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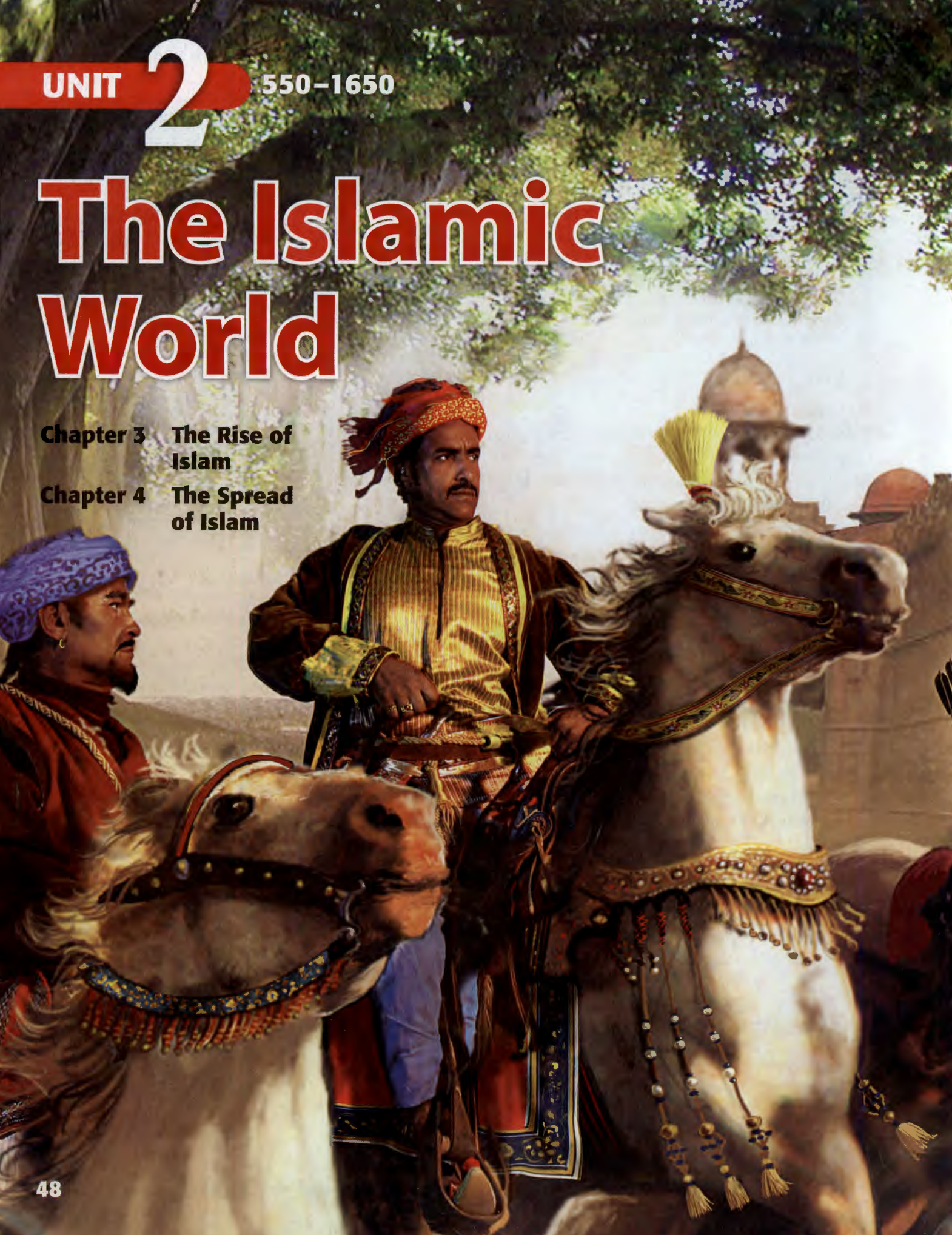
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550–1650

# The Islamic World

**Chapter 3** The Rise of Islam

**Chapter 4** The Spread of Islam





### What You Will Learn...

The rise and spread of Islam was a major development in world history. In a very short time, the religion spread across large parts of Asia and Africa and into Europe. Islam has remained a powerful force in most of these regions to this day.

In the next two chapters, you will learn about the origins of Islam in the life and teachings of Muhammad, a prophet from Mecca. You will also learn about Islamic beliefs and practices, the development of powerful empires, and a rich culture.

### Explore the Art

In this scene, the young ruler of the Islamic Mughal Empire, Akbar the Great, leaves his palace on a hunting trip. What does this scene show about Akbar's life?

# The Rise of Islam



## California Standards

### History–Social Science

**7.2** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

### Analysis Skills

**HI 2** Understand sequence in historical events.

**CS 1** Explain how major events are related to one another in time.

**CS 2** Construct various time lines of key events, people, and periods of the historical era.

### English–Language Arts

**Writing 7.1.3** Use strategies of notetaking, outlining, and summarizing to impose structure.

**Reading 7.2.0** Students read and understand grade-level-appropriate material.

### FOCUS ON WRITING



**Designing a Web Site** Design a Web site to tell children about the life of the prophet Muhammad and the religion of Islam. You'll design four pages: a home page and three links—Muhammad's Homeland, Who Was Muhammad?, and What Is Islam? As you read, think about what information will be most intriguing to your audience.



### CHAPTER EVENTS

**c. 550**  
Trade routes cross Arabia.



### WORLD EVENTS

**562**  
The Maya city of Calakmul defeats neighboring Tikal.

## ▶ video series

Watch the video to understand the impact of Mecca on Islam.

**What You Will Learn...**

In this chapter you will learn about a religion called Islam. This photo shows thousands of people praying in Mecca, the place where Islam began. Mecca is the most sacred place in the Islamic world.

**c. 570**  
Muhammad is born in Mecca.



**613**  
Muhammad begins teaching people about Islam.

**622**  
Muhammad leaves Mecca.

**632**  
Muhammad dies.

**575**

**593** Prince Shotoku begins to rule Japan.

**600**

**597**  
The first Christian missionaries go to England.

**625**

**618**  
The Tang dynasty begins in China.

**650**

Economics

Geography

Politics

Religion

Society  
and Culture

Science and  
Technology

**Focus on Themes** This chapter explains the rise of the Islam **religion**, which began in Arabia in the early 600s. First you'll learn about Arabia, where it is and how the desert climate affected trade in the area. Then, you'll learn about Muhammad, the

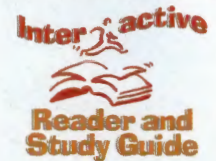
person who brought the Islam religion to the Arabs. Finally, you will see how Islam guides its followers in their religious practices and their daily lives. Studying the rise of Islam helps you understand the faith of the Muslims.

## Chronological Order

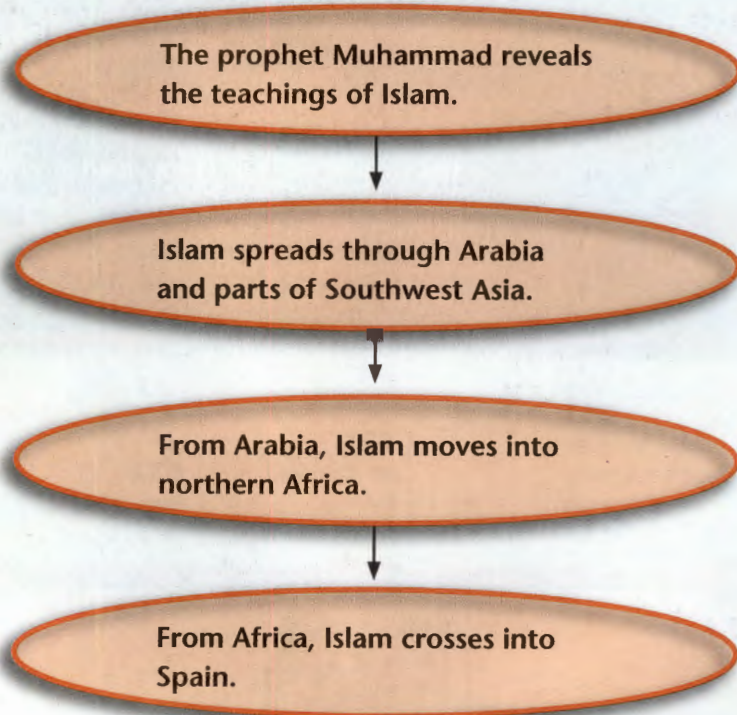
**Focus on Reading** To really understand history and the events that shaped the world, we have to know in what order those events happened. In other words, we need to see how events are related in time.

