

CHAPTER  
**10**  
SECTION 1

# Note Taking Study Guide

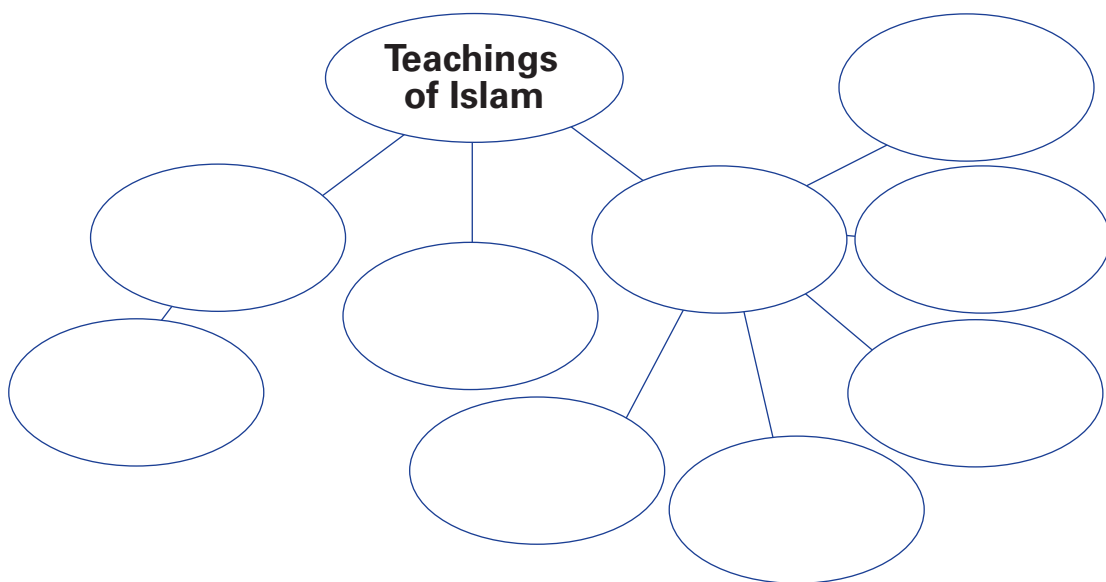
## THE RISE OF ISLAM

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

**A.** As you read the section “Muhammad Becomes a Prophet” in your textbook, complete the following timeline to record the sequence of events.

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**B.** As you read the section “Teachings of Islam” in your textbook, complete the following concept web to keep track of the teachings of Islam.



**CHAPTER**  
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**SECTION 1****Section Summary****THE RISE OF ISLAM**

The religion of Islam, whose followers are called Muslims, emerged in the Arabian Peninsula. There, in A.D. 570, **Muhammad** was born in **Mecca**—a trading and religious center. Muhammad worked among nomadic herders called **Bedouins**. Later, he became a successful merchant and decided to marry at 25. He was known for his honesty in business and devotion to his family.

Muhammad often meditated on the moral ills of Meccan society, including greed. According to Muslim tradition, Muhammad became a prophet at 40 when he was asked by an angel to become God’s messenger. When he began teaching, a few listened, but others opposed him with threats. In 622, he and his followers fled Mecca for **Yathrib**, on a journey called the **hijra**. Later Yathrib was called **Medina**. In Medina, thousands adopted Islam and formed strong, peaceful communities. When Meccan leaders grew hostile, Muslims defeated them in battle. Muhammad returned to Mecca in 630, where the **Kaaba**, which Muhammad dedicated to Allah, became the holiest Islamic site. Muhammad died in 632.

The sacred text of Islam is the **Quran**, believed to be the direct word of God as told to Muhammad. All Muslims study it to learn about God’s will and living a good life.

Muslims believe that priests are not necessary to mediate between people and God. Muslims gather in **mosques** to pray. They follow the Five Pillars of Islam, which are the following duties: declaring faith, praying five times daily, giving charity to the poor, fasting during their holy month, and making the **hajj**, or pilgrimage to Mecca. Another duty is **jihad**, which means to struggle in God’s service.

