

WORLD HISTORY



Chapter 15 Resources

The Muslim Empires, 1450–1800

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Vocabulary Activity 15

The Muslim Empires, 1450–1800

DIRECTIONS: Match each term with its definition by writing the correct letter on the blank.

- | | | |
|---------------------|--------------|--------------|
| A. sultan | F. harem | K. suttee |
| B. grand vizier | G. ulema | L. minaret |
| C. janissary | H. shah | M. mosque |
| D. pasha | I. orthodoxy | N. merchants |
| E. gunpowder empire | J. zamindar | |

- _____ 1. nonreligious political leader of the Ottoman Empire
- _____ 2. most privileged class in Ottoman society outside ruling elite, exempt from government regulations and taxes
- _____ 3. traditional religious beliefs
- _____ 4. local official and landholder collecting and paying taxes on the land under his jurisdiction
- _____ 5. practice of a Hindu widow's cremating herself on her husband's funeral pyre
- _____ 6. group of religious advisers who administered the legal system and schools for educating Muslims
- _____ 7. conquerors who unified regions based on their mastery of firearms
- _____ 8. elite Ottoman warrior who was trained to be efficient and fearless
- _____ 9. official appointed by the central government under the Ottoman rule
- _____ 10. Ottoman chief minister who headed the bureaucracy
- _____ 11. Muslim house of worship
- _____ 12. king (used in Persia)
- _____ 13. private domain of the sultan called "the sacred place"
- _____ 14. tall slender tower attached to a mosque



Skills Reinforcement Activity 15

Using Library Resources

Knowing what kinds of research sources to use when you are looking for information on different types of subjects can help you find what you need more quickly.

DIRECTIONS: Decide which of the library sources listed below you would use to answer each of the following questions. Write the letter of the best resource in the blank. Then complete the activity that follows.

<p>A. encyclopedia: set of books with short articles on many subjects</p> <p>B. atlas: collection of maps and charts with an alphabetical index</p> <p>C. almanac: collection of current statistics and facts that is updated annually</p> <p>D. biographical dictionary: short biographies listed alphabetically</p>	<p>E. catalog: computer or card listing of all of a library's materials; can be searched by subject, author, or title</p> <p>F. periodical guide: print or computer listing of magazine articles; can be searched by subject, author, or title</p>
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- _____ 1. What are the differences between Sunni and Shiite Muslims?
- _____ 2. What are the borders of Turkey today?
- _____ 3. What was religion like in the Ottoman world?
- _____ 4. What do present-day historians think about the accomplishments of the Ottoman Empire?
- _____ 5. Why was Aurangzeb a controversial ruler?
- _____ 6. What are the major industries of Turkey and India today?
7. Suppose you are doing a summer internship at your local public television station. Your boss asks you to start collecting information on the Ottoman Empire for a special series that is being developed. The six-part series will feature the people, events, and culture of the Ottoman Empire as well as Turkey today. Using your school or local library, list below at least three specific books or articles you would use to find the information you need. Include more than one type of research source. After each source, explain what kind of information it would provide for the television series.

Critical Thinking Skills Activity 15

Recognizing Bias

In the following selection, a British historian writes in the nineteenth century about British rule in India, which began in 1757. While reading the selection, recognize the author's bias, or prejudices, about India. Bias can be identified by looking for adjectives,

or words that modify nouns. For example, a negative bias of meat might be, "Tasty vegetables provide more protein than greasy beef." In this case, the adjective *greasy* tells us that the speaker's bias regarding meat is negative.

DIRECTIONS: Read the selection and answer the questions below.

Remember what India had been for countless ages before the establishment of British rule. Think of its endless wars of race and creed, its savage oppressions, its fierce anarchies, its barbarous customs, and then consider what it is . . . to have conferred upon more than 250 millions of the human race perfect religious freedom, perfect security of life, liberty, and property; to have planted in the midst of these teeming multitudes a strong central government, enlightened by the best knowledge of Western Europe, and steadily occupied in preventing famine, alleviating disease, extirpating savage customs, multiplying the agencies of civilisation and progress. . . .

. . . Whatever misfortunes, whatever humiliations, the future may reserve to us, they cannot deprive England of the glory of having created this mighty empire.

—From a speech by British historian W. E. H. Lecky
(1838–1903)

1. Give examples of the types of adjectives the author uses to describe Indian civilization. How does he describe British civilization?

2. What is the author's overall opinion of Indian civilization? Of British civilization?

3. In the following chart, give examples from the textbook of facts or information that may be used to contradict the author's negative bias of Indian history.

Contrasting Opinions	
Author's Opinion of Indian Culture	Facts or Information to Contradict Opinion
"barbarous customs"	
"savage oppressions"	
"endless wars of race and creed"	

★ HISTORY AND GEOGRAPHY ACTIVITY 15



Constantinople

“One could not believe there was so rich a city in all the world,” noted the crusader Villehardouin about the splendor of Constantinople. In its glory from the A.D. 500s to 1000s, this “New Rome” on the Bosphorus was dedicated to the Christian religion. What role did Constantinople play in the history of the Byzantine Empire?

The city of Constantinople, a center of trade and education, stood at the crossroads of Europe and Asia. Its citizens were the descendants of various peoples but still considered themselves Romans. Social acceptance depended on knowledge of the Greek language and adherence to the Christian faith. In preserving its Greek and Roman heritage, Constantinople also developed its own distinct culture.