**Understanding Chronological Order** The word **chronological** means "related to time." Events discussed in this history book are discussed in **sequence**, in the order in which they happened. To understand history better, you can use a sequence chain to take notes about events in the order they happened.

Additional reading support can be found in the



### Sequence Chain



**TIP** Writers sometimes signal chronological order, or sequence, by using words or phrases like these:

*first, before, then, later, soon, after, before long, next, eventually, finally*



**HSS Analysis HI 2** Understand sequence.

**ELA Reading 7.2.0** Students read and understand grade-level-appropriate material.

# Key Terms and People

## You Try It!

The following passage is from the chapter you are about to read. As you read the passage, look for words that show you the order in which events took place.

Muhammad was born into an important family in Mecca around 570. Muhammad's early life was not easy. His father, a merchant, died before he was born; and his mother died later, when he was six.

*From  
Chapter 3,  
p. 59*

With his parents gone, Muhammad was first raised by his grandfather and later by his uncle. When he was a child, he traveled with his uncle's caravans, visiting places such as Syria and Jerusalem. Once he was grown, he managed a caravan business owned by a wealthy woman named Khadijah. Eventually, at age 25, Muhammad married Khadijah.

After you read the passage, answer the following questions.

1. Who raised Muhammad immediately after his mother died? Who raised him after that? Which signal words help you answer those questions?
2. Which signal word begins the phrase that lets you know when Muhammad went to Syria and Jerusalem? What happens if you change that signal word to *after*?
3. Find the sentence that begins with the word *once*. Study the list on the opposite page. What words could you use instead of *once* so that the meaning would stay the same? Which words would change the meaning?
4. Make a sequence chain of events of Muhammad's life. Which signal words help you know where to place events?

### Chapter 3

#### Section 1

sand dunes (p. 56)  
oasis (p. 56)  
sedentary (p. 56)  
caravan (p. 56)  
souk (p. 56)

#### Section 2

Muhammad (p. 59)  
Islam (p. 60)  
Muslim (p. 60)  
Qur'an (p. 60)  
shrine (p. 62)  
pilgrimage (p. 62)  
mosque (p. 63)

#### Section 3

jihad (p. 67)  
Sunnah (p. 67)  
Five Pillars of Islam (p. 68)

### Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

features (p. 56)  
influence (p. 63)

As you read Chapter 3, be on the lookout for words that signal shifts in time. Use those words to help keep events in the right order.

# Geography and Life in Arabia

## What You Will Learn...

### Main Ideas

1. Arabia is mostly a desert land.
2. Two ways of life—nomadic and sedentary—developed in the desert.

### The Big Idea

Life in Arabia was influenced by the harsh desert climate of the region.

### Key Terms

sand dunes, p. 56  
oasis, p. 56  
sedentary, p. 56  
caravan, p. 56  
souk, p. 56

## If YOU were there...

Your town is a crossroads for traders and herders. You have always lived in town, but sometimes you envy the freedom of the desert travelers. Your uncle, a trader, says you are old enough to join his caravan. It would mean traveling many days by camel. Your parents don't like the idea but will let you decide.

**Will you join the caravan? Why or why not?**

**BUILDING BACKGROUND** For thousands of years, traders have crossed Arabia on routes between Europe, Asia, and Africa. Travel through Arabia was not easy. Travelers had to cross wide deserts with scorching temperatures and little water.

## A Desert Land

The Arabian Peninsula, or Arabia, is mostly a hot and dry desert land. Scorching temperatures and a lack of water make life difficult. But in spite of the difficulty, people have lived in Arabia for thousands of years. During this time, Arabia's location, physical features, and climate have shaped life in the region.

Much of Arabia is covered by a vast, sandy desert.

*What challenges might people face living in such a dry environment?*



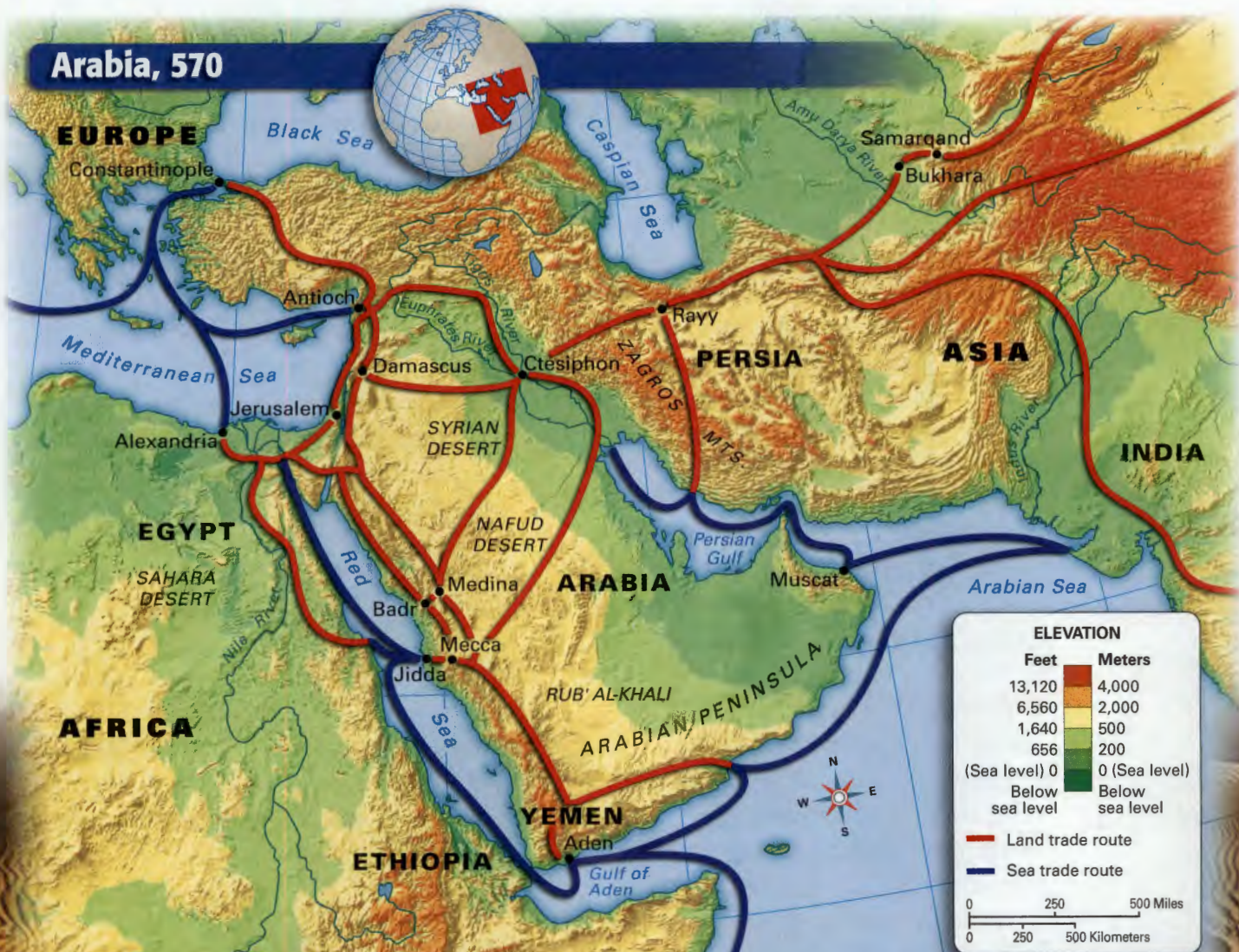
**HSS 7.2.1** Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.



