

## Topic 11: The Islamic World and South Asia

### 610 - 1550

**Study Guide Directions:** Read the chapter in the textbook. Complete the sections as necessary. Each part assigned is to be completed to the best of your ability. It is good practice to **SELECTIVELY HIGHLIGHT** the key terms and key people, along with key places and/or dates, as you read, but not required. If the section is completed, it will receive a teacher's mark (remote students are to upload pictures of completed sections by time prescribed). If the section is incomplete the student will be marked with a LATE stamp. Students are expected to check work to the in-class review and make corrections/fill in blanks. Completed study guide, **on paper**, is turned in for a grade with the test. Missing Analysis questions -1, late stamps -5, missing whole sections at least -10. Missing blanks are points off at teacher's discretion depending on the quantity.

**Subject Specific Vocabulary:** oasis, nomad, prophet, revelation, Hijra, Quran, Sunnah, hajj, mosque, Sharia, caliph, Sunni, Shia, dynasty, Sufism, sultan, textile, Arabic numerals, calligraphy, maritime, Bhakti, bodhisattva

**Academic Vocabulary:** oppose, expand, interpret, submission, devotion, circumstance, emphasize, concept, adherents, advocated

**The Essential Question:** *How do ideas grow and spread?*

### Lesson 1: Origins of Islam, p449-452

#### LITERACY SKILLS: identify main ideas

#### 11.1.1 The Arabian Setting: *What impact did the environment have on life in Arabia?*

- \_\_\_\_\_ is a huge peninsula south of modern-day Iraq and next to the \_\_\_\_\_. With little \_\_\_\_\_ and no permanent \_\_\_\_\_, it is mostly \_\_\_\_\_. This limited its \_\_\_\_\_ as people depended on \_\_\_\_\_ for water. Surrounded on three sides by water, Arabian \_\_\_\_\_ traded with East Africa, India, and China while the \_\_\_\_\_ provided fertile soil for farming. To the north was the fertile lands of \_\_\_\_\_ and \_\_\_\_\_.
- ANALYZE IMAGES:** What does the photo tell you about the kinds of challenges people would face living in the Arabian desert? \_\_\_\_\_
- Some of the early Arab people were \_\_\_\_\_ while others were \_\_\_\_\_. Both belonged to \_\_\_\_\_ and worshiped many \_\_\_\_\_ and \_\_\_\_\_. The nomads were called \_\_\_\_\_, lived in the desert, herded sheep, goats, and camels from \_\_\_\_\_ to \_\_\_\_\_. Sedentary Arabs were \_\_\_\_\_ and \_\_\_\_\_ who settled along trade routes. Settlers, including \_\_\_\_\_ and \_\_\_\_\_, were attracted to trade towns in the \_\_\_\_\_ where \_\_\_\_\_ was the largest town and trade center. 570, \_\_\_\_\_ was born, the first person to preach the religion of \_\_\_\_\_.

#### 11.1.2 The Rise of Islam: *What role did Muhammad play in the development of Islam? Why was Muhammad's move from Mecca to Medina important?*

- \_\_\_\_\_ are people who practice Islam and \_\_\_\_\_ is their prophet. He was born in \_\_\_\_\_, a religious center with the \_\_\_\_\_ shrine that attracted thousands of visitors.
- Orphaned young and raised by relatives, at 25 he married the wealthy widow \_\_\_\_\_ and prospered in business. Seeking to escape greed, corruption, and violence, he went to a cave to \_\_\_\_\_ when in 610 the angel \_\_\_\_\_ appeared and told him to \_\_\_\_\_ a message from God. Gabriel brought many messages that were to be \_\_\_\_\_ by Muhammad and his followers and later written into the \_\_\_\_\_, Islam's holy book.
- Preaching on the streets of Mecca, Muhammad to the \_\_\_\_\_ to worship only \_\_\_\_\_ God and \_\_\_\_\_ their behaviors. The \_\_\_\_\_ he received were from the same God who spoke to \_\_\_\_\_, \_\_\_\_\_, and other Judeo-Christian figures. Islam is called an \_\_\_\_\_ because of this connection, with Muhammad being the \_\_\_\_\_ prophet. He gained followers but other opposed him fearing loss of \_\_\_\_\_ and \_\_\_\_\_ as keepers of the \_\_\_\_\_. Persecution began.
- 622, Muhammad fled \_\_\_\_\_ for the town of \_\_\_\_\_ in an event that would be called the \_\_\_\_\_. He continued teaching and became a \_\_\_\_\_ and \_\_\_\_\_ leader. Soon, the \_\_\_\_\_

Muslims of Medina conquered the city of \_\_\_\_\_. 630, Muhammad returned to Mecca as ruler, banished the old \_\_\_\_\_, and rededicated the \_\_\_\_\_ as an Islamic holy site for pilgrimage. Muslims soon conquered and united the \_\_\_\_\_. The religion then spread across \_\_\_\_\_ and beyond.

