

Part I:

Teacher's Notes





INTRODUCTION

This unit is the seventh in a series of supplementary units for the social studies, grades K-12. The series is an effort to offer an accurate and critical treatment of Islam in those areas of the curriculum which deal with it directly, and to introduce it into areas where an understanding of the role of Muslims is an essential part of events. The series is motivated by the belief that "history" should be remembered because it makes sense and it is enjoyable, and that even young students should be introduced to skills and concepts of historical scholarship.

An important requirement in the design of this supplementary series is that each unit feature skills and concepts typical for the scope and sequence of the social studies curriculum in its grade level. Topics are similarly chosen for their close relationship to typical courses offered at or near their grade level. The units are intended to fulfill the classroom teacher's need for curriculum materials reflecting a high level of historical scholarship and student interest without long hours of teacher research and preparation.

PURPOSE AND PLACEMENT OF THE UNIT

This unit is intended to provide upper elementary and junior high school students with an introduction to Islam and the civilization which Muslims built.

The scope of the materials offered here make it possible to substitute them for typical textbook units on Islam and Muslims, which are generally inadequate and faulty in many ways. The guiding objective of this unit is that the students acquire basic familiarity with Islam's major tenets and the progress and contributions of Muslims who carried Islam onto the world stage. Its essential objective is to provide historical context to the emergence of Islam, and to deal with a broad range of historical issues surrounding the rise of Islam in an intellectually satisfying manner, by citing historical evidence.

Chronologically accurate placement of the unit is following the fall of the Western Roman Empire and its continuation as Byzantium. By placing units on Islamic, African and East Asian civilizations in random sequence, textbook treatments of world history often fail to show that civilizations outside of Europe contributed to gradual and interdependent global development toward the modern world. Civilizations of China, India, Africa and the Near East are fixed in students' minds as "also-rans" of history.

Current historical scholarship recognizes that Europe's Renaissance and later dominance would have been unthinkable without direct cross-pollination from other parts of the Old World. Over a period of more than a thousand years, Muslim rulers were a major factor in the political equation of the Old World. Islamic civilization was a crucible of technological and scientific knowledge from the known world up to its time. In trade, it formed a hinge between East and West. New studies are still uncovering evidence of influence on Europe from Muslim and other non-Western sources.



The terms "Islam" and "Muslim" are not interchangeable, and are often misused. In this unit, "Islam" refers to the set of religious beliefs and attitudes encompassed by the *Qur'an* and the example of Muhammad ﷺ. "Muslim" refers to the followers of Islam, and is used here as an adjective referring to social, cultural, political or economic institutions built by followers of Islam. In the literal sense, "Muslim" means a person who is at peace with Allah, or God, through obedience and submission to Him. Judgment on whether a person is Muslim rests with Allah alone. For a follower of Islam, it is a challenge and an aspiration.

The reason for not using the term "Islamic" to refer to institutions built by "Muslims" is that they have not always measured up to Islamic standards and ideals. This use of the terms is not entirely satisfactory, but they were chosen for the sake of simplicity. In his excellent and thorough study, *The Venture of Islam: History and Conscience in a World Civilization*, Marshall G.S. Hodgson uses the terms "Islamic" and "Islamicate" to make the same distinction more satisfactorily.

The confusion of terms has led to major misunderstandings by historians and students. For example, we have many books on "Islamic Art," in which some of the pieces shown contradict Islamic principles of non-representation of animate creatures. More important, the confusion of terms has led to condemnation of Islam itself for the mistakes of its fallible human followers. We strive to avoid this difficulty in the present introduction to Islam and Muslim civilization for young students.



This unit is prepared as an introduction to Islamic civilization for upper elementary and junior high school students. It may be used as a supplement to world history, civilizations, or world cultures studies at that level.

Chapter One begins by placing Arabia in historical context. Tracing the story of the caravans, the patriarch Abraham, and the city of Makkah, a brief account of Muhammad's ﷺ early life is given. Muhammad's prophethood is divided into two periods — 10 years of teaching in Makkah, and 13 years from the migration (*Hijra*) to Medina to his death in 632 C.E. Major tenets of Islam relevant to the individual Muslim and the community are described. The progress of Islam from persecution in Makkah to acceptance in the whole Arabian Peninsula is traced.

Chapter Two is a survey of the civilization built by Muslims as they tried to live up to the challenge of their Islamic beliefs and responsibilities. It is divided into four sections, each of which covers one aspect of Muslim activity.

