

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Understand how Muhammad became the prophet of Islam.
- Describe the teachings of Islam.
- Explain how Islam helped shape the way of life of its believers.


## Prepare to Read

Build Background Knowledge L3

Ask students to recall how the other major religions arose and how they spread. Then ask them to predict how Islam arose and spread and how its adherents interacted with other peoples and other religions.


Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.


 AUDIO **Witness History Audio CD,**  
Messenger of God

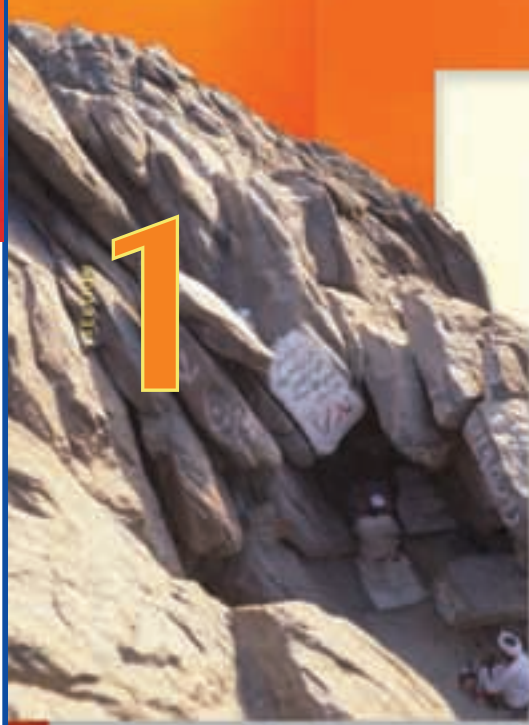
Ask **What did the angel want Muhammad to do?** (*to spread God's message*) Discuss possible meanings of "recite." (*to pray, to give a public speech about God*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 1 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Reading Skill** Have students use the *Reading Strategy: Summarize* worksheet.

 **All in One Teaching Resources, Unit 2, p. 67**

- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students create a timeline with the main events in the rise and spread of Islam and of Muslim empires.

 **Reading and Note Taking Study Guide, p. 88**



Muslims at Mount Hira

WITNESS HISTORY  AUDIO

## Messenger of God

During the month of Ramadan, as Muhammad sat meditating in a cave on Mount Hira, an angel in the form of a man came to him. The angel said, "Recite!" Muhammad said, "What shall I recite?" The angel overwhelmed Muhammad in an embrace, and then released him and said again, "Recite!" Muhammad repeated, "What shall I recite?" and again the angel overwhelmed him in an embrace. This happened a third time, after which the angel said, "Recite in the name of your Lord who created—created man from clots of blood." According to Muslim belief, on this and several other occasions, Muhammad heard the angel Gabriel calling him to be the messenger of God.

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



Muhammad's name, written in calligraphy

## The Rise of Islam

## Objectives

- Understand how Muhammad became the prophet of Islam.
- Describe the teachings of Islam.
- Explain how Islam helped shape the way of life of its believers.

## Terms, People, and Places

Bedouins	Kaaba
Muhammad	Quran
Mecca	mosque
Yathrib	hajj
hijra	jihad
Medina	Sharia

## Note Taking

**Reading Skill: Recognize Sequence** On a sheet of paper, draw a timeline like the one below and label the main events described in this section.



The religion of Islam, whose followers are called Muslims, emerged in the Arabian Peninsula. This region of southwestern Asia is mostly desert, yet it was home to many Arab tribes in the A.D. 500s. Nomadic herders called **Bedouins** (BED oo inz) moved through the desert to reach seasonal pasturelands for their camels, goats, and sheep. Competition for water and grazing land often led to warfare. Bedouins also traded with settled Arab tribes in oasis towns and protected the caravan trading routes.


## Muhammad Becomes a Prophet

**Muhammad** was born in the oasis town of Mecca around A.D. 570. **Mecca** was a bustling market town at the crossroads of several caravan routes. It was also a thriving pilgrimage center. Many Arabs came to pray at the Kaaba, an ancient temple that housed statues of pagan gods and goddesses. The pilgrims helped make Mecca's merchants wealthy. All weapons had to be laid down near the temple, making Mecca a safe and peaceful place to do business.

