

# SECTION 2 Step-by-Step Instruction

## 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.

- Explain how Muslims were able to conquer many lands.
- Identify the divisions that emerged within Islam.
- Describe the rise of the Umayyad and Abbasid dynasties.
- Explain why the Abbasid empire declined.


## Prepare to Read

### Build Background Knowledge L3

Ask students to recall the battles fought during Muhammad's lifetime. Ask them what factors helped determine the outcome of those battles. Then ask them to predict how Muslim armies would fare in the future and why.


### Set a Purpose L3

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

 **Witness History Audio CD,**  
Nomadic Raids

Ask **What was the purpose of the early raids?** (*to take the livestock of other tribes*) **How did the Muslim empire expand?** (*by raiding expeditions that moved farther and farther away from the Arabian desert*)

- **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 2 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Guided Questioning strategy (TE p. T20) As they read, have students fill in the timeline sequencing events from the spread of Islam and the rise and fall of Muslim empires.

 **Reading and Note Taking**  
Study Guide, p. 90



Muslim soldiers pitching a tent

## WITNESS HISTORY AUDIO

### Nomadic Raids

“For centuries nomadic Arab tribes had been in the habit of making raids or razzias on other tribes. The usual aim was to drive off the camels or other livestock of the opponents. The favorite plan was to make a surprise attack with overwhelming force on a small section of the other tribe. In such circumstances it was no disgrace to the persons attacked if they made their escape; and so in many razzias there was little loss of life. . . . From the standpoint of the Muslims, the crossing of the straits of Gibraltar in 711 was . . . one more in a series of raiding expeditions which had been pushing ever farther afield. . . . After experiencing one or more such raiding expeditions the inhabitants of the countries traversed usually surrendered and became protected allies.”

—from *The Influence of Islam on Medieval Europe*, by W. Montgomery Watt

**Focus Question** How did Muhammad's successors extend Muslim rule and spread Islam?

# Building a Muslim Empire

## Objectives

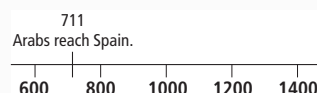
- Explain how Muslims were able to conquer many lands.
- Identify the divisions that emerged within Islam.
- Describe the rise of the Umayyad and Abbasid dynasties.
- Explain why the Abbasid empire declined.

## Terms, People, and Places

Abu Bakr	Umayyads
caliph	Abbasids
Sunni	Baghdad
Shiite	minaret
Sufis	sultan

## Note Taking

**Reading Skill: Recognize Sequence** Copy the timeline below. As you read, fill in the timeline with major events concerning the spread of Islam and the rise and fall of Muslim empires.



The death of Muhammad plunged his followers into grief. The Prophet had been a pious man and a powerful leader. No one else had ever been able to unify so many Arab tribes. Could the community of Muslims survive without him?


## Early Challenges to Islam

Muslims faced a problem when Muhammad died because he had not named a successor to lead the community. Eventually, they agreed that **Abu Bakr** (uh BOO BAK ur), Muhammad's father-in-law and an early convert to Islam, should be the first **caliph**, or successor to Muhammad. Abu Bakr sternly told the faithful, “If you worship Muhammad, Muhammad is dead. If you worship God, God is alive.”

**Arabs Unite Under Islam** Abu Bakr faced an immediate crisis. The loyalty of some Arab tribal leaders had been dependent on Muhammad's personal command. They refused to follow Abu Bakr and withdrew their loyalty to Islam. After several battles with the wavering tribes, Abu Bakr succeeded in reuniting the Muslims, based on their allegiance to Islam. Once reunited, the Muslims set out on a remarkable series of military campaigns. They began by converting the remaining Arab tribes to Islam, which ended warfare between Arabs and united them under one leader.

## Vocabulary Builder

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

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

### High-Use Words

schism, p. 312

mystic, p. 312

### Definitions and Sample Sentences

*n.* a formal division or separation

The **schism** in the political party resulted in the formation of two smaller parties.

*n.* a person who seeks divine wisdom and spiritual truth

She became a **mystic**, eating very little and seeking union with God.

**Early Victories** Under the first four caliphs, the Arab Muslims marched from victory to victory against two great empires on their borders. The Byzantines and Persians had competed with each other over control of lands in the Middle East. Once the Arabs united, they surprised their neighbors, conquering great portions of the Byzantine empire and defeating the Persians entirely. First, they took the provinces of Syria and Palestine from the Byzantines, including the cities of Damascus and Jerusalem. Then, they captured the weakened Persian empire and swept into Byzantine Egypt.

