

The Spread 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

HR 1 Frame questions for study and research.

HR 5 Determine the context in which statements were made.

English–Language Arts

Writing 7.2.5a Include the main ideas and most significant details.

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

FOCUS ON WRITING

Writing an “I Am” Poem Many intriguing people were involved in the early days of Islam. After reading this section, you will write an “I Am” poem about one person—real or imaginary—from this period.



CHAPTER EVENTS

634
Muslim forces unite Arabia.

756
Córdoba becomes the capital of Muslim Spain.

650

WORLD EVENTS

700s
Viking raids begin in northern Europe.

HOLT

History's Impact

▶ video series

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



What You Will Learn...

In the chapter you will learn about the spread of Islam into lands outside of Arabia. This photo shows Muslims in Nigeria, a country in western Africa, celebrating an Islamic holiday.



1325

Ibn Battutah begins his world travels.

1453

The Ottomans capture Constantinople.

1501

The Safavids conquer Persia.

1631

Shah Jahan begins building the Taj Mahal.

900



1215

English nobles force King John to accept Magna Carta.

1150



1521

Cortés conquers the Aztec Empire.

1650

1588

England defeats the Spanish Armada.

↳ 160

Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

Focus on Themes In this chapter, you will learn about the spread of Islam after Muhammad's death. You will read about great conquests and powerful empires. As you read, you will learn how

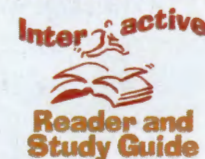
political leaders made laws. You will also see how Muslim scholars increased the world's knowledge of **science**, especially in astronomy, geography, math, and medicine.

Questioning

Focus on Reading Asking yourself questions is a good way to be sure that you understand what you are reading. You should always ask yourself the W questions—**who** the most important people are, **when** and **where** they lived, and **what** they did.

Analytical Questions Questions like **why** and **how** can also help you make sense of what happened in the past. Asking questions about how and why things happened will help you better understand historical events.

Additional reading support can be found in the



Who?

Emperor Akbar

Where?

India

Why?

He didn't think any single religion could provide people with everything they needed.

Growth of Territory

[The Mughal Empire in India] grew in the mid-1500s under an emperor named Akbar. He . . . began a tolerant religious policy. Akbar believed that no single religion, including Islam, had all the answers. He got rid of the tax on non-Muslims and invited Hindus to be part of the Mughal government.

What?

began tolerant religious policies

When?

the mid-1500s

How?

Akbar removed penalties from non-Muslims and granted them new opportunities.



HSS Analysis HR 1 Frame questions that can be answered by historical study and research.

ELA 7.2.0 Read and evaluate grade-level-appropriate material.

Key Terms and People

You Try It!

Read the following passage and then answer the questions below.

Geography

During the mid-1100s, a Muslim geographer named al-Idrisi collected information from Arab travelers. He was writing a geography book and wanted it to be very accurate. When al-Idrisi had a question about where a mountain, river, or coastline was, he sent trained geographers to figure out its exact location. Using the information the geographers brought back, al-Idrisi made some important discoveries. For example, he proved that land did not go all the way around the Indian Ocean as many people thought.

*From
Chapter 4,
p. 95*

Answer these questions based on the passage you just read.

1. Who is this passage about?
2. What is he famous for doing?
3. When did he live?
4. Why did he do what he did?
5. How did he accomplish his task?
6. How can knowing this information help you understand the past?

Chapter 4

Section 1

Abu Bakr (p. 80)
caliph (p. 80)
tolerance (p. 83)

Section 2

Janissaries (p. 88)
Mehmed II (p. 89)
sultan (p. 89)
Suleyman I (p. 90)
harem (p. 90)
Shia (p. 90)
Sunni (p. 90)

Section 3

Ibn Battutah (p. 95)
Sufism (p. 96)
Omar Khayyám (p. 97)
patrons (p. 97)
minaret (p. 97)
calligraphy (p. 98)

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:

development (p. 83)
establish (p. 91)

As you read Chapter 4, ask questions like who, what, when, where, why, and how to help you understand what you are reading.

Early Expansion

If YOU were there...

You are a farmer living in a village on the coast of India. For centuries, your people have raised cotton and spun its fibers into a soft fabric. One day, a ship arrives in the harbor, bringing traders from far away. They bring interesting goods you have never seen before. They also bring new ideas.

What ideas might you learn from the traders?

BUILDING BACKGROUND You know that for years traders traveled through Arabia to markets far away. Along the way, they picked up new goods and ideas, and they introduced these to the people they met. Some of the new ideas the traders spread were Islamic ideas.

Muslim Armies Conquer Many Lands

After Muhammad's death, many of the Muslim leaders chose **Abu Bakr** (uh-boo-BAK-uhr), one of Muhammad's first converts, to be the next leader of Islam. He was the first **caliph** (KAY-luhf), a title that Muslims use for the highest leader of Islam. In Arabic, the word *caliph* means "successor." As Muhammad's successors, the caliphs had to follow the prophet's example. This meant ruling according to the Qur'an. Unlike Muhammad, however, early caliphs were not religious leaders.

Though not a religious leader, Abu Bakr was a political and military leader. Under his rule, the Muslims began a series of wars in which they conquered many lands outside of Arabia.

Time Line

The Spread of Islam



What You Will Learn...

Main Ideas

1. Muslim armies conquered many lands into which Islam slowly spread.
2. Trade helped Islam spread into new areas.
3. A mix of cultures was one result of Islam's spread.
4. Islamic influence encouraged the growth of cities.

The Big Idea

Conquest and trade led to the spread of Islam, the blending of cultures, and the growth of cities.

Key Terms and People

Abu Bakr, p. 80

caliph, p. 80

tolerance, p. 83



HSS 7.2.4 Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

7.2.5 Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

Beginnings of an Empire

Abu Bakr directed a series of battles against Arab tribes who did not follow Muhammad's teachings. By his death in 634, he had made Arabia a unified Muslim state.

With Arabia united, Muslim leaders turned their attention elsewhere. Their armies, strong after their battles in Arabia, won many stunning victories. They defeated the Persian and Byzantine empires, which were weak from years of fighting.

When the Muslims conquered lands, they made treaties with any non-Muslims there. These treaties listed rules that conquered people—often Jews and Christians—had to follow. For example, some non-Muslims could not build places of worship in Muslim cities or dress like Muslims. In return, the Muslims would not attack them.

