

# Cultures in Contact

100–1500

## CHAPTER 9 Muslim Civilization 550–1250

## CHAPTER 10 African Kingdoms 100–1500

## CHAPTER 11 Cultures of East Asia 550–1400

### Themes

#### BELIEF SYSTEMS

Islam influenced all aspects of life in the areas in which it was adopted.

#### MIGRATION AND DIFFUSION

Trade and conquest spread Islam to many areas around the world.

#### ECONOMIC SYSTEMS

Economies were largely agricultural, but trade links became more firmly established.

Mansa Musa, King of Mali, is shown seated on his throne in this Catalan Atlas of 1375.

# Muslim Civilization

## THE BIG PICTURE

The Qur'an, Islam's holy book, states that Muhammad was the last prophet sent by God to humanity. In the centuries after his death, Islam spread across much of the Eastern Hemisphere, becoming one of the world's major religions. Muslim civilization developed states that touched three continents and produced some of history's most notable achievements in the arts and sciences.



## North Carolina Standards

### Social Studies Objectives

**2.06** Describe the rise and achievements of the Byzantine and Islamic civilizations;

### Language Arts Objective

**2.01.3** Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print information texts appropriate to grade level and course by providing textual evidence to support understanding of and reader's response to text.



## TIME LINE

### CHAPTER EVENTS

**c. 570**  
Muhammad is born in Arabia.

**610** Muhammad reports the first revelations from Allah.

**622** Muhammad flees to Medina—the hegira.

**732** Muslim advance in Europe stopped in France at the Battle of Tours.

**786** Harun al-Rashid leads the Abbasid caliphate to its height.

**969**  
Fatimid rule extends to Egypt.

### WORLD EVENTS

**618**  
Tang dynasty begins in China.

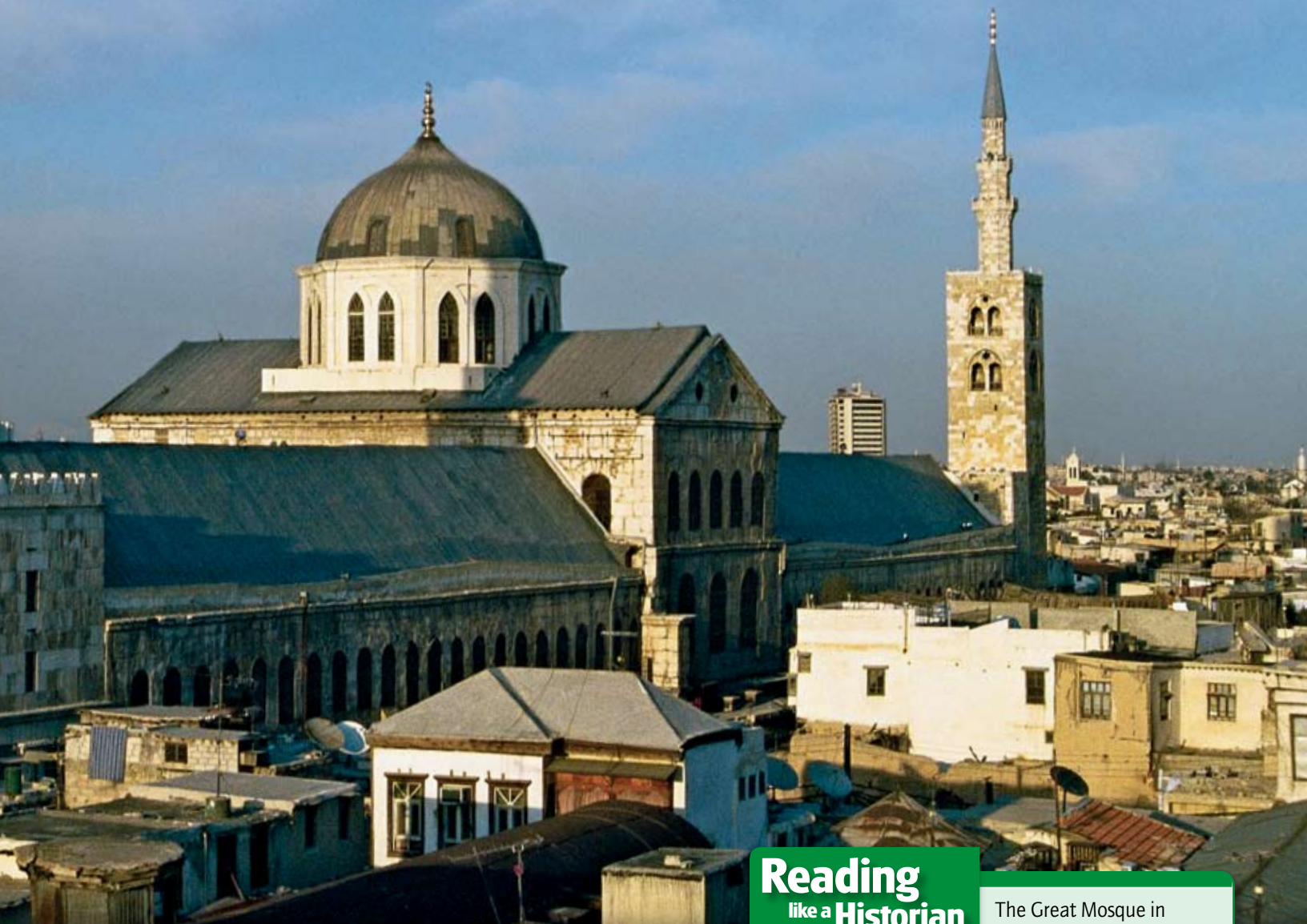
**768**  
Charlemagne begins his reign as king of the Franks.

**c. 800**  
Ghana is a major trading empire in West Africa.

**900**  
Mayan civilization reaches its peak.

## History's Impact video program

Watch the video to understand the impact of Islam throughout the world.



### Reading like a Historian

The Great Mosque in Damascus, Syria, built between about 706 and 715, is one of the oldest and largest monuments in the Islamic world. When it was built, the mosque served not just as a place of worship, but also as a religious school, law court, hospital, homeless shelter, and place for political gatherings.

**Analyzing Visuals** Judging from the photo, what role do you think the mosque plays in its community?  
See **Skills Handbook**, p. H26

1000

**1000** Vikings settle on the coast of North America.

1055

The Seljuk Turks take Baghdad.

**1066** The Norman Conquest ends Anglo-Saxon rule of England.

1258

The Mongols capture Baghdad.

1215

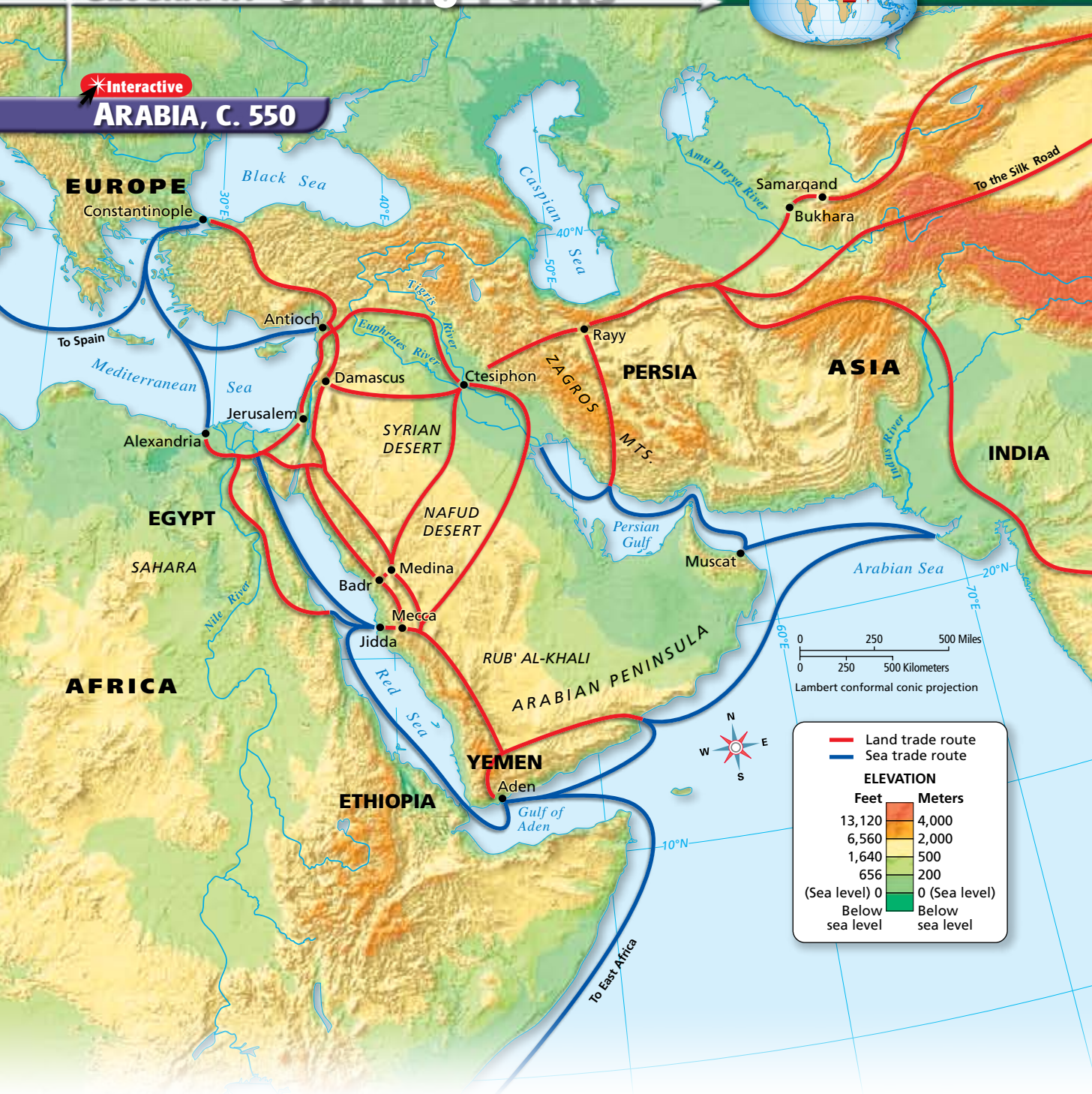
**1215** King John signs the Magna Carta in England.

