

Chapter Preview

This chapter will introduce you to the Byzantine Empire, the religion of Islam, and the golden age of Muslim civilization.

Section 1

The Byzantine Empire

Section 2

The Beginnings of Islam

Section 3

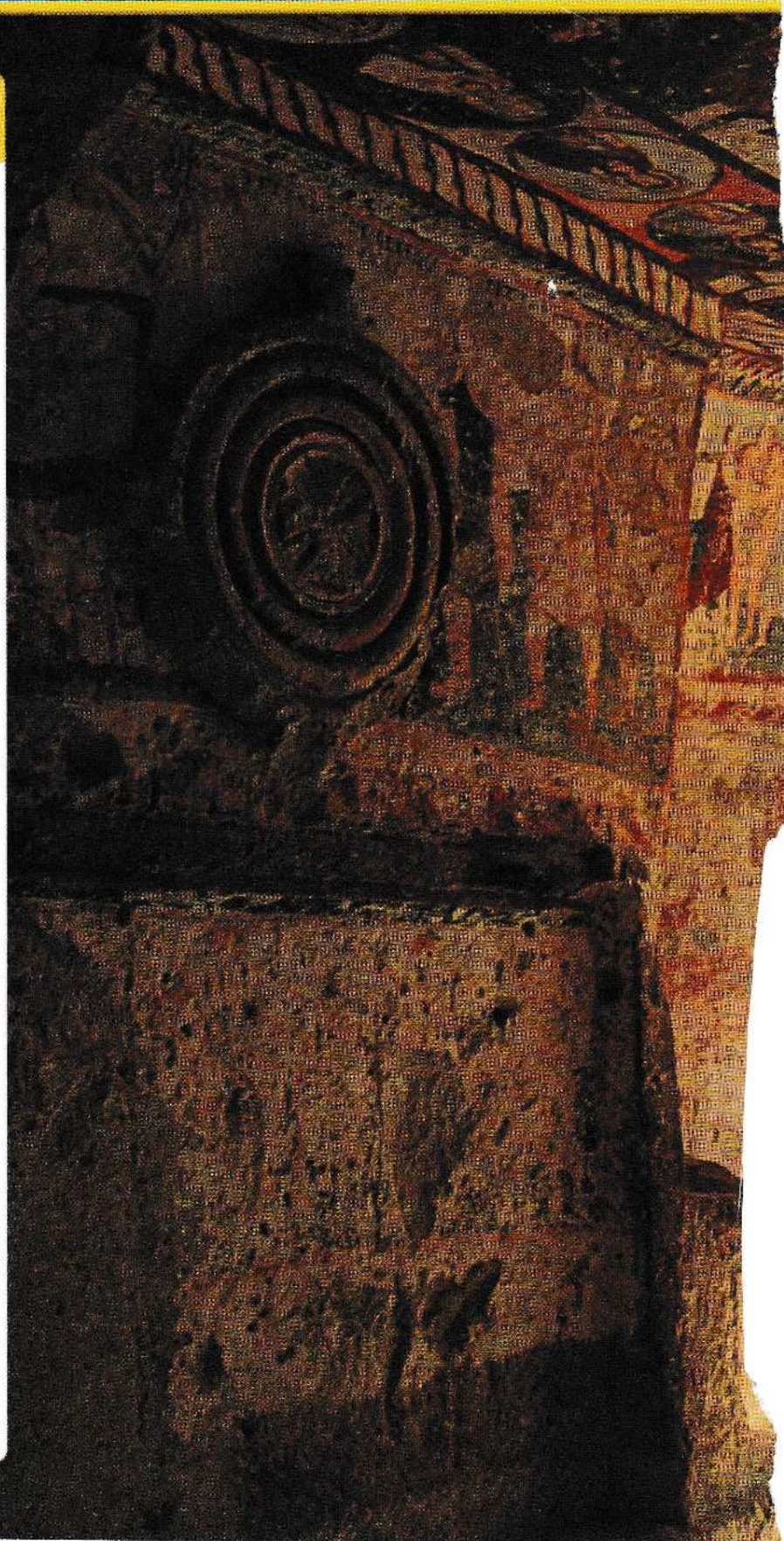
Muslim Civilization



Target Reading Skill

Reading Process In this chapter you will focus on the reading process by using previewing to help you understand and remember what you read.

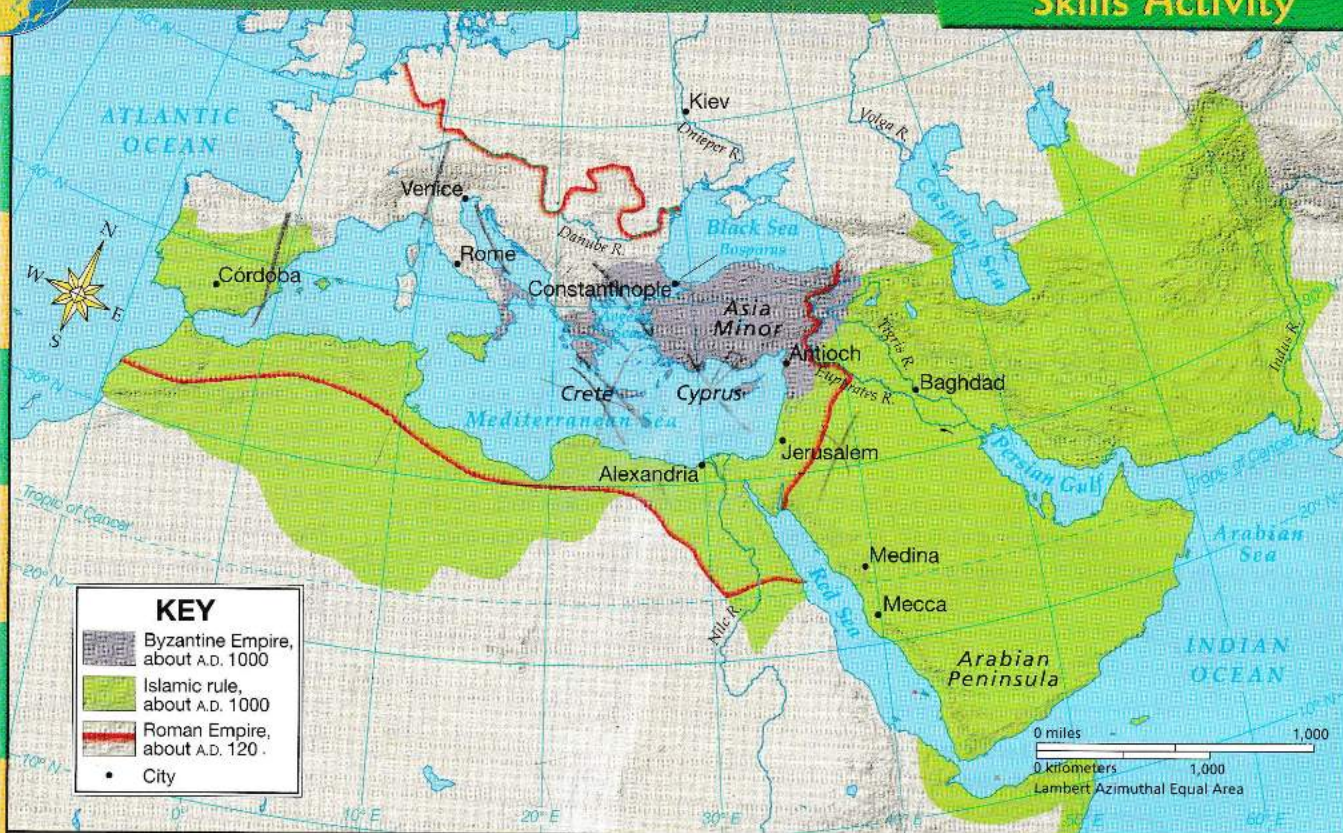
► Interior of a Byzantine church in present-day Turkey





The Byzantine Empire and Islamic World

MAP MASTER™ Skills Activity



Regions Notice the three political regions on this map.

Identify Which empire was the earliest? The largest? **Conclude** Find Constantinople. How do you think its location contributed to its growth and importance?

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lgp-8111 for step-by-step
map skills practice.



The Byzantine Empire

Prepare to Read

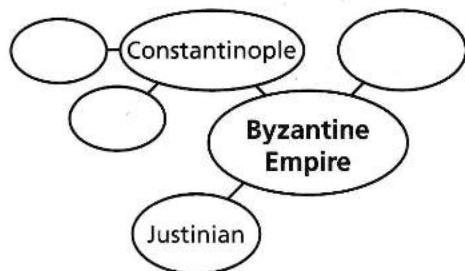
Objectives

In this section you will

1. Find out how Constantinople and the Byzantine Empire became powerful.
2. Discover the achievements of the Age of Justinian.
3. Learn about the later years of the Byzantine Empire.

Taking Notes

As you read this section, take notes about the Byzantine Empire's capital and rulers. Copy the concept web below and record your data in it.



Target Reading Skill

Preview and Set a Purpose

When you set a purpose for reading, you give yourself a focus. Before you read this section, look at the headings, photos, and illustrations to see what the section is about. Then set a purpose for reading, such as finding out about the city of Constantinople or the Byzantine Empire. Now read to meet your purpose.

Key Terms

- **Constantinople** (kahn stan tuh NOH pul) *n.* the capital of the eastern Roman Empire and later of the Byzantine Empire
- **Justinian** (jus TIN ee un) *n.* one of the greatest Byzantine emperors
- **medieval** (mee dee EE vul) *adj.* existing during the Middle Ages
- **Middle Ages** (MID ul AY jiz) *n.* the period between A.D. 476 and about 1500
- **schism** (siz um) *n.* a split, particularly in a church or religion



Greek fire being used in battle, as shown in a Byzantine manuscript

Prince Igor (EE gawr) of Kiev, which was then an important city in Russia, watched as a large force of his warships sailed across the Black Sea in A.D. 941. The prince was sure that **Constantinople, capital of the Byzantine (BIZ un teen) Empire**, would soon be his.

As his fleet drew close to the city, the prince's excitement turned to horror. Byzantine ships shot "Greek fire" at the invaders. Anything this "fire" touched burst into flames. Soon, most of Igor's fleet was ablaze. Water could not put out the flames.