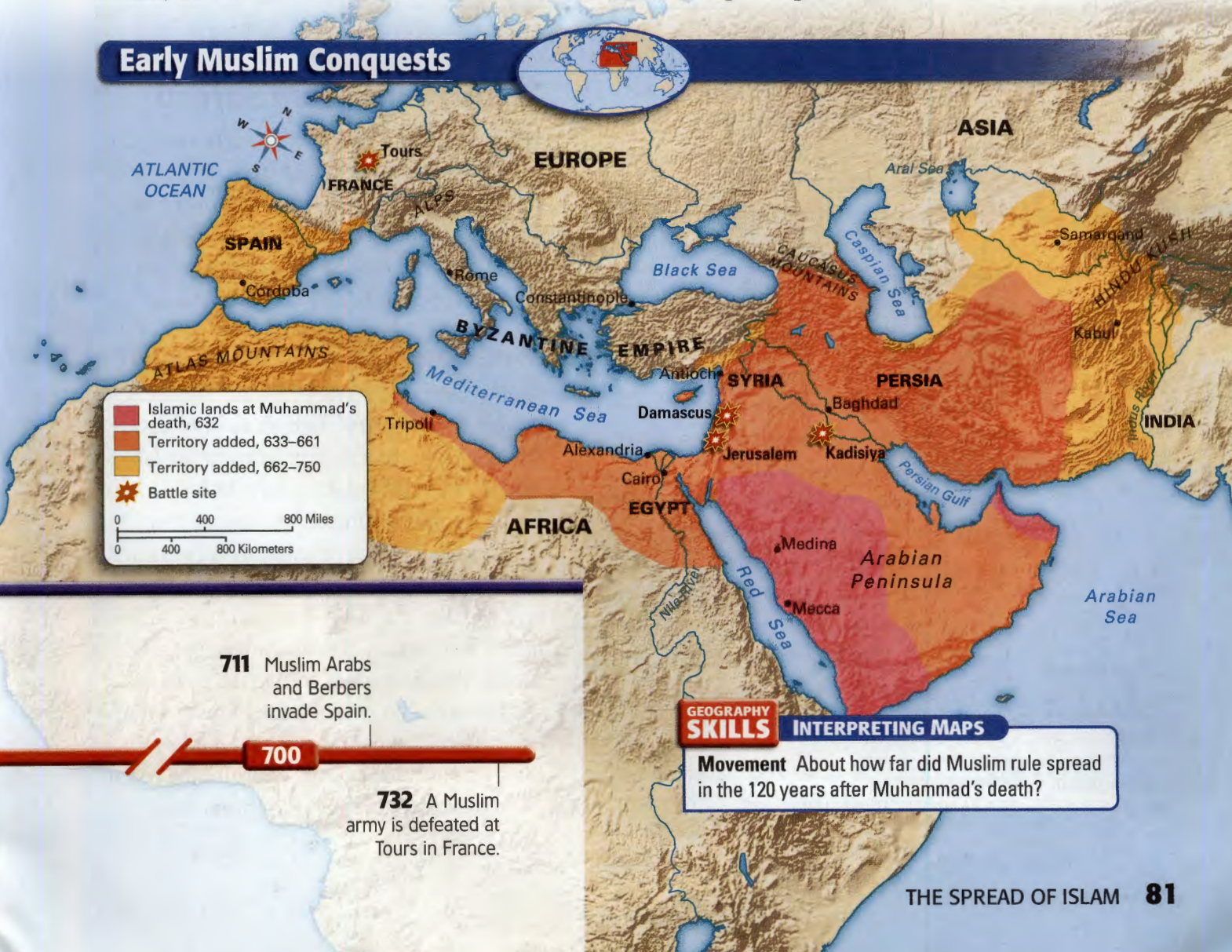
One such treaty was the Pact of Umar, named after the second caliph. It was written about 637 after Muslims conquered Syria.

During this period, differences between groups of Muslims solidified into what became the Shia-Sunni split. One prominent incident was the killing of Hussein, grandson of Muhammad and carrier of the hopes of the Shia Muslim branch.

Growth of the Empire

Many early caliphs came from the Umayyad (oom-EYE-yuhd) family. The Umayyads moved their capital from Medina to Damascus and continued to expand the empire. They took over lands in Central Asia and in northern India. The Umayyads also gained control of trade in the eastern Mediterranean and conquered part of North Africa.

Early Muslim Conquests



711 Muslim Arabs and Berbers invade Spain.

700

732 A Muslim army is defeated at Tours in France.

GEOGRAPHY SKILLS

INTERPRETING MAPS

Movement About how far did Muslim rule spread in the 120 years after Muhammad's death?

Trade in the Muslim World



GEOGRAPHY SKILLS INTERPRETING MAPS
Place Which continents did trade routes reach?

In the late 600s, battles with the Berbers slowed the growth of Muslim rule in North Africa. The Berbers are the native people of North Africa. After years of fighting, many Berbers converted to Islam. Following their conversion, they joined the Arabs in their efforts to spread Islam.

Next the Muslims tried to expand their empire into Europe. A combined Arab and Berber army invaded Spain in 711 and quickly conquered it. The army moved on into what is now France, but it was stopped by a Christian army near the city of Tours (TOOR). Despite this defeat, Muslims called Moors continued to rule parts of Spain for the next 700 years.

In continuing the expansion, a new dynasty, the Abbasids (uh-BAS-idz), came to power in 750. The Abbasids reorganized the government to make it easier to rule such a large region.

THE IMPACT TODAY

Indonesia now has the largest Muslim population in the world.

READING CHECK Analyzing What role did armies play in spreading Islam?

Trade Helps Islam Spread

Islam gradually spread through areas the Muslims conquered. At the same time trade helped spread Islam into other areas as well. Arabia's crossroads location gave Muslim merchants easy access to South Asia, Europe, and Africa.

Merchants and the Spread of Islam

Along with their trade goods, Arab merchants took Islamic beliefs to new lands. For example, merchants introduced Islam into India. Although many Indian kingdoms remained Hindu, coastal trading cities soon had large Muslim communities. In Africa, societies often had both African and Muslim customs. For example, Arabic influenced local African languages. Also, many African leaders converted to Islam.

Between 1200 and 1600, Muslim traders carried Islam as far east as what are now Malaysia and Indonesia. Even today, Islam is a major influence on life there.



A far-reaching trade network brought wealth and new knowledge to the Muslim world and helped spread Islam. Above, an Arab trader prepares perfume, a valuable trade good.

A Mix of Cultures

As Islam spread through trade, warfare, and treaties, Arabs came in contact with people who had different beliefs and lifestyles than they did. Muslims generally practiced religious **tolerance, or acceptance**, with regard to people they conquered. In other words, the Muslims did not ban all religions other than Islam in their lands. Jews and Christians in particular kept many of their rights, since they shared some beliefs with Muslims.

Although Jews and Christians were allowed to practice their own religions, they had to pay a special tax. They also had to follow the rules of the treaties governing conquered peoples.

Many people conquered by the Arabs converted to Islam. Along with Islamic beliefs, these people often adopted other parts of Arabic culture. For example, many people started speaking Arabic. The Arabs also adopted some of the customs of the people they conquered. For example, they copied a Persian form of bureaucracy in their government.

As Islam spread, language and religion helped unify the many groups that became part of the Islamic world. Cultural blending changed Islam from a mostly Arab religion into a religion of many different cultures.

READING CHECK **Evaluating** Did Muslim tolerance encourage or limit the spread of Islam?

The Growth of Cities

The growing cities of the Muslim world reflected this blending of cultures. Trade had brought people, products, and ideas together. It had also created wealth, which supported great cultural **development** in cities such as Baghdad in what is now Iraq and Córdoba (KAWR-doh-bah) in Spain.

ACADEMIC VOCABULARY

development
the process of growing or improving

Products and Inventions

In addition to helping spread Islam, trade brought new products to Muslim lands and made many people rich. First, new products and inventions created by other peoples made their way to the Muslim world. For example, Arabs learned from the Chinese how to make paper and use gunpowder. New crops such as cotton, rice, and oranges arrived from India, China, and Southeast Asia. Second, traders made money on trade between regions.

In addition to trade with Asia, African trade was important to Muslim merchants. Many merchants set up businesses next to African market towns. They wanted African products such as ivory, cloves, and slaves. In return they offered fine white pottery called porcelain from China, cloth goods from India, and iron from Southwest Asia and Europe. Arab traders even traveled south across the Sahara, the world's largest desert, to get gold. In exchange, they brought the Africans salt, which was scarce south of the desert.

READING CHECK **Finding Main Ideas** How did trade affect the spread of Islam?

The City of Córdoba

Córdoba, Spain, was a great center of Islamic learning. In fact, in the early AD 900s, it was one of the richest and most educated cities in Europe.



Baghdad

Baghdad became the capital of the Islamic Empire in 762. Located near both land and water routes, it was a major trading center. In addition to trade, farming contributed to a strong economy. Dates and grains grew well in the fertile soil. Trade and farming made Baghdad one of the world's richest cities in the late 700s and early 800s.

The center of Baghdad was known as the round city, because three round walls surrounded it. Within the walls was the caliph's palace, which took up one-third of the city. Outside the walls were houses and souks for the city's huge population.