# GEOGRAPHY Starting Points



**Interactive**

**ARABIA, C. 550**



## Starting Points

The Arabian Peninsula lies near the intersection of three continents—Asia, Africa, and Europe. Although the peninsula has a harsh climate, and therefore little agriculture, it is well situated for trade. Trade was flourishing in the AD 600s, when a new religion began in Arabia and later spread to three continents.

- Analyze** What geographical features may have benefited trade in the region of the Arabian Peninsula? What features may have hindered trade?
- Predict** From Arabia, in what directions do you think Islam spread?



## Listen to History

Go online to listen to an explanation of the starting points for this chapter.

[go.hrw.com](http://go.hrw.com)

Keyword: SHL ISW

## SECTION

## 1

# The Origins of Islam

## BEFORE YOU READ

### MAIN IDEA

Muhammad, a merchant whom Muslims believe was the last prophet, reported that he received messages from God. The religion he taught—Islam—drew many followers.

### READING FOCUS

1. What was Arabia like at the time of Muhammad's birth?
2. What were Muhammad's messages, and how were they received?
3. What are some basic ideas of Islam?

### KEY TERMS AND PEOPLE

bedouins  
Muhammad  
hegira  
Islam  
Muslims  
Qur'an  
Five Pillars of Islam  
mosque  
jihad

### THE INSIDE STORY

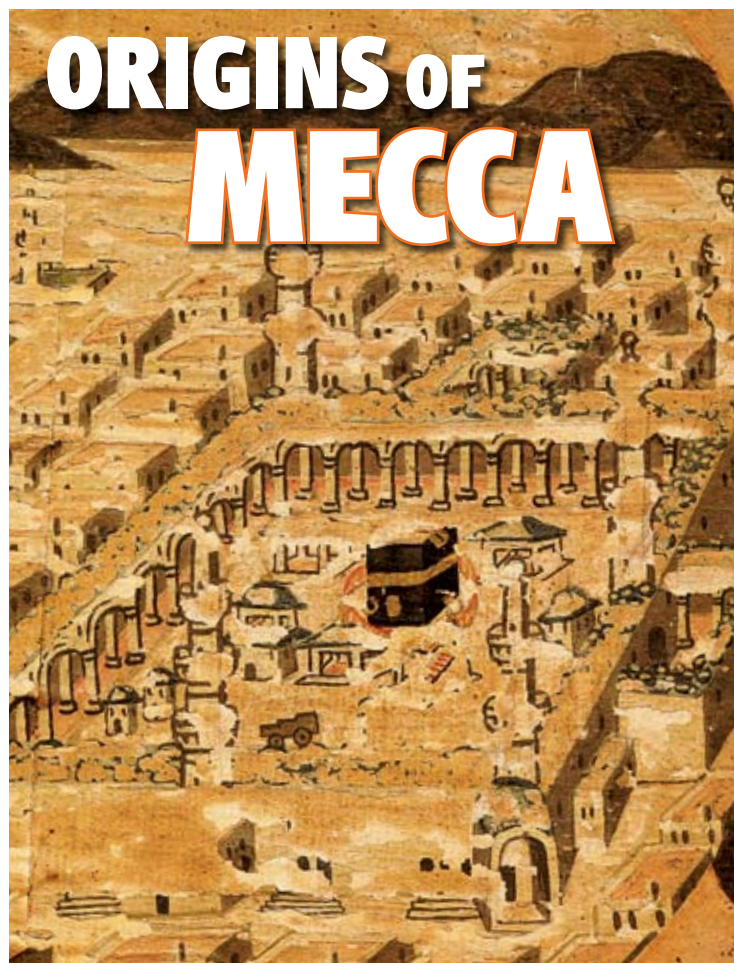
**How did the city of Mecca come to be?** According to Islamic teachings, Hagar and her son Ishmael were alone in the Arabian Desert. Ishmael's father, the biblical patriarch Abraham, had taken them there to keep them safe from Abraham's jealous wife. Yet the place where Abraham left Hagar and Ishmael was hot and dry. Hagar searched desperately for water but found none. In frustration, she fell to the ground and called out to God, who answered the call by bringing forth a spring of pure water.

Later, Abraham returned to the desert. Finding the spring, he built a cube-shaped stone structure to honor God. Over the centuries, the water continued to flow. People came from far and near to drink from the well and to visit the stone monument, called the Kaaba. A settlement built up around the two attractions. For more than a billion people, this story explains the origins of Mecca, a city with a central role in one of the world's major religions—Islam. ■

## The Arabian Peninsula

The Arabian Peninsula is a harsh land with a vast desert interior. Some 1,500 years ago, Arabia was sparsely populated. In the desert, small bands of **bedouins**, or nomadic Arab peoples, moved their herds between scattered oases. Yet from this stark setting came a man whose teachings changed the world.

**The Setting** In Arabia, farming was limited, but commerce was lively because trade routes converged at the Arabian Peninsula. Along these routes ideas as well as merchandise were exchanged. Towns that depended on trade rose near the Arabian Peninsula's coasts.



▲ The Kaaba in Mecca, from a painting of the 800s

Detail showing the Kaaba from a Qur'an, 800s

The most important of these towns was Mecca (ME-kuh), near the Red Sea. Besides being a trade center, Mecca also had a religious function. At Mecca's heart was a large cube-shaped structure called the Kaaba (KAH-bah). In the 500s, the Kaaba was an ancient building that was already considered sacred. Built into one of its walls was a stone, possibly a meteorite, said to be a relic from heaven. Inside the structure were idols—small statues of local gods. The site drew religious pilgrims.

Many gods and goddesses were worshipped in Mecca. One god was considered supreme, however, at least among members of the tribe that had founded Mecca. They called the supreme God Allah.

## Muhammad the Messenger

Into this setting was born in about 570 Muhammad ibn Abd Allah—known as **Muhammad**. The boy's early life was marred by the death of both his parents. Muhammad was raised by his uncle Abu Talib, a powerful clan leader.

**Muhammad's Early Life** Muhammad grew up to have a successful career in Mecca as a merchant. He was respected by other merchants for his fairness and intelligence. At 25, he married an older widow named Khadijah (ka-DEE-jah). She had once been his employer. Together they had six children. The couple experienced tragedy, though. All the children except one daughter, Fatimah, died young.

As Muhammad traveled on business, he sometimes met followers of Judaism and Christianity. These faiths influenced his thinking. In addition, Muhammad probably knew of area preachers who were saying that there was only one God.

Muhammad had always been a religious man. He was in the habit of leaving his home to live for extended periods in a cave. There, he would pray and reflect on spiritual matters.

It was on one of these retreats, in about the year 610, that Muhammad had the first of the experiences that would change his life—and history. As he later explained it, he awoke from sleep to find himself in the presence of an angel who commanded him to speak messages, or revelations, from Allah—God. These words would become the first verses of the scripture that Muhammad brought to his followers.

Muhammad was at first deeply troubled by the visitation and unsure of its meaning. He told only Khadijah, who helped him in his effort to understand. After more visits from the angel, Muhammad concluded that God had chosen him, a humble merchant, to be his prophet. Eventually, Muhammad became a political leader as well as a prophet.

**The Revelations** Muhammad reported many messages from the angel. Among them was that Allah was the one and only true and all-powerful God. Other messages included instructions about how people should live if they hoped to please Allah and live in paradise after death.

For some time, Muhammad did not tell anyone besides his wife and a few close friends about his experiences. After about three years, though, he began to preach in public. He attracted a number of followers who accepted the new beliefs.

Some powerful Meccans did not accept his teachings. They disliked his criticism of their traditional beliefs in many gods. Muhammad had told them that their worship of idols was sinful. Local innkeepers and others who profited from the pilgrimage trade were also concerned that Muhammad's message would disrupt their business. Only the protection of Muhammad's uncle Abu Talib kept him safe. When Abu Talib died in 619, Muhammad knew that he and his followers were not safe in Mecca.

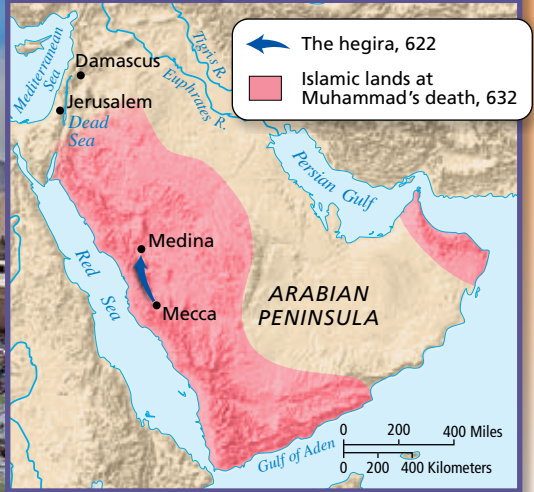
**Sharing the Revelations** In search of a new home, Muhammad visited the nearby city of Yathrib, where people were open to his preaching. In 622 Muhammad moved from Mecca to Yathrib, which came to be called Medina (muh-DEE-nuh), "the Prophet's city." Muhammad's journey from Mecca to Medina came to be known as the **hegira** (hi-JY-ruh) or **hijra** (HEEJ-ruh). Later, Muslims marked the year in which the hegira took place as the first year of the Islamic calendar.

Following the hegira, Muhammad spent a decade building up his community of fellow believers. Their faith was called **Islam**, which means "achieving peace through submission to God." The number of followers, who were known as **Muslims**, grew rapidly as Muhammad preached.

# Muhammad and Medina

In 622 Muhammad and his followers went to Medina. Today, the city's enormous mosque draws Muslims from around the world. **What does the size of the mosque indicate about the number of Muslims who come to Medina?**

## ISLAM IN ARABIA, 632



The people of Mecca who wanted Muhammad stopped did not give up easily. They fought several battles with him and his followers. Ultimately, the Meccans lost ground. By 630, Muhammad controlled Mecca, and his influence in the western part of the Arabian Peninsula was unmatched.

**READING CHECK** **Sequence** What events led up to Muhammad's taking control of Mecca?

## Basic Ideas of Islam

As Muhammad gained political power, the revelations continued. Since Muhammad could not read or write, he recited the revelations. His followers memorized the words and some followers wrote them down. These writings, which Muslims believe are direct revelations from God, were collected years later into the **Qur'an** (kuh-RAN), the sacred text of Islam.

Muslims read from the Qur'an to hear Allah's teachings. They also seek a religious experience in the rhythm and beauty of the words themselves. Muslims believe that only in its original Arabic language can one know the full meaning and beauty of the text. The Qur'an has been translated into other languages, but Muslims do not consider these translations to be true representations of the Qur'an.