## A Crossroads Location

The Arabian Peninsula is located in the southwest corner of Asia. As you can see on the map, it lies near the intersection of three continents—Africa, Asia, and Europe. Trade routes linking the three continents have passed through the region for thousands of years. Geographers call Arabia a “crossroads” location.

Merchants carried goods such as spices, silk, and gold along the trade routes. Some of these trade routes were on land. Others were water routes along the coast or across the seas. Trade brought many different groups of people through Arabia. These people introduced products and ideas from around the world, influencing Arabian culture and society.



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

- Place** What bodies of water surround Arabia?
- Movement** Why do you think Arabia is called a “crossroads”?



## Physical Features

Arabia's location has also shaped its physical features. It lies in a region with hot and dry air. This climate has created a band of deserts across Arabia and northern Africa.

Huge, sandy deserts cover large parts of Arabia. **Sand dunes, or hills of sand shaped by the wind**, can rise to 800 feet high and stretch for hundreds of miles! The world's largest sand desert, the Rub' al-Khali (ROOB ahl-KAH-lee), covers much of southern Arabia. Rub' al-Khali means "Empty Quarter," a name given to the desert because there is so little life there.

Arabia's deserts have a very limited amount of water. There are no permanent lakes or rivers. Water exists mainly in oases scattered across the deserts. **An oasis is a wet, fertile area in a desert**. These wet areas form where underground water bubbles to the surface. Oases have long been key stops along Arabia's overland trade routes.

Although deserts cover much of the interior of Arabia, other landforms appear along the edges of the peninsula. Mountains border the southern and western coasts, and marshy land lies near the Persian Gulf. Most of the settlement in Arabia has been in these milder coastal regions.

## Desert Climate

Arabia is one of the hottest, driest places in the world. With a blazing sun and clear skies, summer temperatures in the interior reach 100°F daily. This climate makes it hard for plants and animals to survive.

Desert plants do live in areas that get little rain. Many of them have roots that stretch deep or spread out far to collect as much water as possible. Just as plants have adapted to life in Arabia, so too have people found ways to live there.

**READING CHECK** Summarizing What are the main physical features of Arabia's environment?

## Two Ways of Life

To live in Arabia's difficult desert environment, people developed two main ways of life. Some people lived a nomadic life, moving from place to place. Others lived a **sedentary, or settled**, life in towns.

### Nomads

Nomads lived in tents and raised herds of sheep, goats, and camels. The animals provided milk, meat, and skins for the nomads' tents. Nomads traveled with their herds across the desert, moving along regular routes as seasons changed, to get food and water for their animals. They depended on camels for transportation and milk.

Among the nomads, camels and tents belonged to individuals. Water and grazing land belonged to tribes. Membership in a tribe, a group of related people, was important to nomads. The tribe offered protection from desert dangers, such as violence that often took place when people competed for water and grazing land.

### Townspeople

While nomads moved around the desert, other people settled in oases where they could farm. These settlements, particularly the ones in oases along trade routes, became towns. Most people in Arabia lived in towns. Merchants and craftspeople lived there and worked with people in the caravan trade. **A caravan is a group of traders that travel together**.

### Trade Centers

Towns became centers of trade for both nomads and townspeople. Many towns had a **souk (SOOK)—a market or bazaar**. In the market, nomads traded animal products and desert herbs for goods such as cooking supplies and clothing. Merchants sold spices, gold, leather, and other goods brought by the caravans.

## History Close-up

# Nomads and Townspeople

The city of Mecca is shown here as it might have looked in the late 500s. Nomads from the desert and merchants from distant countries all came to trade at Mecca. Trade made some Meccan merchants wealthy.

Towns developed near oases, where access to water allowed people to grow food.

Towns became centers of trade for both nomads and townspeople. Merchants traded goods like leather, food, spices, and blankets.

Nomads traveled across Arabia, moving their animals as the seasons changed.

ANALYSIS  
SKILL

### ANALYZING VISUALS

How can you tell which figures are nomads and which figures are townspeople?

## Shopping

Did you know that the mall you go to today is similar in some ways to the souks in early Arabia? For example, souks sold clothing, home goods, and food. Often, similar products were grouped in different areas, sort of like restaurants in a mall are often grouped together in a food court. Souks were open and busy during the day but closed at night. The larger ones were covered with a roof. People went to souks to socialize as well as to shop.

Souks weren't just the same as malls are, however. The shops in souks were smaller than most shops in modern malls, and prices were not fixed. Instead, the buyer and seller bargained to try to agree on a price.



ANALYSIS SKILL

ANALYZING INFORMATION

Why might people want to shop at a souk or a mall?

Arabian towns were important stations on the trade routes linking India with Northeast Africa and the Mediterranean. Trade brought Arabs into contact with people and ideas from around the world.

**READING CHECK** **Categorizing** What two ways of life were common in Arabia?

**SUMMARY AND PREVIEW** The geography of Arabia encouraged trade and influenced the development of nomadic and sedentary lifestyles. In the next section, you will read about a religion that began to influence many people in Arabia.

## Section 1 Assessment

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Online Quiz

KEYWORD: SQ7 HP3

### Reviewing Ideas, Terms, and People HSS 7.2.1

- a. Define** What is an oasis?

**b. Explain** How has Arabia's "crossroads" location affected its culture and society?

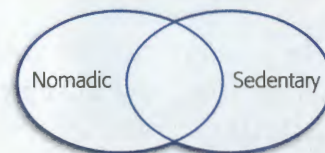
**c. Elaborate** How might modern developments have changed trade routes through Arabia since the 500s?
- a. Identify** Where were nomads and townspeople likely to interact?

**b. Make Generalizations** Why did towns often develop near oases?

**c. Elaborate** What are some possible reasons nomads chose to live in the desert?

### Critical Thinking

- 3. Comparing and Contrasting** Draw a graphic organizer like this one. Use it to show some differences and similarities between nomadic and sedentary lifestyles in Arabia.



### FOCUS ON WRITING

- 4. Creating a Word Web** Write *Arabia* in the center of a word web, and then fill in the web with words and phrases that best describe the geography and life of Arabia.

# Origins of Islam

## If YOU were there...

You live in a town in Arabia, in a large family of wealthy merchants. Your family's house is larger than most others in the town. You have beautiful clothes and many servants to wait on you. Many townspeople are poor, but you have always taken such differences for granted. Now you hear that some people are saying the rich should give money to the poor.

### How might your family react to this idea?

**BUILDING BACKGROUND** The idea that people should help the poor is one important teaching of a religion called Islam. When Islam was introduced to the people of Arabia, many of its teachings seemed new and different.

## Muhammad Becomes a Prophet

A man named **Muhammad** brought a different religion to the people of Arabia. Historians don't know much about Muhammad. What they do know comes from religious writings.

### Muhammad's Early Life

Muhammad was born into an important family in Mecca around 570. Muhammad's early life was not easy. His father, a merchant, died before he was born; and his mother died later, when he was six.

With his parents gone, Muhammad was first raised by his grandfather and later by his uncle. When he was a child, he traveled with his uncle's caravans, visiting places such as Syria and Jerusalem. Once he was grown, he managed a caravan business owned by a wealthy woman named Khadijah (ka-DEE-jah). Eventually, at age 25, Muhammad married Khadijah.

The caravan trade made Mecca a rich city. But most of the wealth belonged to just a few people. Poor people had hard lives. Traditionally, wealthy people in Mecca had helped the poor. But as Muhammad was growing up, many rich merchants began to ignore the poor and keep their wealth for themselves.

