

## 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.

- Describe the impact the Delhi sultanate had on India.
- Explain why Muslim and Hindu traditions clashed and how they blended.
- Summarize the policies of Akbar that strengthened Mughal India.


## Prepare to Read

### Build Background Knowledge L3

Ask students to recall what they know about the peoples and religions of India, and the fate of India's earlier empires. Then ask them to predict what would happen when Muslims invaded India.


### Set a Purpose L3

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

 **Witness History Audio CD, Akbar the Great**

Ask **Why was it surprising that Akbar became such a great ruler?** (*He had learned how to hunt and fight, but had no education or training in being a ruler.*)

- **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 4 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read the section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students complete the outline with information about India's Muslim empires.

 **Reading and Note Taking Study Guide, p. 94**



Akbar rides an elephant.

### WITNESS HISTORY AUDIO

#### Akbar the Great

Thirteen-year-old Akbar had grown up learning to hunt, run, and fight. Raised in the rugged country of Afghanistan, he never found the time to read and write. Now it was the year 1556, his father was dead, and the boy became *padshah*—"ruler of the empire." Under the guidance of his regent, Akbar immediately began seizing territory lost after his father's death. To seek knowledge, he had books read aloud to him. To promote unity between the Muslims and Hindus in his empire, he married a Hindu princess.

Akbar's father had foretold a bright future for his son, and Akbar fulfilled that prophecy. Many historians view Akbar as the greatest ruler in Indian history.

**Focus Question** How did Muslim rule affect Indian government and society?

## India's Muslim Empires

### Objectives

- Describe the impact the Delhi sultanate had on India.
- Explain why Muslim and Hindu traditions clashed and how they blended.
- Summarize the policies of Akbar that strengthened Mughal India.

### Terms, People, and Places

sultan	Mughal
Delhi	Akbar
rajah	Nur Jahan
Sikhism	Shah Jahan
Babur	Taj Mahal

### Note Taking

**Reading Skill: Identify Supporting Details**  
Copy the outline below. As you read, finish it following the organization in the example.

- |   |
|---|
| I. The Delhi Sultanate                    |
| A. The Sultan of Delhi Defeats the Hindus |
| 1.  |
| 2.  |

The arrival of Islam brought changes to India as great as those caused by the Aryan migrations 2,000 years earlier. As Muslims mingled with Indians, each civilization absorbed elements from the other.


### The Delhi Sultanate

After the Gupta empire fell in about 550, India again fragmented into many local kingdoms. Rival princes battled for control of the northern plain. Despite power struggles, Indian culture flourished. Hindu and Buddhist rulers spent huge sums to build and decorate magnificent temples. Trade networks linked India to the Middle East, Southeast Asia, and China.

**The Sultan of Delhi Defeats the Hindus** Although Arabs conquered the Indus Valley in 711, they advanced no farther into the subcontinent. Then around 1000, Muslim Turks and Afghans pushed into India. They were fierce warriors with a tradition of conquest. Sultan Mahmud of Ghazni pillaged much of the north, but he did not settle there. In the late 1100s, though, the **sultan**, or Muslim ruler, of Ghur defeated Hindu armies across the northern plain and made **Delhi** his capital. From there, his successors organized a sultanate, or land ruled by a sultan. The Delhi sultanate, which lasted from 1206 to 1526, marked the start of Muslim rule in northern India.

### 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

**onslaught**, p. 326

**usurp**, p. 328

#### Definitions and Sample Sentences

*n.* a vigorous attack

The troops could not hold their line against the **onslaught** of enemy forces.

*v.* to seize and hold by force without legal right

With the help of the military, she **usurped** power and declared herself queen.

Why did the Muslim invaders triumph? They won on the battlefield in part because Muslim mounted archers had far greater mobility than Hindu forces, who rode slow-moving war elephants. Also, Hindu princes wasted resources battling one another instead of uniting against a common enemy. In some places, large numbers of Hindus, especially from low castes, converted to Islam. In the Hindu social system, people were born into castes, or social groups, from which they could not change.

**Muslim Rule Changes Indian Government and Society** Muslim rule brought changes to Indian government and society. Sultans introduced Muslim traditions of government. Many Turks, Persians, and Arabs migrated to India to serve as soldiers or officials. Trade between India and Muslim lands increased. During the Mongol raids of the 1200s, many scholars and adventurers fled from Baghdad to India, bringing Persian and Greek learning. The newcomers helped create a brilliant civilization at Delhi, where Persian art and architecture flourished.

