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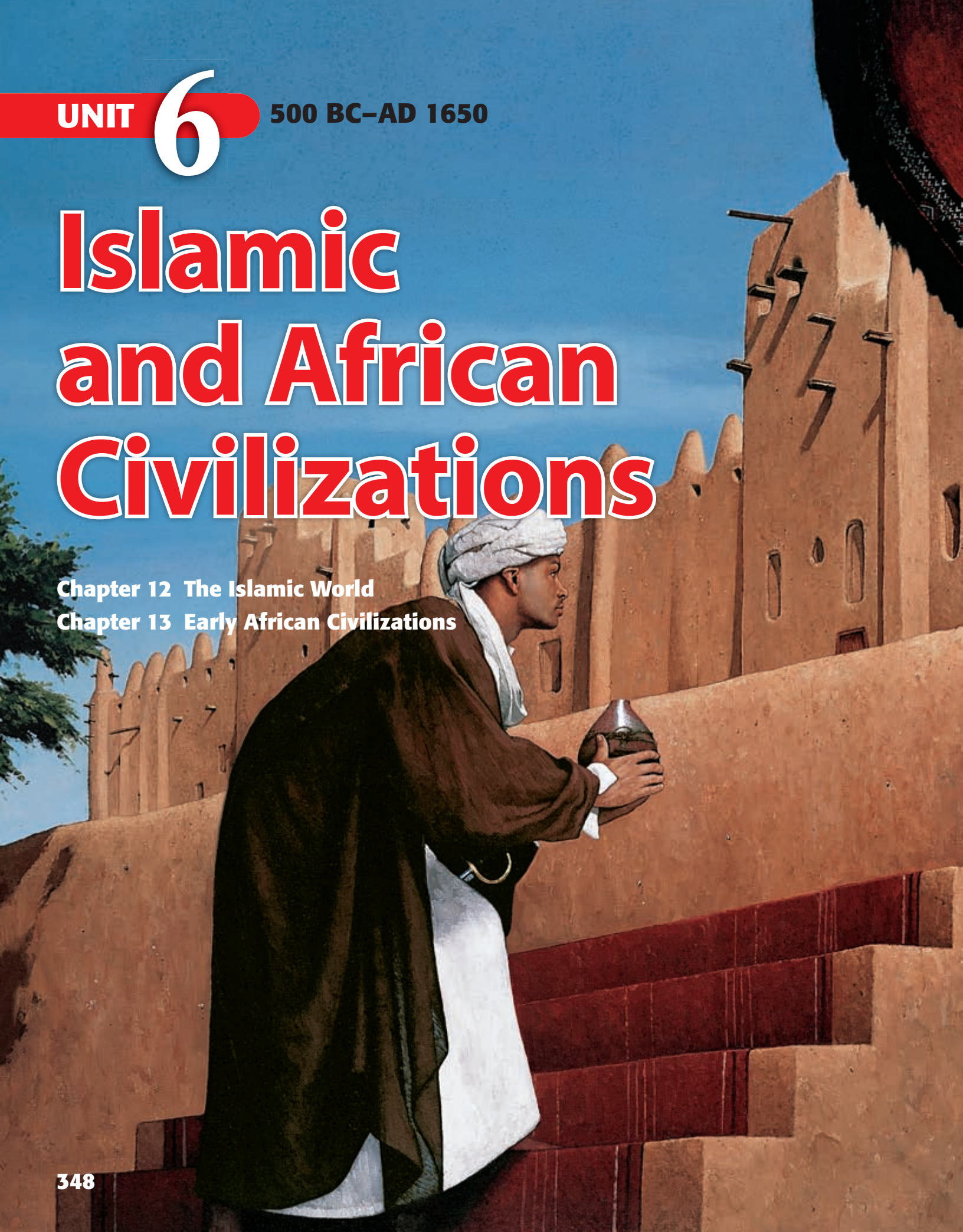
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500 BC–AD 1650

Islamic and African Civilizations

Chapter 12 The Islamic World

Chapter 13 Early African Civilizations





What You Will Learn...

In the 600s a man named Muhammad introduced the religion of Islam to the people of Southwest Asia. One hundred years later, Islam had spread throughout the region, across North Africa, and into parts of Europe. Later, Islam spread into West Africa, the home of rich and vibrant trading kingdoms.

In the next two chapters, you will learn about the rise and spread of Islam and the kingdoms of West Africa into which it spread.

Explore the Art

In this scene, a young Muslim traveler named Leo Africanus visits an official of the West African Songhai Empire. What does this scene suggest about the role of Islam in Songhai?

The Islamic World

Essential Question How were Muslim leaders able to spread Islam and create an empire?



What You Will Learn...

In this chapter, you will learn about a religion called Islam.

SECTION 1: The Roots of Islam 354

The Big Idea In the harsh desert climate of Arabia, Muhammad, a merchant from Mecca, introduced a major world religion called Islam.

SECTION 2: Islamic Beliefs and Practices 358

The Big Idea Sacred texts called the Qur'an and the Sunnah guide Muslims in their religion, daily life, and laws.

SECTION 3: Islamic Empires 362

The Big Idea After the early spread of Islam, three large Islamic empires formed—the Ottoman, Safavid, and Mughal.

SECTION 4: Cultural Achievements 368

The Big Idea Muslim scholars and artists made important contributions to science, art, and literature.

FOCUS ON WRITING

A Web Site for Children Design a Web site to tell children about the life of the prophet Muhammad, the religion of Islam, and the history and culture of the Muslim people. You'll design five pages: a home page and four links—Who Was Muhammad? What Is Islam? The Islamic Empires, and Islamic Cultural Achievements. As you read, think about what information will be interesting to your audience.



CHAPTER EVENTS

c. 550

Trade routes cross Arabia.

c. 570

Muhammad is born in Mecca.

550

600

WORLD EVENTS

618

The Tang dynasty begins in China.



This photo shows thousands of people praying in Mecca, the place where Islam began. Mecca is the most sacred place in the Islamic world.



H
HISTORY



The Taj Mahal

hmsocialstudies.com VIDEO

622

Muhammad leaves Mecca.

632

Muhammad dies.

762

Baghdad becomes the capital of the Islamic Empire.

1453

The Ottomans capture Constantinople.

1501

The Safavids conquer Persia.

1631

Shah Jahan begins building the Taj Mahal.

650

657

An Indian mathematician introduces the concept of zero.

700s

700s

Viking raids begin in northern Europe.

1215

English nobles force King John to accept the Magna Carta.

1500

1521

Cortés conquers the Aztec Empire.

1650

1588

England defeats the Spanish Armada.



Reading Social Studies

Economics

Geography

Politics

Religion

Society and Culture

Science and Technology

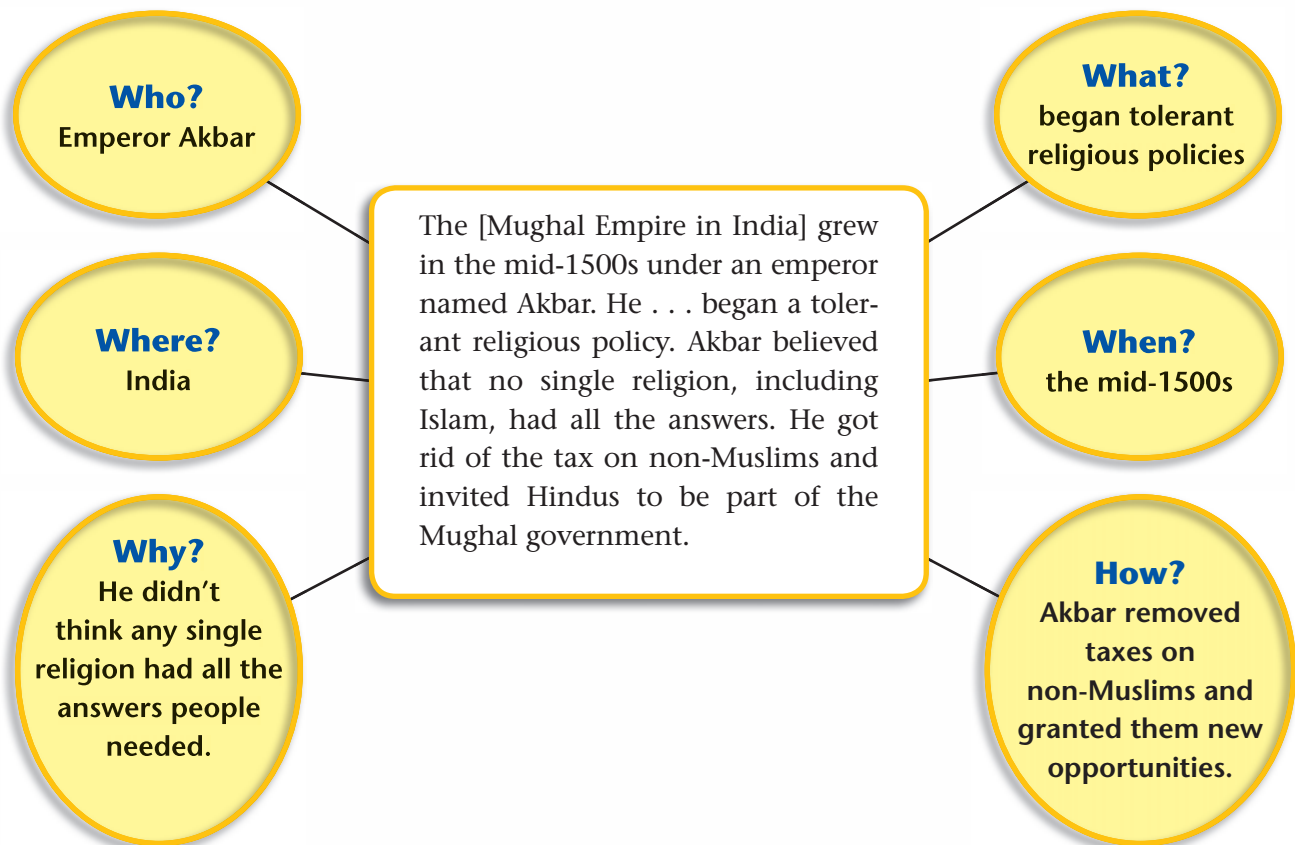
Focus on Themes In this chapter, you will learn about the origins and **geographic** spread of one of the world's great **religions**, Islam. You will read about the founder, Muhammad, and how he united much

of Arabia under Muslim rule. You will also learn about great conquests and powerful Muslim rulers. Finally, you will read about the outstanding achievements of Islamic scientists, artists, and scholars.

Questioning

Focus on Reading Asking yourself questions is a good way to be sure that you understand what you are reading. You should always ask yourself who the most important people are, when and where they lived, and what they did.

Analytical Questions Questions can also help you make sense of what happened in the past. Asking questions about how and why things happened will help you better understand historical events.



Key Terms and People

You Try It!

Read the following passage and then answer the questions.

Geography

During the mid-1100s, a Muslim geographer named al-Idrisi collected information from Arab travelers. He was writing a geography book and wanted it to be very accurate. When al-Idrisi had a question about where a mountain, river, or coastline was, he sent trained geographers to figure out its exact location. Using the information the geographers brought back, al-Idrisi made some important discoveries. For example, he proved that land did not go all the way around the Indian Ocean as many people thought.

Answer these questions based on the passage you just read.

1. Who is this passage about?
2. What is he known for doing?
3. When did he live?
4. Why did he do what he did?
5. How did he accomplish his task?
6. How can knowing this information help you understand the past?

As you read Chapter 12, ask questions to help you understand what you are reading.

Chapter 12

Section 1

oasis (p. 354)
caravan (p. 355)
Muhammad (p. 356)
Islam (p. 356)
Muslim (p. 356)
Qur'an (p. 356)
pilgrimage (p. 356)
mosque (p. 357)

Section 2

jihad (p. 359)
Sunnah (p. 359)
Five Pillars of Islam (p. 360)

Section 3

Abu Bakr (p. 362)
caliph (p. 362)
tolerance (p. 364)
Janissaries (p. 364)
Mehmed II (p. 364)
Suleyman I (p. 364)
Shia (p. 365)
Sunni (p. 365)

Section 4

Ibn Battutah (p. 369)
Sufism (p. 369)
Omar Khayyám (p. 371)
patrons (p. 371)
minaret (p. 371)
calligraphy (p. 371)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

influence (p. 356)
development (p. 364)

The Roots of Islam

What You Will Learn...

Main Ideas

1. Arabia is mostly a desert land, where two ways of life, nomadic and sedentary, developed.
2. A new religion called Islam, founded by Muhammad, spread throughout Arabia in the 600s.

The Big Idea

In the harsh desert climate of Arabia, Muhammad, a merchant from Mecca, introduced a major world religion called Islam.

Key Terms

oasis, p. 354
 caravan, p. 355
 Muhammad, p. 356
 Islam, p. 356
 Muslim, p. 356
 Qur'an, p. 356
 pilgrimage, p. 356
 mosque, p. 357



Use the graphic organizer online to take notes on key places, people, and events in the origins of Islam.

If YOU were there...

You live in a town in Arabia, in a large merchant family. Your family has grown rich from selling goods brought by traders crossing the desert. Your house is larger than most others in town, and you have servants to wait on you. Although many townspeople are poor, you have always taken such differences for granted. Now you hear that some people are saying the rich should give money to the poor.

How might your family react to this idea?

BUILDING BACKGROUND For thousands of years, traders have crossed the deserts of Arabia to bring goods to market. Scorching temperatures and lack of water have made the journey difficult. But Arabia not only developed into a thriving trade center, it also became the birthplace of a new religion that challenged old ideas.

Life in a Desert Land

The Arabian Peninsula, or Arabia, is located in the southwest corner of Asia. It lies near the intersection of Africa, Europe, and Asia. For thousands of years Arabia's location, physical features, and climate have shaped life in the region.

Physical Features and Climate

Arabia lies in a region with hot and dry air. With a blazing sun and clear skies, summer temperatures in the interior reach 100°F daily. This climate has created a band of deserts across Arabia and northern Africa. Sand dunes, or hills of sand shaped by the wind, can rise to 800 feet high and stretch for hundreds of miles!

Arabia's deserts have a very limited amount of water. What water there is exists mainly in scattered oases. An **oasis is a wet, fertile area in a desert.** Oases have long been key stops along Arabia's overland trade routes.

Two Ways of Life

To live in Arabia's difficult desert environment, people developed two main ways of life. Nomads lived in tents and raised herds of sheep, goats, and camels. The animals provided milk,

meat, wool, and leather. The camels also carried heavy loads. Nomads traveled with their herds across the desert in search of food and water for their animals.

Among the nomads, water and grazing land belonged to tribes. Membership in a tribe, a group of related people, offered protection from desert dangers.

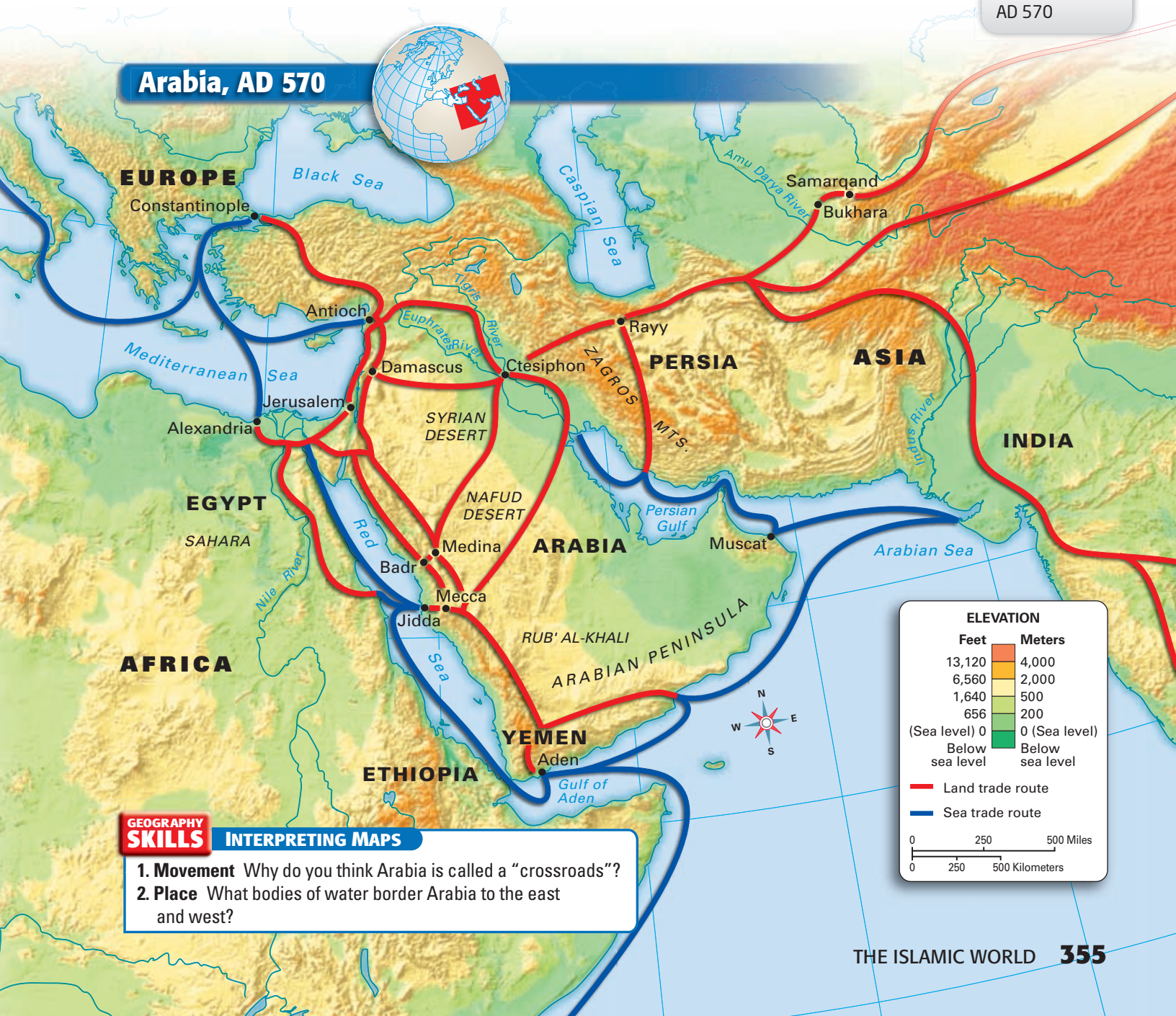
While nomads moved around the desert, other Arabs lived a sedentary, or settled, life. These people made their homes in oases where they could farm. These settlements, particularly the ones along trade

routes, became towns. Merchants and craftspeople lived there and worked with people in the caravan trade. A **caravan** is a group of traders that travel together.