 **Checkpoint** How did Muslims overcome early challenges to Islam?

## Divisions Emerge Within Islam

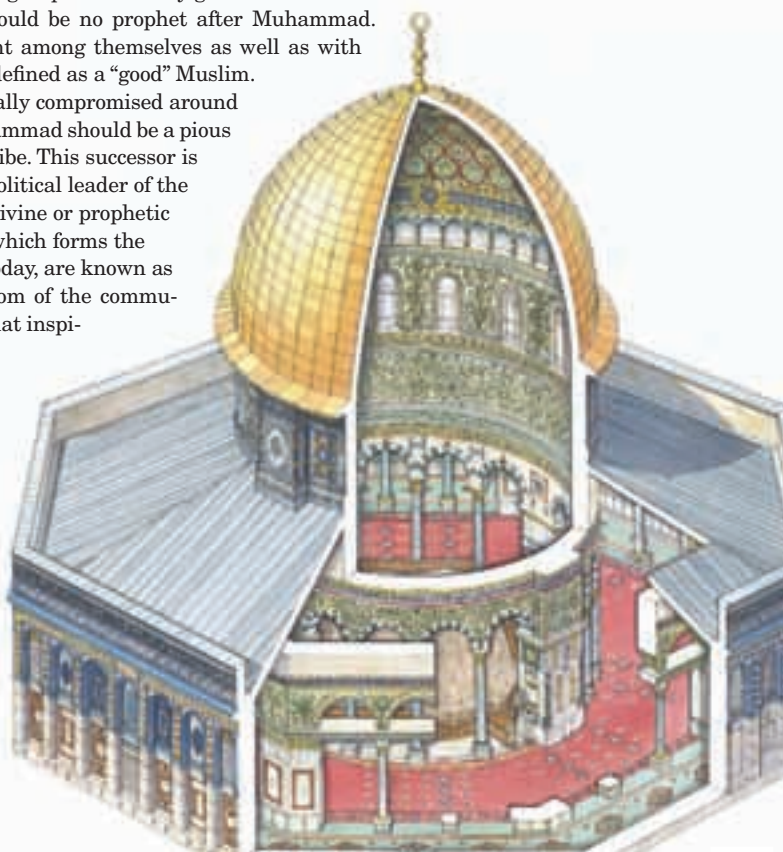
When Muhammad died, Muslims disagreed about who should be chosen to be the leader of the community. The split between **Sunni** (SOO nee) and **Shiite** (SHEE yt) Muslims had a profound impact on later Islamic history.

**Sunnis and Shiites** One group of Muslims felt that Muhammad had designated his son-in-law, Ali, to be his successor. They were called Shiites, after *shi'at Ali*, or followers of Ali. Shiites believe that the true successors to the Prophet are the descendants of Ali and Muhammad's daughter, Fatima. They believe that these descendants, called Imams, are divinely inspired religious leaders, who are empowered to interpret the Quran and the actions of Muhammad. Another group felt that any good Muslim could lead the community, since there could be no prophet after Muhammad. This group soon divided and fought among themselves as well as with others over issues of who could be defined as a "good" Muslim.

The majority of Muslims eventually compromised around the view that the successor to Muhammad should be a pious male Muslim from Muhammad's tribe. This successor is called a caliph and is viewed as a political leader of the religious community, without any divine or prophetic functions. The compromise group, which forms the majority of Muslims in the world today, are known as Sunnis, since they follow the custom of the community, or *sunna*. The Sunni believe that inspiration comes from the example of Muhammad as recorded by his early followers.

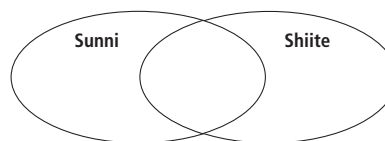
### The Dome of the Rock

The Dome of the Rock in Jerusalem is the oldest surviving Islamic building. Construction began soon after Muslims captured Jerusalem. According to Muslim teaching, Muhammad ascended to heaven from the rock inside this building. *Why was it important for Muslims to build in Jerusalem?*



## Note Taking

**Reading Skill: Compare and Contrast** Copy the Venn diagram below. As you read, fill in the diagram with points on which Sunni and Shiite Muslims agree and differ.



## Teach

### Early Challenges to Islam 13

#### Instruct

- **Introduce: Key Terms** Ask students to find the term **caliph** (in blue) in the text and define its meaning. Ask them to predict what criteria Muslims might use to select a caliph.
- **Teach** Ask **Who was Abu Bakr?** (*Muhammad's father-in-law, Islam's first caliph*) **Why did Abu Bakr emphasize that Muhammad was dead?** (*so Muslims would not worship Muhammad as a god and would accept Abu Bakr as his successor*) Ask **How did Abu Bakr reunite the Muslims?** (*through alliances and war*) Ask **What strengths did the Muslims have in warfare?** (*skills in desert warfare; fast cavalry on horses and camels; surprise, speed, and maneuverability; belief that God was on their side*) Ask **Why were the Byzantine and Persian empires weakened?** (*They had been fighting each other.*)

- **Quick Activity** Display **Color Transparency 63: The Spread of Islam**. Have students trace the spread of Islam and the Muslim empire under the first four caliphs. Ask them how long it took Muslims to conquer this vast territory. Have them compare it with the map of the empire of Alexander the Great.