Caliphs at Baghdad supported science and the arts. For example, they built a hospital and an observatory. They also built a library that was used as a university and housed Arabic translations of many ancient Greek works. Because Baghdad was a center of culture and learning, many artists and writers went there. Artists decorated the city's public buildings, while writers wrote literature that remains popular today.

Córdoba

Córdoba, too, became a great Muslim city. In 756 Muslims chose it to be the capital of what is now Spain. Like Baghdad, Córdoba had a strong economy based on agriculture and trade. Córdoba exported textiles and jewelry, which were valued throughout Europe.

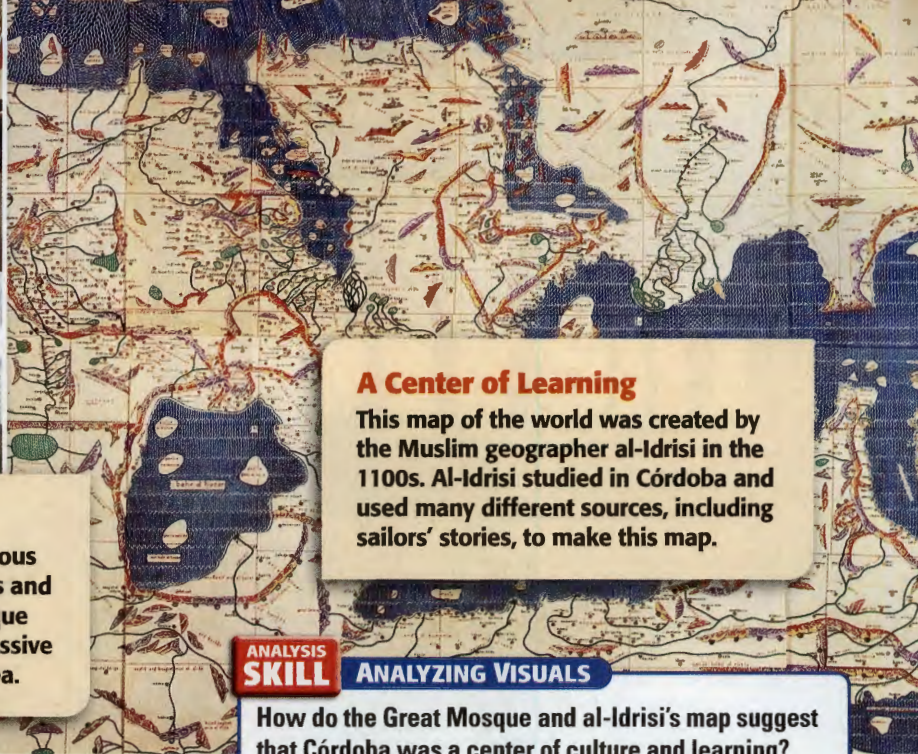
By the early 900s Córdoba was the largest and most advanced city in Europe. It had mansions and mosques, busy markets and shops, and aqueducts. It also had public water and lighting systems.

Córdoba was a great center of learning. Men and women from across the Muslim world and Europe came to study at the university there. They studied Greek and Roman scientific writings and translated them into Arabic. In addition, they studied writings produced in the Muslim world and translated them from Arabic to Latin. As a result, Arabic writings on such subjects as mathematics, medicine, astronomy, geography, and history could be studied throughout Europe.



The Great Mosque

Córdoba's Great Mosque is famous for its beautiful marble columns and red and white arches. The mosque was just one of the many impressive buildings constructed in Córdoba.



A Center of Learning

This map of the world was created by the Muslim geographer al-Idrisi in the 1100s. Al-Idrisi studied in Córdoba and used many different sources, including sailors' stories, to make this map.

ANALYSIS SKILL

ANALYZING VISUALS

How do the Great Mosque and al-Idrisi's map suggest that Córdoba was a center of culture and learning?

Córdoba was also a center of Jewish culture. Many Jews held key jobs in the government. Jewish poets, philosophers, and scientists made great contributions to Córdoba's cultural growth.

READING CHECK **Comparing** What did Baghdad and Córdoba have in common?

SUMMARY AND PREVIEW Through wars and treaties, Muslim territory grew tremendously and Islam spread gradually through this territory. In the next section you will learn about three empires that grew up and continued to work to spread Islam.

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Online Quiz

KEYWORD: SQ7 HP4

Section 1 Assessment

Reviewing Ideas, Terms, and People **HSS** 724, 7.2.5

- a. Define** What is a **caliph**?

b. Sequence To what regions, and in what general order, had Islam spread by 750?
- a. Recall** What were three places Islam spread to through trade?

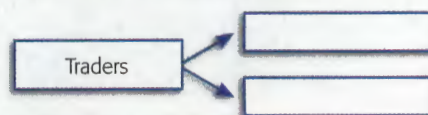
b. Explain How did trade help spread Islam?
- Identify** What helped unify the many groups that became part of the Islamic world?
- a. Identify** What were two important cities in the Islamic world?

b. Analyze How did life in Córdoba show a mix of cultures?

c. Evaluate Do you think tolerance is a good or bad policy for governing people? Why?

Critical Thinking

- Identifying Cause and Effect** Draw a graphic organizer like the one below. Use it to identify two ways Arab traders affected the Islamic world.



FOCUS ON WRITING

- Taking Notes on Important People** Draw a table with three columns. In the first column, list key people you read about in this section. In the second column, identify who each person was. In the third column, list one contribution of each to Islam.

The Hajj

Every year, as many as 2 million Muslims make a religious journey, or pilgrimage, to Mecca, Saudi Arabia. This journey, called the hajj, is one of the Five Pillars of Islam—all Muslims are expected to make the journey at least once in their lifetime if they can.

Mecca is the place where Muhammad lived and taught more than 1,300 years ago. As a result, it is the holiest city in Islam. The pilgrims who travel to Mecca each year serve as a living reminder of the connection between history and geography.

On the Road to Mecca

- Before entering Mecca, pilgrims undergo a ritual cleansing and put on special white garments.
- At Mecca, guides help pilgrims through religious rituals.
- One important ritual is the “Standing,” on Mount Arafat, near Mecca. Pilgrims stand for hours, praying, at a place where Muhammad is said to have held his last sermon.
- Pilgrims then participate in a three-day ritual of “Stoning,” in which they throw pebbles at three pillars.
- Finally, pilgrims complete their journey by returning to the Grand Mosque in Mecca, where a great feast is held.

Europe and the Americas

Many countries in Europe and the Americas have a Muslim population. These pilgrims are from Germany.



Africa Pilgrims also come from Africa. These pilgrims are from Nigeria, just one of the African countries home to a large Muslim population.



Southeast Asia These pilgrims are from Indonesia, in Southeast Asia. Like all pilgrims, they wear simple white garments that symbolize the equality and unity of all Muslims.



MECCA
SAUDI ARABIA



Southwest Asia Pilgrims from Southwest Asia live closest to Mecca. Because of their close relative location, some are able to make the hajj more than once.

GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. **Movement** What are some of the places from which Muslims begin their journey to Mecca?
- 2. **Place** Why is Mecca the holiest city in Islam?

Arabian Sea

Muslim Empires

If YOU were there...

You are one of several advisors to the leader of a great empire. His armies have conquered many lands and peoples. But the ruler wants to be known for something other than his military conquests. He wants to be remembered as a wise ruler who united the empire. How can he do this? Some of his advisors tell him to rule strictly. Others urge him to be tolerant of the different peoples in the empire. Now it is your turn.

What advice will you give the ruler?

BUILDING BACKGROUND As Islam spread, leaders struggled to build strong empires. Some were tolerant of those they conquered. Others wanted more control. The policies of leaders affected life in the Ottoman, Safavid, and Mughal empires.

The Ottoman Empire

Centuries after the early Arab Muslim conquests, Muslims ruled several powerful empires containing various peoples. Rulers and military leaders in Persian empires spoke Persian, Turkish leaders spoke Turkish, while Arabic continued as a language of religion and scholarship. One of these empires was the Ottoman Empire, which controlled much of Europe, Asia, and Africa. Built on conquest, the Ottoman Empire was a political and cultural force.