Because Jews and Christians worship the same God and study what are considered God’s earlier revelations, Muslims call them “People of the Book.” In most cases, they have been allowed religious freedom in Muslim societies.

The **Sharia**, a body of laws that interprets the Quran and applies religious principles to legal situations, helps Muslim societies govern daily life. According to the Quran, women are spiritually equal to men but have different roles. In different places, Muslims interpret women’s roles and rights differently. In some cases, Muslims adopted practices of conquered peoples, such as requiring upper-class women to wear veils.

**Review Questions**

1. What is the Quran?

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2. Why do Muslims call Jews and Christians “People of the Book”?

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**READING CHECK**

What was the hijra?

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**VOCABULARY STRATEGY**

What does the word *mediate* mean in the underlined sentence? What clues to its meaning can you find in the surrounding words or phrases? Circle the context clues you find that help you to figure out what *mediate* means.

**READING SKILL**

**Identify Main Ideas** Which of the following would be considered main ideas for this Summary? Circle your answers.

- Muslim holy days are enforced very strictly.
- Muslims believe in making a hajj.
- Muslims believe in one God, the Quran, and the Five Pillars of Islam.
- Islam governs daily life and affects the roles and rights of women.
- Muslims have little religious connection to Jews and Christians.

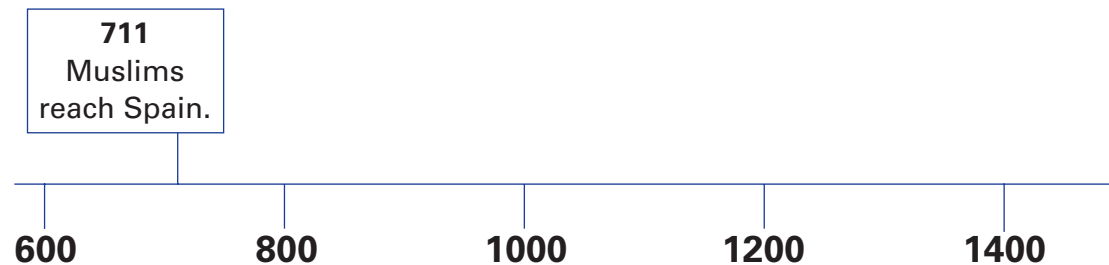
CHAPTER  
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SECTION 2

# Note Taking Study Guide

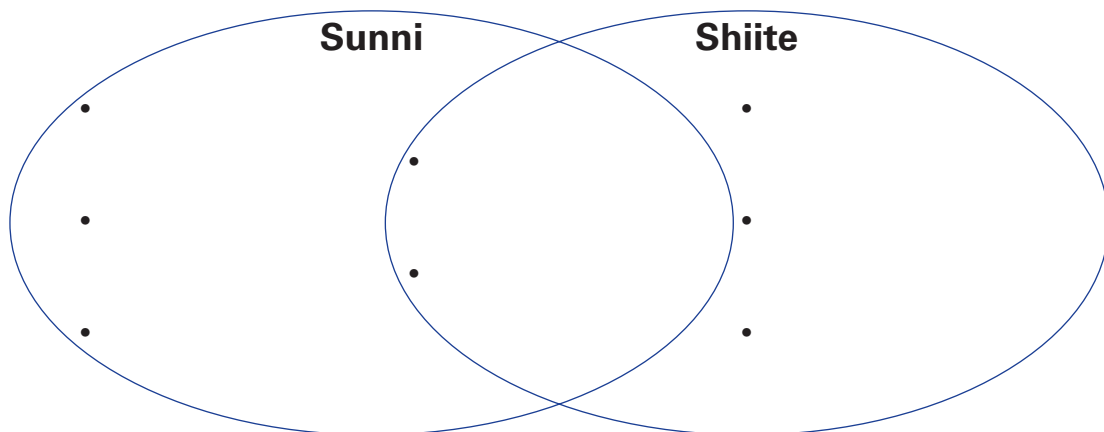
## BUILDING A MUSLIM EMPIRE

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

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



B. As you read the section "Divisions Emerge Within Islam" in your textbook, complete the Venn diagram to record points on which Sunni and Shiite Muslims agree and differ.