Towns became centers of trade. Many had a market or bazaar. There, nomads traded animal products and desert herbs for goods such as cooking supplies and clothing. Merchants sold spices, gold, leather, and other goods brought by the caravans.

READING CHECK **Categorizing** What two ways of life were common in Arabia?

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ANIMATED HISTORY
 Trade Routes, AD 570



Arabia, AD 570

GEOGRAPHY SKILLS **INTERPRETING MAPS**

- 1. Movement** Why do you think Arabia is called a “crossroads”?
- 2. Place** What bodies of water border Arabia to the east and west?

A New Religion

In early times, Arabs worshipped many gods. That changed, however, when a man named **Muhammad** brought a new religion to Arabia. Historians know little about Muhammad. What they do know comes from religious writings.

Muhammad, Prophet of Islam

Muhammad was born into an important family in the city of Mecca around 570. As a child, he traveled with his uncle's caravans. Once he was grown, he managed a caravan business owned by a wealthy woman named Khadijah (ka-DEE-jah). At age 25, Muhammad married Khadijah.

The caravan trade made Mecca a rich city. But most of the wealth belonged to just a few people. Traditionally, wealthy people in Mecca had helped the poor. But as Muhammad was growing up, many rich merchants began to ignore the needy.

Concerned about these changes, Muhammad often went to the hills to pray and meditate. One day, when he was about 40 years old, he went to meditate in a cave. According to religious writings, an angel spoke to Muhammad, telling him to "Recite! Recite!" Muhammad asked what he should recite. The angel answered:

“Recite in the name of your Lord who created,
created man from clots of blood!
Recite! Your Lord is the Most Bountiful One,
Who by the pen taught man what he did
not know.”

—From *The Koran*, translated by N. J. Dawood

Muslims believe that God had spoken to Muhammad through the angel and had made him a prophet, a person who tells of messages from God. **The messages Muhammad received form the basis of the religion called Islam.** In Arabic, *Islam* means “to submit to God.” **A follower of Islam is called a Muslim.** Muslims believe that Muhammad

continued receiving messages from God for the rest of his life. These messages were collected in the **Qur'an** (kuh-RAN), the holy book of Islam.

Muhammad's Teachings

In 613 Muhammad began to talk about his messages. He taught that there was only one God, Allah, which means “the God” in Arabic. Islam is monotheistic, a religion based on the belief in one God, like Judaism and Christianity. Although people of all three religions believe in one God, their beliefs about God are not the same.

Muhammad's teachings were new to Arabs, most of whom practiced polytheism. They had many shrines, or special places where they worshipped their gods. A very important shrine, the Kaaba (KAH-bah), was in Mecca. People traveled there every year on a **pilgrimage, a journey to a sacred place.**

Muhammad's teachings upset many Arabs. First, they didn't like being told to stop worshipping their gods. Second, Muhammad's new religion seemed like a threat to people who made money from the yearly pilgrimages to the Kaaba.

Mecca's wealthy merchants didn't like another of Muhammad's teachings: that everyone who believed in Allah would become part of a community in which rich and poor would be equal. Rich merchants also disliked Muhammad's idea that people should give money to help the poor. The merchants wanted to keep all of their money and remain more powerful than the poor.

Islam Spreads in Arabia

At first Muhammad had few followers. Slowly, more people began to listen to his ideas. As Islam began to **influence** people, Mecca's rulers became worried. They threatened Muhammad and even planned to kill him.

A group of people living north of Mecca invited Muhammad to move to their city.

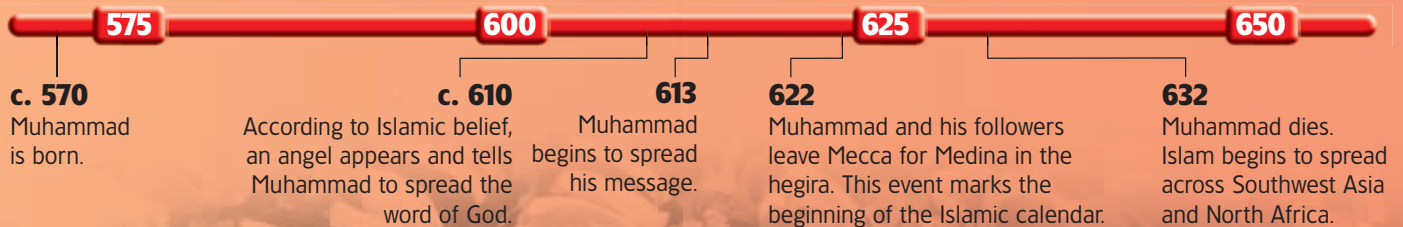
FOCUS ON READING

Write a question you could use to analyze the text in this paragraph. Then answer it.

ACADEMIC VOCABULARY

influence
change, or have an effect on

Beginnings of Islam



ANALYSIS SKILL

READING TIME LINES

How many years did Muhammad spend spreading his message before he died?

So in 622 Muhammad and many followers went to Medina (muh-DEE-nuh). *Medina* means “the Prophet’s city” in Arabic. Muhammad’s departure from Mecca is known as the hejira (hi-JY-ruh), or journey.

Muhammad became a spiritual and political leader in Medina. His house became the first **mosque** (mahsk), or building for Muslim prayer.

As the Muslim community in Medina grew stronger, other Arab tribes began to accept Islam. But conflict with the Meccans increased. In 630, after several years of fighting, the people of Mecca gave in. They accepted Islam as their religion.

Soon most of the Arabian tribes accepted Muhammad as their spiritual and political leader and became Muslims. Muhammad died in 632, but the religion he taught would soon spread far beyond Arabia.

READING CHECK Summarizing How did Islam spread in Arabia?

SUMMARY AND PREVIEW The geography of Arabia encouraged trade and influenced the development of nomadic and sedentary lifestyles. In the early 600s

Muhammad introduced a new religion to Arabia. Many people in Arabia became Muslims. In the next section, you will learn more about the main Islamic teachings and beliefs.

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ANIMATED HISTORY

Muslim Army: Spread of Islam, AD 661

Section 1 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Define** What is an **oasis**?
 - Make Generalizations** Why did towns often develop near oases?
 - Predict** Do you think life would have been better for nomads or townspeople in early Arabia? Explain your answer.
- Identify** What is a key Islamic belief about God?
 - Explain** According to Islamic belief, how did **Muhammad** get the ideas that started **Islam**?
 - Evaluate** In what ways was Muhammad’s time in Medina important to the growth of Islam?

Critical Thinking

- Sequencing** Draw a time line like the one below. Using your notes on Muhammad, identify the key dates in his life.



FOCUS ON WRITING

- Writing about Muhammad** Review your notes to answer the question, “Who was Muhammad?” It may help to think of Muhammad’s life in three parts: “Early Life,” “Muhammad Becomes a Prophet,” and “Muhammad’s Teachings.”

What You Will Learn...

Main Ideas

1. The Qur'an guides Muslims' lives.
2. The Sunnah tells Muslims of important duties expected of them.
3. Islamic law is based on the Qur'an and the Sunnah.

The Big Idea

Sacred texts called the Qur'an and the Sunnah guide Muslims in their religion, daily life, and laws.

Key Terms

jihad, p. 359

Sunnah, p. 359

Five Pillars of Islam, p. 360



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TAKING NOTES

Use the graphic organizer online to take notes on the most important beliefs and practices of Islam.

Islamic Beliefs and Practices

If YOU were there...

Your family owns an inn in Mecca. Usually business is pretty calm, but this week your inn is packed. Travelers have come from all over the world to visit your city. One morning you leave the inn and are swept up in a huge crowd of these visitors. They speak many different languages, but everyone is wearing the same white robes. They are headed to the mosque.

What might draw so many people to your city?

BUILDING BACKGROUND One basic Islamic belief is that everyone who can must make a trip to Mecca sometime during his or her lifetime. More Islamic teachings can be found in Islam's holy books—the Qur'an and the Sunnah.

The Qur'an

During Muhammad's life, his followers memorized his messages and his words and deeds. After Muhammad's death, they collected his teachings and wrote them down to form the book known as the Qur'an. Muslims believe the Qur'an to be the exact word of God as it was told to Muhammad.

Beliefs

The central teaching in the Qur'an is that there is only one God—Allah—and that Muhammad is his prophet. The Qur'an says people must obey Allah's commands. Muslims learned of these commands from Muhammad.

Islam teaches that the world had a definite beginning and will end one day. Muhammad said that on the final day God will judge all people. Those who have obeyed his orders will be granted life in paradise. According to the Qur'an, paradise is a beautiful garden full of fine food and drink. People who have not obeyed God, however, will suffer.

Studying the Qur'an

The Qur'an plays a central role in the lives of many Muslims. Children study and memorize verses from the Qur'an at home, at Islamic schools, and in mosques. Muslims who memorize the entire book are respected as "Keepers" of the Qur'an.

Where do you think these children are studying the Qur'an?



Guidelines for Behavior

Like holy books of other religions, the Qur'an describes acts of worship, guidelines for moral behavior, and rules for social life. Muslims look to the Qur'an for guidance in their daily lives. For example, the Qur'an describes how to prepare for worship. Muslims must wash themselves before praying so they will be pure before Allah. The Qur'an also tells Muslims what they should not eat or drink. Muslims are not allowed to eat pork or drink alcohol.

In addition to guidelines for individual behavior, the Qur'an describes relations among people. Many of these ideas changed Arabian society. For example, before Muhammad's time many Arabs owned slaves. Although slavery didn't disappear among Muslims, the Qur'an encourages Muslims to free slaves. Also, women in Arabia had few rights. The Qur'an describes rights of women, including rights to own property, earn money, and get an education. However, most Muslim women still have fewer rights than men.

Another important subject in the Qur'an has to do with **jihad** (ji-HAHD), which means "to make an effort, or to struggle." Jihad refers to the inner struggle people go through in their effort to obey God and behave according to Islamic ways. Jihad can also mean the struggle to defend the Muslim community, or, historically, to convert people to Islam. The word has also been translated as "holy war."

READING CHECK Analyzing Why is the Qur'an important to Muslims?

The Sunnah

The Qur'an is not the only source of Islamic teachings. Muslims also study the hadith (huh-DEETH), the written record of Muhammad's words and actions. This record is the basis for the Sunnah. The **Sunnah** (SOOH-nuh) refers to the way Muhammad lived, which provides a model for the duties and the way of life expected of Muslims. The Sunnah guides Muslims' behavior.

The Five Pillars of Islam

QUICK
FACTS

Saying “There is no god but God, and Muhammad is his prophet”

Praying five times a day

Giving to the poor and needy

Fasting during the holy month of Ramadan

Traveling to Mecca at least once on a hajj

ANALYSIS
SKILL

ANALYZING VISUALS

Which of the five pillars shows how Muslims are supposed to treat other people?

The Five Pillars of Islam

The first duties of a Muslim are known as the **Five Pillars of Islam**, which are five acts of worship required of all Muslims. The first pillar is a statement of faith. At least once in their lives, Muslims must state their faith by saying, “There is no god but God, and Muhammad is his prophet.” Muslims say this when they accept Islam. They also say it in their daily prayers.

The second pillar of Islam is daily prayer. Muslims must pray five times a day: before sunrise, at midday, in late afternoon, right after sunset, and before going to bed. At each of these times, a call goes out from a mosque, inviting Muslims to come pray. Muslims try to pray together at a mosque. They believe prayer is proof that someone has accepted Allah.

The third pillar of Islam is a yearly donation to charity. Muslims must pay part of their wealth to a religious official. This money is used to help the poor, build mosques, or pay debts. Helping and caring for others is important in Islam.

The fourth pillar is fasting—going without food and drink. Muslims fast daily during the holy month of Ramadan (RAH-muh-dahn). The Qur’an says Allah began his revelations to Muhammad in this month. During Ramadan, most Muslims will not eat or drink anything between dawn and sunset. Muslims believe fasting is a way to show that God is more important than one’s own body. Fasting also reminds Muslims of people in the world who struggle to get enough food.

The fifth pillar of Islam is the hajj (HAJ), a pilgrimage to Mecca. All Muslims must travel to Mecca at least once in their lives if they can. The Kaaba, in Mecca, is Islam’s most sacred place.

The Sunnah and Daily Life

In addition to the five pillars, the Sunnah has other examples of Muhammad’s actions and teachings. These form the basis for rules about how to treat others. According to Muhammad’s example, people should treat guests with generosity.

In addition to describing personal relations, the Sunnah provides guidelines for relations in business and government. For example, one Sunnah rule says that it is bad to owe someone money. Another rule says that people should obey their leaders.

READING CHECK **Generalizing** What do Muslims learn from the Sunnah?

Islamic Law

The Qur'an and the Sunnah are important guides for how Muslims should live. They also form the basis of Islamic law, or Shariah (shuh-REE-uh). Shariah is a system based on Islamic sources and human reason that judges the rightness of actions an individual or community might take. These actions fall on a scale ranging from required to accepted to disapproved to forbidden. Islamic law makes no distinction between religious beliefs and daily life, so Islam affects all aspects of Muslims' lives.

Shariah sets rewards for good behavior and punishments for crimes. It also describes limits of authority. It was the basis for law in Muslim countries until modern

Sources of Islamic Beliefs

QUICK FACTS

Qur'an	Sunnah	Shariah
Holy book that contains the messages Muhammad claimed to receive from God	Muhammad's example for the duties and way of life expected of Muslims	Islamic law, based on interpretations of the Qur'an and Sunnah

times. Most Muslim countries today blend Islamic law with legal systems like those in the United States or western Europe.

Islamic law is not found in one book. Instead, it is a set of opinions and writings that have changed over the centuries. Different ideas about Islamic law are found in different Muslim regions.

READING CHECK **Finding Main Ideas** What is the purpose of Islamic law?

SUMMARY AND PREVIEW The Qur'an, the Sunnah, and Shariah teach Muslims how to live their lives. In the next chapter, you will learn more about Muslim culture and the spread of Islam from Arabia to other lands.

Section 2 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Recall** What is the central teaching of the Qur'an?

b. Explain How does the Qur'an guide Muslims' daily lives?
- a. Recall** What are the **Five Pillars of Islam**?

b. Make Generalizations Why do Muslims fast during Ramadan?
- a. Identify** What is Islamic law called?

b. Make Inferences How is Islamic law different from law in the United States?

c. Elaborate What is a possible reason that opinions and writings about Islamic law have changed over the centuries?

Critical Thinking

- Categorizing** Draw a chart like the one to the right. Use it to list three teachings from the Qur'an and three teachings from the Sunnah.

Qur'an	Sunnah

FOCUS ON WRITING

- Describing Islam** Answer the following questions to help you write a paragraph describing Islam. What is the central teaching of the Qur'an? What are Islam's Five Pillars? What is the function of the Sunnah?

Islamic Empires

What You Will Learn...