**INTERACTIVE GALLERY: Geography of the Arabian Peninsula**

**EXPLORE:** Select each image to learn more about the geography of the Arabian Peninsula and how it influenced the lives of the people who lived there.



← end WH 11.1

**Lesson 2: Beliefs of Islam, p453-457**

**LITERACY SKILLS: summarize**

**11.2.1 What Are the Sources of Islamic Teachings?:** *What are the main sources of Islamic teachings?*

1. The \_\_\_\_\_ is Islam's holy book and source of teachings. It is a record of \_\_\_\_\_'s \_\_\_\_\_ to Muhammad over 23 years from 610 to his death in 632. The words were \_\_\_\_\_ to Muhammad and then to his followers who wrote them down after his death. It contains 114 \_\_\_\_\_ [called *surahs*] in verse form discussing many different topics in poetic style. As the word of God, Muslims recite the words and study the Quran in the original \_\_\_\_\_. It is still meant to be \_\_\_\_\_.
2. The \_\_\_\_\_ are the traditions of Muhammad that are the guidelines for living a proper life. It helps to \_\_\_\_\_ difficult parts of the \_\_\_\_\_. The Sunnah is based on people who \_\_\_\_\_ Muhammad, with a recording of his sayings and actions called the \_\_\_\_\_ - the written record of the Sunnah.

**11.2.2 Islamic Beliefs About God:** *What do Muslims believe about God and the afterlife?*

1. The principle belief of Islam is there is only \_\_\_\_\_, creator of the universe, the same that \_\_\_\_\_ and \_\_\_\_\_ worship. God is called \_\_\_\_\_, the Arabic word for "\_\_\_\_\_." Muhammad was God's \_\_\_\_\_ but was not divine. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and other figures are part of the same tradition.
2. *Islam* means "\_\_\_\_\_ " in Arabic and a \_\_\_\_\_ is one who has submitted to God's will.
3. Each person has a \_\_\_\_\_ that continues after the person dies and that choices between good and evil determine what happens to the soul after death. \_\_\_\_\_ are damned while the \_\_\_\_\_ are rewarded in \_\_\_\_\_.

**INTERACTIVE GALLERY: The Five Pillars of Islam**

**EXPLORE:** Click **PLAY** to learn more about the Five Pillars of Islam.

**11.2.3 What Are the Five Pillars of Islam?:** *What are the basic duties and rules all Muslims are expected to follow?*

1. Complete this chart by summarizing the bullet points:

|                 |            |  |
|-----------------|------------|--|
| <b>Shahadah</b> | BELIEF     |  |
| <b>Salat</b>    | PRAYER     |  |
| <b>Zakat</b>    | CHARITY    |  |
| <b>Sawm</b>     | FASTING    |  |
| <b>Hajj</b>     | PILGRIMAGE |  |

2. **ANALYZE CHARTS:** Which of these pillars do you think Muslims would consider the most important and *why*? \_\_\_\_\_

**11.2.4 Islamic Prayer, Pilgrimage, and Law:** *What are the basic duties and rules all Muslims are expected to follow?*

1. \_\_\_\_\_ and \_\_\_\_\_ are key to daily life of Muslims. \_\_\_\_\_ times a day, Muslims perform \_\_\_\_\_, bow, then kneel to pray while facing \_\_\_\_\_. A \_\_\_\_\_ is the house of worship where \_\_\_\_\_ and other religious activities take place. Its prayer hall faces \_\_\_\_\_. There may be a place for the \_\_\_\_\_ to give a sermon. The attached \_\_\_\_\_ tower is where a \_\_\_\_\_ sings the call to prayer. Muslims typically gather on \_\_\_\_\_.
2. Walking around the \_\_\_\_\_ is one ritual on the hajj. Muslims believe the Kaaba was built by \_\_\_\_\_ and his son \_\_\_\_\_ and connects Muslims to their religious history.
3. Daily life is \_\_\_\_\_ from religious life and proper living means following God's law as found in the \_\_\_\_\_ and \_\_\_\_\_. Known as the \_\_\_\_\_, religious scholars also use their judgment and knowledge to apply the \_\_\_\_\_ to new situations. 900s, \_\_\_\_\_ was fixed law in Muslim societies but in the 1800s parts began to be replaced based on \_\_\_\_\_ models while others were reformed.

