

Part IV:

Teaching Suggestions & Enrichment Activities





The maps and illustrations that accompany the student text are designed as coloring book pages. They aid comprehension of the visual content by allowing the student to study them in detail. The illustrations provide clues to everyday life that are not included in the text, and may be brought out in classroom discussion as the illustrations are colored. Classes may produce a lasting reminder of their study by coloring the maps and illustrations and covers, reinforcing the cover pages with cardboard or plastic lamination, and binding the booklet with staples, rings or string.

1. Pre-Reading:

- a. Using selected verses from the Qur'an, discuss the importance of studying history for Muslims. Ideally, the students could search for such verses as an assignment, using a database or an index to the Qur'an. Have students write a paragraph or essay on the importance of studying the past for Muslims.
- b. Using a world wall map, orient the students to the location of lands where Muslims live today. To introduce the subject of Islamic History, brainstorm to see what information and impressions the students hold. Have a secretary list these ideas. During the course of the unit, these ideas can be tested against available information, and a final evaluation made as a concluding activity.

CHAPTER ONE, Section 1:

2. Assuming that the last unit studied was the Roman Empire, review the Western Roman empire after the barbarian invasions, and the Eastern Roman empire, with its capital at Constantinople, which lasted another 1000 years. To lead into the unit's introduction, explain that ancient Rome, Greece, and Egypt traded with Asian, African and Arabian lands. Burn some frankincense crystals or other incense from a Middle East specialty shop. Ask why it was an important product. On a world wall map, orient the students to places mentioned in the text, trace the ancient Arabian trade route. List other products which may have travelled on it [silk from China, cotton from India, spices, jewels, pearls, etc].
3. To illustrate the concept of **nomadism**, have the students draw a desert scene. Comparing impressions, discuss possibilities for life in the desert, how large a group could survive together, and what their diet, homes and clothing would consist of. Proceeding from desert vegetation, discuss why staying in one place to farm or raise animals would be impossible. Speculate how much land a tribe might need and what kind of conflict might arise with other tribes. What sort of entertainment might be available to people who must carry all their possessions with them? Then draw an oasis, and follow a similar line of discussion. Alternatively, have the class view slides or photos of desert and oasis.

4. Review the story of Makkah. Connecting with themes of nomadism and caravan trade, discuss how cities grow and develop where conditions are right. Note that Abraham is recognized as a prophet by Jews, Christians and Muslims. This theme will be picked up later. Students may expand on the story of Ibrahim, Hajjar, Ismael and the founding of Makkah, since it is relevant to Islamic rites of pilgrimage. Topics for discussion include concepts of tradition, change and idol-worship (why statues and objects have been worshipped, and where this continues today). Additional reading for students includes *The Prophets* (Syed Ali Ashraf, UMO National Muslim Council of U.K., 1980) and *Children's Series: Stories of Some Prophets* (A.S. Hashim).

CHAPTER ONE, Section 2:

****NOTE:**** The sketch of Muhammad's life and the story of the early Muslim community is intended as an outline. The goal of this unit is to place the events of Muhammad's life and his prophethood in historical perspective. An exhaustive study of the Sirah would include a great deal more detail, and may certainly be undertaken in conjunction with this unit where time permits. It is recommended to combine this unit with such a cross-disciplinary unit on the Sirah Nabawiyah in Islamic Studies. Where this is not possible, it is suggested that students do outside readings on the Sirah from recommended readings, bringing the extra information into class discussions. Two such sources are *The Life of the Prophet Muhammad S.A.W.* (Safa Khulusi, UMO National Muslim Council of U.K., 1985), *Children's Series: Life of Muhammad*, (A.S. Hashim), *Muhammad the Great Prophet* (Iqbal Ahmad Azami), *Muhammad the Last Messenger* (Alia N. Athar) and *Stories of the Sirah* (Tasneemah and Abidullah Ghazi, IQRA Foundation).

1. Review the outline of Muhammad's biography. Explain that membership in tribe and family was extremely important in his culture. Not only the immediate family was important, but also the family in the past. Arabs kept long lists of their genealogy, or tribal ancestors, in memory. Muhammad ﷺ was born into a noble family; Abd Al-Muttalib was highly respected as one of the chiefs of the tribe. It was clear that he enjoyed special favor from Allah, since he was chosen to find the treasure and Zamzam. Abu Talib, though not wealthy, was also influential, and later offered protection to Muhammad ﷺ, though he did not accept Islam. Being an orphan was a great disadvantage in a tribal system. People not attached to one of the important tribes could expect no protection unless they were adopted as "clients" of a tribe. Explain how this relates to the discussion on desert survival and nomadism. (Survival depended upon the group, and the group depended upon its traditional rights to certain grazing lands. It would be very difficult to survive without the family.)