Arabia's deserts and trade centers shaped Muhammad's early life. In his youth, he worked as a shepherd among the Bedouins. Later, he led caravans across the desert and became a successful merchant. When he was about 25, Muhammad married Khadija (ka DEE jah), a wealthy widow who ran a prosperous caravan business. Muhammad became known for his honesty in business and was a devoted husband and father.

## Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

 **All in One Teaching Resources, Unit 2, p. 66; Teaching Resources, Skills Handbook, p. 3**

## High-Use Words

mediate, p. 306

affirm, p. 308

## Definitions and Sample Sentences

vt. act as a go-between

Representatives of the United Nations **mediate** conflicts between countries.

vt. to judge as valid

The Supreme Court **affirmed** the rights of prisoners to appear before a court.

## Teach

### Muhammad Becomes a Prophet

13


#### Instruct

- **Introduce: Key Terms** Ask students to find the key term **Mecca** (in blue) in the text and locate it on a map. Ask them to think about and describe the people and lifestyles of an oasis town located on trade routes.
- **Teach** Ask **Why was Muhammad surprised to be called as a prophet?** (*He was an illiterate merchant.*) **Why was Khadija important to Islam?** (*She encouraged Muhammad to accept the call.*) **What does “Islam” mean?** (*submission to God*) **What was the hijra?** (*the journey to Medina*) **Why was it a turning point?** (*It marked the beginning of the new community of Islam.*) **How did Muhammad change the Kaaba?** (*He rededicated it to one God.*)
- **Analyzing the Visuals** Direct students to the photo of Medina. Explain that it shows the Mosque of the Prophet, where Muhammad is buried. Point out the minarets, used for the call to prayer five times a day. Discuss why Medina is second only to Mecca as a sacred Muslim site.

#### Independent Practice

Have students imagine they are reporters in 622. Have them write a news story on Muhammad’s hijra, including interviews with leaders of Mecca and Medina and Muhammad’s followers.

#### Monitor Progress

- Ask students to discuss the meaning of “Islam” (*submission to God*) and how it fits Muhammad’s experience.
- As students fill in their timelines, circulate to make sure they are sequencing the events in the correct order. For a completed version of the timeline, see  **Note Taking Transparencies, 87A**

#### Answers

- ✓ He had a vision of an angel who called him to be a messenger of God and to urge people to worship the one true God.

**Caption** large building; many people

**Muhammad Becomes God’s Messenger** Muhammad was troubled by the moral ills of Meccan society, especially greed. He often went to a cave in the hills near Mecca to meditate. According to Muslim belief, when he was about 40 years old he heard the voice of the angel Gabriel calling him to be the messenger of God. Muhammad was terrified and puzzled. How could he, an illiterate merchant, become the messenger of God? Khadija encouraged him to accept the call. She became the first convert to the faith called Islam, from the Arabic word that means “to submit to God.” Muhammad devoted his life to spreading Islam. He urged Arabs to give up their worship of pagan gods and submit to the one true God. In Arabic, the word for God is *Allah*.

**The Hijra: A Turning Point** At first, few people listened to Muhammad’s teachings. His rejection of traditional Arab gods angered Mecca’s merchants, who feared that neglect of their idols would disrupt the pilgrim trade. In 622, faced with the threat of murder, Muhammad and his followers left Mecca for **Yathrib**, a journey known as the **hijra** (hih JY ruh). Later, Yathrib was renamed **Medina**, or “city of the Prophet,” and 622 became the first year of the Muslim calendar.

The hijra was a turning point for Islam. In Medina, Muslim converts welcomed Muhammad and agreed to follow his teachings. They became a community of Muslims, or *umma*. Loyalty to the umma was based on Islam instead of old family rivalries. Muhammad created rules that governed and united Muslims and brought peace among the clans of Medina. As his reputation grew, thousands of Arabs adopted Islam. Meanwhile, Meccan leaders grew more hostile toward the Muslims. After Muslims attacked several caravans, the Meccans prepared for war.

