

## SECTION

# 1

### READ TO DISCOVER

- 1 What factors contributed to the growth and strength of the Byzantine Empire?
- 2 How did the Christian church come to be divided?
- 3 What cultural contributions did the Byzantines make?
- 4 What factors contributed to the downfall of the Byzantine Empire?

### DEFINE

dowry  
icon  
iconoclasts  
heresy  
excommunication  
mosaic

### IDENTIFY

Justinian  
Justinian Code  
Theodora  
Belisarius  
"Greek fire"  
Iconoclastic Controversy  
Cyril and Methodius  
Hagia Sophia  
Ottoman Turks

### WHY IT MATTERS TODAY

The city of Istanbul in Turkey was once the ancient city of Constantinople. Use **current** or other **current event** sources to explore what life today is like in Istanbul. Record your findings in your journal.

CNN Student NEWS.com

# The Byzantine Empire

### The Main Idea

The Eastern Roman Empire lived on in the Byzantine Empire, which was centered around Constantinople.

**The Story Continues** The "fall" of the Roman Empire was really only half a fall. Although Germanic tribes defeated the Western Roman Empire in the A.D. 400s and 500s, the Eastern Roman Empire successfully fought off the invaders. Also called the Byzantine Empire, it included Greece, Asia Minor, Syria, Egypt, and other areas. Through the Byzantines the glory of the Roman Empire lived on.

## The Growth of the Byzantine Empire

Many leaders of the Byzantine Empire hoped to revive the glory and power of the Roman Empire. The emperor **Justinian**, who ruled from A.D. 527 to A.D. 565, led the Byzantines in this revival. Justinian's accomplishments made this one of the greatest periods in Byzantine history.

**The Justinian Code.** One of the Byzantines' greatest contributions to civilization was the preservation of Roman law. In about A.D. 528 Justinian ordered his scholars to collect the laws of the Roman Empire. This collection, known as the **Justinian Code**, was organized into four parts. The first part, the *Code*, contained useful Roman laws. The second part, the *Digest*, summarized Roman legal opinions. The *Institutes* was a guide for law students. The last part was the *Novellae*, which contained laws passed after A.D. 534.

The Justinian Code formed the basis of Byzantine law. It covered such areas as crime, marriage, property, and slavery. By the A.D. 1100s, the Justinian Code was also being used in western Europe. It provided a framework for many European legal systems. The Code preserved the Roman idea that people should be ruled by laws rather than by the whims of leaders. This is the basis of English civil law, one of the major legal systems in the world today.

**Able advisers.** Justinian chose the people around him wisely. One of his advisers was his wife, **Theodora**. With Theodora's urging, Justinian changed Byzantine law to affect the status of women. He altered divorce laws to give greater benefit to women. He also allowed Christian women to own property equal to the value of their dowry. A **dowry** meant the money or goods a wife brought to a husband at marriage.



### INTERPRETING THE VISUAL RECORD

**Byzantine goldwork** This golden Byzantine goblet from the A.D. 700s is decorated with Roman figures. **What do the relief figures that adorn this goblet suggest about the strength of the Roman tradition in the Byzantine Empire?**



### The Byzantine Empire, A.D. 526–A.D. 565

**Interpreting Maps** As a result of Emperor Justinian’s victories over Germanic invaders, he recaptured many of the lands around the Mediterranean coast.

**Skills Assessment: Human Systems** What city in northern Africa did Justinian regain?

In A.D. 532 a rebellion called the Nika Revolt threatened to overthrow Justinian. During the attack Justinian wanted to flee Constantinople. Theodora talked him into staying and fighting. In a fierce battle Justinian’s troops defeated the rebels.

Justinian wisely made **Belisarius** (bel-uh-SAR-ee-uhs) general of the army. An experienced commander, Belisarius also led the troops that crushed the Nika Revolt. He won former Roman lands back from the Germanic tribes. Thus during Justinian’s reign the Byzantine Empire reached its greatest size.

**READING CHECK: Identifying Cause and Effect** What effects did the political and legal ideas in Justinian’s Code have on Byzantine and other societies?

### Strengths of the Empire

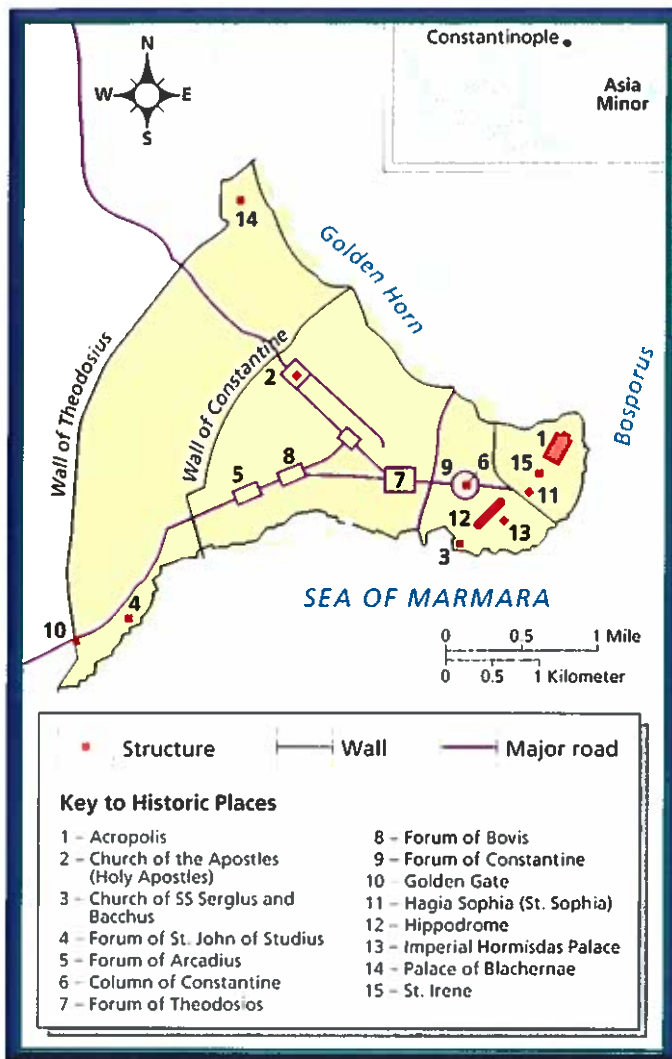
An all-powerful emperor and a strong central government ruled the empire. Government officials made sure the empire ran smoothly. These officials were skilled, efficient, and well paid. The Byzantines were clever diplomats. For example, emperors created alliances through marriage with foreign powers.

**Holt Researcher** 

[go.hrw.com](http://go.hrw.com)  
**KEYWORD: Holt Researcher**  
**FreeFind: Justinian Theodora**

After reading more about Justinian and Theodora on the Holt Researcher, create a chart listing the ways in which they affected future generations of people.





## HISTORY MAKER

### Empress Theodora (c. A.D. 500–A.D. 548)

Theodora influenced Justinian to improve the status of women in society. She worked to change many laws so as to protect women. She donated money to churches and orphanages. **How did Theodora try to improve the lives of women?**

✓ **READING CHECK: Making Generalizations** What kind of government did the Byzantine Empire have?

## The Christian Church

The Christian church was an important part of life in the Byzantine Empire. However, church leaders in the West and East had different ideas about church practices. These differences led to a final division in the Christian church.

The pope was the most powerful leader of the Christian church in the West. The Byzantines, however, did not recognize the pope's authority. In the East the patriarch of Constantinople was the most powerful church leader.

Byzantines differed from the Western church on many issues. They also disagreed among themselves on issues of religious practice and belief within the Byzantine Church. One important debate concerned the role of icons. An **icon** is a holy picture of Jesus, the Virgin Mary, or the saints. Many Byzantines kept icons in their homes and venerated, or honored, them in churches. However, some Byzantines were iconoclasts. **Iconoclasts** believed that having icons in church was the same as worshipping idols. They felt this was wrong.

## Views of Justinian and Theodora

Justinian and Theodora did many great things for the Byzantine Empire. Yet at times they could be harsh with their enemies. Their supporters viewed them as wise rulers protecting the empire. Their enemies viewed them as tyrants who forced their beliefs on others. Interpreting different aspects of rulers can be difficult for historians. In judging the usefulness of sources, historians must recognize the biases held by the author of the source. In the simplest sense, bias means the prejudice, or slanted viewpoint, a speaker or writer holds. Pre-existing biases often shape the ways observers describe historical events, causing them to leave out important facts or make statements without much supporting evidence. Historians themselves can even present a biased view of events.



*Justinian (fifth from right) and his attendants*



*Theodora (third from right) and her attendants*

### A Historian's View:

Procopius (pruh-KOH-pee-uhs) was a Byzantine historian who lived during the reign of Justinian. In *The Secret History* he described the rule of Justinian and Theodora.

**“ . . . they were a pair of blood-thirsty demons. . . . For they plotted together to find the easiest and swiftest means of destroying all races of men and all their works . . . [Justinian] would order tens of thousands of quite innocent persons to be put to death, cities to be razed to the ground, and all their possessions to be confiscated for the Treasury. . . . His ambition being to force everybody into one form of Christian belief he wantonly destroyed everyone who would not conform, and that while keeping up a pretense of piety. For he did not regard it as murder, so long as those who died did not happen to share his beliefs.”**

### Skills Reminder

Bias in historical sources may be either positive or negative. In either case, bias results in distortions that may mislead observers who do not carefully evaluate the source. Bias may cause observers to draw inaccurate conclusions or to misunderstand descriptions and outcomes of historical events. To identify bias, look for clues. What words or phrases convey a positive or negative meaning? Look at the evidence. Decide whether you agree or disagree with the attitude, based on the evidence presented. Analyze what information has been left out by the author. Assess how this changes the conclusions that may be drawn based on the source's description or analysis.

### Skills Practice

- 1 How did Procopius feel about the rule of Justinian and Theodora? What words and phrases indicate this?
- 2 How does Procopius's description of Justinian's behavior support the same outlook?
- 3 What information about Justinian and Theodora does Procopius leave out? How might this change the conclusions the reader draws about their reign?
- 4 Read an article from a newspaper, magazine, or the Internet about a recent event and try to identify the author's bias. If possible, read another source's coverage of the same event. Do both authors have a similar or different bias?



### Major Disagreements Between the Roman Catholic and Eastern Orthodox Churches

	Roman Catholic	Eastern Orthodox
<b>Clergy</b>	No married priests allowed	Married priests allowed
<b>Icons</b>	Veneration accepted	Veneration initially rejected, later accepted
<b>Leadership</b>	Roman pope was supreme church authority	Rejected supremacy of Roman pope over local leaders
<b>Trinity</b>	Accepted the view that the Holy Spirit combines both Father and Son	Maintained supremacy of the Father in the Trinity

This debate between the opponents and defenders of icons is called the **Iconoclastic Controversy**. In A.D. 726 Emperor Leo III, an iconoclast, ordered the destruction of icons. However, many people refused to give up their icons. In the West, church leaders also condemned the use of icons. Many people in western Europe, however, could not read or write. Icons portrayed images and symbols that helped them to learn about Christianity.

In A.D. 787 the pope in Rome called bishops together to discuss the Iconoclastic Controversy. This council decided that it was a heresy *not* to allow the veneration of icons. A **heresy** is an opinion that conflicts with official church beliefs. The council threatened iconoclasts with **excommunication**. An excommunicated person cannot be a member of the church anymore.

The council's decision caused friction between the pope in Rome and the patriarch in Constantinople. Finally the Christian church split into two churches in 1054. The church in the West became the Roman Catholic Church, with the pope at its head. In the East it became the Eastern Orthodox Church, with the patriarch of Constantinople as leader. The two churches are still separate today. Ironically, the Eastern Church eventually came to accept icons, and they are now recognized as an important part of Eastern Orthodox tradition.

✓ **READING CHECK: Drawing Inferences** How did the council of bishops in Rome feel about Byzantine views of Christianity?

## Byzantine Culture

While western Europe struggled to find a new way of life, Constantinople was the center of a great civilization. The Byzantine Empire provided a great service for cultures that followed it. Byzantine scholars produced many original works. In addition, they passed on to future generations the learnings of ancient Greece, Rome, and the East.

The Byzantine Empire also brought Mediterranean culture to lands beyond its borders. For example, the brothers **Cyril** (sir-uhl) and **Methodius** (muh-THOH-dee-uhs) were Christian missionaries. They tried to teach the Bible to Slavs in central and eastern Europe. The Slavs had no written language, so Cyril and Methodius created an alphabet for them. This alphabet came to be known as Cyrillic (sir-ILL-ik). Many Slavic peoples today use Cyrillic or an alphabet derived from it.

*The missionary brothers Cyril and Methodius present a scroll showing the Cyrillic alphabet.*





**Link to Today** Although the Hagia Sophia was built in the A.D. 500s as a Christian church, it was used after 1453 as an Islamic mosque. How does the Hagia Sophia today reflect the history of the Byzantine Empire?

*The interior of the Hagia Sophia was dramatically illuminated with natural lighting.*

**Art.** Religion was the main subject of Byzantine art. Murals and icons covered the walls, floors, and ceilings of churches. Floors, walls, and arches glowed with mosaics. A **mosaic** is a picture or design made from small pieces of enamel, glass, or stone. The location of an image indicated its importance. For example, an image of the Father was always found in the dome of the church. To modern eyes Byzantine art may appear stiff or artificial. Byzantine artists did not try to imitate reality. They tried to inspire adoration of the religious figures and help people look toward an afterlife.

**Architecture.** The Byzantines created great religious architecture. One of the world's great buildings is the church of **Hagia Sophia** (meaning "holy wisdom") in Constantinople. Justinian ordered the building of the Hagia Sophia in A.D. 532. The Hagia Sophia is a huge building, considered by many to be an architectural and engineering wonder. Justinian devoted a great deal of money and energy to its completion, one reason that it was completed in the amazingly short time of about six years.