CHAPTER ONE, Section 3:

1. As a pre-reading activity, have the students write about time they like to spend alone, favorite places for it, and things they sometimes think about. Discuss Muhammad's retreat from everyday life and his reasons for seeking solitude. To expand on the con-

cept of prophethood, you may wish to elaborate on the stories of prophets both within and outside the Judeo-Christian-Islamic tradition. Make a working definition of prophethood, its purpose according to different belief systems. Discuss the story and the content of the first message, the first five verses of Surat 'Iqra. For additional information and reading, see bibliography.

2. Define and discuss persecution. Ask why certain members of Muhammad's tribe may have accepted him readily and why the chiefs resisted. Challenge the students to give reasons for taking aggressive measures against individuals or groups because of their beliefs. Identify and analyse examples of persecution from history. They may be reminded of persecution of Christians by the Romans, or of persecution during the days of political/religious struggle in the Byzantine Empire. Most familiar to the students may be religious persecution of various Christian groups in Europe which led to the pilgrims' settlement of Plymouth, Massachusetts and other colonies. Discuss religious persecution in today's world, the forms it takes, its purposes, and specific incidents.

CHAPTER ONE, Section 4:

1. Review events leading to migration of the Muslims, and finally Muhammad ﷺ, to Medina. Why could they no longer continue living in Makkah? [For more detail on the actual migration, see bibliography.] Discuss the task which faced Muhammad ﷺ as leader of the community at Medina. Explain that various tribes resided there, not all of whom were Muslim. It was important for Muhammad ﷺ to reorganize the community and establish it on a new basis of brotherhood, cooperation and tolerance. This meant that the tribe would become less important — a revolutionary change in their thinking. The partnership or brotherhood between Ansar and Muhajirun is significant for these reasons, in addition to material assistance for the impoverished migrants.
2. The community at Medina provides an opportunity to discuss citizenship and law. Have the students contribute to a chart on posterboard. Using any practical format, (1) generate a list of requirements for a prosperous, peaceful community. (2) List areas of community life which require cooperation and rules to keep order and justice (examples: family life, marriage, inheritance; buying and selling; work and workers; crime and other harmful things; relations with outside communities) (3) Write a list of laws which would cover the areas in the second part and bring about conditions listed in the first category. In this light, discuss the Islamic concept of building a society based on a unified system of personal, social and public rules. (For follow-up and extension of this activity, see Activity # 2, Chapter 2, Section 2.)
3. Discuss traditions and how they arise. Why are deep-rooted traditions so difficult to change, even when they no longer fulfill a constructive purpose? Discuss some traditions or customs to which people cling. What forces can make them change? Why

was Muhammad's community willing and able to change rapidly? Do we have some traditions or customs today which are not healthy in the Islamic view?

4. Students may be assigned reports or projects on specific battles and campaigns. Not all are named or discussed in the text; each has fascinating stories of the companions and events which will interest the students. Review the sequence of conflict between the Muslims and their adversaries of Quraysh. [For more detail on individual episodes of the conflict, see bibliography.] Some students may be interested in military history and making models of battlefield layouts special reports. Discuss why the Muslims wanted a treaty and why Quraysh resisted. Explain that when the treaty was finally made, its terms seemed to favor Quraysh so much that the Muslims were amazed that Muhammad ﷺ had agreed to it. But events bore him out, since it forced Quraysh to recognize the Muslims as a group to contend with, gave them legitimacy, and allowed the message to spread freely. Discuss why Muhammad ﷺ granted Quraysh pardon after years of battle and persecution.
5. Play a game to identify the sequence of famous battles, the year in which they took place, and other facts. One possible game is "Concentration," in which facts or names of battles or persons are written on cards and arranged in a square of 9, 16 or 25 cards. The cards are then covered with numbered cards. The leader or teacher reads identifying information, and the students search, at random at first, for the matching information by calling out numbers and having an assistant uncover the card until the match is found. Once it is found, the card is left uncovered; if the match is incorrect, the card is covered again. The game continues until all the cards have been uncovered. This activity may also be used to review information on the spread of Islam, important battles and scientific contributions in Chapter 2.