Growth of the Empire

In the mid-1200s Muslim Turkish warriors known as Ottomans began to take land from the Christian Byzantine Empire. As the map shows, they eventually ruled lands from eastern Europe to North Africa and Arabia.

The key to the empire's expansion was the Ottoman army. The Ottomans trained Christian boys from conquered towns to be soldiers. These **slave soldiers, called Janissaries, converted to Islam and became fierce fighters.** Besides these slave troops, the Ottomans were aided by new gunpowder weapons—especially cannons.

What You Will Learn...

Main Ideas

1. The Ottoman Empire covered a large area in eastern Europe.
2. The Safavid Empire blended Persian cultural traditions with Shia Islam.
3. The Mughal Empire in India left an impressive cultural heritage.

The Big Idea

After the early spread of Islam, three large Islamic empires formed—the Ottoman, Safavid, and Mughal.

Key Terms and People

Janissaries, p. 88

Mehmed II, p. 89

sultan, p. 89

Suleyman I, p. 90

harem, p. 90

Shia, p. 90

Sunni, p. 90



HSS 7.2.4 Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

In 1453 Ottomans led by **Mehmed II** used huge cannons to conquer Constantinople. With the city's capture, Mehmed defeated the Byzantine Empire. He became known as "the Conqueror." Mehmed made Constantinople, which the Ottomans called Istanbul, his new capital. He also turned the Byzantines' great church, Hagia Sophia, into a mosque.

A later **sultan**, or **Ottoman ruler**, continued Mehmed's conquests. He expanded the empire to the east through the rest of Anatolia, another name for Asia Minor. His armies also conquered Syria and Egypt. Soon afterward the holy cities of Mecca and Medina accepted Ottoman rule as well. These triumphs made the Ottoman Empire a major world power.

The Ottoman Empire



| | |
|--------------|----------------------------|
| Dark Green | Ottoman lands in 1300 |
| Medium Green | Territory added, 1300–1451 |
| Light Green | Territory added, 1451–1520 |
| Orange | Territory added, 1520–1683 |

0 200 400 Miles
0 200 400 Kilometers



BIOGRAPHY

Mehmed II

1432–1481

Mehmed II ruled the Ottoman Empire from 1451 to 1481. During this time he greatly improved the new capital, Istanbul. He

repaired damage caused by fighting and built palaces, mosques, and a huge, covered bazaar. He encouraged people from all over the empire to move to the city.

GEOGRAPHY SKILLS

INTERPRETING MAPS

Location What region was at the heart, or center, of the Ottoman Empire?

FOCUS ON READING

What questions could you ask to take notes on this discussion?

THE IMPACT TODAY

Most Muslims today belong to the Sunni branch of Islam.

The Ottoman Empire reached its height under **Suleyman I** (soo-lay-MAHN), “the Magnificent.” During Suleyman’s rule, from 1520 to 1566, the Ottomans took control of the eastern Mediterranean and pushed farther into Europe, areas they would control until the early 1900s.

Also during Suleyman’s rule, the Ottoman Empire reached its cultural peak. Muslim poets wrote beautiful works, and architects worked to turn Istanbul from a Byzantine city into a Muslim one.

Ottoman Government and Society

The sultan issued laws and made all major decisions in the empire. Most Ottoman law was based on Shariah, or Islamic law, but sultans also made laws of their own.

Ottoman society was divided into two classes. Judges and other people who advised the sultan on legal and military matters were part of the ruling class. Members of the ruling class had to be loyal to the sultan, practice Islam, and understand Ottoman customs.

People who didn’t fit these requirements made up the other class. Many of them were Christians or Jews from lands the Ottomans had conquered. Christians and Jews formed religious communities, or millets, within the empire. Each millet had its own leaders and religious laws.

Ottoman society limited the freedom that women enjoyed, especially women in the ruling class. **These women usually had to live apart from men in an area of a household called a harem.** By separating women from men, harems kept women out of public life. However, wealthy women could still own property or businesses. Some women used their money to build schools, mosques, and hospitals.

READING CHECK Analyzing How did the Ottomans gain land for their empire?

The Safavid Empire

As the Ottoman Empire reached its height, a group of Persian Muslims known as the Safavids (sah-FAH-vuhds) was gaining power to the east. Before long the Safavids came into conflict with the Ottomans and other Muslims.

The conflict came from an old disagreement among Muslims about who should be caliph. In the mid-600s, Islam split into two groups. The two groups were the Shia (SHEE-ah) and the Sunni (SOO-nee).

The **Shia** were Muslims who thought that only members of Muhammad’s family could become caliphs. On the other hand, the **Sunni** didn’t think caliphs had to be related to Muhammad as long as they were good Muslims and strong leaders. Over time, religious differences developed between the two groups as well.

Growth of the Empire

The Safavid Empire began in 1501 when the Safavid leader Esma’il (is-mah-EEL) conquered Persia. He took the ancient Persian title of shah, or king.

As shah, Esma’il made Shiism—the beliefs of the Shia—the official religion of the empire. This act worried Esma’il’s advisors because most people in the empire were Sunnis. But Esma’il said:

“I am committed to this action; God and the Immaculate Imams (pure religious leaders) are with me, and I fear no one; by God’s help, if the people utter one word of protest, I will draw the sword and leave not one of them alive.”

—Esma’il, quoted in *A Literary History of Persia*, Volume 4, by Edward G. Browne

Esma’il dreamed of conquering other Muslim territories and converting all Muslims to Shiism. He battled the Uzbeks to the north, but he suffered a crushing defeat by the Ottomans, who were Sunni. Esma’il died in 1524, and the next leaders struggled to keep the empire together.

In 1588 the greatest Safavid leader, 'Abbas, became shah. He strengthened the military and gave his soldiers modern gunpowder weapons. Copying the Ottomans, 'Abbas trained foreign slave boys to be soldiers. Under 'Abbas's rule the Safavids defeated the Uzbeks and took back land that had been lost to the Ottomans. 'Abbas also made great contributions to the Safavid culture and economy.

Culture and Economy

The Safavids blended Persian and Muslim traditions. They built beautiful mosques in their capital, Esfahan (es-fah-HAHN). People admired the colorful tiles and large dome of the Shah's mosque, built for 'Abbas. Esfahan was considered one of the world's most magnificent cities in the 1600s.

Safavid culture played a role in the empire's economy because 'Abbas encouraged the manufacturing of traditional products. Handwoven carpets became a major export. Other textiles, such as silk and velvet, were made in large workshops and also sold to other peoples. In addition, the Safavids were admired for their skills in making ceramics and metal goods, especially goods made from steel. Merchants came from as far away as Europe to trade for these goods. Such trade brought wealth to the Safavid Empire and helped **establish** it as a major Islamic civilization. It lasted until the mid-1700s.

ACADEMIC VOCABULARY

establish
to set up or create

READING CHECK **Contrasting** What are two ways in which the Safavid and Ottoman empires were different?



GEOGRAPHY SKILLS

INTERPRETING MAPS

- Place** What large plateau is located in the heart of the Safavid Empire?
- Movement** Which two groups advanced into Safavid territory?

The Mughal Empire

East of the Safavid Empire, in India, lay the Mughal (MOO-guhl) Empire. Like the Ottomans, the Mughals united a large and diverse empire. They left a cultural heritage known for poetry and architecture.

Growth of the Empire

The Mughals were Turkish Muslims from Central Asia. The founder of the Mughal Empire was called Babur (BAH-boohr), or “tiger.” He tried for years to make an empire in Central Asia. When he didn’t succeed

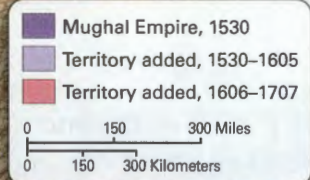
there, he decided to build an empire in northern India instead. There Babur established the Mughal Empire in 1526.