**The Sultans Lose Power** In 1398, Tamerlane invaded India. He plundered the northern plain and smashed into Delhi. “Not a bird on the wing moved,” reported stunned survivors. Thousands of artisans were enslaved to build Tamerlane’s capital at Samarkand. Delhi, an empty shell, slowly recovered. The sultans no longer controlled a large empire, however, and northern India again fragmented, this time into rival Hindu and Muslim states.

**Checkpoint** What changes did Muslim rule bring to Indian government and society?

**Geography Interactive**  
For: Audio guided tour  
Web Code: nap-1041

### Delhi Sultanate and Mughal Empire

**Map Skills** Two Muslim dynasties ruled much of the Indian subcontinent. The Delhi sultanate lasted more than 300 years before the Mughal dynasty replaced it.

1. **Locate** (a) Delhi (b) Hindu Kush (c) Ganges River

2. **Movement** Describe Tamerlane’s route into India.

3. **Applying Information** Use the map of Asia in the Atlas and Geography Handbook to identify the present-day countries that now occupy the lands of the Mughal empire.



Tamerlane’s forces invade India. ▼

## Teach

### The Delhi Sultanate

L3

#### Instruct

- **Introduce** Ask students to describe the state of India before the Muslims arrived. (*many small kingdoms, magnificent temples, extensive trade*)
- **Teach** Using the Numbered Heads strategy (TE, p. T23), ask **Who were the Muslims who invaded India?** (*Turkish and Afghan warriors*) **Why were they successful?** (*Their horses were faster than elephants; Hindus did not unite against them, and many low-caste Hindus converted to Islam.*) **What peoples contributed to Delhi’s golden age?** (*Turks, Persians, Arabs, Indians*) **Who was Tamerlane?** (*Mongol warrior whose armies destroyed Delhi*)
- **Analyzing the Visuals** Point out the painting of Tamerlane invading India. Ask students what forms of battle, mounts, and weapons are portrayed. Ask whether the painting shows much violence. Ask who probably commissioned the painting and what point of view it shows.

#### Independent Practice

Have students access **Web Code nap-1041** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.

#### Monitor Progress

- As students fill in their outlines, circulate to make sure they are identifying supporting details. For a completed version of the outline, see **Note Taking Transparencies, 90**
- Check answers to map skills questions.

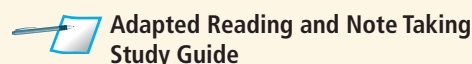
## Differentiated

### Instruction Solutions for All Learners

**L1 Special Needs** **L2 Less Proficient Readers** **L2 English Language Learners**

To help students organize and understand this section, have them create an annotated timeline. Have them clearly identify each person or group on the timeline and add notes to help them remember key information associated with each event (e.g., “1398: Tamerlane, Muslim Mongol, invades India. Delhi Sultanate fragments into small states.”)

Use the following resources to help students acquire basic skills:



- Note Taking Study Guide, p. 94
- Adapted Section Summary, p. 95

## Answers

- ✓ Muslim government replaced Hindu rule; Turks, Arabs, and Persians migrated to India; trade increased; Persian art and architecture flourished

#### Map Skills

1. Review locations with students.
2. Tamerlane came from the northwest, through the Hindu Kush, across the northern plain.
3. India, Pakistan, Bangladesh, and Nepal

## Muslims and Hindus Clash

L3

### Instruct

#### ■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Ask students which groups were likely to launch violent **onslaughts** during this period. (*Muslims, Mongols*) **What happened to Buddhism in India?** (*declined drastically*) **Why was this surprising?** (*India was Buddhism's birthplace.*)

■ **Teach** Ask **Which religious group(s) believed in many gods?** (*Hindus*) **In one god?** (*Muslims, Sikhs*) **What were rajahs?** (*local Hindu rulers*) **Why did some Hindus convert?** (*rejected caste system, accepted Muslim beliefs, wanted to serve in government, or attracted to Muslim trade networks*) **In what aspects of culture did Hindus and Muslims blend?** (*ideas about marriage and caste, language, art, music, dance, Sikhism*)

■ **Analyzing the Visuals** Point out the picture of Ganesha, a Hindu deity with an elephant's head, human body, and four hands; god of knowledge, wisdom, and wealth; destroyer of evil and obstacles. Ask how Muslims would respond to Ganesha and why.