A city of great power and pageantry, Constantinople was home to half a million

The Conquest of Constantinople

Indeed you should know that they gazed well at Constantinople, those who had never seen it; for they could not believe that there could be in all the world a city so rich, when they saw all those tall ramparts and the mighty towers with which it was shut all around, and those rich palaces and those tall churches, of which there were so many that nobody could believe their eyes, had they not seen it, and the length and breadth of the city which was sovereign among all others.

—Villehardouin

CHAPTER 15



The significance of religion in Byzantine culture and the close ties between church and state are depicted in this mosaic. Emperor Constantine IX is shown holding a purse of money; his wife, Zoe, is holding a signed and sealed document confirming the donation to the Church, with Christ shown as the recipient.

HISTORY AND GEOGRAPHY ACTIVITY 15 (continued)

people. Vessels that crowded its great harbor filled the city's markets with silks, spices, furs, precious stones, perfumed woods, carved ivory, gold and silver, and enameled jewelry. Within the walls of the fortress city stood magnificent examples of Byzantine architecture, such as the Hippodrome, the Great Palace, and the church of Hagia Sophia.

Life in Constantinople included government regulation of trade and industry, as well as control of banking, insurance, and credit services. The poor were put to work in state bakeries and market gardens. The lives of all citizens were also greatly affected by the close ties between the church and the state.

You can describe a place by naming various physical and human characteristics that give an area its identity. Human characteristics include aspects of a culture—its language, religion, political systems, economic activities, and social structures, for instance. Religion was a distinguishing human characteristic in the Byzantine capital of Constantinople (the present-day city of Istanbul, Turkey). The Christian religion influenced virtually every aspect of life, including art, architecture, and politics. By comparing the human characteristics of a place, such as the economic and religious activities of its people, you can determine significant features of each.

APPLYING GEOGRAPHY TO HISTORY

DIRECTIONS: Answer the questions below in the space provided.

1. What are the human characteristics of a place?

2. Describe Constantinople's human characteristics.

3. What human characteristics make your community distinct from other communities?

Critical Thinking

4. **Drawing Conclusions** How might the human characteristics of a place affect its relations with other countries?

Activity

5. Read a local daily newspaper for one week, noting specific examples of how human characteristics influence or affect community life. At the end of the week, compile a list of the issues that reflect these human characteristics. Share your findings in a classroom discussion.

Mapping History Activity 15

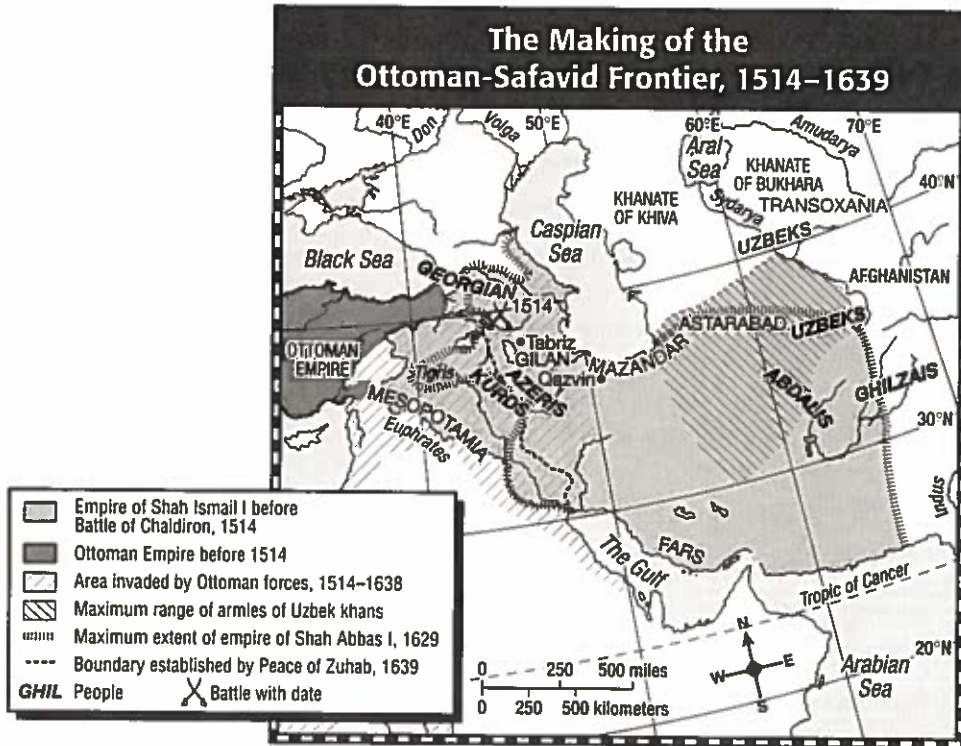


The Battle of Chaldiran

In 1507, Safavid ruler Shah Ismail began raiding Ottoman lands in eastern Asia Minor, antagonizing the Ottomans and making future conflict between the two states inevitable. Tensions reached their height in 1514, and the two armies met in August of that year at Chaldiran. The Ottomans, the first Islamic empire to employ artillery in warfare, completely decimated the Safavid cavalry. Ismail withdrew his troops and the Ottoman Sultan, Selim I, did not pursue him. Following the battle, the Safavid capital was moved from Tabriz to Qazvin. The battle also established the border between the two empires, which remains the border between Turkey and Iran today.

DIRECTIONS: Use the map below to answer the questions that follow.