- **Section 1** covers the expansion of Islam beyond the borders of the Arabian Peninsula. Major events, causes and means of expansion are summarized.
- **Section 2** focuses on the challenge of governing the lands by Islam. The problems faced by Muslims in ruling such vast and diverse lands are outlined. A brief chronological summary of ruling groups is provided together with discussion of their contributions.
- **Section 3** describes the preservation and spread of knowledge about Islam. It describes the development of the branches of religious sciences. It explains the efforts of legal scholars to establish consensus on the body of Islamic law, and to make Muslim rulers accountable. Technological and scientific accomplishments of Muslims from the 7th to the 16th centuries are cited. The section concludes with a discussion of cultural and scientific influence upon European civilization.
- **Section 4** illustrates 14th century Muslim urban culture by taking the student along on part of the famous 14th century traveler Ibn Battuta's journey.

Other features of the unit combine to give the students a solid impression of Islamic civilization. Accompanying Chapter Two, a videotape reinforces, illustrates and enriches material presented briefly in the text. The tape includes information on the spread of Islam, Islamic scientific activity, and the influence of Islamic culture in Europe. A set of worksheets reinforces concepts presented in the text and builds skill by encouraging students to work with and apply information. Maps are provided for orientation and explanation. Illustrations in the text are coloring book pages, which may be used for detailed picture study. Teaching suggestions, supplementary activities and a reference section are provided to guide discussion.



CHAPTER ONE:

Section 1:

1. The caravan route through Arabia was a source of important goods for the ancient world.
2. Cities developed along the caravan route when desert nomads settled and began to farm and trade.
3. Makkah, founded by patriarch Abraham, became important as a center of trade and place of religious pilgrimage.
4. Quraysh, the resident tribe in Makkah, became wealthy and powerful through trade and control of the Kaabah.

Section 2:

1. Muhammad ﷺ was born in 570 C.E. in Makkah, to the Quraysh tribe.
2. He was orphaned, lived with relatives, worked as a shepherd and travelled with his uncle's and Khadijah's caravans.
3. He was highly respected by his tribe for honesty and tact.
4. The wealthy widow Khadijah and Muhammad ﷺ married and had many children.

Section 3:

1. While he was staying in the cave at Hira', he received revelation from Allah.
2. The word for God in Arabic is **Allah**, **Islam** means submission to God, and a **Muslim** is one who submits to God's will.
3. Islam teaches that Muhammad ﷺ was the last prophet of many, including the prophets Ibrahim, Musa and Issa, among others.
4. Those who believed in Muhammad's prophethood and message were few at first, but gradually increased in number and strength.
5. The wealthy chiefs of Quraysh rejected Islam and persecuted the Muslims.
6. The Muslims did not give up their faith under persecution, and Quraysh failed to make Muhammad ﷺ stop teaching.
7. People from the city of Yathrib accepted Islam and offered protection to the Muslims of Makkah.
8. Muhammad ﷺ sent groups of migrants to Yathrib, Quraysh plotted to murder him, but he escaped to Yathrib.

Section 4:

1. Muhammad's migration, called Hijra, marks the beginning of the Muslim calendar.
2. Yathrib was renamed by the Muslims **Medinat Al-Nabi**, and it became home to the Muslim community.
3. Muhajirun ("migrants" from Makkah) were joined by Muhammad ﷺ in brotherhood with Ansar ("helpers" from Medina).
4. The first mosque was built and the call to prayer established.
5. The **Qur'an** was the message which Muhammad ﷺ received over a period of 23 years.
6. Muslims honor the **Qur'an** as revelation from Allah .
7. Rules for building personal and community life are contained in **Qur'an** and Muhammad's example.
8. Islamic rules became laws of the Muslim community at Medina.
9. Makkan Quraysh continued their efforts against the Muslims.
10. Muslims at Medina planned to resist Quraysh by disturbing their caravans.
11. Several battles ensued between Quraysh and its allies, and the Muslims and their allies.
12. The Muslims grew in strength and influence in Arabia.
13. A non-aggression treaty was made with Quraysh; it was broken, and the Muslims entered Makkah in strength without fighting.
14. Islam was established in the Ka'aba, Quraysh became Muslim, and most Arabian tribes accepted Islam.
15. Muhammad ﷺ made a final pilgrimage and farewell speech, and he died a short time later.
16. The Muslims and their leaders felt responsible for continuing Muhammad's work.

CHAPTER TWO:

Section 1:

1. Muslims built a civilization in their attempt to live up to Islamic standards and spread the faith.
2. **Jihad** means both "personal effort" and "fighting to defend Islam against persecution."
3. Freedom of religion did not exist long ago; people had to follow their government's religion or risk persecution.
4. Muslims fought to end persecution and guarantee religious freedom in order to spread Islam.
5. Islamic law introduced strict controls on fighting where none existed before.
6. The Persian and Byzantine Empires north of Arabia were weakened by fighting and discontented citizens.

