

# The Muslim World, 600–1250

## Previewing Main Ideas

**RELIGIOUS AND ETHICAL SYSTEMS** Islam, a monotheistic religion begun by Muhammad, developed during the 600s. Its followers, called Muslims, spread Islam through Southwest and Central Asia, parts of Africa, and Europe.

**Geography** Study the time line and the map. What were some of the major cities of the Muslim world? Locate them on the map.

**EMPIRE BUILDING** The leaders following Muhammad built a huge empire that by A.D. 750 included millions of people from diverse ethnic, language, and religious groups.

**Geography** How did the location of the Arabian Peninsula—the origin of the Muslim world—promote empire building?

**CULTURAL INTERACTION** Tolerance of conquered peoples and an emphasis on learning helped to blend the cultural traits of people under Muslim rule.

**Geography** How far might cultural interaction have spread if the Muslims had won a key battle at Tours in 732?

### INTEGRATED TECHNOLOGY

#### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



#### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

MUSLIM  
WORLD

600

630

Muhammad returns to Mecca after making the Hijrah to Medina.



732

◀ Charles Martel defeats the Muslims at Tours.

800s

Al-Khwarizmi writes the first algebra textbook.

800

800

◀ Pope crowns Charlemagne (shown) emperor of the Romans.



850

Chinese invent gunpowder.

WORLD



# Muslim World, 1200

INTERACTIVE



0° Equator

0 500 1000 Miles

0 500 1000 Kilometers

Winkel II Projection



### 1000s

◀ Muslim scholars, who preserved Greek medical works, share them with Europeans.

### 1100s

Muslim literature flourishes.

1000

1250

960

Song Dynasty is established in China.

1054

Christian Church divides.

1209

◀ Genghis Khan begins the Mongol conquest.



## How does a culture bloom in the desert?

In 642, Alexandria and the rest of Egypt fell to the Muslim army. Alexandria had been part of the Byzantine Empire. By 646, however, the city was firmly under Muslim rule.

You are a Muslim trader from Mecca. You admire Alexandria (shown below), with its cultural blend of ancient Egypt, Greece, and Rome. Now, as Islam spreads, the Muslim Empire is borrowing from conquered cultures and enriching its desert culture. As you look around Alexandria, you consider the cultural elements you might bring to your desert home in Mecca.

Because the Christian Church believed ancient Greek texts were not religious, these books lay neglected in Alexandrian libraries. Muslim scholars, however, would revive the Greek ideas and advance them.

The port of Alexandria thrived for many centuries. As a Muslim trader, you will bring your goods to Alexandria. You will also bring your language, your holy book, and your faith.

The Pharos, the great lighthouse of Alexandria, is said by some scholars to have inspired the minaret, the tower from which Muslims are called to prayer.

### EXAMINING *the* ISSUES

- **What cultural elements of Alexandria do you want to adopt? What elements won't you accept?**
- **How might the desert affect a culture's architectural style?**

As a class, discuss which cultural element in Alexandria you think will be the most useful in the Muslim world. As you read this chapter, find out how the Muslim Empire adopted and adapted new ideas and developed a unique culture.

For the desert-dwelling Arab, water was scarce—and sacred. Fountains in Alexandria would have seemed a great gift.



# 1

## The Rise of Islam

### MAIN IDEA

**RELIGIOUS AND ETHICAL SYSTEMS** Muhammad unified the Arab people both politically and through the religion of Islam.

### WHY IT MATTERS NOW

As the world's fastest-growing major religion, Islam has a strong impact on the lives of millions today.

### TERMS & NAMES

- Allah
- Muhammad
- Islam
- Muslim
- Hijrah
- mosque
- hajj
- Qur'an
- Sunna
- shari'a

**SETTING THE STAGE** The cultures of the Arabian Peninsula were in constant contact with one another for centuries. Southwest Asia (often referred to as the Middle East) was a bridge between Africa, Asia, and Europe, where goods were traded and new ideas were shared. One set of shared ideas would become a powerful force for change in the world—the religion of Islam.

### Deserts, Towns, and Trade Routes

The Arabian Peninsula is a crossroads of three continents—Africa, Europe, and Asia. At its longest and widest points, the peninsula is about 1,200 miles from north to south and 1,300 miles from east to west. Only a tiny strip of fertile land in south Arabia and Oman and a few oases can support agriculture. The remainder of the land is desert, which in the past was inhabited by nomadic Arab herders.

**Desert and Town Life** On this desert, the Arab nomads, called Bedouins (BEHD•oo•ihnz), were organized into tribes and groups called clans. These clans provided security and support for a life made difficult by the extreme conditions of the desert. The Bedouin ideals of courage and loyalty to family, along with their warrior skills, would become part of the Islamic way of life.

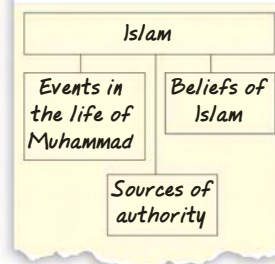
The areas with more fertile soil and the larger oases had enough water to support farming communities. By the early 600s, many Arabs had chosen to settle in an oasis or in a market town. Larger towns near the western coast of Arabia became market towns for local, regional, and long-distance trade goods.

**Crossroads of Trade and Ideas** By the early 600s, trade routes connected Arabia to the major ocean and land trade routes, as you can see on the map on the next page. Trade routes through Arabia ran from the extreme south of the peninsula to the Byzantine and Sassanid (Persian) empires to the north. Merchants from these two empires moved along the caravan routes, trading for goods from the Silk Roads of the east. They transported spices and incense from Yemen and other products to the west. They also carried information and ideas from the world outside Arabia.

**Mecca** During certain holy months, caravans stopped in Mecca, a city in western Arabia. They brought religious pilgrims who came to worship at an ancient shrine in the city called the Ka'aba (KAH•buh). The Arabs associated this house

### TAKING NOTES

**Synthesizing** Use a diagram to list important aspects of Islam.





of worship with Abraham, a Hebrew prophet and a believer in one God. Over the years, they had introduced the worship of many gods and spirits to the place. The Ka'aba contained over 360 idols brought by many tribes.

The concept of belief in one God, called **Allah** (AL•uh) in Arabic, was known on the Arabian Peninsula. Many Christians and Jews lived there and practiced monotheism. Into this mixed religious environment of Mecca, around A.D. 570, Muhammad was born.

## The Prophet Muhammad

**Muhammad** (mu•HAM•id) was born into the clan of a powerful Meccan family. Orphaned at the age of six, Muhammad was raised by his grandfather and uncle. He received little schooling and began working in the caravan trade as a very young man. At the age of 25, Muhammad became a trader and business manager for Khadijah (kah•DEE•juh), a wealthy businesswoman of about 40. Later, Muhammad and Khadijah married. Theirs was both a good marriage and a good business partnership.

**Revelations** Muhammad took great interest in religion and often spent time alone in prayer and meditation. At about the age of 40, Muhammad's life was changed overnight when a voice called to him while he meditated in a cave outside Mecca. According to Muslim belief, the voice was that of the angel Gabriel, who told

Muhammad that he was a messenger of Allah. “What shall I proclaim?” asked Muhammad. The voice answered:

**MAIN IDEA**

**Analyzing Primary Sources**

**A** What kind of teaching does the phrase “the use of the pen” refer to?

**PRIMARY SOURCE A**

Proclaim! In the name of thy Lord and Cherisher, who created man out of a (mere) clot of congealed blood. Proclaim! And thy Lord is most bountiful. He who taught (the use of) the pen taught man that which he knew not.