CHAPTER TWO, Section 1:

1. **Pre-reading:**
 - a. Call attention to the fact that the guiding theme of this chapter is to see how Muslims lived up to and applied the example set by Prophet Muhammad ﷺ. As they read Chapter 2, students may keep a chart with two columns, recording in column #1 what they feel are positive achievements of Muslim civilization and recording in column #2 negative actions and trends.
 - b. Using the map on p. 50 of the text and a classroom map, orient the students to the area under Islam after Muhammad's death. Identify and characterize surrounding lands (Byzantium, Persia, Egypt, etc.) by reviewing information from past units. Identify geographic barriers which surround the Arabian Peninsula.
2. Review **persecution**. Discuss the Arabic word **jihad**, its significance as inner struggle to achieve personal goals and as regrettably necessary action to counter persecution. List Islamic controls on military action and compare these with some points from the Geneva Accords. Discussion may arrive at the subject of terrorism. Islamic restrictions

on any type of military action represent a clear condemnation of terrorism. [Terrorism is not an invention of self-styled "Muslims," but an ancient tactic. The term "holy war" is also not unique to Islam. Clearly stated standards for warfare were not achieved elsewhere until the Geneva Accords.]

****NOTE**** Since the word **jihad** has entered popular vocabulary in connection with Middle East conflict, it is important to clarify its proper meaning and context in Islam. The role of military conquest in the spread of Islam has been misunderstood and misrepresented. In light of historical events, it is illogical to maintain that the bulk of conversions to Islam took place under threat of death. First, vast lands converted by force would hardly have remained docile enough to be controlled by a minority group of Arabs. Second, such conversions would hardly have been lasting or deep enough to produce a cultural flowering. Third, the theory of conversion by force does not explain historical evidence like the continuous presence of Christian sects which suffered persecution under the Byzantines, of the Coptic Church in Egypt, and the continuous presence of Sephardic Jews in the Middle East throughout Islamic history. It is well known in Jewish scholarship that Judaism experienced a flowering after Islamic rule ended the insecurity of persecution under Persians, Romans and Byzantines. The principle of religious tolerance is firmly rooted in Qur'anic doctrine and Muslim practice. Isolated exceptions should not be mistaken for the rule. [For further research on this topic, see bibliography.]

3. At this time you may wish to view the filmstrip set, part 1, "The Spread of Islam," which adds more detail for reinforcement and enrichment.
4. Ask the students to list ways in which civilizations come in contact with each other. Have them visualize journeys, conversations, sightseeing, and other activities which bring about influence among different cultures. What things (influences) can convince a person to adopt another's way of life, ideas, inventions, and religion? List these factors.
5. Using the map on p.52 and a wall map, trace the expansion of the Muslim lands; compare these with countries in the modern world, identifying lands with contemporary Muslim populations.

CHAPTER TWO, Section 2:

1. Continue Activity #5, Chapter 2, Section 1, using physical relief, vegetation and climate maps to explore geographic features of the expanded state. Recall civilizations, languages, and religions on these lands. Mention outcomes of other unifying conquests (Alexander, the Romans, etc.) to explain cultural layering.
2. Return to Activity #4, Chapter 1, Section 4. Review chart on community government. Add posterboard, extending the chart to include government of a large state. Discuss challenges and obstacles, and some means for joining lands under just rule.

At this time you may wish to have the students role play through "point of view" writing project on Worksheet # 5.

3. Identify Muslim ruling groups and place in chronological order. [Students may want to play another round of "Concentration."] In analysing their achievements and changes in the nature and style of rule, discuss conclusions from the previous activity. Analysis is limited by the amount of information which can be presented at this level. The text presents a brief summary of the tone and some achievements by each group. Time permitting, the teacher may wish to supplement this information through his/her own research or student reports on individual rulers or ruling groups. Children's literature on these topics includes *The Rightly-Guided Khalifs* (Safa Khulusi and S. Al-Dabbagh), *Al-Khulafah Al-Rashidun* (A. S. Hashim), *Devoted Companions* (A.S. Hashim), *The Heroes of Islam Series* (Prof. Fazl Ahmad), *The Muslim Heroes Series* (Mahmoud Esmail Sieny), and *Umar Bin Abdul Aziz* (S. Zakir Aijaz).

CHAPTER TWO, Section 3:

1. It is important to have the students clarify the process by which the Qur'an and the Hadith came to be set down in writing. Particularly impressive is the fact that its transmission over the generations has been secured by a double mode: it was memorized and recited under careful conditions, and it was transmitted as a written document from the beginning. The Hadith literature was similarly collected. It is interesting that the Qur'an was transmitted by means of the highest grade of transmission, namely, by a large number of people in the first generation, to a large number in the second, and so on. By contrast, the lowest grade involves transmission of a text from only one person in the first generation through a single chain of persons.

As part of the discussion, students should be introduced to the development by early Muslims of a system for transmitting information about the Qur'an, Arabic language, the Sirah and Islamic history. For the teacher's information, the book by A.A. Duri, listed in the reference section, is very useful; Chapter 1 describes Muslim scholarly activity in the first three centuries.