A huge dome sits on top of the church. The dome is 180 feet high and 108 feet wide. Romans and other peoples had built domes before. However, Byzantine architects were the first to solve the problem of placing a round dome over a rectangular building. The Hagia Sophia was completed in A.D. 537. The Byzantine historian Procopius described what he saw when entering the church:



“The entire ceiling is covered with pure gold, which adds to its beauty. . . . who could tell of the beauty of the columns and marbles with which the church is adorned? One would think that one had come upon a meadow full of flowers in bloom. Whoever enters there to worship perceives at once that it is not by any human strength or skill, but by the favour of God that this work has been perfected; his mind rises sublime to commune with God, feeling that He cannot be far off. . . .”

Procopius, *The Secret History*, translated by G. A. Williamson

### Analyzing Primary Sources

#### Identifying a Point of View

According to Procopius, how would citizens feel upon entering the Hagia Sophia?

✓ **READING CHECK: Supporting a Point of View** What evidence would you give to show that the Byzantines built upon previous cultures and contributed to future cultures?



## The Decline of the Empire

After Justinian died in A.D. 565, the Byzantine Empire suffered from many wars and conflicts with outside powers. To the east there was war with the Persians. The Lombards, a Germanic tribe, settled in Italy. The Avars and Slavs invaded the Balkan Peninsula. The Muslim Empire conquered Syria, Palestine, and much of North Africa. By A.D. 650 the Byzantines had lost many lands.

During the A.D. 1000s the Seljuq Turks, a nomadic people from central Asia, captured much of Asia Minor. This region was an important source of food and soldiers for the empire. Next the Turks prepared to attack Constantinople. The Byzantine emperor asked the West to help defend Constantinople. From A.D. 1096 to A.D. 1099 a western European army seized and eventually returned western Asia Minor to the Byzantines. In A.D. 1204, however, Western forces turned against the Byzantine Empire and captured Constantinople.

In A.D. 1261 the Byzantines recaptured Constantinople. The Byzantine Empire lasted for almost 200 more years. However, it never regained its former strength. In the A.D. 1300s a rising Asian power, the Ottoman Turks, began to threaten Byzantine territory. By the mid-1300s the Ottomans had begun to move into the Balkans. In A.D. 1361 they took Adrianople, one of the empire's leading cities. With the Ottoman capture of Constantinople in A.D. 1453, the Byzantine Empire finally came to an end.

*This painting by an Italian artist dramatizes the Ottoman Turks' conquest of Constantinople in 1453.*



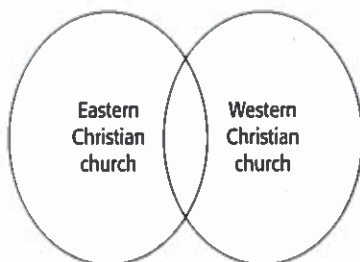
✓ **READING CHECK: Identifying Cause and Effect** Why was the Seljuq Turks' invasion of Asia Minor so harmful to the Byzantine Empire?

### SECTION 1 REVIEW

**1. Define** and explain the significance:  
dowry  
icon  
iconoclasts  
heresy  
excommunication  
mosaic

**2. Identify** and explain the significance:  
Justinian  
Justinian Code  
Theodora  
Belisarius  
"Greek fire"  
Iconoclastic Controversy  
Cyril and Methodius  
Hagia Sophia  
Ottoman Turks

**3. Comparing and Contrasting**  
Copy the Venn diagram below. Use it to organize the similarities and differences between the Eastern and Western Christian churches.



**4. Finding the Main Idea**

- What might have happened if Justinian had not survived the Nika Revolt?
- How might the Byzantine military have been affected by a bad economy?
- What factors contributed to the division of the Christian church?
- How did Justinian's interest in Roman law affect European legal systems for years to come?
- What events and developments led to the gradual decline of the Byzantine Empire?

**5. Writing and Critical Thinking**

**Categorizing** Develop a table in which you classify the advantages and disadvantages of having an all-powerful emperor and a strong, centralized government in the Byzantine Empire.

**Consider:**

- how the Byzantine Empire grew
- the results of collecting large tax revenues
- the role of the emperor and the government in the development of the empire's code of law
- the actions of the emperor and the government to manage the empire and to ensure its security from outside attack

 **Homework Practice Online**  
keyword: SH3 HP1

## READ TO DISCOVER

- 1 Why did different peoples settle in eastern Europe?
- 2 How did Kievan Russia differ from the Byzantine Empire?

## DEFINE

steppe  
boyars  
taiga

## IDENTIFY

Rurik  
Rus  
Yaroslav the Wise  
Pravda Russkia  
Vladimir I

## WHY IT MATTERS TODAY

The economy in Kievan Russia depended largely on agriculture. Use **CNN** or other **current event** sources to explore the Russian economy today. Record your findings in your journal.

CNN Student News.com

# The Rise of Russia

**The Main Idea**  
Kievan Russia established many practices and traditions that defined Russian culture.

**The Story Continues** *The people who came to rule Russia were first mentioned in historical records in A.D. 860. In that year they launched a fierce surprise attack against the city of Constantinople. "The unexpectedness of the incursion [attack] and its extraordinary speed . . ." recalled one Byzantine leader, "prove that this blow has been sent from heaven like a thunderbolt." Although the attack was unsuccessful, the Byzantines would not soon forget this fighting force.*

## The Setting and People

A large plain stretches across eastern Europe and central Asia. It extends eastward from the Carpathian (kahr•PAY•thee•uhn) Mountains in Europe to the Ural (YOOR•uhl) Mountains at the western edge of Asia. In the south this plain is grassy and mostly treeless and is called the **steppe**. The steppe has black, fertile soil that is ideal for agriculture, particularly in the area that is now Ukraine.

The Ural Mountains run north and south at the eastern edge of the plain. These mountains are often considered the boundary between the continents of Europe and Asia. Europe and Asia actually form a huge landmass that is called Eurasia. Many rivers crisscross the plain and provide a network of transportation within the region. The Dniester, Dnieper, and Don Rivers are ideal for trade because they flow into the Black Sea and give access to the Mediterranean. Other major rivers, such as the Vistula, Neman, and Dvina, do not flow into the Black Sea and thus have somewhat less impact on trade. They provide important regional transportation links, however.

The southern part of eastern Europe has been inhabited since Neolithic times. Probably beginning during the very late 1500s B.C., several groups from this region invaded southwest Asia. These invasions took place over the course of centuries. After about the A.D. 400s, Slavs settled in much of eastern Europe. Other peoples, including the Avars, Huns, and Magyars, invaded the region at different times. These invaders frequently made the Slavs their subjects. From their servitude comes the word "slave."

During the A.D. 800s Vikings from Scandinavia drove into eastern Europe. Trade was the primary interest of the Vikings as they moved into the area.

## INTERPRETING THE VISUAL RECORD

**Viking ships** Vikings from Scandinavia used longboats to conduct trade. *What design characteristics of this Viking longboat made it an excellent craft for navigating the shallow waters of coastal and inland rivers, as well as the open sea?*







go.hrw.com  
**KEYWORD:** Holt Researcher  
**FreeFind:** Rurik

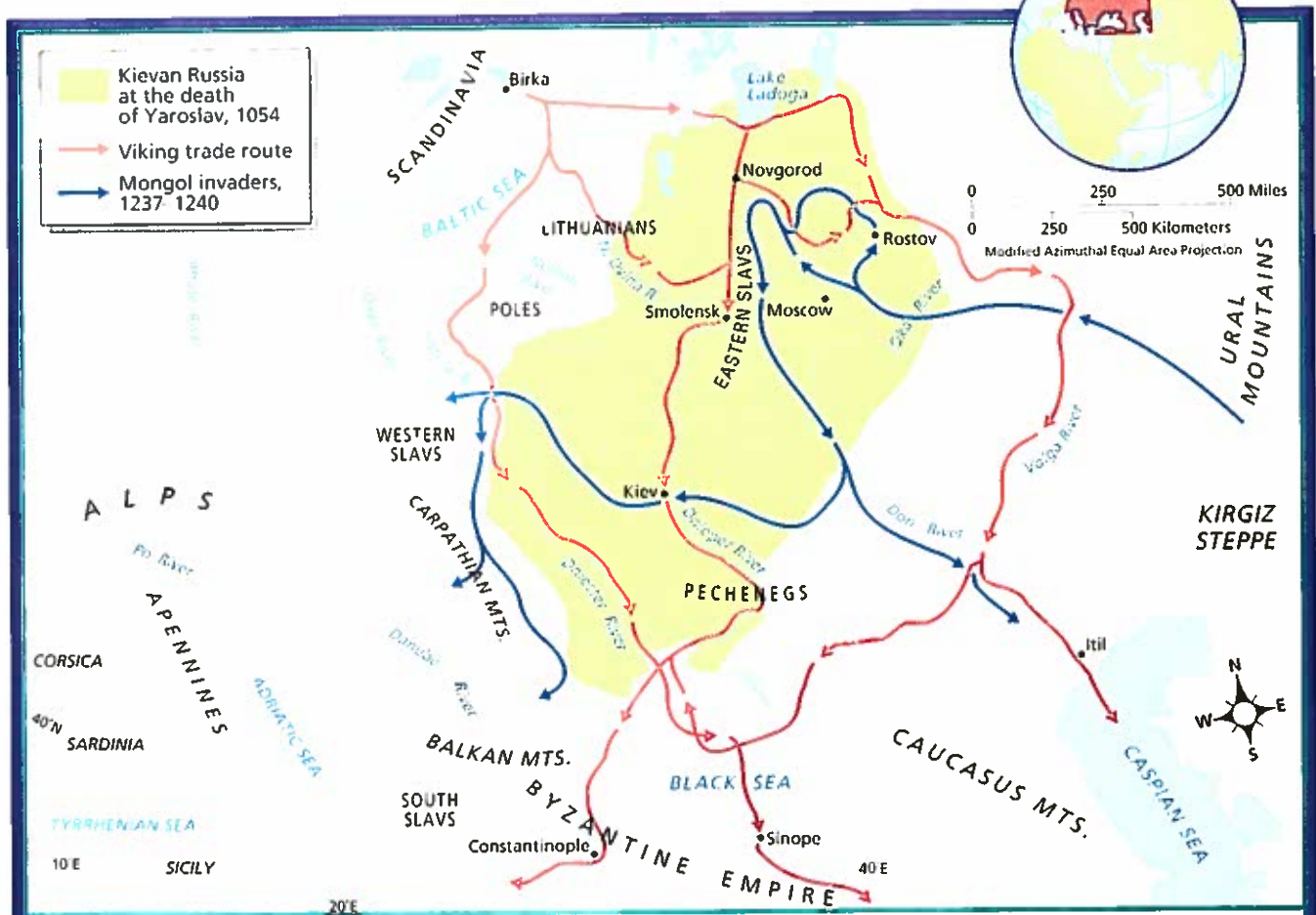
After reading more about Rurik on the Holt Researcher, create a travel log about the journeys of the Rus under Rurik, including why they chose to take over certain places.

The numerous large and small rivers of eastern Europe enabled them to build far-flung water-going trade routes.

✓ **READING CHECK: Categorizing** What groups of people lived in eastern and south-eastern Europe between the late 1500s B.C. and the A.D. 800s?

## Kievan Russia

Cities such as Novgorod and Kiev lay along the Viking trade routes. **Rurik**, the leader of a people called the **Rus**, took control of Novgorod in A.D. 862. Rurik and his successors soon came to rule over Kiev as well as over Slavic tribes along the Dnieper River. The region under their control came to be called the Rus. The word *Russia* probably comes from this name. Kiev prospered because of its location along the rich trade route between Constantinople and the Baltic Sea. Kiev became the most important principality in Kievan Russia and served as the capital for nearly 300 years after about A.D. 879. As early as A.D. 911, Kiev was powerful enough to win a favorable trade treaty with the Byzantine Empire. Other principalities paid tribute to Kiev. Some towns, however, remained more independent.



### Kievan Russia, A.D. 879–A.D. 1240

**Interpreting Maps** A network of rivers crosses the plain between the Carpathian and Ural Mountains.

■ **Skills Assessment: Environment and Society** What common geographic feature did the Kievan trade routes follow?

**Government.** Many areas in Kievan Russia were led by princes who governed with the advice of councils made up of **boyars**, or nobles. Another institution in Kievan Russia was the *veche*, or town meeting. When the prince requested it, all heads of households would meet in the public marketplace. They discussed important matters like wars, disputes between princes, or emergencies.

Yaroslav I ruled from A.D. 1019 to A.D. 1054, a great period in Russian history. He came to be known as **Yaroslav the Wise**. He built many churches and introduced Russia's first law code, the **Pravda Russkia** (the "Russian Justice"). Yaroslav's code seems to have combined elements of tribal customs and older laws and traditions. It outlined lawful responses in cases of violence and other harmful activity.



“If a man kills a man: the brother is to avenge his brother; the son, his father; or the father, his son. . . . If there is no avenger, [the murderer pays compensation of] 40 *grivna*. . . .

If a slave runs away . . . and [if a freeman who conceals that slave] does not declare him for three days, and [the owner of the slave] discovers him on the third day, he [the owner] receives his slave back and 3 *grivna* for the offense . . . if a slave strikes a freeman and hides in [his master's] house, and his master is not willing to give him up, the master has to pay 12 *grivna*, and the offended freeman beats the slave whenever he finds him. . . .”

“The Pravda Russkia,” from *Medieval Russian Laws*, translated by George Vernadsky

**Religion.** Traders and Greek missionaries brought Christianity to Kievan Russia in the A.D. 800s. However, little Christian activity took place until the mid-900s. In the A.D. 980s the ruler **Vladimir I** sent observers to Christian church services in several places. His officials were impressed with what they saw at the Hagia Sophia in Constantinople. They admired the services and rituals of Orthodox Christianity. Moreover, Vladimir wanted to marry Anna, the sister of the Byzantine emperor. In A.D. 988 he converted to Christianity. After converting he ordered all Kievans to become Christians. He also had all pagan statues destroyed.

Many Kievans still worshiped the spirits of their ancestors or gods of nature. However, the Byzantine church became a more and more important force in Kievan Russia. The patriarch in Constantinople chose the bishop of the Kievan church. Monasteries became centers of religious thought, social service, and the arts. This further strengthened the church. When the Christian church split in A.D. 1054, the Kievans followed the Eastern Orthodox Church.