Greek fire was made from a formula so secret that it was never written down. Even today, no one knows exactly how it was made, except that it contained petroleum. But this deadly weapon gave the Byzantines tremendous power throughout the Mediterranean area.

Constantinople at a Crossroads

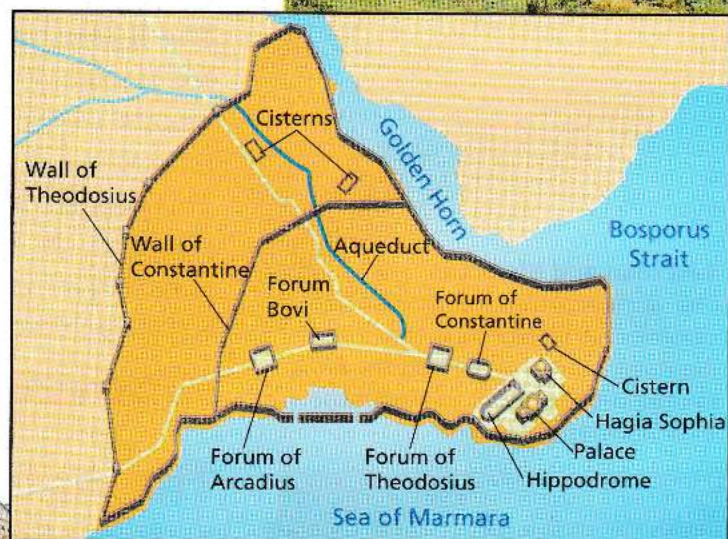
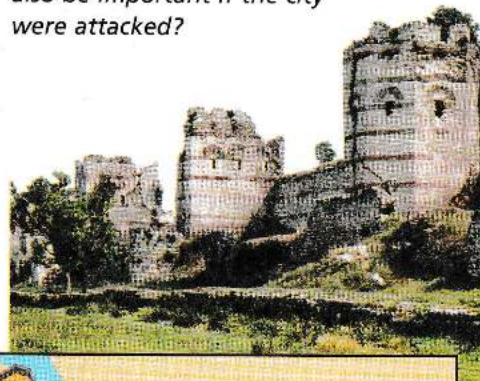
At its height, the ancient Roman Empire controlled the lands surrounding the Mediterranean Sea. It also ruled parts of northern Europe and the region we now call the Middle East. In the centuries after Rome's power faded, these lands went through a tug of war. Two groups—the Christian Byzantines and the Muslim Arabs and Turks—developed powerful civilizations at this time. These two groups sometimes shared control and sometimes fought over the region.

Constantine and His Capital The emperor Constantine began his rule of the enormous Roman Empire in A.D. 306. As you have read, his reign was marked by two important changes. First, Constantine became a Christian and stopped the persecution of Christians. Second, after 20 years of ruling from the city of Rome, Constantine decided to build a new imperial capital.

Constantine chose Byzantium, an ancient city founded by the Greeks, at the eastern end of the empire. He spared no expense building and fortifying his capital, which was renamed Constantinople (kahn stan tuh NOH pul), the “city of Constantine.” By the early 500s, Constantinople had large markets, forums or public squares, paved roads, a cathedral, a palace, public baths, and a hippodrome, or circus. An estimated half a million people lived there. Although the name of their city had changed, the people who lived there were still called Byzantines.

Fortress City

Notice the walls that protect Constantinople in the painting (bottom) and in the diagram of the city (middle). The photograph (top) shows ruins of a city wall. **Infer** Why would the aqueduct, which carried water, and the cisterns, which stored water, also be important if the city were attacked?





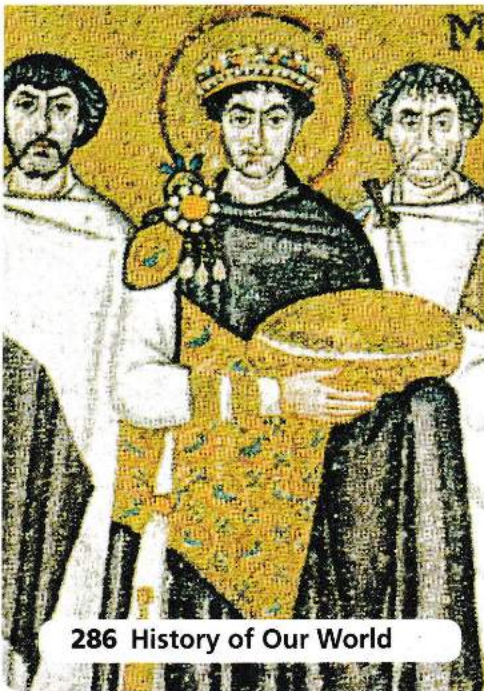
Gold coin from Constantinople ►

Go Online
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mup-0830 for an interactivity
 on the Hagia Sophia.

Justinian and His Court

This work of art is a mosaic made of ceramic tiles fitted closely together.

Analyze Images How does the artist indicate that Justinian (center) is the most important person?



The emperors who followed Constantine continued to rule from Constantinople, in the eastern part of the empire. When the Roman Empire split into two parts, the eastern half proved to be by far the stronger. One reason for its strength was military. The Byzantines had the strongest army in the region. Another reason for the Byzantines' strength was trade.

Trade Constantinople was built at a major crossroads of land and sea trade routes. Find it on the map on page 283. Notice that it is located on the Bosphorus. The Bosphorus is a strait, or narrow channel that links two bodies of water. It connects the Black Sea and the Sea of Marmara, which flows into the Mediterranean Sea. Two continents, Europe and Asia, meet at the Bosphorus.



Goods came to Constantinople from Kiev in the north, from Egypt in the south, and from as far away as China in the east. The Byzantines charged taxes on all goods that went through the city. Over time, the Byzantine Empire grew rich.

The Byzantines Stand Alone As you have read, the western Roman Empire fell. After it fell, the eastern or Byzantine Empire stood alone. **The period from the fall of the Roman Empire in A.D. 476 to about 1500 is known as the Middle Ages.** This period is also labeled **medieval, or existing during the Middle Ages.** In the early Middle Ages, the Byzantine Empire remained strong. This allowed the Byzantines to preserve many Roman achievements and traditions.

✓ **Reading Check** Why did Constantinople become rich and powerful?

The Age of Justinian

As Rome was falling to invaders, strong fortifications and an excellent army protected Constantinople. But these were not the city's only strengths. The early Byzantine Empire had many excellent rulers who were wise as well as popular. They encouraged education and made reforms to laws and government. This kind of leadership also contributed to the strength of their empire.

The Emperor Justinian One of the greatest Byzantine emperors was **Justinian (jus TIN ee un)**, whose rule began in 527. Justinian was an energetic ruler who rarely gave up on a task until it was completed. He had been born into a poor family, and he listened to the ideas of all his subjects—whether they were wealthy nobles or poor peasants.

Justinian's Code One of Justinian's most lasting contributions was a system of laws. When he became emperor, the empire was using a disorganized system of old Roman laws. Some laws even contradicted others. It was difficult to make sense of them—or to enforce them. Justinian appointed a team to collect and summarize centuries of Roman laws. The result was **Justinian's Code, an organized collection and explanation of Roman laws for use by the Byzantine Empire.** Eventually, this code became the basis for the legal systems of most modern European countries.

Byzantine Culture In addition to preserving the principles of Roman law, Byzantine scholars also kept and copied the works of the ancient Greeks. At its peak, Byzantine civilization blended Greek, Roman, and Christian influences. Later, when the empire was in decline, scholars took the ancient manuscripts and their knowledge of the rich Byzantine culture to the newly powerful city-states of Italy. In Chapter 15, you will read how, hundreds of years later, these influences helped spark a cultural movement called the Renaissance.

✓ **Reading Check** What cultures influenced Byzantine civilization?

