

Southwest Asia and North Africa

ESSENTIAL QUESTION

How do belief systems influence society and government?

Think about how this question might relate to the development of early Islamic civilization in Southwest Asia and North Africa.

COLLABORATE

**TALK ABOUT IT**

Discuss with a partner what type of information you would need to know to answer this question. For example, one question might be: What are the most important teachings of the Quran?

DIRECTIONS: Now write down three additional questions that you need to answer to be able to explain why and how Islam developed.

MY RESEARCH QUESTIONS

Supporting Question 1:

Supporting Question 2:

Supporting Question 3:



ESSENTIAL QUESTION

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As you gather evidence to answer the Essential Question, think about:

- what life was like on the Arabian Peninsula.
- why people followed Muhammad.
- how the Arabs' tribal society changed with the rise of Islam.
- the teachings of the Quran.

My Notes

A New Faith

DIRECTIONS: Search for evidence in Chapter 3, Lesson 1 to help you answer the following questions.

1 EXPLAINING What is the significance of Makkah to Islamic society?

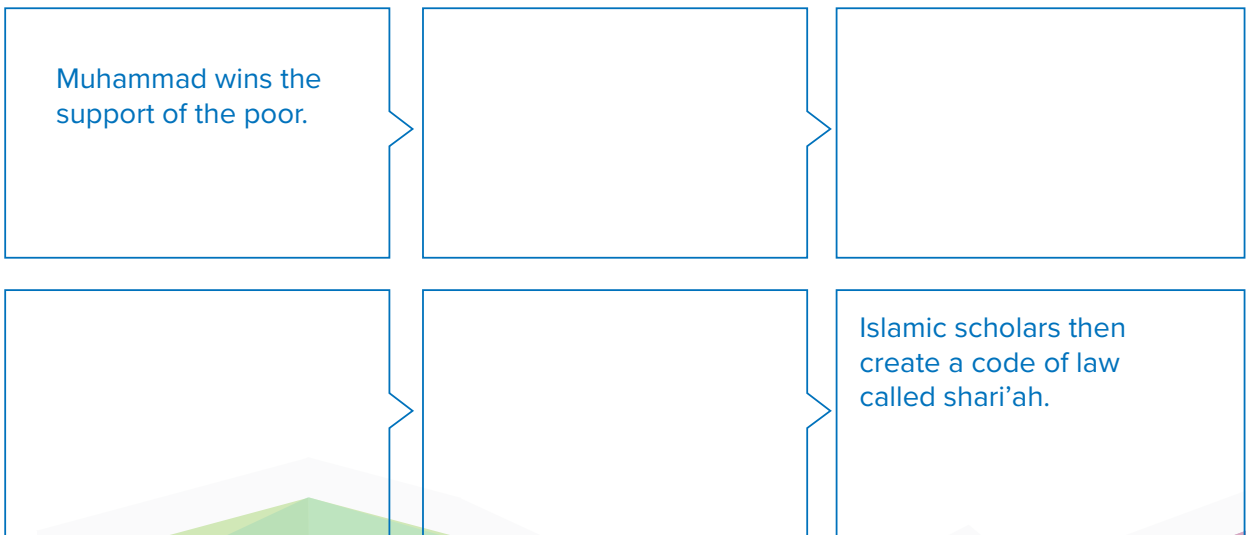
2 CITING TEXT EVIDENCE How were the beliefs Arabs held prior to Islam carried over into this new religion?

3 ECONOMICS How did trade between Arabs and other civilizations help Islam to develop?

4 IDENTIFYING CAUSES Why was Muhammad inspired to preach to other Arabs?

5 INTEGRATING VISUAL INFORMATION Look at the photographs of the Kaaba. What do these photographs illustrate about Islam and Muslims?

6 UNDERSTANDING CHRONOLOGY Complete the graphic organizer below with the significant events that contributed to Muhammad's rise as a prophet and the development of the Quran.



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VOCABULARY

russet: a shade of reddish-brown

serene: peaceful

trappings: decorations or ornaments

humble: plain

frolic: to play, skip, or romp

litter: a long seat with rods surrounded

by curtains that is used to carry one person

kindred: family

The Song of Maisuna

DIRECTIONS: Read the following poem and answer the accompanying questions.

EXPLORE THE CONTENT: A great deal of literature came from Muslim men and women of this era. This poem was written c. 661–680 C.E. by a woman named Maisuna, who was a wife of a leader of Islam after the death of Muhammad. The poem brings the reader into a typical moment of Arabian life.