CHAPTER  
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SECTION 2

## Section Summary

### BUILDING A MUSLIM EMPIRE

In 632, **Abu Bakr** became the first **caliph**, or successor to Muhammad. He united all Arab tribes as Muslims. Once united, the Arabs defeated the Persian empire and parts of the Byzantine empire. However, a schism between Sunni and Shiite Muslims occurred after Muhammad's death, and still exists today.

**Shiites** believe that Muhammad's successors must be descendants of his son-in-law, Ali. They also should be religious leaders and interpret the Quran. **Sunnis** believe that male Muslims from Muhammad's tribe can lead without performing religious functions. Today, about 90 percent of Muslims are Sunni. Both groups believe in the same God, the Quran, and the Five Pillars of Islam, but they differ in religious practices, laws, and rules about daily life. A third group are **Sufis**, who meditate and fast to gain communion with God.

In the 700s, a powerful Meccan clan set up the Sunni **Umayyad** caliphate. They directed conquests that extended Muslim rule from Spain to the Indus River Valley. Their empire lasted until 750. The Muslims brought many people under their rule. Muslim leaders imposed a special tax on non-Muslims, but Jews, Christians, and Zoroastrians could worship and some held important positions. Many people converted to Islam.

However, the Umayyads later faced economic tensions and opposition from those who did not have the same privileges as Muslims. After capturing Damascus in 750, with strong support from Shiites and non-Arabs, Abu al-Abbas founded the **Abbasid** dynasty. The Abbasids ended conquests and supported education and learning. They enjoyed a golden age, with a more efficient government and a beautiful new capital, **Baghdad**, in the former Persian empire. Mosques with **minarets**, or slender towers, graced the cities, and markets sold goods from far-off lands.

In Spain, one of the Umayyads established a separate state. Muslims ruled parts of Spain until 1492. They were tolerant of other religions, supported scholars, and constructed grand buildings.

As the empire declined, independent dynasties took power. Seljuk Turks gained power and their **sultan**, or ruler, controlled Baghdad by 1055, keeping the Abbasid caliph as a figurehead. Beginning in 1216, the Mongols attacked across southwest Asia. In 1258, they burned and looted Baghdad, ending the Abbasid dynasty.

## Review Questions

1. What are the differences between Shiite and Sunni beliefs?

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2. What two groups took power from the Abbasid dynasty?

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### READING CHECK

Which dynasty enjoyed a golden age?

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### VOCABULARY STRATEGY

What does the word *schism* mean in the underlined sentence? Read the nearby words, sentences, and phrases to find clues to its meaning. What do the context clues tell you about the meaning of *schism*?

### READING SKILL

**Recognize Sequence** Number the following events to show their correct sequence:

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

**CHAPTER**  
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**SECTION 3****Note Taking Study Guide****MUSLIM CIVILIZATION'S GOLDEN AGE**

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

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

Muslim Achievements	
Economics	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>
Arts	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li></ul>
Literature	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li></ul>
Philosophy	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul>
Sciences	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>

CHAPTER  
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SECTION 3

## Section Summary

### MUSLIM CIVILIZATION'S GOLDEN AGE

Muslim civilization enjoyed a golden age under the Abbasids. Their empire stretched into Asia, the Middle East, Africa, and Europe. Merchants crossed the Sahara, traveled the Silk Road to China, and sailed to India and Asia. New products and ideas were exchanged, and the religion of Islam was introduced to many regions. All this fueled the Muslim economy, leading to the development of partnerships, the use of credit, and a banking system. Artisans created manufactured goods for trade, and the government helped improve farming through large irrigation systems.

Muslim society allowed some **social mobility**, the ability to move up in social class through religious, scholarly, or military achievements. Most slaves were household servants and some were able to purchase their freedom. The children of some slaves could become free under another system.