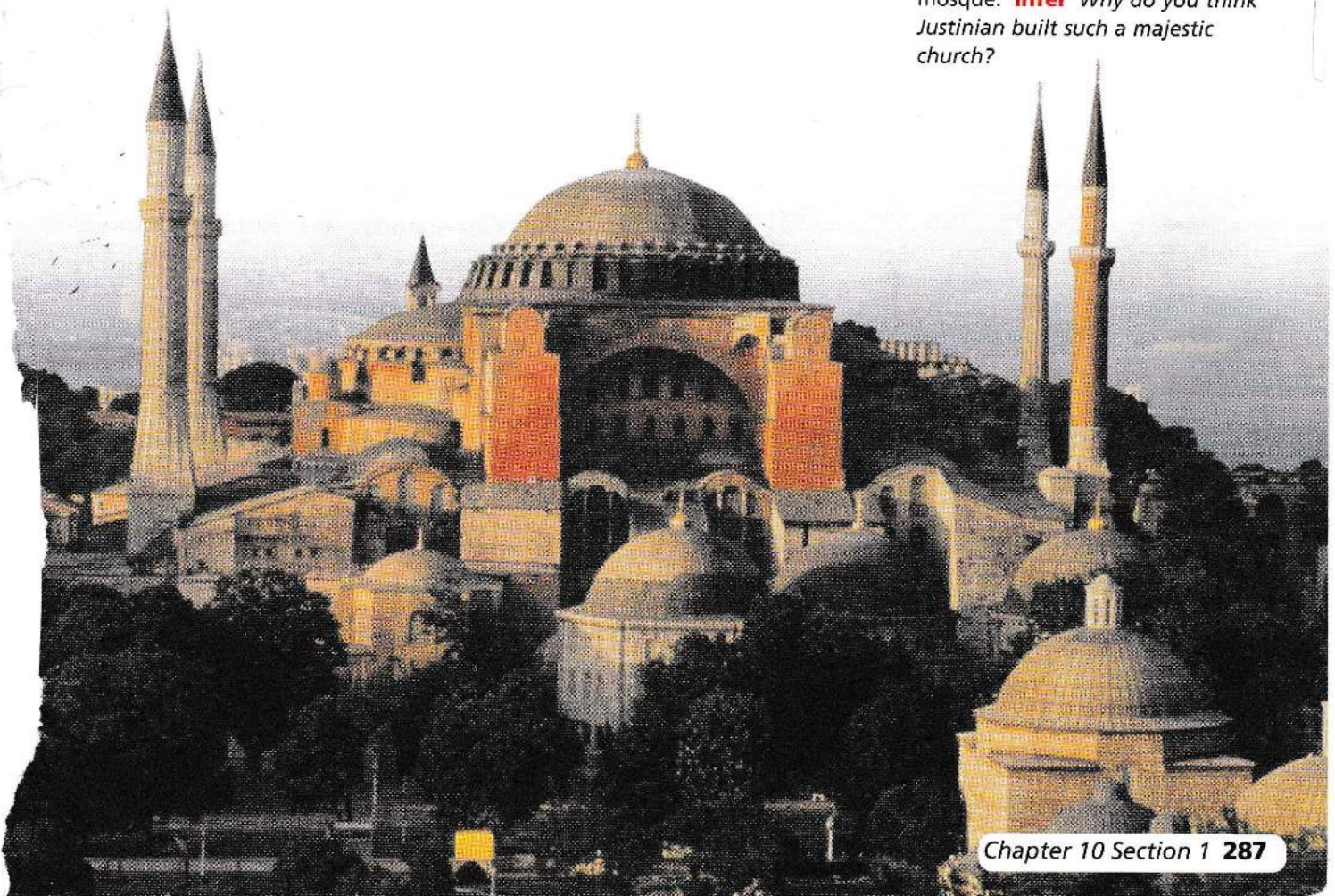
Citizen Heroes

Empress Theodora

Theodora (thee uh DAWR uh), empress of the Byzantine Empire, came from humble beginnings. Her father was a bearkeeper at Constantinople's Hippodrome, or circus. Theodora's marriage to Justinian gave her great power. Many of Justinian's decisions were made with her advice. Theodora worked to improve women's rights and helped change divorce laws to protect women.

Hagia Sophia

It took 10,000 workers five years to build the Hagia Sophia cathedral in Constantinople. Since the fall of the empire, it has been used as a mosque. **Infer** Why do you think Justinian built such a majestic church?





Preview and Set a Purpose

If your purpose is to learn about the Byzantine Empire, how does the paragraph at the right help you meet your purpose?

The Importance of Icons

This icon shows the Virgin Mary and the baby Jesus. The ban on icons was finally lifted in A.D. 843, and they are important in Eastern Orthodox Christianity to this day. **Identify Frame of Reference** Why might medieval Christians have valued icons?



The Empire's Later Years

After Justinian's death in 565, the Byzantine Empire began to decline. Later emperors had to fight wars against many neighboring enemies—including Persians and Turks to the east, Arabs to the south, and Germanic peoples to the north and west. The Byzantine Empire was shrinking in both size and power. As the Byzantines struggled to keep nearby enemies from invading Constantinople, religious and political arguments were weakening the empire from within.

A Religious Dispute Although most Byzantines were Christians, they did not practice Christianity the same way as the people in Western Europe did. Byzantine Christians rejected the authority of the pope, the leader of the church in Rome. The Byzantine emperor had to approve the choice of the patriarch, or highest church official in Constantinople. Greek was the language of the Byzantine church, while Latin was the language of the Roman church. The two branches of Christianity began to grow apart.

At that time, many Christians prayed to saints or holy people, represented by icons, or paintings of these people. In the 700s, a Byzantine emperor outlawed the use of icons, saying that they violated God's commandments. The pope disagreed, and banished the emperor from the church.

Byzantines felt that the pope did not have the authority to banish the emperor from the church. These disputes led to a **schism, or split**, in the Christian church in 1054. Now there were two distinct forms of Christianity: the Roman Catholic Church in the west and the Eastern (Greek) Orthodox Church in the east.

A Second Golden Age From about 900 until the mid-1000s, the Byzantine Empire experienced a final period of greatness. Trade increased and merchants came to Constantinople from as far away as Venice and Russia. Once again the population of the city grew in size and diversity.

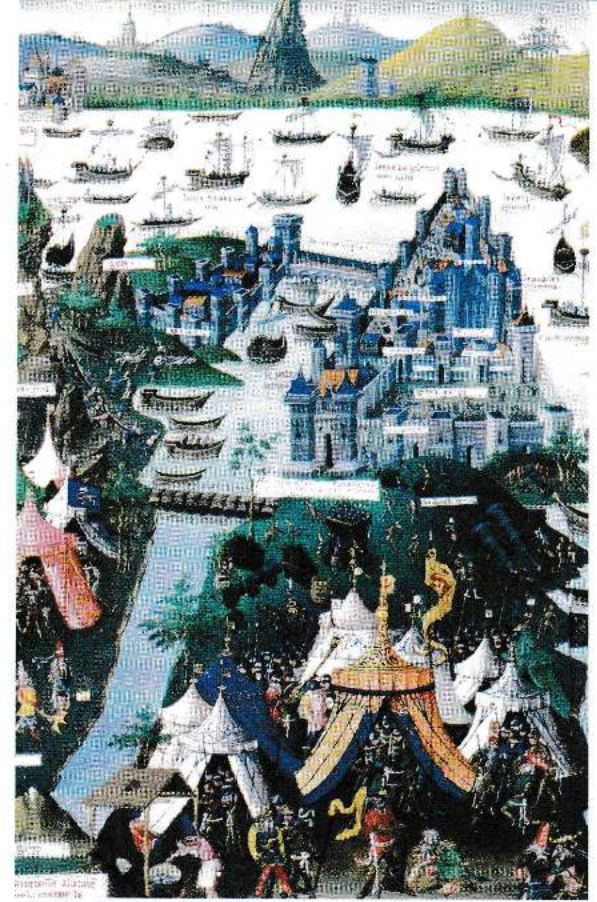
As the economy grew in strength, so did the government. The long reign of Basil II—from 976 until 1025—was the most exceptional period of Byzantine history since the rule of Justinian. The empire regained some of the land it had lost. There was a burst of creativity in the arts.

The Fall of Constantinople During the 1000s, however, Muslim peoples to the east were also gaining power. By the late 1100s, Turks had taken the inland areas of Asia Minor away from the weakening Byzantine Empire.

The Byzantines were also threatened by Europeans. In 1171, disagreements over trade led to a war with Venice. And in the early 1200s, Constantinople was attacked by Christian crusaders. Western Christians ruled the city for 50 years. In 1261, the Byzantines regained their capital, but little was left of their empire.

In 1453, a force of about 70,000 Turks surrounded Constantinople. They came both by sea and by land, and they brought cannons to attack the city's walls. The defending force, which numbered about 7,000, held out for two months. Then the Byzantine capital—which had been a defensive fortress for more than 1,000 years—finally fell.

However, like Constantine before them, the new rulers would rebuild the city and make it an imperial capital. Renamed Istanbul, the city at the crossroads became a great center of Muslim culture and the capital of the Ottoman Empire.



The Turks Take Constantinople

The Turks dragged some of their ships overland and launched them into Constantinople's harbor. **Synthesize** From what you know about the city's fortifications, why was this a good strategy?

✓ Reading Check Why did Constantinople finally fall?



Section 1 Assessment

Key Terms

Review the key terms at the beginning of this section. Use each term in a sentence that explains its meaning.

Target Reading Skill

What was your purpose for reading this section? Did you accomplish it? If not, what might have been a better purpose?

Comprehension and Critical Thinking

1. (a) **Locate** Where was Constantinople located?

(b) **Identify Effects** How did its location contribute to its growth and to the strength of the Byzantine Empire?

2. (a) **Recall** What qualities made Justinian a good and successful ruler?

(b) **Draw Conclusions** Why was Justinian's Code so important?

3. (a) **Explain** What was the dispute that split the medieval Christian church?

(b) **Draw Conclusions** Why might that split have weakened the empire?

Writing Activity

Write a letter to a friend or family member from the point of view of a foreign merchant traveling to Constantinople during the reign of Justinian. Describe the city and its location as well as what you have heard about the emperor.



For: An activity on the Byzantines
Visit: PHSchool.com
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Using a Table to Write a Paragraph

Mr. Perez's students have just finished studying the Byzantine Empire. Now they are studying modern Turkey, which occupies some of the same land. They have learned that Istanbul is the modern name of Constantinople. Mr. Perez has asked the students to use a table of information about Istanbul and Constantinople to write a paragraph that compares the two cities.



Byzantine cup

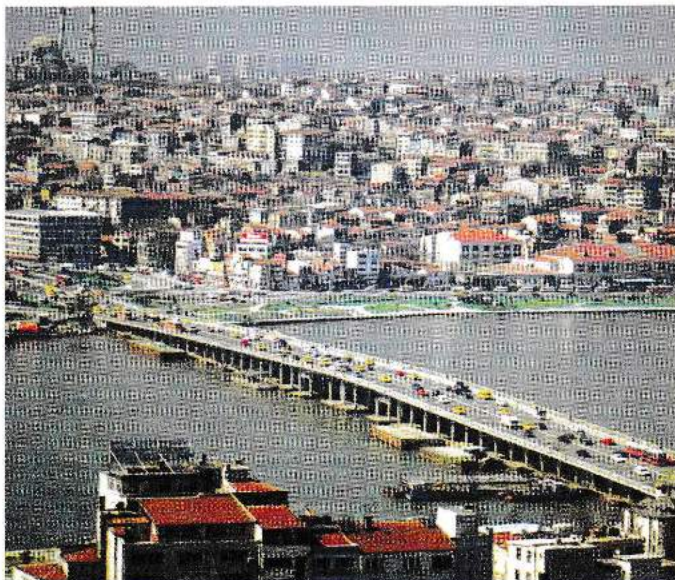
Information—words or numbers—presented in graphs, charts, or tables is called data. When you use this type of data to write a paragraph, you are transferring information from one medium to another.

Learn the Skill

Follow these steps to write a paragraph based on data from a table.

- 1 Identify the topic of the table.** First read the title. Then look at the table to get a general idea of its purpose.
- 2 Identify the key pieces of information.** Headings tell the main topics. Read both across and down to understand how the data relate to the headings.
- 3 Look for similarities and differences in data.** The columns of a table often compare and contrast information.
- 4 Analyze the meaning of the information.** What information seems most important? List several conclusions you can draw from the data.
- 5 Write a paragraph that states and supports your conclusions.** Your main conclusion can be your topic sentence. Support it with examples from the data.