### Independent Practice

Divide the class in thirds. Assign each third to represent Islam, Hinduism, or Sikhism. Have students create a poster illustrating the major beliefs, common practices, and history of their assigned religion.

### Monitor Progress

Discuss whether religious conversion is more effective by force or by persuasion, and how the Delhi sultans exemplified both methods.

### Answer

**Chart Skills** belief in reincarnation; belief in one God and that all believers are equal

#### Vocabulary Builder

**onslaught**—(AHN slawt) *n.* a vigorous attack

## Muslims and Hindus Clash

At its worst, the Muslim conquest of northern India inflicted disaster on Hindus and Buddhists. The widespread destruction of Buddhist monasteries contributed to the drastic decline of Buddhism as a major religion in India. During the most violent **onslaughts**, many Hindus were killed. Others may have converted to escape death. In time, though, relations became more peaceful.

**Hindu-Muslim Differences** The Muslim advance brought two utterly different religions and cultures face to face. Hinduism was an ancient religion that had evolved over thousands of years. Hindus recognized many sacred texts and prayed before statues representing many gods and goddesses. Islam, by contrast, was a newer faith with a single sacred text. Muslims were devout monotheists who saw the statues and carvings in Hindu temples as false gods.


Hindus accepted differences in caste status and honored Brahmins as a priestly caste. Muslims taught the equality of all believers before God and had no religious hierarchy. Hindus celebrated religious occasions with music and dance, a practice not found in Muslim worship.

**A Blending of Cultures** Eventually, the Delhi sultans grew more tolerant of their Hindu subjects. Some Muslim scholars argued that behind the many Hindu gods and goddesses was a single god. Hinduism was thus accepted as a monotheistic religion. As a protected subject group, Hindus were allowed to practice their religion as long as they paid a poll tax. Some sultans even left **rajahs**, or local Hindu rulers, in place.

During the Delhi sultanate, a growing number of Hindus converted to Islam. Some lower-caste Hindus preferred Islam because it rejected the caste system. Other converts came from higher castes. They chose to adopt Islam either because they accepted its beliefs or because they served in the Muslim government. Indian merchants were attracted to Islam in part because of the strong trade network across Muslim lands.

Indian Muslims also absorbed elements of Hindu culture, such as marriage customs and caste ideas. Urdu, a new language, combined Persian, Arabic, and the Indian language spoken in Delhi. Local artisans

A Sikh man prays (below left) and a statue of the Hindu god Ganesha (below right)

Sikhism: A Blend of Religious Beliefs		
Islam	Hinduism	
<ul style="list-style-type: none"> <li>• Belief in one God</li> <li>• Religious and moral duties defined in Five Pillars</li> <li>• Belief in Heaven and Hell, and a Day of Judgment</li> <li>• No priests; all believers are religious equals</li> </ul>	<ul style="list-style-type: none"> <li>• Belief in many gods, all part of Brahman</li> <li>• Emphasis on religious and moral duties, or dharma</li> <li>• Belief in a cycle of birth, death, and rebirth</li> </ul>	
<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Belief in the "Unity of God"</li> <li>• Belief in reincarnation</li> <li>• Rejection of caste</li> </ul>		

**Chart Skills** This chart shows some teachings of Hinduism, Islam, and Sikhism. Which teachings of Sikhism are similar to those of Hinduism? Which teachings of Sikhism are similar to those of Islam?

### Differentiated Instruction

Solutions for All Learners

#### L4 Gifted and Talented Students L4 Advanced Readers

*Sikh* means "disciple," and Sikhs follow Nanak and the nine gurus who succeeded him. Nanak dreamed of eliminating the caste system and uniting India under a single religion that was simple and accessible to all. Sikhs practiced nonviolence at first, but the tenth and last guru created a military force called the Khalsa ("pure"), in which men wore their hair and beards

uncut, did not smoke or drink, and took the surname *Singh* ("lion"). Sikhs have periodically used violence since then, including in modern times. Have students research and write an essay on the history of the Sikhs and their role in the violence between religious groups that has often torn India apart.

applied Persian art styles to Indian subjects. Indian music and dance reappeared at the courts of the sultan.

An Indian holy man, Nanak, sought to blend Islamic and Hindu beliefs. He preached “the unity of God, the brotherhood of man, the rejection of caste, and the futility of idol worship.” His teachings led to the rise of a new religion, **Sikhism** (SEEK iz um), in northern India. The Sikhs later organized into military forces that clashed with the powerful Mughal rulers of India.