CHAPTER 15



1. Why do you think the Safavids moved their capital from Tabriz to Qazvin following the battle at Chaldiran?

2. What army threatened the Safavids from the east?

3. What made defending their territory difficult for the Safavids?

Historical Significance Activity 15



CHAPTER 15

The Monument to Love

India is full of beautiful temples and other architectural splendors, but even in such a setting the Taj Mahal stands out. *Taj Mahal* means "Crown Palace," and indeed it is the crown jewel of India's architectural wonders. In this chapter you learned that it was built by the Emperor Shah Jahan as a tomb for his second wife, Mumtaz Mahal, and as a monument to their deep love for each other. The Indian writer Rabindranath Tagore called the Taj Mahal "a teardrop on the cheek of time."

At his wife's request, Shah Jahan promised that he would do four things in the event of her death: first, he would build the Taj Mahal; second, he would remarry; third, he would be kind to their children; and fourth, he would visit the Taj Mahal on the anniversary of her death. To his deep sorrow, the emperor had the opportunity to keep his promises.

It is said that the emperor was so crushed by his wife's death that his hair and beard turned white. He had no problem fulfilling his first promise, then, because he poured

his grief into the building that would house his beloved's body and shine to the world their passionate devotion to each other. The Taj Mahal expresses what Mumtaz Mahal meant to Shah Jahan.

The architecture reflects this meaning. For example, the rectangular base of the building symbolizes the four sides from which to look at one's beloved. The main gate is like the bridal veil that when lifted gently reveals the beauty of the woman's face. Through the play of light on water and the use of jewels inlaid into the white marble of the tomb, the Taj Mahal changes colors during the day and night. It is pinkish in the morning, white in the evening, and golden in the moonlight. These colors are said to depict the different moods of a beloved woman.

The English poet Sir Edwin Arnold said it best when he wrote that the Taj Mahal was "Not a piece of architecture, as other buildings are, but the proud passions of an emperor's love wrought in living stones."

DIRECTIONS: Answer the following questions in the space provided.

1. Why do you think Mumtaz Mahal made her husband promise to remarry should she die?

2. Does Rabindranath Tagore's description of the Taj Mahal as a "teardrop on the cheek of time" express well what the emperor was trying to convey with the building? Why or why not?

3. We know that the Taj Mahal symbolizes architecturally what Mumtaz Mahal meant to her husband. Consider the architecture of a famous modern building, the Chrysler Building in New York City. What does it symbolize?

4. Why could Shah Jahan not keep his fourth promise? Or could he?

★ Cooperative Learning Activity 15 ★



Muslim Empires Time Line

BACKGROUND

The histories of the Ottoman Empire, the Safavid dynasty, and the Mogul Empire provide much of the backdrop to western Asian, Indian, and African civilizations from 1450 to around 1800. The Islamic religion, trade, and arts flourished under these dynasties. Depicting these Muslim empires and their evolving cultures as a series of succeeding time lines will help you obtain a better understanding of how and why Islamic culture developed as a civilization.

GROUP DIRECTIONS

1. Your group will produce a time line representing the rise and fall of three great Muslim empires. The time line will contain three distinct strands or sequences, one for each of the following:
 - the Ottoman Empire
 - the Safavid dynasty
 - the Mogul Empire.
2. Color-code each strand on the time line. Enter dates of significant events for each of the time line periods and draw or attach visuals to illustrate the most significant events or people. In addition to the information on the time lines in your textbook, use other sources to learn more details about each of the empires. Decide as a group which events would be most important to include in each strand and why. Also determine how the strands will overlap by determining through your research the approximate beginning and ending dates of each empire. The time line could be produced on a series of posters, or on continuous feed computer paper.
3. Present your time line to the class, ensuring that the class appreciates the parallel histories of the three empires. Display your time line where it can be viewed by the class and other groups.

ORGANIZING THE GROUP

1. **Group Decision Making** As a group, brainstorm the tasks that need to be completed, the work plan, the schedule, and the materials and processes to be used to create the actual time line. Appoint a recorder to take notes on the brainstorming and a leader to guide the discussion. As a group, use the textbook as a reference and agree on the beginning and ending dates for each of the three empires. Assign detailed research on specific events and important places and figures for each of the empires to specific team members. Unlike previous time lines the group may be familiar with, this time line needs to be constructed as three separate but parallel sequences, one for each empire, and each a distinctly visible color.
2. **Individual Work** Use appropriate reference sources to identify the key events for your assigned empire(s). List them in order and decide why each event is

Cooperative Learning Activity 15 (continued)

significant. Also identify possible sources of visual information to include on the time line.

- 3. Group Work/Decision Making** Have the individual members share their research with the group. Together decide what information to use and what visuals to include. Create and illustrate the time lines, creating a distinct, color-coded sequence for each empire.
- 4. Extended Group Work/Sharing** Invite the class to question the members of the group on the significance of each empire and the events listed within them.

GROUP PROCESS QUESTIONS

- What is the most important thing you learned about the Muslim empires from this activity?
- What problems working with a group did you have?
- How did you solve the problems?

Quick CHECK

1. How was creating a time line different from other types of projects?

2. Did you have problems working together? If so, how did you solve them?

3. How did the group's leader organize the group and assign various tasks?

4. What would you have done differently if you had been the group's leader?

HISTORY SIMULATION ACTIVITY 15

Lives in the Past

Three important Islamic empires—Ottoman, Safavid, and Mogul—existed between 1450 and 1800. Each of these empires had a profound impact on the lives of many people. That impact, however, varied greatly depending on who a person was and where and when he or she lived.