PRIMARY SOURCE: POEM

“The russet suit of camel’s hair,
 With spirits light, and eye serene,
 Is dearer to my bosom far
 Than all the trappings of a queen.
 The humble tent and murmuring breeze
 That whistles thro’ its fluttering wall,
 My unaspiring fancy please
 Better than towers and splendid halls.
 Th’ attendant colts that bounding fly
 And frolic by the litter’s side,
 Are dearer in Maisuna’s eye
 Than gorgeous mules in all their pride.
 The watch-dog’s voice that bays whene’er
 A stranger seeks his master’s cot,
 Sounds sweeter in Maisuna’s ear
 Than yonder trumpet’s long-drawn note.
 The rustic youth unspoilt by art,
 Son of my kindred, poor but free,
 Will ever to Maisuna’s heart
 Be dearer, pamper’d fool, than thee.”

—Maisuna, wife to the Caliph Mowiah

1a ANALYZING Why does the author use phrases such as “Is dearer to my bosom far/Than all the trappings of a queen” and “Sounds sweeter in Maisuna’s ear/Than yonder trumpet’s long-drawn note”?

1b COMPARING What are some other comparisons the author uses to express her feelings about the world around her?

2 DETERMINING CONTEXT What words and phrases does the author use to help the reader understand the time and place?

3 INFERRING What is the theme of the poem?

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Islam and Charity

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTENT: The following text is from “The Five Principles of Islam and their Significance.” It specifically explains Islam’s final principle, zakat, or the giving of alms.

SECONDARY SOURCE: PERIODICAL

“ Now I come to the last and fifth principle of Islam, which has been promulgated [declared] by the Holy Qur-an in the terms of Zakat (poor-rates) or Sadaquat (alms). Every Muslim is expected to take a stock of his savings every year and to disburse [hand out] 2 1/2 per cent. of this as “alms.” Charity in Islam takes two different forms: one is optional and the other compulsory [required], which is also called zakat. When asked as to what was the ultimate object of zakat, the Holy Prophet replied that it was a means whereby the rich had to give something out of their wealth for the help of those who are in need. The Holy Qur-an has laid down eight different purposes for the expenditure [spending] of this zakat money. It says: ‘Alms are only for the poor, the needy, the officials appointed over them, those whose hearts are made inclined to truth, the ransoming of captives, those in debt, in the way of Allah and the wayfarer.’

It is Islam that has given charity the prestige [respect] and form of an institution. Before the advent [founding] of Islam the followers of other religions used to do charitable deeds on their own personal fancies and had no organization. But the Holy Prophet, whose aim was to systemize the religion and make it a living force in the civilization of mankind, laid down rules and regulations for charity, so that the general welfare of the society may be achieved.”

—from “The Five Principles of Islam and their Significance” by Maulvi Mustafakhan, *The Islamic Review*, Vol. IX No. 6 (June-July 1921)

VOCABULARY

optional: voluntary

ultimate: essential

inclined: tend to take a particular action

fancies: desires or whims

institution:

organization or society

systemize: to

develop a method,

order, or regularity

1a **CIVICS** Who is expected to pay zakat?

1b **INFERRING** Why do you think this group is singled out for observing this principle?

2 **DESCRIBING** What are some of the purposes of zakat?

3 **CIVICS** What is the larger benefit to paying zakat?

4 **ANALYZING** Explain why Mustafakhan believes “It is Islam that has given charity the prestige [respect] and form of an institution.”

5 **INFERRING** Why is zakat such an important principle in the Islamic faith?



The Spread of Islam

DIRECTIONS: Search for evidence in Chapter 3, Lesson 2 to help you answer the following questions.

1 EXPLAINING What was the goal of the first four caliphs?

2 CITING TEXT EVIDENCE What evidence in the text supports the idea that Byzantine and Persian policies helped Muslims create a large empire?