**QUR'AN**, sura 96:1–5

After much soul-searching, Muhammad came to believe that the Lord who spoke to him through Gabriel was Allah. Muhammad became convinced that he was the last of the prophets. He began to teach that Allah was the one and only God and that all other gods must be abandoned. People who agreed to this basic principle of Islam were called Muslims. In Arabic, **Islam** (ihs•LAHM) means “submission to the will of Allah.” **Muslim** (MUHZ•lihm) means “one who has submitted.” Muhammad’s wife, Khadijah, and several close friends and relatives were his first followers.

By 613, Muhammad had begun to preach publicly in Mecca, but he met with some hostility. Many Meccans believed his revolutionary ideas would lead to neglect of the traditional Arab gods. They feared that Mecca would lose its position as a pilgrimage center if people accepted Muhammad’s monotheistic beliefs.

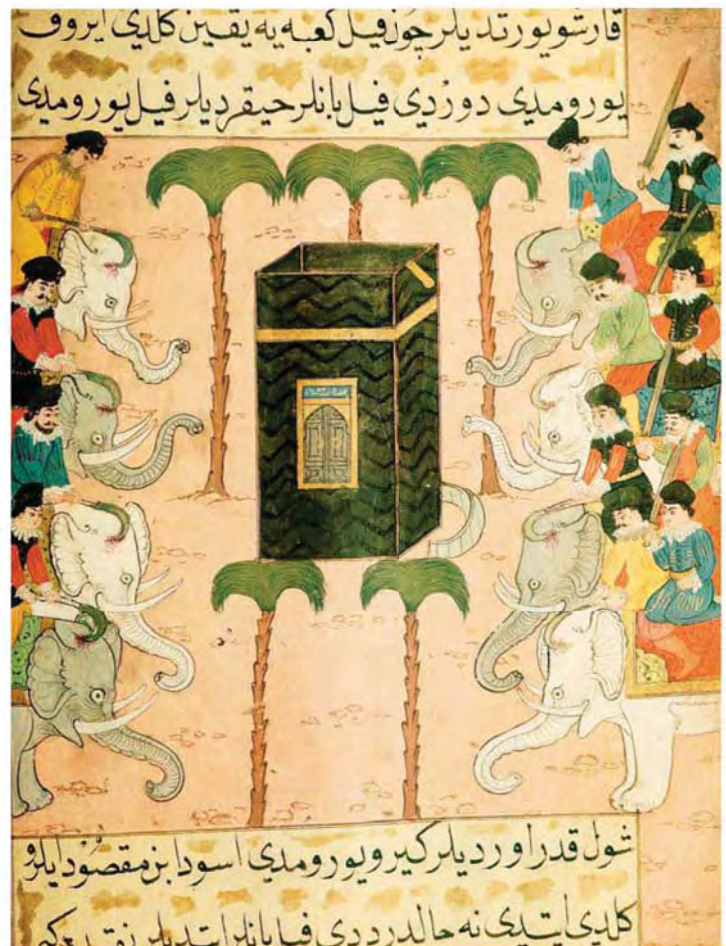
**The Hijrah** After some of his followers had been attacked, Muhammad decided to leave Mecca in 622. Following a small band of supporters he sent ahead, Muhammad moved to the town of Yathrib, over 200 miles to the north of Mecca. This migration became known as the **Hijrah** (HIHJ•ruh). The Hijrah to Yathrib marked a turning point for Muhammad. He attracted many devoted followers. Later, Yathrib was renamed Medina.

In Medina, Muhammad displayed impressive leadership skills. He fashioned an agreement that joined his own people with the Arabs and Jews of Medina as a single community. These groups accepted Muhammad as a political leader. As a religious leader, he drew many more converts who found his message appealing. Finally, Muhammad also became a military leader in the growing hostilities between Mecca and Medina.

**Returning to Mecca** In 630, the Prophet and 10,000 of his followers marched to the outskirts of Mecca. Facing sure defeat, Mecca’s leaders surrendered. The Prophet entered the city in triumph. He destroyed the idols in the Ka’aba and had the call to prayer made from its roof.

Most Meccans pledged their loyalty to Muhammad, and many converted to Islam. By doing so, they joined the *umma*, or Muslim religious community. Muhammad died two years later, at about the age of 62. However, he had taken great strides toward unifying the entire Arabian Peninsula under Islam.

▼ The Abyssinian army set out to destroy the Ka’aba. Their elephants, however, refused to attack.



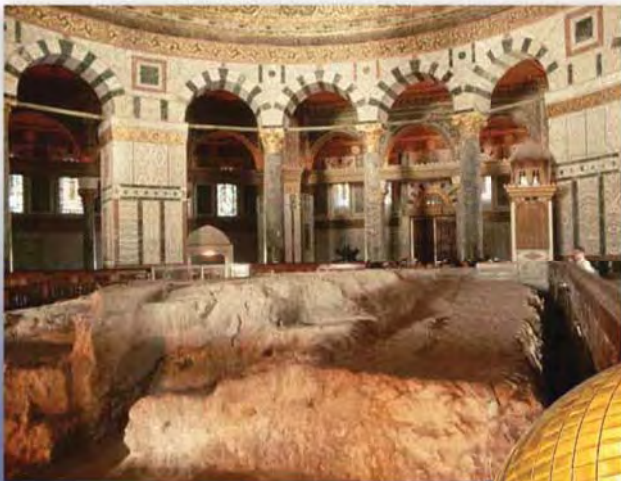
## The Dome of the Rock

The Dome of the Rock, located in Jerusalem, is the earliest surviving Islamic monument. It was completed in 691 and is part of a larger complex, which is the third most holy place in Islam. It is situated on Mount Moriah, the site of the Jewish temple destroyed by Romans in A.D. 70.

The rock on the site (see photograph below, left) is the spot from which Muslims say Muhammad ascended to heaven to learn of Allah's will. With Allah's blessing, Muhammad returned to earth to bring God's message to all people. Jews identify the same rock as the site where Abraham was prepared to sacrifice his son Isaac.

▼ The ornate decorations of the exterior are also found on the interior of the building. Notice the geometric designs, a feature often found in Muslim art.

▼ This interior view shows the point at which the dome meets the circular walls, or drum. The dome is about 100 feet tall and 60 feet in diameter. It is supported by 16 pillars and columns. The drum is covered with colored glass mosaics that date back to the 7th century. The dome was redecorated later.



### SKILLBUILDER: Interpreting Visual Sources

1. **Making Inferences** *If you knew nothing about this building, what elements of the building might give you the impression that it is a religious structure?*
2. **Comparing and Contrasting** *How is the Dome of the Rock similar to or different from other religious buildings you have seen?*

## Beliefs and Practices of Islam

The main teaching of Islam is that there is only one God, Allah. All other beliefs and practices follow from this teaching. Islam teaches that there is good and evil, and that each individual is responsible for the actions of his or her life.

**The Five Pillars** To be a Muslim, all believers have to carry out five duties. These duties are known as the Five Pillars of Islam.

