

A.D. 570–A.D. 1250

The Islamic World



A page from the Qur'an

A.D. 622
Daily Life

The hijrah occurs.

A.D. 632
Politics

Abū Bakr becomes the first Muslim caliph.

C. A.D. 661
Politics

The Islamic split between the Sunni and the Shi'ah doctrines occurs.

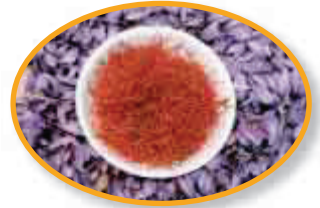
A.D. 711
Business and Finance

The Moors bring rice, saffron, and sugar to Spain.

A.D. 732
Global Events

The Franks defeat the Moors at the Battle of Tours.

Bowl of saffron spice



A.D. 785
The Arts

The Moors begin to build the Mosque of Córdoba.

A.D. 810
Science and Technology

Al-Khwārizmī first uses the term *al-jabr*, which we call algebra.

A.D. 550

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

A.D. 650

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

C. A.D. 635
Business and Finance

Arabs establish the major trading center of Basra on the Persian Gulf.

A.D. 750

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

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

A.D. 850

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

The Dome of the Rock mosque in Jerusalem

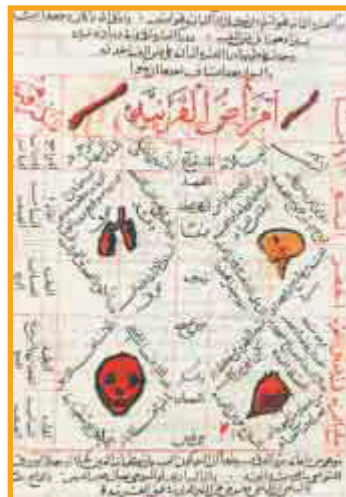


Build on What You Know

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



Book cover of *The Thousand and One Nights*



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

C. A.D. 942
The Arts

Arabs bring kettledrums and trumpets to Europe.

C. A.D. 950
Daily Life

Córdoba becomes the center of Arab learning and commerce in Spain.

C. A.D. 1030
Science and Technology

Ibn Sinā publishes *The Canon of Medicine*.

A.D. 1206
Politics

Temüjin is proclaimed Genghis Khan.

A.D. 1215
Global Events

The Magna Carta is signed.

A.D. 950

C. A.D. 900
The Arts

Writers start collecting the tales for *The Thousand and One Nights*.

A.D. 1050

C. A.D. 1000
Global Events

Leif Ericsson explores the North American coast.

A.D. 1150

A.D. 1154
Science and Technology

Al-Idrisī publishes his book of maps.

C. A.D. 970
Science and Technology

A public hospital is founded in Baghdad.

A.D. 1071
Global Events

The Turks defeat the Byzantines at the Battle of Manzikert.



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

What's Your Opinion?



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

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

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

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

READ TO DISCOVER

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

DEFINE

bedouins
hijrah
jihad
mosques

IDENTIFY

Muhammad
Islam
Muslims
Qur'an

WHY IT MATTERS TODAY

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

[CNNfyi.com](http://cnnfyi.com)

The Rise of Islam

The Main Idea

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

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

Arabia: Its Geography and People

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



Arabian Peninsula

C. A.D. 650

Interpreting Maps

The Arabian Peninsula is the most southwest-ern part of Asia.

■ Skills Assessment:

1. Human Systems

Why do you think many people in Arabia became traders?

2. Physical Systems

What body of water formed a natural trade route between the Arabian Peninsula and the east coast of Africa?

3. Evaluating What geographic feature might have prevented the growth of cities in the southeastern part of the peninsula?