Modern
Istanbul



Istanbul Past and Present

Characteristic	Constantinople in A.D. 540	Istanbul Today
Importance	Capital of Byzantine Empire, largest city in Byzantine Empire	Turkey's largest city
Population	About 500,000	About 10 million
Major Religion	Christianity	Islam
Sources of Wealth	Trade	Textiles, manufacturing, tourism
Language	Greek	Turkish
Challenges	Overpopulation, disease, earthquakes, attacks by foreigners	Overpopulation, earthquakes, pollution

Practice the Skill

Use the steps in Learn the Skill to transfer the information in the table above into a paragraph.

- 1 What is the title of the table? In your own words, state what the table is about.
- 2 What are the important headings? How do you find key information, such as the major religion of present-day Istanbul?
- 3 Note how Istanbul is similar to Constantinople and how it is different.
- 4 Which headings or topics represent the most important information? Are the similarities or the differences more important?
- 5 What is the most important thing you've learned about the two cities? Use your conclusion as the topic sentence, and support it with data from the table.

Apply the Skill

Study the table at the right, and draw a conclusion about the information in it. Write a paragraph that uses data from the table to support your conclusion.

The Christian Church Divides, A.D. 1054

Characteristic	Eastern Orthodox	Roman Catholic
Head of Church	Patriarch	Pope
Had Most Power Over Church	Emperor	Pope
Main Location	Eastern Europe	Western Europe
Language	Greek	Latin
Practices	<ul style="list-style-type: none"> • Priests could marry • Pope's authority was not recognized 	<ul style="list-style-type: none"> • Priests could not marry • Pope had supreme authority



The Beginnings of Islam

Prepare to Read

Objectives

In this section you will

1. Learn about the Arabian Peninsula, its nomadic people, and its centers of trade.
2. Find out about the life and mission of the Muslim prophet Muhammad.
3. Learn about Muslim beliefs.

Taking Notes

As you read this section, keep track of the most important ideas about the beginnings of Islam. Copy the outline started below, and add to it as you read.

I. The Arabian Peninsula

A. Nomadic Bedouins

- 1.
- 2.

B. Mecca: A center of trade



Target Reading Skill

Preview and Predict

Making predictions about your text helps you set a purpose for reading and remember what you read. Before you begin, look at the headings, photos, and anything else that stands out. Then predict what the text might be about. For example, you might predict that this section will tell about the origins of Muslim beliefs. As you read, if what you learn doesn't support your prediction, revise your prediction.

Key Terms

- **Muhammad** (muh HAM ud) *n.* the prophet and founder of Islam
- **nomads** (NOH madz) *n.* people with no permanent home, who move from place to place in search of food, water, or pasture
- **caravan** (KA ruh van) *n.* a group of traders traveling together for safety
- **Mecca** (MEK uh) *n.* an Arabian trading center and Muhammad's birthplace
- **Muslim** (MUZ lum) *n.* a follower of Islam
- **mosque** (mahsk) *n.* a Muslim house of worship
- **Quran** (koo RAHN) *n.* the holy book of Islam



In this illustration, an angel's announcement is symbolized by the blowing of a horn.

The religion of Islam (is lahm) teaches that in about 610, **the prophet Muhammad** (muh HAM ud) went into a cave in the Arabian mountains to pray. (A prophet is a person who is regarded as speaking for God.) It is said that while Muhammad was inside the cave, he heard the voice of an angel. God told Muhammad through the angel that there was only one God, that God had created people, and that God would teach His people. The angel told Muhammad that Muhammad was to be God's messenger.

According to Islamic teaching, Muhammad was frightened and unsure that he was worthy of such an important mission. But he obeyed. God continued to send Muhammad messages, which Muhammad shared with the people of the Arabian Peninsula. These teachings formed Islam, a religion that brought great changes to the region. In the centuries after Muhammad's death, the new religion spread to many parts of the world.

The Arabian Peninsula

In Muhammad's time, as today, much of the Arabian Peninsula was covered by desert. Although surrounded by water, the peninsula has no major rivers and receives little rainfall. Trade with neighboring peoples supported the growth of towns along trade routes. And many groups of Bedouins (BED oo inz) made their homes among the shifting sand dunes of the desert.

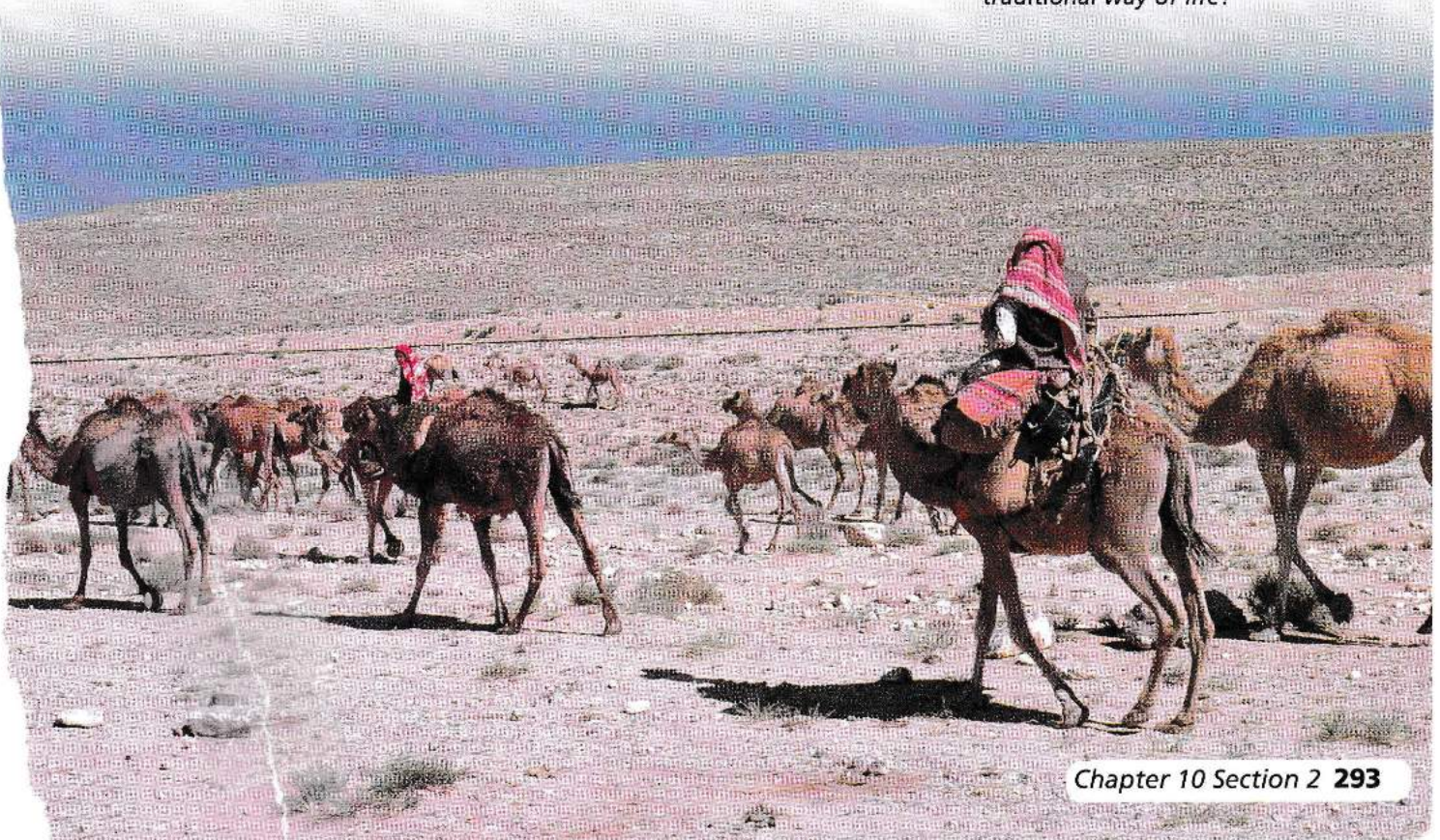
Nomadic Bedouins The Bedouins were **nomads, or people who have no permanent home but move from place to place in search of food, water, and pasture.** The Arabian desert yielded little food for the Bedouins or for their herds of sheep, camels, and goats. Water was also scarce—for people as well as for animals.

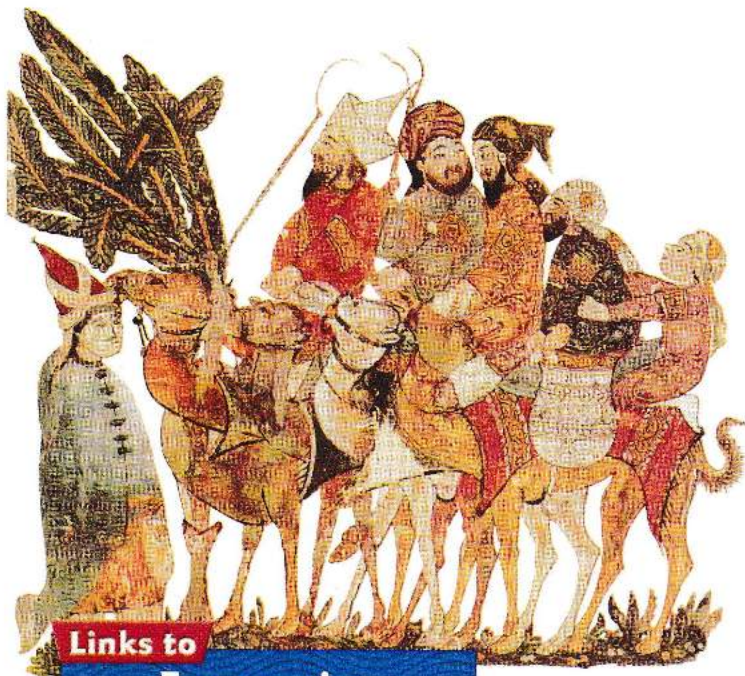
To make their way across the desert, the Bedouins followed traditional routes from one oasis to another. An oasis is a green area within a desert, fed by underground water. These all-important oases provided plenty of water for the nomads and their animals.

Because of their knowledge of the desert and its oases, the Bedouins also worked as guides for traders. They helped **traders travel across the desert in large groups called caravans.** These desert caravans depended on camels, which carried both people and their goods. Camels are sturdy animals with a special ability to store water for long periods.