TEACHER MATERIAL

Learning Objective To gain an understanding of three different Islamic empires by “interviewing” people who lived in them.

Activity In small groups, students will prepare and present segments of a television interview show titled “Lives in the Past.” Each segment will involve “interviews” with people who lived during one of the Muslim empires. Possible topics include religious practices, government, society, specific leaders, or art and architecture. Students will do additional research when necessary.

Teacher Preparation Make several copies of the next page for each group. Help students locate reference sources including books, magazine articles, and Internet addresses to learn more about a specific topic.

Activity Guidelines

1. Introduce the activity to students by reviewing the important concepts and information from this chapter.
2. Tell students that they will prepare a portion of a television panel titled “Lives in the Past.” Explain that each segment of the show will include a panel of four people who lived during one of the Muslim empires and two interviewers who will ask them questions. Point out that the objective of the show will be to learn more about what life was like for people living during this time.
3. Have students form groups of five or six. Invite them to choose one of the Muslim empires: the Ottoman, Safavid, or Mogul. Then have each group choose one or more topics to discuss in their segments. Tell students to determine who will play the roles of interviewers and who will be the interviewees. Students should choose three to four panel members and two interviewers.

4. Have groups decide which characters will appear on their panels. For example, one group might choose to interview historical figures from the chapter such as Akbar or Süleyman I. Another group might choose to interview a Safavid farmer or an Ottoman architect.
5. Distribute the planning forms and direct students to divide among group members the tasks involved in preparing and producing their program segment. Tasks include completing the planning form, recording research notes, preparing interview questions, and conducting interviews.
6. Suggest students use the following format for their segments:
 - One of the interviewers announces what the audience is about to see and hear.
 - The two interviewers take turns asking questions. Questions can be directed at one panel member or all of them.
 - Encourage students to ask questions that all the panelists might be able to answer, each from his or her own point of view. Allow time for panelists to respond to the questions. Remind panelists to stay in character.
7. When the panel shows are completed, have groups gather together and discuss how well each one worked. Ask them:
 - How well did each panel member know the information? Did they stay in character?
 - Did the questions encourage panel members to speak? Why or why not?

HISTORY
SIMULATION
ACTIVITY **15**

HANDOUT MATERIAL

Lives in the Past—Planning Form

CHAPTER 15

Muslim Empire _____
Topic(s) _____

Panel Members _____
Interviewers _____

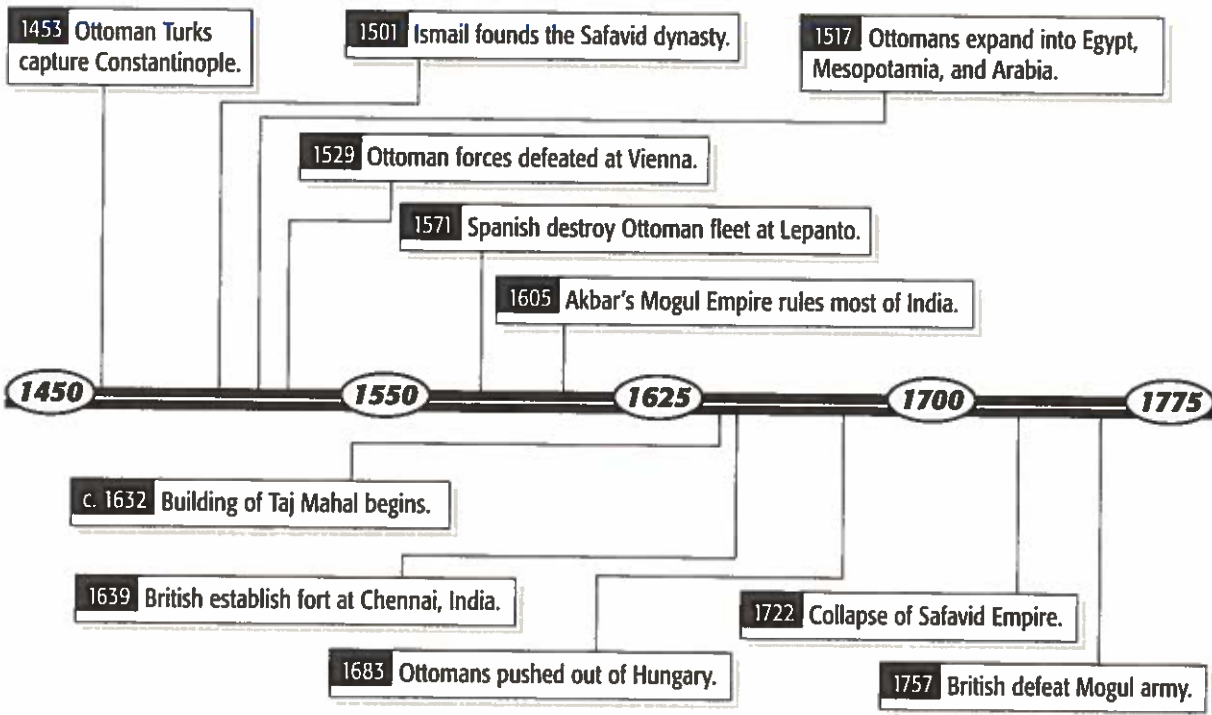
Research information:

General plan for panel discussion:

Time Line Activity 15

The Muslim Empires

DIRECTIONS: After 1450, Muslim empires conquered vast territories in eastern Europe, Asia, and Africa. European forces prevented their advance westward and the British established a presence in India. Look at the events on the time line and answer the questions in the space provided.