ESSENTIAL QUESTION

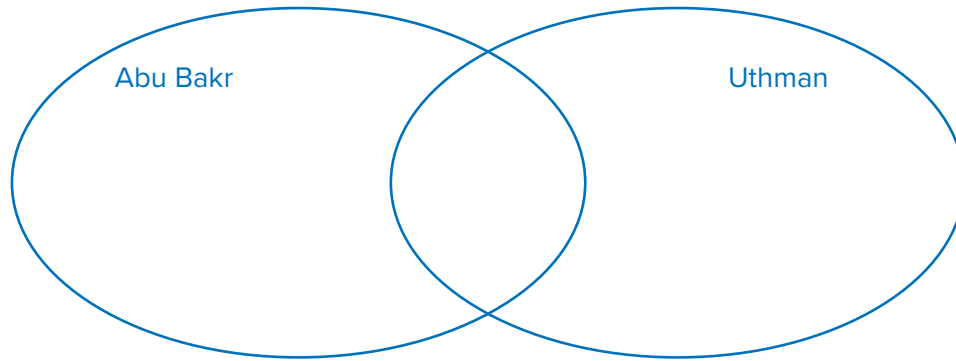
How do belief systems influence society and government?

As you gather evidence to answer the Essential Question, think about:

- how the practices of Islam spread throughout the region.
- how the various Islamic leaders treated non-Muslims.
- how the first four caliphs changed and improved Islamic culture.
- how an Islamic state changed under various dynasties.

My Notes

3 COMPARING Complete the Venn diagram.



4 IDENTIFYING CAUSES Why did Islam split into two similar but opposing groups?

5 DIFFERENTIATING In the graphic organizer below, describe the major characteristics of each of the three Muslim empires.

Empire	Characteristics of the Empire			
Ottoman Empire				
Safavid Empire				
Mughal Empire				

ESSENTIAL QUESTION

How do belief systems influence society and government?

Masu'di on the First Caliph

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTENT: Abul Hasan Ali Al-Masu'di, author of this excerpt, collected stories about the early caliphs of Islam and published them in a series of books. This excerpt is about Abu Bakr, the first caliph after Muhammad's death. Among other accomplishments, he restored peace after Muhammad died and compiled verses of the Quran, the sacred text of Islam.

SECONDARY SOURCE: BOOK

“Abu Bakr surpassed all the Muhammadans in his austerity, his frugality, and the simplicity of his life and outward appearance. During his rule he wore but a single linen garment and a cloak. In this simple dress he gave audience to the chiefs of the noblest Arab tribes and to the kings of Yemen. The latter appeared before him dressed in richest robes, covered with gold embroideries and wearing splendid crowns. But at sight of the Caliph, shamed by his mingling of pious humility and earnest gravity, they followed his example and renounced their gorgeous attire.”

— Abul Hasan Ali Al-Masu'di, *The Book of Golden Meadows*, c. 940 C.E.

VOCABULARY

surpassed: went beyond

frugality: thriftiness

pious: holy; moral

gravity: seriousness

renounced: gave up

1a ANALYZING POINTS OF VIEW What is the author's opinion of Abu Bakr?

1b CITING TEXT EVIDENCE What evidence in the excerpt supports your claim?

2 ANALYZING INDIVIDUALS Why does the author compare Abu Bakr to the chiefs?

3 ANALYZING SOURCES What phrase from the excerpt illustrates the author's claim that Abu Bakr was frugal?

4 CIVICS Why did the chiefs change the way they dressed?

5 INFERRING What can you infer about Abu Bakr's character?

ESSENTIAL QUESTION

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Geography and the Ottoman Empire

DIRECTIONS: Look at the following map and answer the accompanying questions.

EXPLORE THE CONTEXT: Islamic civilization spread through Europe and the Middle East during the Ottoman Empire. The map below, made in 1898, shows the spread of Islamic civilization. Use this map, along with other maps in your Student Edition, to help you answer the questions.



- 1 IDENTIFYING CAUSES** Why did various rulers seek to conquer neighboring regions?

2 USING MAPS How did the location of the empire assist in its expansion?

3 GEOGRAPHY Why did Cairo and Baghdad likely grow into large cities?


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THE STORY BEGINS...

LESSON 3
Life in the Islamic World

The Arab world did not remain unified; the vast territory of their empire, the caliphate, was divided into many smaller states. In 632, Muhammad had been buried in Medina, and a number of leading men from Mecca gathered to elect a successor.

Essentially, it became the center of learning and education, and an important center of art and culture. Baghdad's library, the House of Wisdom, was one of the largest in the world. It was a place of learning, and it was the center of Islamic culture. The House of Wisdom was a place where scholars from all over the world gathered to study, work, and share their knowledge.



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As you gather evidence to answer the Essential Question, think about:

- the development of trade in the region.
- how social groups were structured.
- contributions made by Muslims to mathematics, science, medicine, and the arts.

My Notes

Life in the Islamic World

DIRECTIONS: Search for evidence in Chapter 3, Lesson 3 to help you answer the following questions.