Bedouins Today

These Bedouins in the Sinai desert of Egypt are still nomads like their ancestors. **Predict** What kinds of events and conditions might prevent the Bedouins from continuing their traditional way of life?





Links to

Economics

New Business Methods

From 750 to 1350, Muslims like the Arab traders shown above dominated the trade routes in Arabia and far beyond. They not only found new goods to trade, they also developed new ways to trade. Muslim merchants bought and sold goods on credit and set up locations for exchanging currency. To avoid carrying large sums of cash across thousands of miles, they developed a way to transfer money from one location to another—a forerunner to today's checks. Merchants could deposit funds at one location and use a letter of credit to withdraw those funds at a different location.

Mecca: A Center of Trade The oases on the Arabian Peninsula became **busy trading centers**. One of the most important was **Mecca** (MEK uh). From Mecca, great caravans traveled northwest to markets in what is now Syria. From Syria, goods could be shipped across the Mediterranean Sea to Europe. Other caravans traveled northeast from Mecca. They made a dangerous journey across the desert to markets in the area now known as Iraq. Trade was also conducted with Yemen to the south. Precious goods traded along these routes included perfume and spices, incense, expensive cloth, elephant tusks, and gold.

✓ **Reading Check** Why did Bedouins make good guides for traders?

The Prophet Muhammad

Muhammad was born and grew up in the trading center of Mecca. His great-grandfather had been a wealthy merchant. However, by the time Muhammad was born in about 570, his family was poor. As a young man, Muhammad worked on caravans. His job took him to distant places, including Syria, which was then part of the Byzantine Empire.

Muhammad's Mission Muhammad liked to walk in the mountains outside Mecca. Troubled by problems he saw in society, he liked to be alone to pray and think. When Muhammad was 40 years old, he first heard God speak to him through the angel in the cave. God told him that people would submit to, or agree to obey, the one true God. In time, **a person who accepted the teachings of Muhammad came to be known as a Muslim** (MUZ lum), "a person who submits." The religion of Muslims is called Islam.

Many Arabs traveled to Mecca in order to pray at an ancient shrine called the Kaaba (KAH buh). Many people in Mecca thought Muhammad's teachings threatened their old gods. They feared that abandoning their old gods would end Mecca's importance as a religious center. People in Mecca also feared that Muhammad might gain political power. Although Islam taught that all people were brothers and sisters in a community established by God, few people in Mecca accepted his message.

Muhammad in Medina In 622, Muhammad and his followers were invited to Yathrib (yah THREEB), a city north of Mecca. The people there regarded Muhammad as a prophet. This movement of early Muslims is known as the hijra (hih JY ruh), or “the migration.” The year of the hijra—622 in the calendar used in the United States—became year 1 on the Muslim calendar.

After the hijra, the name of Yathrib was changed to Medina. This name means “city” and is short for “city of the prophet.” Medina quickly became an important Islamic center. But Islam did not remain limited to Medina. In 630, Muhammad returned to Mecca—this time in triumph. By the time Muhammad died two years later, the new religion of Islam had spread all across the Arabian Peninsula.

✓ **Reading Check** Why did Muhammad go to Yathrib?

Muslim Belief

A muezzin (myoo EZ in), a man who calls Muslims to worship, looks out over the city and begins his loud call. The muezzin’s voice echoes in all directions: “There is no god but God, and Muhammad is the messenger of God.” In Arabic, the word for God is *Allah*. Five times each day, Muslims are called to worship in this way. And five times a day, every faithful Muslim stops whatever he or she is doing to pray.

Some Muslims gather in a house of worship called a **mosque** (mahsk). Others kneel outside. Wherever Muslims are in the world—in the Arabian Peninsula, in North Africa, or in the United States—they kneel in a direction that faces toward Mecca. “There is no god but God,” the faithful respond, “and Muhammad is the messenger of God.”

The Five Pillars of Islam Basic Muslim beliefs are expressed in the five pillars of Islam. These practices, shown in the table above, are the foundations of Islam. Muslims regard these pillars as sacred duties. The fifth pillar—the hajj (haj), or pilgrimage to the Kaaba—is required only of those who are able to travel to Mecca.

Go Online
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mup-0831 for an interactivity
on the five pillars of Islam.



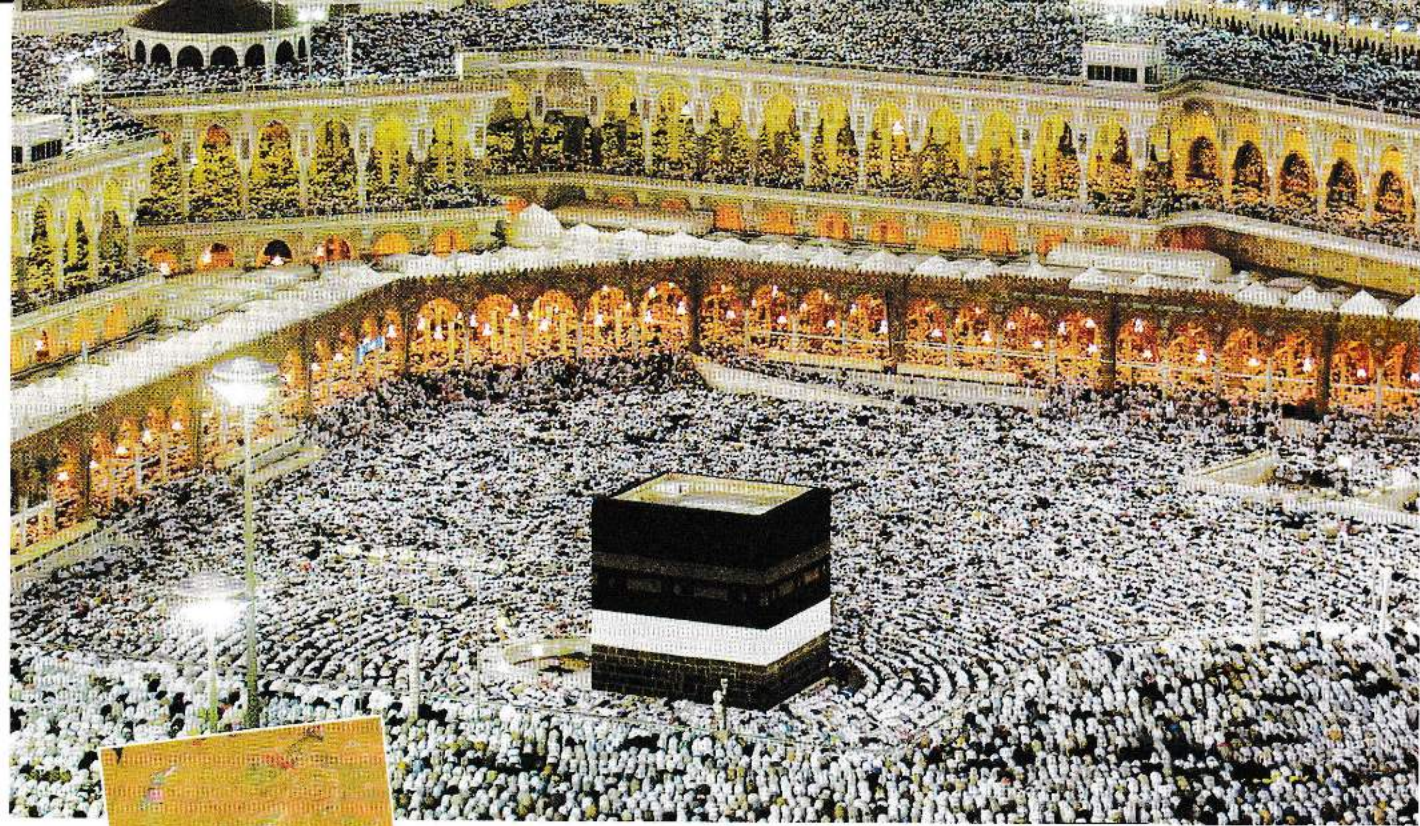
The Five Pillars of Islam

Pillar	Description
Declaration of Faith	Muslims must regularly declare the belief that there is only one God and Muhammad is God’s messenger.
Prayer ✓	Muslims must pray five times each day, facing in the direction of the holy city of Mecca.
Almsgiving ✓	Muslims must give alms, or money that goes to the needy.
Fasting ✓	Muslims must fast during daylight hours in the month of Ramadan.
Pilgrimage ✓	Muslims must make a pilgrimage to Mecca at least one time in their lives if they are able.

Chart Skills

The photo above shows Muslim men and boys worshiping at a mosque in Brunei, in Southeast Asia. **Identify** Which pillar of Islam are they fulfilling?

Analyze Information Which one of the five pillars would it be most difficult to fulfill? Explain why.



The Hajj

Muslims making a hajj to the Kaaba wear special white, seamless garments. The large photo shows a modern hajj. The small painting is from a 1410 manuscript. **Compare** What can you conclude about this tradition by comparing the two pictures?



Preview and Predict

Based on what you have read so far, is your prediction on target? If not, revise or change your prediction now.

The Quran The holy book of Islam is called the **Quran** (koo RAHN). It contains the messages God revealed to Muhammad, including the rules of Islam. Many Muslims have memorized the Quran. Muslims believe that the meaning and beauty of the Quran are best appreciated in its original language. Therefore, many converts to Islam learn Arabic. This shared language has helped unite Muslims from many regions.

Like the Jewish Bible and the Christian Bible, the Quran contains many kinds of writing, including stories, promises, warnings, and instructions. There is a reason for the similarity of the Quran to Jewish and Christian holy books. Muslims, like Jews and Christians, believe in one God. They regard Adam, Noah, Abraham, Moses, and Jesus as important people in their religious history. Muhammad saw himself as the last prophet in a long line of prophets that included all these men. Muhammad felt respect for Jews and Christians, whom he called “people of the Book.”

The Role of Women Before Islam, in most of Arab society, women were not regarded as equal to men, and female children were not valued. The Quran, however, taught that men and women were spiritually equal. It also gave women more rights under the law, such as the right to inherit property and to get an education. Muslim women could not be forced to marry against their will, and they had the right to divorce.