Main Ideas

1. Muslim armies conquered many lands into which Islam slowly spread.
2. Trade helped Islam spread into new areas.
3. Three Muslim empires ruled large areas of Asia and Africa and parts of Europe from the 1400s to the 1800s.

The Big Idea

After the early spread of Islam, three large Islamic empires formed—the Ottoman, Safavid, and Mughal.

Key Terms and People

Abu Bakr, p. 362

caliph, p. 362

tolerance, p. 364

Janissaries, p. 364

Mehmed II, p. 364

Suleyman I, p. 364

Shia, p. 365

Sunni, p. 365



Use the graphic organizer online to take notes on the spread of Islam and the three Islamic empires that were created after Muhammad's death.

If YOU were there...

You are a farmer living in a village on the coast of India. For centuries, your people have raised cotton and spun its fibers into a soft fabric. One day, a ship arrives in the harbor carrying Muslim traders from far away. They bring interesting goods you have never seen before. They also bring new ideas.

What ideas might you learn from the traders?

BUILDING BACKGROUND You know that for years traders traveled through Arabia to markets far away. Along the way, they picked up new goods and ideas, and they introduced these to the people they met. Some of the new ideas the traders spread were Islamic ideas.

Muslim Armies Conquer Many Lands

After Muhammad's death his followers quickly chose **Abu Bakr** (UH-boo BAK-uhr), one of Muhammad's first converts, to be the next leader of Islam. He was the first **caliph** (KAY-luhf), a title that Muslims use for the highest leader of Islam. In Arabic, the word *caliph* means "successor." As Muhammad's successors, the caliphs had to follow the prophet's example. This meant ruling according to the Qur'an. Unlike Muhammad, however, early caliphs were not religious leaders.

Beginnings of an Empire

Abu Bakr directed a series of battles to unite Arabia. By his death in 634, he had made Arabia into a unified Muslim state. With Arabia united, Muslim leaders turned their attention elsewhere. Their armies, strong after their battles in Arabia, won many stunning victories. They defeated the Persian and Byzantine empires, which were weak from many years of fighting.

When the Muslims conquered lands, they set certain rules for non-Muslims living there. For example, some non-Muslims could not build new places of worship or dress like Muslims. However, Christians and Jews could continue to practice their own religion. They were not forced to convert to Islam.

Growth of the Empire

Many early caliphs came from the Umayyad (oom-EYE-yuhd) family. The Umayyads moved the capital to Damascus, in Muslim-conquered Syria, and continued to expand the empire. They took over lands in Central Asia and in northern India. The Umayyads also gained control of trade in the eastern Mediterranean and conquered parts of North Africa.

The Berbers, the native people of North Africa, resisted Muslim rule at first. After years of fighting, however, many Berbers converted to Islam.

In 711 a combined Arab and Berber army invaded Spain and quickly conquered it. Next the army moved into what is now France, but it was stopped by a Christian army near the city of Tours (TOOR). Despite this defeat, Muslims called Moors ruled parts of Spain for the next 700 years.

A new Islamic dynasty, the Abbasids (uh-BAS-idz), came to power in 749. They reorganized the government to make it easier to rule such a large region.

READING CHECK Analyzing What role did armies play in spreading Islam?

Trade Helps Islam Spread

Islam gradually spread through areas the Muslims conquered. Trade also helped spread Islam. Along with their goods, Arab merchants took Islamic beliefs to India, Africa, and Southeast Asia. Though Indian kingdoms remained Hindu, coastal trading cities soon had large Muslim communities. In Africa, societies often had both African and Muslim customs. Many African leaders converted to Islam. Between 1200 and 1600, Muslim traders carried Islam east to what are now Malaysia and Indonesia.

Trade also brought new products to Muslim lands. For example, Arabs learned from the Chinese how to make paper and use gunpowder. New crops such as cotton, rice, and oranges arrived from India, China, and Southeast Asia.

Many Muslim merchants traveled to African market towns too. They wanted African products such as ivory, cloves, and slaves. In return they offered fine white pottery called porcelain from China, cloth goods from India, and iron from Southwest Asia and Europe. Arab traders grew wealthy from trade between regions.

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ANIMATED HISTORY

Muslim World, AD 1200

THE IMPACT TODAY

Indonesia now has the largest Muslim population in the world.

The City of Córdoba



By the early 900s, Córdoba, Spain, was one of the wealthiest cities in Europe and a center of Islamic learning. Rich examples of Islamic architecture can still be seen in the city.

A Mix of Cultures

As Islam spread through trade and warfare, Arabs came into contact with people who had different beliefs and lifestyles than they did. Muslims generally practiced religious **tolerance, or acceptance**, with regard to people they conquered. The Muslims did not ban all other religions in their lands. Because they shared some beliefs with Muslims, Christians and Jews in particular kept many of their rights. They did, however, have to pay a special tax. Members of both faiths were also forbidden from converting anyone to their religion.

Many people conquered by the Arabs converted to Islam. These people often adopted other parts of Arabic culture, including the Arabic language. The Arabs, in turn, adopted some customs from the people they conquered. This cultural blending changed Islam from a mostly Arab religion into a religion of many cultures. But the Arabic language and shared religion helped unify the different groups of the Islamic world.

The Growth of Cities

The growing cities of the Muslim world reflected the blending of cultures. Trade had brought people together and created wealth, which supported great cultural **development** in Muslim cities.

Baghdad, in what is now Iraq, became the capital of the Islamic Empire in 762. Trade and farming made Baghdad one of the world's richest cities. Caliphs at Baghdad supported science and the arts. The city was a center of culture and learning.

Córdoba (KAWR-doh-bah), in Spain, became another showplace of Muslim civilization. By the early 900s Córdoba was the largest and most advanced city in Europe.

READING CHECK **Finding the Main Idea** How did trade affect the spread of Islam?

Three Muslim Empires

The great era of Arab Muslim expansion lasted until the 1100s. Afterward, three non-Arab Muslim groups built large, powerful empires that ruled large areas in Asia and Africa and parts of Europe.

The Ottoman Empire

In the mid-1200s Muslim Turkish warriors known as Ottomans began to take territory from the Christian Byzantine Empire. They eventually ruled land from eastern Europe to North Africa and Arabia.

The key to the empire's expansion was the Ottoman army. The Ottomans trained Christian boys from conquered towns to be soldiers. These **slave soldiers, called Janissaries, converted to Islam and became fierce warriors**. The Ottomans also benefitted from their use of new gunpowder weapons.

In 1453 Ottomans led by **Mehmed II** used huge cannons to conquer Constantinople. With the city's capture, Mehmed defeated the Byzantine Empire. He became known as "the Conqueror." Mehmed made Constantinople, which the Ottomans called Istanbul, his new capital. He also turned the Byzantines' great church, Hagia Sophia, into a mosque.

A later sultan, or Ottoman ruler, continued Mehmed's conquests. He expanded the empire to the east through the rest of Anatolia, another name for Asia Minor. His armies also conquered Syria and Egypt. The holy cities of Mecca and Medina then accepted Ottoman rule.

The Ottoman Empire reached its height under **Suleyman I** (soo-lay-MAHN), "the Magnificent." During his rule from 1520 to 1566, the Ottomans took control of the eastern Mediterranean and pushed farther into Europe, areas they would control until the early 1800s.

ACADEMIC VOCABULARY

development
the process of growing or improving

The Ottoman Empire



BIOGRAPHY



Mehmed II 1432–1481

Mehmed II ruled the Ottoman Empire from 1451 to 1481. During this time he greatly improved the new capital, Istanbul. He repaired

damage caused by fighting and built palaces, mosques, and a huge, covered bazaar. He encouraged people from all over the empire to move to the city.

Drawing Inferences Why do you think Mehmed II encouraged people to move to Istanbul?

GEOGRAPHY SKILLS

INTERPRETING MAPS

Location What region was at the heart, or center, of the Ottoman Empire?

The Safavid Empire

As the Ottoman Empire reached its height, a group of Persian Muslims known as the Safavids (sah-FAH-vuhds) was gaining power to the east, in the area of present-day Iran. Before long, the Safavids came into conflict with the Ottomans and other Muslims.

The conflict arose from an old disagreement among Muslims about who should be caliph. In the mid-600s, Islam split into two groups. The two groups were the Shia (SHEE-ah) and the Sunni (SOO-nee). The Shia were

Muslims who thought that only Muhammad's descendants could become caliphs.

The **Sunni** didn't think caliphs had to be related to Muhammad. The Ottomans were Sunnis and the Safavid leaders were Shia.

The Safavid Empire began in 1501 when the Safavid leader Esma'il (is-mah-EEL) conquered Persia. He took the ancient Persian title of shah, or king.

Esma'il made Shiism—the beliefs of the Shia—the official religion of the empire. But he wanted to spread Shiism farther.

THE IMPACT TODAY

Most Muslims today belong to the Sunni branch of Islam.

He tried to gain more Muslim lands and convert more Muslims to Shiism. He battled the Uzbek people, but he suffered a crushing defeat by the Ottomans in 1514.

In 1588 the greatest Safavid leader, 'Abbas, became shah. He strengthened the military and gave his soldiers modern gunpowder weapons. Copying the Ottomans, 'Abbas trained foreign slave boys to be soldiers. Under 'Abbas's rule the Safavids defeated the Uzbeks and took back land that had been lost to the Ottomans.

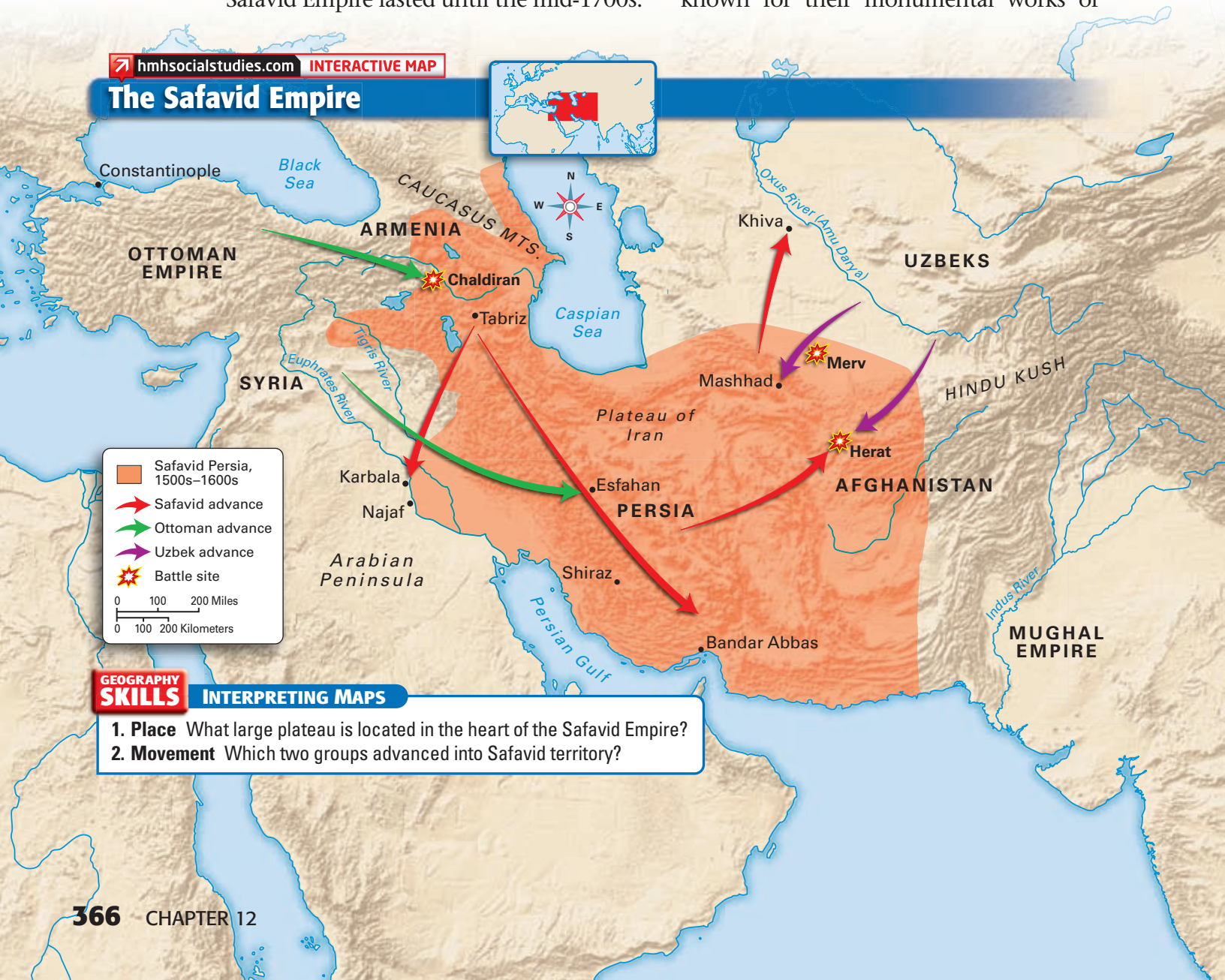
The Safavids blended Persian and Muslim cultural traditions. They built beautiful mosques in their capital, Esfahan (es-fah-HAHN), and grew wealthy from trade. The Safavid Empire lasted until the mid-1700s.

The Mughal Empire

East of the Safavid Empire, in northern India, lay the Mughal (MOO-guhl) Empire. The Mughals were Turkish Muslims from Central Asia. Their empire was established in 1526 by Babur (BAH-boohr).

In the mid-1500s an emperor named Akbar conquered many new lands and worked to strengthen the Mughal government. He also began a tolerant religious policy, ending the tax on non-Muslims.

Akbar's tolerance allowed Muslims and Hindus in the empire to live in peace. In time, a unique Mughal culture developed that blended Persian, Islamic, and Hindu elements. The Mughals became known for their monumental works of



hmhsocialstudies.com INTERACTIVE MAP

The Safavid Empire

- Safavid Persia, 1500s–1600s
- ➔ Safavid advance
- ➔ Ottoman advance
- ➔ Uzbek advance
- ✦ Battle site

0 100 200 Miles
0 100 200 Kilometers

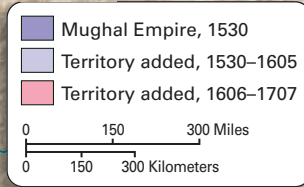
GEOGRAPHY SKILLS INTERPRETING MAPS

1. **Place** What large plateau is located in the heart of the Safavid Empire?
2. **Movement** Which two groups advanced into Safavid territory?

The Mughal Empire



The Taj Mahal, built by the Mughal emperor Shah Jahan and shown at right, still stands in Agra, India.



GEOGRAPHY SKILLS INTERPRETING MAPS

- Region** In what present-day country was the Mughal Empire located?
- Place** What two landforms acted as a natural northern border for the Mughal Empire?

architecture—particularly the Taj Mahal, a tomb built in the 1600s by emperor Shah Jahan.

In the late 1600s, an emperor reversed Akbar’s tolerant policies. He destroyed many Hindu temples, and violent revolts broke out. The Mughal Empire soon fell apart.

READING CHECK Analyzing How did the Ottomans gain land for their empire?

SUMMARY AND PREVIEW Islam spread beyond Arabia through warfare and trade. The Ottomans, Safavids, and Mughals built great empires and continued the spread of Islam. In Section 4, you will learn about the cultural achievements of the Islamic world.

Section 3 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Define** What is a **caliph**?
 - Evaluate** Do you think the rules that Muslims made for conquered non-Muslims were fair? Why or why not?
- Identify** Name three places Islam spread to through trade.
 - Explain** How did trade help spread Islam?
- Recall** Who were the **Janissaries**?
 - Contrast** How did Sunni and Shia beliefs about caliphs differ?

Critical Thinking

- Comparing and Contrasting** Draw a chart like the one below. Use your notes to compare and contrast characteristics of the Ottoman, Safavid, and Mughal empires.

	Ottomans	Safavids	Mughals
Leaders			
Location			
Religious policy			

FOCUS ON WRITING

- Writing about Islamic Empires** Review this section and write a paragraph about the three powerful Islamic empires that began to form in the 1200s.

Cultural Achievements

What You Will Learn...

Main Ideas

1. Muslim scholars made lasting contributions to the fields of science and philosophy.
2. In literature and the arts, Muslim achievements included beautiful poetry, memorable short stories, and splendid architecture.

The Big Idea

Muslim scholars and artists made important contributions to science, art, and literature.

Key Terms and People

Ibn Battutah, p. 369

Sufism, p. 369

Omar Khayyám, p. 371

patrons, p. 371

minaret, p. 371

calligraphy, p. 371



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TAKING NOTES

Use the graphic organizer online to take notes on the achievements and advances the Muslims made in various fields.

If YOU were there...