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

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

The Prophet Muhammad

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

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

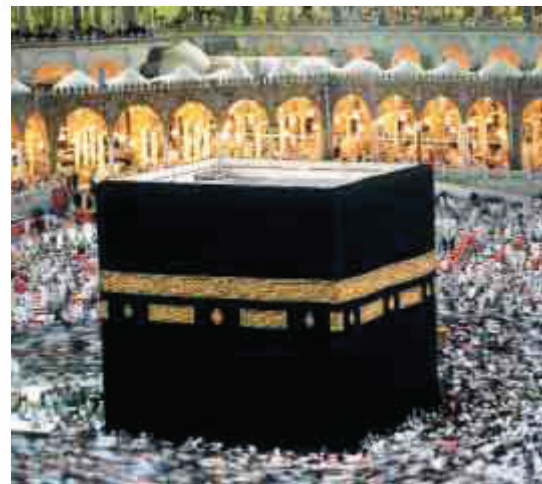
The merchant rulers at Mecca were very much against Muhammad's teaching. They thought his ideas criticized their conduct and attitudes and threatened their authority. Every year Arab pilgrims came to Mecca to worship at the Kaaba (KAH·buh). The Kaaba was a stone building filled with idols that some people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

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

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

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

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



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

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

**Holt
Researcher**

go.hrw.com

KEYWORD: Holt Researcher

FreeFind: Muhammad

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

THE FIVE PILLARS OF ISLAM

1. The profession of faith.

This includes acknowledging that there is no god but God (Allah) and that Muhammad is the messenger of God. It implies belief in earlier messengers.

2. The five daily prayers.

This includes following a ritual of washing and prescribed movements and facing the direction of Mecca.

3. Paying zakat.

This is an annual tax used to help the poor and others in need.

4. Fasting during the holy month of Ramadan. (RAH-muh-dahn)

Muslims eat and drink nothing from dawn to sunset. This reminds them of the importance of self-discipline, dependence on the Creator, and the feelings of the poor.

5. Making a pilgrimage to Mecca at least once, if possible.

During the pilgrimage, which takes place during a certain time of the year, Muslims meet to pray and perform rituals to remind them of the faith of Abraham, and the unity and equality of Muslims all over the world.

The Faith of Islam

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

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

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

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

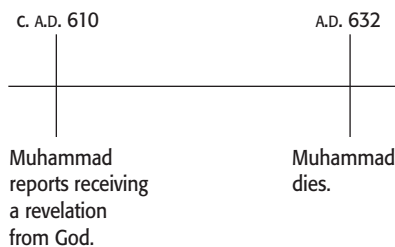
✓ **READING CHECK: Finding the Main Idea** What are the central beliefs of Islam?

SECTION 1 REVIEW

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

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

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



4. Finding the Main Idea

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

5. Writing and Critical Thinking

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

Consider:

- the beliefs of the polytheists
- the beliefs of Muslims



Homework Practice Online

keyword: SP3 HP11

READ TO DISCOVER

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

DEFINE

caliph
imams
sultan

IDENTIFY

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

WHY IT MATTERS TODAY

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

CNNfyi.com

The Spread of Islam

The Main Idea

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

The Story Continues According to the *Qur'an* and the *Hadith*, or sayings of the prophet, during a journey to Jerusalem, Muhammad traveled through seven heavens to visit the throne of God.

Although some followers refused to believe the story at first, one faithful convert named Abū Bakr accepted it immediately. For his faithfulness he was called “The Upright.”

Expansion Under Abū Bakr and 'Umar

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

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

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

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

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

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



Expansion of Islam, A.D. 632–A.D. 750

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

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

The Islamic Community Divides

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

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

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

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



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

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

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

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

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

The Empire Continues to Spread

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

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



Suleymaniye Mosque in Istanbul, Turkey

Analyzing Primary Sources

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

HISTORY MAKER



Rābī‘ah al-‘Adawīyah (c. A.D. 717–A.D. 801)

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

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

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

The Expansion of Islam

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

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



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



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



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

Skills Reminder

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

Skills Practice

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

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

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

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

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

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



INTERPRETING THE VISUAL RECORD

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

SECTION 2 REVIEW

1. Define and explain the significance:
caliph
imams
sultan

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

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

	Arabs	Turks
Years		
Areas		

4. Finding the Main Idea

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

5. Writing and Critical Thinking

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

Consider:

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



Homework Practice Online

keyword: SP3 HP11

READ TO DISCOVER

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

DEFINE

astrolabe
minaret

IDENTIFY

al-Rāzī
Ibn Sīnā
al-Idrīsī
The Thousand and One Nights

WHY IT MATTERS TODAY

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

cnnfyi.com

Islamic Civilization

The Main Idea

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

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

A Culture of Traders

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

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

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

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

✓ **READING CHECK:**

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



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

Government and Society

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

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

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

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



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

The Qur'an

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

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

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

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



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

Analyzing Primary Sources

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



INTERPRETING THE VISUAL RECORD

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

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

CONNECTING TO Science and Technology

Muslim Medicine

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

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

Understanding Science and Technology

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

The Sciences

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

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

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

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

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

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

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

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

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



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



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

Ibn Sīnā, from his autobiography

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

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

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

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



Analyzing Primary Sources

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

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

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

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

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

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

The Arts



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

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

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

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



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

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

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

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

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

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



CONNECTING TO

Art

Weaving: Carpets of the Muslim World

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

Understanding the Arts

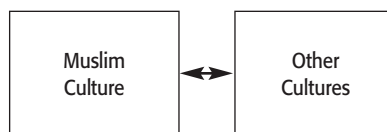
Which side of the rug pictured would be laid closest to Mecca? Why?

SECTION 3 REVIEW

1. Define and explain the significance:
astrolabe
minaret

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

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



4. Finding the Main Idea

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

5. Writing and Critical Thinking

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

Consider:

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



Homework Practice Online

keyword: SP3 HP11

Creating a Time Line

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



Writing a Summary

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

Identifying People and Ideas

Identify the following terms or individuals and explain their significance:

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

Understanding Main Ideas

Section 1 (pp. 240–242)

The Rise of Islam

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

Section 2 (pp. 243–247)

The Spread of Islam

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

Section 3 (pp. 248–253)

Islamic Civilization

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

Reviewing Themes

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

Thinking Critically

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

Writing About History

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

	Islamic Rules	Effect
Men		
Women		
Marriage		
Slavery		

Building Social Studies Skills

Using Art to Understand History

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



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

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

Analyzing Historical Context

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

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

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

Alternative Assessment

Building Your Portfolio

Science, Technology & Society

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

Link to
TODAY

Internet connect

Internet Activity: go.hrw.com

KEYWORD: SP3 WH11

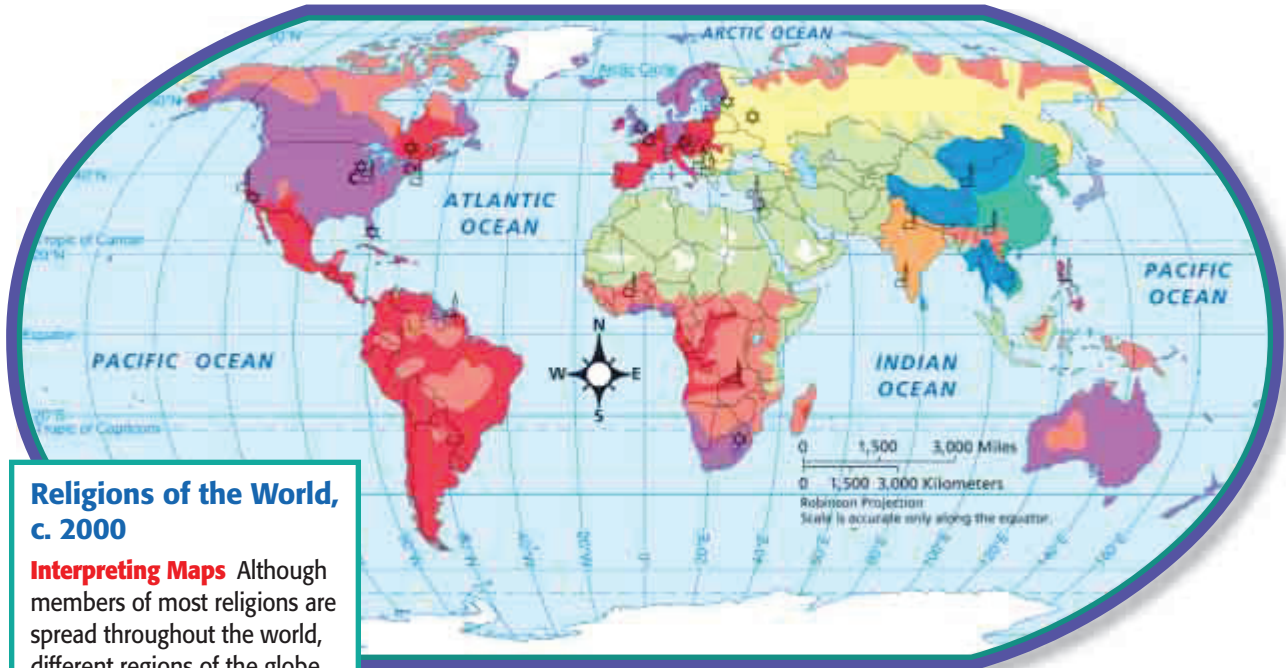
Choose a topic on the Islamic World to:

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

go
hrw
.com

CROSS-CULTURAL CONNECTIONS

World Religions



Religions of the World, c. 2000

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

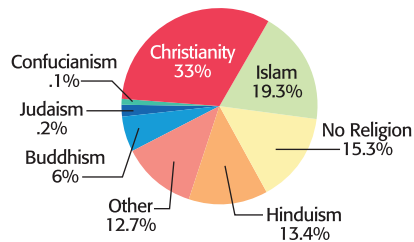
Skills Assessment:

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



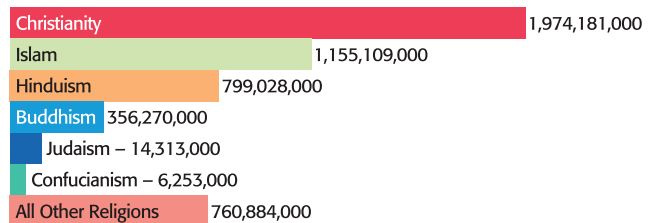
MEMBERSHIP IN WORLD RELIGIONS, c. 2000

Percentage of World Population



Source: World Almanac and Book of Facts, 2001

Number of Followers



Interpreting the Graphs

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



The Wailing Wall, Jerusalem



▲ **Sacred Text:**
The Torah



◀ **Sacred Symbol:**
Star of David

▼ **Sacred Site:**
Jerusalem



HISTORY MAKER



Abraham
(c. 2000 B.C.)

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

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

SPECIAL DAYS

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

HINDUISM

HISTORY MAKER



Mahavira
(c. 599 B.C.—527 B.C.)