A Split Among Muslims You have already read about a schism that split the Christian church at the time of the Byzantine Empire. A schism, or split, also occurred among followers of Islam.

In 656, Uthman (OOTH mahn), the leader of the Muslim community, was assassinated. His death split the Muslim world in two. Muslims disagreed over who should be their rightful leader. Over the next several decades, two main groups gradually emerged on opposite sides of this disagreement.

The smaller group, called Shiites (SHEE yts), argued that the ruler should be a man who was a direct descendant of Muhammad. They believed that Muhammad's descendants would be inspired by God, just as Muhammad had been. They felt that their leader should explain the meanings of the messages Muhammad received from God, which are found in the Quran.

The larger group, called Sunnis (SOO neez), argued that any truly religious Muslim man of Muhammad's tribe could lead the community. They believed that no one man, not even the leader of Islam, should tell Muslims what God's messages meant. The Sunnis argued that a group of Muslim scholars could best explain the Quran. Today, about 85 percent of all Muslims are Sunnis.



Illustrated manuscript pages
from a 1500s Quran

✓ **Reading Check** What issues split the Shiites and Sunnis?



Section 2 Assessment

Key Terms

Review the key terms at the beginning of this section. Use each term in a sentence that explains its meaning.

Target Reading Skill

What did you predict about this section? How did your prediction guide your reading?

Comprehension and Critical Thinking

1. (a) **Note** What geographic feature covers most of the Arabian Peninsula?

(b) **Identify Effects** How did geography affect trade and settlement there?

(c) **Conclude** Why do you think the Bedouins became nomads?

2. (a) **Recall** What were the main events of Muhammad's life?

(b) **Synthesize** What are the main beliefs of Islam?

(c) **Compare and Contrast** What beliefs do Sunnis and Shiites share? Which beliefs separate them?

Writing Activity

Write a poem or a paragraph describing what it might have been like to travel in a caravan. How would it feel to ride a camel? To cross the desert? To stop for a rest at an oasis?

Writing Tip Review the illustrations in this section. Then think about the sights, sounds, and smells you would expect to experience as part of caravan life. Use vivid descriptive words and phrases to describe what you see and feel.



Focus On Bedouin Life

The air is hot and dry. A blinding, bright sun scorches the sand. At times, a screaming wind sweeps across the land, blowing clouds of sand that block the sun. These are the desert lands of the Arabian Peninsula. By the time of the prophet Muhammad in the A.D. 600s, the Bedouins of Arabia had been thriving in the desert for hundreds of years. These nomadic peoples lived in tents and moved camp frequently in their search for water. Some of their descendants still live in the desert today.

Surviving in the Desert The ancient Bedouins depended upon the desert, the camel, their fellow tribe members, and the family tent. Plants gathered from the desert were used for food and medicine. Camels provided transportation, as well as milk, meat, and hides. Family members worked together to search for water and to herd their camels, goats, and sheep. The family tent sheltered the Bedouins in the harsh desert climate.

Women were responsible for the tents. They spun goats' hair into yarn to make the tent panels. When it was time to move their camp, the women took down the tents and then pitched them at the new campsite.

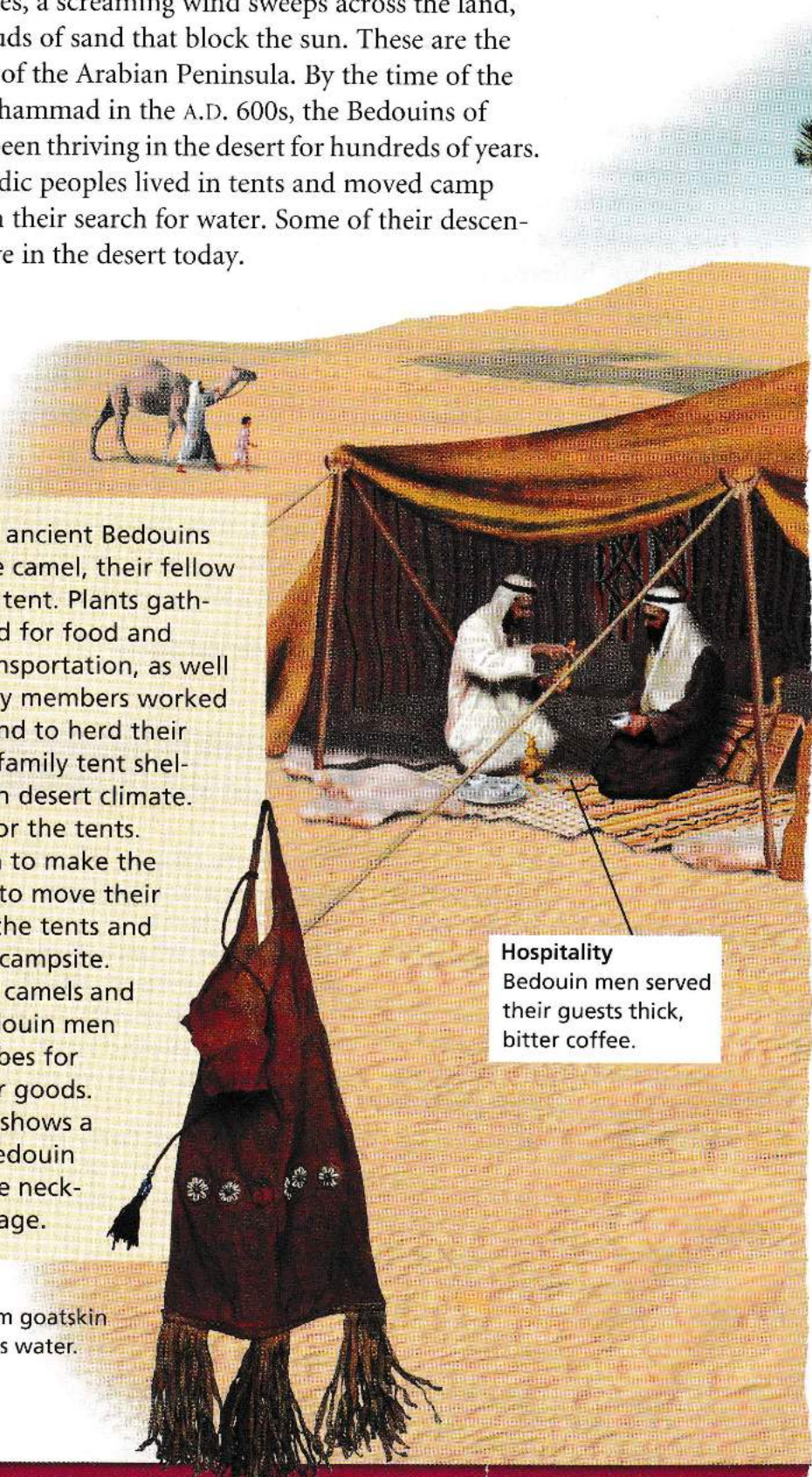
It was the men's job to herd camels and other livestock. Sometimes Bedouin men would raid villages or other tribes for goats, sheep, camels, and other goods.

The illustration at the right shows a Bedouin family in their tent. Bedouin women created jewelry, like the necklace shown at the top of this page.



Goatskin Bag

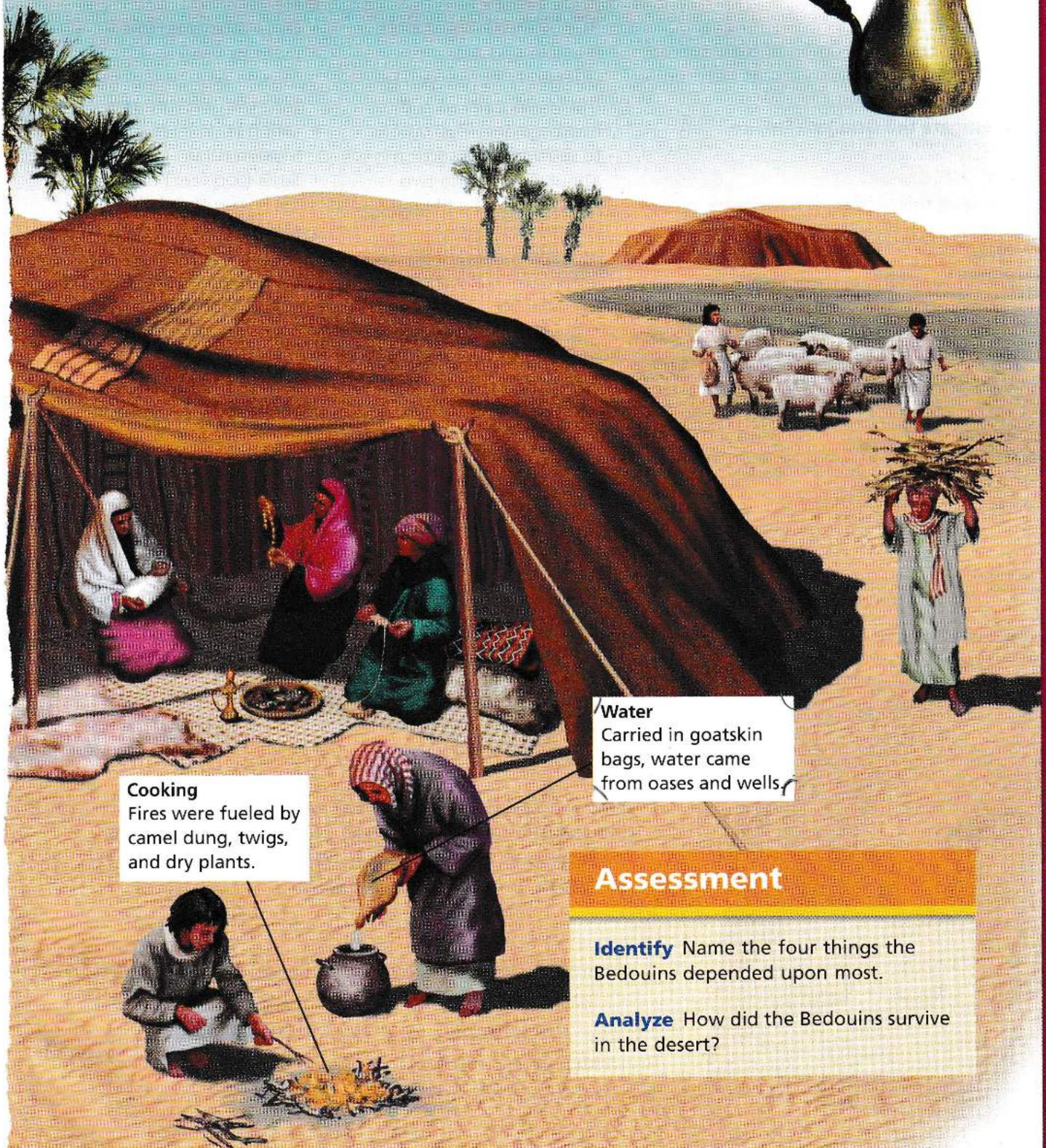
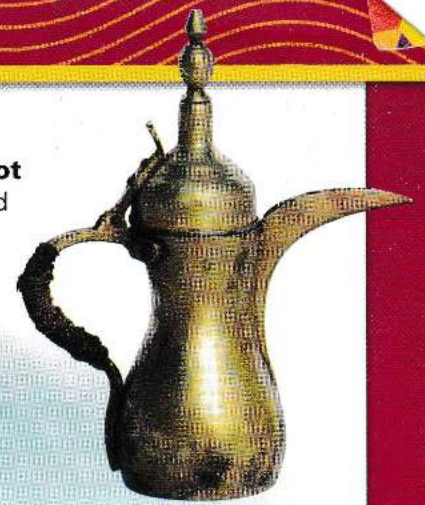
Bags made from goatskin carried precious water.