You are a servant in the court of a powerful Muslim ruler. Your life at court is comfortable, though not one of luxury. Now the ruler is sending your master to explore unknown lands and distant kingdoms. The dangerous journey will take him across seas and deserts. He can take only a few servants with him. He has not ordered you to come but has given you a choice.

Would you join your master's expedition or stay home? Why?

BUILDING BACKGROUND Muslim explorers traveled far and wide to learn about new places. They used what they learned to make maps. Their contributions to geography were just one way Muslim scholars made advancements in science and learning.

Science and Philosophy

The empires of the Islamic world contributed to the achievements of Islamic culture. Muslim scholars made advances in astronomy, geography, math, and science. Scholars at Baghdad and Córdoba translated many ancient writings on these subjects into Arabic. Having a common language helped scholars throughout the

Islamic Achievements

Astronomy

Muslim scientists used astrolabes like this one to figure out their location, direction, and even the time of day. Although the Greeks invented the astrolabe, Muslim scholars greatly improved it.



Islamic world share what they learned with each other.

Astronomy

Many Muslim cities had observatories where people could study the sun, moon, and stars. This study of astronomy helped scientists to better understand time and clockmaking. Muslim scientists also improved the astrolabe, which the Greeks had invented to chart the position of the stars. Arab scholars used the astrolabe to figure out their location on Earth.

Geography

Studying astronomy also helped Muslims explore the world. As people learned to use the stars to calculate time and location, merchants and explorers began to travel widely. The explorer **Ibn Battutah** traveled to Africa, India, China, and Spain in the 1320s. To help travelers, Muslim geographers made more accurate maps than were available before, and developed better ways of calculating distances.

Math

Muslim scholars also made advances in mathematics. In the 800s they combined the Indian number system, including the use of zero, with the Greek science of mathematics. A Muslim mathematician used these ideas to write two important

books. One laid the foundation for modern algebra. The other explained the new number system. When his works reached Europe, Europeans called the new numbers “Arabic” numerals.

Medicine

Muslims may have made their greatest advances in medicine. They combined Greek and Indian knowledge with discoveries of their own. Muslim doctors started the first pharmacy school to teach people how to make medicine. A doctor in Baghdad discovered how to treat smallpox. Another doctor, known in the West as Avicenna (av-uh-SEN-uh), wrote a medical encyclopedia. It was used throughout Europe until the 1600s and is one of the most famous books in the history of medicine.

Philosophy

Many Muslim doctors and scientists studied the ancient Greek philosophy of rational thought. Others focused on spiritual issues, leading to a movement called **Sufism** (SOO-fi-zuhm). People who practice Sufism are Sufis (SOO-fee-z). Sufis believe they can find God’s love by having a personal relationship with God. Sufism has attracted many followers to Islam.

READING CHECK Drawing Conclusions

How did Muslims influence the fields of science and medicine?

THE IMPACT TODAY

We still call the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 Arabic or Hindu-Arabic numerals.

Math

Muslim mathematicians combined Indian and Greek ideas with their own to dramatically increase human knowledge of mathematics. The fact that we call our numbers today “Arabic numerals” is a reminder of this contribution.

$$2x + 4$$



Medicine

Muslim doctors made medicines from plants and used them to treat pain and illnesses. Muslim doctors developed better ways to prevent, diagnose, and treat many diseases.

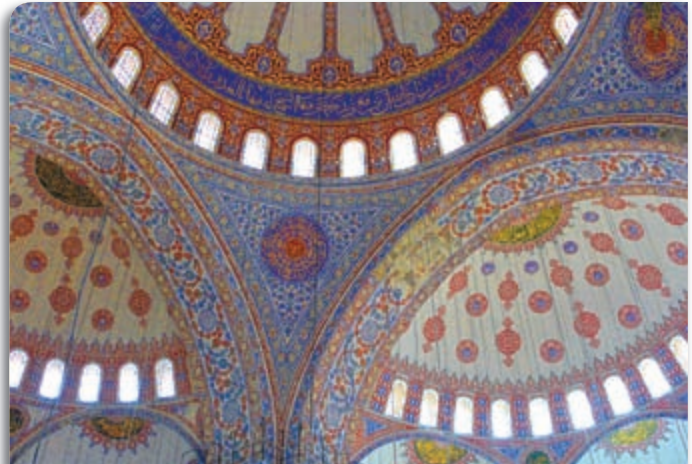
History Close-up

The Blue Mosque

The Blue Mosque in Istanbul was built in the early 1600s for an Ottoman sultan. It upset many people at the time it was built because they thought its six minarets—instead of the usual four—were an attempt to make it as great as the mosque in Mecca.



The mosque gets its name from its beautiful blue Iznik tiles.

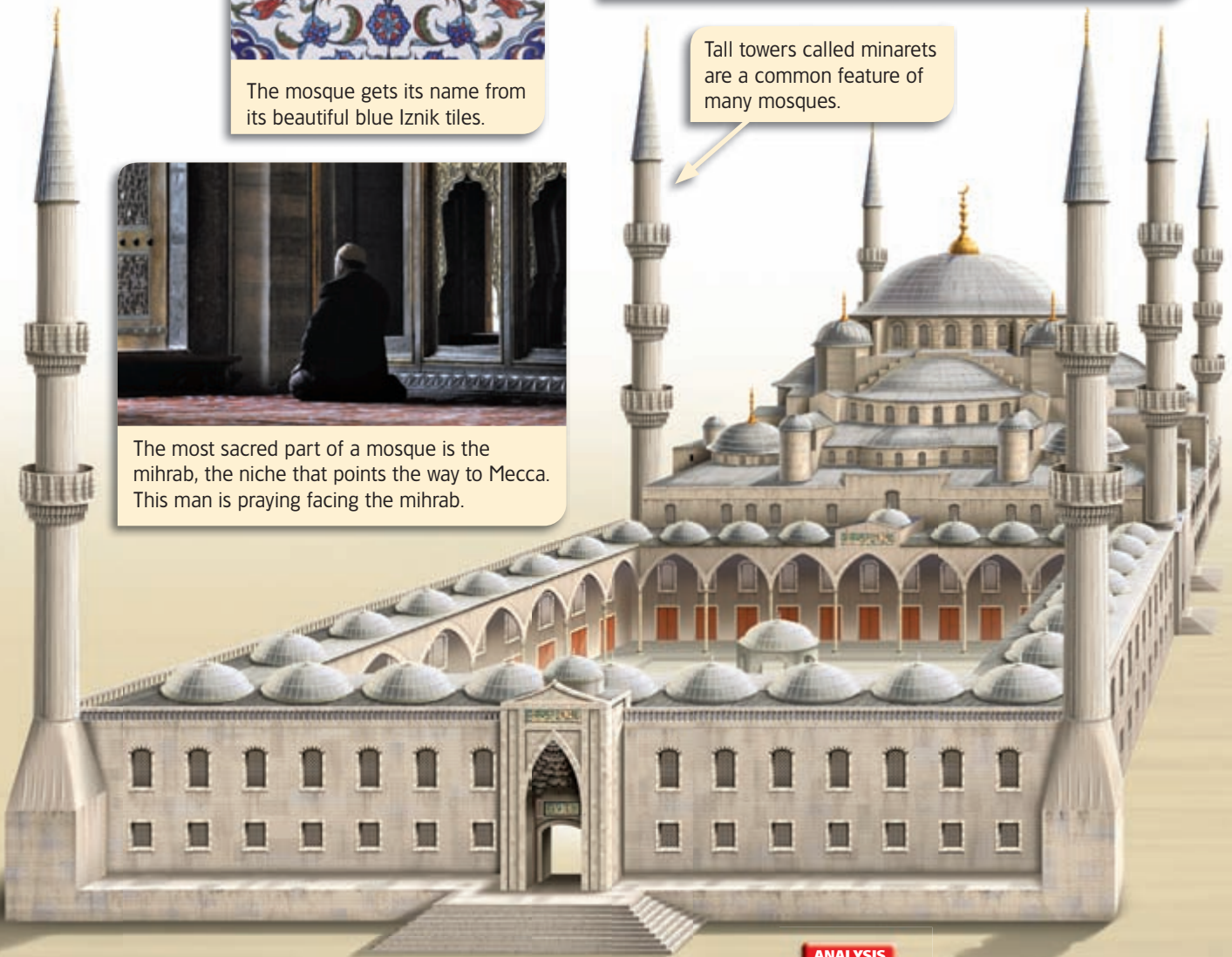


Domes are a common feature of Islamic architecture. Huge columns support the center of this dome, and more than 250 windows let light into the mosque.



The most sacred part of a mosque is the mihrab, the niche that points the way to Mecca. This man is praying facing the mihrab.

Tall towers called minarets are a common feature of many mosques.



ANALYSIS SKILL ANALYZING VISUALS

Why do you think the decoration of the Blue Mosque is so elaborate?

Literature and the Arts

Literature, especially poetry, was popular in the Muslim world. Much poetry was influenced by Sufism. Sufi poets often wrote about their loyalty to God. One of the most famous Sufi poets was **Omar Khayyám** (OH-mahr ky-AHM).

Muslims also enjoyed reading short stories. One famous collection of short stories is *The Thousand and One Nights*. It includes tales about legendary characters such as Sinbad, Aladdin, and Ali Baba.

Architecture was one of the most important Muslim art forms. Rich Muslim rulers became great **patrons, or sponsors**, of architecture. They used their wealth to have beautiful mosques built to honor God and inspire religious followers. The main part of a mosque is a huge hall where people pray. Many mosques also have a large dome and a **minaret, or narrow tower from where Muslims are called to prayer**.

Muslim architects also built palaces, marketplaces, and libraries. Many of these buildings have complicated domes and arches, colored bricks, and decorated tiles.

You may notice, though, that most Muslim art does not show any people or animals. Muslims think only God can create humans and animals or their images. As a result, Muslim art is instead full of complex patterns. Muslim artists also turned to **calligraphy, or decorative writing**. They made sayings from the Qur'an into works of art and used them to decorate mosques and other buildings.

Muslim art and literature combined Islamic influences with the regional traditions of the places Muslims conquered. This mix of Islam with cultures from Asia, Africa, and Europe gave literature and the arts a unique style and character.

READING CHECK **Generalizing** Most mosques include which two architectural elements?

SUMMARY AND PREVIEW Islamic culture produced great achievements in science, philosophy, literature, architecture, and art. In the next chapter, you'll learn about an area that was greatly influenced by Muslim ideas—West Africa.

Section 4 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Identify** Who traveled to India, Africa, China, and Spain and contributed his knowledge to the study of geography?
 - Explain** How did Muslim scholars help preserve learning from the ancient world?
 - Rank** In your opinion, what was the most important Muslim scientific achievement? Why?
- Describe** What function do **minarets** serve in mosques?
 - Explain** How did Muslim artists create art without showing humans or animals?

Critical Thinking

- Analyzing** Using your notes, complete a chart like the one at right. For each category in the first column, list one important achievement or advance the Muslims made.

Category	Achievement or Advance
Astronomy	
Geography	
Math	
Medicine	
Philosophy	

FOCUS ON WRITING

- Describing Muslim Accomplishments** Review the answers you provided for the graphic organizer above and the information under the Literature and the Arts heading on this page. Then organize what you have learned into a paragraph that describes the cultural achievements of the Muslim world.

Understanding Historical Context

Understand the Skill

A *context* is the circumstances under which something happens. *Historical context* includes values, beliefs, conditions, and practices that were common in the past. At times, some of these were quite different than what they are today. To truly understand a historical statement or event, you have to take its context into account. It is not right to judge what people in history did or said based on present-day values alone. To be fair, you must also consider the historical context of the statement or event.

Learn the Skill

To better understand something a historical figure said or wrote, use the following guidelines to understand the context of the statement.

- 1 Identify the speaker or writer, the date, and the topic and main idea of the statement.
- 2 Determine the speaker's or writer's attitude and point of view about the topic.
- 3 Review what you know about beliefs, conditions, or practices related to the topic that were common at the time. Find out more about those times if you need to.
- 4 Decide how the statement reflects the values, attitudes, and practices of people living at that time. Then determine how the statement reflects values, attitudes, and practices of today.

Applying these guidelines will give you a better understanding of a clash between Muslim and European armies in 1191. The following account of this clash was written by Baha' ad-Din, an advisor to the Muslim leader Saladin. He witnessed the battle.

“The [king of the] Franks [the Muslim term for all Europeans] ... ordered all the Musulman [Muslim] prisoners ... to be brought before him. They numbered more than three thousand and were all bound with ropes. The Franks then flung themselves upon them all at once and massacred them with sword and lance in cold blood.”

—Baha' ad-Din, from *The Crusade of Richard I*,
by John Gillingham

By modern standards this event seems barbaric. But such massacres were not uncommon in those times. Plus, the description is from one side's point of view. This context should be considered when making judgments about the event.

Practice and Apply the Skill

Baha' ad-Din also described the battle itself. Read the following passage. Then answer the questions.

“The center of the Muslim ranks was broken, drums and flags fell to the ground ... Although there were almost 7,000 ... killed that day God gave the Muslims victory over their enemies. He [Saladin] stood firm until ... the Muslims were exhausted, and then he agreed to a truce at the enemy's request.”

—Baha' ad-Din, from *Arab Historians of the Crusades*,
translated by E. J. Costello

1. What happened to Saladin's army? Why do you think the writer calls the battle a Muslim victory?
2. History records this battle as a European victory. Plus, this account is part of a larger statement written in praise of Saladin. Does this additional context change your understanding and answer to the first question? Explain how or why not.



History's Impact

▶ video series

Review the video to answer the focus question: *What is Mecca, and why do millions of Muslims go there every year?*

CHAPTER 12

Chapter Review

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.



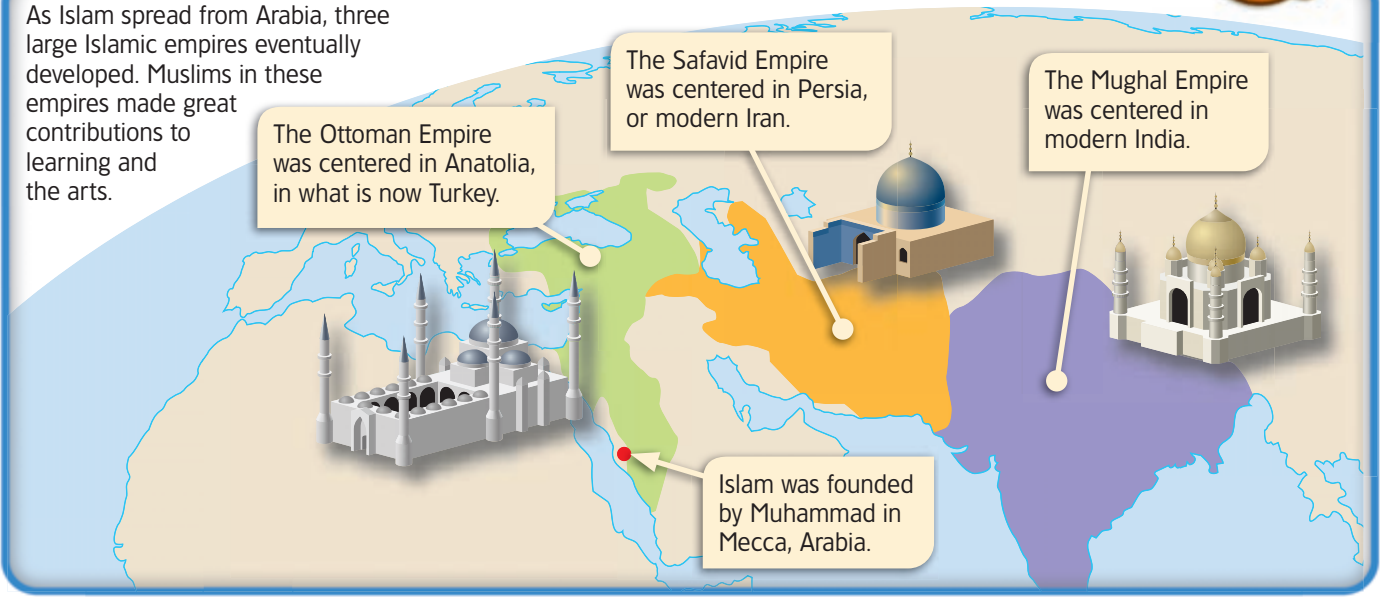
As Islam spread from Arabia, three large Islamic empires eventually developed. Muslims in these empires made great contributions to learning and the arts.

The Ottoman Empire was centered in Anatolia, in what is now Turkey.

The Safavid Empire was centered in Persia, or modern Iran.

The Mughal Empire was centered in modern India.

Islam was founded by Muhammad in Mecca, Arabia.



Reviewing Vocabulary, Terms, and People

For each statement below, write T if it is true and F if it is false. If the statement is false, write the correct term that would make the sentence a true statement.