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

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



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



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

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



Festival of Holi

▲ **Sacred Creature:**
The cow

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



SPECIAL DAYS

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



Buddha Day festival



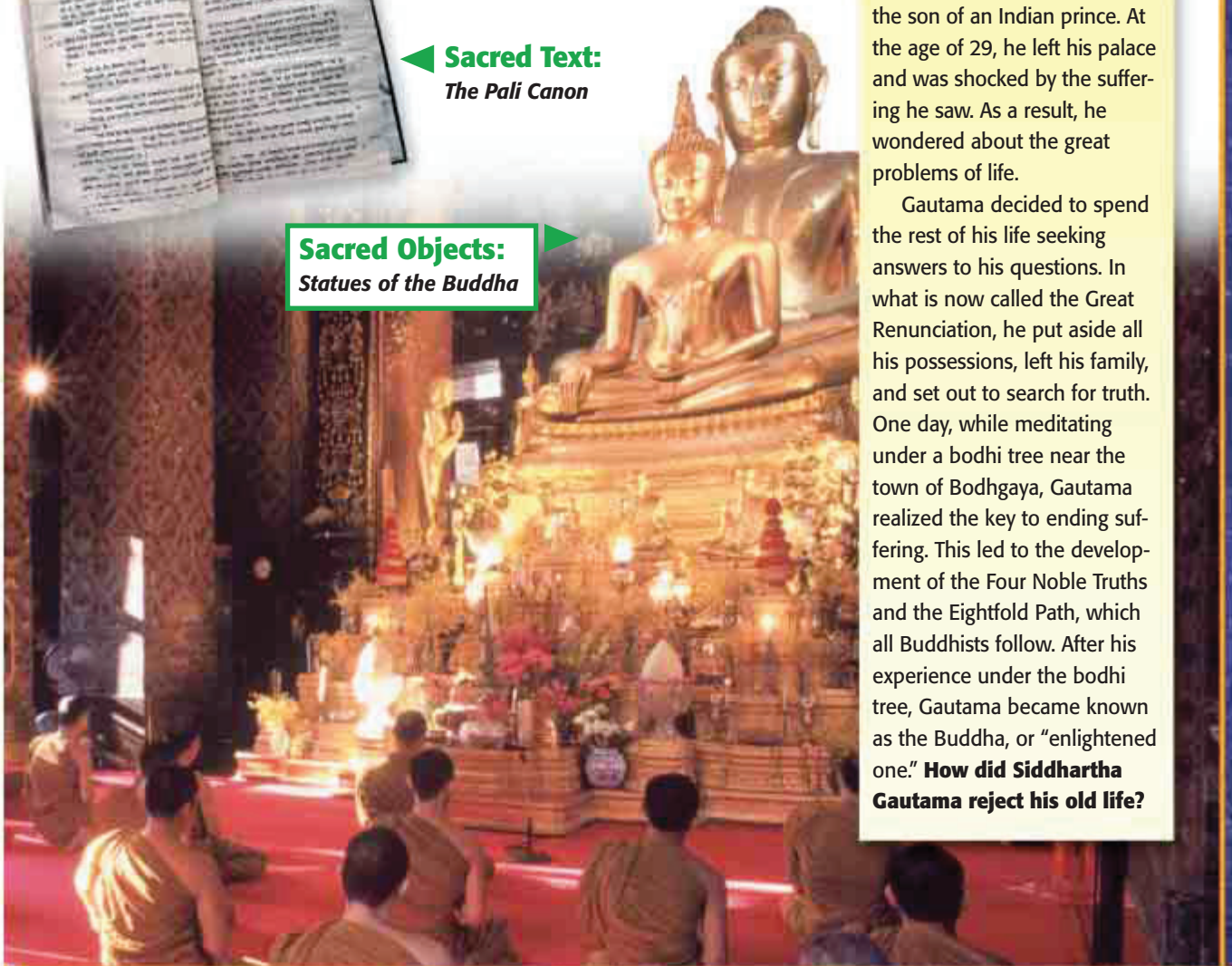
Bodhi tree

▲ **Sacred Site:**
Bodhgaya



◀ **Sacred Text:**
The Pali Canon

▶ **Sacred Objects:**
Statues of the Buddha



HISTORY MAKER



Siddhartha Gautama
(c. 563 B.C.–483 B.C.)

Siddhartha Gautama was born the son of an Indian prince. At the age of 29, he left his palace and was shocked by the suffering he saw. As a result, he wondered about the great problems of life.

Gautama decided to spend the rest of his life seeking answers to his questions. In what is now called the Great Renunciation, he put aside all his possessions, left his family, and set out to search for truth. One day, while meditating under a bodhi tree near the town of Bodhgaya, Gautama realized the key to ending suffering. This led to the development of the Four Noble Truths and the Eightfold Path, which all Buddhists follow. After his experience under the bodhi tree, Gautama became known as the Buddha, or “enlightened one.” **How did Siddhartha Gautama reject his old life?**

SPECIAL DAY

Buddha Day, celebrated at the full moon in May

CONFUCIANISM

HISTORY MAKER



Confucius
(551 B.C.–479 B.C.)

Westerners know K'ung Ch'iu as Confucius. He was born in the Chinese province of Lu. He spent much of his life tutoring and working in low-level government positions.

Confucius grew frustrated by other officials around him. In mid-life he left his government position and traveled the countryside promoting reform. After 13 years he returned to Lu to teach about the ideas he had formed during his travels.