## What You Will Learn...

### Main Ideas

1. Muhammad became a prophet and introduced a religion called Islam in Arabia.
2. Muhammad's teachings had similarities to Judaism and Christianity, but they also presented new ideas.
3. Islam spread in Arabia after being rejected at first.

### The Big Idea

Muhammad, a merchant from Mecca, introduced a major world religion called Islam.

### Key Terms and People

Muhammad, p. 59

Islam, p. 60

Muslim, p. 60

Qur'an, p. 60

shrine, p. 62

pilgrimage, p. 62

mosque, p. 63



**HSS 7.2.2** Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.

2000 BC

Beginnings of Judaism

1000 BC

BC 1 AD

Beginnings of Christianity

### Three Religions

The three main monotheistic religions in the world are Judaism, Christianity, and Islam. Each religion has its own particular beliefs and practices. Yet they also have important similarities. For example, all three began in the same part of the world—Southwest Asia. Also, all three religions teach similar ideas about kindness to fellow people and belief in one God.



The Torah, part of the Hebrew Bible, the holy book of Judaism



The Christian Bible, the holy book of Christianity



The Qur'an, the holy book of Islam

### A Message for Muhammad

Concerned about the changing values in Mecca, Muhammad often went by himself to the hills outside the city to pray and meditate. One day, when he was about 40 years old, Muhammad went to meditate in a cave. Then, according to Islamic teachings, something happened that changed his life forever. An angel appeared and spoke to Muhammad, telling him to “Recite! Recite!” Confused at first, Muhammad asked what he should recite. The angel answered:

“Recite in the name of your Lord who created, created man from clots of blood!  
Recite! Your Lord is the Most Bountiful One,  
Who by the pen taught man what he did not know.”

—From *The Koran*, translated by N.J. Dawood

Muslims believe that God had spoken to Muhammad through the angel and had made him a prophet, a person who tells of messages from God. At first Muhammad was afraid and didn't tell anyone except his wife about the voice in the cave. A few years later, in 613, Muhammad began to tell other people about the messages.

The messages Muhammad received form the basis of the religion called **Islam**. The word *Islam* means “to submit to God.” A follower of Islam is called a **Muslim**. Muslims believe that Muhammad continued receiving messages from God for the rest of his life. These messages were collected in the **Qur'an** (kuh-RAN), the holy book of Islam.

**READING CHECK** Analyzing How did Muhammad bring Islam to Arabia?

### FOCUS ON READING

What signal words on this page give you clues about chronological order?

AD 1000

AD 2000

Beginnings  
of Islam

## Beginnings of Islam

AD 575

AD 600

AD 625

AD 650

**c. AD 570**  
Muhammad  
is born.

**AD 610**  
According to Islamic belief,  
an angel appears and tells  
Muhammad to spread the  
word of God.

**AD 613**  
Muhammad  
begins to spread  
his message.

**AD 622**  
Muhammad and his followers leave  
Mecca for Medina in the hejira. This  
event marks the beginning of the  
Islamic calendar.

**AD 632**  
Muhammad dies.  
Islam begins to spread  
across Southwest Asia  
and North Africa.

ANALYSIS  
SKILL

READING TIME LINES

About how long after the beginnings of  
Christianity were the beginnings of Islam?

## Muhammad's Teachings

Not all of Muhammad's early teachings were new. In fact, some were much like the teachings of Judaism and Christianity. But Muhammad's teachings challenged and upset the people of Arabia. These teachings brought changes to many aspects of life in Arabia.

### A Belief in One God

Muhammad taught that there was only one God, Allah, which means "the God" in Arabic. In that way, Islam is like Judaism and Christianity. It is a monotheistic religion, a religion based on a belief in one God. Although people of all three religions believe in one God, their beliefs about God are not all the same.

Jews, Christians, and Muslims also recognize many of the same prophets. Muhammad taught that prophets such as Abraham, Moses, and Jesus had lived in earlier times. Unlike Christians, Muslims do not believe Jesus was the son of God, but they do believe many stories about his life. Muhammad told stories about these prophets similar to the stories in the Torah and the Christian Bible. Muhammad respected Jews and Christians as "people of the Book" because their holy books taught many of the same ideas that Muhammad taught.

### A Challenge to Old Ideas

Some of Muhammad's teachings would have seemed familiar to Jews and Christians, but they were new to most Arabs.

For example, most people in Arabia believed in many different gods, a belief system called polytheism.

Before Muhammad told them to believe in one God, Arabs worshipped many gods and goddesses at shrines. A **shrine** is a place at which people worship a saint or a god. A very important shrine, the Kaaba (KAH-buh), was in Mecca. People traveled there every year on a **pilgrimage**, a journey to a sacred place.

Several of Muhammad's teachings upset many Arabs. First, they didn't like being told to stop worshipping their gods and goddesses. Second, Muhammad's new religion seemed like a threat to people who made money from the yearly pilgrimages to the Kaaba. Mecca's powerful merchant leaders thought they would lose business if people didn't worship their gods at the Kaaba.

Another of Muhammad's teachings also worried Mecca's wealthy merchants. Muhammad said that everyone who believed in Allah would become part of a community in which rich and poor would be equal. But the merchants wanted to be richer and more powerful than the poor people, not equal to them.

Muhammad also taught that people should give money to help the poor. However, many wealthy merchants didn't want to help the poor. Instead, they wanted to keep all of their money. Because many of the people in Mecca didn't want to hear what Muhammad had to say, they rejected his teachings.

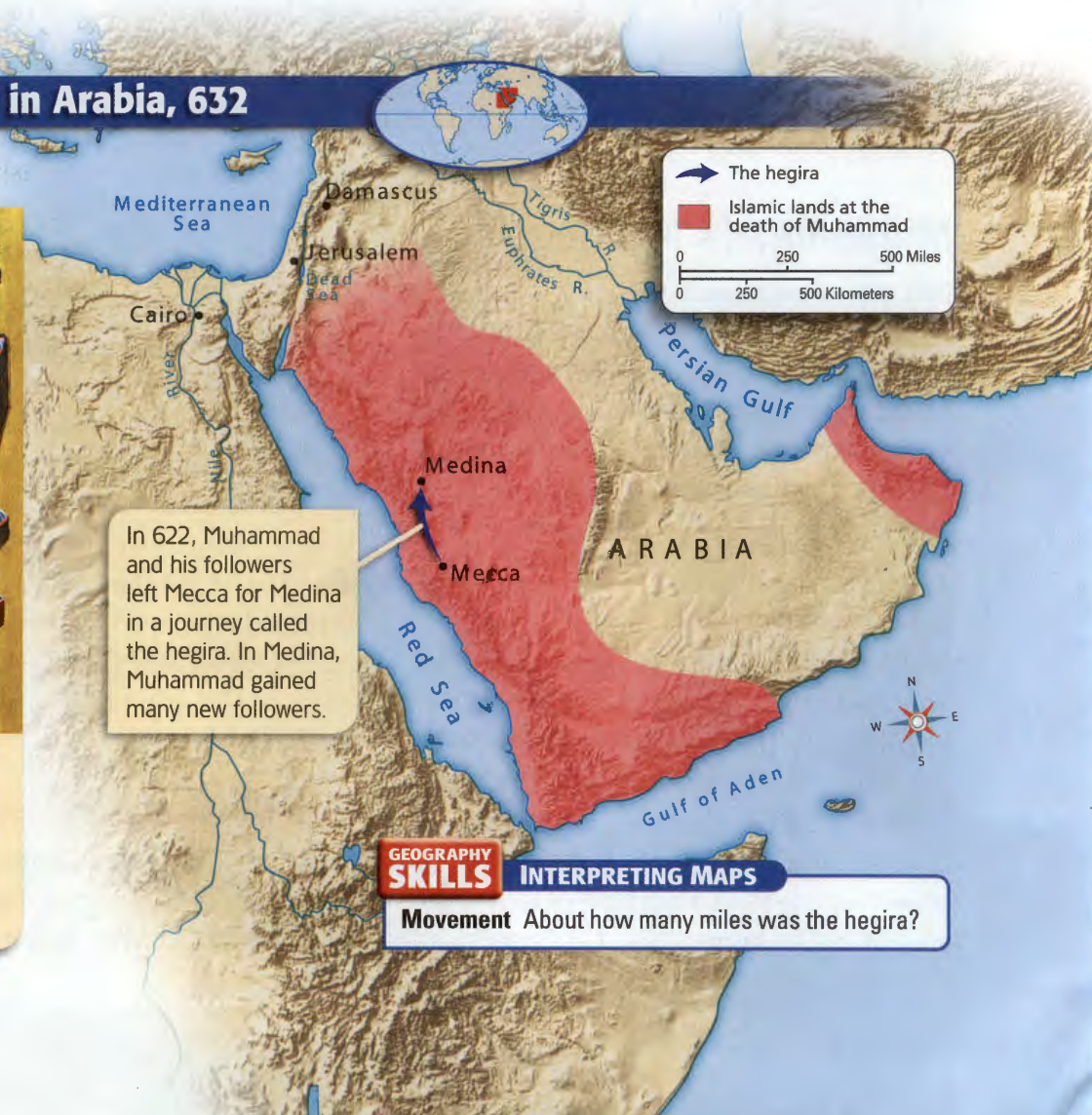
**READING CHECK Comparing** How were Islamic teachings like the teachings of Judaism and Christianity?