1. Constantinople was built in 330. How long did it last until captured by the Ottomans?

2. How long did the Safavid dynasty last? _____
3. Which Islamic empires existed at the same time? _____
4. When were the Ottomans expelled from Hungary? _____
5. Name two prior defeats suffered by Ottoman forces. _____
6. Who founded the Safavid dynasty and when? _____
7. Approximately when was there a significant expansion of Ottoman rule? _____
8. When did construction of an Indian architectural landmark begin? _____

Linking Past and Present Activity 15

Mosques and Skyscrapers

THEN An examination of mosques that were built in the past can help us understand some important aspects of Islamic culture. The traditional mosque consists of a courtyard surrounded by arcades. The courtyard lies outside a covered hall. One of its walls must be aligned with the sacred Black Stone in Makkah.

The structure of the mosque illustrates the Islamic concept that spiritual and worldly concerns are closely related. In the past, a mosque was used not only as a place of worship, but also as a hospital, as a place to debate political ideas, and as a place where scholars could live and teach.

Muslims, of course, do not consider spiritual and worldly acts to be identical. Therefore, these acts did not occur in the same parts of the mosque. The courtyard was used for secular purposes, and the covered hall was used for prayer. The proximity of the prayer hall to secular activities was a reminder that religious values must inform worldly behavior.

Islamic architects showed the importance of spirituality by making the prayer hall the most beautiful part of the mosque. Because Islamic law forbids Muslim artists to create images, mosques contain no paintings or statues. The beauty of mosques lies in their architecture. The dome or domes that roof the prayer hall sculpt its space into soft curves. Columns add variety to the interior and arched niches give it mystery. Richly colored tiles with abstract designs adorn the walls and appear to be natural extensions of the mosque's structure.

CRITICAL THINKING

Directions: Answer the following questions on a separate sheet of paper.

- Drawing conclusions:** Many Middle Eastern countries are theocracies; that is, their rulers are also their religious leaders. What characteristic of the mosque suggests that Muslim countries were originally intended to be theocracies?
- Making inferences:** Why is a vertical building an advantage in a crowded city?

NOW A look at modern skyscrapers may give insights into the modern Western character. These buildings are the most striking features of cityscapes in the West and in countries influenced by the West. To show their dedication to progress, Western cities compete to build the tallest skyscrapers. The skyscraper, which often functions as an office building, owes its existence to technological advances. It exhibits the Western world's predilection for science and business, and might be considered a fitting symbol of capitalism.

The form of the skyscraper reveals much about Western character. Its verticality opens up huge amounts of space in a crowded city, a testimony to Western ingenuity and efficiency. Sharp, vigorous lines suggest an active, decisive mentality.

The skyscraper's great height and stern design tends to make humans feel insignificant. Recently, city planners have tried to provide more welcoming spaces for people who live and work in cities. Parks with gardens, fountains, and pools now soften the concrete areas that surround office buildings.

In spite of skyscrapers' harsh qualities, many people love them. Both city dwellers and tourists flock to the tops of these towers in order to see the marvelous views they offer. Perhaps this eagerness to gaze at vast horizons shows the Western drive to explore new worlds.

- Synthesizing information:** Other art forms besides architecture can reveal things about culture. Choose a painter that you like, and discuss what he or she expresses about his or her society. Do research in the library and on the Internet to learn what critics and historians have said about this artist. Write a brief report on your findings.

People in World History Activity 15

Profile 1

Selim I (1470–1520)

Selim I became the ninth sultan of the Ottoman Empire by killing his brothers and forcing his father, Bayezid II, to abdicate. Later Selim killed all possible claimants to the sultanate, including his sons, grandsons, and nephews. However, he did spare his chosen heir, his son, Süleyman I, later known as the Magnificent. For these killings, and for his brutal treatment of enemies in battle, Selim I became known as Selim the Grim.

Sultan Selim I ruled the Ottoman Empire for only eight years (1512–1520), but his reign extended the empire to parts of Persia, Syria, the Hejaz (in present day Saudi Arabia), and Egypt and raised the Ottomans to leadership of the Muslim world.

At the time of Selim's accession, the Ottoman Empire faced no major problems toward the west, so Selim turned his complete attention to the problems of the east. A major conflict involved the rivalry between Muslim sects. Selim and the Ottomans were officially the defenders of the orthodox Sunni Muslim faith. In the East, the Safavids declared the Shi'ite Muslim faith the state religion of Persia (Iran). In response, Selim conquered the Safavid rulers of Persia and annexed some of their territory to the

Ottoman Empire. Three years later he won Syria and Egypt away from the Mamelukes.

The conquest of Egypt made the Ottoman Empire one of the wealthiest of the sixteenth-century empires. Acquiring Arabia gave the Ottomans control of the holiest places in the world of Islam, the holy cities of Makkah and Madinah. These conquests made the Ottoman Empire the most important Muslim kingdom in the world for the next three decades.

In Cairo, the sharif of Makkah presented Selim with the keys to the holy city, thus symbolically acknowledging Selim's role as the leader of the Islamic world. Selim resurrected and assumed the title of caliph, which made him the spiritual as well as the governmental ruler of the Muslim world. Not yet satisfied with his conquests, Selim was preparing an invasion of Rhodes when he died in 1520. In addition to being a fierce warrior and leader, Selim was a poet and a patron of Islamic art and literature.



REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. How did Selim assure that his son Süleyman would become the next sultan of the Ottoman Empire?
2. How did Selim make the Ottoman Empire one of the wealthiest of its time?
3. Why was Selim I known as Selim the Grim?
4. **Critical Thinking** **Determining Cause and Effect.** Why do you think Selim's style of ruling was successful in making changes to the Ottoman Empire?
5. **Critical Thinking** **Drawing Conclusions.** What do you think motivated the sharif of Makkah to acknowledge Selim as leader of the Islamic world?

People in World History Activity 15

Profile 2

Shah Abbas (c. 1571–1629)

When Shah Abbas, the greatest ruler of the Safavid Empire, came to power in 1588, the empire was in trouble. Turks and Uzbeks, the empire's enemies, were encroaching on Persian territory. Abbas needed to expel the Ottoman and Uzbek armies. At this moment Abbas showed a good mind for strategy. He knew his armies could not win a war against two enemies at once, so he made peace with the Ottoman Empire and planned to go after the Uzbeks.

Abbas had to wait 10 years, however. The reason was he decided to create something novel in the Safavid Empire—a standing army. Abbas had to figure out its structure. For this job he used the Englishman Sir Robert Sherley. Sherley organized the army into three groups: the slaves, the riflemen, and the artillerymen. All three groups were trained and armed according to European military standards. This training, along with his strategic powers and artillery, gave Abbas victories against the Uzbeks and the Turks. They returned all the Persian land they had seized.

Abbas made Isfahan his capital. It rapidly became one of the most important and beautiful cities in the world. During Abbas's reign, the arts of Persian painting, bookbinding, illuminated manuscripts, and ceramics reached their peak. Architecture flourished.

Carpet weaving first became the important industry it still is today in such countries as Turkey and Iran. Manufacturing and trade thrived.

The Portuguese, Dutch, and English were all active commercially with the Safavid Empire.

Shah Abbas had a passion for justice and cared deeply that his subjects were treated well. He would listen to the commoners in order to learn of any of his officials who were being unjust. Typically, such officials were punished severely. He also was more tolerant of other religions than most rulers. He allowed many Christian groups to build churches and worship.

Abbas did not behave privately as well as he ruled publicly. His fear of conspiracy turned to an obsessive paranoia about being assassinated. He blinded or assassinated anyone whom he suspected. He executed one son, blinded two more, and blinded and imprisoned his father and brothers. Not surprisingly, Abbas died without an heir, one factor that led to the decline and disappearance of the Safavid dynasty after his death.

**REVIEWING THE PROFILE**

Directions: Answer the following questions on a separate sheet of paper.

1. What problem faced Shah Abbas when he took power?
2. What innovation did Shah Abbas make to handle the problem?
3. What was Shah Abbas's attitude towards his subjects?
4. **Critical Thinking** Cause and Effect. What factors led to Shah Abbas's military victories?
5. **Critical Thinking** Cause and Effect. What caused Shah Abbas to treat his own family so badly?



PRIMARY SOURCE READING 15

Four Hundred Years of the East India Company

The East India Company began as a private trade organization that was later empowered by the British crown. Robert Clive was chief representative of the East India Company and acted on Britain's behalf to ensure and consolidate British power in India.

Guided Reading *In this selection, read to learn about one of the most powerful expansion vehicles of the British Empire.*

THE YEAR 2000 MARKS THE 400th anniversary of the founding of the English East India Company, the trading organization that acted as the vehicle for British commercial and imperial expansion in Asia. For over two hundred years, the Company stood like a colossus over trade, commerce and empire, and contemporaries could only marvel at its influence, resources, strength and wealth. Writing at the beginning of the nineteenth century, the political economist David Macpherson was unequivocal in his assessment that the Company was "the most illustrious and most flourishing commercial association that ever existed in any age or country." Today even the most powerful firm pales by comparison in terms of longevity and wide-ranging economic, political and cultural influence. In an era before fast travel and instant communication, the East India Company established a far-flung empire and then set about governing, controlling and exploiting it from a great distance in London. It managed to do this until it was finally rendered obsolete by the tumultuous events surrounding the Indian Mutiny in 1857.

The Company was granted its first charter by Elizabeth I on the last day of 1600, and it had to survive an uncertain first century or so as it sought access to Asian markets and commodities. At home, it was restructured several times, notably between 1698 and 1708 when an 'old' and 'new' East India Company co-existed before merging to form the United Company of Merchants Trading to the East Indies. In the East, the Company came under such pressure from its Dutch rivals during the mid-seventeenth century that it was obliged to shift the main focus of its activities from the Malay archipelago and the Spice Islands to South Asia. Over time, it man-

aged to establish a commercial presence in India centered upon three 'presidencies' established at Madras [Chennai], Bombay and Calcutta. These tenuous footholds were fortified and defended by the Company as it sought to consolidate its position in an often hostile commercial and political world. This in turn gave rise to the growth of a small private army that was eventually to rival the regular British army in terms of size and manpower. The Company's role in India was thus defined by both commercial activity and a military presence: it was considered legitimate to use force in support of trade, and the overseas personnel were organized and deployed accordingly. In the words of one contemporary, it was a "fighting company."