Hospitality
Bedouin men served their guests thick, bitter coffee.

Bedouin Coffee Pot

The Bedouins served coffee from copper or brass pots.



Cooking
Fires were fueled by camel dung, twigs, and dry plants.

Water
Carried in goatskin bags, water came from oases and wells.

Assessment

Identify Name the four things the Bedouins depended upon most.

Analyze How did the Bedouins survive in the desert?



Prepare to Read

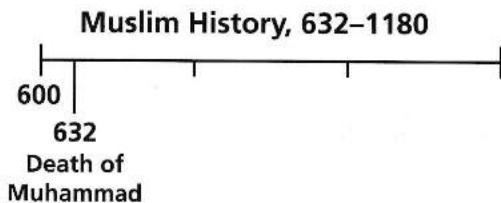
Objectives

In this section you will

1. Find out how the religion of Islam spread.
2. Learn about the golden age of Islam under the rule of the caliphs.
3. Investigate the Ottoman Empire.

Taking Notes

As you read this section, jot down key events of early Muslim history and when they occurred. Copy the timeline below and use your data to complete it.



Target Reading Skill

Preview and Ask

Questions Before you read this section, preview the headings and illustrations to see what the section is about. Then write two questions that will help you understand or remember something important in the section. For example, you might ask, "How did Islam spread beyond the Arabian Peninsula?" Then read to answer your question.

Key Terms

- **Omar Khayyam** (OH mahr ky AHM) *n.* a Muslim poet, mathematician, and astronomer
- **caliph** (KAY lif) *n.* a Muslim ruler
- **Sufis** (soo feez) *n.* a Muslim group that believed they could draw closer to God through prayer, fasting, and a simple life
- **sultan** (SULTun) *n.* a Muslim ruler, particularly the ruler of the Ottoman Empire

The cover of a book of verses by Omar Khayyam



Almost one thousand years ago, Persia boasted great scientists, mathematicians, and poets. One man was all three. **Omar Khayyam** (OH mahr ky AHM) was a skilled Muslim astronomer, one of the most famous mathematicians in the world, and a great poet. The poems he wrote in the Persian language are still read today. This is one of his poems:

“When I was a child, I sometimes went to a teacher.
And sometimes I taught myself, but eventually I learned
The limits to all knowledge: we come into this world upon
the waters, we leave it on the wind.”

—Omar Khayyam

Although Khayyam writes of limits to knowledge, his was a time when mathematics, science, and poetry were all making new breakthroughs and expanding the boundaries of knowledge. It was considered a golden age of Muslim civilization, and it took place across a wide geographic area.

The Spread of Islam

Within 150 years after Muhammad's death in 632, Islam spread west to North Africa, and into present-day Spain. It also spread north into Persia and east to the borders of northern India and China.

Many New Converts Arab merchants traveled to many parts of Asia and North Africa and along the Mediterranean coast. Many of these traders were Muslims, and they helped to spread their new religious beliefs. Arab armies also conquered neighboring regions. This was another way that Islam spread.

In 717, the Arabs attacked Constantinople, but they were unable to take the great fortress. Even so, most Christians who lived along the eastern and southern Mediterranean eventually converted to Islam. By the 700s, Muslims had also crossed from North Africa into Spain. In 732, Arab forces were defeated by European soldiers at the Battle of Tours, in present-day France. This battle halted the Muslim advance into Christian Europe.

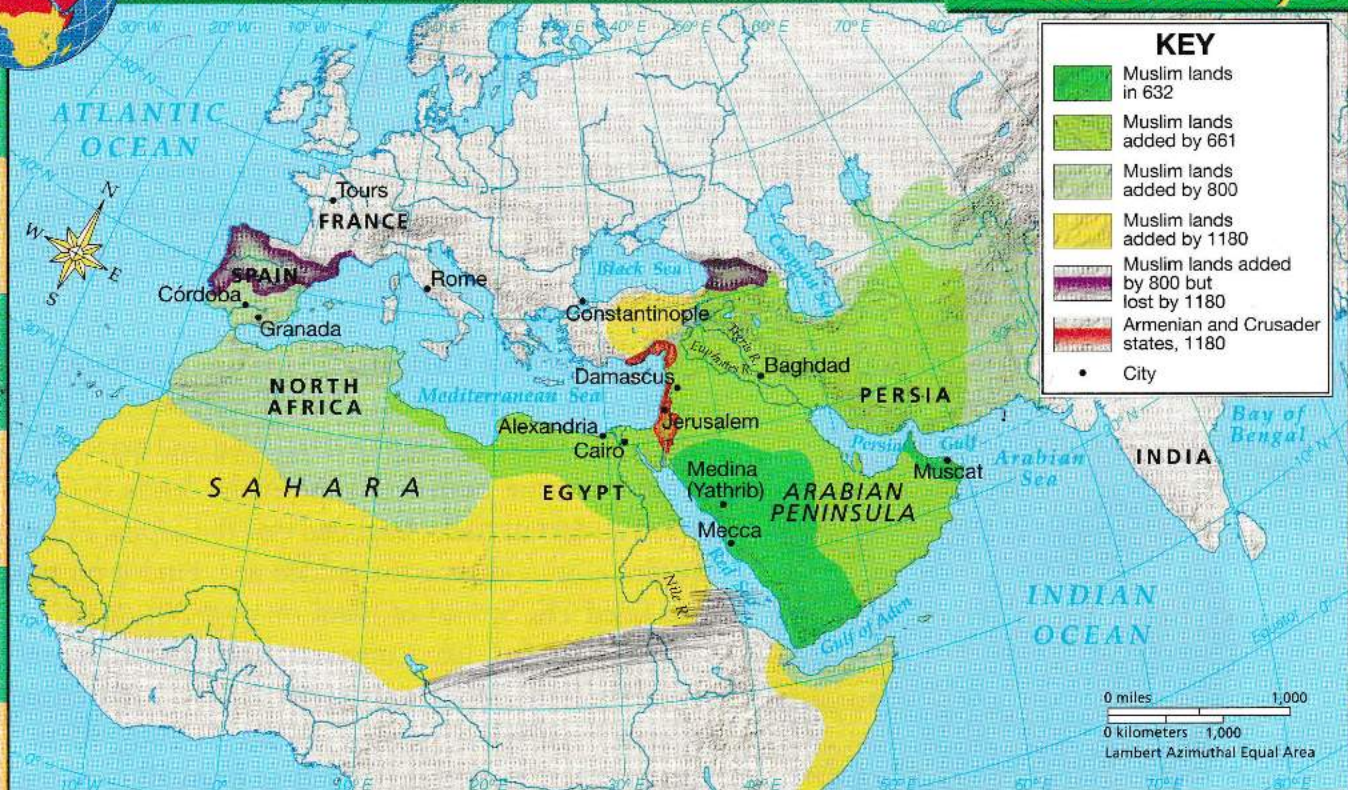


The Battle of Tours



The Spread of Islam

MAP MASTER™ Skills Activity



Movement Islam began to spread even during Muhammad's lifetime.

Identify When did Islam spread to North Africa? Where did the Muslims lose lands after 800? **Conclude** What role do you think the Mediterranean Sea played in the spread of Islam?

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map skills practice.



Preview and Ask Questions

Ask a question that will help you learn something important from the paragraph at the right. Now read the paragraph, and answer your question.

Reasons for Success In the centuries before Muhammad, Arab peoples had not been able to conquer neighboring regions. The strong Roman Empire made invasions of these lands nearly impossible. And the later Byzantine and Persian empires successfully blocked Arabs from advancing north. So why were the Muslims successful after Muhammad's death?

By that time, the three empires that might have stopped the Arab expansion north and east were either defeated or weakened. Also, a shared religion now united the Arab peoples into one community. And once they began to work together, the Muslims quickly grew powerful.

Under Muslim Rule Unlike Byzantine leaders of the time—who did not accept different religions—Muslims tolerated other faiths. Muslim rulers allowed Christians and Jews to practice their own religions and pursue their own business affairs. Non-Muslim citizens did have fewer rights than Muslims, however. For example, they were forbidden to carry weapons and could not serve in the military. They also paid a special tax, which helped support the government.

✓ **Reading Check** Compare Muslim rulers and Byzantine rulers.

A Royal Gift

The caliph Harun ar-Rashid presented this water jug to Charlemagne, the ruler of a Christian empire in Europe. He hoped to form an alliance with Charlemagne.

Infer What can you infer about Harun from this gift?



The Golden Age

The golden age of Muslim culture from about 800 to 1100 was a brilliant period of history. Great advances were made in mathematics and science, and lasting works of literature and architecture were created. Why did so much happen at that time?