## Islam in Arabia, 632



This drawing shows the mosque at Medina as it appeared in the 1100s.

What features of the building can you see?



In 622, Muhammad and his followers left Mecca for Medina in a journey called the hejira. In Medina, Muhammad gained many new followers.

**GEOGRAPHY SKILLS INTERPRETING MAPS**  
**Movement** About how many miles was the hejira?

## Islam Spreads in Arabia

At first Muhammad did not have many followers. Mecca's merchants refused to believe in a single God and rejected the idea of equality. They even made Muhammad leave Mecca for a while. Eventually, however, Muhammad's teachings began to take root.

### From Mecca to Medina

Slowly, more people began to listen to Muhammad's ideas. But as Islam began to **influence** people, the rulers of Mecca became more and more worried. They began to threaten Muhammad and his small group of followers with violence. They even planned to kill Muhammad. As a result, Muhammad had to look for support outside of Mecca.

A group of people from a city north of Mecca invited Muhammad to live in their city. As the threats from Mecca's leaders got worse, Muhammad accepted the invitation. In 622 he and many of his followers, including his daughter Fatimah, left Mecca and went to Medina (muh-DEE-nuh). Named after Muhammad, Medina means "the Prophet's city" in Arabic, the language of the Arabs. Muhammad's departure from Mecca became known in Muslim history as the *hegira* (hi-JY-ruh), or journey.

Muhammad taught that there was only one God. This Arabic writing says "There is no god but God, and Muhammad is his prophet."

لَا إِلَهَ إِلَّا اللَّهُ مُحَمَّدٌ رَسُوْلُهُ

### From Medina to the Rest of Arabia

Muhammad's arrival in Medina holds an important place in Islamic history. There he became both a spiritual and a political leader. His house became the first **mosque** (MAHSK), or building for Muslim prayer. The year of the *hegira*, 622, became so important to the development of Islam that Muslims made it the first year in the Islamic calendar.

According to Islamic belief, in Medina Muhammad reported new revelations about rules for Muslim government, society and worship. For example, God told Muhammad that Muslims should face Mecca when they pray. Before, Muslims faced Jerusalem like Christians and Jews did. Muslims recognized the importance of Mecca as the home of the Kaaba. They believe the Kaaba is a house of worship that Abraham built and dedicated to the worship of one God.

As the Muslim community in Medina grew stronger, other Arab tribes in the region began to accept Islam. However, conflict with the Meccans increased. In 630, after several years of fighting, the people of Mecca gave in. They welcomed Muhammad back to the city and accepted Islam as their religion.

In Mecca Muhammad and his followers destroyed the statues of the gods and goddesses in the Kaaba. Soon most of the Arabian tribes accepted Muhammad as their spiritual leader and became Muslims.

#### ACADEMIC VOCABULARY

**influence**  
change, or have an effect on

#### THE IMPACT TODAY

Muslims all over the world still look toward Mecca when they pray.



## The Prophet's Mosque



This photo shows people praying at the mosque in Medina, where Muhammad died. Muhammad's tomb is located in this mosque, called the Holy Mosque of the Prophet.

*What shows that this is a house of worship?*

Muhammad died in 632 at his home in Medina. Although he didn't live long after Mecca became Muslim, the religion he taught would soon spread to lands far beyond Arabia.

**READING CHECK** Summarizing How did Islam spread in Arabia?

**SUMMARY AND PREVIEW** You have just read about some of Muhammad's teachings and how people in Arabia reacted to them. Many people in Arabia accepted Islam and became Muslims. In the next section, you will learn more about the main Islamic teachings and beliefs.

## Section 2 Assessment

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Online Quiz

KEYWORD: SQ7 HP3

### Reviewing Ideas, Terms, and People HSS 7.2.2

- a. Recall** When did **Muhammad** begin teaching people about **Islam**?

**b. Explain** According to Islamic belief, what was the source of Islamic teachings and how did Muhammad receive them?
- a. Identify** What is one key Islamic belief about God?

**b. Compare** In what ways are Islamic beliefs similar to those of Judaism and Christianity?
- a. Recall** Where was the first **mosque**?

**b. Explain** Why did Muhammad go to Medina?

### Critical Thinking

- Sequencing** Draw a time line like the one below. Use it to identify key dates in Muhammad's life.



### FOCUS ON WRITING

- Taking Notes about Muhammad** Take notes to answer the question, "Who was Muhammad?" You might organize your notes under three headings: "Early Life," "Muhammad the Prophet," and "Muhammad's Teachings."

## Fatimah

### How did a prophet's daughter become famous herself?

**When did she live?** Fatimah is believed to have lived from the early 600s to 633.

**Where did she live?** Fatimah grew up in the city of Mecca, in Arabia. When her father, Muhammad, had to leave Mecca, Fatimah followed him to the city of Medina.

**What did she do?** Fatimah married Ali, a cousin of her father. Their two sons were Muhammad's only descendants. Fatimah's long family line later became known as the Fatimid dynasty.

**Why is she important?** Fatimah holds a place of honor in the Islamic religion. Stories describe Fatimah as a loyal daughter who cared for her father. She is said to have suffered hunger and other hardships with him as he preached. Fatimah can also be linked, through her husband, Ali, to the origin of the split between Sunni and Shia Muslims. Members of the Shia branch of Islam believe that Muhammad wanted Ali to be the next leader of Islam. Those who did not believe that Ali was the rightful leader formed the Sunni branch of Islam.

### KEY EVENTS

- **c. 595** Muhammad marries Khadijah, who later gives birth to Fatimah.
- **610** Muhammad receives the word of God, according to Islamic belief.
- **619** Muhammad's wife Khadijah dies.
- **622** Muhammad and his followers are forced to leave Mecca for Medina.
- **624** Fatimah marries Ali.
- **633** Fatimah dies in the year following her father's death.

**Drawing Inferences** From what you read about Fatimah, what qualities do you think made her worthy of being honored?



The Hand of Fatimah can be found on doors in places like Egypt and Morocco. Some Muslims believe this good luck symbol will protect the household.

# Islamic Beliefs and Practices

## What You Will Learn...

### Main Ideas

1. The Qur'an guides Muslims' lives.
2. The Sunnah tells Muslims of important duties expected of them.
3. Islamic law is based on the Qur'an and the Sunnah.