7. Moving northeast and northwest, Muslim armies toppled both empires and established rule in the area from the Atlantic to China's borders by 750 C.E., or about 100 years after Hijra.
8. Muslims ruled in Spain for 700 years, until 1492.
9. Many people accepted Islam, while others continued to practice their beliefs in tolerance and safety.
10. Islam continued to spread slowly through the influential state, through learning and trade.
11. Islam is still spreading through the influence of migration and learning.

Section 2:

1. Early Muslim rulers faced problems of the lands' size (transport, communication) and diversity (geography, language, culture).
2. Muslims needed to establish just authority, representation and local government, laws, and structures to connect the lands.
3. The people's former experience made them expect royal government and behavior from the Muslim rulers.
4. The conflict between the challenge of ruling by Islamic ideals and the temptation of wealth and power created problems.
5. Arab Muslim government was accepted by people in the early state.
6. For 30 years, "Rightly-Guided **Khalifahs**" ruled selflessly and wisely according to Islamic principles.
7. After a period of difficulties (**fitnah**), Umayyad rulers formed a dynasty and moved the capital to Damascus, from 661-750.
8. Umayyads were strong rulers and organizers, but abandoned some Islamic ideals.
9. Abbassids unseated Umayyads, established a new dynasty from 750-945, and moved the capital to Baghdad.
10. Umayyads set up a separate dynasty in Spain.
11. Baghdad became a center of administration, trade and high culture and learning.
12. Abbassid rulers advanced civilization in many areas, but they abandoned Islamic principles of simplicity for imperial styles of rule.
13. Seljuk Turks and other groups opposed the later Abbassids, and the Khalifal state broke up into many smaller states.
14. Lack of unity in the Muslim state led to invasions and loss of territory.
15. Central Asian Mongol tribes invaded Europe and Asia in the 1200s, causing destruction and building a huge empire.
16. The Mongol empire broke up, most accepted Islamic beliefs and culture, and established Muslim governments.
17. Ottoman Turks established control over large areas of the Muslim lands from the 1300s to the 20th century.
18. The Ottoman state contributed to advancements in culture and military organization.
19. Scholars seek to safeguard and implement Islamic principles through careful study of **Qur'an**, **Sunnah** and other legal sciences.

20. Scholars establish **Shari'ah**, fundamental rules and standards for private and official behavior to unite Muslims and preserve Islamic ideals.

Section 3:

1. The spread of knowledge in Islamic civilization began with careful preservation and teaching about Islam.
2. The **Qur'an** is the most important source of knowledge about Islam, and Muslims made every effort to ensure its authenticity.
3. Muhammad's **Sunnah**, or example, is preserved in books of **Hadith** as the second important source of Islamic knowledge.
4. The spread of Islamic knowledge combined with the heritage of the Mediterranean, India and China to bring many advancements in science.
5. Muslim rulers encouraged and financed much scientific and literary work.
6. Muslim scientists were universal scholars who studied and wrote on many subjects.
7. Muslim works on mathematics, medicine, astronomy and other subjects were used and respected for centuries in the West and elsewhere.
8. Muslim learning spread among Muslim lands and on to Europe through trade, travel and the invention of paper books.
9. Spain and Italy were important routes through which Muslim learning spread to Europe and brought **Renaissance**. *(Note: This concept is merely introduced for later reference in the students' study of Europe.)*

Section 4:

1. The Moroccan **Ibn Battuta** was a world traveller for about 30 years during the 14th century.
2. Beginning with a pilgrimage to Makkah, he visited many lands and cities, travelling on foot, by caravan, oxcart, and ship.
3. Bazaars supplied people in Muslim lands with necessities and luxuries from Asia, Africa and Europe.
4. Cairo was a large city with many facilities for residents, travellers, students, merchants and traders.
5. Damascus and Jerusalem were important cities in the Muslim lands.
6. Makkah was a desert city far from other centers, but during the pilgrimage each year it came alive with people and goods from many lands.
7. Islam encourages people of many races and nationalities to mingle freely and fulfill their religious duties side by side as equals.
8. Baghdad was a trade hub where many land and sea routes converged.
9. Muslim trade routes covered the Mediterranean, the Sahara, the Arabian Peninsula, parts of Asia including the Silk Road, the Indian Ocean basin, and from the Spice Islands to China on the Pacific.
10. Many fruits and vegetables common in the West today were introduced by Muslim merchants.
11. Muslim seamen used compasses and astrolabes to navigate by the stars at sea.

12. They sailed in triangular-sailed ships, using seasonal monsoon winds to trade across the Indian Ocean.
13. Parts of India were ruled by the Mughals at Delhi.
14. Malacca was an important port on the passage to the China Sea; Islam had already spread there by the 14th century.
15. Muslim scholars, judges and other religious men and merchants were an international class at home in many lands.
16. The African Sahara contained important Muslim cities and trade routes which supplied two-thirds of the Europe's gold in the 14th century.
17. Ibn Battuta dictated the story of his travels, called the *Rihlah*.