**The Five Pillars of Islam** The Qur'an lays out five basic acts of worship that are central to Islam and that Muhammad himself fulfilled. These acts are called the **Five Pillars of Islam**.

The first pillar is the profession of faith. By affirming "There is no god but God [Allah], and Muhammad is the messenger of God," a Muslim signals his or her acceptance of the faith. This profession of faith denies the existence of the many gods and goddesses that many Arabs had worshipped. Moreover, the statement makes clear the belief that Muhammad was human—a prophet rather than a deity.

The second pillar is the performance of five daily prayers. Worshippers always face Mecca to pray, no matter where they are.

Another pillar is the giving of alms, or charity, to the poor and other needy people. Muslims are supposed to give a certain percentage of their income. Even people who have very little are encouraged to help others in some way.

Muslims are also required to fast—to go without food or drink—from dawn to dusk during the month of Ramadan. It was during Ramadan that Muhammad began to report the messages that were written down in the Qur'an. Muslims believe that fasting is a way to show that God is more important than one's own body.

## THE IMPACT TODAY

Today, up to 4 million people go to Mecca for the hajj each year.

## ACADEMIC VOCABULARY

**component**  
part or element

Muslims who are physically and financially able are required at some point during their lives to go to Mecca. Such a journey is called the hajj. As part of the hajj, pilgrims gather by the thousands to pray in the city's immense **mosque**, the name for the building where Muslims worship. Pilgrims also perform various rituals, such as walking seven times around the Kaaba. One component of the hajj is walking to nearby Mount Arafat, where Muhammad is said to have delivered his last sermon.

**Guidelines for Behavior** The Qur'an, like holy books of other religions, provides guidelines for moral behavior. For example, Muslims are forbidden to eat pork or drink alcoholic beverages, and they must wash themselves before praying so that they will be pure before God. The Qur'an also provides guidelines for relationships among people. For example, the Qur'an prohibits murder, lying, and stealing.

Another requirement for the devout Muslim is **jihad**, a word that can be translated as

"struggle for the faith." Jihad can also mean the struggle to defend the Muslim community, or historically, to convert people to Islam. The word has also been translated as "holy war."

**The Sunna and Sharia** The Qur'an describes the basic beliefs of Islam. Other texts written over many years provide models of behavior for Muslims to follow.

One of the texts tells how Muhammad acted in his daily life. The record of Muhammad's behavior and teachings is known as the Sunna (SOOH-nuh), which means "tradition." It includes hundreds of individual lessons or reports on Muhammad's actions. The Sunna provides Muslims with guidance in many areas, including personal relationships, business dealings, and religious practice. Each of the individual reports in the Sunna on Muhammad's actions is known as a hadith (huh-DEETH).

Over time, Muslims developed a legal system that reflects the various rules by which all Muslims should live. This system is called

## World Religions

### Sacred Texts

## The Qur'an

**About the Reading** The Qur'an, the holy book of Islam, is divided into 114 chapters called *suras* (soo-ruh). The *suras* vary widely in length. Each *sura* opens with the same phrase, translated here as "In the Name of Allah, the Compassionate, the Merciful."

**AS YOU READ** Look for words and phrases that are repeated within the text, and think about the reasons for the repetition.

▼ This copy of the Qur'an was produced in the 1400s.



In the Name of Allah, the  
Compassionate, the Merciful

It is the Merciful who has taught  
the Qur'an.

He created man and taught  
him articulate speech.

The sun and moon pursue  
their ordered course. The plants  
and trees bow down in adoration.

He raised the heaven on high  
and set the balance of all things,  
that you might not transgress it.  
Give just weight and full measure.

He laid the earth for His crea-  
tures, with all its fruits and blos-  
som-bearing palm, chaff-covered  
grain and scented herbs. Which of  
your Lord's blessings would you  
deny?

He created man from potter's  
clay and the jinn from smokeless  
fire. Which of your Lord's blessings  
would you deny?

The Lord of the two easts is  
He, and the Lord of the two wests.  
Which of your Lord's blessings  
would you deny?

He has let loose the two  
oceans: they meet one another. Yet  
between them stands a barrier  
which they cannot overrun. Which  
of your Lord's blessings would you  
deny?

Pearls and corals come from  
both. Which of your Lord's bless-  
ings would you deny?

His are the ships that sail like  
banners upon the ocean. Which of  
your Lord's blessings would you  
deny?

—Sura 55 (The Merciful): 1-25

**Analyze** Muslims believe that Allah created the world. How does this pas-  
sage reflect that belief?

The Granger Collection, New York

Sharia (shuh-REE-uh). Sharia law has never become standardized, but it does outline a method of reasoning and argument for legal cases. Numerous schools of thought contributed to the creation of Sharia law, which is not recorded in a single book. It is made up of opinions and writings over several centuries. Differences in interpretation vary among the many people within the Islamic world.

**People of the Book** Like the Jewish and Christian faiths, Islam is monotheistic—having only one God. The Qur’an teaches that Allah, the name of God in Arabic, is the same as God in the Jewish and Christian traditions. Muhammad considered Abraham, Moses, and Jesus to be messengers from God, but he saw himself as the last of God’s prophets.

Muslims believe that the sacred texts of Judaism and Christianity also come from Allah—but that the Qur’an carries the greatest authority because it represents God’s final message to humanity. Muslims are told

to respect Jews and Christians as “people of the book” because they share the tradition of prophets who taught and received revelation from God.

#### HISTORY’S VOICES

“Do not argue with the followers of earlier revelation otherwise than in a most kindly manner—unless it be such of them as are bent on evil-doing—and say: ‘We believe in that which has been bestowed from on high upon us, as well as that which has been bestowed upon you; for our God and your God is one and the same.’”

—Qur’an 29:46

**READING CHECK Summarize** What are the acts of worship required of all Muslims?

## SECTION 1 ASSESSMENT

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Online Quiz

Keyword: SHL ISW HP

### Reviewing Key Terms and People

- a. Describe** What were some of the major features of the Arabian Peninsula 1,500 years ago?

**b. Explain** In what two ways was Mecca an important settlement?

**c. Evaluate** What influence may his early years as a trader have had on Muhammad and his ideas?
- a. Recall** How was Muhammad’s preaching received in Mecca?

**b. Infer** Based on its connection to the Muslim calendar, what can you infer about the importance of the **hejira** to Muslims?

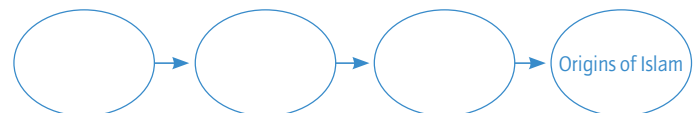
**c. Predict** What does Muhammad’s experience suggest about how Islam was to spread?
- a. Recall** What are the **Five Pillars of Islam**? What are some other requirements of devout Muslims?

**b. Identify** What are the key sources of religious wisdom and guidance for Muslims?

**c. Compare** What do Islam, Judaism, and Christianity have in common?

### Critical Thinking

- 4. Sequence** Use your notes and a graphic organizer like the one below to list events, in order, that led to the origins of Islam.



### FOCUS ON WRITING

- 5. Narration** Imagine that you are a bedouin who visited Mecca during Muhammad’s conflict with some of the city’s citizens. You have returned to your family’s camp in the desert. Write a paragraph or two telling what you saw and heard in Mecca.



▲ Muslim schoolgirls in a village in India read aloud from religious scriptures.

# The Spread of Islam

## BEFORE YOU READ

### MAIN IDEA

After Muhammad's death, Islam spread beyond the Arabian Peninsula, shaping a major empire within 100 years. While the empire eventually broke into smaller parts, Islam continued to spread.

### READING FOCUS

1. How did Islam evolve after Muhammad's death?
2. What were key events of the Umayyad dynasty?
3. What changes occurred under the Abbasid dynasty?
4. What led to the end of the caliphate's unity?

### KEY TERMS AND PEOPLE

Abu Bakr  
caliph  
caliphate  
Umayyad  
Sunnis  
Shia  
Sufis  
Abbasid  
Harun al-Rashid

## Muhammad's Death



### THE INSIDE STORY

*How does a community choose a new leader?* For the first Muslims,

Muhammad was more than God's

messenger. He was also the unquestioned leader of their community. But Muhammad was a mortal man. Not long after he and his fellow Muslims regained control of Mecca, Muhammad saw that his death was approaching. "O people, lend me an attentive ear," he told his followers, "for I do not know whether, after this year, I shall ever be amongst you again." In 632, Muhammad died, leaving behind a community threatened by disunity. Some bedouin tribes that had been personally loyal to Muhammad began to break away, so strong leadership was needed. In the midst of this uncertainty, who would the community choose? ■

## Islam after Muhammad's Death

The death of Muhammad in 632 presented a challenge for the Muslim community. Who would lead the group and keep it unified? The answer affected the faith's spread and its future.

**Muhammad's Successors** Muhammad had not named a successor, and there was no clear candidate for the position. Although not everyone agreed, **Abu Bakr**, one of Muhammad's closest companions and one of the

◀ This illustration is an artistic depiction of Muhammad's name.

## SPREAD OF ISLAM, 632–750



earliest converts to Islam, was chosen. As the leader of the Muslim community, Abu Bakr and those who came after him were called **caliph** (KAY-luhf) or “successor.”

When he took over leadership as caliph, Abu Bakr first focused on bringing back the bedouin tribes whose loyalty was slipping. To keep the tribes under control, Abu Bakr built up strong Arab fighting forces. After successfully reunifying Arabia, the caliph led his armies north.

**Expansion of Territory** Under Abu Bakr and his successor Umar, the territory under Muslim rule expanded rapidly. The weakness of neighboring empires, including Persia, contributed to the spread. In 637 Muslim forces defeated Persian forces in Iraq. Victory over the Persian Empire was complete by 642.

From Iraq and Persia, the Arab army turned west to face the wealthy Byzantine Empire, which was the eastern half of the old Roman Empire. The Byzantines first lost Damascus, Syria, and Jerusalem. In 639, the Byzantine province of Egypt fell. By 642, the rest of the Nile Valley came under Arab rule. Only 10 years after Muhammad's death, his followers had created an empire.

Conquests continued under later caliphs. By 661, the **caliphate**, or area ruled by a caliph, stretched all the way from northern Africa in the west to Persia in the east.

**Internal Conflict and Division** Although the Arab armies were successful in the field, there was deep conflict within the Muslim leadership. The tension had already begun when Abu Bakr was chosen as caliph. Some leaders had supported Ali, a cousin of Muhammad's and the husband of his daughter Fatimah.