The empire grew in the mid-1500s under an emperor named Akbar. He conquered many new lands and worked to make the Mughal government stronger. He also began a tolerant religious policy. Akbar believed that no single religion, including Islam, had all the answers. He got rid of the tax on non-Muslims and invited Hindus to be part of the Mughal government. Akbar’s tolerant policies helped unify the empire.

The Mughal Empire



The Taj Mahal, built by the Mughal emperor Shah Jahan and shown below, still stands in Agra, India.



Arabian Sea

Bombay

Goa

Calicut

INDIAN OCEAN

INDIA

WESTERN GHATS

Hyderabad

EASTERN GHATS

Sri Lanka (Ceylon)

Bay of Bengal



GEOGRAPHY SKILLS

INTERPRETING MAPS

Region In what region was the Mughal Empire located?

In the 1600s Mughal emperors expanded the empire to control almost all of India. Look at the map to see how it grew. This period of expansion was not a peaceful time. In the late 1600s a new emperor changed the tolerant religious policies Akbar had established. The new emperor ordered people to obey strict religious laws and destroyed Hindu temples throughout India. He also persecuted non-Muslims and made them pay a special tax. One persecuted group was the Sikhs, a religious group that had formed from Hinduism after its leaders rejected some Hindu beliefs. When people gathered to protest, he sent war elephants to crush them. As a result of the harsh policies, violent revolts occurred in much of the empire in the late 1600s. The Mughal Empire soon fell apart.

Cultural Achievements

A conflict of cultures led to the end of the Mughal Empire. For much of the empire's history, however, Muslims and Hindus lived together peacefully. Persians and Indians lived and worked in the same communities. As a result, elements of their cultures blended together. The result was a culture unique to the Mughal Empire.

For example, during Akbar's rule, the Persian language and Persian clothing styles were popular. At the same time, however, Akbar encouraged people to write in Indian languages such as Hindi and Urdu. Also, many of the buildings constructed blended Persian, Islamic, and Hindu styles.

The Mughal Empire is known for its monumental architecture—particularly the Taj Mahal. The Taj Mahal is a dazzling tomb built between 1631 and 1647 by Akbar's grandson Shah Jahan for his wife. He brought workers and materials from all over India and Central Asia to build the Taj Mahal. The buildings of the palace include a main gateway and a mosque. Gardens

with pathways and fountains add beauty to the palace grounds. Many of the monuments the Mughals built have become symbols of India today.

READING CHECK Summarizing What cultures blended in the Mughal Empire to create a distinct culture?

THE IMPACT TODAY

Persecution would later lead many Sikhs to move to California.

SUMMARY AND PREVIEW The Ottomans, Safavids, and Mughals built great empires and continued the spread of Islam. In Section 3 you will learn about some other achievements of the Islamic world.

go.hrw.com
Online Quiz

KEYWORD: SQ7 HP4

Section 2 Assessment

Reviewing Ideas, Terms, and People HSS 7.2.4

1. **a. Define** Who were the **Janissaries**?
b. Analyze In what ways was the Ottoman society tolerant and in what ways was it not?
2. **a. Recall** When did the Safavid Empire begin?
b. Explain How was Safavid culture part of the empire's economy?
c. Elaborate How might people have reacted to Esma'il's decision to make the Safavid Empire **Shia**?
3. **a. Recall** Where was the Mughal Empire located?
b. Contrast How did Akbar's religious policy in the mid-1500s differ from the religious policy of a different emperor in the late 1600s?

Critical Thinking

4. **Comparing and Contrasting** Draw the graphic organizer below. Use it to compare and contrast different characteristics of the Ottoman, Safavid, and Mughal empires.

| | Ottoman | Safavid | Mughal |
|------------------|---------|---------|--------|
| Leader | | | |
| Location | | | |
| Religious policy | | | |

FOCUS ON WRITING

5. **Writing about Important People** Add Janissaries, Mehmed II, Suleyman I, Esma'il, 'Abbas, and Akbar to your table. Write a brief description of each. Make a note of who you find most intriguing.

Cultural Achievements

What You Will Learn...

Main Ideas

1. Muslim scholars made advances in various fields of science and philosophy.
2. Islam influenced styles of literature and the arts.

The Big Idea

Muslim scholars and artists made contributions to science, art, and literature.

Key Terms and People

Ibn Battutah, p. 95

Sufism, p. 96

Omar Khayyám, p. 97

patrons, p. 97

minaret, p. 97

calligraphy, p. 98

If YOU were there...

You are a servant in the court of a powerful ruler. Your life at court is comfortable, though not one of luxury. Now the ruler is sending your master to explore unknown lands and distant kingdoms in Africa. The dangerous journey will take him across oceans and deserts. He can take only a few servants with him. He has not ordered you to come but has given you a choice.

Will you join your master's expedition or stay home? Why?

BUILDING BACKGROUND Muslim explorers traveled far and wide to learn about new places. They used what they learned to make maps. Their contributions to geography were just one way Muslim scholars made advancements in science and learning.

Science and Philosophy

The empires of the Islamic world contributed to the achievements of Islamic culture. Muslim scholars made advances in astronomy, geography, math, and science. Scholars at Baghdad and Córdoba translated many ancient writings on these subjects into Arabic.

Islamic Achievements

The Astrolabe

Muslim scientists used astrolabes like this one to figure out their location, direction, and even the time of day. Although the Greeks invented the astrolabe, Muslim scholars greatly improved it.



HSS 7.2.6 Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

Having a common language helped scholars throughout the Islamic world share what they learned, even though many scholars came from different cultures and spoke other languages.

Astronomy

Many cities in the Muslim world had observatories where people could study astronomy—the sun, moon, and stars. Scientists studied astronomy to better understand time and clockmaking. Muslim scientists also improved the astrolabe, which the Greeks had invented to chart the position of the stars. Arab scholars used the astrolabe to figure out their location on earth. This helped Muslims know what direction to turn so they could face Mecca for their prayers. The astrolabe would later become an important contribution to the exploration of the seas.

Geography

Studying astronomy also helped Muslims explore the world. As people learned to use the stars to calculate time and location, merchants and explorers began to travel widely. For example, **Ibn Battutah** traveled to Africa, India, China, and Spain in the 1320s. To help travelers on their way, Muslim geographers made more accurate maps than were available before. They also developed better ways of calculating distances.

Primary Source

BOOK

Travels in Asia and Africa

Ibn Battutah wrote detailed descriptions of his pilgrimage to Mecca. In the passage below, he talks about crossing the desert from Syria to Medina.

From Tabuk the caravan travels with great speed night and day, for fear of this desert. Halfway through is the valley of al-Ukhaydir. . . . One year the pilgrims suffered terribly here from the samoom-wind; the water-supplies dried up and the price of a single drink rose to a thousand dinars, but both seller and buyer perished. Their story is written on a rock in the valley.

—Ibn Battutah, from *The Travels*

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

What parts of Ibn Battutah's description would be useful to a mapmaker?

During the mid-1100s, a Muslim geographer named al-Idrisi (uhl-i-DREE-see) collected information from Arab travelers. He was writing a geography book and wanted it to be very accurate. When al-Idrisi had a question about where a mountain, river, or coastline was, he sent trained geographers to figure out its exact location. Using the information the geographers brought back, al-Idrisi made some important discoveries. For example, he proved that land did not go all the way around the Indian Ocean as many people thought.



Astronomy

Muslim scientists made remarkable advances in astronomy. This observatory was built in the 1700s in Delhi, the capital of Mughal India.



Geography

Muslim travelers collected much information about the world, some of which was used to make this map. New and better maps led to even more travel and a greater understanding of the world's geography.

Math

Muslim scholars also made advances in mathematics. In the 800s they combined the Indian number system, including the use of zero, with the Greek science of mathematics. The Muslim mathematician al-Khwarizmi (al-KWAHR-iz-mee) then used these new ideas to write a math textbook on what he called *al-jabr*, or “algebra.” It laid the foundation for the modern algebra that students around the world learn today. When the book was brought to Europe in the 1500s, Europeans called the new numbers “Arabic” numerals.