 **Color Transparencies, 63**

#### Independent Practice

Have students write a short paragraph answering the question **What happened after Muhammad died?**

#### Monitor Progress

To check students' understanding, ask them why the Byzantines and Persians were so surprised by the Arab attacks. (*The Arabs had never before united.*)

## Connect to Our World

**Connections to Today** The Dome of the Rock, with its gold dome and beautiful mosaics, was built around 691, after Muslims captured Jerusalem, to mark the site of Muhammad's ascent into heaven. However, the site already had a history. Jews believe it was where Abraham built an altar to sacrifice Isaac and where Solomon built the Hebrews' first temple.

After Nebuchadnezzar destroyed it, a second temple was built on the site, one wall of which remains today and is venerated by Jews (the Wailing Wall). Have students research and write a report on the history of the Dome of the Rock and the controversy today over control of the site. Then have students discuss possible solutions to preserve peace in Jerusalem.

## Answers

- ✓ After Abu Bakr united Muslims through alliances and war, the united Arab tribes surprised and defeated the Byzantines and Persians.

**Caption** Building in Jerusalem, the holy city of Judaism and Christianity, sent a signal that Islam was a major religion that was going to last.



## Divisions Emerge Within Islam

L3

### Instruct

#### ■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder terms and definitions. Point out that a schism is like a divorce. Ask students how believers might feel toward each other after a religious schism. (*bitter*) Then ask students for examples of mystics from other religions they have studied. (*Buddha, Hildegard of Bingen, Francis of Assisi*)

#### ■ Teach Ask What kind of caliph did the Sunnis want? (a political leader) What kind of caliph did the Shiites want? (a descendant of Muhammad's daughter Fatima and son-in-law Ali, and a religious leader) Was Muhammad a political, a religious, or a military leader? (all of these) Point out the difficulty in finding a successor who could be all three.

#### ■ Quick Activity Display Color Transparency 60: Sufi Worship. Explain that dance and poetry were ways to achieve communion with God. Ask students to think of ways other religions achieve these goals. (*music, revivals, cathedrals, art, incense, etc.*)

 Color Transparencies, 60

### Independent Practice

#### ■ Note Taking Have students fill in the Venn diagram comparing Sunni and Shiite beliefs.


 Reading and Note Taking Study Guide, p. 90

#### ■ Divide students into three groups for Sunnis, Shiites, and Sufis. Have each group create a poster detailing beliefs, history, and locations today.

### Monitor Progress

#### ■ Ask students how Sufis differed from other Muslims.

#### ■ As students complete their Venn diagrams, circulate to make sure they understand the differences between Sunnis and Shiites. For a completed version of the Venn diagram, see

 Note Taking Transparencies, 88B

### Answer

- ✓ Sunnis wanted a political leader as caliph; Shiites wanted a religious leader and a descendant of Fatima and Ali. Later, they evolved different practices and laws.

#### Vocabulary Builder

schism—(SIZ um) *n.* a formal division or separation

#### Vocabulary Builder

mystic—(MIS tik) *n.* a person who seeks divine wisdom and spiritual truth



A Whirling Dervish

Whirling Dervishes are Sufi mystics who dance as a form of prayer.

Like the schism between Roman Catholic and Eastern Orthodox Christians, the division between Sunni and Shiite Muslims has survived to the present day. Members of both branches of Islam believe in the same God, look to the Quran for guidance, and follow the Pillars of Islam. However, Sunnis and Shiites differ in such areas as religious practice, law, and daily life. Today, about 90 percent of Muslims are Sunni. Most Shiites live in Iran, Lebanon, Iraq, and Yemen. The Shiite branch itself has further split into several different subgroups.

Over the centuries, the division between Sunnis and Shiites was sometimes a source of conflict. When Sunni rulers held power, they often favored other Sunnis and deprived Shiites of wealth and power. When Shiites gained power, Sunnis often stood to lose. This sometimes bitter rivalry remains a source of tension in the Middle East today.

**Sufis** In both the Sunni and Shiite branches of Islam, a group called the **Sufis** emerged. Sufis are Muslim mystics who sought communion with God through meditation, fasting, and other rituals. Sufis were respected for their piety and some were believed to have miraculous powers.

Like Christian monks and nuns, some Sufis helped spread Islam by traveling, preaching, and being good examples to others. They carried the faith to remote villages, where they blended local traditions and beliefs into Muslim culture.