Finally, students should note the way in which the collected information was systematized and developed into the branches of the religious sciences.

****NOTE**** To bring the discussion to modern times, have the students compare and contrast modern methods for verifying history and people's words with techniques available in the early history of Islam.

2. A major theme of Islamic history is the dialogue between high ideals and Islamic principles and Muslim leaders' attempts to implement or avoid them. This dialogue is reflected in the title of Marshall G.S. Hodgson's *The Venture of Islam: History and Conscience in a World Civilization*. To bring this concept closer to the students' experience, it may be useful to present the parallel case of the United States' ongoing attempt to implement the high ideals of its Constitution for comparison and contrast. Referring to the early community at Medina, and the first four Khalifahs, explain why

The Qur'an and Muhammad's example have the force of law for Muslims. Efforts of scholars mentioned at the end of Section 2 were similar to those of the Constitution's framers and Supreme Court justices, though they were working largely outside of official auspices, and often in some type of opposition. Many of the principles embodied in the U.S. Constitution have parallels in Islamic law. In many respects, of course, Islamic Shari'ah has yet to be fully implemented in time and space.

****NOTE**** This is an excellent time to revisit the discussion on the uses of the study of history among Muslims. Islam teaches that the value and importance of historical study is to take the measure of the past, to see what became of people who lived before our time. It is of the utmost importance to the development of Islamic values and character that a balance be achieved between extolling the virtues of Muslim civilization and honest criticism of Muslims' failings. One of the most difficult tasks for students of history is evaluation of the extent to which the scholarly tradition influenced Muslim states at various times. [For further information, see bibliography.]

3. **ART PROJECT/ART HISTORY:** Show examples of Arabic calligraphy and geometric designs from books on Muslim art. Explain that Muslims refined the art of calligraphy for two reasons: first, Muslims honor the Qur'an as the word of Allah and like to decorate public and private spaces with inspirational verses. Second, Islamic principles forbid or strongly discourage representation of animate creatures. Calligraphic, geometric and arabesque designs were raised to a high art in Muslim civilization. Have the students experiment with combining letters into shapes and designs and/or learning some techniques of fancy lettering and illumination. Either English or Arabic alphabets could be used.
4. At this time you may wish to view the filmstrip "Muslim Science and Scholarship" for reinforcement and additional detail. For further exploration of the topic, the students may enjoy the skills activities on Worksheets #3 and #4, "Words from Arabic" and "Arabic Numerals."
5. **ART PROJECT/ HISTORY OF TECHNOLOGY:** Students enjoy making paper. The process combines scientific, historical and artistic dimensions. Most art teachers have expertise in specific techniques. How-To books show simple techniques for making paper. Museums have exhibits and demonstrations on papermaking, bookbinding, etc. ****If a project is not possible, show samples of parchment and various types of paper (perhaps also Egyptian papyrus, which was widely used in the Middle East long after the Pharaohs) from an art store. Discuss the technique and its origins in China, as well as the enormous importance of this invention for the spread of ideas and commerce.**
6. Review discussion from Activity #4, Chapter 2, Section 1 on cultural influence and contact among civilizations as a pre-activity for viewing the filmstrip "Muslim Influence in Europe."

CHAPTER TWO, Section 4:

1. This section introduces some skills needed for working with primary source material. Rather than quoting from the original, we preferred to sacrifice directness for a broader view of Ibn Battuta's world. The exercise printed in the text at the end of the section requires explanation of the term evidence (see KEY) so that students understand the task. It is intended to build reading comprehension and inference skills which can be applied in later units to actual primary source material.
2. To orient the students to trade routes which will be useful for later discussion of Europe's Age of Exploration, use the map on p.47. You may also wish to have the students do Worksheet #3, "Arabic Words in English," since many of the words are related to amenities of urban life.

Concluding Activities:

1. Use Worksheet #1, "Crossword Fun," and #6, "Time Line," for review. A file of test questions in various formats is provided for each chapter. Evaluation is recommended at the conclusion of Chapter One, after Sections 1 and 2 of Chapter Two, and at the conclusion of the unit.
2. Suggestions for final evaluation include a writing activity, roundtable discussion, current events or other project which would compare the students' impressions listed at the start of the unit with information gleaned through the study. (See Activity #1, Chapter 1, Section 1.)
3. A test question file is included with the unit. If the students have shared individual research with the class, it may be desirable to include extra credit questions on this research, or to hold the students responsible for a portion of the information from these reports or projects which was emphasized in class discussion. It is important to reinforce in the students' minds that the teacher is not the only source of information.

