

# MJ World History

## Grade 6 / Week 8

Your Week at a Glance
<input type="checkbox"/> Islamic Civilization
<input type="checkbox"/> The Spread of Islam

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**Name**

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**Teacher**

NOTE: If you have any difficulty completing this lesson, contact your teacher.

## LCS 6<sup>th</sup> Grade World History Distance Learning Assignment

### Week 8: Parent Notes

Previously, students learned about Judaism, Buddhism, and Christianity. This week, students will use materials from the workbook of their adopted textbook, McGraw-Hill's *Succeeding in Early World History*, to study the beginnings of Islam and its migration throughout other ancient civilizations. The following state standard is addressed in this week's lesson:

SS.6.G.4.4 Analyze the impact of the spread of various belief systems in the ancient world.

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**Learning Activities:** Students should read pages 471-475 and 483-486 from the workbook and—to the best of their ability--answer the questions in the margin to guide their understanding.

**Assessment:** Once students have completed the reading and made notes in the margin, they should answer the questions below. This will serve as an assessment of their understanding. Students may write their answers on notebook paper or answer in a Word document. **An additional map is included to help students visualize the location of Arabia.**

- (1) The center of Islam<sup>1</sup> is the Arabian Peninsula. Using the map on page 471, the attached map, and the text, briefly describe where it is located.
- (2) Describe the climate of Arabia in 2-3 sentences.
- (3) How did early Arabs<sup>2</sup> survive harsh life in the desert?
- (4) Why did Muhammad give up being a wealthy merchant to become a religious leader?
- (5) According to the text, what was Muhammad's message to the people about Allah?
- (6) Fill in the blank: "...in A.D. 632, all of the \_\_\_\_\_ had become a unified Islamic state."
- (7) What are two common beliefs that exist between Islam, Judaism, and Christianity?
- (8) What is the Quran?
- (9) Re-read the first two paragraphs on page 483. Discuss how Muslim<sup>3</sup> merchants contributed to trade between India, China, Southeast Asia, and Africa. In your answer, discuss the resources from each region and how Muslim traders moved them from one place to another. If it is easier, you may show the products and their movement on the map below.
- (10) Muslims contributed to science, mathematics, medicine, literature, art, and architecture. What do you believe were their THREE most important achievements?

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<sup>1</sup> The religion practiced by Muslims, who believe in one god, Allah.

<sup>2</sup> A group of people who originally came from the Arabian Peninsula and neighboring areas

<sup>3</sup> Followers of Islam



# LESSON 1 SUMMARY

## A New Faith

SS.6.G.1.4, SS.6.G.2.1, SS.6.G.2.2, SS.6.G.2.5, SS.6.G.4.4, SS.6.E.2.1, SS.6.W.2.3

### Arab Life

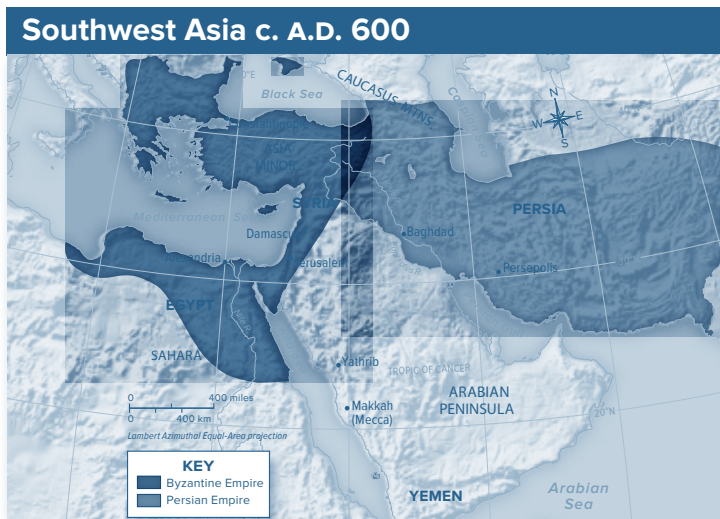
A new empire arose in Southwest Asia starting around the A.D. 630s. The Arab peoples who built this empire found guidance and strength from their religion, **Islam**. Over the next century, Islam spread into Asia, North Africa, and even Europe.

### The Land of Arabia

The center of Islam and homeland of the Arab people is the Arabian Peninsula, or Arabia. The peninsula is located between the Red Sea and the Persian Gulf. With summer temperatures that rise to about 122°F (50°C), the land of Arabia is covered with dry plains and desert. The only place to find water in the desert is at a scattered spring or water hole, called an **oasis**. Other parts of Arabia do not have deserts. The southwestern region, for example, has mountains and valleys where juniper and olive trees grow.