### The Big Idea

Sacred texts called the Qur'an and the Sunnah guide Muslims in their religion, daily life, and laws.

### Key Terms

jihad, p. 67

Sunnah, p. 67

Five Pillars of Islam, p. 68



**HSS 7.2.3** Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.

## If YOU were there...

Your family owns a hotel in Mecca. Usually business is pretty calm, but this week your hotel is packed. Travelers have come from all over the world to visit your city. One morning you leave the hotel and are swept up in a huge crowd of these visitors. They speak many different languages, but everyone is wearing the same white robes. They are headed to the mosque.

## What might draw so many people to your city?

**BUILDING BACKGROUND** One basic Islamic belief is that everyone who can must make a trip to Mecca sometime during his or her lifetime. More Islamic teachings can be found in Islam's holy books—the Qur'an and the Sunnah.

## The Qur'an

During Muhammad's life, his followers memorized his messages from God along with his words and deeds. After Muhammad's death, they collected his teachings and wrote them down to form the book known as the Qur'an. Muslims consider the Qur'an to be the exact word of God as it was told to Muhammad.

### Beliefs

The central teaching in the Qur'an is that there is only one God—Allah—and that Muhammad is his prophet. The Qur'an says people must obey Allah's commands. Muslims learned of these commands from Muhammad.

Islam teaches that the world had a definite beginning and will end one day. Muhammad said that on the final day God will judge all people. Those who have obeyed his orders will be granted life in paradise. According to the Qur'an, paradise is a beautiful garden full of fine food and drink. People who have not obeyed God, however, will suffer.



### Studying the Qur'an

The Qur'an plays a central role in the lives of many Muslims. Children study and memorize verses from the Qur'an at home, at Islamic schools, and in mosques. Muslims who memorize the entire book are respected as "Keepers" of the Qur'an.

*Where do you think these children are studying the Qur'an?*

### Guidelines for Behavior

Like holy books of other religions, the Qur'an describes acts of worship, guidelines for moral behavior, and rules for social life. Muslims look to the Qur'an for guidance in their daily lives. For example, the Qur'an describes how to prepare for worship. Muslims must wash themselves before praying so they will be pure before Allah. The Qur'an also says what Muslims shouldn't eat or drink. Muslims aren't allowed to eat pork or drink alcohol.

In addition to guidelines for individual behavior, the Qur'an describes relations among people. Many of these ideas changed Arabian society. For example, before Muhammad's time many Arabs owned slaves. Although slavery didn't disappear among Muslims, the Qur'an encourages Muslims to free slaves. Also, women in Arabia had few rights. The Qur'an describes rights of women, including rights to own property, earn money, and get an education. However, most Muslim women still have fewer rights than men.

Another important subject in the Qur'an has to do with **jihad** (ji-HAHD), which means "to make an effort, or to struggle." Jihad refers to the inner struggle people go through in their effort to obey God and behave according to Islamic ways. Jihad can also mean the struggle to defend the Muslim community, or, historically, to convert people to Islam. The word has also been translated as "holy war."

**READING CHECK** Analyzing Why is the Qur'an important to Muslims?

### The Sunnah

The Qur'an is not the only source of Islamic teachings. Muslims also study the hadith (huh-DEETH), the written record of Muhammad's words and actions. This record is the basis for the Sunnah. **The Sunnah** (SOOH-nuh) refers to the way Muhammad lived, which provides a model for the duties and the way of life expected of Muslims. The Sunnah guides Muslims' behavior.

## The Five Pillars of Islam

QUICK  
FACTS

Saying "There is no god but God, and Muhammad is his prophet"

Praying five times a day

Giving to the poor and needy

Fasting during the holy month of Ramadan

Traveling to Mecca at least once on a hajj

ANALYSIS  
SKILL

ANALYZING VISUALS

Which of the five pillars shows how Muslims are supposed to treat other people?

### The Five Pillars of Islam

The first duties of a Muslim are known as the **Five Pillars of Islam**, which are five acts of worship required of all Muslims. The first pillar is a statement of faith. At least once in their lives, Muslims must state their faith by saying, "There is no god but God, and Muhammad is his prophet." Muslims say this when they accept Islam. They also say it in their daily prayers.

The second pillar of Islam is daily prayer. Muslims must pray five times a day: before sunrise, at midday, in late afternoon, right after sunset, and before going to bed. At each of these times, a call goes out from a mosque, inviting Muslims to come pray. Muslims try to pray together at a mosque. They believe prayer is proof that someone has accepted Allah.

The third pillar of Islam is a yearly donation to charity. Muslims must pay part of their wealth to a religious official. This money is used to help the poor, build mosques, or pay debts. Helping and caring for others is important in Islam.

The fourth pillar is fasting—going without food and drink. Muslims fast daily during the holy month of Ramadan (RAH-muh-dahn). The Qur'an says Allah began his revelations to Muhammad in the month of Ramadan. During Ramadan, most Muslims will not eat or drink anything between dawn and sunset. Muslims believe fasting is a way to show that God is more important than one's own body. Fasting also reminds Muslims of people in the world who struggle to get enough food.

The fifth pillar of Islam is the hajj (HAJ), a pilgrimage to Mecca. All Muslims must travel to Mecca at least once in their lives if they can. The Kaaba, in Mecca, is Islam's most sacred place.

### The Sunnah and Daily Life

In addition to the five pillars, the Sunnah has other examples of Muhammad's actions and teachings. These form the basis for rules about how to treat others. According to Muhammad's example, people should treat guests with generosity.

**Sources of Islamic Beliefs**

Qur'an	Sunnah	Shariah
Holy book that includes all the messages Muhammad received from God	Muhammad's example for the duties and way of life expected of Muslims	Islamic law, based on interpretations of the Qur'an and Sunnah

In addition to describing personal relations, the Sunnah provides guidelines for relations in business and government. For example, one Sunnah rule says that it is bad to owe someone money. Another rule says that people should obey their leaders.

**READING CHECK** **Generalizing** What do Muslims learn from the Sunnah?

**Islamic Law**

The Qur'an and the Sunnah are important guides for how Muslims should live. They also form the basis of Islamic law, or Shariah (shuh-REE-uh). Shariah is a system based on Islamic sources and human reason that judges the rightness of actions an individual or community might take. These actions fall on a scale ranging from required to accepted to disapproved to forbidden. Islamic law makes no distinction between religious beliefs and daily life, so Islam affects all aspects of Muslims' lives.

Shariah sets rewards for good behavior and punishments for crimes. It also describes limits of authority. It was the basis for law in Muslim countries until modern times.

Most Muslim countries today blend Islamic law with Western legal systems like we have in the United States.

Islamic law is not found in one book. Instead, it is a set of opinions and writings that have changed over the centuries. Different ideas about Islamic law are found in different Muslim regions.

**READING CHECK** **Finding Main Ideas** What is the purpose of Islamic law?

**SUMMARY AND PREVIEW** The Qur'an, the Sunnah, and Shariah teach Muslims how to live their lives. In the next chapter you will learn more about Muslim culture and the spread of Islam from Arabia to other lands.

**Section 3 Assessment**

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**Online Quiz**

KEYWORD: SQ7 HP3

**Reviewing Ideas, Terms, and People** HSS 7.2.3

- a. Recall** What is the central teaching of the Qur'an?

**b. Explain** How does the Qur'an help Muslims obey God?
- a. Recall** What are the **Five Pillars of Islam**?

**b. Make Generalizations** Why do Muslims fast during Ramadan?
- a. Identify** What is Islamic law called?

**b. Make Inferences** How is Islamic law different from law in the United States?

**c. Elaborate** What is a possible reason that opinions and writings about Islamic law have changed over the centuries?

**Critical Thinking**

- 4. Categorizing** Draw a chart like the one to the right. Use it to name three teachings from the Qur'an and three teachings from the Sunnah.