✓ **Checkpoint** Describe differences between Sunni and Shiite Muslims.

## Umayyad Caliphs Build an Empire

After the death of Ali, a powerful Meccan clan set up the **Umayyad** (oo MY ad) caliphate, a dynasty of Sunni caliphs that ruled the Muslim empire until 750. From their capital at Damascus in Syria, they directed the spectacular conquests that extended Arab rule from Spain and Morocco in the west to the Indus River Valley in the east. Their conquests enabled the spread of Islam and Muslim civilization.

**Expanding the Muslim Empire** From Egypt, Arab Muslim armies moved west, defeating Byzantine forces across North Africa. In 711, Muslim forces crossed the Strait of Gibraltar and conquered Spain. In 731, a Muslim army moved north into France to settle new areas. There, Frankish forces defeated the Muslims at the battle of Tours. Muslims ruled parts of Spain for centuries, but advanced no farther into Europe. Elsewhere, Muslim forces besieged the Byzantine capital of Constantinople, but failed to take the well-defended city.

**Reasons for Muslim Success** Several factors can explain the series of Muslim victories. One factor was the weakness of the Byzantine and Persian empires. The longtime rivals had fought each other to exhaustion. Many people also welcomed the Arabs as liberators from harsh Byzantine or Persian rule. Another factor was the Arabs' bold, efficient fighting methods. The Bedouin camel and horse cavalry mounted aggressive and mobile offensives that overwhelmed more traditional armies.

Under the first four caliphs, Muslims knitted a patchwork of competing tribes into a unified state. Belief in Islam and the desire to glorify the new religion spurred the Muslim armies to victory. As the empire expanded, the rulers created an orderly system of administration.

### History Background

**Sufi Mystics** Sufis differ in some beliefs and practice, but they believe that basic teachings on divine love underlie every religion. An early and highly influential Sufi mystic, Rabia al-Adawiyya, was a woman and former slave from Basra. Rabia lived an ascetic life of poverty, fasting, and prayer in a desert cave, striving for a direct experience of God and God's love. A later Sufi mystic, Jalal al-Din Rumi, wrote lyric

poems to God, whom he called the Beloved. His work includes poems, stories, and reflections, both humorous and profound, designed to illustrate Sufi beliefs. Rumi also founded a school of Sufism that, unlike mainstream Islam, emphasized dancing and music. Due to the modern translations by Tennessee poet Coleman Barks, Rumi is widely read in the United States today.



#### A Jewish Apothecary

A Jewish apothecary, or pharmacist, dispenses medicine in a Spanish market. What does this picture tell you about Muslim regions?

## Umayyad Caliphs Build an Empire

**E**

### Instruct

- **Introduce: Key Terms** Write the word **caliphate** on the board and ask students to define it. (*dominion or rule of a caliph or caliphs*) Remind students that a caliphate was spiritual, political, and military.
- **Teach** Ask **When did the Umayyad caliphate begin?** (*when Ali died in 661*) **What ended Muslim expansion into France?** (*defeat at the battle of Tours*) Have students locate Tours on the map in this section. Ask **Why were the Byzantine and Persian empires weak?** (*They had fought each other to exhaustion.*) **Why did people convert to Islam?** (*to gain power or wealth, because of its simple message, because it seemed favored by God, or because it promised equality*)
- **Quick Activity** Create a chart on the board with two columns, labeled *Advantages of Umayyad Rule* and *Disadvantages of Umayyad Rule*. Create four rows for Sunni Arabs, Shiite Arabs, non-Arab Muslims, and non-Muslims. Have students volunteer information to fill in the chart (including reasons for the decline of the caliphate).

### Independent Practice


- Have students fill in the Outline Map *The Spread of Islam*.

**All in One** Teaching Resources, Unit 2, p. 73

- **Primary Source** To help students better understand Muslim treatment of non-Muslims, have them read the “Pact of Umar” and answer the questions on the worksheet.

**All in One** Teaching Resources, Unit 2, p. 69

### Monitor Progress

- Circulate to make sure students are filling in their Outline Maps accurately.
- Make sure students are continuing to fill in their timelines. For a completed version of the timeline, see  **Note Taking Transparencies, 88A**

### Answer

**Caption** People of other faiths lived and worked there.

**Conquered People Are Treated Fairly** The advancing Arabs brought many people under their rule. Muslim leaders imposed a special tax on non-Muslims, but allowed Christians, Jews, and Zoroastrians to practice their own faiths and follow their own laws. Early Umayyads did not attempt to convert these “People of the Book,” because the tax supported the Arab troops who settled in conquered areas. As Muslim civilization developed, many Jews and Christians played key roles as officials, doctors, and translators. Muslim leaders wisely prohibited looting and destruction of conquered lands, ensuring continued wealth and prosperity for the empire in the form of tribute and taxes. However, the rulers also urged Arab settlers to stay separate from the native populations, which created an Arab upper class throughout the empire.