By the mid-eighteenth century, the Company had begun to assert itself over rival European companies and Indian powers alike, and this placed it in a position from which it could begin to carve out an extended territorial and commercial empire for itself. The actions of men such as Robert Clive (1725–74), Warren Hastings (1732–1818) and Charles Cornwallis (1738–1805) helped to transform the Company from trader to sovereign, so that during the second half of the eighteenth century millions of Indians were brought under British rule. As William Playfair put it in 1799:

From a limited body of merchants, the India Company have become the Arbiters of the East.

The Company created the British Raj, and as such it has left a deep and permanent imprint on the history and historiography of India. The story, once almost universally described as the 'rise of British India', not so long ago formed part of the staple reading diet of British schoolchildren and students. In the post-colonial era,



PRIMARY SOURCE READING 15

CHAPTER 15

when imperial history has ceased to be fashionable, the legacies of British India are still hotly debated and contested. It is within this context that the history of the East India Company remains to the fore.

Rather less obvious, perhaps, is the part played by the East India Company in the domestic development of Britain. Indeed, today's casual observer finds few signs of the leading role it once played in the nation's business, commercial, cultural and political life. In terms of architecture, for example, there is little surviving evidence in London of the Company's once-extensive property empire.

The London docklands, home to the East India dock complex, has been reshaped. Although Commercial Road and East India Dock Road—the purpose-built link with the City—survive, the docks themselves have been filled in and redeveloped, leaving only a few poignant reminders of the Company's once formidable

presence in the area. To the West, the great fortress-like warehouses built by the Company at Cutler Street were partially demolished and refurbished in controversial circumstances during the late 1970s. There is no trace remaining whatsoever of the Company's headquarters in Leadenhall Street. Charles Dickens once described the "rich" East India House "teeming with suggestions" of eastern delights, but it was unceremoniously pulled down in the 1860s, and in its place today stands the new Lloyd's Building, also a monument to commercial capitalism, but displaying rather different architectural qualities. In recent years, the only obvious local clue to the Indian connection was provided by the East India Arms, a tavern in nearby Lime Street, but that too has now fallen victim to the modern re-naming and re-branding process. As a result, the East India Company is now out of sight and out of mind.

INTERPRETING THE READING

Directions Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

- Describe the rationale for the East India Company's military presence in India.

- How did the company's small private army compare to the regular British army?

- What evidence is left in London of the company's empire?

Critical Thinking

- Summarize** Summarize how the author characterizes the East India Company.

