

Ch. 6 Muslim Empires

Lesson 1 *The Rise and Expansion of the Ottoman Empire*

Review Questions

Directions: Read each main idea and answer the questions below. Refer to your textbook to write the answers.

A. Main Idea: The Ottomans built a strong military that conquered the Byzantine Empire and expanded into Europe, western Asia, and Africa.

1. Who was Osman?
2. What were janissaries?
3. What new technology helped the Ottoman troops expand into the Balkans?
4. Where in the Byzantine Empire did Mehmed II, the Ottoman sultan, begin an attack in April 1453?
5. When did Süleyman's push into mid-Europe end? Why?

B. Main Idea: The Ottoman Empire was led by a sultan, divided its subjects by occupations, showed religious tolerance, and made significant contributions to the world of art.

1. How did pashas and the grand vizier help the sultan rule?
2. What is the link between the sultans and the ulema?
3. How did Ottomans treat non-Muslims?
4. What were the five main occupational groups?
5. Who was Sinan, and why was he important?

Summary and Reflection

Directions: Summarize the main ideas of this lesson by answering the question below.

How did the Ottomans build and expand a strong empire?

Lesson 2 *The Ottomans and the Safavids*

Review Questions

Directions: Locate each heading below in your textbook. Then use the information under the correct heading and subheading to help you write each answer.

I. Problems in the Ottoman Empire

- A. What kind of ruler was Süleyman I?
- B. What was the result of Süleyman I preserving the throne for his son Selim II?
- C. How did government change after the death of Süleyman I?
- D. What economic pressures did the empire face?
- E. What changes occurred as the result of the influence of Western ideas?

II. The Safavid Empire

- A. When did the Safavid empire arise, and what unified it?
- B. How did Shāh 'Abbās bring the Safavid Empire to the height of its power?
- C. What is religious orthodoxy, and how did it influence daily life?

III. Life under the Safavids?

- A. What role did bazaars play?
- B. What happened to the arts under the Safavids?

Summary and Reflection

Directions: Summarize the main ideas of this lesson by answering the question below. What led to the decline of the Ottoman Empire and the rise of the Safavid dynasty?

Lesson 3 *The Mogul Empire*

Review Questions

Directions: Read the lesson and complete the outline below. Refer to your textbook to fill in the blanks.

I. The Mogul Dynasty

- A. The troops of _____, the founder of the Mogul dynasty, captured Delhi and established a seat of power in the plains of _____ India.
- B. The reign of _____ was a period of expansion, religious tolerance, prosperous foreign trade, and a reasonable approach to _____.
- C. The rule of Akbar's grandson, _____, was marred by military campaigns, rising taxes, and expensive building projects; most of his subjects lived in great _____.
- D. _____ tried to make important reforms, but constant warfare and policies of religious _____ during his reign left his subjects angry and threatened the survival of the Mogul dynasty.

II. Life in Mogul India

- A. The effect of _____ ruling a largely _____ population in Mogul India often had a complicated influence on the lives of ordinary Indians.
- B. As was common in Mogul society, _____ played active roles, frequently receiving salaries and owning land, but Moguls also restricted them under their interpretations of _____ law.

C. During the Mogul era, a prosperous merchant class and a wealthy _____ emerged; many prominent Indians traded with _____.

D. The combination of _____ and Indian influences brought about new styles in painting and architecture; the _____, built in Agra, symbolized the new, beautiful architectural style.

III. Europeans Come to India

A. The arrival of British merchants, who traded Indian goods for _____ in the East Indies, was one cause of the _____ of the Mogul Empire. of the _____, who established their own forts.

C. The military genius of _____, chief representative in India of the _____ Company, helped consolidate British power in India.

Summary and Reflection

Directions: Summarize the main ideas of this lesson by answering the question below.

How did the Moguls establish a new dynasty in India, and what led to its decline?

Content Vocabulary

Directions: Write the letter of the correct answer to each of the questions. (**janissary, harem, grand vizier**)

_____ 1. A janissary was

- A. reformed criminal.
- B. former Muslim converted to Christianity.
- C. member of an elite guard.
- D. handpicked by the sultan.

_____ 2. The word *harem* means

- A. "palace of the women."
- B. "sacred place."
- C. "private domain."
- D. "hidden council."

_____ 3. The grand vizier was

- A. a chief minister who oversaw day-to-day governing and led the sultan's council meetings.
- B. the successor who was groomed to take over when a sultan died.
- C. an official who listened in on council meetings and told the sultan what should be done.
- D. the mighty Ottoman ruler in Constantinople.

Directions: For each word in the left column, write the letter of its correct definition in the right column. (**pasha, sultan, ulema, shah, zamindars**)

_____ 4. pasha	a. Ottoman religious advisors who ran schools and administered laws
_____ 5. sultan	b. Persian (Iranian) ruler
_____ 6. ulema	c. local officials who collected taxes in the Mogul empire
_____ 7. shah	d. Ottoman official who collected taxes and maintained law
_____ 8. zamindars	e. Ottoman ruler in Constantinople

Directions: Read the following sentences. If the statement is true, write *T* in the first blank.

If the statement is false, write *F*. Then, on the line provided, explain why each false statement is false. Include the vocabulary term in parentheses in your explanation.

_____ 9. The term *gunpowder empire* refers to any empire that built its wealth and power through the manufacture and sale of gunpowder weapons. (**gunpowder empire**)

_____ 10. Religious orthodoxy allows believers considerable personal choice. (**orthodoxy**)

_____ 11. The Hindu custom of *suttee* required that a widow be cremated on her husband's funeral pyre. (**suttee**)

_____ 12. Persia sank into a long period of anarchy after the Safavids lost power. (**anarchy**)

Directions: Include in your answers to the questions below the vocabulary words in parentheses.

13. Today the word *domain* is often used to refer to things that are intangible, or not material: domains of knowledge, Internet domains, and the public domain, which refers to things that are "owned" by everyone. In the time of Islamic empires, to what did the word *domain* refer? How is this kind of domain like the intangible domains mentioned above? (**domain**)

14. Why couldn't a king be a successor to his son, a prince? (**successor**)

15. In addition to taxes, what other things can be imposed on citizens by a powerful governing authority? (**authority**)

16. Someone who conforms follows society's rules. What is a nonconformist? (**conform**)

17. Homophones are words that have the same pronunciation but have different spellings and meanings. What is the difference between the homophones *principle* and *principal*? (**principle**)

18. Why would a shah employ administrators in his kingdom? (**administrator**)

19. **Directions:** For the word *intelligent*, write **S** if the word is a synonym (a word with the same or nearly the same meaning) or **A** if the word is an antonym (a word with the opposite meaning). (**intelligent**)

_____ intellectual _____ smart _____ bright _____ unwise

_____ dull _____ clever