Qur'an      Sunnah

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**FOCUS ON WRITING**

- 5. Describing Islam** Answer the following questions to help you write a paragraph describing Islam. What is the central teaching of the Qur'an? How do Muslims honor God? What is the function of the Sunnah?

# from The Qur'an

## GUIDED READING

### WORD HELP

**compassionate** caring  
**merciful** kind  
**articulate** clear and understandable  
**adoration** praise  
**transgress** violate  
**jinn (plural) or jinnee (singular)** a type of spirit  
**abide** last  
**beseech** beg

1 Palms, grain, and herbs are among the small number of plants that grow in the Arabian desert.

2 "The two easts" and "the two wests" refer to the different locations where the sun appears to rise and set in summer and winter. The "two oceans" are fresh water and salt water.

**What is the Qur'an saying in this passage?**



**ELA Reading 7.3.1** Articulate the expressed purposes and characteristics of different forms of prose.

## The Merciful Sura 55:1–55

**About the Reading** *The Qur'an, the holy book of Islam, is divided into 114 chapters called suras (SUR-uhs). The suras vary widely in length. In general, the longest suras are at the beginning of the Qur'an, and the shortest are at the end. Each sura opens with the same phrase, translated here as "In the Name of Allah, the Compassionate, the Merciful."*

**AS YOU READ** Look for words and phrases that are repeated within the text. Think about the reasons for this repetition.

In the Name of Allah, the Compassionate, the Merciful

It is the Merciful who has taught the Qur'an.

He created man and taught him articulate speech.

The sun and the moon pursue their ordered course. The plants and the trees bow down in adoration.

He raised the heaven on high and set the balance of all things, that you might not transgress it. Give just weight and full measure.

He laid the earth for His creatures, with all its fruits and blossom-bearing palm, chaff-covered grain and scented herbs. 1 Which of your Lord's blessings would you deny?

He created man from potter's clay and the jinn from smokeless fire. Which of your Lord's blessings would you deny?

The Lord of the two easts is He, and the Lord of the two wests. 2 Which of your Lord's blessings would you deny?

He has let loose the two oceans: they meet one another. Yet between them stands a barrier which they cannot overrun. Which of your Lord's blessings would you deny?

Pearls and corals come from both. Which of your Lord's blessings would you deny?

His are the ships that sail like banners upon the ocean. Which of your Lord's blessings would you deny?

All who live on earth are doomed to die. But the face of your Lord will abide for ever, in all its majesty and glory. Which of your Lord's blessings would you deny?

All who dwell in heaven and earth beseech Him. Each day some new task employs Him. Which of your Lord's blessings would you deny?

## GUIDED READING

### WORD HELP

**asunder** into parts

**brocade** a rich silk fabric with woven patterns

**3** Jinn are spirits that appear in many Arabic tales. In English, the word is also spelled djinn or genies.

**4** *What does the Qur'an say will happen to bad people when they die?*

**5** This section of the Qur'an describes the Muslim idea of paradise.

*What is paradise like, according to the Qur'an?*

Mankind and jinn, **3** We shall surely find the time to judge you! Which of your Lord's blessings would you deny?

Mankind and jinn, if you have power to penetrate the confines of heaven and earth, then penetrate them! But this you shall not do except with Our own authority. Which of your Lord's blessings would you deny?

Flames of fire shall be lashed at you, and molten brass. There shall be none to help you. Which of your Lord's blessings would you deny?

When the sky splits asunder and reddens like a rose or stained leather (which of your Lord's blessings would you deny?), on that day neither man nor jinnee shall be asked about his sins. Which of your Lord's blessings would you deny?

The wrongdoers shall be known by their looks; **4** they shall be seized by their forelocks and their feet. Which of your Lord's blessings would you deny?

That is the Hell which the sinners deny. They shall wander between fire and water fiercely seething. Which of your Lord's blessings would you deny?

**5** But for those that fear the majesty of their Lord there are two gardens (which of your Lord's blessings would you deny?) planted with shady trees. Which of your Lord's blessings would you deny?

Each is watered by a flowing spring. Which of your Lord's blessings would you deny?

Each bears every kind of fruit in pairs. Which of your Lord's blessings would you deny?

They shall recline on couches lined with thick brocade, and within their reach will hang the fruits of both gardens. Which of your Lord's blessings would you deny?



Muslims read about Allah in the Qur'an.

## CONNECTING SACRED TEXTS TO HISTORY

**1. Analyzing** Muslims believe that Allah created the world. What words and phrases in this passage illustrate that belief?

**2. Analyzing** The first Muslims lived in an area that was mostly desert. How does this passage reflect the early Muslims' desert location?





Analysis

Critical Thinking

Participation

Study

## Using Time Lines

### Understand the Skill

Time lines are visual summaries of what happened when. They show events in chronological order—that is, the sequence in which events occurred. Time lines also illustrate how long after one event another event took place. They help you to see relationships between events and to remember important dates.

### Learn the Skill

A time line covers a span of years. Some time lines cover a great number of years or centuries. Other time lines, such as the one below, cover much shorter periods of time. Time lines can be horizontal or vertical. Whichever direction they run, time lines should always be read from the earliest date to the latest date.

Follow these steps to interpret a time line.

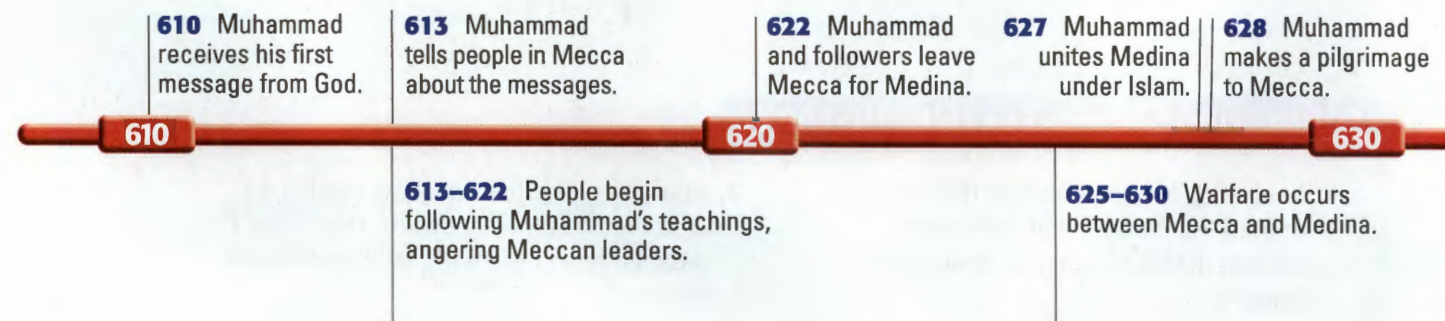
- 1 Determine the time line's framework. Note the range of years covered and the intervals of time into which it is divided.
- 2 Study the order of events on the time line. Note the length of time between events.

- 3 Supply missing information. Think about the people, places, and other events associated with each item on the time line.
- 4 Note relationships. Ask yourself how an event relates to earlier or later events on the time line. Look for cause-and-effect relationships and long-term developments.

### Practice and Apply the Skill

Study the time line below about Muhammad and the early spread of Islam. Use it to answer the following questions.