**Books:**

- Al-Mas'udi and His World*. Ahmad M.H. Shboul. London: Ithaca Press, 1979.
- Arab Administration*. S. A. Q. Husaini. Delhi: Idarah-I Adabiyat-I Delli, 1949.
- The Adventures of Ibn Battuta*. Ross E. Dunn, Berkeley & Los Angeles: University of California Press, 1986.
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- A History of Islam in West Africa*. J. S. Trimingham. Oxford: Oxford University Press, 1962.
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- Islamic History: a New Interpretation*. M. A. Shaban. Cambridge: Cambridge University Press, 1971.
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- The Rise of Historical Writing Among the Arabs*. A. A. Duri (transl. L. I. Conrad). Princeton: Princeton University Press, 1983.
- Storm from the East*. Robert Marshall. Berkeley: University of California Press, 1993.(with TV series)
- The Venture of Islam: History and Conscience in a World Civilization*. Vols. 1-3. Marshall G. S. Hodgson. Chicago: University of Chicago Press, 1974.

Articles:

- "Arabia's Frankincense Trail," T. J. Abercrombie, *National Geographic*, Vol. 168, No. 4, October 1985.
- "Damascus" and other features, *Ahlan Wasahlan* (Saudi Arabian Airlines Magazine), Vol. 7, Issue 7, October 1983.
- "Ibn Battuta: Prince of Travelers," T. J. Abercrombie, *National Geographic*, Vol. 180, No. 6, December 1991.
- "Science: the Islamic Legacy," *Aramco World Magazine*. Special World's Fair Edition. New York: Aramco Corporation.
- "Suleyman the Magnificent," Merle Severy, *National Geographic*, Vol. 172, No. 5, November, 1987.
- "The Middle East and the Age of Discovery," Paul Lunde, *Aramco World Magazine*, Vol. 43, No. 3 (May-June 1992).

Other Sources:

- The Alim Islamic Study Software*. (Computer Databases on Qur'an, Hadith, Fiqh, Biographies, Islamic History). I.S.L. Software Corporation, P.O. Box 90005, Houston, TX 77290.
- Fiqh Al-Sunnah*. Sayyid Sabiq. Cairo: Dar Al-Turath Al-Araby, 1958.
- The Holy Qur'an: English Translation of the Meanings and Commentary*. Revised and Edited by The Presidency of Islamic Researches, IFTA, Call and Guidance. Madinah: King Fahd Holy Qur'an Printing Complex, 1410 H.
- The Meaning of the Glorious Qur'an*. Marmaduke Pickthall. Makkah: Muslim World League, 1977.
- The Day the Universe Changed*. James Burke. TV Documentary Series.

CHAPTER ONE

Section 1:

1. What important product was carried by caravans through Arabia in ancient times?
2. How did the desert tribes survive in the harsh land of Arabia? What personal qualities did they need to have?
3. For what purpose did Ibrahim build the Ka'aba, and how did later generations change the Ka'aba?
4. What caused Makkah to grow and become a city?

Key

1. Incense was carried from Yemen through Arabia by caravan.
2. Desert tribes moved constantly with their animals among oases. They had to be loyal, generous and skilled and courageous in fighting.
3. He built it for worship of One God, and later generations filled the house with idols.
4. Many people came to visit the Ka'aba each year, and its water supply helped it become a caravan stop and trade center.

Section 2:

1. What was the name of Muhammad's tribe and where was he born?
2. Describe Muhammad's family situation as a child.
3. As a young man, what was his position in his tribe?
4. Who was Khadijah?

Key

1. He was born at Makkah into the tribe of Quraysh.
2. He became an orphan at the age of six, and lived with his grandfather, and later with his uncle.
3. Muhammad ﷺ was respected as an honest, wise man and a peacemaker.
4. Khadijah was a rich widow and caravan trader who asked Muhammad (pbuh) to marry her.

Section 3:

1. Why did Muhammad ﷺ visit the cave at Hira' each year?
2. What happened to Muhammad ﷺ in the cave that frightened him?
3. What is a prophet? What other prophets do Muslims also believe in?
4. Did Muhammad's family and tribe accept him as a prophet?
5. What did the leaders of Makkah do when the Muslims began to increase in number?
6. Who offered to help the Muslims? Where did Muhammad ﷺ send the Muslims?

Key

1. He wanted to think deeply about man's place in the world and get away from everyday life.
2. He told that an angel came to him and told him to recite words from Allah.
3. A prophet is a person who receives messages from Allah. Muslims also believe in Ibrahim (Abraham), Musa (Moses), Issa (Jesus) and many others.
4. His family and household accepted him, but most of his tribe did not.
5. They were persecuted, or made to suffer for their beliefs. They also tried to make Muhammad stop teaching.
6. People from the city of Yathrib offered Muhammad protection. He sent Muslims to live in Yathrib.