**Primary Sources:** *The Sunnah*, p458

**FURTHER READING:** in addition to holy scriptures, writings about the life of a holy person or how religious people have lived help people of any faith to live better lives - this is why Catholics often look to the lives of saints

end WH 11.2 →



**Lesson 3: Expansion of the Muslim World, p459-466**

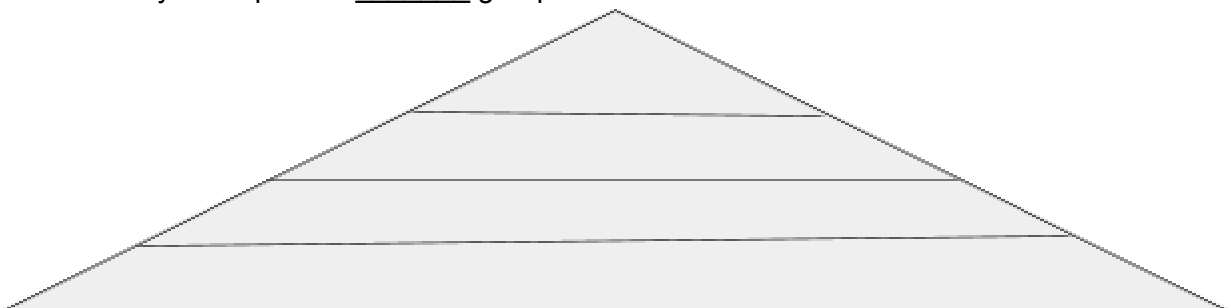
**LITERACY SKILLS:** sequence

**11.3.1 How Did Islam Spread?:** *Why was the Muslim empire able to expand so rapidly?*

1. Arab Muslim \_\_\_\_\_ conquered new territory, taking all of Arabia and turning towards nearby lands. The \_\_\_\_\_ dynasty ruled the \_\_\_\_\_ empire beginning in 224, rivaling \_\_\_\_\_ and threatening the \_\_\_\_\_ empire. They practice \_\_\_\_\_ but included Jews and Christians. 651, the \_\_\_\_\_ empire was conquered by Muslims who replaced the religion with \_\_\_\_\_.
2. Arab Muslim armies spread Islam to \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and much of the \_\_\_\_\_ empire. They went west to \_\_\_\_\_ and \_\_\_\_\_ and east into \_\_\_\_\_ and \_\_\_\_\_ with a large empire created by \_\_\_\_\_.
3. Islam spread \_\_\_\_\_ with \_\_\_\_\_ converting quickly but Egyptians remaining \_\_\_\_\_ for centuries. The \_\_\_\_\_ language spread with the religion. \_\_\_\_\_ carried the faith with them and \_\_\_\_\_ followed with many people in \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ converting to Islam.
4. The decline of the \_\_\_\_\_ and \_\_\_\_\_ empires helped Muslims to succeed in building a large empire in a short amount of time. Muslim warriors had \_\_\_\_\_ to win battles and the \_\_\_\_\_ to God. \_\_\_\_\_ of Jews and Christians also helped because conquered people were less likely to rebel. Many people converted for \_\_\_\_\_ or \_\_\_\_\_ power. Others wanted Islam's promise of \_\_\_\_\_. Islam also emphasized \_\_\_\_\_ and \_\_\_\_\_.