Religious themes dominated Kievan culture during this period. Most writing focused on religion, in the form of hymns and sermons. Icon painting became the most distinctive Kievan art form. Artists also created mosaics and frescoes. Much of the decorative painting created by Kievan artists was designed to illustrate religious ideas and figures. The visual quality of these works was often powerful and stylized. Many Kievan mosaics, frescoes, and icons portrayed a deep and thoughtful spirituality. These art forms helped viewers to reflect on the meaning of religious ideas and values.

**Economy.** Kievan Russia included two major agricultural regions. North of the steppe lies the **taiga** (ty-guh). The taiga has great forests and receives much rainfall. However, winters are long and cold, and the growing season on the taiga is short. Therefore, everyone in a farm family worked long hours to grow and harvest crops. The steppe gets less rain than the taiga. However, the steppe has a milder climate and a longer growing season. People there had more time to plant and harvest crops.

## HISTORY MAKER



**Yaroslav the Wise**  
(A.D. 980–A.D. 1054)

Yaroslav's Pravda Russkia was in use until the A.D. 1550s in some parts of Russia. Before his death he divided his kingdom among his sons with instructions on how to rule. They ignored these instructions and civil war soon broke out. **How did Yaroslav continue to affect Russia after his death?**

## Then & Now

### Town Meetings

All free men in Kievan Russia had the right to speak at the *veche*—a village or town meeting. Town meetings like these continue today. They have become popular in the United States, where they are used to address many issues. Citizens sometimes discuss safety concerns or hear ideas for improving neighborhoods. The U.S. government has organized town meetings to share information with communities. Presidential candidates often hold town meetings to allow voters to ask questions and state their opinions. **What situations might make a town decide to hold a meeting?**



### INTERPRETING THE VISUAL RECORD

**Kievan trade** This modern painting shows one Russian artist's idea of what trade on the rivers of Kievan Russia may have looked like. *Based on this image, what was the impact of geography on economic activity in Kievan Russia?*



Kievan Russia traded agricultural goods and other products with the Byzantines. These products included wood, iron, salt, furs, and honey. Kievan Russia also provided slaves for the Byzantines. In return, the Kievans received goods such as wine, silk, spices, and fruit. From western Europe they received jewelry, silver, and textiles. By the early A.D. 1000s, trade had helped Kievan Russia become a strong, wealthy power.

Several social classes emerged in Kievan Russia. At the top were the local princes and their families, followed by the boyars. Next were the town artisans and merchants, who devoted themselves to trade. The largest and lowest class, however, were the peasants. Peasants lived in small villages in the country and produced the crops that fed Kievan Russia. The clergy formed another important group. They were not directly involved in the government or economic activities. Some clergy, however, enjoyed considerable influence over daily life in Kievan Russia. Clergy performed religious ceremonies and ran hospitals and charities.

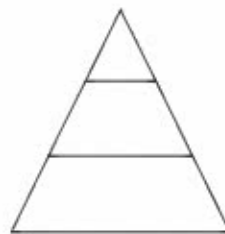
✓ **READING CHECK: Contrasting** How did Kievan Russia's government and religion differ from the Byzantine Empire's?

## SECTION 2 REVIEW

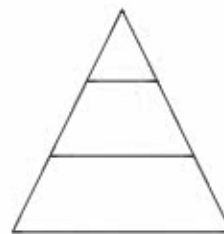
**1. Define** and explain the significance:  
steppe  
boyars  
taiga

**2. Identify** and explain the significance:  
Rurik  
Rus  
Yaroslav the Wise  
Pravda Russkia  
Vladimir I

**3. Summarizing** Copy the charts below. Use them to show the organization of the Kievan political system and the Kievan social classes.



Kievan political system



Kievan social classes

**4. Finding the Main Idea**

- What geographic features characterize the plain of eastern Europe and central Asia, and why did these features attract human settlement?
- What importance did geography have in the development of Kiev as a powerful city?
- How did Kievan Russia and the Byzantine Empire similarly increase their wealth?

**5. Writing and Critical Thinking**

**Identifying Cause and Effect** Write a paragraph explaining how Vladimir I's conversion to Christianity affected Russia.

**Consider:**

- how his religion affected Vladimir's policies
- how the people reacted to these changes



**Homework Practice Online**

keyword: SH3 HP1

## SECTION



### READ TO DISCOVER

- 1 In what ways did Mongol rule affect Kievan Russia?
- 2 What were the effects of Moscow's growing power and independence?

### DEFINE

**czar**  
"third Rome"

### IDENTIFY

Vladimir Monomakh  
Polovtsy  
Ivan III  
Ivan the Terrible

### WHY IT MATTERS TODAY

Eastern Europe has suffered from civil wars and internal conflicts for many years. Use **CNN** or other **current event** sources to explore a current conflict or political unrest in an Eastern European country. Record your findings in your journal.



# Russia and the Mongols

**The Main Idea**  
Under Mongol rule the power of Kiev weakened while Moscow became stronger.

**The Story Continues** When Yaroslav the Wise's rule ended in A.D. 1054, Kiev declined in power. During the first quarter of the A.D. 1100s, however, the city enjoyed a brief revival under the leadership of **Vladimir Monomakh**, who ruled from A.D. 1113 to A.D. 1125. In protecting the Kievan state, Vladimir was merciless against his enemies. As a result, Kiev was often at war during his reign.

## Attacks on Kiev

Kiev had declined because Kievan rulers gave the outlying towns to their sons to rule independently. Eventually these princes fought among themselves—and with Kiev itself—to expand their territory. At the same time the **Polovtsy** interfered with Kiev's trade. The Polovtsy were a Turkish people who after A.D. 1055 controlled the area south of Kiev. Vladimir Monomakh made his reputation by leading military campaigns against the Polovtsy. At one point he ordered the deaths of some 200 of their princes. Kievan trade may also have suffered from competition with Italian city-states that had developed new trade routes.

In A.D. 1169 and A.D. 1203, groups of princes sacked Kiev, ruining the city's prosperity. New invaders, the Mongols, took advantage of Kiev's weakness. The Mongols came from the Asian steppe east of the Ural Mountains. By A.D. 1240 they had conquered or destroyed almost every city in Kievan Russia. The Mongols continued across the Carpathian Mountains into Hungary and Poland. In A.D. 1242 they defeated the Hungarian and Polish armies. However, the Mongol leader Batu called off his attack to return to Russia. He wanted to influence the choice of the next Mongol leader. Thus Hungary and Poland escaped long-term Mongol rule.

**Kievan Russia under the Mongols.** Mongols controlled Kievan Russia until the late A.D. 1400s. This long Mongol presence had a strong influence on the Slavic way of life.

The Mongols sought to gain wealth from the region. They taxed the people heavily. As long as the Slavs paid, they could keep their own government and customs. Russian peasants in the conquered lands probably paid taxes in several ways. They may have paid in money or in goods, or they may have paid their Mongol overlords with labor.

Although the Mongols formed only a small ruling class, they influenced Slavic society in several ways. They built important roads and improved methods of taxation and communication. Some Mongol words entered the language that came to be called Russian, as did some Mongol customs, traditions, and patterns of behavior.

**Skilled cavalry archers like the warrior pictured here helped the Mongols seize Kievan Russia.**





**Kievan Russia and its neighbors.** During Mongol rule the Slavs of eastern Europe had some contact with central and western Europe. In the A.D. 1300s Lithuania and Poland took territory away from Kievan Russia. They formed a kingdom that was hostile to the eastern Slavs. There were also religious conflicts. The Poles had been converted to western Christianity, while the Slavs kept their Eastern Orthodox faith. This set the Slavs apart from both the Poles and the Mongols. To some degree, moreover, the Slavs became suspicious of western Europeans and their influence. Even today, this suspicion has not completely disappeared.

✓ **READING CHECK: Summarizing** How did society in Kievan Russia change under Mongol rule?

## The Rise of Moscow

In time Mongol rule grew weaker. The princes of the region became more independent. During the early A.D. 1300s Moscow, or Muscovy, became a major Russian principality. Moscow's leader, Prince Ivan I, achieved this by cooperating with the Mongols. In return the Mongols awarded him with the title of Great Prince in A.D. 1328. Around the same time, the leader of the Orthodox Church moved to Moscow. This increased the city's power even more.

From A.D. 1462 to A.D. 1505 **Ivan III**, also called Ivan the Great, ruled as Great Prince. By this time Moscow had begun to assert its independence from the Mongols. By A.D. 1480 Ivan III no longer acknowledged the Mongol khan as Moscow's supreme ruler. He united many principalities. Ivan III became the first ruler of the independent state called Russia. He gained more territory through military conquest. His rule began a long tradition of absolute monarchy in Russia.

**Ivan the Terrible.** In A.D. 1533 the three-year-old Ivan IV became ruler of Russia. Because of his youth, for many years the boyars were actually in control. In A.D. 1547 Ivan IV finally took power for himself. He considered himself to be the true heir of the Roman and Byzantine Empires. Thus he took the title of **czar**, or caesar. Ivan was an able administrator who sponsored the development of a modernized legal code. He renewed trade with western Europe and opened the vast territory of Siberia to Russian settlement. During his reign, Ivan built the power and authority of the Russian monarchy.

Ivan formed a personal group of civil servants called the *oprichniki* (aw-PRECH-nee-kee). The *oprichniki* arrested boyars and gave their land to Ivan's supporters. He also led his army in an attack on Novgorod, destroying the city. Sometimes Ivan's actions were puzzling and cruel. In A.D. 1581 he even murdered his oldest son. These acts earned him the nickname **Ivan the Terrible**. However, Ivan did lay the foundations for a new Russian state. This state included old Kievan Russia and stretched from Siberia to the Caspian Sea. The czar had absolute power.

**The growth of the church.** The Orthodox Church in Russia grew more powerful by acquiring land. Much land was acquired by the church through donations from the faithful. By about A.D. 1500 the church was a major Russian landowner.

During Mongol rule, the Russian Orthodox Church had become more and more independent of Constantinople. In A.D. 1448 Russian bishops chose their own leader for the Orthodox Church in Moscow. In A.D. 1589 Moscow's church leader was named patriarch. This helped to make Moscow the center of the Russian church.

### HISTORY MAKER



**Ivan the Terrible**  
(A.D. 1530–A.D. 1584)

Ivan IV had a violent and unpredictable temper. Some people trace his violent nature to tragedies in his life. When he was very young, for example, Ivan's mother was murdered by nobles. As a ruler, he gained a reputation for cruelty toward his enemies.

Following the death of his wife in A.D. 1560, Ivan felt deep despair and became more ruthless than ever. Accusing the boyars of murdering his wife, Ivan ordered the execution of many nobles. Despite his violent behavior, Russia prospered under Ivan. In Russian, his nickname means "awe-inspiring." **How can Ivan IV's nickname be interpreted in different ways?**

A turning point in the development of the Russian church took place in A.D. 1453 with the fall of Constantinople to the powerful army of the Ottoman sultan, Mehmed II. The Turks' victory over the proud and ancient city of the Byzantine emperors removed a major source of competition for church leadership in the Orthodox Christian world.

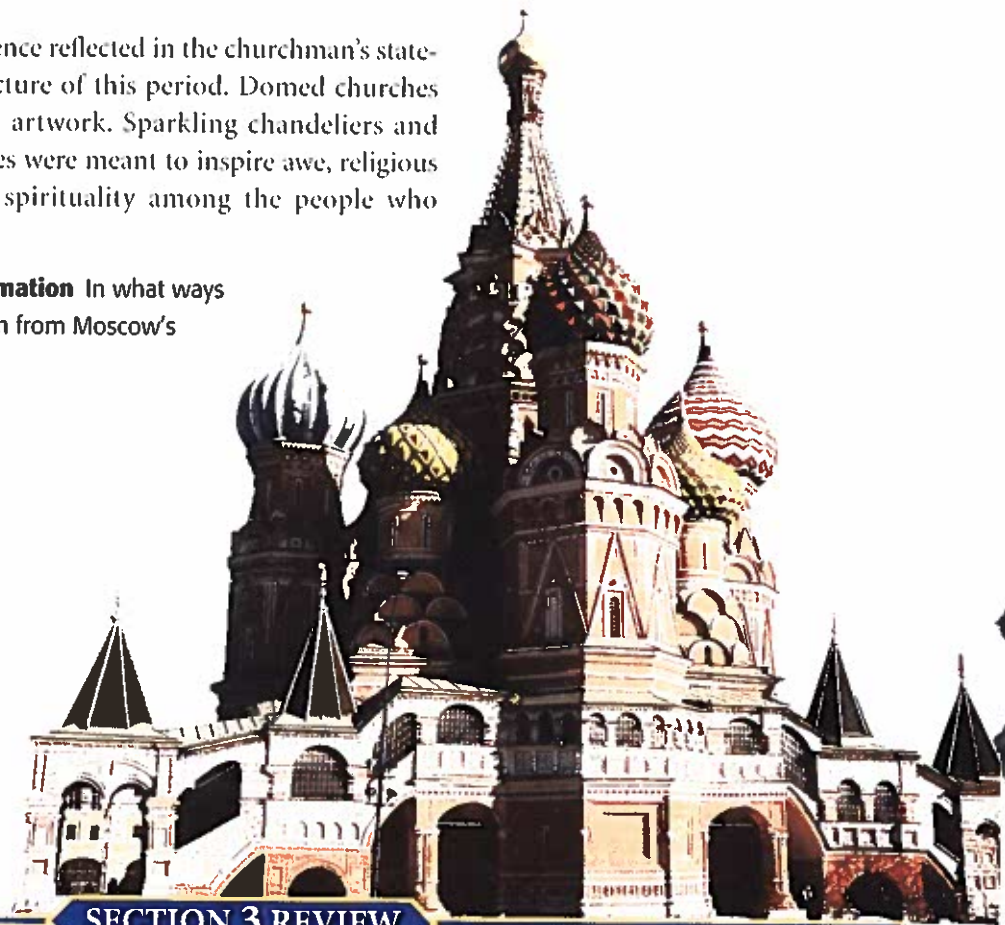
With the fall of once-mighty Constantinople, Russians proclaimed Moscow to be the "third Rome." A Russian churchman explained this phrase by stating that the first Rome had fallen because of heresy. The second Rome, Constantinople, had been conquered by non-Christians. The churchman then claimed that Moscow—the third Rome—would bring the spiritual light of Christian orthodoxy to the whole world.