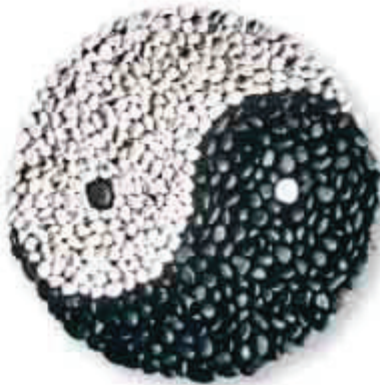
Confucius had little to say about gods, the meaning of death, or the idea of life after death. For this reason some people do not consider Confucianism a religion, although the goal of Confucianism is to be in "good accord with the ways of heaven." Many followers of Confucianism practice his ideas as religion. **Why do some people not consider Confucianism a religion?**



▲ **Sacred Text:**
The Analects

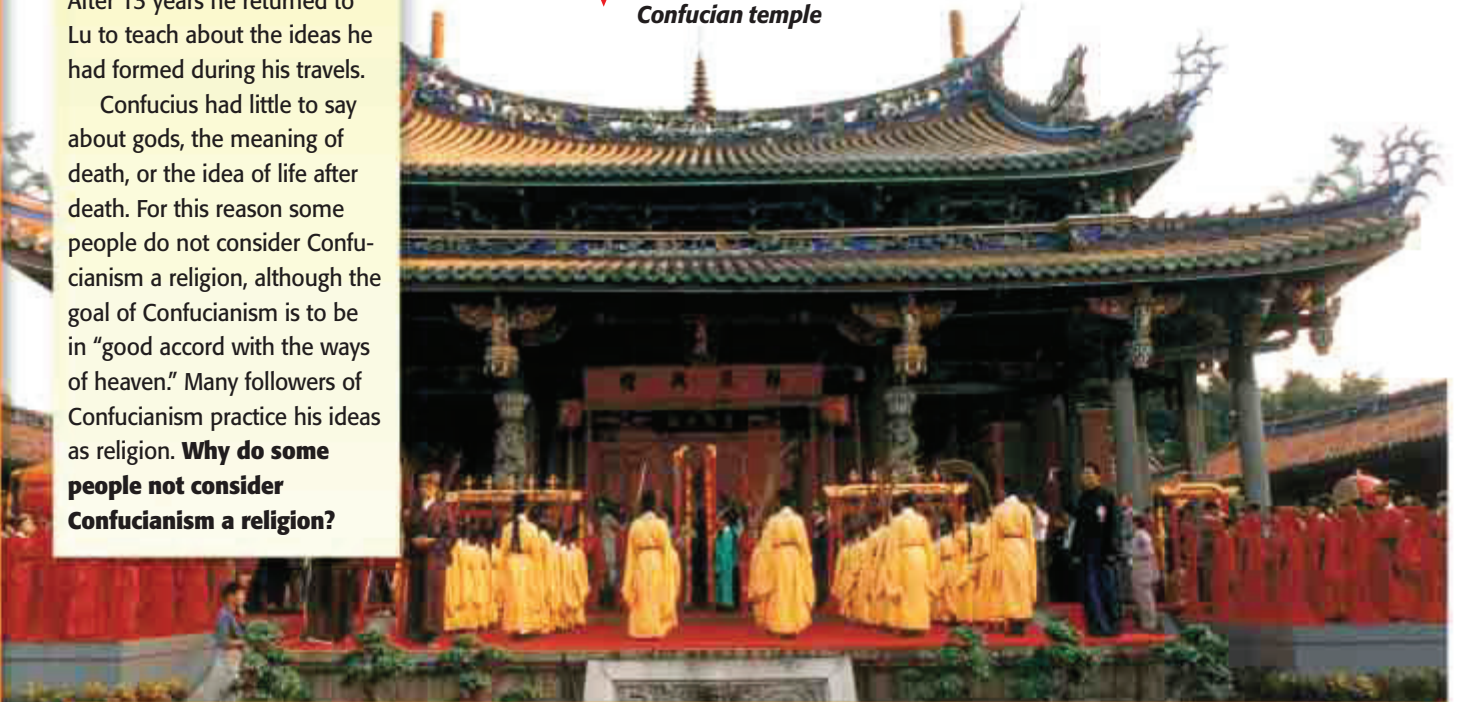


Because Confucius emphasized the importance of education and learning, his followers celebrate his birthday as Teacher's Day.