1 EXPLAINING CAUSES What contributed to the success of Muslim traders?

2 CITING TEXT EVIDENCE How did mosques contribute to Islamic society?

- 3 COMPARING** In the graphic organizer below, describe how life differed between cities and villages in the Muslim world.

Muslim City	Muslim Village

- 4 EXPLAINING ISSUES** How did Islamic law protect enslaved people?

- 5 IDENTIFYING** Complete the following chart to show the types of contributions Muslims made in the fields of medicine, science and mathematics, literature, and architecture.

Person	Field	Contribution
Al-Razi		
Mamun		
Omar Khayyam		
Shah Jahan		

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VOCABULARY

vanity: pride, conceit

avail: benefit

shrouded: covered

allure: lit up

depart: leave

The Poetry of Omar Khayyam

DIRECTIONS: Read the following poem and answer the accompanying questions.

EXPLORE THE CONTENT: Omar Khayyam is one of the most famous authors of early Islam. In this poem, Khayyam explores a large topic—life—in very few sentences.

PRIMARY SOURCE: POEM

“Nothing in this world of ours
Flows as we would have it flow;
What avail, then, careful hours,
Thought and trouble, tears and woe?
Through the shrouded veil of earth,
Life’s rich colors gleaming bright,
Though in truth of little worth,
Yet allure with meteor light.
Life is torture and suspense;
Thought is sorrow—drive it hence!
With no will of mine I came,
With no will depart the same.”

— Omar Khayyam, “The Vanity of Regret,” c. 1100

- 1 ANALYZING POINTS OF VIEW** Why does Khayyam most likely use the word “ours” in the first line of the poem?

2 INFERRING What does the author mean by the lines “With no will of mine I came,/With no will depart the same.”?

3 ANALYZING SOURCES Which pairs of lines from the poem suggests that people experience both good and bad times throughout their lives?

4a ANALYZING POINTS OF VIEW Overall, what is the speaker’s opinion about life?

4b IDENTIFYING PERSPECTIVES What evidence from the poem supports that claim?

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Art of the Muslim World

DIRECTIONS: Look at the artwork and answer the accompanying questions.

EXPLORE THE CONTEXT: Early Muslims contributed greatly to the artwork of the era. Some of these pieces, such as this section of the Taj Mahal, built in the mid-1600s, still exist.

PRIMARY SOURCE: ART

1a DESCRIBING Describe the image shown in the artwork.

1b INFERRING Why might no living creatures be shown in this artwork?

2 HISTORY What does this artwork tell you about the artists of the time period?

3 DRAWING CONCLUSIONS What does this artwork tell you about the principles of early Islam?

ESSENTIAL QUESTION

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1 Think About It

Review the supporting questions that you developed at the beginning of the chapter. Review the evidence that you gathered in Chapter 3. Were you able to answer each Supporting Question?

If there was not enough evidence to answer your Supporting Questions, what additional evidence do you think you need to consider?

2 Organize Your Evidence

Use a chart like the one below to organize the evidence you will use to support your position statement.

Source of information	Specific evidence from the source to cite	How evidence helps support my Position Statement	Column Head Title

3 Write About It

A position statement related to the Essential Question should reflect your conclusion about the evidence. Write a position statement for the ESSENTIAL QUESTION: *How do belief systems influence society and government?*

4 Talk About It

Work in a small group to present your position statement and evidence. Gather feedback from your classmates before you write your final conclusion. You may choose to refine your position statement after you have discussed it with your classmates. Group members should listen to each other's arguments, ask questions, and offer constructive advice about the statement.

5 Connect to the Essential Question

Develop a visual essay to present your position statement and the evidence that supports it. Draw the images or choose photos and art from appropriate Web sites to illustrate the evidence. Include captions explaining how the evidence supports your position statement.

CITIZENSHIP

TAKING ACTION



MAKE CONNECTIONS The lessons of the Quran continue to guide Muslim beliefs, actions, society, and government. For example, every Muslim in the world today has the obligation of putting into practice the Five Pillars of Islam: belief, prayer, charity, fasting, and pilgrimage. Carrying out these practices, if at all possible, provides a framework for each Muslim's life.

DIRECTIONS: Think about life in the United States. What are the beliefs and practices that provide a framework and foundation for American life? Look to America's founding documents, such as the Declaration of Independence and the Constitution, for ideas. Think about the customs and routines of your life, your school, and your community. Then write and give a speech in which you propose a list of pillars of American life.
