

# 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**

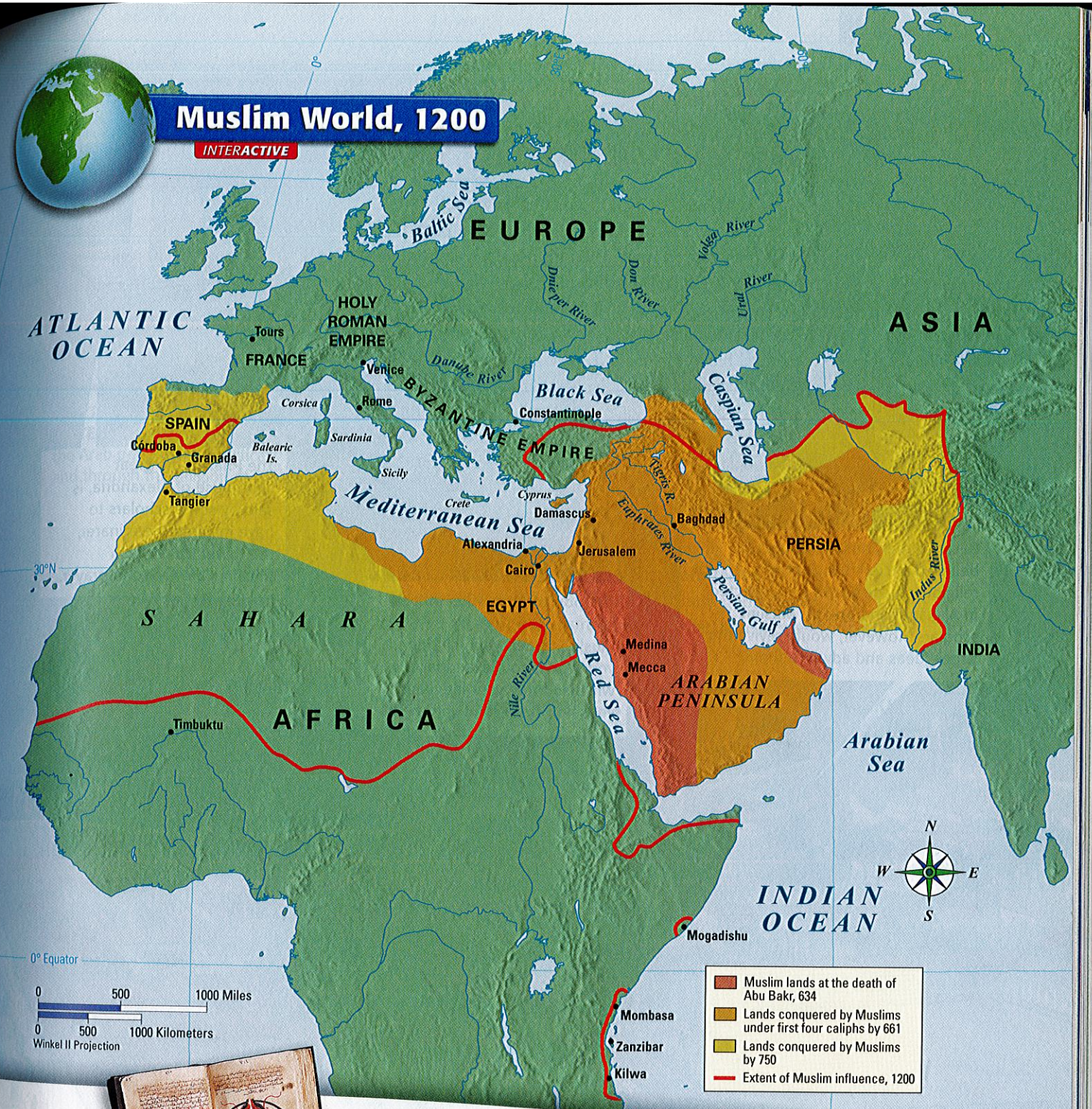
Chinese invent gunpowder.

## WORLD



## Muslim World, 1200

INTERACTIVE



**1000s**

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



**1100s**

Muslim literature flourishes.

1000

**960**

Song Dynasty is established in China.

**1054**

Christian Church divides.

1250

**1209**

Genghis Khan begins the Mongol conquest.