- **Faith** To become a Muslim, a person has to testify to the following statement of faith: “There is no God but Allah, and Muhammad is the Messenger of Allah.” This simple statement is heard again and again in Islamic rituals and in Muslim daily life.
- **Prayer** Five times a day, Muslims face toward Mecca to pray. They may assemble at a **mosque** (mahsk), an Islamic house of worship, or wherever they find themselves.
- **Alms** Muhammad taught that all Muslims have a responsibility to support the less fortunate. Muslims meet that social responsibility by giving alms, or money for the poor, through a special religious tax.
- **Fasting** During the Islamic holy month of Ramadan, Muslims fast between dawn and sunset. A simple meal is eaten at the end of the day. Fasting serves to remind Muslims that their spiritual needs are greater than their physical needs.
- **Pilgrimage** All Muslims who are physically and financially able perform the **hajj** (haj), or pilgrimage to Mecca, at least once. Pilgrims wear identical garments so that all stand as equals before Allah.

**A Way of Life** Carrying out the Five Pillars of Islam ensures that Muslims live their religion while serving in their community. Along with the Five Pillars, there are other customs, morals, and laws for Islamic society that affect Muslims’ daily lives. Believers are forbidden to eat pork or to drink intoxicating beverages. Friday afternoons are set aside for communal worship. Unlike many other religions, Islam has no priests or central religious authority. Every Muslim is expected to worship Allah directly. Islam does, however, have a scholar class called the *ulama*. The *ulama* includes religious teachers who apply the words and deeds of Muhammad to everyday life.

**Sources of Authority** The original source of authority for Muslims is Allah. According to Islamic belief, Allah expressed his will through the angel Gabriel, who revealed it to Muhammad. While Muhammad lived, his followers memorized and recited the revelations he received from Gabriel. Soon after the Prophet’s death, it was suggested that the revelations be collected in a book. This book is the **Qur’an** (kuh•RAN), the holy book of the Muslims.

The Qur’an is written in Arabic, and Muslims consider only the Arabic version to be the true word of Allah. Only Arabic can be used in worship. Wherever Muslims carried the Qur’an, Arabic became the language of worshipers and scholars. Thus, the

▼ Artists decorate the Qur’an as a holy act. The geometric design often repeats to show the infinite quality of Allah.





## Social History



### Muslim Prayer

Five times a day—dawn, noon, mid-afternoon, sunset, and evening—Muslims face toward Mecca to pray. Worshipers are called to prayer by a *muezzin*. The call to prayer sometimes is given from a minaret and even over public address systems or the radio in large cities.

Because they believe that standing before Allah places them on holy ground, Muslims perform a ritual cleansing before praying. They also remove their shoes.

### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Create a chart in which you identify and explain the meaning of Muslim prayer rituals. Go to [classzone.com](http://classzone.com) for your research.

Arabic language helped unite conquered peoples as Muslim control expanded.

Muslims believe that Muhammad's mission as a prophet was to receive the Qur'an and to demonstrate how to apply it in life. To them, the **Sunna** (SOON•uh), or Muhammad's example, is the best model for proper living. The guidance of the Qur'an and Sunna was assembled in a body of law known as **shari'a** (shah•REE•ah). This system of law regulates the family life, moral conduct, and business and community life of Muslims. **B**

**Links to Judaism and Christianity** To Muslims, Allah is the same God that is worshiped in Christianity and Judaism. However, Muslims view Jesus as a prophet, not as the Son of God. They regard the Qur'an as the word of Allah as revealed to Muhammad, in the same way that Jews and Christians believe the Torah and the Gospels were revealed to Moses and the New Testament writers. Muslims believe that the Qur'an perfects the earlier revelations. To them, it is the final book, and Muhammad was the final prophet. All three religions believe in heaven and hell and a day of judgment. The Muslims trace their ancestry to Abraham, as do the Jews and Christians.

Muslims refer to Christians and Jews as "people of the book" because each religion has a holy book with teachings similar to those of the Qur'an. Shari'a law requires Muslim leaders to extend religious tolerance to Christians and Jews. A huge Muslim empire, as you will learn in Section 2, grew to include people of many different cultures and religions.

### MAIN IDEA

#### Clarifying

**B** What are the sources of authority for Muslims?

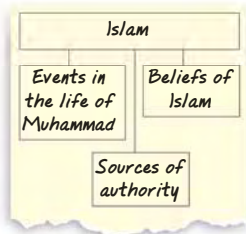
## SECTION 1 ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

• Allah • Muhammad • Islam • Muslim • Hijrah • mosque • hajj • Qur'an • Sunna • shari'a

### USING YOUR NOTES

2. What event in the life of Muhammad signaled the beginning of Islam?



### MAIN IDEAS

3. Why was Mecca an important city in western Arabia?
4. What are the Five Pillars of Islam?
5. Why did Muslims consider Christians and Jews "people of the book"?

### CRITICAL THINKING & WRITING

6. **RECOGNIZING EFFECTS** How did the beliefs and practices of Islam create unity and strength among Muslims in the 600s?
7. **COMPARING** In what ways are the teachings of the Muslims similar to those of Christians and Jews?
8. **DRAWING CONCLUSIONS** How did Islam help spread Arabic culture?
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS** Write a **letter** to Muhammad, describing his legacy and that of Islam today.

### CONNECT TO TODAY PREPARING AN ORAL REPORT

Today, tensions run high between Muslims and Jews in the Middle East. Research to find out the causes of this tension. Present your findings in an **oral report**.

# Islam Expands

## MAIN IDEA

**EMPIRE BUILDING** In spite of internal conflicts, the Muslims created a huge empire that included lands on three continents.

## WHY IT MATTERS NOW

Muslims' influence on three continents produced cultural blending that has continued into the modern world.

## TERMS & NAMES

- caliph
- Umayyads
- Shi'a
- Sunni
- Sufi
- Abbasids
- al-Andalus
- Fatimid

**SETTING THE STAGE** When Muhammad died in 632, the community faced a crisis. Muslims, inspired by the message of Allah, believed they had a duty to carry his word to the world. However, they lacked a clear way to choose a new leader. Eventually, the issue of leadership would divide the Muslim world.

## Muhammad's Successors Spread Islam

Muhammad had not named a successor or instructed his followers how to choose one. Relying on ancient tribal custom, the Muslim community elected as their leader Abu-Bakr, a loyal friend of Muhammad. In 632, Abu-Bakr became the first **caliph** (KAY•lih), a title that means “successor” or “deputy.”

**“Rightly Guided” Caliphs** Abu-Bakr and the next three elected caliphs—Umar, Uthman, and Ali—all had known Muhammad. They used the Qur'an and Muhammad's actions as guides to leadership. For this, they are known as the “rightly guided” caliphs. Their rule was called a caliphate (KAY•lih•FAYT).

Abu-Bakr had promised the Muslim community he would uphold what Muhammad stood for. Shortly after the Prophet's death, some tribes on the Arabian Peninsula abandoned Islam. Others refused to pay taxes, and a few individuals even declared themselves prophets. For the sake of Islam, Abu-Bakr invoked *jihad*. The word *jihad* means “striving” and can refer to the inner struggle against evil. However, the word is also used in the Qur'an to mean an armed struggle against unbelievers. For the next two years, Abu-Bakr applied this meaning of *jihad* to encourage and justify the expansion of Islam.

When Abu-Bakr died in 634, the Muslim state controlled all of Arabia. Under Umar, the second caliph, Muslim armies conquered Syria and lower Egypt, which were part of the Byzantine Empire. They also took parts of the Sassanid Empire. The next two caliphs, Uthman and Ali, continued to expand Muslim territory. By 750, the Muslim Empire stretched 6,000 miles from the Atlantic Ocean to the Indus River. (See the map on page 261.)