- Muslims gather to pray at a **jihad**.
- Traders often traveled in **caravans** to take their goods to markets.
- An **Islam** is a person who submits to God and follows the teachings of Muhammad.
- According to Islamic belief, God's messages to Muhammad during his lifetime make up the **Sunnah**.
- A **caliph** is a journey to a sacred place.
- A **minaret** is a tower from where Muslims are called to prayer.
- Janissaries** converted to Islam and became fierce warriors in the Ottoman army.
- The **Sunni** believed that only a descendant of Muhammad could become the highest leader of Islam.

Comprehension and Critical Thinking

SECTION 1 (pages 354–357)

- Recall** What two ways of life developed in Arabia's desert environment?
- Analyze** Why did Muhammad have a hard time getting people in Mecca to accept his teachings?
- Evaluate** What are some possible benefits to a nomadic lifestyle, and what are some possible benefits to a sedentary lifestyle?

SECTION 2 (pages 358–361)

- Define** What is the hajj?
- Contrast** Both the Qur'an and the Sunnah guide Muslims' behavior. Apart from discussing different topics, how do these two differ?
- Predict** Which of the Five Pillars of Islam do you think would be the most difficult to perform? Why?

SECTION 3 (pages 362–367)

11. **a. Identify** Who was Abu Bakr and why is he important in the history of Islam?
- b. Analyze** Why did the Safavids come into conflict with the Ottomans?
- c. Evaluate** In your opinion, was conquest or trade more effective in spreading Islam? Why?

SECTION 4 (pages 368–371)

12. **a. Describe** What are two elements often found in Muslim architecture?
- b. Draw Conclusions** How did having a common language help scholars in the Islamic world?
- c. Elaborate** Why might a ruler want to become a patron of a mosque?

Social Studies Skills

13. **Determining the Context of Statements** Read each of the statements in List A below. Decide which of the people in List B would have been the most likely writer of each statement.

List A

1. “I have conquered Constantinople.”
2. “I want to build a new palace, the finest ever built in India.”
3. “I want to conquer more Muslim lands and convert the people within them to Shiism.”
4. “I hope my medical encyclopedia helps others to use what I have learned about treating diseases.”
5. “I have decided to accept the invitation to move north to Medina.”
6. “Being chosen as the first caliph is a high honor for me.”

List B

- a. Muhammad
- b. Mehmed II
- c. Avicenna
- d. Esma’il
- e. Abu Bakr
- f. a Mughal emperor

Reviewing Themes

14. **Geography** How did the geography of the Arabian desert influence the lives of nomads?
15. **Religion** Take a position, agreeing or disagreeing with this statement: “Muslim leaders were tolerant of those they conquered.” Defend your answer.

Using the Internet

16. Activity: Researching Muslim Achievements

Muslim advances in science, math, and art were spread around the world by explorers and traders. Use your online book to learn about these advances. Choose an object created by Muslim scholars in the 600s or 700s and write a paragraph that explains its roots, how it spread to other cultures, and its uses in modern times.

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Reading Skills

Using Questions to Analyze Text *Imagine that you are a historian who has just finished reading this chapter and you want to learn more about the Islamic world. For each of the topics listed below, write one question for which you could attempt to find an answer in your research. For example, for the topic Islamic law, you might ask, “What Muslim countries today have a legal system that blends Shariah with Western law?”*

17. growth of the Ottoman Empire
18. Muslim achievements in math
19. culture and learning in Baghdad

FOCUS ON WRITING



20. **Creating Your Web Site** Look back over your notes from this chapter. Then, design a home page and the four links titled “Who Was Muhammad?” “What Is Islam?” “The Islamic Empires,” and “Islamic Cultural Achievements.” Write four or five sentences for each link on your Web site. You may design the pages either online or on a large sheet of paper.

Remember that your audience is children, so you should keep your text simple. Use plenty of vivid language and bright colors to keep your audience interested in your topic.

DIRECTIONS: Read each question and write the letter of the best response.

“The office of Imam was set up in order to replace the office of Prophet in the defense of the faith and the government of the world. . . . One group says it derives from reason, since it is the nature of reasonable men to submit to a leader who will prevent them from injuring one another and who will settle quarrels and disputes. . . . Another group says that the obligation derives from Holy Law and not from reason, since the Imam deals with matters of Holy Law. . . .”

—Abu al-Hasan al-Mawardi (972–1058)

- 1** From the passage, it can be concluded that Imams in early Islam were
 - A religious leaders.
 - B government leaders.
 - C both religious and government leaders.
 - D neither religious nor government leaders.
- 2** Which of the following responsibilities of Muslims is not one of the Five Pillars of Islam?
 - A jihad
 - B frequent prayer
 - C hajj
 - D giving to the poor
- 3** The teachings of Muhammad are found mainly in the Qur’an and the
 - A Commentaries.
 - B Sunnah.
 - C Analects.
 - D Torah.

- 4** Which area of the world was least influenced by Muslim conquest and trade between the AD 600s and 1600s?
 - A North Africa
 - B South America
 - C Southwest Asia
 - D Southeast Asia
- 5** Muslim scholars are credited with developing
 - A geometry.
 - B algebra.
 - C calculus.
 - D physics.

Connecting with Past Learnings

- 6** Muslims believe that Muhammad revealed Allah’s teaching to the world. Which of the following leaders that you learned about earlier did not reveal a religion’s teachings to his people?
 - A Moses
 - B Hammurabi
 - C Buddha
 - D Jesus
- 7** You have learned that Muslim architects were known for their use of the dome. Which culture that you studied earlier also used many domes?
 - A the Chinese
 - B the Egyptians
 - C the Greeks
 - D the Romans

Early African Civilizations

Essential Question What factors shaped early African civilizations?



What You Will Learn...

In this chapter, you will learn about the great empires of West Africa, which grew rich from trade.

SECTION 1: Geography and Early Africa 380

The Big Idea Geography, resources, culture, and trade influenced the growth of societies in West Africa.

SECTION 2: The Empire of Ghana 386

The Big Idea The rulers of Ghana built an empire by controlling the salt and gold trade.

SECTION 3: Later Empires 390

The Big Idea Between 1000 and 1500, three great kingdoms—Mali, Songhai, and Great Zimbabwe—developed in Africa.

SECTION 4: Historical and Artistic Traditions 396

The Big Idea Although the people of West Africa did not have a written language, their culture has been passed down through oral history, writings by other people, and the arts.

FOCUS ON WRITING

A Journal Entry Many people feel that recording their lives in journals helps them to understand their own experiences. Writing a journal entry from someone else's point of view can help you to understand what that person's life is like. In this chapter, you will read about the land, people, and culture of early Africa. Then you will imagine a character and write a journal entry from his or her point of view.



c. 500 BC

West Africans begin using iron and making clay sculptures.



CHAPTER EVENTS

500 BC

WORLD EVENTS

c. 480 BC

Greece defeats Persia in the Persian Wars.

This photo shows women in front of a mosque in the city of Djenné, in present-day Mali.



c. AD 200

Camels are first used in North Africa, making Saharan trade easier.

AD 500



1060s

The Empire of Ghana reaches its height.

1324

Mansa Musa leaves Mali on a hajj to Mecca.



1580s

Moroccan invaders begin their conquest of Songhai.

1600



1281 The Mongols' attempt to conquer Japan fails.



1337

The Hundred Years' War begins in France.

1521

Spanish explorers conquer the Aztec Empire.



Reading Social Studies

Economics

Geography

Politics

Religion

Society and Culture

Science and Technology

Focus on Themes In this chapter, you will read about West Africa—its physical **geography** and early cultures. You will see West Africa is a land of many resources and varied features. One feature, the Niger River, has been particularly important

in the region's history, providing water, food, and transportation for people. In addition, salt and iron deposits can be found in the region. Such resources were the basis for a **technology** that allowed people to create strong tools and weapons.

Organization of Facts and Information

Focus on Reading How are books organized in the library? How are the groceries organized in the store? Clear organization helps us find the product we need, and it also helps us find facts and information.

Understanding Structural Patterns Writers use structural patterns to organize information in sentences or paragraphs. What's a structural pattern? It's simply a way of organizing information. Learning to recognize those patterns will make it easier for you to read and understand social studies texts.

Patterns of Organization		
Pattern	Clue Words	Graphic Organizer
Cause-effect shows how one thing leads to another	as a result, because, therefore, this led to	
Chronological Order shows the sequence of events or actions.	after, before, first, then, not long after, finally	
Listing presents information in categories such as size, location, or importance.	also, most important, for example, in fact	Category <ul style="list-style-type: none"> • Fact • Fact • Fact • Fact

To use text structure to improve your understanding, follow these steps:

1. Look for the main idea of the passage you are reading.
2. Then look for clues that signal a specific pattern.
3. Look for other important ideas and think about how the ideas connect. Is there any obvious pattern?
4. Use a graphic organizer to map the relationships among the facts and details.

You Try It!

The following passages are from the chapter you are about to read. As you read each set of sentences, ask yourself what structural pattern the writer used to organize the information.

Recognizing Structural Patterns

A. “As the people of West Africa became more productive, villages had more than they needed to survive. West Africans began to trade the area’s resources with buyers who lived thousands of miles away.” (p. 383)

B. “When Sundiata was a boy, a harsh ruler conquered Mali. But as an adult, Sundiata built up an army and won back his country’s independence. He then conquered nearby kingdoms, including Ghana, in the 1230s . . . After Sundiata conquered Ghana, he took over the salt and gold trades. He also worked to improve agriculture in Mali.” (p. 390)

C. “Four different regions make up the area surrounding the Niger River . . . The northern band is the southern part of the Sahara . . . The next band is the Sahel (sah-HEL), a strip of land with little rainfall that divides the desert from wetter areas . . . Farther south is savannah, or open grassland . . . The fourth band, near the equator, gets heavy rain.” (p. 382)

After you read the passages, answer the questions below:

1. What structural pattern did the writer use to organize the information in passage A? How can you tell?
2. What structural pattern did the writer use to organize the information in passage B? How can you tell?
3. What structural pattern did the writer use to organize the information in passage C? How can you tell?

Chapter 13

Section 1

rifts (p. 380)
sub-Saharan Africa (p. 380)
Sahel (p. 382)
savannah (p. 382)
rain forests (p. 382)
extended family (p. 382)
animism (p. 383)

Section 2

silent barter (p. 386)
Tunka Manin (p. 388)

Section 3

Sundiata (p. 390)
Mansa Musa (p. 391)
Sunni Ali (p. 392)
Askia the Great (p. 393)

Section 4

oral history (p. 396)
griots (p. 396)
proverbs (p. 397)
kente (p. 399)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic word:

process (p. 397)

As you read Chapter 13, think about the organization of the ideas. Look for signal words and ask yourself why the author has arranged the text in this way.

Geography and Early Africa

What You Will Learn...

Main Ideas

1. Landforms, climate, and resources affected the history of West Africa.
2. The way of life of early peoples in West Africa was shaped by family ties, religion, iron technology, and trade.

The Big Idea

Geography, resources, culture, and trade influenced the growth of societies in West Africa.

Key Terms and People

rifts, *p. 380*
 sub-Saharan Africa, *p. 380*
 Sahel, *p. 382*
 savannah, *p. 382*
 rain forests, *p. 382*
 extended family, *p. 382*
 animism, *p. 383*



Use the graphic organizer online to record information about the geography and traditional ways of life in Africa.

If YOU were there...

You live in a village near the great bend of the Niger River in Africa in about AD 800. The river is full of life—birds, fish, crocodiles. You use its water to grow crops and raise cattle. Traders use the river to bring wood, gold, and other products from the forests.

Why is this a good place to live?

BUILDING BACKGROUND The continent of Africa is so large that it includes many varied kinds of terrain, from barren deserts to thick rain forests. Each region has a different climate and provides different resources for the people who live there. In West Africa rivers provide water to grow crops in drier areas. The land is also a rich source of minerals, especially gold and iron. These two resources played a large role in the development of West African cultures.

Landforms, Climate, and Resources

Africa is the earth's second largest continent. An immense desert, the Sahara, stretches across most of North Africa. Along the northwestern edge of the Sahara lie the Atlas Mountains. At the opposite edge of the continent, in the southeast, the Drakensberg Mountains rise. In eastern Africa, mountains extend alongside great rifts. **These rifts are long, deep valleys formed by the movement of the earth's crust.** From all these mountains the land dips into plateaus and wide, low plains. The plains of **sub-Saharan Africa, or Africa south of the Sahara,** are crossed by mighty rivers. These rivers include the Congo, the Zambezi, and the Niger.

Regions of West Africa

As a source of water, food, and transportation, the Niger River allowed many people to live in West Africa. Along the Niger's middle section is a low-lying area of lakes and marshes. Many animals find food and shelter there. Fish are also plentiful.

Africa: Physical

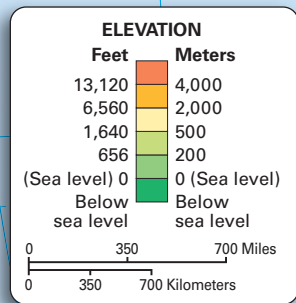


The world's largest desert, the Sahara, dominates North Africa.

The world's longest river, the Nile, flows northward to the Mediterranean Sea.

Central Africa has large rain forests.

Eastern Africa's plateaus and valleys are covered with grasslands and scattered trees.



GEOGRAPHY SKILLS **INTERPRETING MAPS**

- Location** Where in Africa is the Niger River located?
- Region** In what region does the Blue Nile start?

ANIMATED HISTORY

Vegetation Regions of Africa

THE IMPACT TODAY

Human activities like logging and farming are rapidly destroying Africa's rain forests.

Four different regions make up the area surrounding the Niger River. The regions run from east to west like broad bands. The northern band is the southern part of the Sahara. Rain is very rare there. The next band is the **Sahel** (sah-HEL), a strip of land with little rainfall that divides the desert from wetter areas. Farther south is the **savannah**, or open grassland with scattered trees. The fourth band, near the equator, gets heavy rain. This band is made of **rain forests**, or moist, densely wooded areas.

West Africa's Resources

West Africa's land is one of the region's many resources. With its many climates, the land can produce many different crops. Traditional crops grown in West Africa included dates, kola nuts, and grains.

Other resources were minerals. Gold, from the forests, was highly prized. So was salt, which came from the Sahara. Salt kept

food from spoiling, and people needed it in their diet to survive Africa's hot climate.

READING CHECK **Finding Main Ideas** What are some of West Africa's major resources?

Early Peoples' Way of Life

A typical early West African family was an **extended family**. It usually included the father, mother, children, and close relatives in one household. West African society expected each person to be loyal to his or her family. In some areas people also became part of age-sets. In these groups, men born within the same two or three years formed special bonds. Women, too, sometimes formed age-sets.

Loyalty to family and age-sets helped the people of a village to work together. The men hunted, farmed, and raised livestock. Women farmed, collected firewood, ground grain, carried water, and cared for children.

Village Society**QUICK FACTS****Families**

Families were the basic unit of village society.

**Extended Families**

Extended families included grandparents, aunts, uncles, cousins, and their families.

**Village Chiefs**

Extended families often had a male leader that served as a village chief.

**Council of Elders**

Sometimes, village chiefs formed a council of elders that led the village.

Family Ties

Families formed the foundation of village society in West Africa. Here a family gathers in a village.



Religion was another central feature of village life. Many West Africans believed that their ancestors' spirits stayed nearby. To honor these spirits, families marked places as sacred by putting specially carved statues there. They also offered food to their ancestors. Another common West African belief was **animism**—the belief that bodies of water, animals, trees, and other natural objects have spirits.

As time passed, the people of West Africa developed advanced cultures. Changes in technology helped early communities grow. Around 500 BC West Africans found that they could heat certain kinds of rock to get a hard metal. This was iron. Stronger than other metals, iron was good for making tools and weapons. Iron tools allowed farmers to clear land faster and to grow food more easily than they could with earlier tools.

As the people of West Africa became more productive, villages had more than they needed to survive. West Africans began

to trade the area's resources with buyers who lived thousands of miles away.

West Africa's gold and salt mines became a source of great wealth. Traders used camels to cross the Sahara. They took gold, salt, cloth, slaves, and other items to North Africa and the Islamic world.

READING CHECK Analyzing How did religion in West Africa reflect the importance of family?

SUMMARY AND PREVIEW Physical geography affected culture and trade in West Africa. When West Africans developed iron technology, communities grew. Trade, especially in gold and salt, expanded. Next, you will read about a West African empire based on this trade—Ghana.