The new sense of Russian confidence reflected in the churchman's statements is seen in the art and architecture of this period. Domed churches were built and filled with beautiful artwork. Sparkling chandeliers and candles lit every space. These churches were meant to inspire awe, religious wonder, and a mystical feeling of spirituality among the people who worshiped there.

✓ **READING CHECK: Analyzing Information** In what ways did the Russian Orthodox Church gain from Moscow's growing power?

#### INTERPRETING THE VISUAL RECORD

**St. Basil** In keeping with the Russian Orthodox Church's growth in power, magnificent new churches were built. This photo shows the Cathedral of St. Basil the Blessed, built in Moscow between A.D. 1554 and A.D. 1560. *How does this church reflect a new Russian sense of power and confidence?*

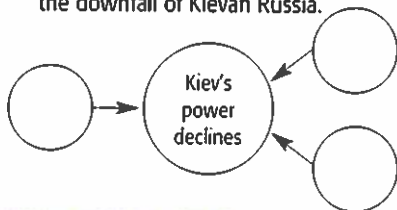


### SECTION 3 REVIEW

1. **Define** and explain the significance:  
czar  
"third Rome"

2. **Identify** and explain the significance:  
Vladimir Monomakh  
Polovtsy  
Ivan III  
Ivan the Terrible

3. **Identifying Cause and Effect**  
Copy the chart below. Use it to organize the forces acting between A.D. 1054 and A.D. 1203 that caused the downfall of Kievan Russia.



4. **Finding the Main Idea**

- How did the distribution of land among Kievan princes help the Mongols to invade?
- How was Ivan IV's use of absolute rule different than Ivan III's?

5. **Writing and Critical Thinking**

**Contrasting** Create a dialogue between a peasant and a prince discussing the differences in their lives and their ancestors' lives under the Mongols and Kievan Russia.

**Consider:**

- what life may have been like for a peasant during both eras
- what life may have been like for landowners during both eras



**Homework Practice Online**

keyword: SH3 HP1



## Creating a Time Line

Copy the time line below onto a sheet of paper. Complete the time line by filling in the events, individuals, and dates from the chapter that you think were significant. Pick three events and explain why you think they were significant.

A.D. 527

1019

1480

## Writing a Summary

Using standard grammar, spelling, sentence structure, and punctuation, write an overview of the events in the chapter.

## Identifying People and Ideas

Identify the following terms or individuals and explain their significance:

1. Justinian
2. Iconoclastic Controversy
3. excommunication
4. Hagia Sophia
5. Rurik
6. Pravda Russkia
7. Polovtsy
8. Ivan the Terrible
9. czar
10. "third Rome"

## Understanding Main Ideas

### Section 1

#### The Byzantine Empire

1. Why was Justinian's Code important?
2. How was the Byzantine Empire able to last for 1,000 years?
3. What was the result of the Iconoclastic Controversy?
4. What are some cultural highlights of the Byzantine Empire?
5. What led to the decline of the Byzantine Empire?

### Section 2

#### The Rise of Russia

6. How did Slavs benefit from the Vikings' travels in the southern part of eastern Europe?
7. Who had the least and most power in Kievan Russia?

### Section 3

#### Russia and the Mongols

8. What demands did the Mongols make on the Kievan Russians?
9. Which rulers helped the rise of Moscow?
10. Why did the Russian Orthodox Church call Moscow the "third Rome"?

## Reviewing Themes

1. **Government** Did Kievan Russia have a form of government in which citizens had a voice? Explain.
2. **Geography** What effects did access to bodies of water have on the Byzantine Empire and Kievan Russia?
3. **Global Relations** Which lasted longer, Mongol rule in Russia or the Byzantine Empire? How did the way in which these two powers ruled make a difference?

## Thinking Critically

1. **Comparing** What similar factors contributed to the wealth of the Byzantine Empire and Kievan Russia?
2. **Analyzing Information** The Mongols in Russia were concerned with increasing their wealth through collecting taxes. Why did they bother improving the roads?
3. **Making Predictions** What might have happened to Kievan Russia if the Mongols had not invaded?

## Writing About History

**Making Predictions** Write a newspaper editorial about the struggle for power following Yaroslav's death. Using the chart below, make a list of what might happen if the land is divided among the princes. Incorporate the list into an editorial. Discuss what might happen to the council of boyars, *veches*, and Russia's trade business.

If the land is divided up...	
1.	
2.	
3.	
4.	

## Building Social Studies Skills

### Building and Using Chronology

Order the statements below in their correct chronological sequence. Then use the information to answer the questions that follow.

#### Selected Events in the History of Kievan Russia, c. A.D. 500–A.D. 1300

1. Kiev becomes the capital of Kievan Russia, c. A.D. 882.
2. Beginning of Kievan economic and political decline, c. A.D. 1170.
3. Kiev is destroyed by Mongols under Batu Khan, A.D. 1240.
4. Christianity is introduced to Kiev, c. A.D. 988.
5. Kiev is incorporated into the Kingdom of Poland, A.D. 1569.
6. Kiev is founded, c. A.D. 550.

1. Which of the following best represents the actual chronological order of events shown above?
  - a. 1, 6, 4, 5, 2, 3
  - b. 6, 1, 4, 2, 3, 5
  - c. 5, 6, 1, 3, 4, 2
  - d. 6, 1, 4, 2, 5, 3
2. According to the chronology you have constructed, why might the Mongols have found Kiev a relatively easy target for destruction?

### Identifying a Point of View

Read the following quote. It is from the preface to the book of laws compiled by the Byzantine emperor Justinian. Then answer the questions.

**“The maintenance of . . . government depends upon two things, namely, the force of arms and the observance of the laws: and, for this reason, the fortunate race of the Romans obtained power and precedence over all other nations in former times, and will do so forever, if God should be propitious [kind] . . .”**

3. Which of the following statements best describes Justinian's point of view?
  - a. The Romans will continue to have power over other nations for all time.
  - b. A government succeeds only if it has a strong military to maintain order.
  - c. The Romans succeeded because they enforced their laws and had a strong military.
  - d. Laws must be obeyed for a government to gain power.
4. An individual's background and experience often influence that person's point of view. What personal experiences might have influenced Justinian's point of view? Give specific examples.

## Alternative Assessment

### Building Your Portfolio

#### Geography

Trace a physical map of Eurasia. Locate and highlight the rivers, straits, seas, and oceans that contributed to the growth of the Byzantine Empire and Kievan Russia. You may also want to include what goods were being traded and where. Identify cities, such as Constantinople and Kiev, as well as dates when trade was occurring in these cities. Create a key to help others interpret your map.



#### internet connect

### Internet Activity: [go.hrw.com](http://go.hrw.com)

KEYWORD: SH3 WH1

Choose a topic on the Byzantine Empire and Russia to:

- summarize the global influence of the Roman ideas in the Justinian Code upon contemporary political issues such as individual rights and responsibilities.
- research Ivan IV and find out why he was called “Ivan the Terrible.”
- create a piece of art or design a building or church in the Byzantine style.





CHAPTER

2

A.D. 570–A.D. 1250

# The Islamic World



A page from the Qur'an

**A.D. 622**  
**Daily Life**  
The hijrah occurs.

**A.D. 632**  
**Politics**  
Abū Bakr becomes the first Muslim caliph.

**C. A.D. 661**  
**Politics**  
The Islamic split between the Sunni and the Shī'ah doctrines occurs.

**Bowl of saffron spice**



**A.D. 711**  
**Business and Finance**  
The Moors bring rice, saffron, and sugar to Spain.

**A.D. 785**  
**The Arts**  
The Moors begin to build the Mosque of Córdoba.

**A.D. 732**  
**Global Events**  
The Franks defeat the Moors at the Battle of Tours.

**A.D. 810**  
**Science and Technology**  
Al-Khwārizmī first uses the term *al-jabr*, which we call algebra.

A.D. 550

**C. A.D. 570**  
**Daily Life**  
Muhammad is born.

A.D. 650

**C. A.D. 642**  
**The Arts**  
Muslims begin to build the Amr Mosque in Cairo.

A.D. 750

**A.D. 711**  
**Politics**  
Tāriq leads an expedition to Spain.

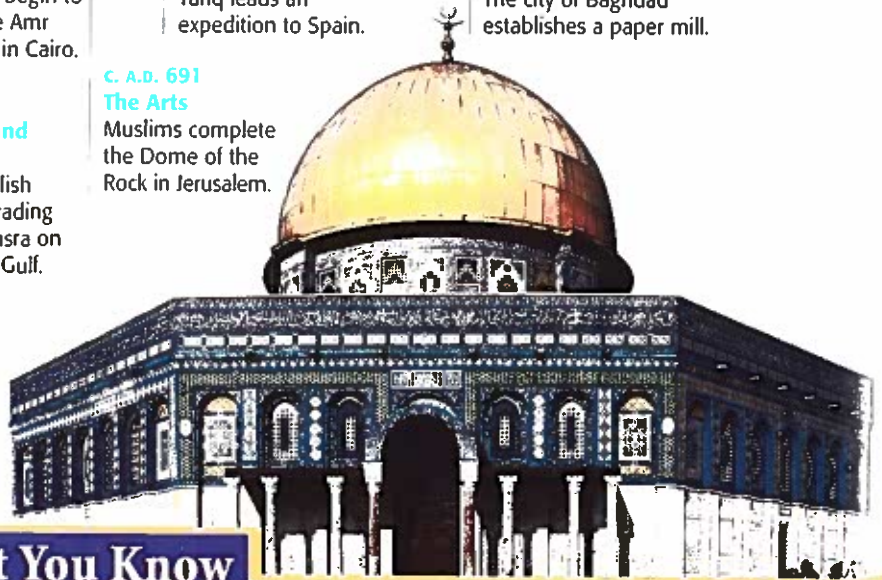
A.D. 850

**C. A.D. 793**  
**Business and Finance**  
The city of Baghdad establishes a paper mill.

**C. A.D. 635**  
**Business and Finance**  
Arabs establish the major trading center of Basra on the Persian Gulf.

**C. A.D. 691**  
**The Arts**  
Muslims complete the Dome of the Rock in Jerusalem.

The Dome of the Rock mosque in Jerusalem



## Build on What You Know

**B**y the end of the A.D. 400s, the Western Roman Empire had collapsed. In the eastern part of the empire, however, the Byzantine culture kept Roman government and traditions alive. The Byzantines also passed on for future generations much learning and scholarship from Greek and Roman antiquity. However, during this time another vast empire with its own thriving economy based on trade was developing to the south and east of the Byzantines. In this chapter, you will learn about a new religion that inspired this empire and encouraged its growth, leading to new advances in the arts and sciences.



**Book cover of The Thousand and One Nights**



**Manuscript page from Ibn Sina's Canon of Medicine**

**C. A.D. 942**  
**The Arts**  
 Arabs bring kettledrums and trumpets to Europe.

**C. A.D. 950**  
**Daily Life**  
 Córdoba becomes the center of Arab learning and commerce in Spain.

**C. A.D. 1030**  
**Science and Technology**  
 Ibn Sina publishes *The Canon of Medicine*.

**A.D. 1206**  
**Politics**  
 Temüjin is proclaimed Genghis Khan.

**A.D. 1215**  
**Global Events**  
 The Magna Carta is signed.

**A.D. 950**

**A.D. 1050**

**A.D. 1150**

**C. A.D. 900**  
**The Arts**  
 Writers start collecting the tales for *The Thousand and One Nights*.

**C. A.D. 970**  
**Science and Technology**  
 A public hospital is founded in Baghdad.

**C. A.D. 1000**  
**Global Events**  
 Leif Ericsson explores the North American coast.

**A.D. 1071**  
**Global Events**  
 The Turks defeat the Byzantines at the Battle of Manzikert.

**A.D. 1154**  
**Science and Technology**  
 Al-Idrisi publishes his book of maps.



**Celestial sphere, or globe of the universe, used by Muslim astronomers**

**What's Your Opinion?**



Do you **agree** or **disagree** with the following statements? Support your point of view in your journal.

**Science, Technology & Society** Science flourishes in societies open to other cultures' ideas.

**Global Relations** The peoples of conquering and conquered nations can learn from each other.

**Culture** Religion and culture have very little to do with each other.



## SECTION

# 1

# The Rise of Islam

### READ TO DISCOVER

- How did geography affect the people of the Arabian Peninsula?
- How did Islam begin?
- What were the main beliefs of Islam?

### DEFINE

bedouins  
hijrah  
jihad  
mosques

### IDENTIFY

Muhammad  
Islam  
Muslims  
Qur'an

### WHY IT MATTERS TODAY

The largest country of the Arabian Peninsula is Saudi Arabia. Use [Globe](#) or other **current event** sources to explore the culture of Arabia today and its relationship with the United States. Record your findings in your journal.



### The Main Idea

The founding of the Islamic religion in the Arabian Peninsula changed and unified the Arab world.

**The Story Continues** As the Byzantines were struggling to carry on the traditions of the Roman Empire, another empire was developing on the Arabian Peninsula based on a new religion. This faith would affect cultures and civilizations in a large part of the world. It is still one of the strongest spiritual movements in the world of today.

## Arabia: Its Geography and People

The Arabian Peninsula is bordered on the south by the Arabian Sea, on the east by the Persian Gulf, on the west by the Red Sea, and to the north by the Syrian Desert. Except for narrow strips along the coasts, most of the Arabian Peninsula is desert. Because the desert dwellers could not grow crops, many herded sheep and camels. These Arab herders, called **bedouins** (BEH-duh-wuhnz), were nomads. Whole bedouin families moved with their flocks from one grazing area to another. The bedouins were organized into tribes. The leader of a tribe was called a sheikh (SHAYK). This title was a sign of respect that was given to a man because of his knowledge or position.