**Reasons for Success** The four “rightly guided” caliphs made great progress in their quest to spread Islam. Before his death, Muhammad had expressed a desire to spread the faith to the peoples of the north. Muslims of the day saw their victories as a sign of Allah's support and drew energy and inspiration from their faith. They fought to defend Islam and were willing to struggle to extend its word.

## TAKING NOTES

**Summarizing** Use a table to summarize developments that occurred in Islam during each ruler's period in power.

Rulers	Period of Rule	Developments in Islam
Rightly guided caliphs		
Umayyads		
Abbasids		



▲ From 632 to 750, highly mobile troops mounted on camels were successful in conquering lands in the name of Allah.

to various restrictions on their lives. Before entering the newly conquered city of Damascus in the northern Arabian province of Syria, Khalid ibn al-Walid, one of Abu-Bakr's chief generals, detailed the terms of surrender:

#### PRIMARY SOURCE

In the name of Allah, the compassionate, the merciful, this is what Khalid ibn al-Walid would grant to the inhabitants of Damascus. . . . He promises to give them security for their lives, property and churches. Their city wall shall not be demolished, neither shall any Muslim be quartered in their houses. Thereunto we give to them the pact of Allah and the protection of His Prophet, the Caliphs and the believers. So long as they pay the tax, nothing but good shall befall them.

**KHALID IBN AL-WALID**, quoted in *Early Islam*

Tolerance like this continued after the Muslim state was established. Though Christians and Jews were not allowed to spread their religion, they could be officials, scholars, and bureaucrats.

## Internal Conflict Creates a Crisis

Despite spectacular gains on the battlefield, the Muslim community had difficulty maintaining a unified rule. In 656, Uthman was murdered, starting a civil war in which various groups struggled for power. Ali, as Muhammad's cousin and son-in-law, was the natural choice as a successor to Uthman. However, his right to rule

The Muslim armies were well disciplined and expertly commanded. However, the success of the armies was also due to weakness in the two empires north of Arabia. The Byzantine and Sassanid empires had been in conflict for a long period of time and were exhausted militarily.

Another reason for Muslim success was the persecution suffered by people under Byzantine or Sassanid rule because they did not support the official state religions, Christianity or Zoroastrianism. The persecuted people often welcomed the invaders and their cause and chose to accept Islam. They were attracted by the appeal of the message of Islam, which offered equality and hope in this world. They were also attracted by the economic benefit for Muslims of not having to pay a poll tax. **A**

### Treatment of Conquered Peoples

Because the Qur'an forbade forced conversion, Muslims allowed conquered peoples to follow their own religion. Christians and Jews, as "people of the book," received special consideration. They paid a poll tax each year in exchange for exemption from military duties. However, they were also subject

#### MAIN IDEA

#### Analyzing Causes

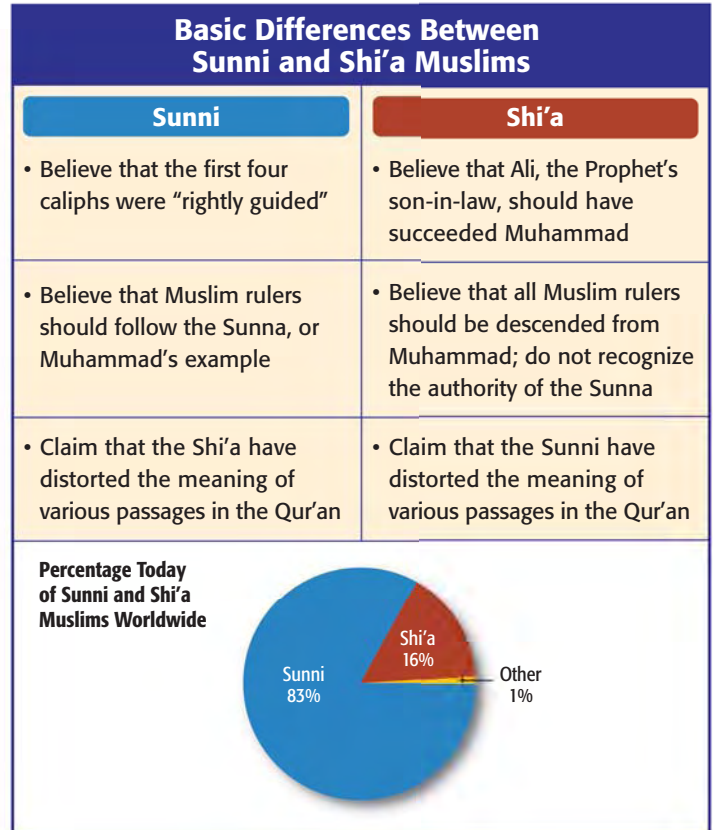
**A** Why were Muslims successful conquerors?

was challenged by Muawiya, a governor of Syria. Then, in 661, Ali, too, was assassinated. The elective system of choosing a caliph died with him.

A family known as the **Umayyads** (oo•MY•adz) then came to power. The Umayyads moved the Muslim capital to Damascus. This location, away from Mecca, made controlling conquered territories easier. However, the Arab Muslims felt it was too far away from their lands. In addition, the Umayyads abandoned the simple life of previous caliphs and began to surround themselves with wealth and ceremony similar to that of non-Muslim rulers. These actions, along with the leadership issue, gave rise to a fundamental division in the Muslim community.

**Sunni-Shi'a Split** In the interest of peace, the majority of Muslims accepted the Umayyads' rule. However, a minority continued to resist. This group developed an alternate view of the office of caliph. In this view, the caliph needed to be a descendant of the Prophet. This group was called **Shi'a**, meaning the "party" of Ali. Members of this group are called Shi'ites. Those who did not outwardly resist the rule of the Umayyads later became known as **Sunni**, meaning followers of Muhammad's example. Another group, the **Sufi** (SOO•fee), rejected the luxurious life of the Umayyads. They pursued a life of poverty and devotion to a spiritual path.

Vigorous religious and political opposition to the Umayyad caliphate led to its downfall. Rebel groups overthrew the Umayyads in the year 750. The most powerful of those groups, the **Abbasids** (uh•BAS•IHDZ), took control of the empire. **B**



**MAIN IDEA**

**Summarizing**

**B** What are three groups within Islam and how do they differ?

## Control Extends Over Three Continents

When the Abbasids came to power in 750, they ruthlessly murdered the remaining members of the Umayyad family. One prince named Abd al-Rahman escaped the slaughter and fled to Spain. There he set up an Umayyad caliphate. Spain had already been conquered and settled by Muslims from North Africa, who were known as Berbers. The Berber armies advanced north to within 200 miles of Paris before being halted at the Battle of Tours in 732. They then settled in southern Spain, where they helped form an extraordinary Muslim state in **al-Andalus** (al•AN•duh•LUS).

**Abbasids Consolidate Power** To solidify power, the Abbasids moved the capital of the empire in 762 to a newly created city, Baghdad, in central Iraq. The location on key trade routes gave the caliph access to trade goods, gold, and information about the far-flung empire.

The Abbasids developed a strong bureaucracy to conduct the huge empire's affairs. A treasury kept track of the money flow. A special department managed the business of the army. Diplomats from the empire were sent to courts in Europe,

Africa, and Asia to conduct imperial business. To support this bureaucracy, the Abbasids taxed land, imports and exports, and non-Muslims' wealth.