In time, many non-Muslims converted to Islam. Some converted to gain political or economic advantages. However, many were drawn to Islam’s simple and direct message, and they saw its triumph as a sign of God’s favor. Many of the nomadic peoples in North Africa and Central Asia chose Islam immediately. Unlike some religions, Islam had no religious hierarchy or class of priests. In principle, it emphasized the equality of all believers, regardless of race, gender, class, or wealth. In later centuries, Turkish and Mongol converts helped spread Islam far across Asia.

**Decline of the Umayyad Caliphate** As military victories and negotiation expanded the Muslim empire, the Umayyads faced numerous problems. First, Arabs had to adapt from living in the desert to ruling large cities and huge territories. In many ways, the caliphs ruled like powerful tribal leaders, rather than kings with large bureaucracies. To govern their empire, the Umayyads often relied on local officials. Although they helped govern the empire, non-Arabs often did not have the same privileges that Arabs had, even if they converted to Islam.

While conquests continued, vast wealth flowed into Umayyad hands. When conquests slowed in the 700s, economic tensions increased between wealthy Arabs and those who had less. In addition, more and more resources were used to support the caliphs’ luxurious lifestyle. By the eighth century, many Muslims criticized the court at Damascus for abandoning the simple ways of the early caliphs. Shiites considered the Umayyad caliphs to be illegitimate rulers of the Islamic community.

### Differentiated

#### Instruction Solutions for All Learners

#### **L1** Special Needs **L2** Less Proficient Readers

To help students learn the many difficult names and terms, have them write each name or term on a 3” by 5” card and write the definition and notes or draw pictures on the back to help them remember it. They may include other words in addition to those listed at the start of the section. Then have them work in pairs to learn and test their memories of the terms.

#### **L2** English Language Learners

Use the following resources to help students acquire basic skills:



#### Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 90
- Adapted Section Summary, p. 91



## Rise of the Abbasids

L3

### Instruct

- **Introduce** Discuss Harun al-Rashid's gifts to Charlemagne. Using the Idea Wave strategy (TE, p. T22), discuss what message these gifts would send to the rival emperor.
- **Teach** Ask **Which groups helped Abu al-Abbas gain power?** (*Shiites, non-Arab Muslims*) **What was the Abbasid capital?** (*Baghdad*) Have students describe Baghdad under Abbasid rule. (*a center of beauty, wealth, and culture*) Ask **Who used minarets, when, and why?** (*muezzins used them five times a day for the call to prayer*) **Who was Harun al-Rashid?** (*Abbasid ruler who promoted culture and learning*)
- **Analyzing the Visuals** Have students look at the map and discuss why al-Mansur chose Baghdad as his capital. (*more centrally located, on a river*) Ask how his choice symbolized one of the key differences between the Abbasids and the Umayyads. (*symbolized the move away from Arab domination*)

### Independent Practice

Have students finish filling in the Outline Map of the Spread of Islam.

All in One Teaching Resources, Unit 2, p. 73

### Monitor Progress

- Circulate to make sure students are completing their Outline Maps accurately. Administer the Geography Quiz.

All in One Teaching Resources, Unit 2, p. 75

- Make sure students are continuing to fill in their timelines, from the beginning of this section. For a completed version of the timeline, see

 **Note Taking Transparencies, 88A**

### Answers

- ✓ weakness of nearby empires, effective fighting methods, an orderly, unified state, and fair treatment of conquered peoples

**BIOGRAPHY** He invited poets, scholars, philosophers, and artists from all over the Muslim world to come to Baghdad and provided them with rich rewards for their work.

Unrest also grew among non-Arab converts to Islam, who had fewer rights than Arabs.

- ✓ **Checkpoint** What are three reasons for the success of Muslim conquests?

## Rise of the Abbasids

Discontented Muslims found a leader in Abu al-Abbas, descended from Muhammad's uncle. With strong support from Shiite and non-Arab Muslims, he captured Damascus in 750. Soon after, he had members of the defeated Umayyad family killed. Only one survived, escaping to Spain. Abu al-Abbas then founded the **Abbasid** (uh BAS id) dynasty, which lasted until 1258.

**Changes Under the Abbasids** The Abbasid dynasty tried to create an empire based on the equality of all Muslims. The new rulers halted the large military conquests, ending the dominance of the Arab military class. Under the early Abbasids, the empire of the caliphs reached its greatest wealth and power, and Muslim civilization flourished. Under the Abbasids, Islam became a more diverse religion because discrimination against non-Arab Muslims ended. Official policy encouraged conversion to Islam and treated all Muslims equally. The Abbasids created a more sophisticated bureaucracy and encouraged learning.

