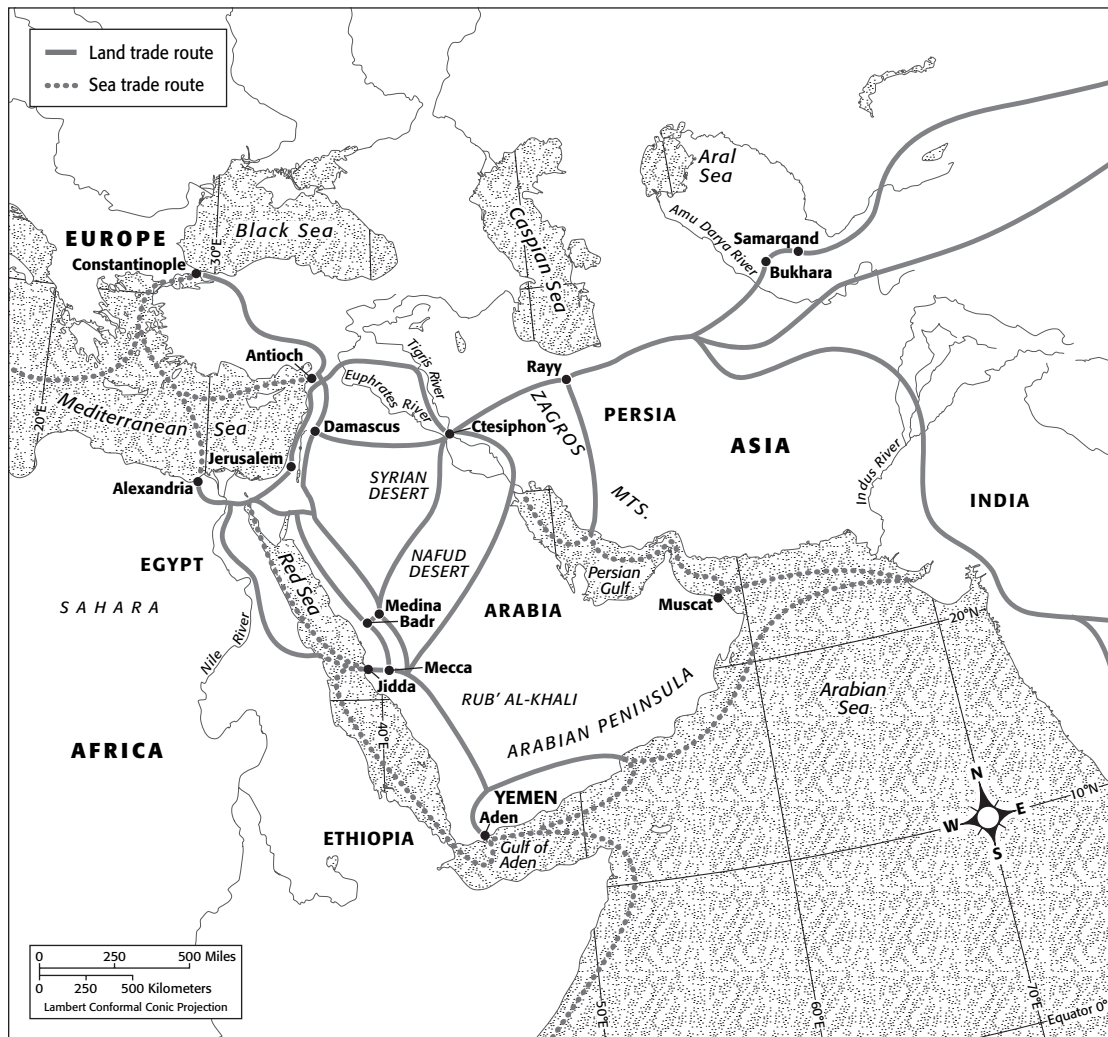


Arabia, AD 570

The Arabian Peninsula is located near the intersection of Africa, Asia, and Europe. This made it well suited for trade between all three continents. By AD 570, traders were using both land and sea routes to carry goods between all three continents.



MAP ACTIVITY

1. On the map, draw an X on the city that is located between a desert in Arabia and a mountain range in Persia.
2. Use a bright color to trace a sea trade route from India to Jidda.

3. Use a second bright color to trace a land trade route from India to Constantinople.
4. Use a different bright color to trace a sea and land trade route from India to Constantinople.

ANALYZING MAPS

1. Movement What is the shortest trade route between India and Constantinople: the land route or the land and sea route?

2. Place Which cities in Arabia were located on both a sea route and a land route to Europe?

3. Location What two deserts are found in Arabia?

4. Human/Environment Interaction Based on the map, what were some of the challenges traders traveling from Asia to Medina faced?