**Rival Groups Divide Muslim Lands** The Abbasid caliphate lasted from 750 to 1258. During that time, the Abbasids increased their authority by consulting religious leaders. But they failed to keep complete political control of the immense territory. Independent Muslim states sprang up, and local leaders dominated many smaller regions. The **Fatimid** (FAT•uh•MIHD) caliphate was formed by Shi'a Muslims who claimed descent from Muhammad's daughter Fatima. The caliphate began in North Africa and spread across the Red Sea to western Arabia and Syria. However, the Fatimids and other smaller states were still connected to the Abbasid caliphate through religion, language, trade, and the economy.

▼ This 13th-century miniature shows Arab traders navigating the Indian Ocean.



**Muslim Trade Network** At this time, two major sea-trading networks existed—the Mediterranean Sea and the Indian Ocean. Through these networks, the Muslim Empire could engage in sea trade with the rest of the world. The land network connected the Silk Roads of China and India with Europe and Africa. Muslim merchants needed only a single language, Arabic, and a single currency, the Abbasid dinar, to travel in the empire. C

To encourage the flow of trade, Muslim money changers set up banks in cities throughout the empire. Banks offered letters of credit, called *sakks*, to merchants. A merchant with a *sakk* from a bank in Baghdad could exchange it for cash at a bank in any other city in the empire. In Europe, *sakk* was pronounced “check.” Thus, using checks dates back to the Muslim Empire.

At one end of the Muslim Empire was the city of Córdoba in al-Andalus. In the tenth century, this city had a population of 200,000; Paris, in contrast, had 38,000. The city attracted poets, philosophers, and scientists. Many non-Muslims adopted Muslim customs, and Córdoba became a dazzling center of Muslim culture.

In Córdoba, Damascus, Cairo, and Baghdad, a cultural blending of people fueled a period of immense achievements in the arts and the sciences.

**MAIN IDEA**

**Recognizing Effects**

C Why would a single language and a single currency be such an advantage to a trader?

**SECTION 2 ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- caliph
- Umayyads
- Shi'a
- Sunni
- Sufi
- Abbasids
- al-Andalus
- Fatimid

**USING YOUR NOTES**

2. Which period of rule do you think was most effective?

Rulers	Period of Rule	Developments in Islam
Rightly guided caliphs		
Umayyads		
Abbasids		

**MAIN IDEAS**

3. How did Muslims under the “rightly guided” caliphs treat conquered peoples?
4. Why did the Shi'a oppose the rule of the Umayyads?
5. What tied the Abbasid caliphate and the independent Muslim states together?

**CRITICAL THINKING & WRITING**

6. **EVALUATING COURSES OF ACTION** Do you think Muhammad should have appointed a successor? Why or why not?
7. **DRAWING CONCLUSIONS** What attracted non-Muslims to Islam and Islamic culture?
8. **MAKING INFERENCES** What does opposition to the luxurious life of the Umayyads suggest about what is important to most Muslims?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write a one-paragraph **summary** in which you determine whether or not the Muslim Empire was well run.

**INTEGRATED TECHNOLOGY INTERNET ACTIVITY**

Use the Internet to find out the number of Sunni and Shi'a Muslims today in Iran, Iraq, Saudi Arabia, and Syria. Create a **pie chart** showing the results of your research.

**INTERNET KEYWORD**  
country studies, Sunni, Shi'a

# Muslim Culture

## MAIN IDEA

### CULTURAL INTERACTION

Muslims combined and preserved the traditions of many peoples and also advanced learning in a variety of areas.

## WHY IT MATTERS NOW

Many of the ideas developed during this time became the basis of today's scientific and academic disciplines.

## TERMS & NAMES

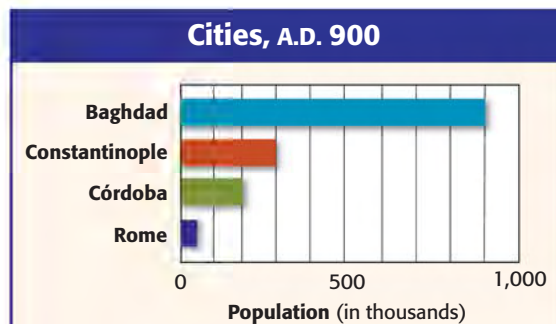
- House of Wisdom
- calligraphy

**SETTING THE STAGE** The Abbasids governed during a prosperous period of Muslim history. Riches flowed into the empire from all over Europe, Asia, and Africa. Rulers could afford to build luxurious cities. They supported the scientists, mathematicians, and philosophers that those cities attracted. In the special atmosphere created by Islam, the scholars preserved existing knowledge and produced an enormous body of original learning.

## Muslim Society

Over time, the influence of Muslims grew as the empire attracted people from a variety of lands. The many cultural traditions combined with the Arabic culture to create an international flavor. Muslim society had a sophistication matched at that time only by the Tang Empire of China. That cosmopolitan character was most evident in urban centers.

**The Rise of Muslim Cities** Until the construction of Baghdad, Damascus was the leading city. It was also the cultural center of Islamic learning. Other cities grew up around power centers, such as Córdoba (the Umayyad capital), Cairo (the Fatimid capital), and Jerusalem. (See the map on page 261.) Cities, which symbolized the strength of the caliphate, were very impressive.



Source: Tertius Chandler and Gerald Fox, *3,000 Years of Urban Growth*.

### SKILLBUILDER: Interpreting Graphs

**Comparing** How much larger in population was Baghdad than Córdoba?

## TAKING NOTES

**Clarifying** Use a web diagram to show the key elements of Muslim culture.



The Abbasid capital city, Baghdad, impressed all who saw it. Caliph al-Mansur chose the site for his capital on the west bank of the Tigris River in 762. Extensive planning went into the city's distinctive circular design, formed by three circular protective walls. The caliph's palace of marble and stone sat in the innermost circle, along with the grand mosque. Originally, the main streets between the middle wall and



▲ In a miniature painting from Persia, women are shown having a picnic in a garden. Gardens were seen as earthly representations of paradise.

the palace were lined with shops. Later, the marketplace moved to a district outside the walls. Baghdad's population approached one million at its peak.

**Four Social Classes** Baghdad's population, made up of different cultures and social classes, was typical for a large Muslim city in the eighth and ninth centuries. Muslim society was made up of four classes. The upper class included those who were Muslims at birth. Converts to Islam were in the second class. The third class consisted of the "protected people" and included Christians, Jews, and Zoroastrians. The lowest class was composed of slaves. Many slaves were prisoners of war, and all were non-Muslim. Slaves most frequently performed household work or fought in the military.

**Role of Women** The Qur'an says, "Men are the managers of the affairs of women," and "Righteous women are therefore obedient." However, the Qur'an also declares that men and women, as believers, are equal. The shari'a gave Muslim women specific legal rights concerning marriage, family, and property. Thus, Muslim women had more economic and property rights than European, Indian, and Chinese women of the same time period. Nonetheless, Muslim women were still expected to submit to men. When a husband wanted to divorce his wife, all he had to do was repeat three times, "I dismiss thee." The divorce became final in three months.