THE IMPACT TODAY

We still call the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 Arabic or Hindu-Arabic numerals.

Medicine

Muslims made many advances in other sciences, but their greatest scientific achievements may have come in medicine. They studied Greek and Indian medicine, adding to this knowledge with discoveries of their own.

As early as the 800s, Muslim doctors in Baghdad began to improve medicine. As they studied, Muslim doctors

- created tests for doctors to pass before they could treat people,
- made encyclopedias of drugs with descriptions of each drug’s effects,
- wrote descriptions of diseases,
- started the first pharmacy school to teach people how to make medicines.

The first Muslim public hospital was built in Baghdad. In that hospital, a doctor named Ar-Razi discovered how to diagnose and treat the deadly disease smallpox. Another doctor, Ibn-Sina, who was known in the West as Avicenna (av-uh-SEN-uh), wrote a medical encyclopedia. This encyclopedia, which was translated into Latin and used throughout Europe until the 1600s, is one of the most famous books in the history of medicine.

Philosophy

Many Muslim doctors and scientists also studied the ancient Greek philosophy of reason and rational thought. Other Muslims developed a new philosophy. Worried about the growing interest in worldly things, they focused on spiritual issues. Many of them lived a simple life of devotion to God.

The focus on spiritual issues led to a movement called Sufism (SOO-fi-zuhm). People who practice Sufism are called Sufis (SOO-fee-z). **Sufism teaches that people can find God’s love by having a personal relationship with God.** They focus on loving God and call him their Beloved. Sufism had a strong impact on Islam.

READING CHECK Evaluating In your opinion, what was the most important advance in science and learning in the Muslim world?

Islamic Achievements (continued)

Math

Muslim mathematicians combined Indian and Greek ideas with their own to dramatically increase human knowledge of mathematics. The fact that we call our numbers today “Arabic numerals” is a reminder of this contribution.

$$2x + 4$$



Medicine

Muslim doctors made medicines from plants like this mandrake plant, which was used to treat pain and illnesses. Muslim doctors developed better ways to prevent, diagnose, and treat many diseases.

Literature and the Arts

The blending of traditional Islam and the cultures of conquered peoples produced fresh approaches to art, architecture, and writing. As a result, literature and the arts flourished in the Islamic world.

Literature

Two forms of literature were popular in the Muslim world—poetry and short stories. Poetry was influenced by Sufism. Some Sufis wrote poems about their loyalty to God. Through their poetry, the mystical ideas of Sufism spread among other Muslims. One of the most famous Sufi poets was **Omar Khayyám** (oh-mahr-ky-AHM). In a book of poems known as *The Rubáiyát*, Khayyám wrote about faith, hope, and other emotions. Some of his poems express deep sadness or despair. Others, like the one below, describe lighter, happier scenes.

“A book of verse, underneath the bough, A jug of wine, a loaf of bread—and thou, Beside me singing in the wilderness—Ah, wilderness were paradise enow (enough)!”

—Omar Khayyám, from *The Rubáiyát*, translated by Edward FitzGerald

Muslims also enjoyed reading short stories. One famous collection of short stories is *The Thousand and One Nights*. It includes stories about legendary heroes and characters. A European compiler later added short

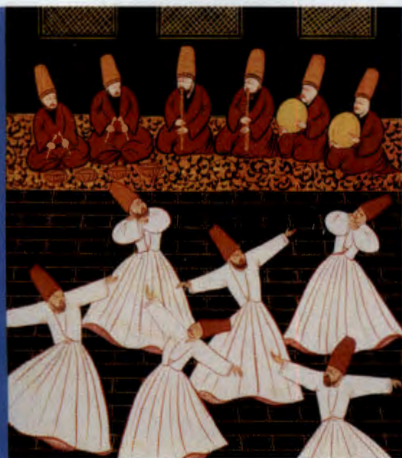
stories that were not part of the medieval Arabic collection. Among these were some of the most famous, such as “Sinbad the Sailor,” “Aladdin,” and “Ali Baba and the 40 Thieves.” Many of these tales came from India, Egypt, and other lands that had become part of the Muslim world.

Architecture

Architecture was one of the most important Muslim art forms. Most people would say that the greatest architectural achievements of the Muslim empires were mosques. Like the great medieval cathedrals in Europe, mosques honored God and inspired religious followers.

The first mosques were simple. They were built to look like the courtyard of Muhammad’s house in Medina where he had led the community in prayer. As the Muslim world grew richer, rulers became great **patrons, or sponsors**, of architecture. They used their wealth to pay for elaborately decorated mosques.

The main part of a mosque is a huge hall where people gather to pray. Many mosques have a dome and a **minaret, or narrow tower from which Muslims are called to prayer**. Some mosques, such as the Blue Mosque in Istanbul, have many domes and minarets. Great mosques were built in major cities such as Mecca, Cairo, Baghdad, and Córdoba.



Philosophy

Muslim philosophy led to the development of Sufism. Sufis celebrated their love of God through music and dance. These dancers whirl in circles as they dance with joy.



BIOGRAPHY

Omar Khayyám

c. 1048–1131

Omar Khayyám was a Persian mathematician, astronomer, and poet. During his lifetime, he was famous for his achievements in math and science. For example, he developed a calendar that was more accurate than the one we use today. Now, however, he is best known for his poetry. Khayyám’s four-line poems have been translated into almost every language.

In addition to the mosques, Muslim architects built palaces, marketplaces, and libraries. These buildings have complicated domes and arches, colored bricks, and decorated tiles. Muslim architecture is known for these features.

Art

Although Muslim buildings are often elaborately decorated with art, most of this art does not show any animals or humans. Muslims think only Allah can create humans and animals or their images. As a result, most Muslim artists didn't include people or animals in their works.

Because they couldn't represent people or animals in paintings, Muslim artists turned **calligraphy, or decorative writing**, into an art form. They used calligraphy to make sayings from the Qur'an into great works of art that they could use to decorate mosques and other buildings. They also painted decorative writing on tiles, wove it into carpets, and hammered it into finely decorated steel sword blades.

Muslim art and literature show the influence of Islamic beliefs and practices. They also reflect the regional traditions of the places Muslims conquered. This mix of Islam with cultures from Asia, Africa, and Europe gave literature and the arts a unique style and character.

READING CHECK **Generalizing** What two architectural elements were usually part of a mosque?

SUMMARY AND PREVIEW As Islam spread through Europe and Asia, powerful new empires developed. These empires blended Islamic traditions with the traditions of conquered peoples. The result was a new kind of Islamic culture, unified by a common language and religion, but not specifically Arab in character. In the next chapter you will learn about another area whose culture was greatly influenced by Muslim ideas and traditions. That area was West Africa.

Section 3 Assessment

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Online Quiz

KEYWORD: SQ7 HP4

Reviewing Ideas, Terms, and People HSS 7.2.6

- a. Identify** Who traveled to India, Africa, China, and Spain and contributed his knowledge to the study of geography?

b. Explain How did Muslim scholars help preserve learning from the ancient world?

c. Rank In your opinion, what was the most important Muslim scientific achievement? Why?
- a. Describe** What function do **minarets** play in mosques?

b. Summarize What did **patrons** do for art and architecture in the Muslim world?

c. Summarize How did Muslim artists create art without showing humans or animals?

Critical Thinking

- Analyzing Information** Draw a graphic organizer like the one shown on the right. In the second

column, identify one important achievement or development the Muslims made in each category listed in the first column.

| Category | Achievement or development |
|------------|----------------------------|
| Astronomy | <i>Improved astrolabe</i> |
| Geography | |
| Math | |
| Medicine | |
| Philosophy | |

FOCUS ON WRITING

- Noting Muslim Accomplishments** The people you've read about so far have mostly contributed to Islam through military accomplishments. Now take some notes about scholars and artists who contributed to Islamic culture.