5. Compare/Contrast What two cities were on sea trade routes to Europe? How were they alike? How were they different?

Biography

KHADIJAH

WHAT DID YOU LEARN?

1. Khadijah was a prosperous Arabian widow. Muhammad worked for her as a merchant trader.
2. possible answer—She supported, encouraged, and stood by Muhammad when he had doubts and when others opposed his teachings.

ACTIVITY

Students' letters may include praise of Khadijah for her loyalty, dedication, and strength.

Students may say that if it were not for her encouragement, the religion of Islam may never have developed.

Literature

ANALYZING LITERATURE

1. If you are good, you will be rewarded. If you are bad, you will be punished.
2. Cause—generosity, Effect—smooth path to Bliss; Cause—greed, Effect—smooth path to misery; Cause—dishonesty, Effect—fire blazing fiercely; Cause—devotion, Effect—removed from the fire and complete satisfaction

ACTIVITY

Students' sets of rules will vary but should be fair and reasonable.

Primary Source

THE QUR'AN

WHAT DID YOU LEARN?

1. I would not deny any of my Lord's blessings.
2. possible answers—air travel, space flight, underwater exploration

Primary Source

JAHANGIR PRESENTING A BOOK TO A SUFI

WHAT DID YOU LEARN?

1. He wanted to show that Jahangir supported education and literature.
2. possible answer—He wanted to show that Jahangir was lord of time.
3. They might represent the nations of the world.

Primary Source

JWELED CANTEEN

1. possible answer—Yes, it has a stopper and a strap for hanging from a saddle or belt. The strap is bent.
2. The owner of the canteen was probably very rich and powerful. The point of making a mundane object out of gold and jewels would be to show off one's wealth.

Geography and History

MAP ACTIVITY

1. X should be on Ctesiphon, in northeastern Arabia.
2. Route should start in India and go to a port in southern Arabia and then to Aden. It should then go through the Red Sea to Jidda.
3. Route should start in India, extend upward through Asia, veer left through Persia to Ctesiphon, then move to Antioch, and end at Constantinople.
4. Route should start in India, go through the Arabian Sea to Muscat, continue through the Persian Gulf and then go over land to Ctesiphon. From this location, land routes may vary: one goes through Antioch to Constantinople, and one goes through Damascus to Antioch to Constantinople.

ANALYZING MAPS

1. the land and sea route
2. Antioch, Aden, Jidda
3. the Syrian Desert and the Nafud Desert
4. crossing the Zagros Mountains and traveling through the Syrian Desert and the Nafud Desert
5. Alexandria and Antioch shipped goods directly to Europe. Both cities were on the Mediterranean Sea and were on sea routes to Constantinople. Both cities were on trade routes that originated in Asia. They differed in that Antioch was on both a land route and a sea route to Europe.

Social Studies Skills

1. Students could write any two of the following: Muhammad was born into a wealthy family and married a wealthy woman; he was concerned that rich people in Mecca did not take care of the poor; he often went into the hills to pray and meditate.
2. Meeting the Angel
3. Students could write any two of the following: in 613 Muhammad began to talk about the messages he received from God; he taught that there was only one God and that rich people should take care of the poor; in 622 he left Mecca and moved to Medina to become a spiritual and political leader.

Focus on Reading

1. dates: 711, 749; words: next; numbers or phrases: next 700 years
2. after; next
3. the end of the Moorish empire in Spain in the 1400s; added 700 years to date of Moorish conquest in 711
4. 711 for Moorish conquest of Spain; 749 for Abbasids rise to power; and 1400s for end of Moorish rule in Spain

Focus on Writing

Students' Web sites should reflect a thorough understanding of the information given in this chapter about the history of the Islamic world.

Chapter Review

REVIEWING VOCABULARY, TERMS, AND PLACES

- | | |
|----------------|--------------|
| 1. caliph | 4. Islam |
| 2. calligraphy | 5. tolerance |
| 3. jihad | 6. minaret |

COMPREHENSION AND CRITICAL THINKING

- | | |
|-----------|------------|
| 1. Sunnah | 3. Ottoman |
| 2. Sufism | 4. Mughal |

REVIEWING THEMES

1. One of the Five Pillars of Islam, the hajj is a religious journey pilgrims make to Mecca each year.
2. Muhammad's departure from Mecca to Medina in 622 is the basis of the Islamic calendar.

REVIEW ACTIVITY: COLLAGE

Students' collages should include a variety of images related to the different periods and empires described in the chapter as well as the major practices, customs, and beliefs associated with the Islamic world.

Interdisciplinary Project

Students' calligraphy and quatrains should follow the correct form, be artistic, and be neat.