In 644 another caliph had to be chosen. Ali lost again. The winner was Uthman, supported by the powerful **Umayyad** (oom-y-yuhd) clan of Mecca. The Umayyads had converted reluctantly and had been Muhammad's enemies. They were unpopular, and rebels killed Uthman. Ali finally became caliph, but it was not long before civil war broke out between Ali's forces and the Umayyads. In the end, Ali was killed, and the Umayyads retook control.

Most Muslims reluctantly accepted the Umayyad caliph, Mu'awiya. They were called **Sunnis** (sooh-neeze), which meant “followers of the Sunna,” or “way of the Prophet.” Ali's supporters refused to go along with the Umayyads.

## Sufi Poetry

**Interpreting Literature as a Source** Rumi was an advocate of Sufism, a mystical branch of Islam. Like mystics of other faiths, Rumi believed that one needs to experience God personally. Sufis also believe that God exists in all things and that all things are essentially one, differing only in form. As you read this excerpt from one of Rumi's poems, think about:

- why the poem was written.
- what the poem tells us about Sufi beliefs.
- why the writer chose to write poetry rather than prose.

The first two sentences state the poem's theme that the things we think we lose are replaced by other, often better, things.

Don't grieve. Anything you lose comes round  
in another form. The child weaned from mother's milk  
now drinks wine and honey mixed.

God's joy moves from unmarked box to unmarked box,  
from cell to cell. As rainwater, down into flowerbed.  
As roses, up from ground.  
Now it looks like a plate of rice and fish,  
now a cliff covered with vines,  
now a horse being saddled.  
It hides within these,  
till one day it cracks them open.

—Rumi, "Unmarked Boxes," translated by  
John Moyne and Coleman Barks

The second stanza details God's hidden presence in the ordinary; then the observer suddenly becomes aware of God's presence.

### Skills FOCUS

#### READING LIKE A HISTORIAN

- 1. Creator** Why do you think Rumi wrote this poem?
- 2. Details** What can this poem tell us about Sufi beliefs?
- 3. Evaluate** Why do you think Rumi chose to write poetry rather than prose?

See **Skills Handbook**, p. H28

They became known as the **Shia**, from a phrase that means "party of Ali." The Shia believed that God had specially blessed Ali's descendants because they were Muhammad's true heirs. The Shia call each of Ali's successors *imam* (i-MAHM), which means "leader." For the Shia, only imams can interpret the Qur'an.

Conflict between the Sunni and Shia deepened after the deaths of Mu'awiya and Ali. Many thought Mu'awiya's son and successor, Yazid, had stolen the caliphate and was not a good Muslim. A grandson of Muhammad, Husayn, led a rebellion against Yazid. In 680, Yazid's army and Husayn's small band met in battle at Karbala, Iraq. Husayn was shot through with arrows while holding his infant son. Yazid's victorious forces slaughtered the survivors or took them prisoner. This battle became known as the martyrdom of Husayn. Since then, the Sunni and Shia split has remained bitter.

In addition to the Sunni and Shia division, a third group developed within Islam—the **Sufis** (soo-fee-z). Sufis seek a mystical, personal connection with God. They use a range of practices, including breath control and meditation, in their rituals.

### READING CHECK

**Find the Main Idea** What was the result of the succession conflict?

## The Umayyad Dynasty

Under the Umayyad caliphs, Muslim rule spread. Internal problems weakened the Umayyads, though, and led to their fall.

**Continued Expansion** Following the death of Husayn, the Umayyads strengthened their rule over the caliphate. Steps they took to strengthen their rule included establishing Arabic as the official language and making coinage uniform throughout the empire. They also began the first great work of Islamic architecture—the Dome of the Rock in Jerusalem.

Armies also extended the caliphate's borders. To the east, Muslim armies conquered territory all the way to the borders of China and the Indus River Valley. To the west, Muslim forces took northern Africa, crossed the Mediterranean, and took control of most of Spain.

Not all military expeditions were successful. Muslim forces failed to take Constantinople in 717. A small force also failed in an effort

# The Sunni-Shia Divide

Newspaper headlines sometimes tell of violence between Shia and Sunni Muslims. Their disagreements may seem puzzling to non-Muslims.

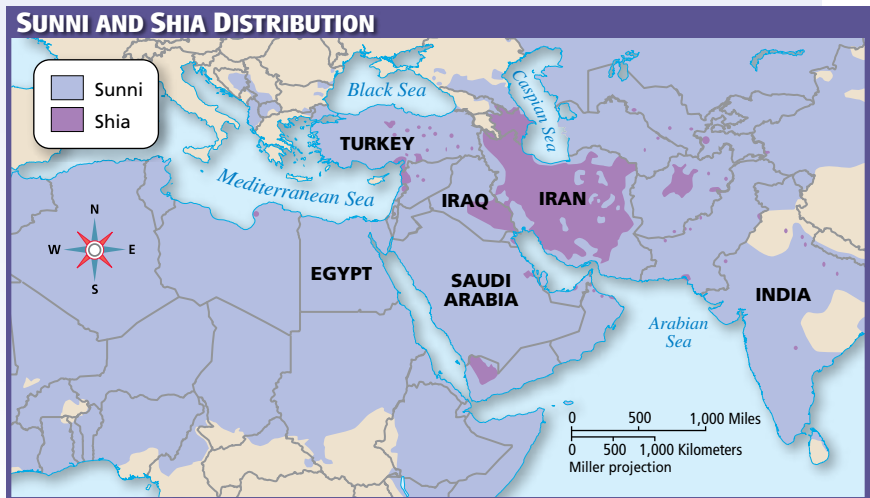
The conflict dates back to the choice of the first successor to Muhammad and worsened with the death of Husayn, a descendant of Muhammad. Since then, the two groups have developed different beliefs, rituals, and laws. One crucial difference is in leadership. For the Sunni, no one stands between the individual believer and God. For the Shia, however, imams interpret religious issues. As a result, the imams have considerable influence and have even taken on political roles.

Today, the Shia still revere and mourn Husayn intensely. His martyrdom is a powerful symbol of brave opposition in the face of overwhelming odds. Consequently, Shia are more likely to interpret jihad as a violent fight for the faith. In recent years, such violence

has been directed against governments led by Sunnis. Still, conflict between Sunni and Shia is not inevitable. The two groups often live and work together in peace.

**Explain** How does the Sunni-Shia split affect political action?

▼ Iran is the most populous Muslim country with a Shia majority. Several other countries have significant Shia minorities.



to push beyond Spain into what is now France. It was defeated at the Battle of Tours in 732.

The conquests spread the Muslim faith as many conquered people converted to Islam. In general, Muslims allowed considerable religious freedom. They allowed Christians and Jews—People of the Book—to practice their religion. Non-Muslims did have to pay heavy taxes and endured some restrictions on their daily lives. For example, in some places, Muslims required synagogues to be built underground as a symbol of Judaism’s inferior status.

**Ruling the Empire** As the caliphate grew in size, the Umayyads strengthened the central government. In the process, they created some dissatisfaction. Arab Muslims became a ruling class with power and privilege unavailable to those they conquered. This action conflicted with the strong Muslim ideal of equality. The wars over the succession were also deeply upsetting to many of the faithful. These Muslims were unhappy with the emphasis some placed on political ambition.

**End of the Umayyads** Displeasure with the Umayyads was widespread. The Shia continued their opposition. There was also unrest among some conquered people and among Arab tribes who thought the Umayyads favored certain families.

With the Umayyads weakened by discontent, the time was ripe for rebellion. A family known as the **Abbasids** (uh-BAS-idz) seized the opportunity. Led by a direct descendant of Muhammad’s uncle, the Abbasids united many of the Umayyads’ opponents by appearing to represent their causes. The Shia, for example, thought the Abbasids supported their position on the caliphate. Some devout Muslims thought the Abbasids would lead a return to pure Islamic values.

In a series of battles in the late 740s in Iran and Iraq, the Abbasids wiped out almost all of the Umayyad family. The caliphate thus entered a new phase—the Abbasid dynasty.

**READING CHECK Sequence** What events brought about the end of the Umayyad dynasty?

## READING SKILLS

**Identifying Implied Main Ideas** What is the implied main idea of this paragraph? What details help you find the main idea?

## The Abbasid Dynasty

The Abbasids relocated the capital of the caliphate. They chose Baghdad, on the Tigris River, in what is now Iraq. In their new capital, the rulers lived in splendor.

**Persian Influence** The move to Baghdad marked the beginning of the end of Arab domination of the Muslim world. The Abbasids adopted a Persian style of government in which they cut themselves off from the people. In the throne room, for example, the caliph was hidden behind a beautiful screen so that he could not be seen. The Abbasids also relied on Persian government officials. A vizier (vuh-ZIR), or “deputy” oversaw affairs of state.

**A Changing Culture** Under the Abbasid dynasty, the nature of Islam changed also. Islam had been a religion that appealed mostly to Arabs. The Abbasids invited all peoples in the community to join in. In the process, they turned Islam into a truly universal religion that attracted people of many cultures.

Trade was one way that Islam spread. As Muslim traders journeyed from end to end of the caliphate, an exchange in both goods and information occurred. The exchange helped bring Islam to places such as West Africa and Southeast Asia.

Lively trade was also a source of funds for cultural achievements. Caliph **Harun al-Rashid** (hah-ROON ahl-rah-SHEED), the most prominent Abbasid caliph, helped bring Muslim culture to great heights during his reign from 786 to 809. His support of scholarship helped produce lasting achievements of Islamic arts and sciences.

**READING CHECK Contrast** How did the Abbasids differ from the Umayyads?

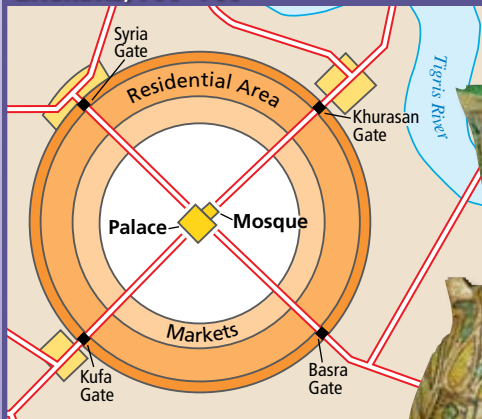
## The End of Unity

Though Muslim culture thrived under Abbasid rule, Abbasid political power began to weaken as early as the 800s. By the 900s, a growing number of small, independent states broke away from the caliphate. Increasingly, the caliph became a powerless figurehead.