The Blue Mosque

The Blue Mosque in Istanbul was built in the early 1600s for an Ottoman sultan. It upset many people at the time it was built because they thought its six minarets—instead of the usual four—were an attempt to make it as great as the mosque in Mecca.



The mosque gets its name from its beautiful blue Iznik tiles.

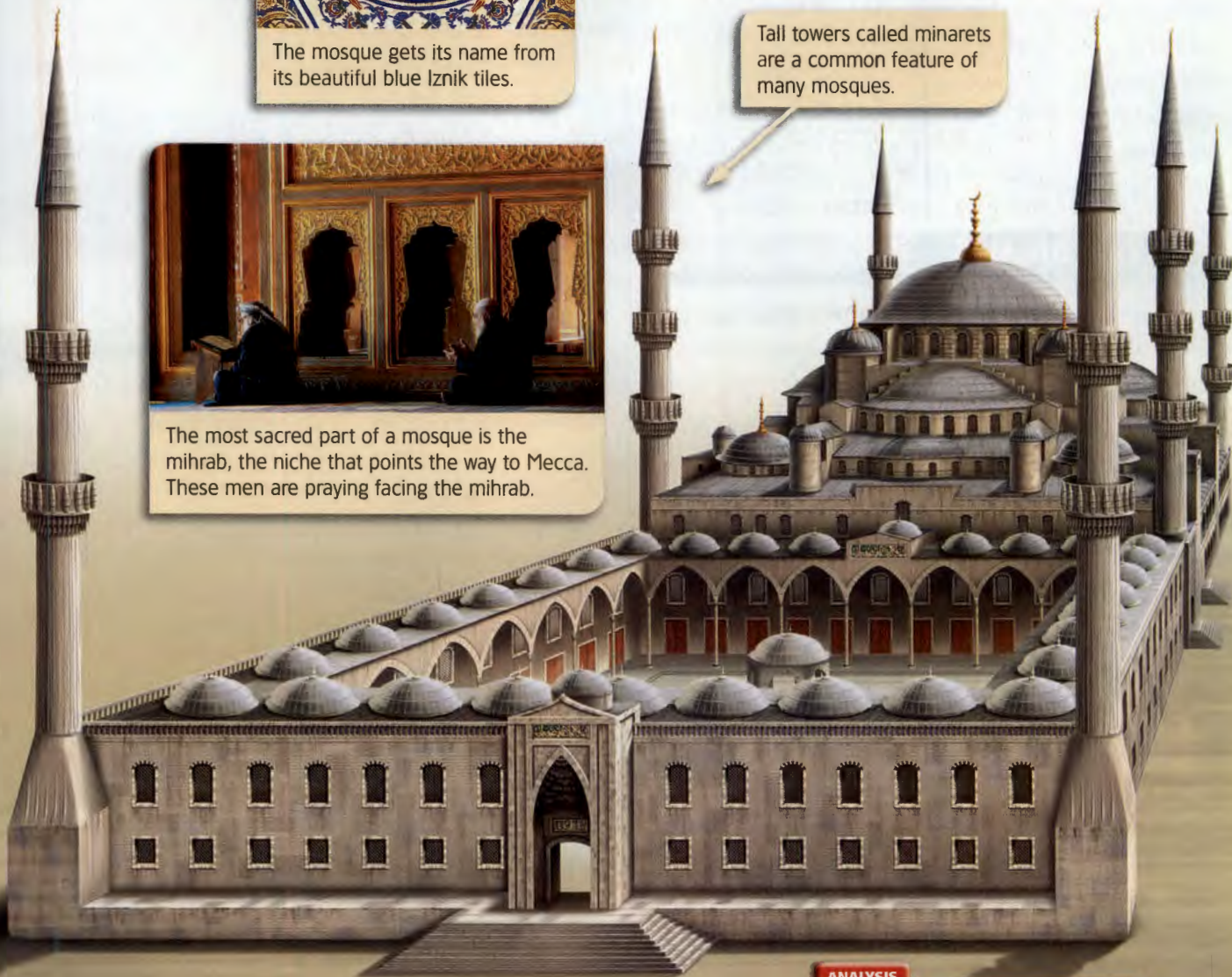


Domes are a common feature of Islamic architecture. Huge columns support the center of this dome, and more than 250 windows let light into the mosque.



The most sacred part of a mosque is the mihrab, the niche that points the way to Mecca. These men are praying facing the mihrab.

Tall towers called minarets are a common feature of many mosques.



ANALYSIS SKILL

ANALYZING VISUALS

Why do you think the decoration of the Blue Mosque is so elaborate?



Analysis

Critical Thinking

Participation

Study

Determining the Context of Statements

Understand the Skill

A *context* is the circumstances under which something happens. *Historical context* includes values, beliefs, conditions, and practices that were common in the past. At times, some of these were quite different than what they are today. To truly understand a historical statement or event, you have to take its context into account. It is not right to judge what people in history did or said based on present-day values alone. To be fair, you must also consider the historical context of the statement or event.

Learn the Skill

To better understand something a historical figure said or wrote, use the following guidelines to determine the context of the statement.

- 1 Identify the speaker or writer, the date, and the topic and main idea of the statement.
- 2 Determine the speaker's or writer's attitude and point of view about the topic.
- 3 Review what you know about beliefs, conditions, or practices related to the topic that were common at the time. Find out more about those times if you need to.
- 4 Decide how the statement reflects the values, attitudes, and practices of people living at that time. Then determine how the statement reflects values, attitudes, and practices of today.

Applying these guidelines will give you a better understanding of a clash between Muslim and European armies in 1191. The following account of this clash was written by Baha' ad-Din, an advisor to the Muslim leader Saladin. He witnessed the battle.

“The [king of the] Franks [the Muslim term for all Europeans] ... ordered all the Musulman [Muslim] prisoners ... to be brought before him. They numbered more than three thousand and were all bound with ropes. The Franks then flung themselves upon them all at once and massacred them with sword and lance in cold blood.”

—Baha' ad-Din, from *The Crusade of Richard I*,
by John Gillingham

By modern standards this event seems barbaric. But such massacres were not uncommon in those times. Plus, the description is from one side's point of view. This context should be considered when making judgments about the event.

Practice and Apply the Skill

Baha' ad-Din also described the battle itself. Read the following passage. Then answer the questions.

“The center of the Muslim ranks was broken, drums and flags fell to the ground ... Although there were almost 7,000 ... killed that day God gave the Muslims victory over their enemies. He [Saladin] stood firm until ... the Muslims were exhausted, and then he agreed to a truce at the enemy's request.”

—Baha' ad-Din, from *Arab Historians of the Crusades*,
translated by E. J. Costello

1. What happened to Saladin's army? Why do you think the writer calls the battle a Muslim victory?
2. History records this battle as a European victory. Plus, this account is part of a larger statement written in praise of Saladin. Does this additional context change your understanding and answer to the first question? Explain how or why not.

Visual Summary

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

QUICK FACTS

Islam spread from Arabia to the west and east. Later, three large Islamic empires developed, and Muslims made great contributions to learning.



Reviewing Vocabulary, Terms, and People

For each group of terms below, write the letter of the term that does not relate to the others. Then write a sentence that explains how the other two terms are related.

- a. caliph
b. sultan
c. harem
- a. Abu Bakr
b. Mehmed II
c. Suleyman I
- a. tolerance
b. Janissaries
c. Akbar
- a. Shia
b. Sufism
c. Sunni

Comprehension and Critical Thinking

SECTION 1 (Pages 80–85) HSS 7.2.4, 7.2.5

- a. **Identify** Who was Abu Bakr, and what did he do?
b. **Draw Conclusions** How did trade affect the Arab world?
c. **Elaborate** What was Baghdad like in the early 800s? What was Córdoba like in the early 900s?