After fighting battles with the Meccans, Muhammad triumphantly returned to Mecca in 630. He destroyed the idols in the **Kaaba**, the temple that he believed Abraham had built to worship the one true God. He rededicated the Kaaba to Allah, and it became the most holy place in Islam. For the next two years, Muhammad worked to unite the Arabs under Islam. Muhammad died in 632, but the faith that he proclaimed continued to spread. Today, Islam is one of the world’s major religions.

✓ **Checkpoint** How did Muhammad become the prophet of Islam?

The photograph below shows Medina as it appears today. The illustration shows both Medina (left) and Mecca (right) in 1160. *What evidence do you see that Medina is an important pilgrimage site?*



#### History Background

**The Kaaba** Muslims believe that the Kaaba was built by Adam and rebuilt by Abraham. Located in Mecca, it is the most holy temple of Islam. The black silk cloth that covers the ancient stone masonry building is changed each year. The word *kaaba* means “cube.” At one corner is a black stone, probably a meteorite. The marble walls inside are inset with

verses from the Quran. A young American woman on pilgrimage described it: “Before me was the Kaaba, a great black cube partly submerged in a torrent of white-robed pilgrims circling round and round. . . . High above, the muezzin began the evening call to prayer: ‘*Allahu Akbar!* . . . God is Most Great!’”

## Teachings of Islam

L3


### Instruct

#### ■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Ask them how the belief that priests are not required to **mediate** between people and God might affect the importance and use of the Quran.

- **Teach** Ask **How do Muslims view Abraham and Jesus?** (*They were prophets, but Muhammad is the last and greatest prophet.*) **What are the Five Pillars of Islam?** (*declaration of faith, prayer five times daily, charity, the Ramadan fast, and the hajj*) **How do many Muslims view Jews and Christians?** (*as “People of the Book” who have received partial revelation and should be tolerated*)

- **Quick Activity** Display **Color Transparency 57: Interior of the Suleiman Mosque**. Explain that all mosques are based on Muhammad’s house in Medina and include a courtyard, a pool for ritual washing, a roofed area for prayers, and a prayer niche facing Mecca. Ask students how each feature helps express the faith.

 **Color Transparencies, 57**

### Independent Practice

- **Link to Literature** To help students better understand the Quran, have them read the excerpts from it and answer the questions on the worksheet.

 **All in One Teaching Resources, Unit 2, p. 68**

- **Note Taking** Have students fill in the diagram with the tenets of Islam.

 **Reading and Note Taking Study Guide, p. 88**

### Monitor Progress

- Have students discuss similarities and differences in the beliefs and scriptures of Islam, Judaism, and Christianity. Use their responses to fill in a three-column chart on the board.
- As students fill in their diagrams, circulate to ensure they understand the teachings of Islam. For a completed version, see

 **Note Taking Transparencies, 87B**

### Answer

- ✓ The duties include making the declaration of faith, prayer five times daily, charity, fasting during Ramadan, the hajj, and jihad.

## Teachings of Islam

Like Judaism and Christianity, Islam is monotheistic, based on belief in one God. The **Quran** (koo RAHN), the sacred text of Islam, teaches that God is all-powerful and compassionate. It also states that people are responsible for their own actions. Islam does not require priests to **mediate** between the people and God. Muslims believe that God had sent other prophets, including Abraham, Moses, and Jesus, but that Muhammad was the last and greatest prophet.

**Muslims Study the Quran** To Muslims, the Quran contains the sacred word of God as revealed to Muhammad. It is the final authority on all matters discussed in the text. The Quran teaches about God’s will and provides a guide to life. Its ethical standards emphasize honesty, generosity, and social justice. It sets harsh penalties for crimes such as stealing or murder. According to the Quran, each individual will stand before God on the final judgment day to face either eternal punishment in hell or eternal bliss in paradise.

Muslims believe that the Quran is the direct, unchangeable word of God. Because the meaning and poetic beauty of the Quran reside in its original language, all Muslims, including converts to Islam, learn Arabic. This shared language has helped unite Muslims from many regions throughout the world.