The Abbasids also moved the capital from Damascus to Baghdad, a small market town on the banks of the Tigris river. This move into Persian territory allowed Persian officials to hold important offices in the caliph's government. It also allowed Persian traditions to influence the development of the caliphate. Although these traditions strongly influenced Arab culture, Islam remained the religion of the empire and Arabic its language. The most important official was known as the vizier, or the head of the bureaucracy, a position that had existed in Persian government.

**Splendors of Baghdad** The second Abbasid caliph, al-Mansur, chose **Baghdad** as the site of his new capital. The walls formed a circle, with the caliph's palace in the center. Poets, scholars, philosophers, and entertainers from all over the Muslim world flocked to the Abbasid court. Under the Abbasids, Baghdad exceeded Constantinople in size and wealth. Visitors no doubt felt that Baghdad deserved its title "City of Peace, Gift of God, Paradise on Earth."

The city was beautiful, with many markets, gardens, the palace, and mosques. Domes and **minarets** (min uh RETS), slender towers of the mosques, loomed overhead. Five times each day, muezzins climbed to the tops of the minarets and called the faithful to prayer. Merchants sold goods from Africa, Asia, and Europe. The palace of the caliph bustled with activity.

**Muslim Culture in Spain** The surviving member of the Umayyad family had fled to Spain and established an independent Muslim state. There, Muslim rulers presided over brilliant courts, where the arts and

### BIOGRAPHY

#### Harun al-Rashid

The city of Baghdad reached its peak under the reign of Caliph Harun al-Rashid (763?–809), who ruled from 786 to 809. Both Europeans and his own subjects admired Harun as a model ruler. Many stories and legends recall Harun's wealth, generosity, and support of learning. Poets, physicians, philosophers, and artists all gathered at his court in Baghdad. One story tells how Harun rewarded a favorite poet with a robe of honor, a splendid horse, and 5,000 dirhams—a vast sum of money.

Harun used his generosity to create closer ties with other rulers. He sent the Frankish king Charlemagne several gifts, including a mechanical clock and an elephant. Harun hoped that the Franks would join him in an alliance against the rival Umayyad ruler in Spain.

Despite his lavishness and generosity, Harun amassed a great fortune. At his death, he had millions of dirhams, plus huge stores of jewels and gold. **How did Harun help make Baghdad a major center of Muslim culture?**



### History Background

**Looking Ahead** As the 1200s drew to a close, the Muslim empire had further fragmented. Independent Muslim states were scattered across North Africa and Spain, while a Mongol khan ruled the Middle East. After five centuries of relative unity, Muslim regions were as politically divided as Christian Europe.

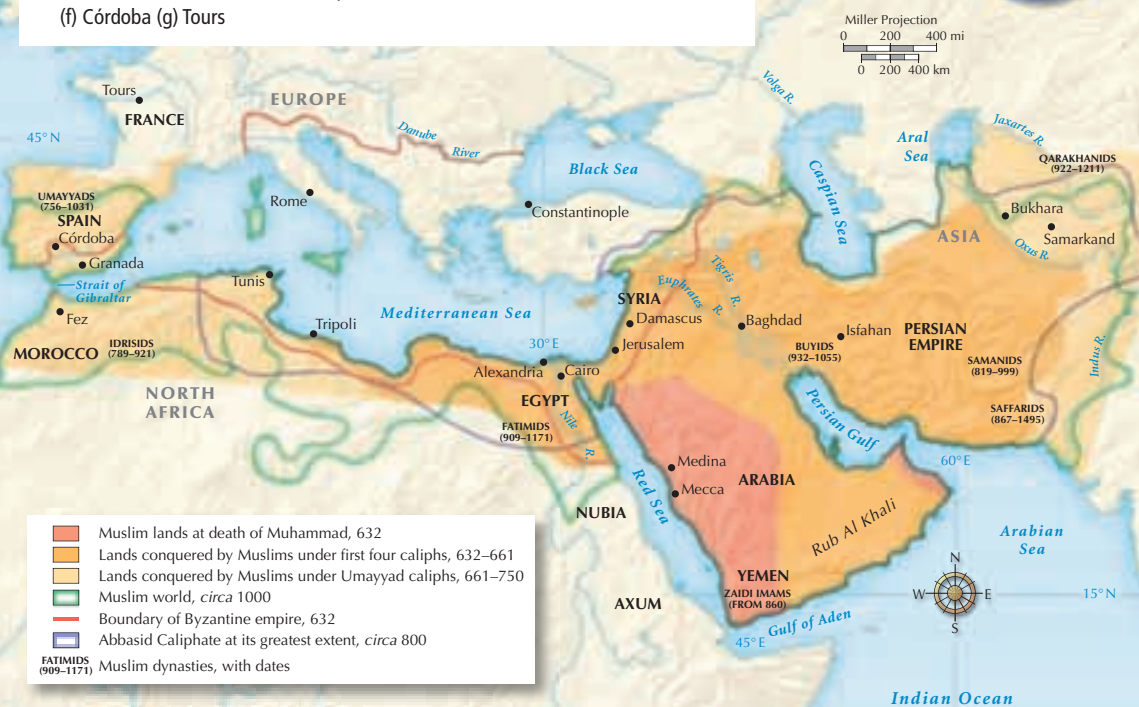
Although the empire crumbled, Islam linked diverse people across a large area that Muslims called the *Dar al-Islam*, or "Abode of Islam." In the future, other great Muslim empires would arise in the Middle East and India. Muslims also benefited from an advanced civilization that had taken root under the Abbasids.