### Prosperity in Baghdad

The Abbasids moved their capital to Baghdad. Under Caliph Harun al-Rashid, Baghdad attracted merchants, poets, scholars, and artists. **What does the map imply about the city's economy, government, and religion?**

BAGHDAD, 700–900



◀ This enameled pitcher from Iran is one of many luxury items traded during the Abbasid dynasty.

In this illustration from the early 1200s, Muslim astronomers study the works of Aristotle.

**Challenges from Europe** In some areas, European Christians weakened Muslim rule. Although Umayyads had kept control of Spain until the 1000s, Christian armies began to drive out Muslims at about that time.

Further east, European Christians went to war against Muslims in and around Jerusalem. The Europeans wanted to make the region, which they called the Holy Land, Christian. Although the Europeans won at first and ruled Jerusalem for a while, Muslim forces eventually retaken the city. The wars to retake the Holy Land were called the Crusades. (See Chapter 14 for more information about the Crusades.)

**Problems from Egypt** A serious threat to the Abbasids emerged in 969 when a splinter group established the Fatimid dynasty in Egypt. The Fatimids claimed descent from Muhammad's daughter Fatimah. From Egypt, the Fatimids controlled the Mediterranean and Red seas, which disrupted Abbasid trade. As a result, the Fatimids were soon richer and more powerful than the Abbasids.

**Seljuk Turks** Among the peoples of the caliphate were many non-Arabs, including Turks. In 1055 a Turkish people known as the Seljuks rose to power and took control of Baghdad itself. The Seljuks were Sunni Muslims who supported the Abbasid caliph.

After defending the Abbasids against the Fatimids, the Seljuks went to war against the Byzantine Empire. In 1071 the Seljuks delivered a terrible defeat to the Byzantines at the Battle of Manzikert. Most of Anatolia fell under Turkish control. The Seljuk Turks would go on to create their own empire.

**Mamluks and Mongols** In the 1200s what remained of the caliphate was attacked from two directions. A group called the Mamluks, who had once been enslaved soldiers, took power in Egypt and Syria. Then in 1258 an Asian people, the Mongols, arrived at Baghdad after conquering China and Central Asia. The Mongols destroyed the city and killed the Abbasid caliph. The caliphate was finished.

Islam, however, was still a vital force. Islam spread beyond the Middle East and Africa to India, Central Asia, and Southeast Asia.

**READING CHECK Summarize** What forces ended the unity of the caliphate?

## THE END OF UNITY

QUICK  
FACTS

- 969** ■ Fatimid dynasty reaches the height of its power with the conquest of Egypt.
- 1055** ■ Seljuk Turks take control of Baghdad.
- 1071** ■ Seljuk Turks defeat Byzantines and take control of most of Anatolia.
- 1085** ■ Toledo, Spain, falls to Christian forces.
- 1099** ■ Jerusalem falls to the Crusaders.
- 1250** ■ Mamluks come to power in Egypt and Syria.
- 1258** ■ Mongols capture Baghdad and overthrow the Abbasid caliphate.

## SECTION 2 ASSESSMENT

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Online Quiz

Keyword: SHL ISW HP

### Reviewing Key Terms and People

1. **a. Identify** Who was Abu Bakr?  
**b. Compare and Contrast** What are the basic differences between the Sunni and the Shia?  
**c. Predict** How might the death of Husayn affect later political conflicts between Sunni and Shia?
2. **a. Recall** What was the name of the first dynasty to gain control of the caliphate?  
**b. Summarize** What situation helped lead to the end of Umayyad rule?
3. **a. Describe** What features marked the Abbasid style of rule?  
**b. Evaluate** For what do you think the Abbasids should be remembered?
4. **a. Recall** Who were the Fatimids, Seljuk Turks, and Mamluks?  
**b. Evaluate** Evaluate this statement: "Even though the caliphate ended, its influence has lasted for hundreds of years."

### Critical Thinking

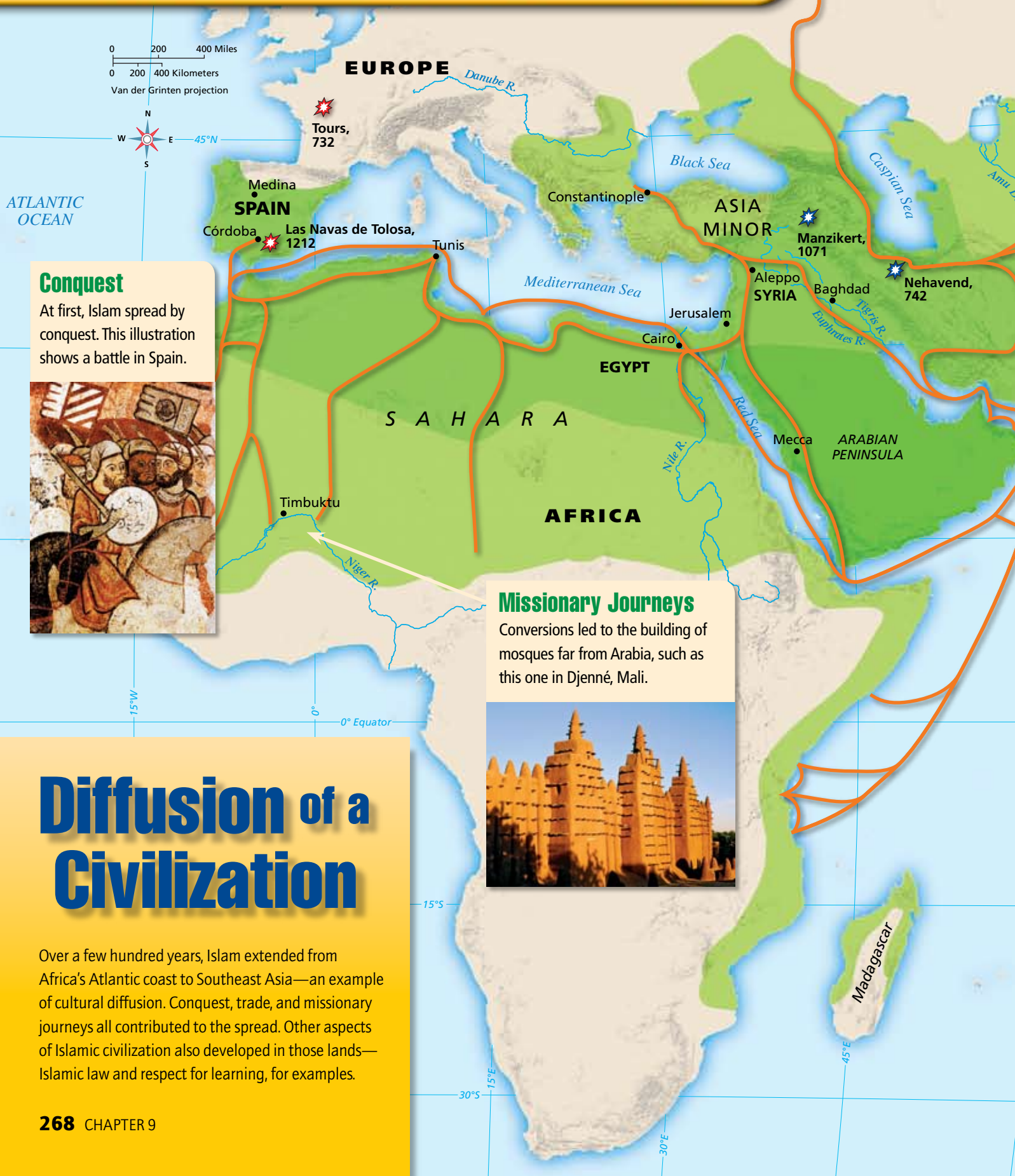
5. **Summarize** Use your notes and a graphic organizer like the one below to write two important facts about key eras in the spread of Islam. The first one is started for you.

After Muhammad	Umayyad Dynasty	Abbasid Dynasty	End of Unity
<ul style="list-style-type: none"> <li>• There was no clear successor after Muhammad died.</li> </ul>			

### FOCUS ON WRITING

6. **Description** Write a paragraph in which you describe the succession issues facing the Muslim community after Muhammad's death.

# HISTORY & Geography



## Conquest

At first, Islam spread by conquest. This illustration shows a battle in Spain.