Responsibilities of Muslim women varied with the income of their husbands. The wife of a poor man would often work in the fields with her husband. Wealthier women supervised the household and its servants. They had access to education, and among them were poets and scholars. Rich or poor, women were responsible for the raising of the children. In the early days of Islam, women could also participate in public life and gain an education. However, over time, Muslim women were forced to live increasingly isolated lives. When they did go out in public, they were expected to be veiled.

## Muslim Scholarship Extends Knowledge

Muslims had several practical reasons for supporting the advancement of science. Rulers wanted qualified physicians treating their ills. The faithful throughout the empire relied on mathematicians and astronomers to calculate the times for prayer and the direction of Mecca. However, their attitude also reflected a deep-seated curiosity about the world and a quest for truth. Muhammad himself believed strongly in the power of learning:


### PRIMARY SOURCE

Acquire knowledge. It enableth its possessor to distinguish right from wrong; it lighteth the way to Heaven; it is our friend in the desert, our society in solitude, our companion when friendless; it guideth us to happiness; it sustaineth us in misery; it is an ornament amongst friends, and an armour against enemies.

MUHAMMAD, quoted in *The Sayings of Muhammad*

### MAIN IDEA

#### Analyzing Primary Sources

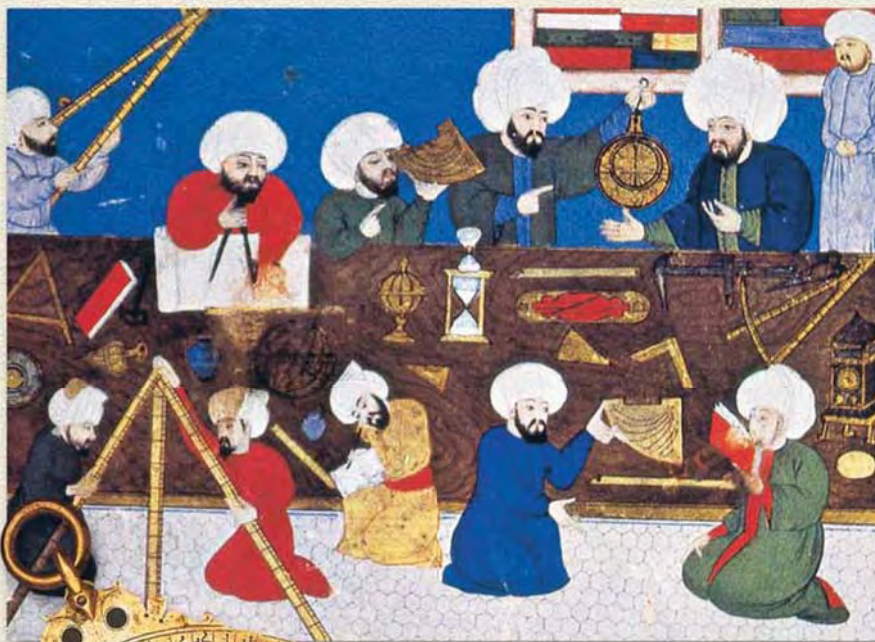
 According to Muhammad, what are the nine valuable results of knowledge?

## Astronomy

Muslim interest in astronomy developed from the need to fulfill three of the Five Pillars of Islam—fasting during Ramadan, performing the hajj, and praying toward Mecca. A correct lunar calendar was needed to mark religious periods such as the month of Ramadan and the month of the hajj. Studying the skies helped fix the locations of cities so that worshipers could face toward Mecca as they prayed. Extensive knowledge of the stars also helped guide Muslim traders to the many trading cities of the ancient world.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on astronomy, go to [classzone.com](http://classzone.com)



**This is the plate.** The plate was etched with a map of the sky for a certain latitude.

**This is the rete**—it rotated over the plate. The rete was mostly cut away so the map beneath was visible.

**These pointers** on the rete represented different stars. At night, observers could look at the sky, position the pointers, and make their calculations.

◀ **The astrolabe** was an early scientific instrument. It had a fixed “plate” and a rotating “rete.” The plate was a map of the sky and the rete simulated the daily movement of the earth in relation to the stars. Using this tool, one could calculate time, celestial events, and relative position. For Muslims, the astrolabe helped determine where they were in relation to Mecca.



▲ The device shown here is called an **armillary sphere**. The man standing in the center is aligning the sphere, while the seated man records the observations. Astronomers calculated the time of day or year by aligning the rings with various stars. This helped Muslims set their religious calendar.

◀ **Muslim observatories** were great centers of learning. This scene depicts astronomers working at the observatory in Istanbul. They are using many instruments including an astrolabe like the one shown on this page.

### Connect to Today

**1. Recognizing Effects** How did fulfilling religious duties lead Muslims to astronomy and a better understanding of the physical world?

See Skillbuilder Handbook, page R6.

**2. Comparing and Contrasting** Muslim astronomers developed instruments to improve their observations of the sky. We do the same thing today. Research how modern astronomers make their observations and compare their methods with early Muslim astronomers. Write two paragraphs on how their methods are similar to and different from each other.



The Prophet's emphasis on study and scholarship led to strong support of places of learning by Muslim leaders. After the fall of Rome in A.D. 476, Europe entered a period of upheaval and chaos, an era in which scholarship suffered. The scientific knowledge gained up to that time might have been lost. However, Muslim leaders and scholars preserved and expanded much of that knowledge. Both Umayyads and Abbasids encouraged scholars to collect and translate scientific and philosophical texts. In the early 800s, Caliph al-Ma'mun opened in Baghdad a combination library, academy, and translation center called the [House of Wisdom](#). There, scholars of different cultures and beliefs worked side by side translating texts from Greece, India, Persia, and elsewhere into Arabic.

## Art and Sciences Flourish

Scholars at the House of Wisdom included researchers, editors, linguists, and technical advisers. These scholars developed standards and techniques for research that are a part of the basic methods of today's research. Some Muslim scholars used Greek ideas in fresh new ways. Others created original work of the highest quality. In these ways, Muslims in the Abbasid lands, especially in Córdoba and Baghdad, set the stage for a later revival of European learning.

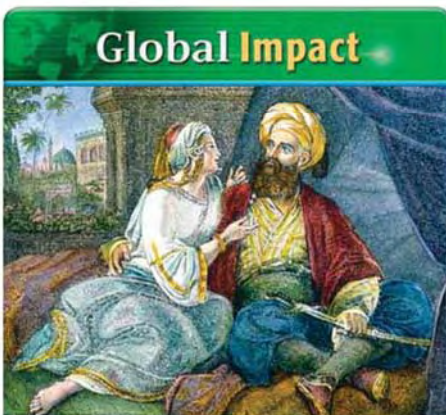
**Muslim Literature** Literature had been a strong tradition in Arabia even before Islam. Bedouin poets, reflecting the spirit of desert life, composed poems celebrating ideals such as bravery, love, generosity, and hospitality. Those themes continued to appear in poetry written after the rise of Islam.

The Qur'an is the standard for all Arabic literature and poetry. Early Muslim poets sang the praises of the Prophet and of Islam and, later, of the caliphs and other patrons who supported them. During the age of the Abbasid caliphate, literary tastes expanded to include poems about nature and the pleasures of life and love.

Popular literature included *The Thousand and One Nights*, a collection of fairy tales, parables, and legends. The core of the collection has been linked to India and Persia, but peoples of the Muslim Empire added stories and arranged them, beginning around the tenth century.