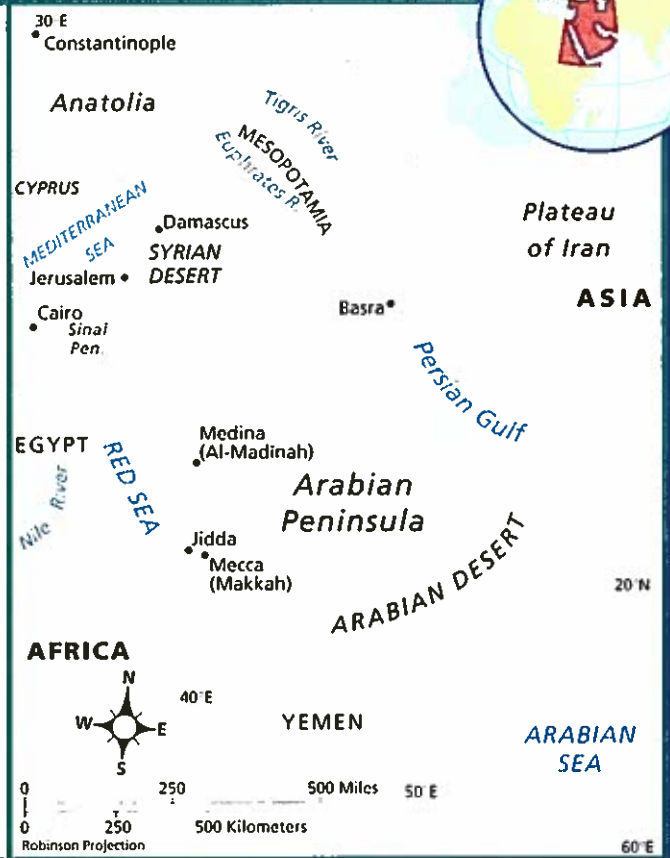
### Arabian Peninsula C. A.D. 650

#### Interpreting Maps

The Arabian Peninsula is the most southwestern part of Asia.

#### Skills Assessment:

- Human Systems**  
Why do you think many people in Arabia became traders?
- Physical Systems**  
What body of water formed a natural trade route between the Arabian Peninsula and the east coast of Africa?
- Evaluating**  
What geographic feature might have prevented the growth of cities in the southeastern part of the peninsula?



The areas along the coasts generally had milder climates that could support greater numbers of people. Towns grew up in these areas, and the townspeople became traders. For example, goods from Asia and Africa entered the port of Jidda on the Red Sea. From there they were transported inland to the city of Mecca (Makkah). Mecca was on a caravan route running north across the desert to Syria. Through trade, Arabs in the towns met and were influenced by people from many different cultures.

✓ **READING CHECK: Contrasting** How did the lifestyle of the desert Arabs differ from the lifestyle of the Arabs who lived along the coasts?

## The Prophet Muhammad

In Mecca in about A.D. 570, a man named **Muhammad** was born into a poor clan of Mecca's ruling tribe. Like many Arabs in Mecca, Muhammad made a living as a caravan trader. As a trader, he came in contact with a variety of people. Some, such as Christians and Jews, were monotheists. They believed in a single god. Many of them, particularly the Arabs, were polytheists who worshiped many gods.

When he was about 40 years old, Muhammad reported that the angel Jibreel (Gabriel, in English) told him that he was called to be a prophet of God (in Arabic, Allah) and revealed verses that Muhammad was to recite. A little later, he was instructed to teach others. Over the next several years Muhammad reported receiving many more revelations.

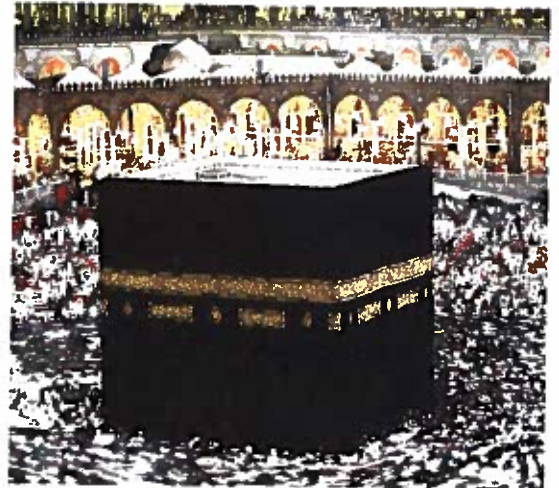
The merchant rulers at Mecca were very much against Muhammad's teaching. They thought his ideas criticized their conduct and attitudes and threatened their authority. Every year Arab pilgrims came to Mecca to worship at the Kaaba (KAH-buh). The Kaaba was a stone building filled with idols that some people worshiped. The merchant rulers may have feared that Muhammad's teachings about one god might stop such pilgrimages. Before long, they began to harass Muhammad and his followers. Eventually Muhammad looked for a more accepting place.

In A.D. 622 Muhammad and his followers settled in the town of Yathrib. This journey from Mecca to Yathrib is known as the **hijrah** (hi-JY-ruh). Hijrah means "flight" or "migration." Later, Yathrib became known as Medina, or Al-Madinah, the "City of the Prophet." Eventually the year of the hijrah became the first year of the Muslim calendar.

After the move to Yathrib, Muhammad gained followers in greater numbers. Desert tribes began to accept his ideas, increasing tensions between Mecca and Medina. Several years of war followed. Finally, Mecca submitted. Muhammad went back to Mecca in A.D. 630. The idols in the Kaaba were destroyed, and it then became a holy place for Muhammad's followers. Muhammad rededicated the Kaaba to the worship of the One God, Allah.

Soon Arabs everywhere began to accept Muhammad's ideas. Through a combination of wise policies, tolerance, and force, Muhammad converted many of the bedouin tribes to his new religion, called **Islam**. By A.D. 632, when he died, many Arab tribes had become followers of Muhammad. Within a very few years, Islam had spread across Arabia and the Middle East and into North Africa.

✓ **READING CHECK: Sequencing** What were the important events in the development of Islam?



*Today the Kaaba in the Great Mosque at Mecca serves as a spiritual sanctuary for Muslims.*

**Link to Today** Why might modern followers of Islam consider the Kaaba a special place?

**Holt  
Researcher**



**go.hrw.com**

**KEYWORD: Holt Researcher**

**FreeFind: Muhammad**

After reading more about Muhammad on the Holt Researcher, write a short essay explaining how he changed life on the Arabian Peninsula and beyond.





## THE FIVE PILLARS OF ISLAM

- 1. The profession of faith.**  
This includes acknowledging that there is no god but God (Allah) and that Muhammad is the messenger of God. It implies belief in earlier messengers.
- 2. The five daily prayers.**  
This includes following a ritual of washing and prescribed movements and facing the direction of Mecca.
- 3. Paying zakat.**  
This is an annual tax used to help the poor and others in need.
- 4. Fasting during the holy month of Ramadan.** (RAH-muh-dahn)  
Muslims eat and drink nothing from dawn to sunset. This reminds them of the importance of self-discipline, dependence on the Creator, and the feelings of the poor.
- 5. Making a pilgrimage to Mecca at least once, if possible.**  
During the pilgrimage, which takes place during a certain time of the year, Muslims meet to pray and perform rituals to remind them of the faith of Abraham, and the unity and equality of Muslims all over the world.

## The Faith of Islam

Islam is based on the central beliefs that there is only one God, and that each believer must obey God's will. In fact, in Arabic the word *Islam* means "submission to [the will of] God." Followers of Islam are called **Muslims**. Today millions of people throughout the world are Muslims. The largest Muslim communities are in Asia, North Africa, and parts of eastern Europe.

The holy book of Islam is the **Qur'an** (kuh-RAN). According to Muslims, the Qur'an is the word of God as revealed to Muhammad. This includes rules and instructions for right living. There are five basic acts of worship, called the Five Pillars of Islam, required of all Muslims. There are other rules for Muslims to follow as well, such as living humble lives, being tolerant and generous, and not eating pork or drinking alcoholic beverages. Islam also emphasizes the importance of the **jihad** (ji-HAHD), which means "the struggle to defend the faith." Some Muslims believed that anyone who died in this struggle would be rewarded in heaven.

Muhammad taught that God had revealed the Qur'an as a sacred guide for all people. First written in Arabic, the Qur'an was not rapidly translated into other languages because Muslims believed that God's revelations might be lost or changed. As a result, Arabic became the common language of Muslims in religion, law, and literature. Muslims memorize and recite the Qur'an in Arabic.

Muslims worship in **mosques**. Mosques have no furnishings, only mats or rugs on which to kneel, and they never contain images of people or even animals. There is no official clergy in Islam. Men who are trained in the Qur'an and Islamic law guide the people in worship. On Friday at noon, Muslims gather together for congregational prayer and sermons. In most Islamic cultures, women say the same prayers at home or in a section of the mosque set aside for them.

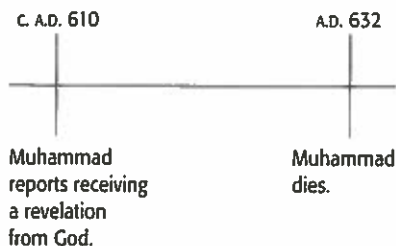
✓ **READING CHECK: Finding the Main Idea** What are the central beliefs of Islam?

## SECTION 1 REVIEW

- 1. Define** and explain the significance:  
bedouins  
hijrah  
jihad  
mosques

- 2. Identify** and explain the significance:  
Muhammad  
Islam  
Muslims  
Qur'an

- 3. Sequencing** Copy the time line below. Use it to organize and identify events in the rise of Islam.



- 4. Finding the Main Idea**

- In what way did the geographic location of Mecca help its early merchant rulers establish their base of power there?
- How did belief in Muhammad's prophethood lead to the religion of Islam?
- What role did settled and nomadic Arabs play in the spread of Islam throughout the Arabian Peninsula?

- 5. Writing and Critical Thinking**

**Comparing** Imagine a meeting between a polytheist of Mecca and a convert to Islam. Write a dialogue between them comparing their faiths.

**Consider:**

- the beliefs of the polytheists
- the beliefs of Muslims

 **Homework Practice Online**  
keyword: SH3 HP2

## READ TO DISCOVER

- 1 How did the Muslims expand their empire?
- 2 Why did the Islamic community divide?

## DEFINE

caliph  
imams  
sultan

## IDENTIFY

Abū Bakr  
'Umar  
Sunni  
Shi'ah  
Sufi  
Rābi'ah al-'Adawiyah  
Tāriq  
Moors

## WHY IT MATTERS TODAY

Several million Muslims live in North America. Use **OSG** or other **current event** sources to find out where the largest Islamic communities in North America are located. Record your findings in your journal.

CNN Student News.com

# The Spread of Islam

**The Main Idea**  
After the death of Muhammad, the Islamic world greatly expanded, but soon split into two factions.

**The Story Continues** *According to the Qur'an and the Hadith, or sayings of the prophet, during a journey to Jerusalem, Muhammad traveled through seven heavens to visit the throne of God. Although some followers refused to believe the story at first, one faithful convert named Abū Bakr accepted it immediately. For his faithfulness he was called "The Upright."*

## Expansion Under Abū Bakr and 'Umar

When Muhammad died in A.D. 632, his followers chose **Abū Bakr** (uh-BOO BAK-uhr) as his successor. Abū Bakr was Muhammad's oldest friend and one of his early converts. He was given the title **caliph** (KAY-luhf), meaning "successor to the Prophet." During his rule, Abū Bakr helped to bring the Arabic tribes together. He also began to expand Islam's influence northward.

In A.D. 634 **'Umar** (OO-mahr) succeeded Abū Bakr as caliph. 'Umar was a strong leader with a well-run government. Under 'Umar, Muslim expansion continued and people began to share in the empire's wealth. He continued conquering neighboring territories of non-Muslims. In about A.D. 640, for example, the growing armies of Islam under 'Umar's leadership won much of the once-mighty Persian Empire and took control of Iraq. Every victory further encouraged people from across the region to accept Islam. Within 25 years of Muhammad's death, the Muslim Empire included parts of Syria, Persia, and North Africa.