Different civilizations surrounded the Arabian Peninsula during ancient times. The Egyptian civilization was to the west. The Mesopotamian and Persian civilizations were north and east. The Israelite, Greek, and Roman civilizations were farther north.

Two reasons prevented these civilizations from invading the Arabian Peninsula: its dry, forbidding climate and the long distances of its deserts. However, the peninsula still had contact with outside ideas and practices through trade.



### 1. MAKING CONNECTIONS

Underline details that describe the land and climate of the Arabian Peninsula.

a. How did geography, climate, and the lack of natural resources affect where settlements developed in Arabia?

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b. How did geography, climate, and the lack of natural resources protect Arabian settlements from conquest?

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LESSON 1 SUMMARY, *continued*

**2. IDENTIFYING CAUSE AND EFFECT**

Describe two causes for fighting between tribes in Arabia.

- 1. \_\_\_\_\_  
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- 2. \_\_\_\_\_  
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**3. DRAWING CONCLUSIONS**

How did the bedouin affect the rise of towns in Arabia?

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**Life in the Desert**

Arabs who herded animals and lived in tents were called bedouin. These nomads traveled from one oasis to another with their camels, goats, and sheep. Bedouins lived mostly on dates and milk, but sometimes they ate the meat of goats or sheep.

Early Arabs organized into tribes to survive this harsh, desert climate. The **sheikh** was the leader of each Arab tribe, and tribe members were loyal to one another. Often, tribes raided other tribes in the hopes of gaining camels and horses. They also fought for land and available water.

To become better fighters, the bedouin held camel and horse races and took part in other games. They often told stories and recited poems in the evenings about battles, camels, horses, and love.

**Life in Towns**

Many Arab tribes had started settling by the A.D. 500s. Some tribes settled near oases. Others settled in fertile mountain valleys. They farmed or raised animals, set up villages, and traded goods. Camels were used to carry goods across the desert. Groups of traveling merchants and animals were called **caravans**. They journeyed across the desert together for protection against bedouin raids.

Arab merchants began to build towns along trade routes in Arabia. Makkah, or Mecca, was the most important. Located about 50 miles (80 km) inland from the Red Sea, the town of Makkah became a crossroads of trade. Southwestern Arabian trade caravans passed through Makkah on their way to Syria and Mesopotamia. Some caravans even traveled as far away as China.

In addition to being a major trading center, Makkah was a religious site. In the center of the city, there was a low, block-like building, known as the Kaaba. It was surrounded by statues of Arabian gods and goddesses. However, the most important was Allah. The people of Arabia believed that Allah was the creator. They also believed that the large stone inside the Kaaba was from heaven. Pilgrims, or people who travel to a holy place, visited the Kaaba.

**Muhammad and His Message**

People in Arabia started to learn new ideas through trade with other civilizations. Arabs looked for ways to understand these new ideas. This led to the rise of Islam.

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**LESSON 1 SUMMARY, *continued***

**Who Was Muhammad?**

Muhammad was born in A.D. 570 into a family of merchants. He became an orphan at the age of five or six. As a teenager, he worked as a caravan leader. Then he became a merchant himself. He began preaching in the A.D. 600s. The religion of Islam grew from his preaching.

Muhammad had been a successful merchant, but he was bothered by the greed of the wealthy citizens of Makkah. Muhammad thought they were dishonest and had no regard for family life. He was also troubled by their neglect of the poor. Muhammad sought guidance by spending many hours outside Makkah praying in a cave.

According to Muslim tradition, Muhammad had a vision in A.D. 610. In his vision, a voice called on him to preach Islam. The word *Islam* means “surrendering [to the will of Allah].” Allah is the word for “God” in the Arabic language. It is believed the voice told Muhammad “Recite!” Muhammad did not know what he should recite, so he asked the voice. The response was:

*“Recite in the name of your Lord Who created, created man from a clot of congealed [thickened] blood. Recite: and your Lord is Most Generous, Who taught by the pen, taught man what he did not know.”*

—Quran, Surah 96:1–5

After the vision, Muhammad went back to Makkah and started preaching. He preached that the people must destroy the statues of other gods and worship only Allah. He said that Allah was the one true God.