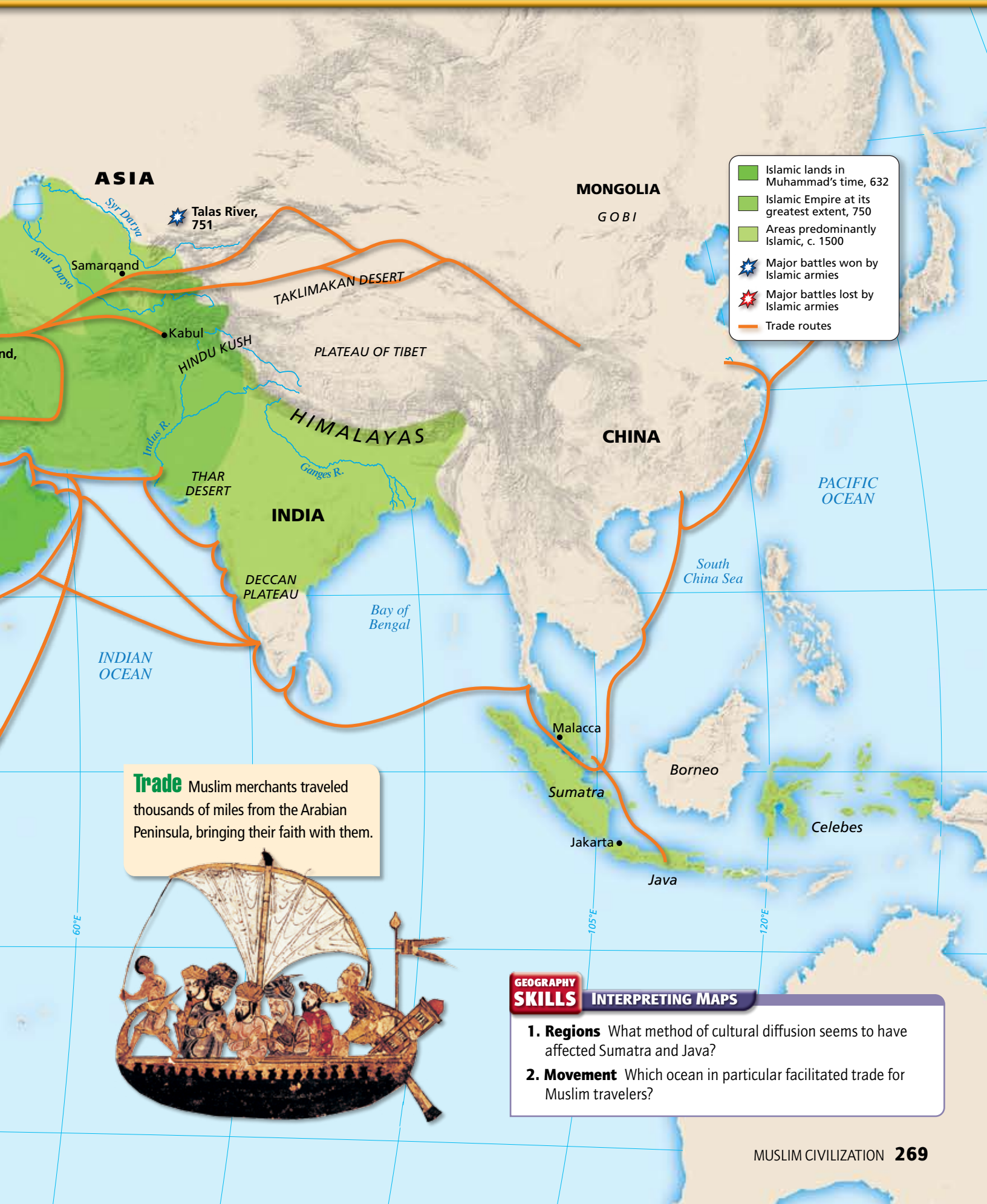
## Missionary Journeys

Conversions led to the building of mosques far from Arabia, such as this one in Djenné, Mali.



## Diffusion of a Civilization

Over a few hundred years, Islam extended from Africa's Atlantic coast to Southeast Asia—an example of cultural diffusion. Conquest, trade, and missionary journeys all contributed to the spread. Other aspects of Islamic civilization also developed in those lands—Islamic law and respect for learning, for examples.



## ASIA

## MONGOLIA

GOBI

## CHINA

TAKLIMAKAN DESERT

PLATEAU OF TIBET

HIMALAYAS

## INDIA

HINDU KUSH

THAR DESERT

DECCAN PLATEAU

Bay of Bengal

INDIAN OCEAN

PACIFIC OCEAN

South China Sea

Borneo

Celebes

Java

Malacca

Sumatra

Jakarta

**Trade** Muslim merchants traveled thousands of miles from the Arabian Peninsula, bringing their faith with them.



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

- 1. Regions** What method of cultural diffusion seems to have affected Sumatra and Java?
- 2. Movement** Which ocean in particular facilitated trade for Muslim travelers?

# Society and Culture

## BEFORE YOU READ

### MAIN IDEA

For the first Muslims, Islam was more than a religion. It was a guide to political, social, and cultural life. The early Muslims responded with spectacular achievement in many fields.

### READING FOCUS

1. What were some key features of Muslim society?
2. What were some of the accomplishments of Muslim scholarship?
3. What were some contributions to the arts made by Muslim artists and writers?

### KEY TERMS AND PEOPLE

astrolabe  
Ibn Rushd  
Ibn Sina  
Ibn Khaldun  
calligraphy  
minarets  
Rumi  
Omar Khayyam

## MAN OF MANY TALENTS

◀ Ibn Sina directs preparation of a remedy for smallpox.



Ibn Sina in an Ottoman miniature, 1600s

### THE INSIDE STORY

#### **Was there anything Ibn Sina could not do?**

The Persian scholar Ibn Sina, also known as Avicenna, first mastered philosophy and religion. Then he gained fame as a physician and trained other doctors who came to him for guidance. While teaching and treating the sick, Ibn Sina began to study the law. After all these efforts, surely Ibn Sina had reached old age. But he was only 16 years old!

The next year, when he was all of 17 years old, Ibn Sina cured a powerful local leader of a disease that had frustrated other doctors. For his reward, the famous doctor asked only to use his patient's library. Ibn Sina contributed to medical libraries of the future by compiling a massive encyclopedia of known medical knowledge.

In addition to medicine, Ibn Sina contributed to mathematics, astronomy, music, poetry, and other fields. Ibn Sina's many lifelong achievements exemplify the tremendous accomplishments of Muslim scholars and artists. Their work left an enduring legacy. ■

## Muslim Society

Even though the Abbasid empire soon broke up into several independent units, Muslim civilization remained distinct. One reason is that Islam affected practically all aspects of daily life. Islamic texts provided guidance on how Muslims should deal with many issues, including family life, slavery, and the economy.

**The Family and Women** Islamic texts set forth roles within the family, the main social unit in Muslim society. The man was the head of the family. Men could have several wives. However, husbands were supposed to treat all their wives equally. Other aspects of the law sought to protect the rights of children and women.

At the time of Muhammad, the rights of women varied from clan to clan. There were no laws regarding the status of all women. That situation changed somewhat under Islam. According to the Qur'an, women are equal to men before Allah. In addition, Islam acknowledged that women could inherit property and could seek divorce in some circumstances.

Women played vital roles in the early Muslim community. Khadijah and several other women were among the first converts. Some of these women even went into battle. They also influenced political decisions. Women lost status during the Abbasid dynasty, however. Women of the Abbasid court were confined to a secluded part of the palace called the harem. Covering the hair and sometimes wearing a veil also became common during Abbasid rule.

**Slavery** Islamic texts also addressed slavery, which was common throughout Muslim lands. Most slaves came from non-Muslim regions. Some slaves who had been purchased by wealthy, privileged members of society became well educated.

Like the Bible, the Qur'an did not condemn slavery but required that slaves be treated fairly. Freeing slaves was praised as a religious act. Slaves were given some legal rights, including the right to buy their freedom. Although treatment of slaves improved under Islam, slavery remained a part not just of Muslim society but also of the economy. Muslim merchants traded in slaves over a wide area.

**The Economy** The economic life of the Muslim community was built largely on commerce, partly because ancient trade routes crossed the Arabian Peninsula. The Muslim merchants followed routes that extended northwest to Spain and southeast to the Spice Islands of Indonesia. Some merchants were "middlemen" who connected suppliers in the East to markets in the West. Others produced and traded agricultural products and goods such as finely crafted iron products.

Trade was one subject of Muhammad's teachings. In fact, a verse in the Qur'an commands, "Let there be amongst you traffic and trade by mutual goodwill." Such goodwill helped trade relationships, but Muslim merchants also developed practical business methods. They expanded the use of coinage, which eased long-distance commerce. Traders also used standardized weights and measures and extended credit to buyers over long distances.

Trade provided much of the wealth that maintained the empire and led to the growth of its splendid cities, such as Baghdad. Trade also helped spread the faith to distant lands and promoted the exchange of ideas.

**READING CHECK Identify** What are three aspects of life that are addressed in Islamic texts?



Women's roles vary widely in Islamic countries. For example, women are not allowed to drive in Saudi Arabia, while in Indonesia they can.

## Muslim Scholarship

Learning, which was highly valued in all Muslim communities, added to cultural unity. Scholars made essential contributions in several fields. Indeed, many later European intellectual achievements grew out of the work of Muslim scholars.

**A Culture of Learning** Scholarship thrived throughout the Muslim world for a number of reasons. One reason was that Islam commanded its followers to examine their world and seek evidence of Allah in its wonders.

### FACES OF HISTORY

**al-KHWARIZMI**  
c. 780–c. 850



Some of today's students may not yet realize that algebra has practical uses. But when mathematician Muhammad ibn Musa

al-Khwarizmi developed algebra, he did so to solve real problems. For example, Islamic law required that inheritances be divided according to proportions. Figuring out how much each heir should receive was made easier with algebra. Al-Khwarizmi also recommended using algebra to help with lawsuits, business deals, measuring land, and digging canals. In fact, we owe the word *algebra* to al-Khwarizmi, who used the Arabic word *al-jabr*, meaning "completion," in the title of a book on mathematics.

**Analyze** Why might al-Khwarizmi be characterized as a practical man and mathematician?

## ACADEMIC VOCABULARY

**maintain** keep up  
or support

This attitude promoted curiosity and inquiry. Another reason was the vastness of the caliphate and the many different cultures within it. Particularly influential were the Greek, Persian, and Indian civilizations.

One of the most valuable contributions of Muslim scholars was the translation into Arabic of works by scientists and philosophers of ancient Greece. During early Abbasid rule much of this work took place at an academy in Baghdad called the House of Wisdom that was maintained by the government. Through their translations, the resident scholars made texts from Hippocrates, Euclid, Galen, and Ptolemy available to a new audience. Once translated into Arabic, the Greek texts stimulated further study throughout the Muslim world.

The influence of these texts extended to Europe. The Arabic versions of many works were eventually translated into Latin. In this way, they became available to European scholars. In fact, much of the science and philosophy taught in European universities during the Middle Ages came from these translations.

Muslim Spain was the exchange point for much of this knowledge. For example, a Muslim scholar of Córdoba, Spain, named **Ibn Rushd** (IB-uhn ROOSHT), or Averroes (uh-VEER-uh-weez) wrote commentaries on Aristotle. Averroes' work on the relationship between reason and faith influenced not just Muslim but also Jewish and Christian thinking into the 1400s.

**Astronomy and Mathematics** Among the many fields that Muslim scholars explored was astronomy, the study of the objects in space. In fact some stars, such as Aldebaran, still bear the names given them by their Muslim discoverers.

Astronomy first came to the Muslim world through texts from Persia and India. But the most important influence was Ptolemy's work, the *Almagest*, which was first translated into Arabic in the 800s. This work described the movements of heavenly bodies and gave tables for predicting their paths.

To expand their knowledge, Muslim astronomers built observatories for watching the sky. At an observatory in Persia, one astronomer completely revised a catalog of stars from Ptolemy's work. At another Persian observatory, scholars created such an accurate calendar that a version of it is still in use today.

The calendar was one way that astronomy served a practical purpose. It also helped with religious obligations. Muslims needed to predict the phases of the moon, in order to plan religious festivals, which were determined by the lunar calendar.

Knowledge of astronomy was essential to navigation. With their knowledge of the night sky, Muslims perfected the **astrolabe**, an instrument for finding the positions and movements of stars and planets. Sailors used astrolabes to calculate latitude, longitude, and the time of day. An astrolabe could also point the direction toward Mecca for daily prayers.