## Spread of Islam

**Map Skills** In less than 150 years, Muslim rule spread from Arabia across southwest Asia and North Africa and into Europe.

- Locate** (a) Damascus (b) Baghdad (c) Persia (d) Cairo (e) Constantinople (f) Córdoba (g) Tours

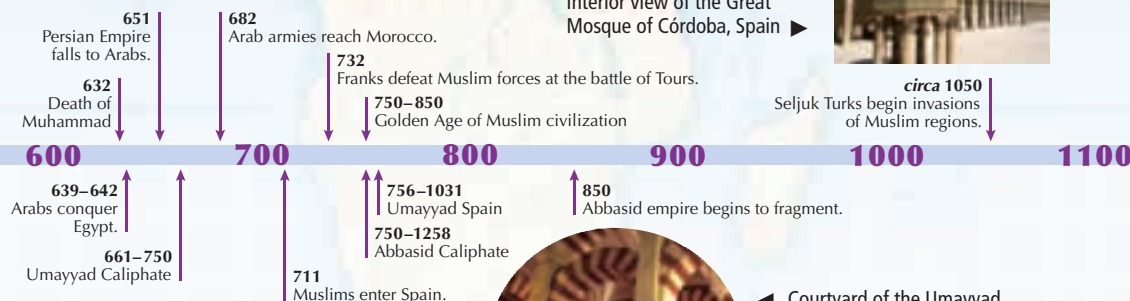
- Region** During what period did Spain come under Muslim rule?
- Apply Information** How might the spread of Islam have contributed to Muslim success in trade?



◀ The Great Mosque and town of Kairouan, Tunisia



Interior view of the Great Mosque of Córdoba, Spain ▶



◀ Courtyard of the Umayyad Mosque in Damascus

## The Muslim Empire Declines

13

### Instruct

■ **Introduce: Key Terms** Ask students to find the key term **sultan** (in blue) in the text and define its meaning. Ask them to compare a sultan with a caliph. (Both ruled Muslim states, but a sultan was not a religious leader.)

■ **Teach** Ask **What two places in Europe were ruled by Muslims?** (Spain and Sicily) **How were non-Muslims treated?** (They were tolerated.) **What did the Seljuk Turks and the Mongols have in common?** (came from Central Asia, conquered Baghdad, and adopted Islam) **What happened to the Muslim empire?** (It fragmented into many small states.)

■ **Analyzing the Visuals** Direct students' attention to the photograph of Córdoba in this section. Point out the horseshoe arches and domes. Explain that the red and white arches are made of alternating brick and stone. Ask students what statement these buildings made to Europeans about Muslim civilization.

### Independent Practice

Divide students into six groups to research the Seljuk Turks, the crusaders, Saladin, Genghis Khan, Hulagu, and Tamerlane. Have each group create an illustrated poster explaining who their subjects were, how they affected the Muslim empire, and how Islam affected them. Use the Numbered Heads strategy (TE, p. T23) and have groups share their posters with the class.

### Monitor Progress

- Ask students to summarize what caused the decline of the Muslim empire. (fragmentation from within and invasion from outside forces)
- Check Reading and Note Taking Study Guide entries for student understanding.

## Connect to Our World

**Connections to Today** During centuries of Muslim rule, Spain was a center of art, learning, and religious tolerance. Its Muslim heritage is evidenced today in the magnificent architecture of Granada, Córdoba, and Seville. Traces also remain in the language; the Spanish word for "tile," *azulejo*, comes from the Arabic for "blue," *azul*. In 1492, Queen

Isabella and King Ferdinand drove the Moors out of Spain and persecuted Muslims and Jews. Spain lost many of its finest artists, intellectuals, and merchants. Today, due to migration of Moroccans from North Africa, Spain has again become home to nearly half a million Muslims.

## Answers

### Map Skills

- Review locations with students.
- between 661 and 750
- Sample: Muslim control of the land around the Mediterranean allowed merchants to travel safely through the region. All Muslims learned Arabic, making communication easier.