**11.3.2 What Was Society Like in the Arab Muslim Empire?:** *How did Islam develop and change after the death of Muhammad?*

1. Muslims society was split into \_\_\_\_\_ groups:



- The \_\_\_\_\_ and the \_\_\_\_\_ set up clear roles for men and women with \_\_\_\_\_ supporting families and conducting business in public and \_\_\_\_\_ staying home and having fewer rights. Overall, conditions \_\_\_\_\_ for women who had \_\_\_\_\_ equality with men.
- Muslims were tolerant of \_\_\_\_\_ and \_\_\_\_\_ and because of their sacred scriptures were respected and called “\_\_\_\_\_.” Though allowed to practice their faith and govern themselves, they paid a \_\_\_\_\_ and faced other restrictions. Followers of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ were treated harshly and attacked.
- ANALYZE IMAGES:** What does this tell you about life in Muslim regions? \_\_\_\_\_

### 11.3.3 The Caliphs: How did Islam develop and change after the death of Muhammad?

- \_\_\_\_\_, or “successors,” led Muslims after Muhammad died. Caliphs run a \_\_\_\_\_. Who would be \_\_\_\_\_ divided Muslims. Those wanting a skilled political leader supported \_\_\_\_\_ and became known as \_\_\_\_\_. A smaller group who believed only a relative of Muhammad could lead supported \_\_\_\_\_, Muhammad’s son-in-law, and were called \_\_\_\_\_.
- The first four Sunni Muslim caliphs were known as the “\_\_\_\_\_” and ruled from \_\_\_\_\_. 656, the fourth caliph was the Shia’s \_\_\_\_\_ who was assassinated in his fifth year.
- The \_\_\_\_\_ founded the first Muslim dynasty after the death of Ali and ruled from the city of \_\_\_\_\_. They conquered the \_\_\_\_\_ and \_\_\_\_\_ Empires. They expanded also through \_\_\_\_\_. 688, the caliph and the Byzantine emperor agreed to jointly rule \_\_\_\_\_. Arab \_\_\_\_\_ blended with others to create a distinct \_\_\_\_\_ civilizations.
- ANALYZE IMAGES:** What does the caliph’s picture on the dinar tell you about his importance in Muslim society? \_\_\_\_\_
- Converts to Islam often changed their \_\_\_\_\_ and their \_\_\_\_\_ along with other aspects of \_\_\_\_\_ culture while adapting local traditions. The \_\_\_\_\_ tradition of keeping women at home and covering hair in \_\_\_\_\_ was adopted by Arabs with the spread of Islam.
- ANALYZE DIAGRAMS:** What beliefs did Sunni and Shia Muslims share? \_\_\_\_\_ In what ways are they different? \_\_\_\_\_
- 750, the \_\_\_\_\_ family overthrew the Umayyads and moved the capital to \_\_\_\_\_ in present-day \_\_\_\_\_. Under the Abbasids, Baghdad became a center of a \_\_\_\_\_ of art, science, and learning with a blend of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and other Asian cultures. 756, \_\_\_\_\_ became independent under its own \_\_\_\_\_. Next, the \_\_\_\_\_ dynasty took control of \_\_\_\_\_ founding Al-Azhar University in \_\_\_\_\_.
- ANALYZE IMAGES:** What purpose did this building serve? \_\_\_\_\_
- 900s, nomadic \_\_\_\_\_ entered Muslims lands from Central Asia and became \_\_\_\_\_. Abbasids hired them as \_\_\_\_\_. 1250s, the \_\_\_\_\_ invaded and destroyed the city of \_\_\_\_\_ in 1258, killing the Abbasid \_\_\_\_\_ and ending the caliphate. \_\_\_\_\_ continued to spread Islam. \_\_\_\_\_ also spread.

### INTERACTIVE MAP: The Spread of Islam

EXPLORE: Select the squares to see how Islam spread from 632 to 1000.

### 11.3.4 Two Non-Arab Muslim Empires: How did Islam spread to multiple cultures and diverse empires?

- The \_\_\_\_\_ invasion ended the golden age of Islamic civilization but Muslim states continued with \_\_\_\_\_ dynasties led by rulers called \_\_\_\_\_.
- ANALYZE IMAGES:** Based on this image, what were some reasons the Ottomans were able to break through Constantinople’s defenses? \_\_\_\_\_
- The \_\_\_\_\_ lasted into the 1900s in \_\_\_\_\_, present-day \_\_\_\_\_. It was founded in the 1300s by \_\_\_\_\_. The \_\_\_\_\_ had attacked the \_\_\_\_\_ empire, capturing most of \_\_\_\_\_ and taking \_\_\_\_\_ in 1453. They then took lands in southeastern \_\_\_\_\_, \_\_\_\_\_, and northern \_\_\_\_\_. The use of elite soldiers known as the \_\_\_\_\_ corps strengthened the empire.
- 1500s, the \_\_\_\_\_ empire of \_\_\_\_\_ rose up. Persians had converted to Islam but kept their own \_\_\_\_\_. They were \_\_\_\_\_ who claimed \_\_\_\_\_ as their ancestor - modern Persia,

present-day \_\_\_\_\_, is still Shia. Persian \_\_\_\_\_, architecture, \_\_\_\_\_, metalwork, \_\_\_\_\_, and mathematics all blossomed.