**Muslims Follow Duties** All observant Muslims perform five basic duties, known as the Five Pillars of Islam. The first is to make a declaration of faith. The second is to pray five times daily. After a ritual washing, Muslims face the holy city of Mecca to pray. Although Muslims may pray anywhere, they often gather in houses of worship called **mosques**. A mosque official called a muezzin (myoo EZ in) calls the faithful to prayer.

The third pillar is to give charity to the poor. The fourth is to fast from sunrise to sunset during the holy month of Ramadan—the month in which Muhammad received his first revelations from God. The fifth pillar is to make the **hajj**, or pilgrimage to Mecca, if a person is able. Pilgrims participate in ceremonies commemorating the actions of Muhammad, Abraham, and Abraham’s family. Their simple attire symbolizes the abandonment of the material world for the sake of God.

Another duty is **jihad**, or struggle in God’s service. Jihad is usually a personal duty for Muslims, who focus on overcoming immorality within themselves. At other times, jihad may be interpreted as a holy war to defend Islam and the Muslim community, much like the Crusades to defend Christianity. However, just holy war may be declared only by the community, not by an individual Muslim or small group.

**“People of the Book”** Muslims, Jews, and Christians worship the same God. The Quran teaches that Islam is God’s final and complete revelation, while Hebrew scriptures and the Christian Bible contain portions of earlier revelations. Muslims consider Jews and Christians to be “People of the Book,” spiritually superior to polytheistic idol worshippers. Although there have been exceptions, the People of the Book have historically enjoyed religious freedom in many Muslim societies.

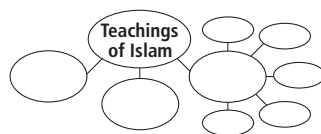
✓ **Checkpoint** What are the duties required of Muslims?

#### Vocabulary Builder

**mediate**—(MEE dee ayt) *v.* to act as a go-between

#### Note Taking

**Reading Skill: Identify Main Ideas** Copy the web diagram below. As you read, fill in the outer ovals with the teachings of Islam.



### Differentiated

#### Instruction Solutions for All Learners

#### L4 Advanced Readers L4 Gifted and Talented

The meaning of *jihad* is critical to understanding tensions between Islam and the West today. Jihad is a struggle for God and against evil, which may be carried out by the heart, the tongue, the pen, the hand, or the sword. One way to understand jihad is to examine Muhammad’s own life. He and his people were threatened with violence. He in turn resorted to vio-

lence against non-Muslims during his lifetime. However, most Muslims view jihad as a personal struggle to live a moral life. Have students research the meaning of jihad and its implications for Islam today. Have them give an oral report; then hold a class discussion on the meaning of *jihad*.

# THE FIVE PILLARS OF ISLAM

All observant Muslims perform five individual duties, known as the Five Pillars of Islam. These are based on Muhammad's example. The photograph below shows pilgrims praying at the Kaaba, the most important temple of Islam. Whenever Muslims pray, they face the Kaaba, which is located in Mecca. Find Mecca on the map and then read about the Five Pillars of Islam.



## 1. Declaration of Faith

The Muslim profession of faith is called the *shahada*. It states, "There is no god but God, Muhammad is the messenger of God." Muslims believe that God had sent other prophets, including Abraham, Moses, and Jesus, but that Muhammad was the last and greatest prophet.

## 2. Daily Prayer



Muslims pray five times each day. After a ritual washing, they face Mecca and perform specific actions as they pray.

## 3. Alms for the Poor

Muslims care for others by giving charity to the poor. In some Muslim countries, money is collected in the form of a tax called the *zakat*. Other Muslims give individual donations.



## 4. Fast During Ramadan

Muslims fast from sunrise to sunset during the holy month of Ramadan. The sick and very young children are not required to fast. The children below are celebrating the end of Ramadan.



## 5. Hajj

Muslims who are physically and financially able must make a pilgrimage to pray at the Kaaba in Mecca at least once. More than two million Muslims visit Mecca each year for this purpose. Pilgrims wear simple garments that erase cultural and class differences so that all stand equal before God.