Muslim scholars made advances in mathematics. From India they adopted the symbols 0 through 9. By the time this system made its way to Europe, the numbers were known as Arabic numerals. Algebra and trigonometry also came from Muslim thinkers.

**Medicine** Another science highly developed in the Muslim world was medicine. Doctors in Baghdad had to pass rigorous tests before they could practice. Baghdad also had the world's first school of pharmacy. Muslim doctors developed many skills. Perhaps the most remarkable was eye surgery, for which scores of different instruments were available. One instrument, a hollow needle, was used to draw out a film that caused blindness.

**Ibn Sina** (IB-uhn SEE-nah), a Persian doctor known also as Avicenna, was probably the most famous medical scholar of his time. He contributed to many fields besides medicine, including logic, music, and psychology.

**Other Fields of Study** Geographers made strides, too, partly because the empire included so many different lands and peoples. Because pilgrims needed to find their way to Mecca, travel guides were written that described the journey. One geographer measured the earth's circumference with considerable accuracy.

Muslim scholars also studied history. In the 1300s **Ibn Khaldun** (IB-uhn kal-DOON) wrote a history of the world. He made comments on general issues that still interest historians. For example, he warned historians against such basic errors as bias and praising rulers too highly in order to gain their favor.

## READING CHECK

**Summarize** What were some of the fields in which Muslim scholars excelled?

## Arts and Literature

As with scholarly life, Muslim artistic expression was rich and varied. Influenced by the many cultures found in the vast empire, Islamic arts developed distinctive features.

**Islamic Art** Muslim artists worked in a range of materials, including wood, metal, ceramics, and textiles. Their works do share a stylistic feature. Islamic religious art generally does not contain any human or animal figures.

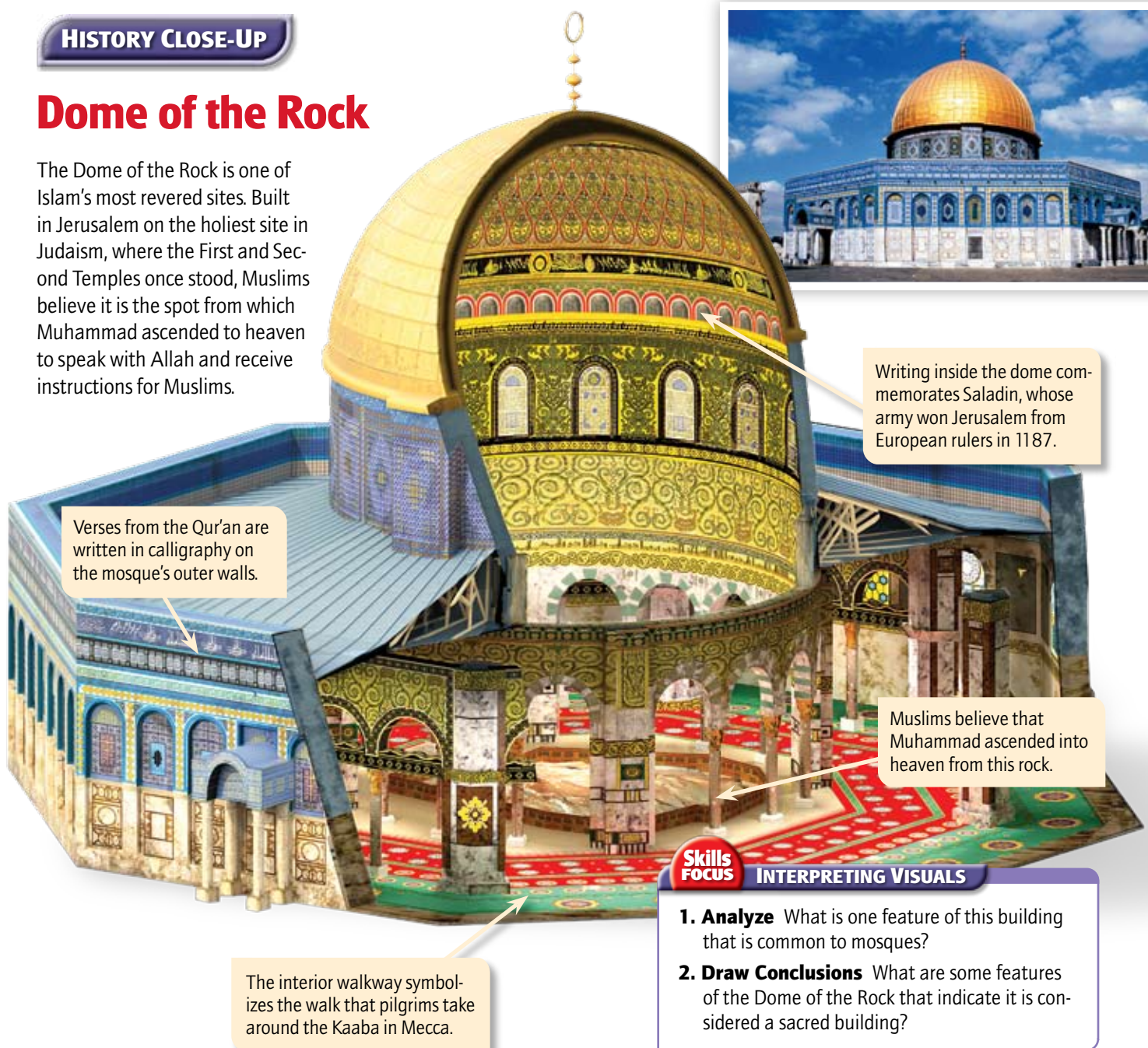
Muslims believe that portraying people or animals can tempt people to worship those images. Worshipping anything or anyone besides Allah would be the worst possible sin. Avoidance of figures led to using geometric patterns and floral designs in Islamic art. When the floral images are arranged in an intricate, interwoven geometric design, the result is known as an arabesque. Carpets, walls, and illustrated texts may all be decorated with arabesques.

Another distinctive feature of Islamic art is **calligraphy**, which is beautifully styled writing.

### HISTORY CLOSE-UP

## Dome of the Rock

The Dome of the Rock is one of Islam's most revered sites. Built in Jerusalem on the holiest site in Judaism, where the First and Second Temples once stood, Muslims believe it is the spot from which Muhammad ascended to heaven to speak with Allah and receive instructions for Muslims.



The artists who produced copies of the Qur'an sought perfection in their reproduction of the word of Allah. Over time, the artful representation of words became a central part of Islamic art. Calligraphy appears on the walls of mosques and adorns many household objects.

Architecture in the Muslim world also developed distinctive features. Although several forms and plans for building mosques developed, mosques have features in common. For example, **minarets**—tall towers from which the faithful are called to prayer—and domes are common features of mosques. Mosques from different parts of the empire or from different periods may show other influences, too, such as Persian or Turkish features.

**Literature** The most significant written work in Islam is the Qur'an itself. Its clear style and message have helped win millions of converts to the faith. In addition, the Qur'an influenced the later development of the Arabic language.

Nonreligious literature also has an important place in the Islamic world. One of the most popular works, *1001 Nights*, or the *Arabian Nights*, tells how a beautiful young woman named Shahrazad saved herself and other women from a murderous caliph. Each night she would withhold a story's ending until the next day. In this way, she postponed her execution so long that the caliph fell in love with her. The tales with which Shahrazad enchanted him make up *1001 Nights*. The stories were

collected over time and include contributions from many Muslim countries. Even today, the stories appear in movies and other forms of popular culture.

Muslim poets produced works in several languages. One of them was Jalal ad-Din **Rumi**, whose Persian-language poems from the 1200s are still read and recited by many people. The following verse provides a glimpse of Rumi's appeal.

#### HISTORY'S VOICES

“Lady, shall I tell thee where  
Nature seems most blest and fair,  
Far above all climes beside?—  
'Tis where those we love abide:  
And that little spot is best  
Which the loved one's foot hath pressed.”

—Rumi, *The Fairest Land*, c. 1250

Rumi was a Sufi mystic and founded a Sufi order whose members use music and dancing in their rituals. In the West, the order is known as the Whirling Dervishes.

Also writing in Persian was **Omar Khayyam**. His collection of four-line poems is called the *Rubaiyat*. The poems show a man pondering deep questions about God, life after death, and other serious topics. Unable to find answers, the poet celebrates simple pleasures.

#### READING CHECK

**Identify Supporting Details** What are some features that identify Islamic art?

## SECTION 3 ASSESSMENT

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Online Quiz

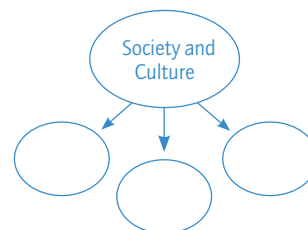
Keyword: SHL ISW HP

### Reviewing Key Terms and People

1. **a. Describe** How did the role of women change during the Abbasid caliphate?  
**b. Evaluate** Evaluate this statement: “The Qur'an and other Muslim scriptures deal strictly with religious topics.” Explain your response.
2. **a. Recall** What were some contributions of Muslim scholars to astronomy?  
**b. Explain** What was the connection between Muslim scholars and the scholars of ancient Greece?
3. **a. Recall** What are minarets?  
**b. Identify Cause and Effect** Why was calligraphy a major means of artistic expression in the Muslim world?  
**c. Evaluate** Omar Khayyam is a popular poet in the West as well as in the Islamic world. Why do you think this is so?

### Critical Thinking

4. **Identify Supporting Details** Use your notes and the graphic organizer to record details of Islamic society and culture.



#### FOCUS ON SPEAKING

5. **Exposition** Write and deliver a brief speech in which you summarize the major achievements of Muslim scientists and scholars.

## Decorative Arts

## Islamic Calligraphy

**What is it?** Calligraphy is beautiful, artistic writing. Ever since the Qur'an was written down, the act of writing has played an important role in Islamic tradition. This importance is illustrated in an Arabic proverb that says "Purity of writing is purity of the soul." In fact, transcribing the Qur'an is considered a sacred act.

**Why did it develop?** Islamic teachings prohibit showing statues or pictures of anything that has a soul in religious contexts. Words and plants, however, may be shown. As a result, Muslim artists and artisans have lavished great care on calligraphy, often combined with plant forms. A primary use of calligraphy is transcribing sacred works of Islam. Calligraphy is also applied to buildings, pottery, textiles, and metalwork throughout the Islamic world.