### Analysis Skill: Construct a Timeline, p467

PERSON REALIZE: sequence

1. Write the four steps to relate events in time:

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

2. Watch the video on 21st Century Skills on Pearson Realize.

3. Using the information at the bottom of the Analysis Skill page, answer the questions as assigned.

end WH 11.3 →



## Lesson 4: Achievements of Islamic Civilization, p468-474

LITERACY SKILLS: identify cause and effect

11.4.1 **How Did Cities and Trade Grow?:** *What impact did trade and the growth of cities have on Islamic civilization?*

- \_\_\_\_\_ continued to maintain Islamic civilization after empires fell. By 1000, cities like \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ as well as \_\_\_\_\_ and Spain's \_\_\_\_\_ all thrived. \_\_\_\_\_, Egypt was a hub of trade goods to and from the \_\_\_\_\_ and was also situated on \_\_\_\_\_ trade routes. \_\_\_\_\_ became a world center for \_\_\_\_\_ attracting scholars from all over. \_\_\_\_\_ and \_\_\_\_\_ helped to supply these cities. \_\_\_\_\_ became valuable goods, including \_\_\_\_\_ from Egypt and \_\_\_\_\_ from Persia. \_\_\_\_\_ were produced in Damascus and leather goods in \_\_\_\_\_.
- \_\_\_\_\_ made Muslim lands a center for trade as they held territory in a location that linked \_\_\_\_\_ continents by land and sea. Small sailing ships, \_\_\_\_\_, sailed down to Africa and over to India. Land merchants traveled by \_\_\_\_\_ using routes like the \_\_\_\_\_. In addition to goods, \_\_\_\_\_ and \_\_\_\_\_ spread on trade routes, such as the Chinese \_\_\_\_\_ and making \_\_\_\_\_.
- ANALYZE CHARTS:** What do you think were some possible effects of the exchanges at Cairo? \_\_\_\_\_
- Urban merchant life centered on the \_\_\_\_\_, or "marketplace." Muslim society \_\_\_\_\_ merchants and many had \_\_\_\_\_.

### 3-D MODEL: The Dome of the Rock

**EXPLORE:** Drag your cursor across the image to explore the Dome of the Rock. Then, on the second toggle, select the images to learn more about the different areas of the Dome of the Rock.

11.4.2 **Achievements in Philosophy and Medicine:** *How did Muslim rulers encourage learning, science, and mathematics?*

- \_\_\_\_\_ and \_\_\_\_\_ were built in cities where \_\_\_\_\_ could study and exchange ideas while working with \_\_\_\_\_ and \_\_\_\_\_ scholars and studying other cultures. They \_\_\_\_\_ ideas and created \_\_\_\_\_ works.
- \_\_\_\_\_ was a philosopher and scholar who studied \_\_\_\_\_ and other Greeks, combining Islamic \_\_\_\_\_ with Greek \_\_\_\_\_.
- Muslim doctor \_\_\_\_\_, also known as \_\_\_\_\_, was a Persian physician who wrote many books on medicine, philosophy, and other topics. His medical \_\_\_\_\_ published in 1025 was the standard medical text in \_\_\_\_\_ for hundreds of years.

**11.4.3 How Was Literature Important to Islamic Culture?:** *What were the main characteristics of Muslim arts and literature?*

1. \_\_\_\_\_ spread through religion as many learned to read to study the \_\_\_\_\_.
2. **Read “History and Geography,” “Folk Tales,” and “Poetry” and take notes on literature:**

|             |  |
|-------------|--|
| Ibn Khaldun |  |
| Ibn Battuta |  |
| folk tales  |  |
| poetry      |  |
| Rumi        |  |