◀ **Sacred Symbol:**
Yin-yang

▼ **Sacred Site:**
Confucian temple



SPECIAL DAY

Teacher's Day, in August or September

CHRISTIANITY



▲ **Sacred Sites:**
*Bethlehem,
Jerusalem*



▲ **Sacred Text:**
The Bible

HISTORY MAKER



Jesus
(c. 6 B.C.—c. A.D. 30)

According to the Gospels, Jesus was born in Bethlehem, near Jerusalem, but grew up in Nazareth. He was a Jewish carpenter. In time he began preaching. As he traveled through the villages of Judaea, he assembled 12 disciples to help him preach. Jesus often taught using parables, or stories intended to teach a moral lesson. His followers believe that Jesus was the Son of God and that he was resurrected after his death. **Why do you think Jesus taught using parables?**



◀ **Sacred Symbol:**
Cross

*A Christmas
candlelight service*



SPECIAL DAYS

Christmas, on December 25th (January 6th for some Orthodox churches); Easter, in the spring

HISTORY MAKER



Muhammad
(c. A.D. 570—A.D. 632)

In Islam, Muhammad is a messenger or prophet of God. Muhammad was born in Mecca (Makkah) and orphaned at an early age. He was from a respected but poor family. They belonged to a leading tribe of caravan merchants and keepers of Abraham's shrine and pilgrimage site, the Kaaba.

Islam prohibits the use of images for Muhammad. The symbol above, which means "Muhammad is the Prophet of God," is often used in place of his picture. **Why is a symbol used in place of Muhammad's image?**



▲ **Sacred Text:**
Qur'an



▲ **Special Objects:**
Prayer rugs

Muslim woman praying during Ramadan



Thousands of Muslim pilgrims gather around the Kaaba in Mecca.



▲ **Sacred Sites:**
*Mecca (Makkah),
Al-Madinah, Jerusalem*

SPECIAL DAYS

Fast of Ramadan, during the entire ninth month of the Islamic year; 'Īd al-Fitr, at the end of Ramadan; and 'Īd al-Adha, at the end of the hajj in the twelfth lunar month

World Religions Review

Culture

The major religions of the world share many common ideas and histories. Using what you have read in this feature and in previous chapters, create a chart comparing the historical origins, central ideas, and spread of Judaism, Hinduism, Buddhism, Confucianism, Christianity, and Islam.

Global Relations

Religion has played an important role in many historical events and continues to shape events even today. Using what you have read in this book, as well as other sources, pick one of the religions covered in this feature and create a booklet identifying examples of its influence on both historic and modern world events.

A Roman Catholic patriarch and a Jewish rabbi shake hands. Christianity and Judaism, like other major religions, share many traditions and beliefs.



Further Reading

- Breuilly, Elizabeth, et al.** *Religions of the World: The Illustrated Guide to Origins, Beliefs, Traditions, and Festivals.* Checkmark Books, 1997.
- Crim, Keith, general editor.** *The Perennial Dictionary of World Religions.* Harper San Francisco, 1989.
- Smith, Huston.** *The Illustrated World's Religions: A Guide to Our Wisdom Traditions.* Harper San Francisco, 1995.
- Sullivan, Lawrence E.** *Enchanting Powers: Music in the World's Religions.* Harvard University Press, 1997.
- Wilson, Andrew, editor.** *World Scripture: A Comparative Anthology of Sacred Texts.* Paragon House, 1995.

Internet connect

Internet Activity: go.hrw.com

KEYWORD: SP3 Religions

KEYWORD: Holt Researcher

In assigned groups, develop a multimedia presentation about one of the world religions in this feature. Choose information from the HRW Go site and from the Holt Researcher that best reflects the major historical events, ideas, and traditions of that religion.

go
hrw
.com