of Islam

## Vocabulary

oasis  
sheikh  
caravan  
Quran

Focusing on the **Main Ideas**

- The deserts, coastline, and oases of Arabia helped shape the Arab way of life. (page 373)
- The prophet Muhammad brought the message of Islam to the people of Arabia. (page 374)
- The Quran provided guidelines for Muslims' lives and the governments of Muslim states. (page 377)



A child studies the Quran

## Section 2 Islamic Empires

## Vocabulary

caliph  
Shiite  
Sunni  
sultan

Focusing on the **Main Ideas**

- Arabs spread Islam through preaching, conquest, and trade. (page 380)
- While Muslims split into two groups, the Arab Empire reached new heights. (page 382)
- Turks and Moguls built Muslim empires in Asia, Africa, and Europe. (page 384)

## Section 3 Muslim Ways of Life

## Vocabulary

mosque  
bazaar  
minaret  
crier

Focusing on the **Main Ideas**

- While Muslim traders enjoyed great success and cities grew, most Muslims lived in villages in the country. (page 388)
- Muslims made valuable contributions in math, science, and the arts. (page 390)

# Assessment and Activities

## Review Vocabulary

Write the key term that completes each sentence.

- |            |            |
|------------|------------|
| a. caravan | f. minaret |
| b. caliph  | g. sheikh  |
| c. sultan  | h. bazaar  |
| d. mosque  | i. Sunnis  |
| e. Quran   | j. Shiites |

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

## Review Main Ideas

### Section 1 • The Rise of Islam

- How did geography affect the early Arabs' way of life?
- What guidelines did the Quran provide for the governments of Muslim states?

### Section 2 • Islamic Empires

- How did the Arabs spread Islam?
- Why did the Muslims split into two groups?

### Section 3 • Muslim Ways of Life

- What scientific advances were made by early Muslims?
- What is significant about Ibn Khaldun's recording of history?

## Critical Thinking

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

Review

Reading Skill

Main Idea

## Main Ideas and Details

- Read the paragraph below. Create a graphic organizer to show the main idea and supporting details.

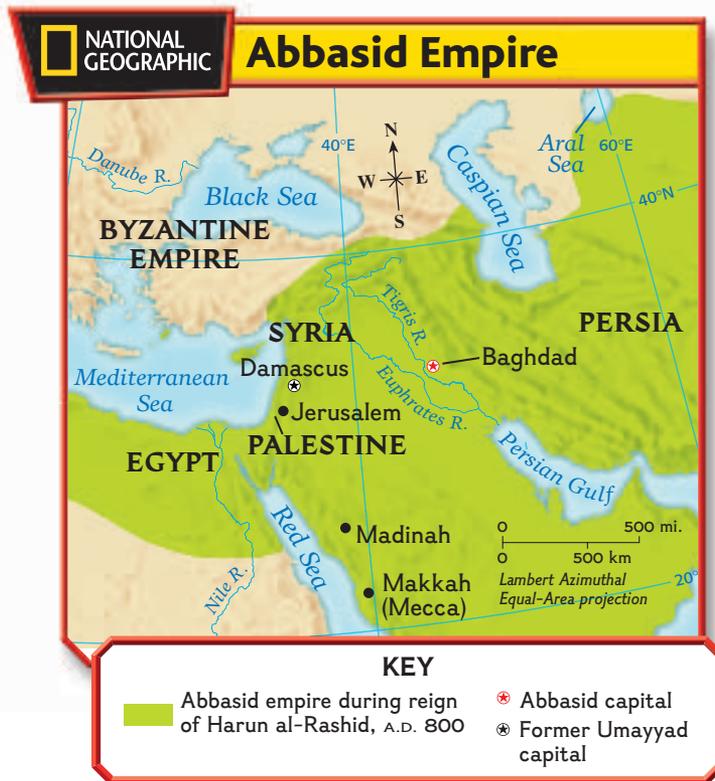
The Muslim people fell into social groups based on power and wealth. At the top were government leaders, landowners, and traders. Below them were artisans, farmers, and workers. The lowest group was made up of enslaved people.

To review this skill, see pages 370–371.

## Geography Skills

Study the map below and answer the following questions.

20. **Movement** Why was the Abbasid empire unable to expand to the Black Sea?
21. **Region** What bodies of water could Abbasid merchants use to trade with the outside world?
22. **Place** You learned that the Abbasids changed the capital city from Damascus to Baghdad. Look at the locations of those cities. Which do you think would have been the best location for a capital city? Why?



## Read to Write

23. **Descriptive Writing** Suppose you are an Arab merchant traveling in the desert with a caravan. Write three diary entries, each describing the events of your day. Each day you choose to describe should focus on a different aspect of the life of a merchant. Share your entries with the class.
24. **Using Your FOLDABLES™** Write a poem or short story using the facts from your completed foldable.

## Using Technology

25. **Exploring Language** Use the Internet and your local library to find English words that have their origins in the Arabic language. Create a chart using your computer showing English words and their Arabic roots.