**Muslim Art and Architecture** As the Muslim Empire expanded, the Arabs entered regions that had rich artistic traditions. Muslims continued these traditions but often adapted them to suit Islamic beliefs and practices. For example, since Muslims believed that only Allah can create life, images of living beings were discouraged. Thus, many artists turned to [calligraphy](#), or the art of beautiful handwriting. Others expressed themselves through the decorative arts, such as woodwork, glass, ceramics, and textiles.

It is in architecture that the greatest cultural blending of the Muslim world can be seen. To some extent, a building reflected the culture of people of the area. For example, the Great Mosque of Damascus was built on the site of a Christian church. In many ways, the huge dome and vaulted ceiling of the mosque blended Byzantine architecture with Muslim ideas. In Syrian areas, the architecture included features that were very Roman, including baths using Roman heating systems. In Córdoba, the Great



### **The Thousand and One Nights**

*The Thousand and One Nights* is a collection of stories tied together using a frame story. The frame story tells of King Shahryar, who marries a new wife each day and has her killed the next. When Scheherazade marries the king, however, she tells him fascinating tales for a thousand and one nights, until the king realizes that he loves her.

The tradition of using a frame story dates back to at least 200 B.C., when the ancient Indian fables of the *Panchatantra* were collected. Italian writer Giovanni Boccaccio also set his great work, *The Decameron*, within a frame story in 1335.

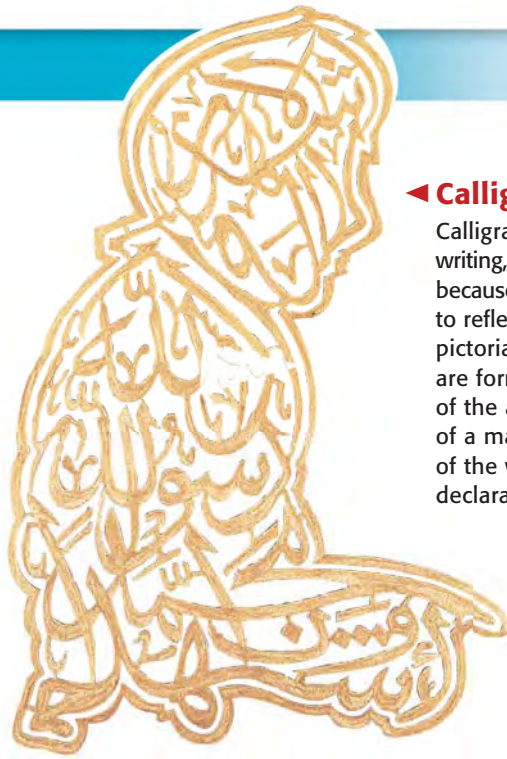
## Muslim Art

Muslim art is intricate and colorful but often does not contain images of living beings. Muslim leaders feared that people might worship the images rather than Allah. Thus, Muslim artists found different ways to express their creativity, as shown on this page.



### ▲ Arabesque

Arabesque decoration is a complex, ornate design. It usually incorporates flowers, leaves, and geometric patterns. These arabesque tiles are from the Jami Masjid Mosque. Arabesque designs are also found in Muslim mosaics, textiles, and sculptures.



### ◀ Calligraphy

Calligraphy, or ornamental writing, is important to Muslims because it is considered a way to reflect the glory of Allah. In pictorial calligraphy, pictures are formed using the letters of the alphabet. This picture of a man praying is made up of the words of the Muslim declaration of faith.



### ◀ Geometric Patterns

Muslim artwork sometimes focuses on strictly geometric patterns. Geometric designs can be found in everything from pottery to architecture. This mosaic is from the Jami Masjid Mosque in India (shown below) and uses intricate patterns radiating out from the central shape.



### SKILLBUILDER: Interpreting Visual Sources

**Drawing Conclusions** What do these three artistic techniques suggest about Muslim art?



▲ This interior view of the Great Mosque of Córdoba showed a new architectural style. Two tiers of arches support the ceiling.

Mosque used two levels of arches in a style unknown before. The style was based on principles used in earlier mosques. These blended styles appeared in all the lands occupied by the Muslims.

**Medical Advances** Muslim contributions in the sciences were most recognizable in medicine, mathematics, and astronomy. A Persian scholar named al-Razi (Rhazes, according to the European pronunciation) was the greatest physician of the Muslim world and, more than likely, of world civilization between A.D. 500 and 1500. He wrote an encyclopedia called the *Comprehensive Book* that drew on knowledge from Greek, Syrian, Arabic, and Indian sources as well as on his own experience. Al-Razi also wrote *Treatise on Smallpox and Measles*, which was translated into several languages. He believed patients would recover more quickly if they breathed cleaner air.

**Math and Science Stretch Horizons** Among the ideas that Muslim scholars introduced to modern math and science, two especially stand out. They are the reliance on scientific observation and experimentation, and the ability to find mathematical solutions to old problems. As for science, Muslims translated and studied Greek texts. But they did not follow the Greek method of solving problems. Aristotle, Pythagoras, and other Greek thinkers preferred logical reasoning over uncovering facts through observation. Muslim scientists preferred to solve problems by conducting experiments in laboratory settings.

Muslim scholars believed that mathematics was the basis of all knowledge. Al-Khwarizmi, a mathematician born in Baghdad in the late 700s, studied Indian rather than Greek sources. He wrote a textbook in the 800s explaining “the art of bringing together unknowns to match a known quantity.” He called this technique *al-jabr*—today called algebra.

Many of the advances in mathematics were related to the study of astronomy. Muslim observatories charted stars, comets, and planets. Ibn al-Haytham (Alhazen), a brilliant mathematician, produced a book called *Optics* that revolutionized ideas about vision. He showed that people see objects because rays pass from the objects to the eyes, not from the eyes to the objects as was commonly believed. His studies about optics were used in developing lenses for telescopes and microscopes.

## Philosophy and Religion Blend Views

In addition to scientific works, scholars at the House of Wisdom in Baghdad translated works of Greek philosophers like Aristotle and Plato into Arabic. In the 1100s, Muslim philosopher Ibn Rushd (also known as Averroës), who lived in

## History Makers

**Ibn Rushd**  
1126–1198

Today Ibn Rushd is considered by many to be the most important of all Muslim philosophers. Yet his views were so offensive to Islamic conservatives that he was once stoned in the Great Mosque of Córdoba. In 1184, the philosopher began serving as physician to Caliph al-Mansur in Marrakech. Under pressure by conservatives, however, the caliph accused Ibn Rushd of heresy and ordered some of his books to be burned.

Fortunately, all of his work was not lost. Ibn Rushd's writings had a great impact on Europe in the 13th century and played a major role in the revival of Christian scholarship. In the 16th century, Italian painter Raphael placed Ibn Rushd among the ancient Greek philosophers in *School of Athens*.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Ibn Rushd, go to [classzone.com](http://classzone.com)

Córdoba, was criticized for trying to blend Aristotle's and Plato's views with those of Islam. However, Ibn Rushd argued that Greek philosophy and Islam both had the same goal: to find the truth.

Moses Ben Maimon (Maimonides), a Jewish physician and philosopher, was born in Córdoba and lived in Egypt. Like Ibn Rushd, he faced strong opposition for his ideas, but he came to be recognized as the greatest Jewish philosopher in history. Writing during the same time as Ibn Rushd, Maimonides produced a book, *The Guide for the Perplexed*, that blended philosophy, religion, and science.