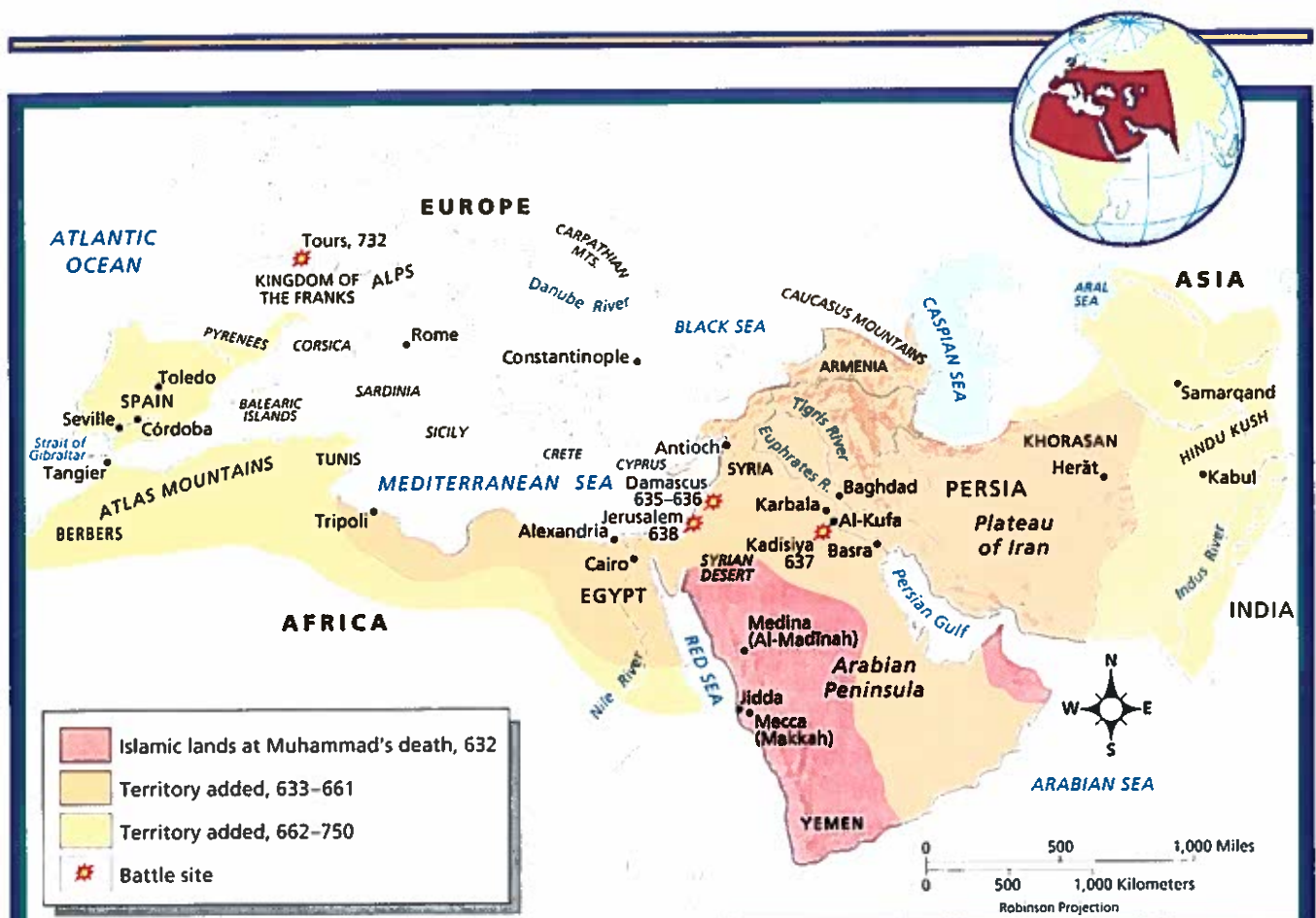
The Arab policy toward conquered people made expansion easier. Fierce and fearless in war, Arabs also entered into many treaties without battle. They were often more tolerant than other conquerors. They did not demand that all conquered people convert to Islam. In the early years, Arabs were particularly tolerant of Christians and Jews.

Muslims called Christians and Jews "People of the Book." Muhammad had accepted the Torah and the Christian Bible as part of God's teachings. Christians, Jews, and some other groups could choose to accept Islam or to pay extra taxes. Some people who refused both options were killed. Many conquered people, however, either paid or converted to Islam.

The caliphs who came after 'Umar expanded Muslim influence even more as the power of other empires, such as the Byzantines, was weakening. Within about 100 years after Muhammad's death, Muslims had swept eastward through part of India and moved westward to conquer much of North Africa. During this time of expansion, the Muslims also conquered islands in the Mediterranean Sea. These gave them control of important trade routes. In A.D. 711 a powerful Muslim force invaded Spain and thus brought Islam to Europe. Muslim troops also tried to conquer Constantinople, but their attempt failed when Byzantine armies successfully defended the city.

- ✓ **READING CHECK: Sequencing** What steps did Abū Bakr and 'Umar take to spread Islam?





### Expansion of Islam, A.D. 632–A.D. 750

**Interpreting Maps** Within a little more than 100 years after Muhammad's death, the Muslim Empire stretched from western Europe eastward to the border of China.

**Skills Assessment:** **1. The World in Spatial Terms** What years saw the greatest expansion of the Muslim Empire? **2. Making Predictions** How might the expansion of Islam have affected the history of areas such as North Africa and China?

## The Islamic Community Divides

The system of Islamic government allowed the caliphs to exercise great authority. From the beginning, however, people could not agree about who should be caliph. Eventually these disagreements split the Muslim community. The split began when 'Umar's successor, 'Uthmān (ooth-MAHN), was murdered. 'Uthmān was killed because rebels believed he favored his own clan. 'Alī was chosen to succeed 'Uthmān as caliph. 'Uthmān's relative Mu'awiyah (moooh-AW-wee-ya) protested. He accused 'Alī of helping the killers. War broke out between the two sides. In A.D. 661 'Alī was assassinated, and Mu'awiyah became caliph.

Most Muslims agreed to accept Mu'awiyah as caliph. These Muslims eventually became known as the **Sunni** (sooH-nee). They were followers of the Sunna, meaning "way of the Prophet" or "habitual practice." The Sunni believed that agreement among the Muslim people should settle religious matters.

'Alī's followers insisted that only his descendants should be caliphs. This group later became known as the **Shi'ah** (SHEE-ah). The Shi'ah believed that 'Alī's descendants, called **imams** (i-MAHMZ), should decide religious and worldly matters.

The split between the two groups continued. The rift deepened when Mu'awiyah's descendants killed 'Alī's son Husayn. According to the Shi'ah, on a day of reckoning, Husayn's mother, Fātimah, will take her son's blood-stained shirt to God and say:



“Oh God, you have given me and my son a promise. For the sake of his sacrifice, have mercy upon the people of the Last Prophet!”

Fātimah, from *Islam in Practice: Religious Beliefs in a Persian Village*, by Reinhold Loeffler

Then, in memory of Husayn's death, God will forgive the sins of the Shi'ah and there will be peace. Today the division between the Shi'ah and the Sunni still exists. Less than 10 percent of the world's Muslims are Shi'ah.

Later another group within Islam developed. Muslim mystics known as Sufi, such as Rābī'ah al-'Adawīyah, tried to live simple lives centered on God. They turned away from worldly possessions and success. The Sufi believed that faith in God was the only mark of a person's worth.

✓ **READING CHECK: Comparing and Contrasting** What are the similarities and differences between the Sunni and the Shi'ah?

## The Empire Continues to Spread

Despite this split, the Muslim Empire continued to spread. Soon a North African people called the Berbers converted to Islam. In A.D. 711 a Berber general named Tāriq led a Muslim army to Spain. They crossed the Mediterranean at the great rock that guards the strait between Africa and Europe. The rock became known as *Jabal Tāriq*, or “Mount Tāriq.” In English it is called the Rock of Gibraltar.

**The Moors.** Tāriq's Muslim army conquered Spain quickly. Those Muslims who made Spain their home were called **Moors**. Within a few years, the Moors crossed over the Pyrenees to raid central France. In A.D. 732 the Franks defeated the Moors at the Battle of Tours and the Moors eventually withdrew from France. They continued to rule parts of Spain, however, for more than 700 years.



*Suleymaniye Mosque in Istanbul, Turkey*

### Analyzing Primary Sources

**Identifying a Point of View** Why might the Shi'ah consider Husayn's death a special sacrifice?

### HISTORY MAKER

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**Rābī'ah al-'Adawīyah**  
(C. A.D. 717–A.D. 801)

Rābī'ah al-'Adawīyah was one of the greatest Sufi mystics. Abandoned at a young age, she was later sold into slavery. While she filled her days with hard work, Rābī'ah spent her nights praying to Allah for help, guidance, and deliverance.

One night, a great light appeared above her head. Her master, recognizing her devotion to Allah, set her free. Rābī'ah went on to become one of the first female Sufi mystics. Her religious poetry and other writings still inspire Muslims today.

Because no known images of Rābī'ah al-'Adawīyah exist, the calligraphy above is used to symbolize her. It translates as: “In the name of Allah Most Gracious, Most Merciful.” **How is Rābī'ah al-'Adawīyah important to Islam?**



## The Expansion of Islam

Certain events happened in a certain way to help Islam succeed. Understanding the sequence in which events happened can help us understand why some events occurred as they did.

*In A.D. 711, less than a century after Muhammad's death, a Muslim army led by the Berber general Tariq invaded Spain.*



*This Persian image shows Muhammad, his face covered, entering a town (possibly Medina or Mecca), probably at some point between A.D. 622 and A.D. 632.*



*Abū Bakr followed Muhammad as the leader of Islam and became the faith's first caliph in A.D. 632.*



*A troop of Muslim Turkish cavalry is shown in battle formation in this image, c. A.D. 1050–c. A.D. 1100.*

### Skills Reminder

A sequence is an arrangement of things or events in a logical order. Creating a sequence helps you understand information. From the pattern you create, you can decide how events or things are related to each other. To help sequence information, look for calendar references; time periods; and clue words, such as *first*, *second*, *after*, *before*, *meanwhile*, or *later*. If there are no calendar references or clue words, look for an implied sequence. For example, could one event have happened without another taking place first?

### Skills Practice

- 1 Study the images and captions above. They show and describe historical events that occurred during the early history of Islam. These events helped lead to the rise and spread of Islam. The events described have been placed in random order. Reorganize the events to place them in their proper sequence.
- 2 How does understanding the sequence in which these historical events occurred help to explain how Islam succeeded?



The great era of Arab Muslim expansion lasted until the 1100s. After that, the Turks became the ruling force in Islam. The Islamic empire, though, continued to expand under the Turks.

**The Turks and Islam.** Turkish-speaking groups from the steppes of central Asia began to move west and south. These tough, nomadic people lived as much by fighting and raiding as by herding. They developed a warlike culture that encouraged expansion and conquest. The conquests brought these Turkish peoples into contact with Arab and Persian Muslims of the Middle East. By the late A.D. 900s, large numbers of Turks had converted to Islam. Many of these people settled around the great Muslim city of Baghdad, in what is now Iraq, where they served the caliph as troops. The Turks supported Islamic law, but their growing power caused political authority to gradually shift away from the caliph. A **sultan** ruled the Turks and claimed to serve the caliph, who still played an important symbolic role. By the mid-1000s the Turks had won control of Baghdad. During the next century, they became the dominant ruling force throughout much of the Islamic world.

During the A.D. 1000s, Turkish Muslims seized Syria, Mesopotamia, and much of Asia Minor. The Turks were skillful warriors. They won a major victory against the Byzantines at the Battle of Manzikert in A.D. 1071. Meanwhile, Turkish Muslims began raiding northern India. The Indians fought fiercely. The Turks, however, fought on horseback. They used their horses cleverly and succeeded. By the early A.D. 1200s they controlled most of northern India.

In the A.D. 1250s outside forces slowed Turkish Muslim expansion. Christians from the West captured cities in a series of wars. Meanwhile, Mongols from the East destroyed Baghdad.

✓ **READING CHECK: Supporting a Point of View** What evidence would you give that the Muslims had a large and well-trained army?



**INTERPRETING THE VISUAL RECORD**

**Flag bearers** This artwork from A.D. 1237 shows the flag bearers of an Islamic caliph. *How do the flag bearers indicate the importance of the caliph, even during the reign of the Turks?*

**SECTION 2 REVIEW**

1. **Define** and explain the significance: caliph, imams, sultan

2. **Identify** and explain the significance: Abū Bakr, 'Umar, Sunni, Shi'ah, Sufi, Rābi'ah al-Adawiyah, Tāriq, Moors

3. **Categorizing** Copy the chart below. Use it to organize the areas that the Muslims conquered during the expansion of the Muslim Empire.

	Arabs	Turks
Years		
Areas		

4. **Finding the Main Idea**

- In what ways did the geography of the Arabian Peninsula contribute to the spread of Islam?
- What effect might the split in the Islamic community have had on the expansion of the Muslim Empire?

5. **Writing and Critical Thinking**

**Evaluating** Explain why the Muslims were able to expand their empire so rapidly.

**Consider:**

- how the Muslim government and military were organized
- what the Muslim policies were toward conquered people
- how conquered people reacted to Islam

**go! homework.com** Homework Practice Online keyword: SH3 HP2



## READ TO DISCOVER

- 1 How did the location of Arabia affect trade in the Muslim Empire?
- 2 What were Muslim society and family life like?
- 3 What Muslim achievements were made in science?
- 4 How did Islam influence Arab art and literature?

## DEFINE

astrolabe  
minaret

## IDENTIFY

al-Rāzī  
Ibn Sīnā  
al-Idrīsī

*The Thousand and One Nights*

## WHY IT MATTERS TODAY

The role of women in Muslim society has changed throughout the years. Use **CNN** or other **current event** sources to explore the role of women in Muslim societies today. Record your findings in your journal.

CNN Student NEWS.com

# Islamic Civilization

## The Main Idea

Muslims made many advances in economics, government, education, science, and the arts.

## The Story Continues

*Islam became more than just a religion. It was also a great cultural movement that affected virtually every aspect of life within the Islamic Empire. As one Muslim saying expressed: "Islam, the government, and the people are like the tent, the pole, the ropes, and the pegs. The tent is Islam; the pole is the government; the ropes and pegs are the people. None will do without the others."*

## A Culture of Traders

The Arabs had been traders for centuries before their empire developed. Muhammad himself had been a trader. It is not surprising, then, that trade was important to Muslim culture. The empire was at the center of a world trade network that linked Europe, Asia, and Africa. India and China sent goods to ports in Syria and Egypt.

As trade grew, other cultures increasingly demanded the quality goods that Muslims produced, such as textiles manufactured from silk, cotton, and wool, as well as beautiful woven tapestries and carpets. Muslims also made metal products from gold and silver. Steel swords from Damascus and from the Spanish city of Toledo became world famous. Luxuries such as jewelry, perfumes, and spices were in great demand. Muslim artisans produced pottery and glassware. Artisans in North Africa and Spain made fine leather goods. All this trade made the Islamic Empire wealthy.

Muslims exchanged ideas with other cultures as well. Both Córdoba and Toledo in Spain were famous centers of learning. Christian and Jewish scholars carried Muslim ideas from Spain into western Europe. Sicily under the Muslims was known for its

astronomers and geographers. They, too, influenced Europeans. Many Europeans, in fact, viewed the Muslim world as a source of advanced knowledge in many scientific areas and in banking and commerce.

✓ **READING CHECK:**

**Evaluating** How important was the location of the Arabian Peninsula to trade in the Muslim Empire?



*Muslim merchants carried goods across a far-flung network of trade routes.*

## Government and Society

Under Arab rule, the Muslim Empire was organized into provinces. At first one caliph headed the government. Disagreement over succession to the position developed, however. In time, these disputes led to the breakup of the empire into three areas, or caliphates. The caliphates were ruled by caliphs in Baghdad, Cairo, and Córdoba.