## Linking Past and Present

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

## Building Citizenship Skills

27. **Analyzing Documents** Do research to find out how the United States Constitution protects religious freedoms. Do you think the way Muslim empires treated religion would be allowed under the U.S. Constitution? Explain.

## Primary Source Analyze

In the first stanza of the *Rubaiyat*, Omar Khayyam welcomes the morning.

“Wake! for the sun, the shepherd of the sky,  
Has penned [confined] the stars within their fold on high,  
And, shaking darkness from his mighty limbs,  
Scatters the daylight from his burning eye.”

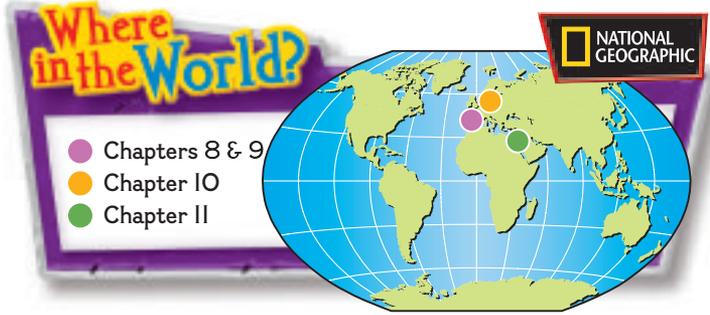
—*Rubaiyat of Omar Khayyam: A Paraphrase From Several Literal Translations*, by Richard Le Gallienne

## DBQ Document-Based Questions

28. What has been penned up by the sun?
29. *Personification* is when a writer gives human qualities to something that is not human. How does Khayyam personify the sun in this stanza?

## Comparing New Empires and Faiths

Compare ancient Rome, early Christianity, and early Islam by reviewing the information below. Can you see how the peoples of these civilizations had lives that were very much like yours?



	<b>Ancient Rome</b> <small>Chapters 8 &amp; 9</small>	<b>Rise of Christianity</b> <small>Chapter 10</small>	<b>Islamic Civilization</b> <small>Chapter 11</small>
<b>Where did these civilizations develop?</b>	<ul style="list-style-type: none"> <li>Began on Italian peninsula</li> <li>Won control of Mediterranean world</li> </ul>	<ul style="list-style-type: none"> <li>Began in Palestine</li> <li>Spread throughout the Roman Empire</li> </ul>	<ul style="list-style-type: none"> <li>Began in Arabia</li> <li>Arab Empire stretched from North Africa to central Asia</li> </ul>
<b>Who were some important people in these civilizations?</b>	<ul style="list-style-type: none"> <li>Cincinnatus c. 519–438 B.C.</li> <li>Augustus, ruled 27 B.C.–A.D. 14</li> <li>Theodora c. A.D. 500–548</li> </ul>	<ul style="list-style-type: none"> <li>Jesus c. 6 B.C.–A.D. 30</li> <li>Helena c. A.D. 248–328</li> <li>Augustine A.D. 354–430</li> </ul>	<ul style="list-style-type: none"> <li>Muhammad A.D. 570–632</li> <li>Omar Khayyam A.D. 1048–1131</li> <li>Suleiman I, ruled A.D. 1520–1566</li> </ul>
<b>Where did most of the people live?</b>	<ul style="list-style-type: none"> <li>Farming villages</li> <li>Major cities included Rome and Alexandria</li> </ul>	<ul style="list-style-type: none"> <li>Ports and cities of Mediterranean area</li> </ul>	<ul style="list-style-type: none"> <li>Desert oases</li> <li>Farming villages</li> <li>Major cities included Makkah and Baghdad</li> </ul>



## Ancient Rome

Chapters 8 & 9

What were these people's beliefs?



- Belief in many gods and goddesses
- Emperors honored as gods
- Many local religions

## Rise of Christianity

Chapter 10

- Belief in one God and Jesus as Son of God and the Savior
- Major groups: Eastern Orthodox and Roman Catholic

## Islamic Civilization

Chapter 11

- Belief in one God (Allah)
- Muhammad is final prophet
- Major groups: Sunni and Shiite



What was their government like?

- Rome developed from a republic into an empire
- An emperor was the chief leader
- Army played role in government



- Ranked order of priests, bishops, and archbishops
- Bishop of Rome became head of the Roman Catholic Church

- Muhammad founds Islamic state
- After Muhammad, leaders called caliphs held religious and political power

What was their language and writing like?

- Latin was official language; Greek spoken in empire's eastern part
- Many local languages

- New Testament of Bible written in Greek
- Latin became language of Roman Catholic Church

- Quran written in Arabic
- Arabic was Arab Empire's official language
- Persian and Turkish also spoken

What contributions did they make?

- Introduced ideas about law and government
- Developed new styles of building



- Christianity became a world religion
- Shaped beliefs and values of Western civilization

- Islam became a world religion
- Developed ideas in medicine and mathematics

How do these changes affect me? *Can you add any?*

- Latin contributed many words to English language
- Rome's idea of a republic followed by governments today

- Christianity is major religion of the West today
- Birth date of Jesus is starting date for Western calendar

- Islam is a major religion today
- Developed algebra
- Developed game of chess