**Why is it important?** Islamic calligraphy adds rich beauty wherever it appears. For Muslims, the use of calligraphy is also an expression of faith.

This panel on a mosque in Shiraz, Iran, displays a script called *kufic*, which is more squared off than the flowing cursive style. Kufic script is well suited to tilework.



▲ A calligraphic tile panel in Iran



▲ A calligrapher in Medina writes out the Qur'an.

These examples of calligraphy adorn the walls of Topkapi Palace in Istanbul, Turkey.



**Skills Focus**

### INTERPRETING VISUALS

- 1. Explain** What is the connection between the use of calligraphy and a basic Islamic belief?
- 2. Draw Conclusions** Why do you think calligraphers developed the kufic style?

## Navigation and the Hajj

**Historical Context** The four documents below describe the pilgrimage to Mecca, known as the hajj.

**Task** Study the selections and answer the questions that follow. After you have studied all the documents, you will be asked to write an essay about the hajj and the development of navigation in the Muslim world. You will need to use evidence from these selections and from the chapter.

### DOCUMENT 1

#### The Importance of the Hajj

Muslims who are physically and financially able to do so are required at some point in their lives to travel to the city of Mecca in a pilgrimage known as the hajj. This passage from the Qur'an (Sura 2: 196) describes the importance of the pilgrimage.

Fulfil the Pilgrimage and the Visitation unto God; but if you are prevented, then such offering as may be feasible. And shave not your heads, till the offering reaches its place of sacrifice. If any of you is sick, or injured in his head, then redemption by fast, or freewill offering, or ritual sacrifice. When you are secure, then whosoever enjoys the Visitation until the Pilgrimage, let his offering be such as may be feasible; or if he finds none, then a fast of three days in the Pilgrimage, and of seven when you return, that is ten completely; that is for him whose family are not present at the Holy Mosque. And fear God, and know that God is terrible in retribution.

### DOCUMENT 2

#### The Journey to Mecca

Nasir Khusraw was a Persian scholar and poet who, from 1045 to 1052, traveled throughout the Muslim world. In this passage from his writings about his travels, Khusraw describes the route to Mecca.

Whoever wants to go to Mecca from Egypt must go east. From Qulzum [modern-day Suez] there are two ways, one by land and one by sea. The land route can be traversed in fifteen days but it is all desert and three hundred parasangs long [about 1,050 miles]. Most of the caravans from Egypt take that way. By sea it takes twenty days to reach al-Jar, a small town in the Hijaz on the sea. From al-Jar to Medina it takes three days. From Medina to Mecca it is one hundred parasangs [about 350 miles].

## DOCUMENT 3

### Traveling by Land

Ibn Jubayr was a Spanish Muslim traveler who wrote about his pilgrimage to Mecca, which began in 1183. In this passage Jubayr describes a large group of Iraqi pilgrims at Mecca.

The vast plain (at Khulays) was filled with [people], and the flat immensity of the desert was too narrow to encompass them. You could imagine the earth attempting to maintain its balance under the crowd's heaving and waves streaming from the force of its currents; you could picture in this crowd a sea swollen with waves, whose waters were the mirages and whose ships were the camels, their sails the lofty litters and round tents . . . Who has not seen with his own eyes this Iraqi caravan has not experienced one of the genuine marvels of the world . . .

This caravan travels at night to the light of torches, which people on foot carry in their hands, and you will not see one litter which is not preceded by a torch. Thus people travel as it were among wandering stars which illuminate the depth of the darkness and which enable the earth to compete in brightness with the stars of heaven.

## DOCUMENT 4

### Traveling by Sea

Here Ibn Jubayr describes his journey by ship across the Red Sea from Egypt to Arabia.

The ships that ply the Red Sea from Aydhab to Jidda are sewn together without a single nail. They are bound by cord made from coconut fiber, which the builders pound until it takes the form of thread . . . The ships are caulked with palm-tree shavings, and when the construction is finished, they smear it with grease, castor oil, or shark oil, the last of which is best . . .

Lightning bolts flashed off the mountains in the east and a rising storm darkened the skies, covering everything. The tempest raged, driving the ship off course and, finally, backward. The wind's fury continued. The darkness grew thick and filled the air so that we couldn't stay our course. Finally, a few stars reappeared to guide us . . . In the morning God brought us relief. The wind fell, the clouds broke up, the sky grew clear . . .

The entry [into Jidda's port] was made difficult by the presence of many reefs and winding shallows. We admired the dexterity with which these pilgrim captains and the sailors handled their ships among the reefs.

## Skills FOCUS

### READING LIKE A HISTORIAN

#### DOCUMENT 1

- a. Identify Main Ideas** What does the Qur'an require all Muslims to do once in their lifetimes?
- b. Explain** If a Muslim cannot make the pilgrimage to Mecca, what must he or she do??

#### DOCUMENT 2

- a. Recall** According to Khusraw, how many days did it take to travel to al-Jar from Egypt by sea?
- b. Draw Conclusions** What challenges might face pilgrims traveling to Mecca from Egypt by land, given that the land route crossed a desert?

#### DOCUMENT 3

- a. Recall** How does Ibn Jubayr describe the Iraqi pilgrims?
- b. Analyze** Why might it be difficult for so large a group of pilgrims to travel long distances across the desert at night?

What does this suggest about their navigation skills?

#### DOCUMENT 4

- a. Describe** How does Ibn Jubayr describe the ships?
- b. Draw Conclusions** What does Ibn Jubayr's description of the storm and voyage suggest about the sailors' skills?

### DOCUMENT-BASED ESSAY QUESTION

Navigation and sailing were vital skills in the Muslim world. How might the requirements of the hajj have helped to develop those skills? Using the documents above and the chapter, form a thesis that explains your position. Then write a short essay to support your position.

See **Skills Handbook**, p. H25, H26

## VISUAL STUDY GUIDE

## Five Pillars of Islam

1 State the profession of faith.	2 Pray five times a day while facing Mecca.	3 Give alms to the poor and other needy people.	4 Fast from dawn to dusk during Ramadan.	5 Go on a pilgrimage, or hajj, to Mecca.
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## The Spread of Islam

Muhammad reports revelations from Allah, attracts followers, and gains influence in Arabia.



After Muhammad's death, conflict surrounds the succession, leading to the Sunni-Shia split.



The Umayyad dynasty expands territory and strengthens the caliphate's central government.



The Abbasid dynasty stimulates trade, scholarship, and the arts, but ends with disunity and invasion.

## Islamic Civilization

## Society

Islamic texts influenced the structure of the family, the treatment of women and slaves, and trade.

## Scholarship

Muslim scholars helped preserve ancient Greek texts and made original contributions to astronomy, mathematics, medicine, geography, history, and other fields.

## Arts

Muslim art developed distinctive features, including calligraphy. The works of poets and other writers are still read today.

## Review Key Terms and People

Identify the correct term or person from the chapter that best fits each of the following descriptions.

- persons who follow Islam
- instrument used to navigate at sea
- group that seeks a mystical religious experience
- tall towers from which the faithful are called to prayer
- Muhammad's journey from Mecca to Medina
- term that means "successor"
- dynasty that defeated the Umayyads
- the first caliph
- poet whose poems were collected into the *Rubaiyat*
- historian who warned later historians against bias and praising rulers in their works in order to gain favor
- beautifully styled writing often applied to buildings, pottery, textiles, and metalwork
- a building for Muslim worship
- medical scholar who was also known as Avicenna
- nomadic Arab peoples



## Comprehension and Critical Thinking

### SECTION 1 (pp. 257–261)

- 15. a. Recall** Where was Muhammad born, and what was his occupation as a young man?
- b. Explain** Why did Muhammad relocate from Mecca to Medina?
- c. Evaluate** Evaluate this statement: “The Five Pillars of Islam are very complicated and require years of study to determine their meaning.”

### SECTION 2 (pp. 262–267)

- 16. a. Describe** What happened to the Muslim community following Muhammad’s death?
- b. Explain** What roles did Ali and Husayn play in the split between the Sunni and the Shia?
- c. Elaborate** Why might a historian say that the Abbasid dynasty had a major impact on Islam as a world religion?

### SECTION 3 (pp. 270–274)

- 17. a. Identify** What do Islamic texts say about slavery?
- b. Explain** How did scholarship in the Muslim world affect Europe?
- c. Develop** What was the connection between Muslim expertise in astronomy and the requirements of the Islamic faith?

## Reading Skills

**Identifying Implied Main Ideas** Read the passage below from this chapter. Then answer the questions that follow.

- “Women played vital roles in the early Muslim community. Khadijah and several other women were among the first converts. Some of these women even went into battle. They also influenced political decisions. Women lost status during the Abbasid dynasty, however. Women of the Abbasid court were confined to a secluded part of the palace called the harem. Covering the hair and sometimes wearing a veil also became common during Abbasid rule.”
- 18.** What is the implied main idea of the paragraph?
- 19.** What details help you find the implied main idea?

## Interpreting Literature as a Source

### Reading Like a Historian

*The excerpt is from the Rubaiyat by Omar Khayyam, who lived from about 1048 to 1131. Khayyam was both a poet and a scholar familiar with medicine, astronomy, and mathematics.*

“Some for the Glories of This World; and some  
Sigh for the Prophet’s Paradise to come;  
Ah, take the Cash, and let the Credit go,  
Nor heed the rumble of a distant Drum!”

—Omar Khayyam, *The Rubaiyat*

- 20. Infer** In the second line, to whom does “the Prophet” refer?
- 21. Analyze** What do you think Khayyam is recommending to the reader?
- 22. Develop** The region where Khayyam lived was under the austere rule of the Seljuk Turks. How do you think the Seljuk Turks would have viewed Omar Khayyam’s poem?

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Practice Online

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## Using the Internet

- 23.** Under Umayyad rule, Spain reached a golden age of both Muslim and Jewish culture. Advances in many fields, especially agriculture and architecture, were made, and Córdoba became one of the richest and grandest cities in Europe. Using the keyword above, do research to explore Muslim Spain. Then create a brochure that describes the main achievements of the era.

## WRITING ABOUT HISTORY



**Description: Writing a Comparison** In the Islamic world, architecture developed distinctive features. Many beautiful mosques from the early years of the caliphate still stand.

- 24. Assignment:** In an essay, compare the architecture of traditional mosques with the architecture of houses of worship that you have already studied, such as Egyptian, Greek, or Roman temples. To provide support for your comparison, use information from this chapter, previous chapters, and other research as needed. Use specific examples to describe ways that the buildings are similar and different.