## Islam: A Way of Life

L3

### Instruct

- **Introduce: Vocabulary Builder**  
Have students read the Vocabulary Builder term and definition. Ask them to predict how Islamic law might **affirm** the beliefs of Islam. Ask students to provide examples.
- **Teach** Ask **What is Sharia?** (*the body of Islamic law*) **What is it based on?** (*the Quran, Muhammad's life, Muslim traditions*) **What does it govern?** (*moral conduct, family life, business, government, public and private life*) Ask students to think of some advantages of having laws that affirm certain moral values. Ask **Where does the practice of veiling women come from?** (*from Persia and from the Quran's teaching that women should dress modestly*)
- **Quick Activity** Use the Think-Write-Pair-Share strategy (TE, p. T23) and ask students to write a sentence on the relationship between morals and legal systems. Then as a class, discuss how the two are related.

### Independent Practice

Have students write a letter from a mother who lived in Medina before, during, and after its people's conversion to Islam. The letter should be written to her Muslim granddaughter and should describe how women's lives changed during this period.

### Monitor Progress

- To check student understanding, ask them whether Islam governed daily life more closely than did other religions they have studied. Have them give examples.
- Check Reading and Note Taking Study Guide entries for student understanding.

### Thinking Critically

1. **Summarize** Describe the Five Pillars of Islam.
2. **Draw Inferences** Why do Muslims perform the Five Pillars?



## Differentiated

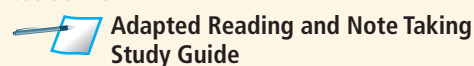
### Instruction Solutions for All Learners

#### L1 Special Needs L2 Less Proficient Readers

Direct students' attention to the Infographic on the Five Pillars of Islam. Have students, working in pairs, provide specific examples of how Muslims could carry out each of the five duties. To learn more, have students look up this topic in the encyclopedia and make a poster of the Five Pillars.

#### L2 English Language Learners

Use the following resources to help students acquire basic skills:



- Adapted Note Taking Study Guide, p. 88
- Adapted Section Summary, p. 89

## Answers

### Thinking Critically

1. declaration of faith: there is no god but God, Muhammad is the messenger of God; pray five times per day; give money to charity; fast during Ramadan; go on a pilgrimage to Mecca
2. They are the duties required of Muslims, following Muhammad's example.

## Assess and Reteach

### Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.


All in One Teaching Resources, Unit 2, p. 61

- To further assess student understanding, use

 Progress Monitoring Transparencies, 39

### Reteach

If students need more instruction, have them read the section summary.

 Reading and Note Taking Study Guide, p. 89

 Adapted Reading and Note Taking Study Guide, p. 89

 Spanish Reading and Note Taking Study Guide, p. 89

### Extend

Buddha and Muhammad both founded religions, but Buddha was a prince, while Muhammad was an orphan. Have students research and write an essay comparing their lives, their revelations, the key principles they taught, and their methods of disseminating their beliefs.

## Answers

**Caption** It suggests that women, as well as men, had the right to appear before a court of law. However, the man's word was worth more than the woman's.

- ✓ Islam prohibited killing daughters, gave women some legal rights, encouraged education for girls, and required women to dress modestly.



#### Islamic Law Court

In this Persian painting, a man and woman seek a decision before a judge. *What does this picture suggest about the rights of Muslim women?*

#### Vocabulary Builder

**affirm**—(uh FURM) *v.* to judge as valid

## Islam: A Way of Life

Islam is both a religion and a way of life. Its teachings shape the lives of Muslims around the world. Islamic law governs daily life, and Muslim traditions determine ethical behavior and influence family relations.

**Sharia—Islamic System of Law** Over time, Muslim scholars developed the **Sharia**, a body of law that includes interpretation of the Quran, examples of behavior from Muhammad's life, and Muslim traditions. Similar to Jewish law, the Sharia regulates moral conduct, family life, business practices, government, and other aspects of individual and community life. It does not separate religion from criminal or civil law, but applies religious principles to all legal situations. Just as the Quran unifies Muslim beliefs, the Sharia unites Muslims under a common legal framework.

**Impact of Islam on Women** Before Islam, the position of women in Arab society varied. In some communities, women were active in religion, trade, or politics. As in most societies at that time, however, most women had limited rights. Arab women could not inherit property and had to obey a male guardian. Among a few tribes, unwanted daughters were sometimes killed at birth.