Section 4:

1. What event marks the beginning of the Muslim calendar? What is the date according to the Christian calendar?
2. In what way did the Muslims' situation improve at Medina?
3. Name the two groups in Medina who formed a brotherhood and what do their names mean?
4. Name the message which Muslims honor as Allah's word. How long did it take to complete the Qur'an?
5. List two laws of the Muslim community which came from the Qur'an.
6. Name two big changes which Islam brought to the Muslims' way of life.
7. Tell what each side, Quraysh and the Muslims, wanted to do that brought them to the point of war. Why?
8. What victory did the Muslims win without fighting? What did Muhammad do after he entered the city?
9. How far had Islam spread by the end of Muhammad's life?

Key

1. Muhammad's migration, or Hijra, to Yathrib (Medina) in 622 C.E. marks the beginning of the Muslim calendar.
2. They were able to practice Islam without persecution, and they began to build their community.
3. Muhajirun (migrants) and Ansar (helpers) formed a brotherhood.
4. The message is called the Qur'an, and it took 23 years to complete.
5. Answers vary.
6. Women were given rights; drinking wine and gambling were forbidden.
7. Quraysh wanted to stop the Muslims because they threatened their powerful position. The Muslims wanted a treaty so that they could spread the message of Islam without fear of attack.
8. An army of 10,000 Muslims entered Makkah without fighting. He forgave Quraysh and cleaned the idols out of the Ka'aba.
9. Most of the tribes in Arabia were Muslim, and letters had been sent to kings in the great empires.

CHAPTER TWO

Section 1:

1. Give an example of religious persecution long ago.
2. Why did Islam permit fighting?
3. Why did Muhammad place strict conditions on the Muslim armies?
4. List several reasons why the Persian and Byzantine Empires were weak.
5. From each of the following pairs, choose the land which came under Islamic rule first:
 - a. Palestine — Persia
 - b. India — Egypt
 - c. Southern France — North Africa
6. How long did the Muslims rule Spain? For extra credit, what other historical event happened in 1492?
7. Name three ways by which Islam spread to other lands.

Key

1. Answers vary.
2. Fighting was only allowed to defend against persecution.
3. He wanted to protect innocent people from harm and injustice, and he did not want the Muslims to fight for goods and land.
4. They had fought each other for a long time, they had spent much money in taxes, and their citizens were tired of war and persecution.
5. Palestine/Egypt/North Africa
6. Muslims ruled Spain for 700 years. Columbus discovered the Americas in 1492.
7. Answers vary (trade, books, migration, etc.)

Section 2:

1. List two problems faced by the rulers of the Muslim lands.
2. Why were Arabs the first rulers of the Muslim state?
3. What name was given to the first four Khalifahs, or successors to Muhammad's leadership? Why?
4. How is the ruler chosen in a dynasty and how is it different from the way the first four Khalifahs were chosen?
5. In what ways were the Umayyad and Abbassid Dynasties different from the early Khalifahs?
6. Which two groups of skilled soldiers from Central Asia accepted Islam and ruled over Muslim territories?
7. What was the name for the Mongol rulers in India?
8. What Muslim ruling group renamed Constantinople in 1458, and ruled until the 20th century?
9. Why did the Muslim scholars work to set a standard for Islamic laws and practices? On what did they base the standard?

Key

1. The lands had expanded to a large size very quickly, and those lands were very diverse in geography, culture, etc.
2. The Arabs were most familiar with Islamic laws and beliefs.
3. The first four Khalifahs were called "Rightly Guided," because they lived simply and ruled wisely, following Qur'an and Muhammad's example.
4. In a dynasty, a ruler chooses his son or other family member to follow him. The former Khalifahs had been chosen by the community from its best leaders.
5. Answers vary. They lived in palaces like kings; they were more distant from the people whom they ruled; they had many officials, etc.
6. Seljuk Turks and Mongols both became Muslim ruling groups.
7. The Mongol rulers in India were called Mughals.
8. The Ottomans renamed it "Istanbul" and ruled until the 20th century.
9. They wanted the people to hold their leaders up to high standards. They based the standard on *ilm*, or knowledge.

Section 3:

1. List the two most important sources of knowledge about Islam, in order.
2. List two things which Muslims did to preserve the Qur'an from changes.
3. Does Islam forbid Muslims to study science? Give reasons for your answer.
4. How did knowledge from other civilizations help science to flower in Muslim lands? Name the civilizations which contributed their knowledge.
5. Write three sentences which describe important contributions of Muslim scientists.
6. List three ways in which scientific knowledge and ideas spread from Muslim lands to Europe.