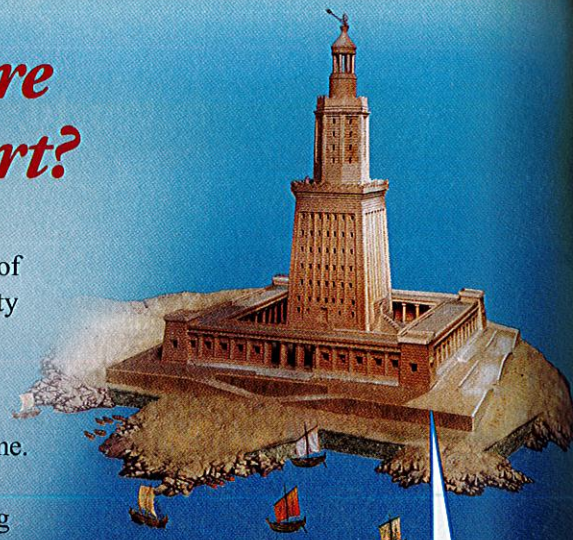


## Interact with History

### 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.



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.

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.

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

#### 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.

# The Rise of Islam

1

#### 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.

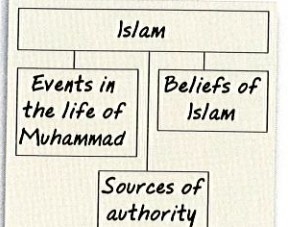
The areas with more fertile soil and the larger oases had enough water to support farming communities. By the early 600s, many Arabs had chosen to settle in an oasis or in a market town. Larger towns near the western coast of Arabia became market towns for local, regional, and long-distance trade goods.

**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.





- Trade Goods Brought to Arabia**
- spices
  - incense
  - perfumes
  - precious metals
  - ivory
  - silk

**GEOGRAPHY SKILLBUILDER: Interpreting Maps**

- 1. Location** Why is Arabia's location a good one for trade?
- 2. Movement** Why was the location of Mecca ideal for the spread of ideas?

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** (ih•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.

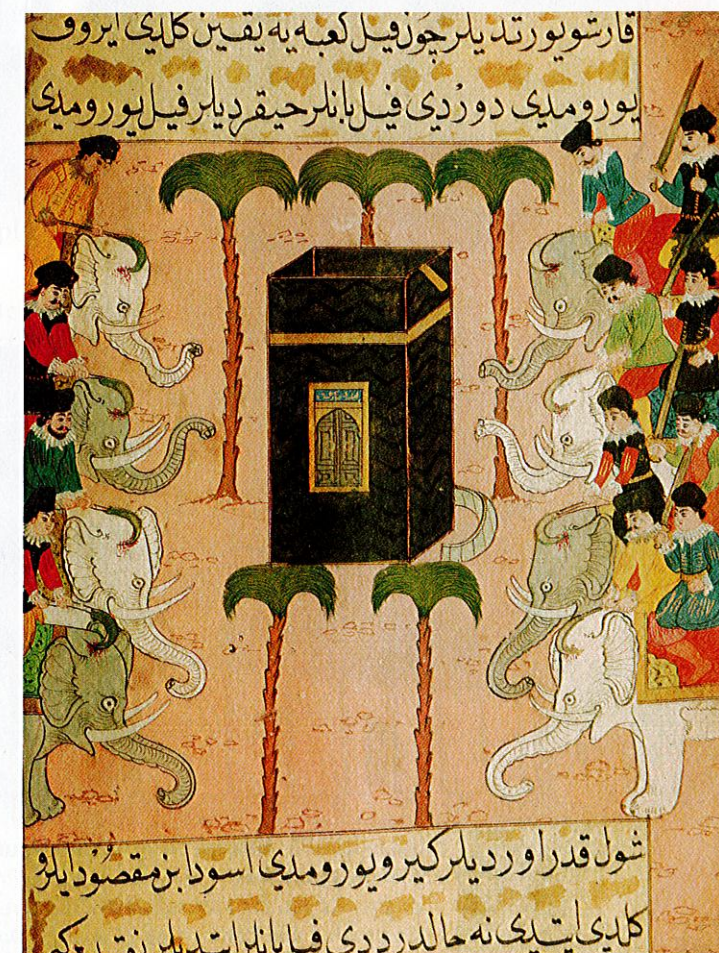
**The Hijrah** After some of his followers had been attacked, Muhammad decided to leave Mecca in 622. Following a small band of supporters he sent ahead, Muhammad moved to the town of Yathrib, over 200 miles to the north of Mecca. This migration became known as the **Hijrah** (HIHJ•ruh). The Hijrah to 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.