## Assess and Reteach

### Assess Progress

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

All in One Teaching Resources, Unit 2, p. 62


- To further assess student understanding, use


 Progress Monitoring Transparencies, 40

### Reteach

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

 Reading and Note Taking Study Guide, p. 91

 Adapted Reading and Note Taking Study Guide, p. 91

 Spanish Reading and Note Taking Study Guide, p. 91

### Extend

Have students research and write a report on how tensions between Sunni and Shiite Muslims are affecting the internal and external relations of one of the following countries: Iraq, Iran, Lebanon, Yemen, or Azerbaijan.

### Answers

- ✓ by increasing tolerance to other religions, ending discrimination against non-Arab Muslims, and encouraging learning
- ✓ the Seljuk Turks, the Christian crusaders, and the Mongols under Hulagu and Tamerlane



**The Great Mosque**

The photo above shows the outside of the mosque in Córdoba, Spain. A picture of the inside appears on the previous page. It was built around 785.

learning thrived. In general, they were more tolerant of other religions than were Christian rulers of the time. At centers of learning, such as the city of Córdoba, rulers employed Jewish officials and welcomed Christian scholars to study science and philosophy. Architects built grand buildings, such as the Alhambra, a fortified palace in Granada. Its lovely gardens, reflecting pools, and finely decorated marble columns mark a high point of Muslim civilization in Spain. Muslim rule endured in parts of Spain until 1492.

✓ **Checkpoint** How did Islam become a more universal faith?

## The Muslim Empire Declines

The Abbasids never ruled Spain, and starting about 850, their control over the rest of the Muslim empire fragmented. In Egypt and elsewhere, independent dynasties ruled states that had been part of a unified empire. As the caliph's power faded in some regions, Shiite rulers came to power. Between 900 and 1400, a series of invasions added to the chaos.

**Seljuk Turks Take Control** In the 900s, Seljuk Turks migrated into the Middle East from Central Asia. They adopted Islam and built a large empire across the Fertile Crescent. By 1055, a Seljuk **sultan**, or ruler, controlled Baghdad, but he kept the Abbasid caliph as a figurehead. As the Seljuks pushed into Asia Minor, they threatened the Byzantine empire. The conflict prevented Christian pilgrims from traveling to Jerusalem, leading Pope Urban II to call for the First Crusade in 1095.

**Mongols Sweep Across Central Asia** In 1216, Genghis Khan led the Mongols out of Central Asia across southwest Asia. Mongol armies returned again and again. In 1258, Hulagu, the grandson of Genghis, burned and looted Baghdad, killing the last Abbasid caliph. Later, the Mongols adopted Islam as they mingled with local inhabitants. In the late 1300s, another Mongol leader, Timur the Lame, or Tamerlane, led his armies into the Middle East. Though he was a Muslim, Tamerlane's ambitions led him to conquer Muslim as well as non-Muslim lands. His armies overran southwest Asia before invading Russia and India.

✓ **Checkpoint** What caused the Abbasid dynasty to decline?

## Section 2 Assessment

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-1021

#### 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**  
Use your completed timelines to answer the Focus Question: How did Muhammad's successors extend Muslim rule and spread Islam?

#### Comprehension and Critical Thinking

3. **Recognize Ideologies** How did the issue of heredity cause the division of Islam into Sunni and Shiite Muslims?
4. **Analyze Information** How did the Umayyads' treatment of non-Muslims and non-Arabs affect their empire?
5. **Recognize Cause and Effect** Why did the empire of the Abbasid caliphs decline and eventually break up?

#### Writing About History

**Quick Write: Explore a Topic** Many Bedouins visited Baghdad during the reign of Harun al-Rashid. Write a paragraph through their eyes in which you describe how life in Baghdad differs from nomadic life in the desert. Give details about each point of comparison to make your essay more accessible to readers.

## Section 2 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Muhammad's successors used conversion, alliances, skilled warfare, trade, and tolerance of Christians and Jews to spread Islam and build great empires.
3. Shiites believed caliphs should be descendants of Muhammad's daughter Fatima

and son-in-law Ali; Sunnis wanted Muslim leaders to select a qualified caliph.

4. Non-Muslims' and non-Arabs' resentment at having fewer rights and having to pay taxes led them to help overthrow the Umayyad empire.
5. The Abbasid empire became fragmented into many small states and was further weakened by invasions from Seljuk Turks, crusaders, and Mongols.

#### Writing About History

Responses should reflect an understanding of the differences between nomadic Bedouin life and life in a major city. They should include details from the section about the splendors of Baghdad under Harun al-Rashid.

For additional assessment, have students access **Progress Monitoring Online** at Web Code **naa-1021**.