**11.4.4 Advances in Mathematics and Astronomy:** *How did Muslim rulers encourage learning, science, and mathematics?*

1. Arab mathematicians used the \_\_\_\_\_ based on \_\_\_\_\_ numerals which included the concept of \_\_\_\_\_. Muslim mathematician \_\_\_\_\_ introduced \_\_\_\_\_ to Europe and made advances in \_\_\_\_\_.
2. Astronomers built \_\_\_\_\_, created star and planet \_\_\_\_\_, measured the size of the \_\_\_\_\_, and developed precise \_\_\_\_\_.
3. **ANALYZE IMAGES:** What tools are they using? \_\_\_\_\_

**11.4.5 Islamic Traditions in Art and Architecture:** *What were the main characteristics of Muslim arts and literature?*

1. Islam opposed the worship of \_\_\_\_\_ and so discourages art that includes \_\_\_\_\_ or \_\_\_\_\_. Decorative arts are seen in colorful \_\_\_\_\_ and woven \_\_\_\_\_ and \_\_\_\_\_ of mosques. The \_\_\_\_\_ is a pattern of curved shapes and lines resembling flowers or vines. \_\_\_\_\_ is the art of decorative writing often used to write verses from the \_\_\_\_\_ in books, on walls or tiles, or in textiles. 1300s, the new artistic age that developed in \_\_\_\_\_ was influenced by Muslim styles.
2. **ANALYZE IMAGES:** What common feature of Muslim architecture is seen here? \_\_\_\_\_
3. \_\_\_\_\_ and \_\_\_\_\_ were common in Muslim architecture. Influences came from \_\_\_\_\_ and \_\_\_\_\_ designs as well as \_\_\_\_\_ styles.

**Primary Sources: Ibn Khaldun, *The Muqaddimah*, p475**

**FURTHER READING:** historians have been recording events since the written word was invented; reading older historians reminds of of things we have “forgotten” or clue us in to how context and culture affected interpretation



← **end WH 11.4**

**Lesson 5: India After the Fall of the Gupta, p476-480**

**LITERACY SKILLS: use evidence**

**11.5.1 What Happened After the Fall of the Gupta Empire?:** *What happened to South Asia after the fall of the Gupta empire?*

1. 467, the \_\_\_\_\_ Empire began to decline leaving no strong power in northern \_\_\_\_\_ which divided into smaller states and kingdoms. Vulnerable to foreigners and rivals, \_\_\_\_\_ brought some stability.
2. The \_\_\_\_\_ of southern India spoke the \_\_\_\_\_ language instead of Sanskrit. They used \_\_\_\_\_ to expand their empire into much of Southeast Asia. While supporting the arts, architecture, and metallurgy many great \_\_\_\_\_ temples, sculptures, and bronzes were created. \_\_\_\_\_ across the Indian Ocean strengthened their power.



- During the Chola, Indian \_\_\_\_\_ and ideas spread usually through \_\_\_\_\_. Beside merchants, \_\_\_\_\_ and \_\_\_\_\_ traveled and shared ideas. South Asian ideas spread to \_\_\_\_\_, \_\_\_\_\_, and the \_\_\_\_\_.

4. **ANALYZE IMAGES:** How would you describe the architectural style of this temple? \_\_\_\_\_

**11.5.2 How did Hinduism and Buddhism Change Over Time?:** *How did the religions of Hinduism and Buddhism spread and change over time?*

- \_\_\_\_\_ and \_\_\_\_\_ had developed in South Asia and were spread throughout the region. 1600s, \_\_\_\_\_ spread in the form of \_\_\_\_\_ poetry and prose and stressed devotion to God in forms like \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ who were all part of one \_\_\_\_\_. Bhakti emphasized equality between \_\_\_\_\_ and \_\_\_\_\_ and among the \_\_\_\_\_. It put power in the hands of \_\_\_\_\_. It spread to northern India through the \_\_\_\_\_ -- \_\_\_\_\_ text and poets like \_\_\_\_\_ and \_\_\_\_\_.
- 600<sub>BC</sub>-AD 300, the concept of \_\_\_\_\_ changed as some Buddhist began to worship him as a \_\_\_\_\_. Originally \_\_\_\_\_ had been seen as a state of blissful peace but later it was viewed as a form of \_\_\_\_\_ in the afterlife. \_\_\_\_\_ developed in Central and East Asia, adding the idea that a person could become a \_\_\_\_\_ to help others reach nirvana.
- 630s, \_\_\_\_\_ arrived in India from China. After ten years he returned to China and spread \_\_\_\_\_ teachings throughout East Asia.