Section 1 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

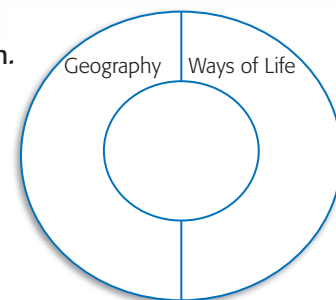
- a. Recall** Where in Africa are the **rifts** located?

b. Explain How were two of West Africa's valuable mineral resources related to local physical geography?
- a. Identify** What are two groups to which a person in early West Africa may have owed loyalty?

b. Analyze How did the use of iron change farming?

Critical Thinking

- Drawing Conclusions** Draw a diagram like the one shown. Based on your notes, write a statement in the center circle of the diagram about how Africa's geography has shaped life there.



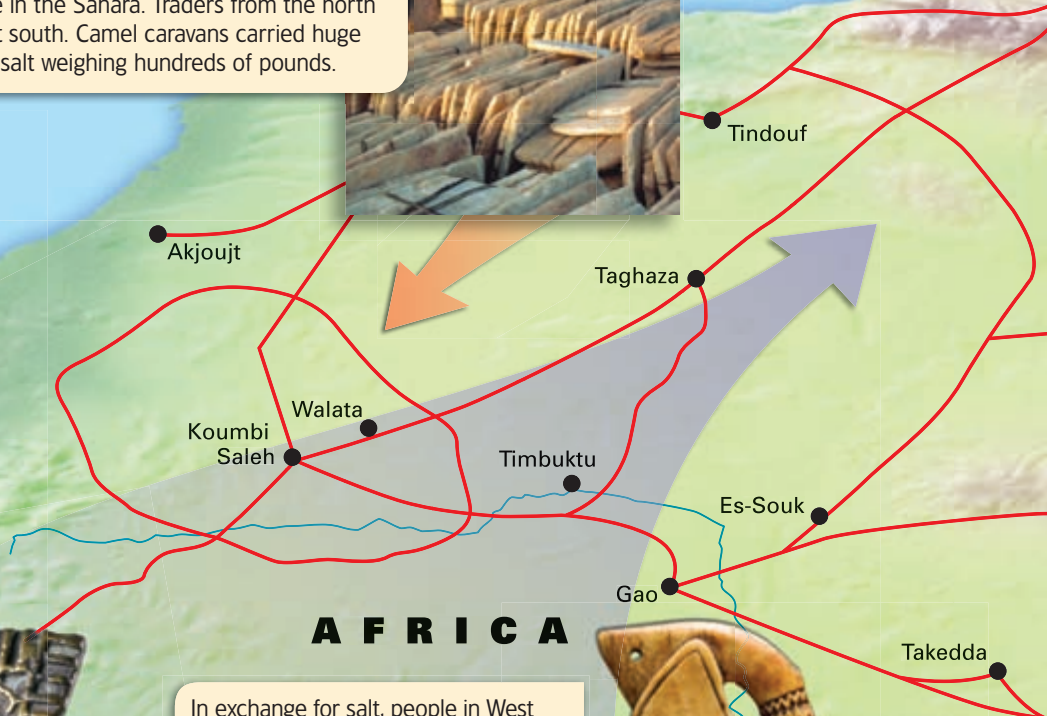
FOCUS ON WRITING

- Reviewing Notes on Early West Africa** Review your notes on the geography and early peoples of West Africa. Consider what your character saw every day. What challenges did the environment present? What role did family, religion, and technology play in your character's way of life?

Crossing the Sahara

Crossing the Sahara has never been easy. Bigger than the entire continent of Australia, the Sahara is one of the hottest, driest, and most barren places on earth. Yet for centuries, people have crossed the Sahara's gravel-covered plains and vast seas of sand. Long ago, West Africans crossed the desert regularly to carry on a rich trade.

Salt, used to preserve and flavor food, was available in the Sahara. Traders from the north took salt south. Camel caravans carried huge slabs of salt weighing hundreds of pounds.




In exchange for salt, people in West Africa offered other valuable trade goods, especially gold. Gold dust was measured with special spoons and stored in boxes. Ivory, from the tusks of elephants, was carved into jewelry and other items.



ATLANTIC OCEAN



EUROPE



Some goods that were traded across the Sahara, like silk and spices, came all the way from Asia along the Silk Road. These luxury items were traded for West African goods like gold and ivory.

MEDITERRANEAN SEA

A Difficult Journey

Temperature Temperatures soared to well over 100°F during the day and plunged to below freezing at night. Dying of heat or cold was a real danger.

Water Most areas of the Sahara get less than one inch of rain per year. Travelers had to bring lots of water or they could die of thirst.

Distance The Sahara is huge, and the trade routes were not well marked. Travelers could easily get lost.

Bandits Valuable trade goods were a tempting target for bandits. For protection, merchants traveled in caravans.

SAHARA

Daima

Bilma

Zawilah

Ghat

Ghadames

— Trade route
● Settlement
Scale varies on this map.

GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Movement** What were some goods traded across the Sahara?
- 2. Human-Environment Interaction** Why was salt a valued trade good?

RED SEA

The Empire of Ghana

What You Will Learn...

Main Ideas

1. Ghana controlled trade and became wealthy.
2. Through its control of trade, Ghana built an empire.
3. Ghana's decline was caused by attacking invaders, over-grazing, and the loss of trade.

The Big Idea

The rulers of Ghana built an empire by controlling the salt and gold trade.

Key Terms and People

silent barter, *p. 386*

Tunka Manin, *p. 388*



Use the graphic organizer online to make a list of important events from the beginning to the end of the empire of Ghana.

If YOU were there...

You are a trader in a caravan heading into West Africa in about 1000. The caravan carries many goods, but the most precious is salt. Salt is so valuable that people trade gold for it! The gold traders never meet you face to face, though. You wish you could talk to them to find out where they get their gold.

Why do you think the traders are so secretive?

BUILDING BACKGROUND The various regions of Africa provided people with different resources. West Africa, for example, was rich in both fertile soils and minerals, especially gold and iron. Other regions had plentiful supplies of other resources, such as salt. Over time, trade developed between regions with different resources. This trade led to the growth of the first great empire in West Africa.

Ghana Controls Trade

Among the earliest people in West Africa were the Soninke (soh-NING-kee). They lived in small groups and farmed the land along the Niger River. After AD 300, the Soninke began to band together for protection against nomadic herders who wanted to move into the area. This banding together was the beginning of Ghana.

The people of Ghana gradually grew in strength. They learned how to work with iron and how to use iron tools for farming. They also herded cattle for meat and milk. Because Ghana's farmers and herders could produce plenty of food, their population increased. Towns and villages sprang up.

Ghana lay between the vast Sahara to the north and deep forests that spread out to the south. In this location, people were in a good position to trade in the region's two main resources—gold and salt. The exchange of gold and salt sometimes followed a specific process called silent barter. **Silent barter** is a process in which people exchange goods with-

Ghana Empire, c. 1050



Carving of a human head from Ghana

out contacting each other directly. In Ghana salt traders left slabs of salt on a riverbank. In exchange, gold miners left what they thought was a fair amount of gold. The method made sure that trade was done peacefully. It also kept the location of the gold mines secret.

As trade in gold and salt increased, Ghana's rulers gained power. They built armies equipped with iron weapons that were superior to the weapons of nearby peoples. Over time, Ghana took over control of trade from the North African merchants. Then, additional goods were added to the mix of items traded. Wheat came from the north. Sheep, cattle, and honey

came from the south. Local products, such as leather and cloth, were also traded. Before long, this extensive trade made Ghana very prosperous indeed.

READING CHECK Generalizing How did trade help Ghana develop?

Ghana Builds an Empire

By 800 Ghana was firmly in control of West Africa's trade routes. Nearly all trade between northern and southern Africa passed through Ghana. Ghana's army kept the trade routes safe. Trade increased, and so did Ghana's wealth.

Taxes and Gold

With so many traders passing through their lands, Ghana's rulers looked for ways to profit from their dealings. One way was to force every trader who entered Ghana to pay a special tax on the goods he carried. Then each trader had to pay another tax on the goods he took with him when he left. The people of Ghana also had to pay taxes. In addition, Ghana forced small neighboring tribes to pay tribute.

Ghana's gold mines brought even more income into the royal treasury. Some gold was carried by traders to lands as far away as England. But not all of Ghana's gold was traded. Ghana's kings also kept huge stores of the precious metal for themselves.

The rulers of Ghana banned everyone else in Ghana from owning gold nuggets. Common people could only own gold dust, which they used as money. This ensured that the king was richer than his subjects.

Expansion of the Empire

Part of Ghana's wealth went to support its powerful army. Ghana's kings used this army to conquer many neighboring areas. To keep order in their large empire, Ghana's kings allowed conquered rulers

to retain much of their power. These local rulers acted as governors of their territories, answering only to the king.

The empire of Ghana reached its peak under **Tunka Manin** (TOOHN-kah MAH-nin). This king had a lavish court where he displayed the wealth of the empire. A Spanish writer noted the court's splendor.

“The king adorns himself . . . round his neck and his forearms, and he puts on a high cap decorated with gold and wrapped in a turban of fine cotton. Behind the king stand ten pages [servants] holding shields and swords decorated with gold.”

—al-Bakri, from *The Book of Routes and Kingdoms*

READING CHECK Summarizing How did the rulers of Ghana control trade?

Ghana's Decline

In the mid-1000s, Ghana was rich and powerful, but by the early 1200s, the empire had collapsed. Three major factors contributed to its end.

Invasion

The first factor that hurt Ghana was invasion. A group of North African Muslims called the Almoravids (al-moh-RAH-vidz) attacked Ghana in the 1060s. After 14 years of fighting, the Almoravids defeated the people of Ghana. The Almoravids didn't control Ghana for long, but they weakened the empire. They cut off many trade routes and formed new trading partnerships with Muslim leaders. Without this trade, Ghana could not support its empire.

Overgrazing

A second factor in Ghana's decline also involved the Almoravids. These invaders brought herds of animals with them. These animals ate all the grass in many pastures, leaving the soil exposed to hot desert winds.

FOCUS ON READING

In the section titled “Ghana's Decline,” what type of structural pattern is used? How do you know?

BIOGRAPHY

Tunka Manin

Ruled around 1068

All we know about Tunka Manin comes from the writings of a Muslim geographer who wrote about Ghana. From his writings, we know that Tunka Manin was the nephew of the previous king, a man named Basi. Kingship and property in Ghana did not pass from father to son, but from uncle to nephew. Only the king's sister's son could inherit the throne. Once he did become king, Tunka Manin surrounded himself with finery and many luxuries.

Contrasting How was inheritance in Ghana different from inheritance in other societies you have studied?



Overgrazing

Too many animals grazing in one area can lead to problems, such as the loss of farmland that occurred in West Africa.

- 1 Animals are allowed to graze in areas with lots of grass.
- 2 With too many animals grazing, however, the grass disappears, leaving the soil below exposed to the wind.
- 3 The wind blows the soil away, turning what was once grassland into desert.

These winds blew away the soil, leaving it worthless for farming or herding. Many farmers had to leave in search of new homes.

Internal Rebellion

A third factor also helped bring about the decline of Ghana's empire. In about 1200 the people of a country that Ghana had conquered rose up in rebellion. Within a few years these rebels had taken over the entire empire of Ghana.

Once in control, however, the rebels found that they could not keep order.

Weakened, Ghana was attacked and defeated by one of its neighbors. The empire fell apart.

READING CHECK Identifying Cause and Effect

Why did Ghana decline in the AD 1000s?

SUMMARY AND PREVIEW The empire of Ghana in West Africa grew rich and powerful through its control of trade routes and its gold production. The empire lasted from about 800 to 1200. In the next section, you will learn about two empires that arose after Ghana—Mali and Songhai.

Section 2 Assessment

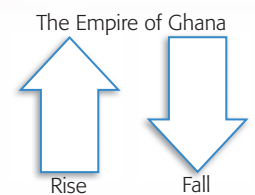
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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. a. **Identify** What were the two major resources traded in Ghana?
b. **Explain** How did the **silent barter** system work?
2. a. **Identify** Who was **Tunka Manin**?
b. **Generalize** What did Ghana's kings do with the money they raised from taxes and gold mining?
c. **Elaborate** Why did the rulers of Ghana not want everyone to have gold?
3. a. **Recall** What group invaded Ghana in the late 1000s?
b. **Analyze** How did overgrazing help cause the fall of Ghana?

Critical Thinking

4. **Categorizing** Look through the events you listed in your notes. Decide which contributed to Ghana's rise and which led to its fall. Organize the events in a diagram like this one.



FOCUS ON WRITING

5. **Reviewing Notes on Ghana** Review this section and your notes on the rise and fall of Ghana's trading empire. Keep in mind how your character's life may have been impacted by Ghana's history.

Later Empires

What You Will Learn...

Main Ideas

1. The empire of Mali reached its height under the ruler Mansa Musa, but the empire fell to invaders in the 1400s.
2. The Songhai built a new Islamic empire in West Africa, conquering many of the lands that were once part of Mali.
3. Great Zimbabwe was a powerful state that developed in southern Africa.

The Big Idea

Between 1000 and 1500, three great kingdoms—Mali, Songhai, and Great Zimbabwe—developed in Africa.

Key People

Sundiata, p. 390

Mansa Musa, p. 391

Sunni Ali, p. 392

Askia the Great, p. 393



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TAKING NOTES

Use the graphic organizer online to take notes about life in the cultures that developed in West Africa—Mali and Songhai—and the one that developed in southern Africa—Great Zimbabwe.

If YOU were there...

You are a servant of the great Mansa Musa, ruler of Mali. You've been chosen as one of the servants who will travel with him on a pilgrimage to Mecca. The king has given you all fine new clothes of silk for the trip. He will carry much gold with him. You've never left your home before. But now you will see the great city of Cairo, Egypt, and many other new places.

How do you feel about going on this journey?

BUILDING BACKGROUND Mansa Musa was one of Africa's greatest rulers, and his empire, Mali, was one of the largest in African history. Rising from the ruins of Ghana, Mali took over the trade routes of West Africa and grew into a powerful state.

Mali

Like Ghana, Mali (MAH-lee) lay along the upper Niger River. This area's fertile soil helped Mali grow. Mali's location on the Niger also allowed its people to control trade on the river. As a result, the empire grew rich and powerful. According to legend, Mali's rise to power began under a ruler named **Sundiata** (soohn-JAHT-ah).

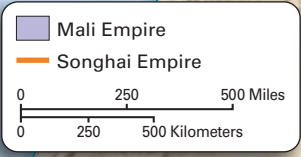
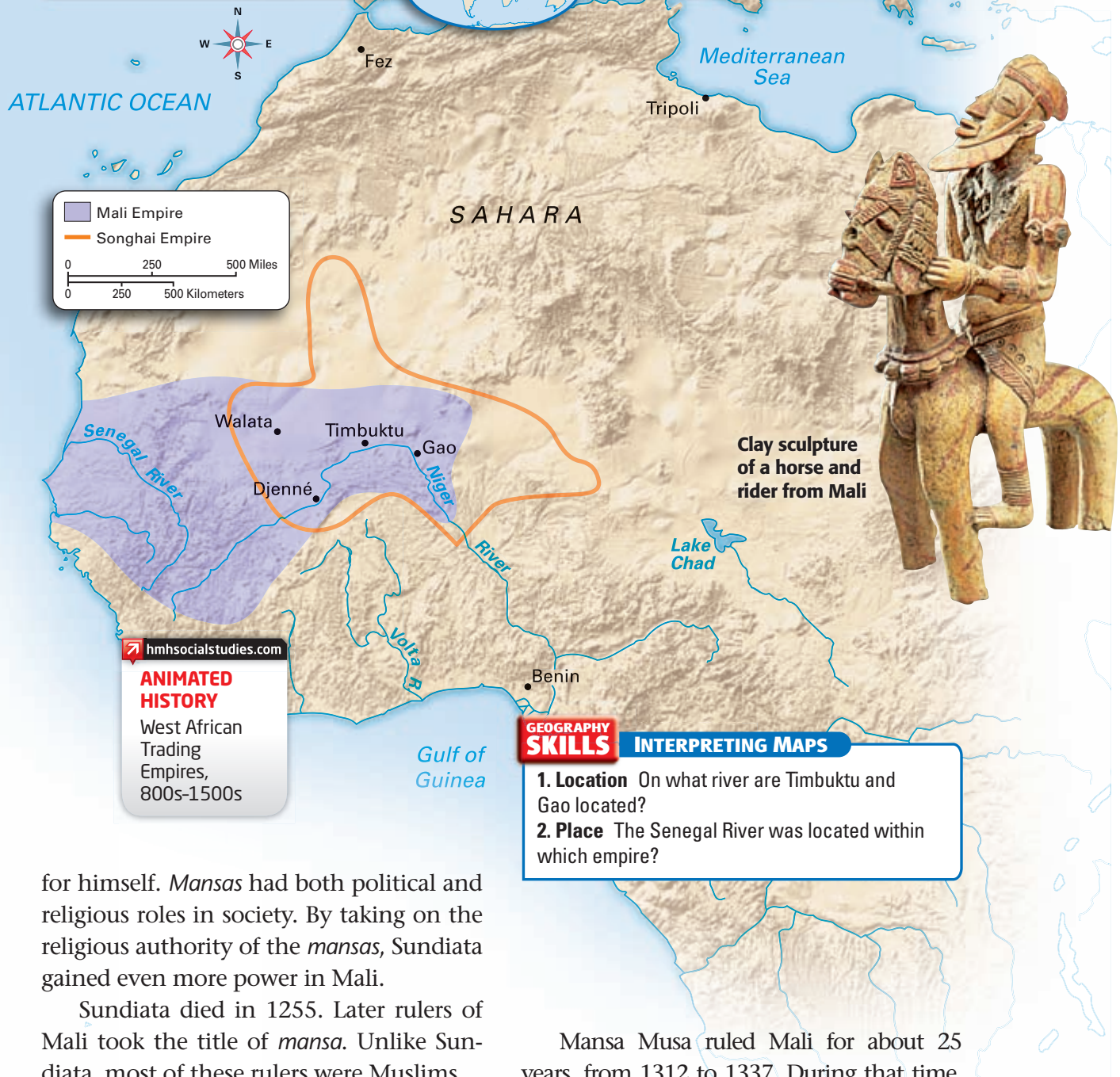
Sundiata Makes Mali an Empire

When Sundiata was a boy, a harsh ruler conquered Mali. But as an adult, Sundiata built up an army and won back his country's independence. He then conquered nearby kingdoms, including Ghana, in the 1230s.