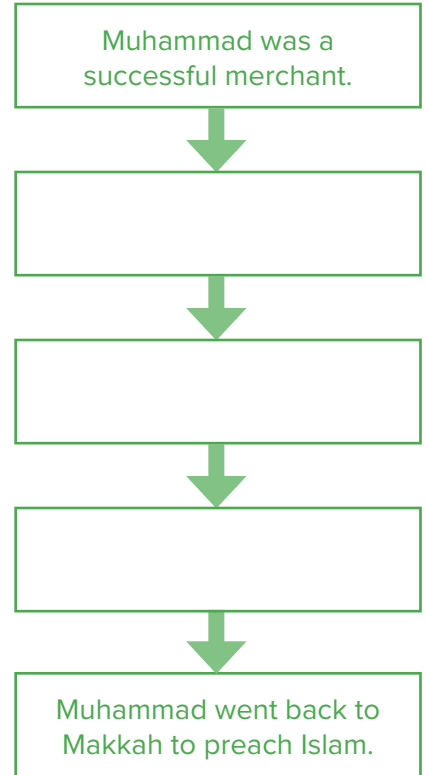
Muhammad preached that all people were equal in God’s eyes. He said the rich should share their wealth with the poor. Muhammad also preached that good deeds were important to God. He told people to prepare for the Day of Judgment. This would be the day when God would reward the just and punish the evil.

**Muhammad’s Opponents**

Muhammad’s family members were the first followers of Islam, or Muslims. Many of the poor began to hear his message of sharing and they supported him, too. However, most wealthy merchants and religious leaders believed that he was a threat to their authority.

**4. SEQUENCING**

Complete the chart to describe the sequence of events that led to Muhammad becoming Islam’s prophet.



**5. ANALYZING PRIMARY SOURCES**

Read the quote from the Quran. Based on what you know about Muhammad’s teachings, explain what man “did not know.”

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**LESSON 1 SUMMARY, *continued***

**6. SYNTHESIZING**

What were the causes of the Hijrah? What made the Hijrah important later?

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**7. MAKING CONNECTIONS**

How did Muhammad’s teachings bring tribes together in Arabia?

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Fearing that Makkah was too dangerous for them, Muhammad and his followers fled to Yathrib. This became known as the Hijrah, which in Arabic means “breaking off relationships.” The Hijrah occurred in the year A.D. 622, later the first year of the Muslim calendar. Yathrib’s people accepted Muhammad’s message. Yathrib was renamed Madinah, which means “the city of the prophet.”

**The Islamic State**

In Madinah, Muhammad used his skills as a politician and religious leader. There, he laid the foundation for an Islamic state. He was able to convince Muslims to be loyal to Islam over their tribes. He helped people settle their disputes. When he died in A.D. 632, all of the Arabian Peninsula had become a unified Islamic state.

What Muhammad Did	
established the foundation for an Islamic state	applied Islamic laws to all areas of life and society
had the government of the state use its political power to uphold Islam	used laws to settle disputes among the people
required all Muslims to place loyalty to the Islamic state above loyalty to their tribes	formed an army to protect the Islamic state
expanded into new areas so that the entire Arabian Peninsula was part of the Islamic state	regained Makkah and made it a holy city of Islam

**Beliefs and Practices of Islam**

Islam, Judaism, and Christianity share some beliefs. They are all are monotheistic, for example. This means that Muslims, Jews, and Christians believe in one all-powerful God who created the universe. The followers of the three religions also believe that God speaks to people through prophets. Muslims believe that the prophets included Adam, Abraham, Moses, Jesus, and Muhammad. To Muslims, the last and greatest of all prophets is Muhammad.

**The Quran**

Muslims believe that Muhammad continued to receive messages from Allah for over 20 years. However, the messages were not written down until after Muhammad’s death. The writings became the **Quran**, which is the holy book of Islam. To Muslims, the Quran is the written word of God.

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**LESSON 1 SUMMARY, *continued***

The Quran provides guidelines for how Muslims should live. They should be honest and treat others fairly. They should respect their parents and be kind to their neighbors. According to the Quran, Muslims should not murder, lie, or steal.

Muslims are taught to obey the will of Allah, which means practicing acts of worship. These acts are known as the Five Pillars of Islam: belief, prayer, charity, fasting, and pilgrimage.

Islamic scholars have crafted a code of law called the **shari'ah**, which is based on the Quran. This code says Muslims may not gamble, eat pork, or drink alcoholic beverages. Another guide for Muslims to follow is the *sunna*. It describes customs inspired by Muhammad's words and deeds.