**11.5.3 Islam Arrives in India:** *How did the Muslim expansion lead to a new Indian empire and the rise of Sikhism?*

- AD 712, Arab armies occupied \_\_\_\_\_ into southern \_\_\_\_\_ but we fought off by \_\_\_\_\_ rulers in eastern Afghanistan and northern Pakistan for 250 years before giving up. AD 1000, Muslim \_\_\_\_\_ conquered the area.
- 1100s, Muslim \_\_\_\_\_ defeated the \_\_\_\_\_ armies and made \_\_\_\_\_ the capital of thier \_\_\_\_\_ and began to rule India. Muslim tradition changed the \_\_\_\_\_ while \_\_\_\_\_ ties were strengthened through trade networks. \_\_\_\_\_ merchants were allowed to control trade while \_\_\_\_\_ and \_\_\_\_\_ were destroyed and \_\_\_\_\_ banned. Late 1300s, \_\_\_\_\_ invasions weakened sultanate rule. \_\_\_\_\_ destroyed Delhi and rebellions followed.
- 1200s, many people migrated from \_\_\_\_\_ to \_\_\_\_\_ stimulating learning, art, and architecture. \_\_\_\_\_ and \_\_\_\_\_ advances were made under the Gupta while the \_\_\_\_\_ -- \_\_\_\_\_ numerical system was applied by Persian \_\_\_\_\_ -- \_\_\_\_\_.
- 1526, \_\_\_\_\_ and \_\_\_\_\_ overran the Delhi sultanate and under leader \_\_\_\_\_ founded the \_\_\_\_\_. Mughal rulers persecuted \_\_\_\_\_ and other non-Muslim faiths such as \_\_\_\_\_ and \_\_\_\_\_ until Mughal emperor \_\_\_\_\_ advocated religious tolerance.

**INTERACTIVE MAP: Dynasties and Empires in South Asia**

**EXPLORE:** Select the boxes to learn about each empire.

**11.5.4 The Founding of Sikhism:** *How did the Muslim expansion lead to a new Indian empire and the rise of Sikhism?*

- 1500, \_\_\_\_\_ developed in India, influenced by both \_\_\_\_\_ and \_\_\_\_\_. It teaches both \_\_\_\_\_ and \_\_\_\_\_. The guru \_\_\_\_\_ founded Sikhism, opposed the \_\_\_\_\_ and the power of \_\_\_\_\_ elites, and criticized some \_\_\_\_\_ practices.
- \_\_\_\_\_, the Sikh holy book, is the final teacher and explains the three concepts of living \_\_\_\_\_ and \_\_\_\_\_, helping the \_\_\_\_\_, and devotion to \_\_\_\_\_ and \_\_\_\_\_. They fought the Mughal emperors and from 1801 to 1849 had a powerful kingdom in \_\_\_\_\_.

end WH 11.5 →



## Essay topics for test - your last test of 6th grade!:

- 😊 Islam as compared to Judaism and Christianity
- 😊 prosperous economies of Muslim empires
- 😊 India after the Guptas

IT IS EXPECTED THAT YOU WORK IN A FEW DETAILS/EXAMPLES FROM SUPPLEMENTAL READINGS OR VIDEOS! CAN USE ONE SHEET OF HANDWRITTEN NOTES as an aide on the test. This should be focused on preparation for the essay. This is what you will do in 7th grade. You may also still have your study guide, as that is what 6th grade can use... see that it's not scary to let go of the study guide,

## Visual Review

### Muslim and Indian Dynasties and Empires

| Dynasty/Empire                    | Date              | Capital                   |
|-----------------------------------|-------------------|---------------------------|
| Gupta Empire                      | 280–550           | Pataliputra               |
| Muhammad and his first successors | 632–661           | Mecca                     |
| Umayyad Caliphate                 | 661–770           | Damascus                  |
| Umayyad Caliphate in Spain        | 756–1031          | Cordoba                   |
| Abbasid Caliphate                 | 750–1258          | Baghdad                   |
| Delhi Sultanate                   | 1206–1526         | Delhi                     |
| Ottoman Empire                    | Late 1200s–1900s  | Constantinople (Istanbul) |
| Safavid Dynasty                   | Early 1500s–1700s | Isfahan                   |
| Mughal Empire                     | 1526–1800s        | Delhi                     |

### Key Ideas and Achievements of the Muslim World