The Age of the Caliphs One reason was the great wealth of the Arab world. **Under Muslim rulers called caliphs (KAY lifs)**, an empire developed and grew rich. Its wealth came both from the many lands it controlled and from trade. Baghdad was the capital of the Muslim empire during the golden age. Find it on the map titled The Spread of Islam on page 301. You can see that Baghdad, like Constantinople, was a natural center for trade. With your finger, trace a route from India to Baghdad. Now trace a route from the Mediterranean Sea to Baghdad. Traders from all over the world brought their goods to the caliph's court. The caliph was considered to be Muhammad's successor, or the next person who had the right to rule.



Preview and Ask Questions

Ask a question that will help you learn something important from the paragraph at the right. Now read the paragraph, and answer your question.

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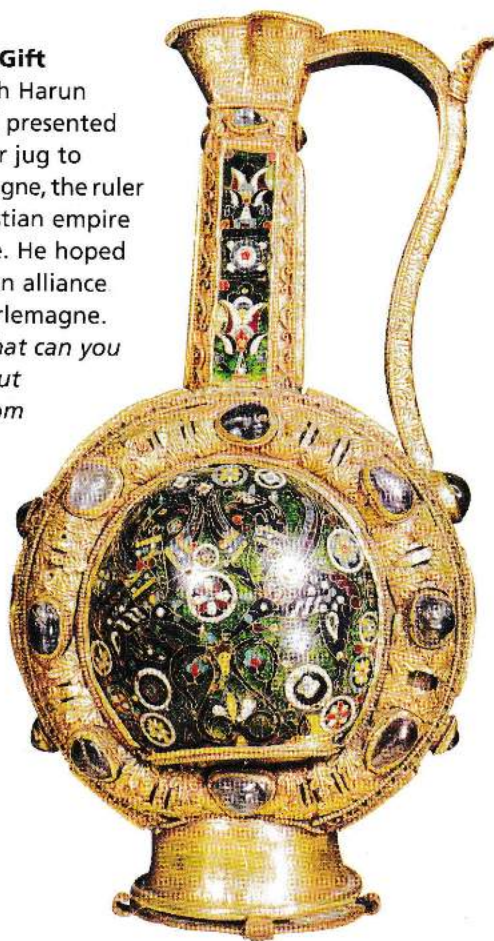
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Achievements of the Golden Age

Arab scholars not only created new works but also built on the earlier achievements of other cultures. This approach led Muslim scholars to make great advances in mathematics, science, and literature.

Mathematics and Science Arab scholars studied both Greek and Indian mathematics. They learned about the idea of zero from Indian scholars. And they borrowed the so-called Arabic numerals that we use today from India, too. The Muslim mathematician al-Khwarizmi (al KWAHR iz mee) wrote a book explaining Indian arithmetic. He also helped invent algebra. These advances later formed the basis for great discoveries in astronomy, physics, and chemistry.

The famous Muslim scientist and philosopher Ibn Sina (IB un SEE nah) lived from 980 to 1037. Also known as Avicenna (ahv ih SEN uh), he organized the medical knowledge of the Greeks and Arabs into the *Canon of Medicine*.

Literature Muslim writers created many lasting works of literature. Poetry was particularly important in the Islamic world. One group of Muslims used poetry to teach their ideas and beliefs.

This group, called the **Sufis** (SOO feez), were Muslims who believed that they could draw close to God through prayer, fasting, and a simple life. They taught that careful attention could unlock the world's mysteries. Sufi missionaries also helped spread Islam to Central Asia, India, and Africa.

The most famous Sufi poet, Rumi (ROO mee), wrote:

“The morning wind spreads its fresh smell.
We must get up and take that in,
that wind that lets us live.
Breathe before it's gone.”

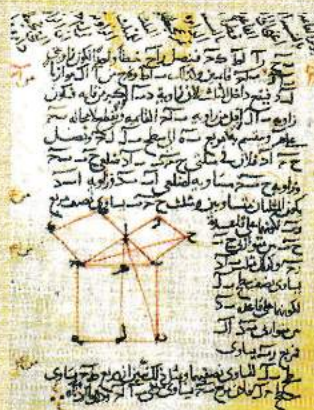
—Rumi

✓ Reading Check What did Muslim mathematicians invent?

Arab Contributions to Mathematics and Science

Medicine

Arabs trained the first professional pharmacists, who sold spices, herbs, and other medicines to the public.



Mathematics

Arab mathematicians made important contributions to algebra. They studied formulas like this one. It explains how to find the length of one side of a right triangle when you know the length of the other sides.

Machines

Water-driven machines fascinated Arab scientists. In this diagram, water falling into the cups causes the globe at the top to turn.





The Ottoman sultan, Selim II, in the blue jacket, with his troops

The Ottoman Empire

After about 900, the power of the caliphs declined. In 1258, invading Mongols killed the last caliph in Baghdad. Much of the Muslim world was now controlled by Mongols and Turks, peoples originally from Central Asia.

A group of Muslim Turks, the Ottomans, began to expand their territory around 1300. With their strong armies, they conquered the last bits of the Byzantine Empire in present-day Turkey and Greece. The Byzantine capital, Constantinople, fell in 1453. The **Ottoman ruler, or sultan**, now held much of southeastern Europe and Turkey. Over the next 200 years, the Ottomans conquered most of southeastern Europe, North Africa, and the Middle East. Once again, much of the Muslim world was united under one ruler.

The Ottoman lands were also home to many Christians and Jews. The Ottomans treated these groups with tolerance. This tolerance helped to strengthen the Ottoman Empire.

Over time, however, the empire weakened. Corrupt officials used their jobs for private gain. Meanwhile, European nations grew stronger. After Europeans defeated the Ottomans in 1683, the Ottoman Empire began a long decline.

✓ Reading Check How did the Ottomans gain power?



Section 3 Assessment

Key Terms

Review the key terms at the beginning of this section. Use each term in a sentence that explains its meaning.



Target Reading Skill

What questions helped you learn something important from this section? What are the answers to your questions?

Comprehension and Critical Thinking

1. (a) **Recall** Describe the two main ways that Islam spread beyond the Arabian Peninsula.

(b) **Synthesize Information** Why might the Arabs have chosen Baghdad as their capital?

(c) **Generalize** How do geography and trade contribute to a city's prosperity and power?

2. (a) **Identify** Name three Arab contributions to mathematics and science.

(b) **Analyze** How do these contributions combine borrowed knowledge and new ideas?

3. (a) **Recall** What earlier empire did the Ottomans conquer?

(b) **Infer** How might control of this earlier empire, including its capital city, have increased the power of the Ottomans?

Writing Activity

Write an essay explaining why the Ottoman sultans might have adopted a policy of religious tolerance. Begin with a statement of your basic argument and then support it with reasons and facts about the Ottomans or about other civilizations you have studied.

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◆ Chapter Summary



Justinian

Section 1: The Byzantine Empire

- After Constantine established his capital at Constantinople, the city became the capital of the powerful Byzantine Empire. It grew rich from its location at the intersection of several trade routes.
- Justinian, one of the greatest Byzantine emperors, organized a system of laws called Justinian's Code.
- After Justinian's death, the Byzantine Empire shrank in size and power. It later enjoyed a second golden age. A schism split the Christian church into eastern and western branches.

Section 2: The Beginnings of Islam

- Although much of the Arabian Peninsula is covered by desert, important cities, such as Mecca, grew up on trade routes.
- The Muslim prophet Muhammad preached in Mecca and Medina. His teachings became the religion of Islam.
- The Five Pillars of Islam and the Quran are the basis of Muslim beliefs. A dispute among Muslims led to the split between Shiites and Sunnis.

Section 3: Muslim Civilization

- After the death of Muhammad, the religion of Islam spread to many neighboring regions by both trade and conquest.
- During the golden age of Islam, caliphs ruled the Muslim world, which made great achievements in mathematics, science, and literature.
- The sultans of the Ottoman Empire later ruled over much of the Muslim world.



A caliph's water jug

◆ Key Terms

Match each key term with its definition from the list at the right.

1. mosque
2. sultan
3. nomads
4. caliph
5. Justinian
6. caravan
7. schism
8. Omar Khayyam

- ☒ A a Muslim ruler
- ☒ B a group of traders traveling together for safety
- ☒ C emperor of the Byzantine Empire
- ☒ D ruler of the Ottoman Empire
- ☒ E Muslim house of worship
- ☒ F a Muslim astronomer, mathematician, and poet
- ☒ G people with no permanent home, who move from place to place
- ☒ H a split, particularly in a church or religion

◆ Comprehension and Critical Thinking

9. (a) **Recall** In what part of the old Roman Empire was Constantinople located?
 (b) **Identify Cause and Effect** How did Constantinople's location affect the culture that developed there?
 (c) **Compare and Contrast** What enabled the eastern part of the Roman Empire to survive after the western Roman Empire "fell"?
10. (a) **Define** What was Justinian's Code?
 (b) **Infer** How did Justinian's Code help make the Byzantine Empire strong and successful?
11. (a) **Describe** How did Muhammad first receive God's message?
 (b) **Infer** Why do you think Muhammad did not give up preaching when few people listened?
12. (a) **Recall** What do Muslims, Jews, and Christians have in common?
 (b) **Contrast** How do the beliefs of Sunni and Shiite Muslims differ?
13. (a) **Recall** When and where did the golden age of Muslim civilization occur?
 (b) **Synthesize** Explain in your own words why these years are called a golden age.

◆ Skills Practice

Using a Table to Write a Paragraph In the Skills for Life activity in this chapter, you learned how to use the data in a table to write a paragraph. Review the steps you followed to learn the skill.

Now review the table The Five Pillars of Islam on page 295. Use the data in the table to draw a conclusion about the topic. Write a paragraph that states your conclusion and that uses data from the table as supporting details.

◆ Writing Activity: Language Arts

A monologue is a speech by one person. In drama, a monologue is spoken directly to the audience. Choose one of the rulers you have read about in this chapter. Write a monologue that this ruler might speak in a theatrical performance. It can be about the person's whole life or about one important event. Do further research on the ruler if you wish. You may want to perform your monologue for your class.

MAP MASTER™ Skills Activity

Place Location For each place or feature listed below, write the letter from the map that shows its location.

1. Rome
2. Mecca
3. Constantinople
4. Mediterranean Sea
5. Bosphorus
6. Baghdad
7. Arabian Peninsula

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The Byzantine Empire and the Spread of Islam