The diverse cultures in the empire, as well as Islam, influenced art and literature. Early oral poetry told tales of nomadic life, while later poets developed elaborate rules for poems. Great Muslim poets include **Firdawsi**, who told the history of Persia, and **Omar Khayyám**, who wrote about fate and life in *The Rubáiyát*. Storytellers often used short anecdotes to entertain people. In architecture, buildings reflected Byzantine influences, and mosques included domes and minarets. Muslim artists also used **calligraphy**, the art of beautiful handwriting, for decoration on buildings and in books.

Muslims made great strides in education. Both boys and girls were educated so they could study the Quran. Several cities supported learning centers with vast libraries. There, scholars translated Greek, Hindu, and Buddhist texts. Known in Europe as Averröes, the philosopher **Ibn Rushd** believed that knowledge should meet the standards of reason. Another Muslim thinker, **Ibn Khaldun**, studied history scientifically and advised others in avoiding errors.

In mathematics, **al-Khwarizmi** pioneered the study of algebra. **Muhammad al-Razi**, chief physician in the hospital at Baghdad, wrote books on diseases and medical practices. **Ibn Sina**, a famous Persian physician, compiled an encyclopedia of medical knowledge. Both doctors' works guided medical study in Europe for 500 years. Other physicians improved ways to save eyesight and mix medicines.

## Review Questions

1. How did trade affect the Abbasid empire?

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2. How did Muslim poetry change during this time?

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### READING CHECK

Why were children educated?

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### VOCABULARY STRATEGY

What does the word *anecdotes* mean in the underlined sentence? The word *anecdotes* comes from a Greek word that means "unpublished items." Use this word-origins clue to help you figure out the meaning of *anecdotes*.

### READING SKILL

**Categorize** Categorize the following Muslim advances:

- Mixing medicines
- Elaborate rules for written poems
- Partnerships
- Calligraphy
- A system of credit
- Improvements in treating eye problems

**CHAPTER**  
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**SECTION 4****Note Taking Study Guide****INDIA'S MUSLIM EMPIRES**

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

*As you read this section in your textbook, complete the following outline to record the supporting details related to Muslim empires in India.*

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

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

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

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

**II. \_\_\_\_\_****A. \_\_\_\_\_**

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

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

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

**III. \_\_\_\_\_****A. \_\_\_\_\_**

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

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

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

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

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

**CHAPTER**  
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**SECTION 4****Section Summary****INDIA'S MUSLIM EMPIRES**

After 550, rival princes fought for control of India. Around 1000, Muslim armies moved in. Muslim attacks included onslaughts that killed many Hindus and destroyed Buddhist temples. Muslims triumphed due to military superiority, rivalries among Hindu princes, and the many Hindus who converted to Islam. By the 1100s, a **sultan** controlled northern India. From the capital in **Delhi**, the Delhi sultanate ruled from 1206 to 1526.

Muslim rulers reorganized Indian government and increased trade. During the Mongol raids of the 1200s, scholars fled from Baghdad to India, bringing Persian and Greek learning with them. These newcomers helped turn Delhi into a place where art and architecture flourished. However, in 1389, Mongols attacked Delhi, destroying much of its culture.

The Muslim advance brought two very different religious groups—Hindus and Muslims—face to face. Muslims worshiped a single god, while Hindus prayed to many. Hindus accepted the caste system, while Islam promoted equality.

Gradually, the cultures blended. Hindus were allowed to practice their religion and some **rajahs**, or local Hindu rulers, continued governing. Many Hindus converted to Islam because it rejected the caste system. Muslims followed some Hindu customs and ideas. A new language, called Urdu, blended Arabic, Persian, and Hindi. A new religion, **Sikhism**, was a blend of Muslim and Hindu beliefs.

In 1526, **Babur** led Turkish and Mongol armies into northern India to establish the **Mughal** dynasty, which would last until 1857. Babur's grandson, **Akbar**, known as Akbar the Great, ruled from 1556 to 1605. He established a strong central government that had paid officials; he also modernized the army and encouraged international trade. He allowed Hindus to work in government and promoted peace through religious tolerance.