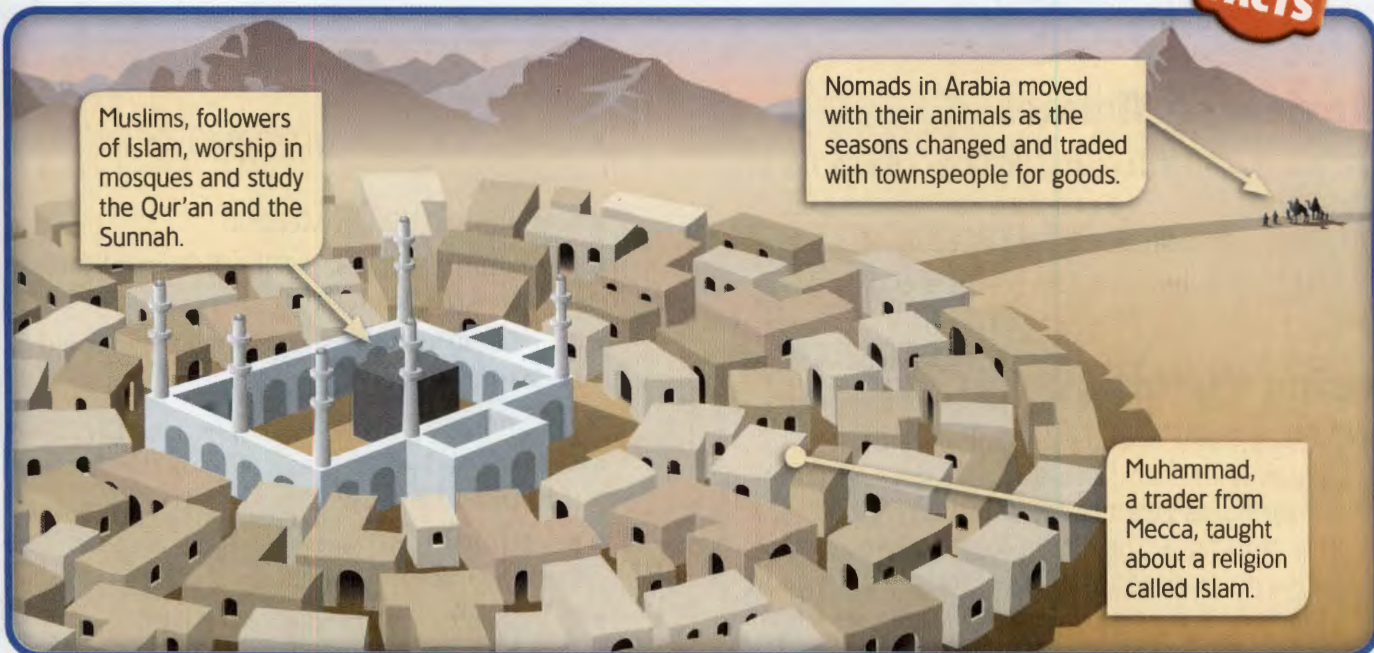
1. What is the framework of this time line?
2. How long was it before Muhammad told many people in Mecca about the messages?
3. For how long did Muhammad spread his teachings in Mecca before going to Medina?
4. What event or events led to warfare between Mecca and Medina?



## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS



## Reviewing Vocabulary, Terms, and People

For each statement below, write **T** if it is true and **F** if it is false. If the statement is false, write the correct term that would make the sentence a true statement.

- Muslims gather to pray at a souk.
- Traders often traveled in caravans to take their goods to markets.
- An Islam is a person who submits to God and follows the teachings of Muhammad.
- According to Islamic belief, God's messages to Muhammad during his lifetime make up the Sunnah.
- Some people might worship gods or saints at a shrine.
- A hill of sand shaped by the wind is called an oasis.
- Jihad is a journey to a sacred place.
- Someone who is sedentary does not move around very much.

## Comprehension and Critical Thinking

### SECTION 1 (Pages 54–58) HSS 7.2.1

- Describe** What are some important characteristics of the Arabian Peninsula's physical geography?
- Contrast** What are the two main ways of life that developed in Arabia? How are they different?
- Predict** How would Arabia's location affect its trade relationships?

### SECTION 2 (Pages 59–64) HSS 7.2.2

- Recall** What is the holy book of Islam?
- Compare and Contrast** How did Muhammad's teachings compare to Judaism and Christianity? How did they contrast with common Arab beliefs of the time?
- Elaborate** Why is 622 an important year in Islamic history?

### SECTION 3 (Pages 66–69) HSS 7.2.3

11. a. **Define** What is the hajj?
- b. **Analyze** How are the Qur'an and the Sunnah connected to Shariah?
- c. **Elaborate** How do the Five Pillars of Islam affect Muslims' daily lives?

## Reviewing Themes

12. **Religion** In what ways did Islam change life in Arabia?
13. **Religion** What teachings or beliefs does Islam share with Judaism and Christianity?

## Using the Internet

go.hrw.com

KEYWORD: SQ7 WH3

14. **Activity: Researching the Qur'an and the Sunnah** In Islam, the Qur'an is the collection of messages given to Muhammad from God. The Sunnah is the example of Muhammad's life, which provides a model for the duties and the way of life expected of Muslims. The Sunnah includes the Five Pillars of Islam. Enter the activity keyword and research the significance of the Qur'an and the Sunnah. Pay attention to how they affect Muslims' daily life. Create a three-dimensional object to illustrate what you have learned.

## Reading and Analysis Skills

**Understanding Chronological Order** Answer the following questions about the order of events in the development of Islam.

15. What did Muhammad do after he heard the voice in the cave?
16. Which town—Mecca or Medina—was the first to accept Islam on a large scale?
17. What two monotheistic religions were practiced before Islam?

## Social Studies Skills

18. **Using Time Lines** Copy the time line shown. Use it to show relationships among the following people and events from Section 2. Include dates on your time line when you know them.



- Mecca's merchants reject Muhammad's teachings.
- Muhammad dies in Medina.
- Muhammad begins to tell other people about the messages from God.
- The people of Mecca welcome Muhammad back to their city.
- Muhammad is born in Mecca.
- Muhammad tells his wife, Khadijah, about the voice in the cave.
- Muhammad and some followers are forced to leave Mecca for Medina.
- The people of Medina accept Islam.
- Muhammad hears a voice in a cave.

## FOCUS ON WRITING



19. **Creating Your Web Site** Look back over your notes from this chapter. Then, design a home page and the three links named Muhammad's Homeland, Who Was Muhammad?, and What Is Islam? Write four or five sentences for each link on your Web site. You may design the pages either online or on a large sheet of paper.

Remember that your audience is children, so you should keep your text simple. To keep the children interested in your topic and explain your ideas, use color and pictures or drawings of Arabia and important sites in the history of Islam.

# Standards Assessment

**DIRECTIONS:** Read each question, and write the letter of the best response.

**1**

The office of Imam was set up in order to replace the office of Prophet in the defense of the faith and the government of the world. . . . One group says it derives from reason, since it is the nature of reasonable men to submit to a leader who will prevent them from injuring one another and who will settle quarrels and disputes . . . Another group says that the obligation derives from Holy Law and not from reason, since the Imam deals with matters of Holy Law . . .

—Abu al-Hasan al-Mawardi (972–1058)

From the passage, it can be concluded that Imams in early Islam were

- A religious leaders.
- B government leaders.
- C both religious and government leaders.
- D neither religious nor government leaders.

**2** Which of the following responsibilities of Muslims is *not* one of the Five Pillars of Islam?

- A jihad
- B frequent prayer
- C hajj
- D giving to the poor

**3** What is the *main* reason some early peoples of Arabia developed the nomadic life that their descendants follow today?

- A Trade has long been an important part of life in the region.
- B The prophet Muhammad was a nomad.
- C No towns developed in Arabia.
- D Resources are scarce in the region's desert geography.

**4** Medina is probably *best* known as a

- A trade city.
- B tourist city.
- C religious city.
- D educational city.

**5** The teachings of Muhammad are found *mainly* in the Qur'an and the

- A Commentaries.
- B Sunnah.
- C Jihad.
- D Old Testament.

## Connecting with Past Learnings

**6** Muslims believe that Muhammad revealed Allah's teachings to the world. Which of the following leaders that you learned about in Grade 6 did *not* reveal a religion's teachings to his people?

- A Moses
- B Hammurabi
- C Buddha
- D Jesus

**7** Islamic society first appeared in Southwest Asia, east of the Mediterranean Sea. Which of the following civilizations also appeared in that area?

- A Greek
- B Roman
- C Egyptian
- D Hebrew