✓ **Checkpoint** How did Muslim and Hindu cultures clash and then blend?

## Mughal India

In 1526, Turkish and Mongol armies again poured through mountain passes into India. At their head rode **Babur** (BAH bur), who claimed descent from Genghis Khan and Tamerlane. Babur was a military genius, poet, and author of a detailed book of memoirs.

**Babur Finds the Mughal Dynasty** Just north of Delhi, Babur met a huge army led by the sultan Ibrahim. “I placed my foot in the stirrup of resolution and my hands on the reins of confidence in God,” recalled Babur. His force was small but had cannons, which he put to good use:

### Primary Source

“The sun had mounted spear-high when the onset began, and the battle lasted till midday, when the enemy was completely broken and routed. By the grace and mercy of Almighty God, this difficult affair was made easy to me, and that mighty army . . . was crushed in the dust.”  
—Babur, *Memoirs*

In little time, Babur swept away the remnants of the Delhi sultanate and set up the **Mughal** dynasty, which ruled from 1526 to 1857. (*Mughal* is the Persian word for “Mongol.”) The map in this section shows you that Babur and his heirs conquered an empire that stretched from the Himalayas to the Deccan Plateau.

**Akbar the Great** The chief builder of the Mughal empire was Babur’s grandson **Akbar**. During his long reign, from 1556 to 1605, he created a strong central government, earning the title Akbar the Great.

Akbar was a leader of unusual abilities. Although a Muslim, he won the support of Hindu subjects through his policy of toleration. He opened government jobs to Hindus of all castes and treated Hindu princes as his partners in ruling the vast empire. Akbar ended the tax on non-Muslims, and he married a Hindu princess.

Akbar could not read or write, but he consulted leaders of many faiths, including Muslims, Hindus, Buddhists, and Christians. Like the early Indian leader Asoka, he hoped to promote religious harmony through tolerance. By recognizing India’s diversity, Akbar placed Mughal power on a firm footing.

Akbar strengthened his empire in other ways as well. To improve government, he used paid officials in place of

Akbar (center) with his son, Jahangir, and grandson, Shah Jahan



## History Background

**Nur Jahan** The daughter of Persian exiles, Nur Jahan was a 34-year-old widow with a child when Jahangir made her his twentieth wife. He named her Nur Jahan, “Light of the World,” and let her rule his kingdom from behind the curtains of the harem. Her father and brother were given high offices and carried out her orders. She was intelligent, shrewd, generous, and encouraged arts and commerce. She wrote

poetry, painted, and designed architecture, gardens, and fashions. She ran her own cloth and trading company. When her husband was seized by a rebel general, Nur Jahan led troops to free him, seated behind curtains on an elephant. The lovely tombs she designed for her husband and father influenced the Taj Mahal, built to honor her niece, whose royal marriage she had helped arrange.

## Mughal India

L3

### Instruct

- **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Ask students why someone might **usurp** power from a sultan in this period. (*desire for power, religious or cultural differences*)
- **Teach** Have a student read the quote from Babur aloud. Ask **What do you know about Babur from the quote?** (*He was religious [Muslim].*) **What does Mughal mean?** (*Mongol*) **How did Akbar promote religious harmony?** (*by including Hindus in government, ending the tax on non-Muslims, and marrying a Hindu*) **Who was Nur Jahan?** (*Jahangir’s wife, who ruled his empire*)
- **Quick Activity** Display **Color Transparency 61: Illustration from the Babur Nama**. Have students study the picture. Ask them to describe the scene. Ask **How are the people portrayed?** Tell them that *Babur Nama* is the collection of the leader’s memoirs. Ask **How might this affect the portrayal of different groups?** (*Answers will vary.*)

### Independent Practice

Have students fill in the Outline Map *Muslim Empires in India* and label areas controlled by the Delhi Sultanate and those controlled by the Mughal Empire.

All in One Teaching Resources, Unit 2, p. 74

### Monitor Progress

- To check students’ understanding, ask them to summarize the accomplishments of the Mughal Empire. (*extension of territory, stronger government, religious tolerance, Taj Mahal*)
- Circulate to make sure students are filling in their outline maps accurately.

### Answer

- ✓ They clashed due to vast differences in their religions and cultures. Hindus believed in many gods, castes, and reincarnation; Muslims believed in one God, equality of all believers, and an afterlife.