Muslims throughout the Islamic Empire lived according to the Qur'an. It guided both their religious life and daily life—there was no separation. The Qur'an gave detailed instructions about how society should be organized and how people should live. All Muslims were expected to follow the Islamic laws in public and private life.

Slavery was common in Arabia. The Qur'an urged Muslims to free their slaves. Those who chose to keep slaves were required to treat them humanely. No free Muslim could be enslaved, and the children of a female slave and her master were free.

The family was the core of Muslim daily life. Muslims showed concern for all members of their family—parents, children, grandparents, aunts, uncles, and cousins. They particularly respected the elderly. In Islamic families everyone had specific roles and duties. Men were responsible for the family's needs. Women had the right to just treatment, and they could control property, but they were not required to contribute to the family's needs. As the Qur'an stated:

Primary Source

“Women have such [as many] honourable rights as obligations, but their men have a degree [of rights and obligations] above them.”

The Qur'an

Parents usually arranged marriages for their children. However, the Qur'an gave a woman the right to refuse the arrangement. The groom was required to give his bride a marriage gift of property or money.

It was common in Arabia for a man to have several wives. The Qur'an restricted a Muslim man to four wives, and he had to treat them equally. In fact, the Qur'an gave women more rights than they had received under traditional Arab law. For example, if a woman got divorced, she kept her own money and was free to remarry. She could also inherit money and own property. Muslim women enjoyed more freedom than most women at the time. Later, however, women began to be secluded and lost some rights.

The government supported schools and libraries. The family and the mosque also took responsibility for education. A person who could speak and write well was thought to be educated. Students attended religious study groups at the mosque. Advanced students could attend schools established for the study of science, mathematics, or law.

✓ **READING CHECK: Identifying Bias** How did old Arab customs and Islamic law affect Muslim family life?



*This illustration from an Arabic book shows the great detail used in Islamic art.*

### Analyzing Primary Sources

**Drawing Inferences** How does this passage show that the Qur'an guided more than just religious beliefs?





**INTERPRETING THE VISUAL RECORD**

**Arab physicians** This medieval artwork shows Arab doctors treating a patient. *What do you think the doctor is doing?*

**Link to Today** How does this technique compare with that used by doctors today?

**CONNECTING TO  
Science and  
Technology**

**Muslim Medicine**

The Arab surgeon Abū al-Qāsim (A.D. 936–1013) developed surgical techniques in Córdoba. He wrote the first illustrated surgical textbook.

Other Arab scientists were interested in chemistry. They learned to distill substances and make medicines. Many drugs used today are of Arab origin.

**Understanding  
Science and  
Technology**

**How did Arabs of the Muslim Empire contribute to medical science?**

**The Sciences**

Though divided politically, the Muslim world remained united in one great civilization. As Muslims expanded their empire, they learned from the people they conquered. They also learned from the merchants with whom they traded. The Arabs adopted the best ideas, customs, and institutions they found. They combined ideas of Greece, Rome, and Asia in their culture. From India the Muslims got new ideas about astronomy and mathematics. From China they learned about papermaking. They particularly learned from the writings of the Greek philosophers and scientists.

**Medicine.** Some of the most important contributions that Muslims made were to medical science. They studied the work of the famous Greek physicians Hippocrates and Galen. Then they added to what the Greeks had done.

Scientific advances in the use of herbs, foods, and prepared drugs added to the Islamic world's vast store of medical knowledge. Some of this early Muslim work in the development and preparation of pharmaceutical drugs is still in use today. In some cases, techniques such as distillation that were first used by Muslim scientists to prepare medical drugs are also followed by today's manufacturers.

Muslim doctors achieved great progress in the techniques of dissection to study anatomy. They also developed improved surgical instruments and processes. The Muslim surgeon Abū al-Qāsim, for example, practiced in Islamic Spain, in the city of Córdoba. His work did much to raise the surgical standards of the time, and his illustrated book of surgical techniques, the first of its kind, was widely used in Europe for centuries.

Muslim physicians learned to correctly diagnose certain diseases. They also pioneered in the development of new ideas concerning hygiene.

Muslim doctors in Baghdad were required to pass difficult examinations in order to practice medicine. They also established the world's first school of pharmacy and created the first encyclopedia of known drugs, the preparation of drugs, and their medical effects. A great public hospital was founded in Baghdad. Physicians at this hospital learned to diagnose and treat deadly smallpox and other diseases.

One of the greatest doctors of the Islamic world was **al-Rāzī**. He was chief physician at the hospital in Baghdad in the early A.D. 900s. Al-Rāzī was best known for a paper he wrote about smallpox and measles. He was the first to clearly describe these diseases so that doctors could tell them apart. Al-Rāzī also compiled a huge medical encyclopedia. It was translated into Latin and used in Europe for centuries.

Some of the greatest Islamic thinkers and scholars were also doctors. **Ibn Sīnā** (also called Avicenna) was among the best known. One of his textbooks was the encyclopedic *Canon of Medicine*.



*A page from a text on Islamic medicine illustrates the anatomy of the human eye.*

He wrote it in the early 1000s. This medical book was used in Europe until at least 1650. Ibn Sīnā's thoughts about his own training give a good picture of this extraordinary man.



“I busied myself with the study of . . . [a treatise by al-Farabi] and other commentaries on physics and metaphysics, and the doors of knowledge opened before me. Then I took up medicine . . . Medicine is not one of the difficult sciences, and in a very short time I undoubtedly excelled in it, so that physicians of merit studied under me. I also attended the sick, and the doors of medical treatments based on experience opened before me to an extent that can not be described. At the same time I carried on debates and controversies in jurisprudence [law]. At this point I was sixteen years old.”

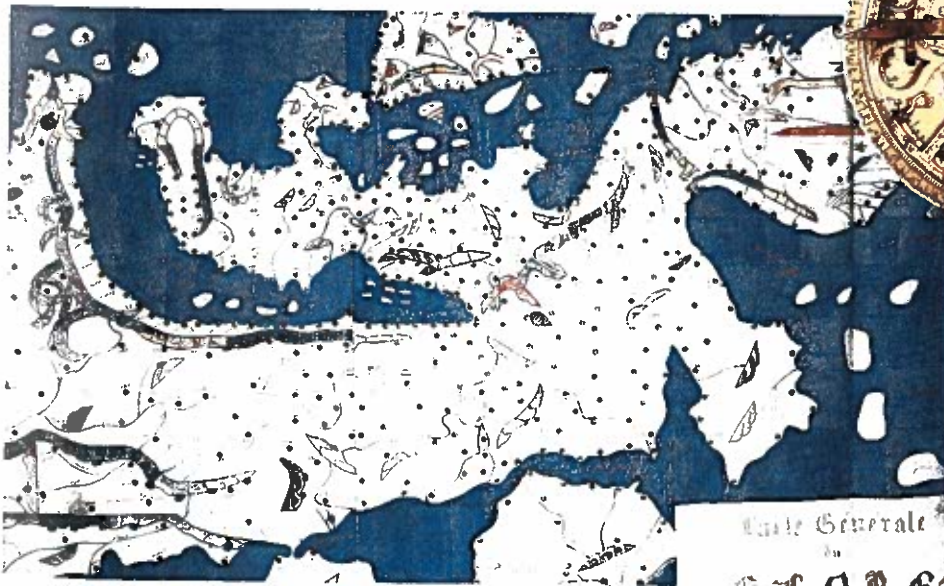
Ibn Sīnā, from his autobiography

The Muslim conquest of Spain contributed to an expansion of learning in that country. Córdoba became the medical equal of Baghdad. From Spain, Muslim medical science spread to other European centers of learning. Christians had preserved the old medical knowledge. Now it was combined with Muslim learning. Universities throughout Europe began to teach medicine based on Arab Muslim medical advances.

**Geography.** Because the Muslims were traders, they traveled and explored distant places. It is not surprising that they were interested in astronomy, navigation, and maps.

At first the Muslims studied the maps the Greeks made. Then they added their own improvements. In Baghdad astronomers developed a more accurate way to measure distances on earth. Geographers used their measurements to make better maps. One Muslim geographer, **al-Idrīsī**, sent people to other countries. He asked them to draw the geographic features they saw. Al-Idrīsī then combined what they found with existing maps to make new, more accurate maps.

Muslims adopted another Greek invention. This was the small instrument called the **astrolabe**, which allowed observers to chart the positions of the stars and thus calculate their own position on Earth. Muslim astronomers improved the astrolabe several centuries later. By the 1100s, mariners throughout Europe and the Muslim Empire were using astrolabes.



*The astrolabe allowed Arab sailors to calculate latitude, longitude, and the time of day.*

*The maps that al-Idrīsī created in the 1100s were an important advance in geography.*

### Analyzing Primary Sources

**Drawing Conclusions** Ibn Sīnā said that medicine is “not one of the difficult sciences.” Why did he say that?



**Mathematics.** In about the A.D. 800s Muslims learned a new number system from India. This system expressed any number using only 10 figures. It included a figure for zero to mean an empty place. Muslim scholars introduced the Indian number system into the Greek science of mathematics. When Europeans learned about this number system, they called the figures “Arabic.” These are the same Arabic numerals in use today.

Muslims also got the idea of decimals from India. Al-Khwārizmī used them in an Arab arithmetic book. He also wrote about what he called *al-jabr*, or “restoring,” which became *algebra* in English. During the A.D. 1000s scholars from Europe visited Muslim schools in Spain to learn about Muslim arithmetic and algebra. Soon the Muslim mathematical ideas spread to Europe.

✓ **READING CHECK: Supporting a Point of View** What evidence would you give that the Muslims were outstanding scientists?

## The Arts

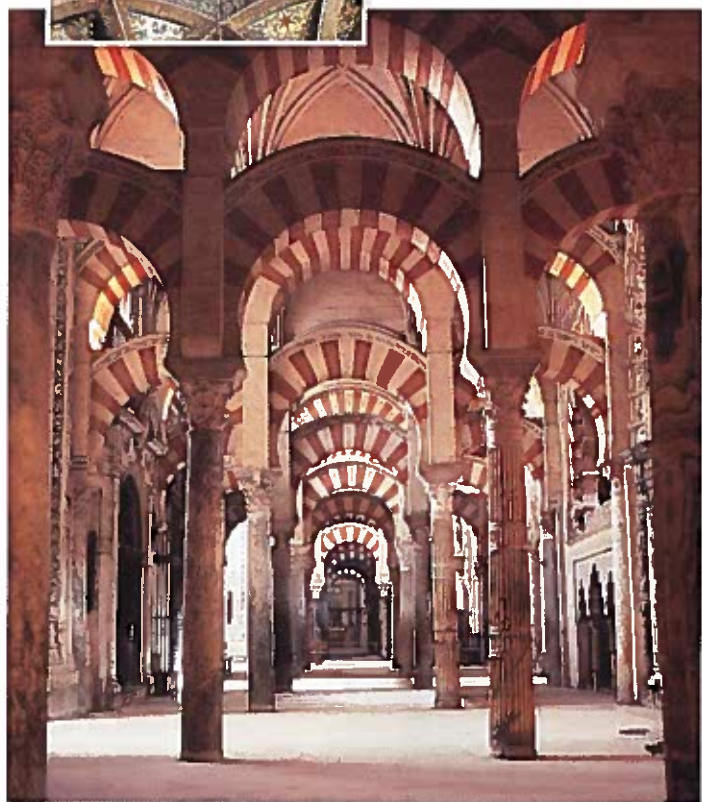


Islamic teaching forbids the use of images to show God. In fact, Islamic religious art avoided showing human or animal forms. Instead artists created beautiful geometric and floral designs. Calligraphy, the art of fine handwriting, was the highest art form. In their nonreligious art Muslims sometimes showed people in daily life, famous battles, or other similar scenes.

Architecture became one of the greatest forms of Islamic art. Mosques, palaces, marketplaces, and libraries were designed to show the glory of Islam. They also showed the power of the ruler who sponsored their construction.

The first Islamic mosques were modeled after Muhammad’s private courtyard at Medina, where he had led the community in prayer. These earliest mosques were, in many cases, simple plots of ground marked as sacred. As the Islamic Empire expanded, Muslims built mosques in the territories they conquered. During the earliest years of growth and conquest, mosques that were constructed in conquered lands beyond the Arabian Peninsula were apparently not used solely as religious centers. Rather, they often served as community centers where many kinds of group activities, in addition to prayer and religious ceremonies, were conducted. The community’s treasury might have been kept at the site of the mosque, and community social, political, and educational activities and events might also have been held there.

Over time the design of many mosques became more elaborate. In the western part of the Muslim world, the beautiful mosque at Córdoba, in Spain, was a fine example of this increasingly sophisticated architectural style. Built in stages between about A.D. 785 and about A.D. 988, this mosque remains as a magnificent monument to Islam.



**The Great Mosque of Córdoba took more than 200 years to complete. It is a masterpiece of Islamic architecture. The inset shows a part of the ceiling.**



Mosques were designed to house the thousands of followers who gathered to worship. The main part of the mosque was a vast area for prayer. A semicircular niche faced in the direction of Mecca. There also was a pulpit for the prayer leader. Often there was a **minaret**, or tower, attached to the outside of the mosque. Five times a day, a crier in the minaret would call Muslims to worship.

The Islamic Empire also produced outstanding poetry and literature. The caliphs were great patrons of the arts. Some writers lived at the caliph's court and wrote about what they saw.

One story in Muslim literature tells of a ruler who married a new bride each night. The next morning he would order her execution because he thought no wife would remain loyal. To save herself, one wife, Scheherazade (shuh-HEHR-uh-zahd), began to tell a story one night. She promised to finish it the next night. Interested and eager for the ending, her husband delayed her execution. Night after night she charmed him with stories. Each night she left the story unfinished. After a thousand and one nights, the king was convinced she would remain faithful and he abandoned his plans to execute her.