After Sundiata conquered Ghana, he took over the salt and gold trades. He also worked to improve agriculture in Mali. Sundiata had new farmlands cleared for beans, onions, rice, and other crops. Sundiata even introduced a new crop—cotton. From the cotton fibers people made clothing that was comfortable in the warm climate. They also sold cotton to other people.

To keep order in his prosperous kingdom, Sundiata took power away from local leaders. Each of these local leaders had the title *mansa* (MAHN-sah), a title Sundiata now took

Mali and Songhai



Clay sculpture of a horse and rider from Mali

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ANIMATED HISTORY
West African Trading Empires, 800s-1500s

GEOGRAPHY SKILLS **INTERPRETING MAPS**

- 1. Location** On what river are Timbuktu and Gao located?
- 2. Place** The Senegal River was located within which empire?

for himself. *Mansas* had both political and religious roles in society. By taking on the religious authority of the *mansas*, Sundiata gained even more power in Mali.

Sundiata died in 1255. Later rulers of Mali took the title of *mansa*. Unlike Sundiata, most of these rulers were Muslims.

Mansa Musa

Mali's most famous ruler was a Muslim named **Mansa Musa** (MAHN-sah moo-sah). Under his skillful leadership, Mali reached the height of its wealth, power, and fame in the 1300s. Because of Mansa Musa's influence, Islam spread through a large part of West Africa, gaining many new believers.

Mansa Musa ruled Mali for about 25 years, from 1312 to 1337. During that time, Mali added many important trade cities to its empire, including Timbuktu (tim-buhk-TOO).

Religion was very important to Mansa Musa. In 1324 he left Mali on a pilgrimage to Mecca. Through his journey, Mansa Musa introduced his empire to the Islamic world. He spread Mali's fame far and wide.

Mansa Musa also supported education. He sent many scholars to study in Morocco.

THE IMPACT TODAY

Some of the mosques built by Mansa Musa can still be seen in West Africa today.

These scholars later set up schools in Mali. Mansa Musa stressed the importance of learning to read the Arabic language so that Muslims in his empire could read the Qur'an. To spread Islam in West Africa, Mansa Musa hired Muslim architects to build mosques throughout his empire.

The Fall of Mali

When Mansa Musa died, his son Maghan (MAH-gan) took the throne. Maghan was a weak ruler. When raiders from the southeast poured into Mali, he couldn't stop them. The raiders set fire to Timbuktu's great schools and mosques. Mali never fully recovered from this terrible blow. The empire continued to weaken and decline.

In 1431 the Tuareg (TWAH-reg), nomads from the Sahara, seized Timbuktu. The people living at the edges of Mali's empire broke away. By 1500 nearly all of the lands the empire had once ruled were lost. Only a small area of Mali remained.

READING CHECK Sequencing What steps did Sundiata take to turn Mali into an empire?

Songhai

Even as the Empire of Mali was reaching its height, a rival power was growing in the area. That rival was the Songhai (SAHNG-hy) kingdom. From their capital at Gao, the Songhai participated in the same trade that had made Ghana and Mali so rich.

The Building of an Empire

In the 1300s Mansa Musa conquered the Songhai, adding their lands to his empire. But as the Mali Empire weakened in the 1400s, the people of Songhai rebelled and regained their freedom.

The Songhai leaders were Muslims. So too were many of the North African Berbers who traded in West Africa. Because of this shared religion, the Berbers were willing to trade with the Songhai, who grew richer.

As the Songhai gained in wealth, they expanded their territory and built an empire. Songhai's expansion was led by **Sunni Ali** (SOOH-nee ah-LEE), who became ruler of the Songhai in 1464. Before he took over, the Songhai state had been disorganized and

The people of Songhai depended on the Niger River for many things. It was an important transportation route and provided fertile lands and a source of water for farming.



poorly run. As ruler, Sunni Ali worked to unify, strengthen, and enlarge his empire. Much of the land that he added to Songhai had been part of Mali.

As king, Sunni Ali encouraged everyone in his empire to work together. To build religious harmony, he participated in both Muslim and local religions. As a result, he brought stability to Songhai.

Askia the Great

Sunni Ali died in 1492. He was followed as king by his son Sunni Baru, who was not a Muslim. The Songhai people feared that if Sunni Baru didn't support Islam, they would lose their trade with Muslim lands. They rebelled against the king.

The leader of that rebellion was a general named Muhammad Ture (moo-HAH-muhd too-RAY). After overthrowing Sunni Baru, Muhammad Ture chose the title *askia*, a title of high military rank. Eventually, he became known as **Askia the Great**.

Askia supported education and learning. Under his rule, Timbuktu flourished, drawing thousands to its universities, schools, libraries, and mosques. The city was especially known for the University of Sankore (san-KOH-rah). People arrived there from North Africa and other places to study math, science, medicine, grammar, and law. Djenné was another city that became a center of learning.

Most of Songhai's traders were Muslim, and as they gained influence in the empire so did Islam. Askia, himself a devout Muslim, encouraged the growth of Islamic influence. He made many laws similar to those in other Muslim nations.

To help maintain order, Askia set up five provinces within Songhai. He removed local leaders and appointed new governors who were loyal to him. Askia also created a professional army and specialized departments to oversee specific tasks.

BIOGRAPHY

Askia the Great

c. 1443–1538

Askia the Great became the ruler of Songhai when he was nearly 50 years old. He ruled Songhai for about 35 years. During his reign the cities of Songhai gained power over the countryside.

When he was in his 80s, Askia went blind. His son Musa forced him to leave the throne. Askia was sent to live on an island. He lived there for nine years until another of his sons brought him back to the capital, where he died. His tomb is still one of the most honored places in all of West Africa.

Drawing Inferences Why do you think Askia the Great's tomb is still considered an honored place?



Songhai Falls to Morocco

A northern rival of Songhai, Morocco, wanted to gain control of Songhai's salt mines. So the Moroccan army set out for the heart of Songhai in 1591. Moroccan soldiers carried advanced weapons, including the terrible arquebus (AHR-kwih-buhs). The arquebus was an early form of a gun.

The swords, spears, and bows used by Songhai's warriors were no match for the Moroccans' guns and cannons. The invaders destroyed Timbuktu and Gao.

Changes in trade patterns completed Songhai's fall. Overland trade declined as port cities on the Atlantic coast became more important. Africans south of Songhai and European merchants both preferred trading at Atlantic ports to dealing with Muslim traders. Slowly, the period of great West African empires came to an end.

READING CHECK **Evaluating** What do you think was Askia's greatest accomplishment?

West African Empires

ANALYSIS
SKILL

READING TIME LINES

About how many years after the fall of Ghana did Mali fall?

Great Zimbabwe

Strong kingdoms also arose in other parts of Africa. Great Zimbabwe, for example, was a powerful kingdom in southern Africa. Great Zimbabwe was founded in the late 1000s as a small trading and herding center. Gold mining increased in the area in the 1100s. Farming expanded and the kingdom's population grew. In time, Great Zimbabwe became the center of a large trading network.

THE IMPACT
TODAY

The stone fortress remains a major cultural monument in the modern nation of Zimbabwe.

Trade made Great Zimbabwe's rulers wealthy and powerful. They built a huge stone-walled fortress to protect their capital. In the 1400s the gold trade declined.

Deprived of its main source of wealth, Great Zimbabwe weakened. By 1500 it was no longer a political and trading center.

READING CHECK **Comparing** How was Great Zimbabwe similar to the empires of West Africa?

SUMMARY AND PREVIEW Sundiata and Mansa Musa helped Mali become a large empire famous for its wealth and centers of learning. Songhai similarly thrived under leaders such as Askia the Great. In the next section, you will read more about the major West African cultures.

Section 3 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** Who was Sundiata?

b. Explain What major river was important to the people of Mali? Why?

c. Elaborate What effects did the rule of Mansa Musa have on Mali and West Africa?
- a. Identify** Who led the expansion of Songhai in the 1400s?

b. Explain How did Askia the Great's support of education affect Timbuktu?
- a. Recall** What made Great Zimbabwe's rulers wealthy and powerful?

b. Analyze What led to the decline of Great Zimbabwe?

Critical Thinking

- Finding Main Ideas** Use your notes to help you list three major accomplishments of Sundiata and Askia.

Sundiata Askia

--	--

FOCUS ON WRITING

- Comparing and Contrasting** Review this section and your notes on the empires of Mali and Songhai. Consider how your character's life may have been shaped by the empire in which he or she lived. What were the differences between the empires? How were they the same? How did specific leaders affect the development of the lands they ruled?

Mansa Musa

How could one man's travels become a major historic event?

When did he live? the late 1200s and early 1300s

Where did he live? Mali

What did he do? Mansa Musa, the ruler of Mali, was one of the Muslim kings of West Africa. He became a major figure in African and world history largely because of a pilgrimage he made to the city of Mecca.

Why is he important? Mansa Musa's spectacular journey attracted the attention of the Muslim world and of Europe. For the first time, other people's eyes turned to West Africa. During his travels, Mansa Musa gave out huge

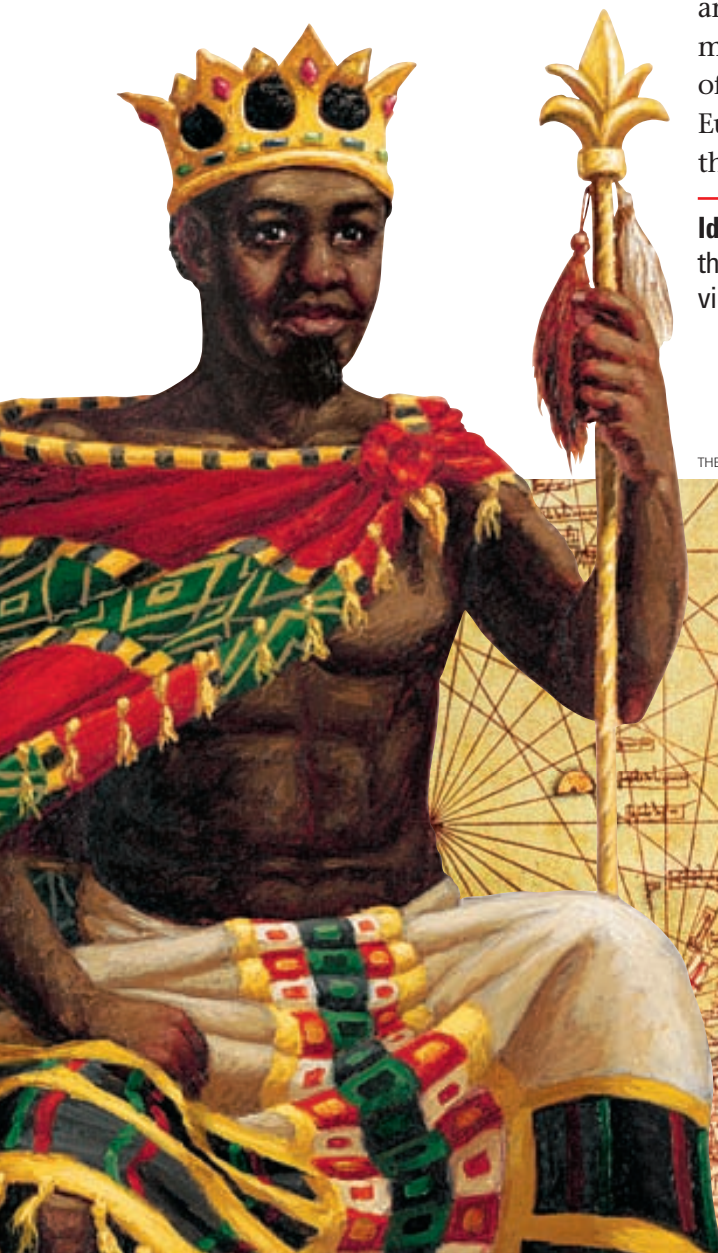
amounts of gold. His spending made people eager to find the source of such wealth. Within 200 years, European explorers would arrive on the shores of western Africa.

Identifying Points of View How do you think Mansa Musa changed people's views of West Africa?

KEY FACTS

According to chroniclers of the time, Mansa Musa was accompanied on his journey to Mecca by some 60,000 people. Of those people

- **12,000** were servants to attend to the king.
- **500** were servants to attend to his wife.
- **14,000** more were slaves wearing rich fabrics such as silk.
- **500** carried staffs heavily decorated with gold. Historians have estimated that the gold Mansa Musa gave away on his trip would be worth more than \$100 million today.



THE GRANGER COLLECTION, NEW YORK

This Spanish map from the 1300s shows Mansa Musa sitting on his throne.



What You Will Learn...

Main Ideas

1. West Africans have preserved their history through storytelling and the written accounts of visitors.
2. Through art, music, and dance, West Africans have expressed their creativity and kept alive their cultural traditions.

The Big Idea

Although the people of West Africa did not have a written language, their culture has been passed down through oral history, writings by other people, and the arts.

Key Terms

oral history, p. 396

griots, p. 396

proverbs, p. 397

kente, p. 399



Use the graphic organizer online to take notes on West African historical and artistic traditions.

Historical and Artistic Traditions

If YOU were there...

You are the youngest and smallest in your family. People often tease you about not being very strong. In the evenings, when work is done, your village gathers to listen to storytellers. One of your favorite stories is about the hero Sundiata. As a boy he was small and weak, but he grew to be a great warrior and hero.

How does the story of Sundiata make you feel?

BUILDING BACKGROUND Although trading empires rose and fell in West Africa, many traditions continued through the centuries. In every town and village, storytellers passed on the people's histories, legends, and wise sayings. These were at the heart of West Africa's arts and cultural traditions.

Preserving History

Writing was never very common in West Africa. In fact, none of the major early civilizations of West Africa developed a written language. Arabic was the only written language they used. The lack of a native written language does not mean that the people of West Africa didn't know their history, though. They passed along information through oral histories. An oral history is a spoken record of past events. The task of remembering and telling West Africa's history was entrusted to storytellers.

The Griots

The storytellers of early West Africa were called griots (GREE-ohz). They were highly respected in their communities because the people of West Africa were very interested in the deeds of their ancestors. Griots helped keep this history alive for each new generation.



The griots' stories were both entertaining and informative. They told of important past events and of the accomplishments of distant ancestors. For example, some stories explained the rise and fall of the West African empires. Other stories described the actions of powerful kings and warriors. Some griots made their stories more lively by acting out the events like scenes in a play.

In addition to stories, the griots recited **proverbs, or short sayings of wisdom or truth**. They used proverbs to teach lessons to the people. For example, one West African proverb warns, "Talking doesn't fill the basket in the farm." This proverb reminds people that they must work to accomplish things. It is not enough for people just to talk about what they want to do.

In order to tell their stories and proverbs, the griots memorized hundreds of names and events. Through this memorization **process** the griots passed on West African history from generation to generation. However, some griots confused names and

events in their heads. When this happened, the facts of some historical events became distorted. Still, the griots' stories tell us a great deal about life in the West African empires.

West African Epics

Some of the griot poems are epics—long poems about kingdoms and heroes. Many of these epic poems are collected in the *Dausi* (DAW-zee) and the *Sundiata*.