## Assess and Reteach

### Assess Progress

L3

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

All in One Teaching Resources, Unit 2, p. 64

- To further assess student understanding, use

 Progress Monitoring Transparencies, 42


### Reteach

L1 L2

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

 Reading and Note Taking Study Guide, p. 95 L3

 Adapted Reading and Note Taking Study Guide, p. 95 L1 L2

 Spanish Reading and Note Taking Study Guide, p. 95 L2

### Extend

L4

**Primary Source** To help students better understand how the Mughal empire began, have them read *Babur's Army Crosses the Mountains* and complete the worksheet.

All in One Teaching Resources, Unit 2, p. 71

### Answer

- ✓ He created a strong central government with paid officials, recognized and tolerated diversity, modernized the army, encouraged trade, standardized weights and measures, and introduced land reforms.



**The Taj Mahal**

Shah Jahan began construction on this tomb for his wife in 1632, a year after her death. It took 22,000 workers about 20 years to complete the structure.

### Vocabulary Builder

**usurp**—(yoo SURP) *v.* to seize and hold by force without legal right

hereditary officeholders. He modernized the army, encouraged international trade, standardized weights and measures, and introduced land reforms.

**Akbar's Successors** Akbar's son Jahangir (juh HAHN geer) was a weaker ruler than his father. He left most details of government in the hands of his wife, **Nur Jahan**. Fortunately, she was an able leader whose shrewd political judgment was matched only by her love of poetry and royal sports. She was the most powerful woman in Indian history until the twentieth century.

The high point of Mughal literature, art, and architecture came with the reign of **Shah Jahan**, Akbar's grandson. When his wife, Mumtaz Mahal, died at age 39 after having borne 14 children, Shah Jahan was distraught. "Empire has no sweetness," he cried, "life itself has no relish left for me now." He had a stunning tomb built for her, the **Taj Mahal** (tahzh muh HAHL). Designed by a Persian architect, it has spectacular white domes and graceful minarets mirrored in clear blue reflecting pools. Verses from the Quran adorn its walls, and pleasant gardens surround the entire structure. The Taj Mahal stands as perhaps the greatest monument of the Mughal empire.

Shah Jahan planned to build a twin structure to the Taj Mahal as a tomb for himself. However, before he could do so, his son Aurangzeb **usurped** the throne in 1658. Shah Jahan was kept imprisoned until he died several years later.

- ✓ **Checkpoint** What policies did Akbar follow to strengthen his empire?

### Looking Ahead

In the late 1600s, the emperor Aurangzeb rejected Akbar's tolerant policies and resumed persecution of Hindus. Economic hardships increased under heavy taxes, and discontent sparked revolts against Mughal rule. This climate of discontent helped European traders gain a foothold in the once powerful Mughal empire.

## 4 Assessment

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-1041

#### 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: Identify Supporting Details** Use your completed outline to answer the Focus Question: How did Muslim rule affect Indian government and society?

#### Comprehension and Critical Thinking

3. **Recognize Cause and Effect** Why were the founders of the Delhi sultanate able to conquer northern India?
4. **Analyze Information** How did relations between Hindus and Muslims evolve over time?
5. **Predict Consequences** Rulers after Akbar rejected the policy of toleration of other religious beliefs. How do you think this rejection of toleration affected relations between Hindus and Muslims?

#### Writing About History

**Quick Write: Add Transition Words** Write two paragraphs comparing the major beliefs of Islam and Hinduism. Use comparison or contrast linking words—such as *similarly*, *in the same way*, *in contrast*, and *instead*—to connect your ideas as well as to highlight similarities and differences.

## Section 4 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Muslims created a strong central government, increased trade, tolerated diversity, discouraged the caste system, encouraged arts and culture, modernized the army, and introduced land reforms.
3. Muslim archers on horses were faster than Hindus on elephants, Hindus

battled each other instead of uniting, and many low-caste Hindus converted to Islam.

4. At first, Muslims killed many Hindus, but over time, Muslims became more tolerant, many Hindus converted, and Muslims adopted elements of Hindu culture.
5. **Sample:** It probably led to increased animosity between followers of the two religions.

#### Writing About History

Responses should indicate understanding of Islam and Hinduism and the differences between them. They should include comparisons or contrasts with linking words. Each paragraph should have a developed topic sentence.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-1041**.