SECTION 2 (Pages 88–93) HSS 7.2.4

- a. **Identify** Who were Mehmed II, Suleyman I, 'Abbas, and Akbar?
b. **Compare** How did the Ottoman, Safavid, and Mughal empires compare in terms of location and size?
c. **Evaluate** Which of the three empires seems to have been the most successful? On what do you base your answer?

SECTION 3 (Pages 94–98) **HSS 7.2.6**

- 7. a. Describe** What were the major contributions of Ibn Battutah and Omar Khayyám?
- b. Make Inferences** What is the connection between Islamic belief and calligraphy?
- c. Predict** Of all the accomplishments of Muslim scholars and artists, which do you think would have the most lasting impact on people around the world?

Reviewing Themes

- 8. Politics** Do you agree or disagree with this statement: “Muslim leaders were tolerant of those they conquered.” Defend your answer.
- 9. Politics** How did a religious division affect the Safavid Empire?
- 10. Science and Technology** How did Muslim scholars contribute to science and technology?

Using the Internet

go.hrw.com
KEYWORD: SQ7 WH4

- 11. Activity: Describing Inventions** Muslim advances in science, math, and art were spread around the world by explorers and traders. Enter the activity keyword and learn about these advances. Choose an object created by Muslim scholars in the 600s and 700s and write a paragraph that explains its roots, how it spread to other cultures, and its uses in modern times.

Reading and Analysis Skills

Asking Questions for Understanding Imagine that you are a historian who has just finished reading this chapter and wants to learn more about the spread of Islam. For each of the topics listed below, write one question to which you could attempt to find an answer in your research.

12. Suleyman the Magnificent
13. growth of the Ottoman Empire
14. Muslim achievements in math
15. culture and learning in Baghdad

Social Studies Skills

- 16. Determining Historical Context** Read each of the statements in List A below. Decide which of the people in List B would have been the most likely writer of each statement.

| List A | List B |
|--|--------------------------------|
| 1. “Although I was not allowed to go outside, I hear the weather was beautiful today.” | a. a Muslim soldier |
| 2. “Today we fought another Berber army.” | b. a Safavid trader |
| 3. “I want to build the finest palace in India.” | c. a Sufi poet |
| 4. “In truth everything and everyone is a shadow of the Beloved.” | d. a woman in an Ottoman harem |
| 5. “Once again I am heading to Europe. I hope the people there will buy my ceramics.” | e. a Mughal emperor |

FOCUS ON WRITING

- 17. Writing Your “I Am” Poem** Look back over your chart, and choose one person to write about. You might choose an actual person, such as Omar Khayyám, or an imaginary person, such as a Janissary or a Muslim merchant. Read over the text carefully to find details about the person, and then fill in information with your imagination. Your poem should be six lines long. The lines should begin, “I am,” “I believe,” “I see,” “I feel,” “I want,” and “I am.”

Standards Assessment

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

1

Akbar himself is dressed in . . . a closely-rolled turban hiding his hair Four times in twenty-four hours Akbar prays to God. . . . He eats but one meal a day and but little meat, less and less as he grows older. "Why should we make ourselves a sepulchre [burial tomb] for beasts?" is one of his sayings. Rice and sweetmeats [candied items] are the chief of his diet, and fruit, of which he is extremely fond. . . . He will sit far into the night absorbed in discussions on religion: this is one of his clear delights.

—a European's description of Akbar,
Mughal emperor of India, 1556-1605

Based on this passage, Akbar

- A was not interested in religion.
- B loved to eat meat.
- C almost never prayed.
- D liked to discuss religion.

2 Two of the greatest early centers of Muslim culture and learning were Baghdad and

- A Jerusalem.
- B Córdoba.
- C Tripoli.
- D Paris.

3 Most Christians and Jews who were conquered by Arab armies in the AD 600s and 700s were

- A allowed to practice their religions.
- B sold to North African slave traders.
- C moved to northern Europe.
- D forced to dress like Muslims.

4 Which area of the world was *least* influenced by Muslim conquest and trade between the AD 600s and 1600s?

- A North Africa
- B Southwest Asia
- C Northern Europe
- D Indonesia

5 Which of the following people was not a Muslim scholar?

- A Ibn Battutah
- B Avicenna
- C al-Idrisi
- D Hypatia

6 Muslim scholars are credited with developing

- A geometry.
- B algebra.
- C calculus.
- D physics.

Connecting with Past Learnings

7 You have learned that Muslim architects were known for their use of the dome. Which culture that you studied in Grade 6 also used many domes?

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

Assignment

Write a summary of one section in a chapter you read in this unit, "The Islamic World."

TIP How Long Is a Summary?

Here are some guidelines you can use to plan how much to write in a summary. If you are summarizing

- only a few paragraphs, your summary should be about one third as long as the original.
- longer selections such as an article or textbook chapter, write one sentence for each paragraph or heading in the original.



ELA Writing 7.2.5 Write summaries of reading materials.

A Summary of a History Lesson

After you read something, do you have trouble recalling what it was about? Many people do. Writing a summary briefly restating the main ideas and details of something you have read can help you remember it.

1. Prewrite

Reading to Understand

The first thing you need to do is to read the section at least twice.

- **Read** it straight through the first time to see what it is about.
- **Reread** it as many times as necessary to be sure you understand the main topic of the whole section.

Identifying the Main Idea

Next, identify the main idea in each paragraph or for each heading in the chapter. Look back at the facts, examples, quotations, and other information in each of them. Ask yourself, *What is the main idea that they all support, or refer to?* State this idea in your own words.

Noting Details

Note the information that directly and best supports each main idea. Often, several details and examples are given to support a single idea. Choose only those that are most important and provide the strongest support.

2. Write

As you write your summary, refer to the framework below to help you keep on track.

A Writer's Framework

Introduction

- Give the section number and title.
- State the main topic of the section.
- Introduce the first main heading in the section and begin your summary by identifying the main idea and supporting information under it.

Body

- Give the main idea, along with its most significant supporting details, for each heading in the section.
- Use words and phrases that show connections between ideas.
- Use your own words as much as you can, and limit quotations in number and length.

Conclusion

- Restate the main idea of the section.
- Comment on maps, charts, other visual content, or other features that were especially important or useful.

3. Evaluate and Revise

Now you need to evaluate your summary to make sure that it is complete and accurate. The following questions can help you decide what to change.

Evaluation Questions for a Summary

- Does your introduction identify the number and title of the section and its main topic?
- Do you identify the main idea of the section?
- Do you include supporting details for each heading or paragraph in the section?
- Do you connect ideas and information by using words that show how they are related?
- Have you written the summary in your own words and limited the number and length of your quotations?
- Does your conclusion state the underlying meaning, or main idea, of the section?

TIP Finding Main Ideas in a

History Chapter Boldfaced headings in textbooks usually tell what subject is discussed under those headings. The first and last sentences of paragraphs under headings can also be a quick guide to what is said about a subject.

4. Proofread and Publish

Proofreading

Be sure to enclose all quotations in quotation marks and to place other marks of punctuation correctly before or after closing quotation marks.

- **Commas** and **periods** go **inside** closing quotation marks.
- **Semicolons** and **dashes** go **outside** closing quotation marks.
- **Question marks** and **exclamation points** go **inside** closing quotation marks **when they are part of the quotation** and **outside when they are not**.

Publishing

Team up with classmates who have written summaries on different sections of the same chapter you have. Review each other's summaries. Make sure the summaries include all the main ideas and most significant details in each section.

Collect all the summaries to create a chapter study guide for your team. If possible, make copies for everyone on the team. You may also want to make extra copies so that you can trade study guides with teams who worked on other chapters.

TIP Using Special Historical

Features Don't forget to look at maps, charts, timelines, pictures, historical documents, and even study questions and assignments. They often contain important ideas and information.

Practice and Apply

Use the steps and strategies outlined in this workshop to write a summary of one section of a chapter in this unit.