The *Dausi* tells the history of Ghana. Intertwined with historical events, though, are myths and legends. One story is about a seven-headed snake god named Bida. This god promised that Ghana would prosper if the people sacrificed a young woman to him every year. One year a mighty warrior killed Bida. As the god died, he cursed Ghana. The griots say that this curse caused the empire of Ghana to fall.

The *Sundiata* is about Mali's great ruler. According to the epic, when Sundiata was still a boy, a conqueror captured Mali and killed Sundiata's father and 11 brothers.

ACADEMIC VOCABULARY

process a series of steps by which a task is accomplished

Oral Traditions

West African storytellers called griots had the job of remembering and passing on their people's history. Here, people gather to perform traditional dances and to listen to the stories of a griot.



Music from Mali to Memphis

Did you know that the music you listen to today may have begun with the griots? From the 1600s to the 1800s, many people from West Africa were brought to America as slaves. In America, these slaves continued to sing the way they had in Africa. They also continued to play traditional instruments such as the *kora* played by Senegalese musician Soriba Kouyaté (right), the son of a griot. Over time, this music developed into a style called the blues, made popular by such artists as B.B. King (left). In turn, the blues shaped other styles of music, including jazz and rock. So, the next time you hear a Memphis blues track or a cool jazz tune, listen for its ancient African roots!



ANALYSIS SKILL

ANALYZING INFORMATION

How did West African music affect modern American music?

He didn't kill Sundiata, however, because the boy was sick and didn't seem like a threat. But Sundiata grew up to be an expert warrior. Eventually he overthrew the conqueror and became king.

Visitors' Written Accounts

In addition to the oral histories told about West Africa, visitors wrote about the region. In fact, much of what we know about early West Africa comes from the writings of travelers and scholars from Muslim lands such as Spain and Arabia.

Ibn Battutah was the most famous Muslim visitor to write about West Africa. From 1353 to 1354 he traveled through the region. Ibn Battutah's account of this journey describes the political and cultural lives of West Africans in great detail.

READING CHECK **Drawing Conclusions** Why were oral traditions important in West Africa?

Art, Music, and Dance

Like most peoples, West Africans valued the arts. They expressed themselves creatively through sculpture, mask-making, cloth-making, music, and dance.

Sculpture

Of all the visual art forms, the sculpture of West Africa is probably the best known. West Africans made ornate statues and carvings out of wood, brass, clay, ivory, stone, and other materials.

Most statues from West Africa are of people—often the sculptor's ancestors. Usually these statues were made for religious rituals, to ask for the ancestors' blessings. Sculptors made other statues as gifts for the gods. These sculptures were kept in holy places. They were never meant to be seen by people.

Because their statues were used in religious rituals, many African artists were

deeply respected. People thought artists had been blessed by the gods.

Long after the decline of Ghana, Mali, and Songhai, West African art is still admired. Museums around the world display African art. In addition, African sculpture inspired some European artists of the 1900s, including Henri Matisse and Pablo Picasso.

Masks and Clothing

In addition to statues, the artists of West Africa carved elaborate masks. Made of wood, these masks bore the faces of animals such as hyenas, lions, monkeys, and antelopes. Artists often painted the masks after carving them. People wore the masks during rituals as they danced around fires. The way firelight reflected off the masks made them look fierce and lifelike.

Many African societies were famous for the cloth they wove. The most famous of these cloths is called kente (ken-TAY). **Kente is a hand-woven, brightly colored fabric.** The cloth was woven in narrow strips that were then sewn together. Kings and queens in West Africa wore garments made of kente for special occasions.

Music and Dance

In many West African societies, music and dance were as important as the visual arts. Singing, drumming, and dancing were great entertainment, but they also helped people honor their history and mark special occasions. For example, music was played when a ruler entered a room.

Dance has long been a central part of African society. Many West African cultures used dance to celebrate specific events or ceremonies. For example, they may have performed one dance for weddings and another for funerals. In some parts of West Africa, people still perform dances similar to those performed hundreds of years ago.

READING CHECK Summarizing Summarize how traditions were preserved in West Africa.

SUMMARY AND PREVIEW The societies of West Africa did not have written languages, but they preserved their histories and cultures through storytelling and the arts. You will next read about another place where traditions are important—China.

Section 4 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Define** What is **oral history**?

b. Make Generalizations Why were **griots** and their stories important in West African society?

c. Evaluate Why may an oral history provide different information than a written account of the same event?
- a. Identify** What were two forms of visual art popular in West Africa?

b. Make Inferences Why do you think that the sculptures made as gifts for the gods were not meant to be seen by people?

c. Elaborate What role did music and dance play in West African society?

Critical Thinking

- Summarizing** Use a chart like this one and your notes to summarize the importance of each tradition in West Africa.

Tradition	Importance
Storytelling	
Epics	
Sculpture	

FOCUS ON WRITING

- Reviewing West African Traditions** Review this section and your notes on the oral and written history of Western Africa and the art, music, and dance of the region. Think about how the griots, visitors from distant lands, or the arts may have affected your character.

Social Studies Skills

Analysis

Critical Thinking

Economics

Study

Interpreting Political Maps

Understand the Skill

Many types of maps are useful in the study of history. *Physical maps* show natural features on Earth's surface. *Political maps* show human cultural features such as cities, states, and countries. Modern political maps show the present-day borders of states and countries. Historical political maps show what cultural features were in the past.

Some historical political maps show how boundaries and features changed over time. Being able to interpret such maps makes the growth and disintegration of countries and empires easier to visualize and understand.

Learn the Skill

Use these guidelines to interpret maps that show political change.

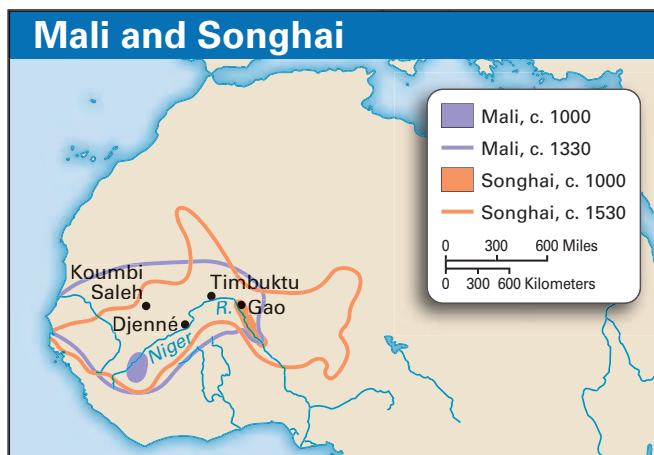
- 1 Read the title to find out what the map is about.
- 2 Read the legend. The map's title may state the time period covered by the map. However, in this type of map, information about dates is often found in the legend.
- 3 Study the legend carefully to be sure you understand what each color or symbol means. Pay special attention to colors or symbols that might indicate changes in borders, signs of the growth or loss of a country's territory.

- 4 Study the map itself. Compare the colors and symbols in the legend to those on the map. Note any labels, especially those that may show political change. Look for other indications of political changes on the map.

Practice and Apply the Skill

Interpret the map below to answer the following questions about the Mali and Songhai Empires.

1. Which empire was older? Which empire expanded the most?
2. Was Songhai ever part of the Mali Empire? Explain how the map provides this information.
3. Who controlled the city of Gao in the year 1100? in 1325? in 1515?
4. By what date do you know for sure that the Mali Empire had disintegrated? How do you know?





History's Impact

▶ video series

Review the video to answer the focus question:
How did the salt trade influence the rise of Timbuktu?

CHAPTER 13

Chapter Review

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.



The Ghana Empire developed in West Africa and controlled the trade of salt and gold.

Mali's kings built an empire and spread Islam in West Africa.

The Songhai Empire continued to spread Islam.

The history of West Africa has been preserved through story telling, visitors' accounts, art, music, and dance.

Reviewing Vocabulary, Terms, and People

Choose the letter of the answer that best completes each statement below.

- An area near the equator that has many trees and heavy rainfall may be called a
 - tropical area.
 - rain forest.
 - savannah.
 - woodland.
- The belief that natural objects have spirits is called
 - animism.
 - vegetism.
 - animalism.
 - naturalism.
- Between the Sahara and the savannah lies the
 - rain forest.
 - inland delta.
 - Zambezi.
 - Sahel.
- Mali's rise to power began under a ruler named
 - Tunka Manin.
 - Sunni Ali.
 - Ibn Battutah.
 - Sundiata.
- A spoken record of the past is
 - a Soninke.
 - an oral history.
 - a Gao.
 - an age-set proverb.
- A West African storyteller is
 - an Almoravid.
 - a griot.
 - an arquebus.
 - a rift.
- The Muslim leader of Mali who supported education, spread Islam, and made a famous pilgrimage to Mecca was
 - Sunni Baru.
 - Askia the Great.
 - Mansa Musa.
 - Muhammad Ture.
- A brightly colored fabric woven in many African societies is a
 - kente.
 - mansa.
 - Timbuktu.
 - Tuareg.

Comprehension and Critical Thinking

SECTION 1 (pages 380–383)

9. **a. Identify** Along what river did great civilizations develop in early West Africa?
- b. Draw Conclusions** Today salt is not nearly as valuable as gold. Why do you think salt was so important in West Africa?
- c. Predict** How might West Africans have benefited from living in extended families?

SECTION 2 (pages 386–389)

10. **a. Identify** What were the two major trade goods that made Ghana rich? Where did each come from?
- b. Make Inferences** Why did merchants in Ghana not want other traders to know where their gold came from?
- c. Evaluate** Who do you think was more responsible for the collapse of Ghana, the people of Ghana or outsiders? Why?

SECTION 3 (pages 390–394)

11. **a. Describe** How did Islam influence society in Mali?
- b. Compare and Contrast** How were Sundiata and Mansa Musa similar? How were they different?
- c. Evaluate** Which group do you think played a more important role in Songhai society, warriors or traders?

SECTION 4 (pages 396–399)

12. **a. Recall** What different types of information did griots pass on to their listeners?
- b. Analyze** Why are the writings of visitors to West Africa so important to our understanding of the region?
- c. Evaluate** Which of the various arts of West Africa do you think is most important? Why?

Reviewing Themes

13. **Geography** In which of the four regions were West Africa's two main resources found?
14. **Technology** How did the development of iron technology affect life in West Africa?

Reading Skills



15. **Organization of Facts and Information** Read the paragraph below. What form of organization does the paragraph use? How can you tell?

In order to tell their stories and proverbs, the griots memorized hundreds of names and events. Through this memorization process the griots passed on West African history from generation to generation. However, some griots confused names and events in their heads. When this happened, the facts of some historical events became distorted. Still, the griots' stories tell us a great deal about life in the West African empires. (p. 397)

Using the Internet



16. **Activity: Writing a Proverb** Does the early bird get the worm? If you go outside at sunrise to check, you missed the fact that this is a proverb that means "The one that gets there first can earn something good." Griots created many proverbs that expressed wisdom or truth. Through your online book, use the Internet resources to write three proverbs that might have been said by griots during the time of the great West African empires. Make sure your proverbs are written from the point of view of a West African person living during those centuries.

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Social Studies Skills

Interpreting Maps Look at the map on page 400. Then answer the following question.

17. Which empire extended farther eastward?

FOCUS ON WRITING

18. **Writing Your Journal Entry** Review your notes and choose an imaginary character. You might choose, for example, a Berber caravan leader, someone who trades goods with a nearby village, or a griot. Then match that person with a place. Finally, write 5–6 sentences as your journal entry. Include details on what the character sees, feels, and does on a typical day.

DIRECTIONS: Read each question and write the letter of the best response.

Well placed for the caravan trade, it was badly situated to defend itself from the Tuareg raiders of the Sahara. These restless nomads were repeatedly hammering at the gates of Timbuktu, and often enough they burst them open with disastrous results for the inhabitants. Life here was never quite safe enough to recommend it as the centre [center] of a big state.

—Basil Davidson, from *A History of West Africa*

- 1** In this quote, the author is discussing why Timbuktu was
 - A a good place for universities.
 - B not a good place for a capital city.
 - C a good location for trade.
 - D not a good location for the center of the Tuareg state.
- 2** In the second sentence of the passage above, what does the phrase *hammering at the gates of Timbuktu* mean?
 - A driving nails into Timbuktu's gates
 - B knocking on the door to get into the city
 - C trying to get into and conquer the city
 - D making noise to anger the inhabitants
- 3** The region in Africa of open grasslands and scattered trees is the
 - A griot.
 - B Sahara.
 - C savannah.
 - D Sahel.

- 4** How were social groups defined in traditional West African cultures?
 - A by family and age-set
 - B by religion and family
 - C by age-set, family, and religion
 - D by extended family only
- 5** The two rulers who were most responsible for spreading Islam in West Africa were
 - A Sunni Ali and Mansa Musa.
 - B Sundiata and Sunni Ali.
 - C Ibn Battutah and Tunka Manin.
 - D Mansa Musa and Askia the Great.

Connecting with Past Learnings

- 6** You learned earlier about civilizations that developed along the Tigris and Euphrates rivers in what is now Iraq, and along the Huang He in ancient China. Such developments can be compared to changes along which river in West Africa?
 - A the Niger
 - B the Congo
 - C the Nile
 - D the Zambezi
- 7** Like Ghana, which East African kingdom that you learned about earlier grew rich from trade but eventually collapsed due to factors that included overgrazing and invasion?
 - A Sumer
 - B Kush
 - C Babylon
 - D Mohenjo Daro

Assignment

Write a summary of one section in a chapter you read in Unit 6, “Islamic and African Civilizations.”

TIP How Long Is a Summary?

Here are some guidelines you can use to plan how much to write in a summary. If you are summarizing

- only a few paragraphs, your summary should be about one third as long as the original.
- longer selections such as an article or textbook chapter, write one sentence for each paragraph or heading in the original.

A Summary of a History Lesson

After you read something, do you have trouble recalling what it was about? Many people do. Writing a summary briefly restating the main ideas and details of something you have read can help you remember it.

1. Prewrite

Reading to Understand

The first thing you need to do is to read the section at least twice.

- **Read** it straight through the first time to see what it is about.
- **Reread** it as many times as necessary to be sure you understand the main topic of the whole section.

Identifying the Main Idea

Next, identify the main idea in each paragraph or for each heading in the chapter. Look back at the facts, examples, quotations, and other information in each of them. Ask yourself, *What is the main idea that they all support, or refer to?* State this idea in your own words.

Noting Details

Note the information that directly and best supports each main idea. Often, several details and examples are given to support a single idea. Choose only those that are most important and provide the strongest support.

2. Write

As you write your summary, refer to the framework below to help you keep on track.

A Writer's Framework

Introduction

- Give the section number and title.
- State the main topic of the section.
- Introduce the first main heading in the section and begin your summary by identifying the main idea and supporting information under it.

Body

- Give the main idea, along with its most significant supporting details, for each heading in the section.
- Use words and phrases that show connections between ideas.
- Use your own words as much as you can, and limit quotations in number and length.

Conclusion

- Restate the main idea of the section.
- Comment on maps, charts, other visual content, or other features that were especially important or useful.

3. Evaluate and Revise

Now you need to evaluate your summary to make sure that it is complete and accurate. The following questions can help you decide what to change.

Evaluation Questions for a Summary

- Does your introduction identify the number and title of the section and its main topic?
- Do you identify the main idea of the section?
- Do you include supporting details for each heading or paragraph in the section?
- Do you connect ideas and information by using words that show how they are related?
- Have you written the summary in your own words and limited the number and length of your quotations?
- Does your conclusion state the underlying meaning, or main idea, of the section?

TIP **Finding Main Ideas in a History Chapter** Boldfaced headings in textbooks usually tell what subject is discussed under those headings. The first and last sentences of paragraphs under headings can also be a quick guide to what is said about a subject.

4. Proofread and Publish

Proofreading

Be sure to enclose all quotations in quotation marks and to place other marks of punctuation correctly before or after closing quotation marks.

- **Commas** and **periods** go **inside** closing quotation marks.
- **Semicolons** and **dashes** go **outside** closing quotation marks.
- **Question marks** and **exclamation points** go **inside** closing quotation marks **when they are part of the quotation** and **outside when they are not**.

Publishing

Team up with classmates who have written summaries on different sections of the same chapter you have. Review each other's summaries. Make sure the summaries include all the main ideas and most significant details in each section.

Collect all the summaries to create a chapter study guide for your team. If possible, make copies for everyone on the team. You may also want to make extra copies so that you can trade study guides with teams who worked on other chapters.

TIP **Using Special Historical Features** Don't forget to look at maps, charts, timelines, pictures, historical documents, and even study questions and assignments. They often contain important ideas and information.

Practice and Apply

Use the steps and strategies outlined in this workshop to write a summary of one section of a chapter in this unit.