**8. MAKING INFERENCES**

Why would Islam have followers who were poor or enslaved?

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**REVIEW LESSON 1**

- Complete the chart to describe Muhammad's life and the foundation of Islam.

CAUSE	EFFECT
Muhammad was a successful merchant.	
	Muhammad had a vision, in which he was told to preach Islam.
	Wealthy merchants and religious leaders saw Muhammad's teachings as a threat.
Makkah became too dangerous for Muhammad and his followers.	
Muhammad was accepted in Yathrib and became its leader.	

- MAKING CONNECTIONS** On a separate sheet of paper, write a brief essay about the effect of Islam on the people of the Arabian Peninsula. How was their society organized before Islam? How was it organized when Muhammad came to power? Give reasons why the Muslim religion affected the way people lived.



## LESSON 3 SUMMARY

# Life in the Islamic World

SS.6.G.2.6, SS.6.G.4.1, SS.6.E.2.1, SS.6.E.3.1, SS.6.E.3.2, SS.6.W.2.3

## Daily Life and Trade

From the A.D. 700s until the 1400s, Muslim merchants were in control of trade throughout much of Asia and Africa. These merchants and their caravans traded from Egypt and Mesopotamia to far off China. Traveling on the Indian Ocean, merchant ships sailed to East Africa, India, and Southeast Asia.

From their homelands, Muslim merchants brought spices, cloth, glass, and carpets. When they reached their destinations, they traded these items for rubies from India, silk from China, and spices from Southeast Asia. When in Africa, Muslim merchants traded for gold, ivory, and enslaved people. They also sold crops such as sugar, rice, oranges, cherries, and cotton.

## Why Were Muslim Traders Successful?

There were several reasons Muslim traders were so successful. First, Muslims spread Islam and the Arabic language. As a result, Arabic became the language of business and trade throughout much of Asia and Africa. Another reason was that Muslim traders had coins to use for buying and selling. It was much easier to trade with money than by bartering for goods.

Finally, Muslim merchants were careful and kept detailed records of their business activities. These practices led to banking, a new industry. Merchants were greatly respected in the Muslim world for their trading skills and wealth.

## Muslim Cities and Farms

Cities began to grow throughout the Islamic world because of the increase in trade. Places such as Makkah, Baghdad, Cairo, and Damascus blossomed along the major trade routes. They quickly became centers of government, education, and culture.

## 1. MAKING CONNECTIONS

Recall what you have learned in previous chapters to answer the following questions.

a. Compare the role of currency (money) in Greek and Muslim trade practices.

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b. How were the social positions of merchants different in early Chinese and Muslim societies?

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LESSON 3 SUMMARY, *continued*

**2. SPECULATING**

How might the physical landscape in Muslim cities have affected the size of streets?

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In Muslim cities, the streets were often narrow and squeezed between many tightly packed buildings. The most important of these buildings were mosques and palaces. A mosque is a Muslim house of worship. Throughout Muslim cities, mosques also were used as schools, courts, and centers of learning.

All Muslim cities also had a **bazaar**, or marketplace. Bazaars were full of shops and stalls where goods were sold, like the malls of today. Local and imported goods from all over the world were sold at bazaars. To protect merchants and customers from the hot sun, bazaars were often covered. If travelers got hungry or tired, they could find food and a place to rest at nearby inns.

While cities were important trade centers, most Muslims lived in villages and farmed the land. However, farming was difficult because the climate was dry and there was little rainfall. Farmers had to rely on irrigation to water their crops. They grew crops such as wheat, rice, beans, cucumbers, and melons. Farmers also planted orchards to grow almonds, apricots, figs, and olives. Another crop was flowers which were used in making perfume.

**3. MAKING CONNECTIONS**

What rights did enslaved people and women have in Muslim civilization that they did not have in early Roman civilization?

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While some Muslim farmers owned small farms, wealthy landowners had the best land. These people had large estates. They hired farmers from villages or used enslaved people to farm their land.

**How Was Muslim Society Organized?**

Muslim society was divided by power and wealth. The people with the greatest power were government leaders, landowners, and wealthy merchants. Artisans, farmers, and workers came next. The lowest group was made up of enslaved people.

Slavery was common in the Muslim world, just as it was in other civilizations. As in other civilizations, many enslaved people were prisoners of war. However, enslaved people did enjoy a few rights under Islamic law. Mothers and young children could not be separated, for example, and enslaved people could buy their freedom.