MAP SKILLS: The student will:

CHAPTER ONE:

- Describe the geographic setting of Arabia.
- Trace the ancient incense trade route from Yemen to Egypt and Rome.
- Locate the Arabian Peninsula, Red Sea and Mediterranean Sea.
- Locate Makkah and Medina (Yathrib).

CHAPTER TWO:

- Locate Syria, Palestine, and the Persian and Byzantine Empires.
- Trace the Nile River, Tigris-Euphrates River, Persian (Arabian) Gulf, Indian Ocean, Arabian Sea.
- Outline (and name major regions of) Muslim lands around 750 C.E. and 1460 C.E.
- Locate other major lands and cities mentioned in the text.
- Trace trade routes used by Muslim merchants around the 14th century and list important products.
- Describe the geographic setting of the Muslim lands.

CONTENT OBJECTIVES: The student will:

CHAPTER ONE:

- Describe caravan trade along the incense route in Arabia.
- Define nomad, oasis and describe the desert tribes' culture.
- Trace the development of Makkah and list reasons for its importance before and after Muhammad's prophethood.
- Describe the Arabs' religion before Islam and compare it with Islamic beliefs and practices.
- Describe the chronological outline of Muhammad's life and trace the progress of the Muslim community from the beginning of Muhammad's mission to his death.
- Give the meaning of the following terms: Allah, Islam, Muslim, Qur'an, Hajj, Hijrah, Ka'aba, masjid (mosque).
- Name major groups and individuals who participated in the story of Islam.
- Define persecution and describe the conflict between Quraysh, Muhammad (pbuh), and the emerging Muslim community.
- Explain the significance of the **Qur'an** in Islam and outline important elements of belief and rules for community life.
- Explain the role of prophethood in Islam and the importance of Muhammad's example to Muslims.

CHAPTER TWO:

Section 1:

- Trace the spread of Islam in the first 100-200 years after Muhammad's death.
- List several ways in which Islam was spread.
- Define **jihad** and explain its significance in Islam.
- Describe the relation between religion and government long ago.
- List Islamic rules controlling warfare by armies and discuss application of these standards to past and present conflicts.
- Describe the role of trade in spreading Islam and locate areas into which Islam was spread through trade.

Section 2:

- List challenges faced by the early Muslim rulers after the rapid expansion.
- List elements of sound government over a large state.
- Explain the role of the original Arab Muslims in the new state.
- Name the "Rightly-Guided Khalifahs" and list characteristics of their rule.
- Discuss major political events in the progress of the Muslim state.
- Identify major ruling groups (Umayyad, Abbassid, Seljuk, Mongol[Mughal], Ottoman) and list characteristics of their rule.
- Compare characteristics of rule among the early community at Medina with that of later ruling groups.
- List major cultural achievements of each ruling group.
- List reasons for some Muslims' dissatisfaction with ruling groups and describe the action they took.
- Describe the work of Muslim scholars to establish Islamic standards for individuals and governments and its results beginning of Muhammad's mission to his death.
- Give the meaning of the following terms: Allah, Islam, Muslim, Qur'an, Hajj, Hijrah, Ka'aba, masjid (mosque).
- Name major groups and individuals who participated in the story of Islam.
- Define persecution and describe the conflict between Quraysh, Muhammad ﷺ, and the emerging Muslim community.
- Explain the significance of the Qur'an in Islam and outline important elements of belief and rules for community life.
- Explain the role of prophethood in Islam and the importance of Muhammad's example to Muslims.

Section 3:

- Describe the efforts of Muslims to preserve **Qur'an** and **Sunnah**.
- Explain how study of Islamic knowledge led to other sciences.
- List previous civilizations whose accomplishments contributed to Muslim learning and science.

- Discuss the role of translations and transmission of knowledge between various civilizations and list ways in which contact occurs.
- Identify some important Muslim scientists, writers and scholars and list their achievements.
- Compare the characteristics of civilization and cultural achievements of the Muslims with those of other civilizations studied (Egypt, Greece, Rome, China, etc).
- Trace the spread of Muslim scholarship, inventions and trade to Europe before the Renaissance.

Section 4:

- Identify Ibn Battuta and trace his itinerary on a map.
- Characterize the standard of living in major Muslim cities.
- Describe possibilities and conveniences for travel in Muslim lands during the 14th century.
- Describe Makkah during the pilgrimage and compare it to ancient Makkah before Muhammad ﷺ.
- List important trade goods which came from and through Muslim lands, trace trade routes and match them to forms of transport.
- List types of people who made up the class of international travelers in the Muslim lands and give reasons for their travel.
- Explain the significance of the mingling of Muslims from many lands, skin colors, cultures and religions and discuss probable outcomes and advantages.