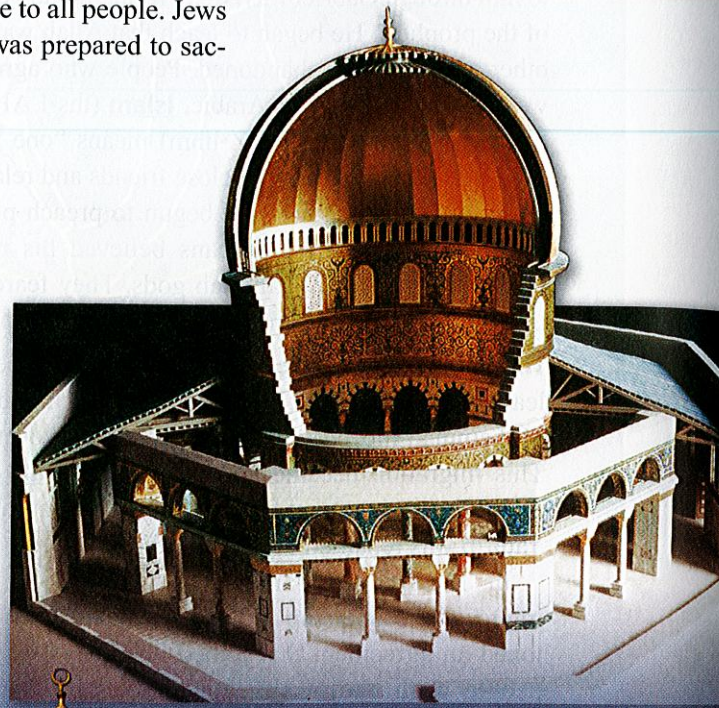
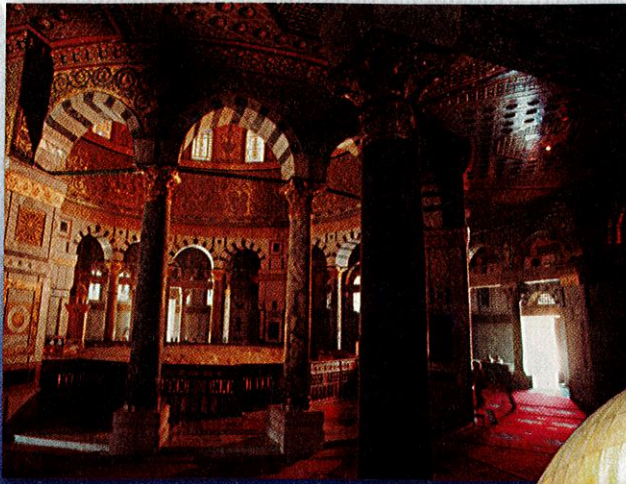
## > Analyzing Architecture

### 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 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 that appear in everything from the tile to the carpet. This is a feature often found in Muslim art.



▼ This model displays the interior of the building. The dome is about 100 feet tall and 60 feet in diameter. It rests on 16 pillars and columns and is surrounded by an octagonal colonnade of 24 pillars and columns. The exterior walls are about 60 feet long, 36 feet tall, and also form an octagon.



#### 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.

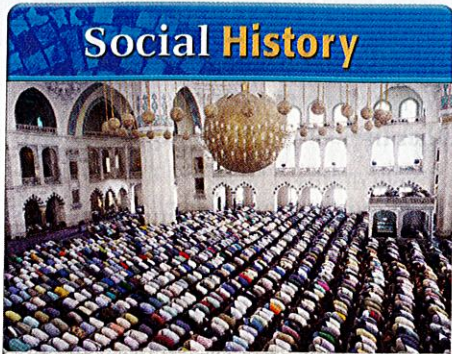
**A Way of Life** Carrying out the Five Pillars of Islam ensures that Muslims live their religion while serving in their community. Along with the Five Pillars, there are other customs, morals, and laws for Islamic society that affect Muslims' daily lives. Believers are forbidden to eat pork or to drink 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 worshippers 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?

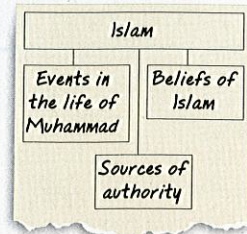
## SECTION 1 ASSESSMENT

**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               |                |                       |