Key

1. The two most important sources are the Qur'an and the Sunnah, or example of Muhammad.
2. Answers vary. They memorized it while Muhammad was living; they collected it and wrote it down; they improved the system of writing Arabic, etc.
3. No, the Qur'an and Muhammad told the Muslims to seek knowledge about the natural world.
4. Knowledge from Persian, Greek, Roman, Indian and Chinese civilization was translated in the Muslim lands.
5. Answers vary.
6. Answers vary. Paper made books cheaper, so many people wanted them; merchants carried goods and ideas to other lands; scholars travelled to study in Muslim lands; books by Muslims were translated; [Italy and Spain were points of contact].

Section 4:

There are many clues in the Rihlah about life during Ibn Battuta's time. See if you can find evidence in the story that shows whether the following statements are true or false. Write T or F, and then list clues from the story which support your answer.

- ___ 1. Citizens of Cairo and other large Muslim cities enjoyed a high standard of living.
- ___ 2. Many centuries after the death of Muhammad ﷺ, Makkah had become a quiet desert town.
- ___ 3. Although there were no airplanes or automobiles in those days, many people travelled with ease over long distances.
- ___ 4. African countries were very poor at the time when Ibn Battuta visited them.
- ___ 5. Bazaars in Ibn Battuta's time were like shopping malls of today.

Key

Thoroughly explain this inference skills activity before beginning. The students may require definition of evidence and discussion on how to use "primary sources" to gather it.

Answers will vary.

- 1. True — Cairo was very large and had many tall buildings; there were hotels, hospitals and schools; cities had planned squares with fountains; citizens could buy many goods.
- 2. False — During the pilgrimage each year, Makkah was host to Muslims from many lands; pilgrims brought many goods to trade; although it was a desert town, its markets were full of all kinds of fruits and vegetables.
- 3. True — Many scholars and merchants travelled regularly; ships used compasses and astrolabes to travel as far as China; goods travelled over very long distances; there were hotels and caravanseries for travellers.
- 4. False — Ibn Battuta described African Muslim merchants in gold and other goods in East Africa; Mali supplied two-thirds of the world's gold then; Africans had busy ports and cities with castles and palaces.
- 5. True — The bazaar at Tabriz was covered and air-conditioned like our malls; a customer could buy everything he needed at a bazaar; bazaars offered rich goods from many lands for sale.

TEST QUESTION FILE — KEY

Chapter 1

Multiple choice

1. b
2. c
3. c
4. a
5. b
6. c

Who's Who and What?

- e - Abraham
- h - Yemen
- f - Quraysh
- b - Khadijah
- g - Muslim
- a - Allah
- d - Muhajirun
- c - Ansar

Thinking Questions (Answers vary. See text under Ch. 1 and Ch 2.)

Chronological Ordering

1. Muhammad ﷺ migrates to Medinah.
2. Muhammad ﷺ cleans idols out of the Kaabah.
3. Rightly-Guided Khalifahs rule for 30 years.
4. The Persian Empire falls to the Muslims.
5. Umayyad family rules Muslim lands.
6. Islam spread to China and Spain.

Basic Understandings About Islam

One; Allah; Arabic; submits to; Qur'an; Muhammad ﷺ; Sunnah; Moses, Jesus, Abraham, (etc.)

Science in Muslim Civilization

Answers may list names or specific contributions cited in text or video.

Mathematics: Al-Khwarizmi, Ibn Haitham, Al-Tusi, Ibn Sina

Medicine: Ibn Sina, Al-Zahrawi, Al-Razi, Ibn Rushd, Hunayn, surgery,

Astronomy: Ibn Sina, Al-Biruni

Geography: Al-Masudi, Al-Biruni, Al-Hdrisi

Navigation: compass, astrolabe, maps, Ibn Majid, Sulaiman Tajir

Name _____

WORKSHEET #1

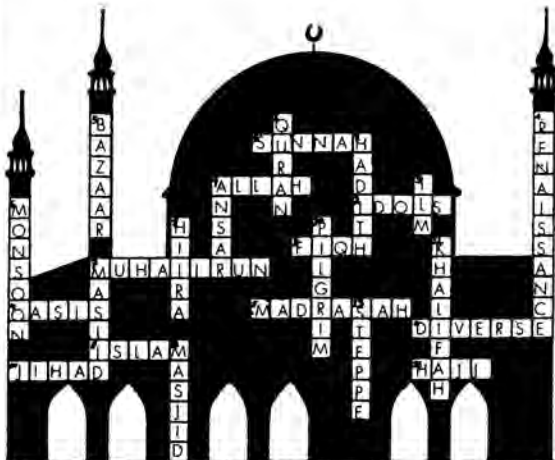
CROSSWORD FUN

DOWN

1. holy book of Islam
2. Muhammad's sayings & deeds
3. Arabic "knowledge"
4. European rebirth time
5. covered markets
6. seasonal winds
7. Arabic "prayer house"
8. migration of Muslims to Medina
9. name for Medinese helpers
10. visitor to a holy place
11. successor to Muhammad's office
12. same as #7 down
13. grassland