After Akbar's death, his son's wife, **Nur Jahan**, managed the government skillfully, and supported Indian culture. She was the most powerful woman in Indian history until the twentieth century. Akbar's grandson, **Shah Jahan**, ruled when Mughal literature, art, and architecture were at their height. He built the **Taj Mahal**, a tomb for his wife. It is a spectacular building and a great monument of the Mughal empire.

**Review Questions**

1. What are two differences between Hindu and Muslim beliefs?

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2. What were Nur Jahan's contributions to the Mughal empire?

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**READING CHECK**

What religion is a blend of Muslim and Hindu beliefs?

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**VOCABULARY STRATEGY**

What does the word *onslaughts* mean in the underlined sentence? Look for context clues to its meaning in the sentence. Use those clues to help you write a definition of *onslaughts*.

**READING SKILL****Identify Supporting Details**

Record details that support this statement:

In India, the Hindu and Muslim cultures blended.

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CHAPTER  
**10**  
SECTION 5

## Note Taking Study Guide

### THE OTTOMAN AND SAFAVID EMPIRES

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

*As you read this section in your textbook, complete the following chart to record characteristics of the Ottoman and Safavid empires.*

<b>Safavids</b>						
<b>Ottomans</b>						
<b>Characteristics</b>						
Capital						
Dates						
Strongest ruler						
Extent of empire						
Type of Islam						
Relationship with Europe						

**CHAPTER**  
**10**  
**SECTION 5****Section Summary****THE OTTOMAN AND SAFAVID EMPIRES**

The **Ottomans** were Turkish-speaking nomads who had expanded into Asia Minor and the Balkan Peninsula by the 1300s. They were successful in capturing Constantinople in 1453. The city was renamed **Istanbul** and became the capital of the Ottoman empire.

The Ottoman empire enjoyed a golden age under **Suleiman**, who ruled from 1520 to 1566. He expanded the empire into Asia, Africa, and Europe. Although he was defeated at Vienna in 1529, the empire remained the largest and most powerful in Europe and the Middle East for centuries. Suleiman had absolute power, but a council helped him govern. He based the justice system on the Sharia, as well as royal edicts.

The top two social classes in Ottoman society—military men and intellectuals, such as scientists and lawyers—were nearly all Muslims. Below them were men involved in trade and production, and then farmers. All people belonged to religious communities, which provided for education and legal matters. The Jewish community, which had been expelled from Spain, possessed international banking connections that benefited the Ottomans.

Ottomans converted some young Christian boys to Islam and trained them for government service. Some were chosen for the **janizaries**, an elite force of the Ottoman army. The brightest became government officials.

Ottoman culture included great poets, painters, and architects. However, after Suleiman's death, the empire declined. By the 1700s, it had lost control of areas in Europe and Africa.

By the early 1500s, the **Safavids** united an empire in Persia (modern Iran). They were Shiite Muslims who fought with Sunni Ottomans to the west and the Mughals in India to the east. Their greatest king, or **shah**, was **Shah Abbas** who ruled from 1588 to 1629. He created a strong military and developed military alliances with Europeans. Abbas lowered taxes and encouraged industry. He tolerated other religions and built a capital at **Isfahan**, which became a center for silk trading.

After Abbas' death, the empire suffered from religious disputes until its end in 1722. In the late 1700s, a new dynasty, the **Qajars**, won control of Iran, made **Tehran** the capital, and ruled until 1925.

**Review Questions**

1. What social classes existed in the Ottoman empire?

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2. What religious difference existed between the Ottoman and Safavid empires?

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**READING CHECK**

Who were the Safavids?

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**VOCABULARY STRATEGY**

What does *edicts* mean in the underlined sentence? Notice that *edicts* were royal and were related to the justice system. Use this context clue to help you figure out the meaning of the word *edicts*.

**READING SKILL**

**Synthesize Information** Briefly describe society under the Ottomans.

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