**The "Ideal Man"** The values of many cultures were recognized by the Muslims. A ninth-century Muslim philosophical society showed that it recognized the empire's diverse nature when it described its "ideal man":

### PRIMARY SOURCE

The ideal and morally perfect man should be of East Persian derivation, Arabic in faith, of Iraqi education, a Hebrew in astuteness, a disciple of Christ in conduct, as pious as a Greek monk, a Greek in the individual sciences, an Indian in the interpretation of all mysteries, but lastly and especially a Sufi in his whole spiritual life.

IKHWAN AS-SAFA, quoted in *The World of Islam*

### MAIN IDEA

#### Drawing Conclusions

**B** What is the advantage of blending various traditions within a culture?

Though the unified Muslim state broke up, Muslim culture continued. Three Muslim empires—the Ottoman, the Safavid, and the Mughal—would emerge that would reflect the blended nature of the culture of this time. The knowledge developed and preserved by the Muslim scholars would be drawn upon by European scholars in the Renaissance, beginning in the 14th century. **B**

## SECTION

## 3

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- House of Wisdom
- calligraphy

### USING YOUR NOTES

2. Which of these elements most strengthened the Abbasid rule? Explain.



### MAIN IDEAS

3. What was the role of women in Muslim society?
4. How did Muslim scholars help preserve the knowledge of the ancient Greeks and Romans?
5. What were some of the Muslim contributions in medicine, mathematics, and astronomy?

### CRITICAL THINKING & WRITING

6. **EVALUATING** What do you consider to be the five most significant developments in scholarship and the arts during the reign of the Abbasids?
7. **MAKING INFERENCES** What united the scholars of different cultures who worked in the House of Wisdom?
8. **SYNTHESIZING** What role did cities play in the advancement of Muslim culture?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Write a one-paragraph **analysis** explaining how the primary source quotation on this page reflects the Muslim Empire's diversity.

### CONNECT TO TODAY CREATING A POSTER

Research to find out how the discoveries of Muslim physician al-Razi have influenced medicine today. Present your findings in a **poster**.

# Chapter 10 Assessment

## TERMS & NAMES

For each term or name below, briefly explain its connection to the Muslim world between 600 and 1250.

1. Allah
2. Muhammad
3. Islam
4. Hijrah
5. hajj
6. Shi'a
7. Sufi
8. House of Wisdom

## MAIN IDEAS

### The Rise of Islam Section 1 (pages 263–268)

9. Describe the religious environment into which Muhammad was born.
10. Why did many people in Mecca reject Muhammad's ideas at first?
11. How did early Muslims view and treat Jews and Christians?

### Islam Expands Section 2 (pages 269–272)

12. Why were the "rightly guided" caliphs so successful in spreading Islam?
13. What were the main reasons for the split between the Sunni and the Shi'a?
14. Why did trade flourish under the Abbasids?

### Muslim Culture Section 3 (pages 273–279)

15. How was Muslim society structured?
16. What were some of the practical reasons Muslims had for supporting the advancement of science?

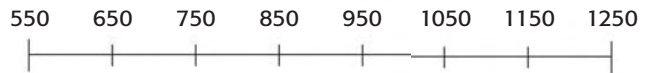
17. In which fields of learning did Muslims excel?

18. How did the art and architecture of the Muslims reflect cultural blending?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a time line, list the five most important events in the development and expansion of Islam between 550 and 1250.



### 2. SYNTHESIZING

**CULTURAL INTERACTION** How did the development of Islam influence the blending of cultures in the region where Europe, Africa, and Asia come together?

### 3. MAKING INFERENCES

**RELIGIOUS AND ETHICAL SYSTEMS** In what ways did the religious duties of Islam affect the everyday lives of Muslims?

### 4. SUMMARIZING

**EMPIRE BUILDING** How did the Abbasids keep the affairs of their empire under control?

### 5. DEVELOPING HISTORICAL PERSPECTIVE

What rebirth of learning might not have taken place in Europe if Muhammad had not encouraged the pursuit of knowledge?

## VISUAL SUMMARY

### The Muslim World

#### ISLAM

#### Empire Building

Four major Muslim caliphates build empires on parts of three continents.

- 661–750: Umayyad caliphate
- 750–1258: Abbasid caliphate
- 756–976: Umayyads of al-Andalus (Spain)
- 909–1171: Fatimid caliphate (North Africa, Egypt, Western Arabia, and Syria)

#### Culture

Muslim scholars preserve, blend, and expand knowledge, especially in mathematics, astronomy, architecture, and medical science.

#### Religion

- Muhammad receives revelations from Allah.
- The Five Pillars of Islam are Muslims' basic religious duties.
- The sources of authority—the Qur'an and the Sunna—guide daily life.
- Islam divides into several branches, including Sunni and Shi'a.

Use the quotation and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

One should read histories, study biographies and the experiences of nations. By doing this, it will be as though, in his short life space, he lived contemporaneously with peoples of the past, was on intimate terms with them, and knew the good and the bad among them. . . . You should model your conduct on that of the early Muslims. Therefore, read the biography of the Prophet, study his deeds and concerns, follow in his footsteps, and try your utmost to imitate him.

ABD AL-LATIF quoted in *A History of the Arab Peoples*

- Why does al-Latif advocate studying history?
  - because history repeats itself
  - because history provides insight into the lives of past peoples
  - because studying history is a good intellectual exercise
  - because studying history is required of all Muslims
- Why does he want people to study the life of Muhammad?
  - because Muhammad is a great historical figure
  - because Muslim law requires it
  - to learn to be like the Prophet
  - to learn about cultural blending

Use the chart and your knowledge of world history to answer question 3.

Muslim Population, 1990s

Country	Population	% of Total Population
Albania	2,275,000	70.0
Argentina	370,000	1.1
Brazil	500,000	0.3
Bulgaria	1,200,000	13.0
Canada	350,000	1.3
France	3,500,000	6.1
Germany	1,700,000	2.1
Guyana	130,000	13.0
Spain	300,000	0.8
Surinam	150,000	30.0
United Kingdom	1,500,000	2.7
United States	6,000,000	2.4

Source: *The Cambridge Illustrated History of the Islamic World*

- Which nations have a population of Muslims that is similar to that of the United States in terms of percentage?
  - Canada and France
  - Germany and Argentina
  - United Kingdom and France
  - Germany and United Kingdom

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact with History

In this chapter, you learned that a culture blooms by spreading ideas through trade, war and conquest, and through scholarly exchange. With a partner, make a list of at least five ways to spread an idea in today's world—ways that were not available to Muslims in A.D. 600–1250.

2. WRITING ABOUT HISTORY

Imagine that you are a newspaper reporter investigating the newly opened House of Wisdom. Write a brief **newspaper article** about the new center in Baghdad and the work being undertaken there. In the article, be sure to

- describe the center and the scholars who work there
- include quotations from the scholars
- summarize some of the center's accomplishments and goals

INTEGRATED TECHNOLOGY

Creating a Multimedia Presentation

Use the Internet, books, and other reference sources to create a multimedia presentation on the rise, growth, and culture of Islam. Write brief summaries on each topic. Use maps, pictures, and quotations to accompany your text and illustrate and enhance your presentation. Be sure to include information on the following:

- the life of Muhammad
- a time line of major events in the development of Islam
- the key beliefs and practices of Islam
- the impact of the Muslim Empire on other cultures
- the impact of Muslim learning in science and the arts