Similar to other civilizations, men were in charge of government, society, and business. Women were responsible for taking care of their families and households. Despite this division, women in Muslim society could own property, invest in trade, and inherit wealth. Some upper-class women were educated as well and were involved in the arts.

LESSON 3 SUMMARY, *continued*

## Muslim Contributions

The Arabic language was widely spoken, and made it easier to exchange goods and ideas across regions. In A.D. 830, the Abbasid caliph Mamun tasked Muslim, Jewish, and Christian thinkers with translating Greek, Persian, and Indian works into Arabic. This work was done at the House of Wisdom in Baghdad, which Mamun founded.

Throughout the A.D. 700s and into the 1400s, scholars living in Muslim lands preserved works from the ancient world. Although Europeans had lost some ancient Greek writings, scholars in Spain had translated some missing Greek texts into Arabic. Once translated into Latin, western Europeans were soon able to rediscover ancient Greek thinkers.

## Science and Mathematics

In Baghdad, astronomers studied the skies and created mathematical models of the universe. They were able to predict the sun’s eclipses and prove that the moon affected ocean tides. These early astronomers also gave many stars the names they still have today.

Another achievement of Muslim astronomers was inventing new uses for the Greek **astrolabe**. This was a tool that sailors used to navigate by the positions of the stars. Muslim scientists found it could be used to measure the distance around the Earth, and they confirmed that Earth is a sphere.

As a result of Muslim scientists’ work with metals, Muslims are thought of as the founders of chemistry. Al-Razi, a famous Muslim chemist, was the first scientist to label substances as animal, vegetable, or mineral, labels that are still used today.

In addition to science, Muslims studied mathematics. The Persian scholar al-Khwarizmi invented the branch of mathematics known as algebra. He and the Arab scholar al-Kindi borrowed the symbols 0 through 9 from Hindu scholars. These numbers became known as “Arabic numerals” as they were passed on to European thinkers.

## Medicine

Muslims also made important discoveries in medicine. Muslim doctors shared their findings and wrote about their work. The *Canon of Medicine* was published. It described how diseases spread and analyzed hundreds of medicines.

## 4. MAKING INFERENCES

Underline details about translation in Muslim society. What might be some benefits and drawbacks of the use of translations in historical research?

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## 5. PREDICTING CONSEQUENCES

Describe a potential consequence of each achievement listed.

Improved the astrolabe:

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Studied metals:

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Adopted number system:

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**LESSON 3 SUMMARY, continued**

**6. MAKING CONNECTIONS**

How did the religious beliefs of Muslims affect the art and architecture created in the Islamic world?

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**7. RESEARCHING**

Use the Internet to find images of the Alhambra and the Taj Mahal. In which cities are the buildings located? What are the features of each building?

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Medical Advances	Medical Practices
Muslim doctors found that blood circulates to and from the heart.	The first medical schools and pharmacies were created.
Muslim doctors diagnosed certain diseases.	Medical clinics were built to aid the sick.
The differences between smallpox and measles was discovered.	Doctors were required to pass a test before they could practice medicine in Islamic lands.

**Literature**

Muslims produced a rich literary tradition. The *Rubaiyat* is probably the best known work. Aladdin is one of the most famous characters from *The Thousand and One Nights*, also called *The Arabian Nights*. *The Arabian Nights* were based on Indian, Persian, and Arabian tales. Muslims produced many works of non-religious literature.

In addition to literature, Muslim scholars were also interested in history. One historian, Ibn Khaldun, wanted to explain historical events by finding cause-and-effect relationships. Khaldun was among the first scholars to investigate how geography and climate have affected human history.

**Art and Architecture**

In the Muslim world, art and architecture were inspired by Islamic beliefs and the variety of local cultures.

Art and Architecture in the Muslim World	
Art	Architecture
Forms of art were diverse because of the diverse cultures within the empire.	Cities had beautiful buildings with mosques and minarets.
Images of living creatures were not allowed because Islam forbade the worship of idols.	Palaces had central courtyards, porches, fountains, and pools surrounded by walls.
Designs were mixed with flowers, leaves, stars, and sometimes featured beautiful writing.	The Alhambra is a famous palace in Spain. The Taj Mahal is a tomb made of marble in India, and known as one of the most beautiful buildings in the world.

Cities such as Baghdad, Cairo, Damascus, and Istanbul had mosques and palaces. **Minarets**, or towers, were the most noticeable feature on these mosques. An announcer stands in these towers and calls Muslims to prayer five times each day.

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