Islam extended rights and protection to women by **affirming** the spiritual equality of all Muslims. The Quran teaches that "Whoever does right, whether male or female, and is a believer, all such will enter the Garden." The Quran prohibited the killing of daughters, granted women an inheritance, and allowed women to reject a marriage offer. Islam also encouraged education for men and women so that all Muslims could study the Quran.

Although spiritually equal under Islam, men and women had different roles and rights. For example, women inherited less than men and had a more difficult time getting a divorce. As Islam spread, Muslims adopted practices of conquered peoples. For example, the practices of veiling upper-class women and secluding them in a separate part of the home were Persian customs. The Quran says that women should dress modestly, which has been interpreted in multiple ways. Still, women's lives varied according to region and class. In rural areas, peasant women often needed to work and did not wear a veil, but took care to dress modestly.

✓ **Checkpoint** How did Islam affect Muslim women?

## Section 1 Assessment

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-1011

#### Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

#### Note Taking

2. **Reading Skill: Recognize Sequence and Identify Main Ideas** Use your completed timeline and web diagram to answer the Focus Question: What messages, or teachings, did Muhammad spread through Islam?

#### Comprehension and Critical Thinking

3. **Identify Point of View** Why were merchants in Mecca at first opposed to Muhammad's teachings?
4. **Determine Relevance** Why do Muslims consider Mecca sacred?
5. **Recognize Ideologies** How do the Quran and Sharia guide Muslims?
6. **Draw Inferences** Which aspects of Islam would have appealed to the poor, enslaved, and isolated—many of the first Muslim converts? Explain.

#### Writing About History

**Quick Write: Choose a Topic** Compare and contrast one tradition of Islam (religious holidays, for example) to a similar tradition within Judaism and/or Christianity. First, choose a topic to compare and contrast. To do so, write a list of the categories from which you can choose a topic to research for both religions. Refer to this list as you collect the facts and details you need to write a compare-and-contrast essay.

## Section 1 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. belief in one God, equality of believers, struggle in God's service, tolerance of Jews and Christians, Five Pillars
3. They feared his teaching about one God would ruin profits from the pilgrims who came to Mecca to worship many gods.

4. Mecca is the home of the Kaaba, which is Islam's most holy place.
5. The Quran is the final word on all matters and explains proper behavior. Sharia applies the teachings of the Quran to daily life and regulates Muslim society.
6. equality of all believers, the importance of charity, and not needing priests to commune with God.

#### Writing About History

Students' lists should include categories that relate to both religions (or all three), and topics should be suitable for development in a comparison-contrast essay.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-1011**.

## The Quran

The Quran, the holy scriptures of Islam, contains 114 *suras*, or chapters, which are divided into verses. Muslims believe that the Quran is the word of God as revealed to Muhammad. They also believe that God instructed Muhammad to arrange the chapters into the order in which they appear. The following excerpts from the Quran tell Muslims how to be righteous and faithful. They also encourage believers to fast and observe the holy month of Ramadan.

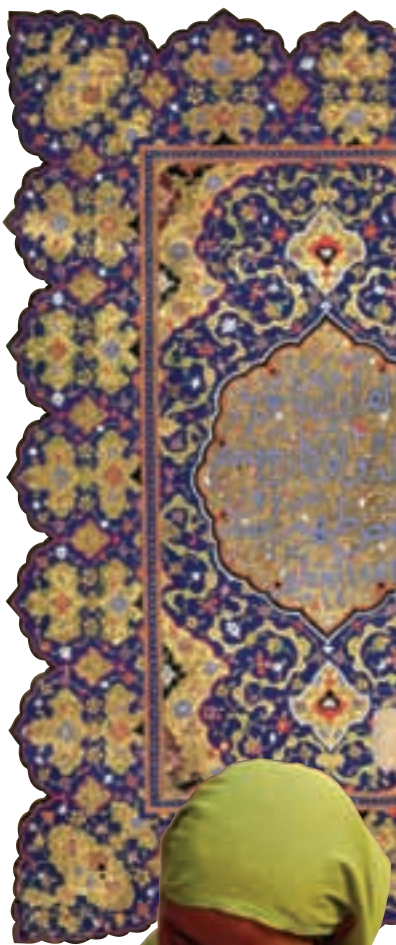
**R**ighteousness does not consist in whether you face towards the East or the West. The righteous man is he who believes in God and the Last Day, in the angels and the Book [Scriptures] and the prophets; who, though he loves it dearly, gives away his wealth to kinsfolk, to orphans, to the destitute, to the traveller in need and to beggars, and for the redemption<sup>1</sup> of captives; who attends to his prayers and renders the alms<sup>2</sup> levy; who is true to his promises and steadfast in trial and adversity and in times of war. Such are the true believers; such are the God-fearing. —The Quran 2:177