ACROSS

1. Muhammad's example, way of life
2. statues made for worship
3. practical guide for Muslims
4. watered, fertile desert spot
5. Arabic "schools or colleges"
6. differing or varied
7. name for Makkkan migrants
8. religion of "submission to God"
9. Arabic name of God
10. effort, defending the religion
11. pilgrimage to the Ka'aba



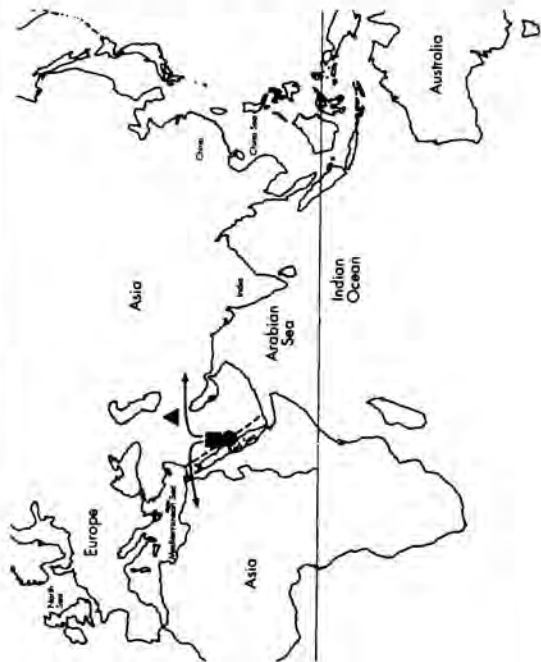
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Name _____

WORKSHEET #2

MAP SKILLS

Use the maps on pp. in your text to fill in the information on the map facing this page.



4. YATHRIB

7. CAIRO

Name _____

WORKSHEET #3

WORDS FROM ARABIC

There are many words in the English language which came from Arabic. Many of these words are names of products from Muslim lands. Others are scientific words, or terms from navigation and travel. Guess these "English-Arabic" words from the pictures and fill in the letter spaces with their names.



BANANA

CHECK



RACKET



SANDAL

GIRAFFE

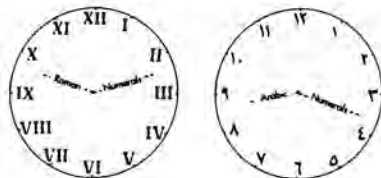


Name _____

WORKSHEET # 4

ARABIC NUMERALS

The number signs you use every day are called "Arabic numerals." The idea of using a separate symbol for each number from 1 to 9 was brought by Muslims from India in the 900s. Before these Arabic numerals came to Europe, Roman numerals were used. To find out which symbols are easier to use, practice using them by answering the questions below. By reading the numerals on the clocks below, you can figure out which number is which.



1. Write the symbol for three in Roman III and Arabic 3 numerals.
2. Write the number twelve in Roman XII and Arabic 12 numerals.
3. How do you think the number 15 is written?
in Roman numerals XV in Arabic numerals 10

The idea of using zero (0) to hold empty places in 10s, 100s and so on, was also brought by Muslims from India.

4. Write the number ten in Arabic numerals. 10

What symbol is used for zero? 0

5. Try writing these numbers in Arabic numerals:

One hundred 100 Forty-five 45

Can you do it in Roman numerals?

Modern Arabic numerals, above, are different from those that first came from Arabs. Those were like ours today. Arabic numerals are easy to use in arithmetic problems. Try solving these, using the clock above to help you remember the number which stands for each symbol.

$\begin{array}{r} \text{LXVII} \\ + \text{CLIX} \\ \hline \text{CCXXI} \end{array}$	$\begin{array}{r} \text{LXXXII} \\ + \text{MCCXIV} \\ \hline \text{MCCLIVVI} \end{array}$	$\begin{array}{r} 49177 \\ + 1072311 \\ \hline 1121488 \end{array}$	$\begin{array}{r} 935629 \\ + 121436 \\ \hline 1057065 \end{array}$
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WORKSHEET # 5

TIME LINE FOR MUSLIM HISTORY