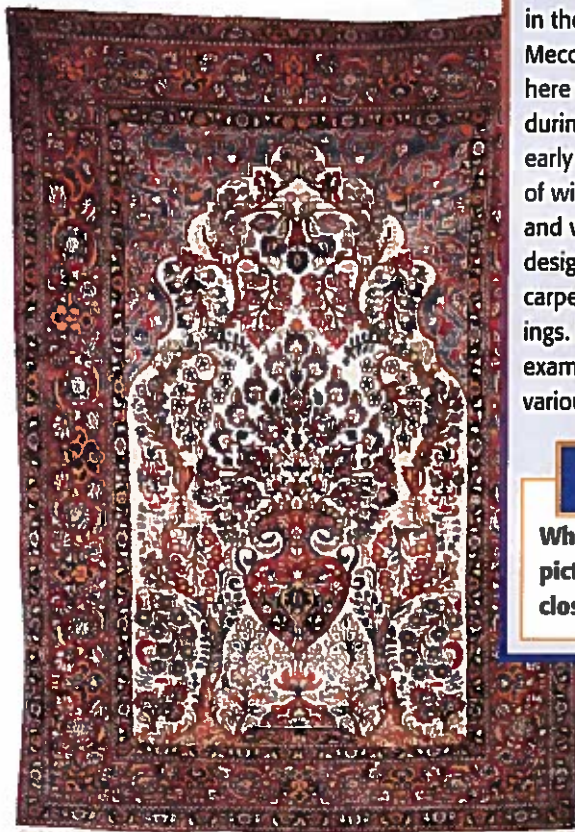
The story of Scheherazade is the tale around which a body of Muslim folktales was organized. Today we know the collection as *The Thousand and One Nights*. It includes the familiar tales of "Sinbad the Sailor," "Aladdin," and "Ali Baba and the Forty Thieves." They are among the most widely read stories in history.

✓ **READING CHECK: Identifying Cause and Effect** How did Islamic teachings influence Muslim art and architecture?

## CONNECTING TO Art

### Weaving: Carpets of the Muslim World

For centuries Muslims who could afford them have knelt and prayed on beautiful rugs. A prayer rug must be placed on the floor so that the arch in the design points toward Mecca. The prayer rug shown here was woven in Turkey during the late 1600s or early 1700s. It has a border of wide and narrow stripes and various geometric designs. The parts of the carpet have specific meanings. Different colors, for example, may symbolize various attitudes or values.



#### Understanding the Arts

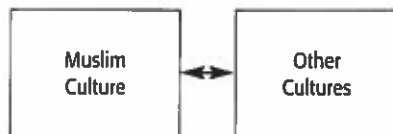
Which side of the rug pictured would be laid closest to Mecca? Why?

## SECTION 3 REVIEW

1. **Define** and explain the significance:  
astrolabe  
minaret

2. **Identify** and explain the significance:  
al-Rāzī  
Ibn Sīnā  
al-Idrīsī  
*The Thousand and One Nights*

3. **Identifying Cause and Effect**  
Copy the chart below. Use it to show how Muslim culture was influenced by other cultures and how it influenced other cultures.



4. **Finding the Main Idea**

- What role did trade play in the Muslim Empire?
- How did the Qur'an influence Muslim culture?
- What were the main scientific and mathematical achievements of the Muslim Empire?

5. **Writing and Critical Thinking**

**Summarizing** Write an outline for a short story or folktale that takes place in the Muslim Empire.

**Consider:**

- the daily lives and occupations of men and women in various regions of the empire
- the importance of religion in the culture
- the themes of the folktales in *The Thousand and One Nights*



**Homework Practice Online**

keyword: SH3 HP2



**Creating a Time Line**

Copy the time line below onto a sheet of paper. Complete the time line by filling in the events, individuals, and dates from the chapter that you think were significant. Pick three events and explain why you think they were significant.

**Writing a Summary**

Using standard grammar, spelling, sentence structure, and punctuation, write an overview of the events in the chapter.

**Identifying People and Ideas**

Identify the following terms or individuals and explain their significance:

- |             |             |
|-------------|-------------|
| 1. Muhammad | 6. caliph   |
| 2. hijrah   | 7. Tāriq    |
| 3. Muslims  | 8. Moors    |
| 4. Qur'an   | 9. al-Rāzī  |
| 5. mosque   | 10. minaret |

**Understanding Main Ideas****Section 1** (pp. 48–50)**The Rise of Islam**

- Why did some Arab traders and others who lived in the Arabian Peninsula follow the lifestyles of nomadic herders?
- Why do Muslims call Muhammad “the prophet of Islam”?
- What role does the Qur'an play in the lives of faithful Muslims?

**Section 2** (pp. 51–55)**The Spread of Islam**

- Which areas were included in the Muslim Empire by A.D. 750?
- What was the result when the Berbers crossed into Spain?
- What factors caused Islam to divide into two main branches?

**Section 3** (pp. 56–61)**Islamic Civilization**

- What role did trade play in Muslim culture?
- What navigational aids did the Muslims develop?
- Why did Muslims produce the type of art they did?

**Reviewing Themes**

- Science, Technology & Society** Why was there a development and flow of scientific information in the Muslim Empire?
- Global Relations** How did conquest contribute to the spread of Muslim culture?
- Culture** In what ways did the Islamic religion shape how the Muslim culture developed?

**Thinking Critically**

- Summarizing** How did the rise of Islam change the course of Arab history?
- Drawing Conclusions** How was Islam linked to other faiths?
- Evaluating** How did *The Thousand and One Nights* reflect both the history of the culture in which it was created and universal themes?
- Supporting a Point of View** What do you think was the most important contribution of the Muslim Empire to the world? Why?

**Writing About History**

**Summarizing** Write a report describing how Islamic rules affected Muslim family life in the Islamic Empire. Use the chart below to organize your thoughts before you write.

	Islamic Rules	Effect
Men		
Women		
Marriage		
Slavery		

## Building Social Studies Skills

### Using Art to Understand History

Study the illustration below. Then answer the questions that follow.



Islamic illustration of weighing goods, c. A.D. 900s–A.D. 1000s

- Which statement best describes what you can conclude about daily life during the period illustrated?
  - The people of this time invented the scales pictured.
  - Merchants sold goods by weight, and wore clothing similar to that shown.
  - Merchants only sold goods in bundles like those shown in the drawing.
  - Only men could be merchants.
- The subject of the drawing above is taken from Islamic daily life. What other subjects were used in Islamic art? Give specific examples.

### Analyzing Historical Context

Read the following excerpt from a modern historian's description of the life of Muhammad. Then answer the questions below.

**"But at this point a group of pilgrims from Yathrib [the city of Medina] . . . met him [Muhammad] . . . and some time later a deputation [group of representatives] set out to invite the Prophet to make Yathrib his home and base. This was the first big breakthrough. Muhammad eagerly accepted the offer and . . . arrived safely in Yathrib in September, 622."**

- According to the excerpt above, which of the following statements best describes the reason that Muhammad settled in Yathrib?
  - Muhammad was invited to settle in Yathrib by representatives of the city.
  - Muhammad settled in Yathrib because it was a major commercial and trading center in the Arabian Peninsula.
  - Muhammad refused to accept the Yathrib deputation's offer and thus had to be forced to settle in the city.
  - Muhammad and his followers settled in Yathrib after city officials offered to build a great mosque there.
- Why did the author of the excerpt above describe the events surrounding Muhammad's move to Yathrib as "the first big breakthrough"? Give specific reasons for your answer.

## Alternative Assessment

### Building Your Portfolio

#### Science, Technology & Society

The contributions to science, mathematics, and technology made by early Islamic societies had a far-ranging impact on the world. Identify a scientific, mathematical, or technological discovery of Islamic societies. Then trace the spread of these ideas to other civilizations and describe the changes they produced.

Link to  
TODAY

### Internet connect

#### Internet Activity: [go.hrw.com](http://go.hrw.com)

KEYWORD: SH3 WH2

Choose a topic on the Islamic World to:

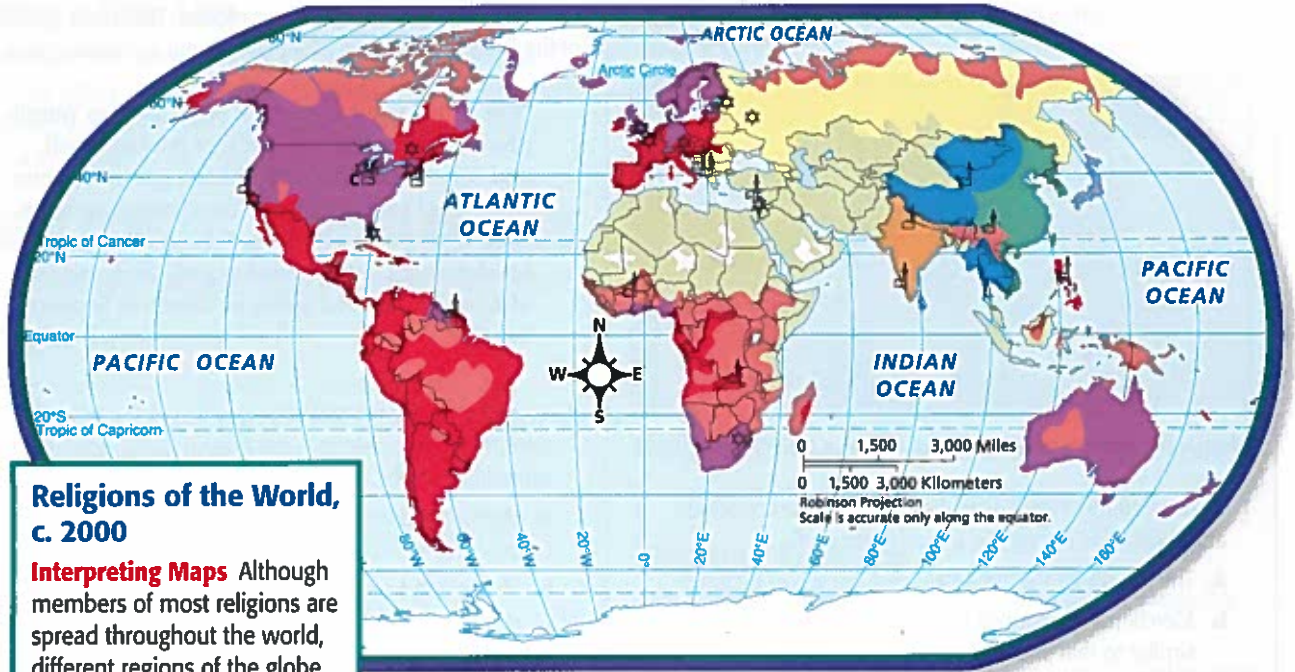
- research Muslim contributions to medicine and science.
- research and report on Islamic culture.
- create a chart of Islamic calligraphy designs.

go  
hrw  
com



# CROSS-CULTURAL CONNECTIONS

## World Religions



### Religions of the World, c. 2000

**Interpreting Maps** Although members of most religions are spread throughout the world, different regions of the globe tend to be more heavily populated by members of certain religious groups.

**Skills Assessment:**

**Human Systems** How are geographic factors reflected in the distribution of religious members today?

#### CHRISTIANITY

- Roman Catholic
- Protestant
- Eastern Orthodox

#### ISLAM

- Islam
- ☪ Significant Muslim population

#### EASTERN RELIGIONS

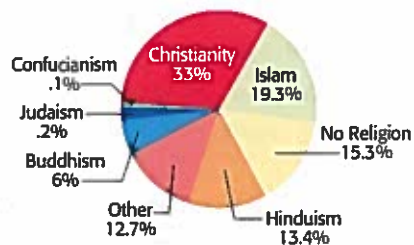
- Japanese religions (Shinto, Buddhism)
- Hinduism
- Chinese religions (Buddhism, Taoism, Confucianism)
- Buddhism

#### OTHER

- Local religions
- ★ Judaism
- Uninhabited

## MEMBERSHIP IN WORLD RELIGIONS, c. 2000

### Percentage of World Population



Source: World Almanac and Book of Facts, 2001

### Number of Followers



### Interpreting the Graphs

The six major religions in this feature still have large followings throughout the world. *What religion has the most followers throughout the world? The second most? What percentage of the global population do they represent?*





*The Wailing Wall, Jerusalem*



**Sacred Text:**  
*The Torah*



**Sacred Symbol:**  
*Star of David*

**Sacred Site:**  
*Jerusalem*



## HISTORY MAKER



**Abraham**  
(c. 2000 B.C.)

According to biblical sources, Abraham was originally an inhabitant of Ur, where he was known as Abram. After establishing a covenant with God, he changed his name to Abraham, meaning "father of many." This reflected a promise that Abraham would be the leader of many peoples.

Abraham is a sacred figure to three religions: Judaism, Christianity, and Islam. All three faiths trace their heritage to Abraham through the line of prophets descended from his sons. Some people consider Abraham the first historical figure to follow a faith with one supreme deity. **How does Abraham's connection to modern religions reflect his name "father of many"?**

## SPECIAL DAYS

Passover, in spring; Rosh Ha-Shanah and Yom Kippur, in autumn; and Hanukkah, in late autumn or winter



# HINDUISM

## HISTORY MAKER



**Mahavira**  
(c. 599 B.C.–527 B.C.)

Over the years many religious leaders added to and expanded Hindu thought. One such person was Mahavira, also known as Vardhamana. He was born into a warrior clan in northeastern India. At the age of 30 he left his home and entered the forest to find spiritual fulfillment. He got rid of all his personal possessions, then spent more than 12 years wandering the countryside with nothing to his name and little contact with other people.

After he felt he had gained the answers to his questions about life, Mahavira began teaching others. He believed the key to enlightenment was to live apart from the material world as much as possible. Many early Hindus were influenced by his ideas. Eventually his beliefs became the basis of Jainism, a new religion. **How did Mahavira influence Hindus?**



▲ **Sacred Texts:**  
*The Vedas, Bhagavad Gita*



*Festival of Holi*

▲ **Sacred Creature:**  
*The cow*

*The cow is a particularly sacred animal in the Hindu faith in part because of the important role it has played in sustaining life.*



*Hindus consider it a sacred duty to bathe in the holy waters of the Ganges River. This ritual cleanses the bather's mind and spirit.*

▲ **Sacred Sites:**  
*Ganges River, city of Varanas*

## SPECIAL DAYS

Festival of Holi, in spring; Diwali, or Deepavali (Festival of Lights) in autumn