Believers, fasting is decreed for you as it was decreed for those before you; perchance you will guard yourselves against evil. Fast a certain number of days, but if any one among you is ill or on a journey, let him fast a similar number of days later; and for those that cannot endure it there is a penance ordained: the feeding of a poor man. He that does good of his own accord shall be well rewarded; but to fast is better for you, if you but knew it.

In the month of Ramadan the [Quran] was revealed, a book of guidance for mankind with proofs of guidance distinguishing right from wrong. Therefore whoever of you is present in that month let him fast. But he who is ill or on a journey shall fast a similar number of days later on.

God desires your well-being, not your discomfort. He desires you to fast the whole month so that you may magnify God and render thanks to Him for giving you His guidance. —The Quran 2:183–185

At the top, the intricate pattern of this Quran illustration echoes the calligraphy at the center, and, below, a young woman reads the Quran.



### Thinking Critically

- Summarize Information** According to the excerpt above, to whom should righteous people give their wealth?
- Analyze Information** In which situation can a righteous person avoid fasting during Ramadan?
- Apply Information** How does this passage from the Quran support the Five Pillars of Islam?

The wide borders on the pages of this Quran ensure that the reader's fingers will not touch the sacred text.

- redemption** (rih DEMP shun) *n.* freedom from enslavement or captivity by payment of ransom
- alms** (ahmz) *n.* charity given freely to the poor

### History Background

**Quran** *Quran* means “recitation,” and Muhammad, who was illiterate, orally recited the words as they were revealed to him. They were later written down by his followers. The Quran contains rhymed or semi-rhymed verses whose grace and poetry are difficult to translate. Devout Muslims try to memorize the entire book. Before touching the Quran, Muslims ritually cleanse and prepare in mind, body, and spirit. Veneration of the

Quran is also expressed in the ornate calligraphy and decoration of each page. The Quran includes the teachings of earlier Jewish and Christian “prophets” such as Noah, Moses, Abraham, Solomon, Jesus, and John the Baptist. Many Qurans, like the one on this page, have a wide margin so readers may turn the pages without touching the words. The leather cover also protects it from damage.

## The Quran

### Objectives

- Describe the purpose and content of the Quran.
- Understand the role of the Quran in shaping the lives of Muslims.

### Build Background Knowledge **LB**

Ask students to recall what they know about the creation, purpose, and content of the Quran. Ask them to predict what sort of language they would find in the Quran.

### Instruct

- **Ask Do Muslims believe Muhammad wrote the Quran?** (*No, they believe it is the word of God, as it was revealed to Muhammad.*) **What is the main purpose of the verses included in the excerpt?** (*to guide the behavior of believers*) **What is the first requirement for righteousness?** (*belief in God*)
- **Ask What event does Ramadan commemorate?** (*the revelation of the Quran*) **What do believers do during Ramadan?** (*fast and pray*) **Ask What other religions include fasting or bodily deprivation?** (*many*) **Ask Why do you think so many religions include traditions of fasting?** (*It reduces attention to the mundane and refocuses attention on the spiritual.*) Point out that when Muslims break the fast at sundown, they are extremely grateful for the food they eat.

### Monitor Progress

Ask students to compare the Quran selections to the sacred texts of other religions with which they are familiar. Point out that the Quran is meant to be recited aloud in Arabic.

### Thinking Critically

1. to relatives, orphans, the needy, travelers, and beggars, and to ransom captives
2. when a person is ill or traveling
3. It encourages belief in God, prayer, charity, and fasting—all of the pillars except the hajj.