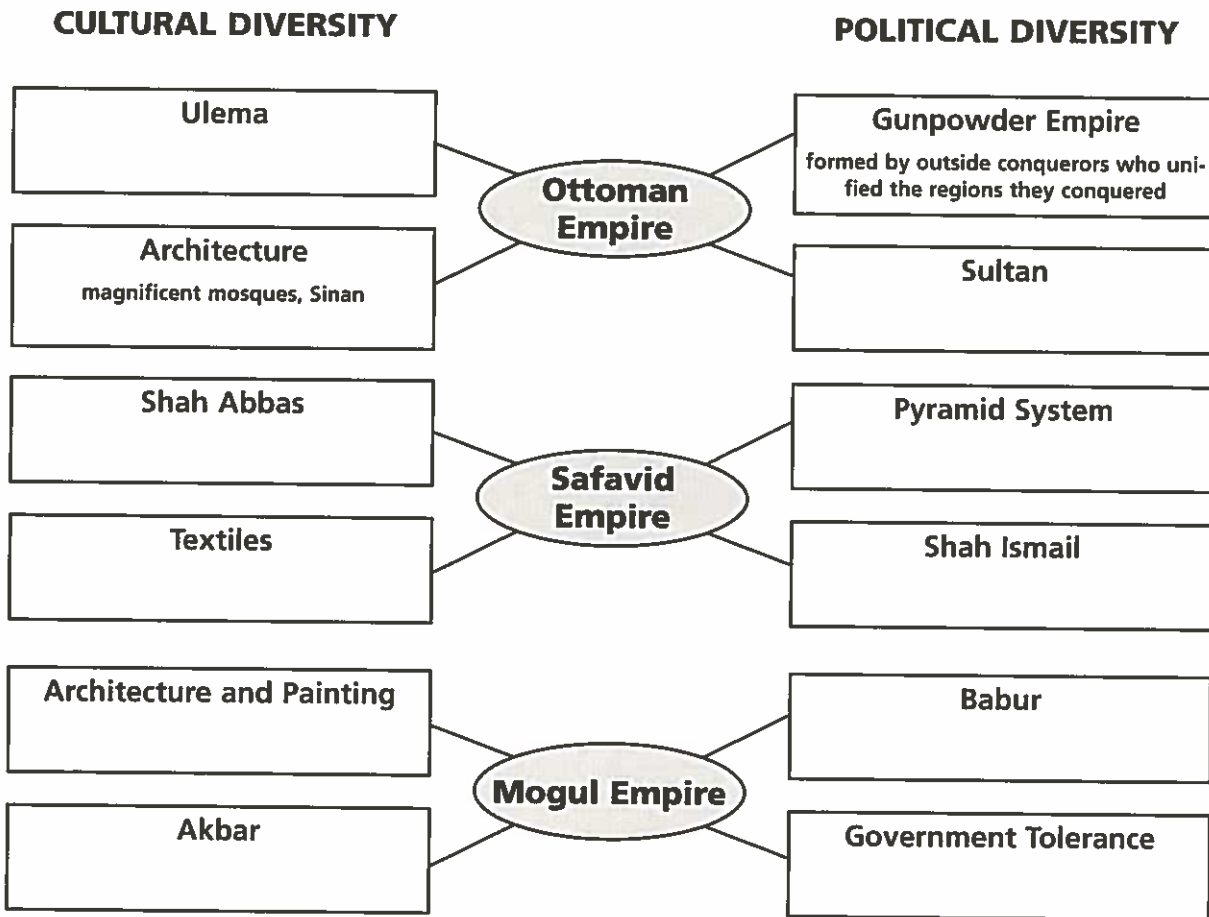


Reteaching Activity 15

The Muslim Empires

From 1450 to the 1800s, powerful empires held sway over most of Asia and Southwest Asia. In the period you have read about, each empire succeeded in diversifying the people under its rule. Politically, these empires centralized many state functions and brought new levels of technical and military efficiency to their states. Culturally, each promoted a mixing of artistic and literary styles.

DIRECTIONS: For each empire listed below, provide examples of cultural and political diversity. Use the headings surrounding each empire as a guide. One example has been done for you.



★ Enrichment Activity 15



Islam in China

You have read about the spread of Islam throughout Southwest Asia and the various social and political systems that evolved

from it. For example, there are Süleyman's *millets* and the religious advisory board he established known as the *ulema*.

Chinese Muslims are either descendants of Turkish people from Central Asia or descendants of Chinese converts to Islam. Islam probably reached China along trade routes and grew slowly. When the Mongols overthrew the Song dynasty, they established the Yuan dynasty. This period has been called the "golden age" of Islam in China. Under the Yuan dynasty, Muslims received special status, including the right to hold powerful state positions. By 1368, the Mongols had been overthrown and the Ming dynasty was in power. The Muslims lost their special status and government positions. When the Qing dynasty came to power, the status of Muslims was lower than it had been before. As a result, the Muslims rebelled, most notably in the Panthay Rebellion. This rebellion lasted from 1855 to 1873, when it was finally crushed.

DIRECTIONS: Answer the questions below in the space provided.

1. From what you know of Muslim trade routes, how do you think Islam reached China in the first place? Based on this information, where would you expect Muslim communities to be located? (Review Chapter 3.) _____

2. How can you explain the length of the Panthay Rebellion, based on what you know of the state of the Qing dynasty during the nineteenth century? _____

3. Based on the structure of Chinese dynasties, why would Islam have been persecuted by the Ming and Qing dynasties? (Hint: Think about the Confucian order system.) _____

4. How did the Qing and Ming repression of Muslims differ from Akbar's religious policies in India? _____

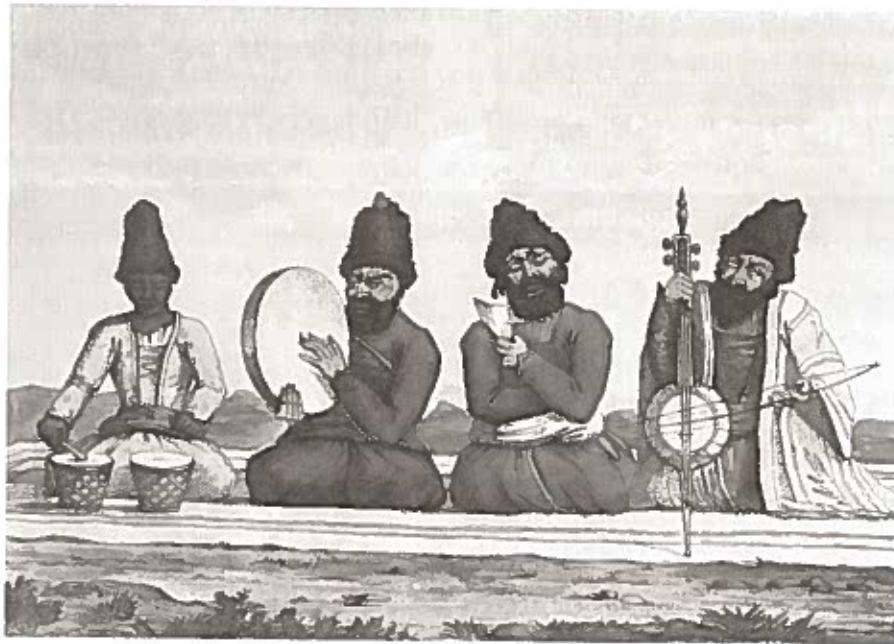
World Art and Music Activity 15



Musical Instruments of Southwest Asia

Music has always played an important part in Southwest Asian cultures. Young village boys from central Turkey duel with one another using sung poetry; devout Muslims in Iran stage musical dramas to celebrate religious holidays; singers in Egyptian coffee houses, accompanied by the sound of the violin, retell epic tales of heroes from ancient times. As different regions of the area became unified under large empires, Southwest Asian musical traditions and instruments were shared and spread, eventually influencing music around the world. Many of the instruments found in the West today are descended from Southwest Asian instruments.

DIRECTIONS: Read the passage below about some of these instruments, and then answer the questions in the space provided.



Persian Musicians (1818), engraving by James Justinian Morier and Theodore H.H. Fielding

S*urnaya, mizmar, sibs, and aba*—these are different terms used throughout Southwest Asia to refer to a double-reed instrument from which the oboe is a Western descendant. The earliest evidence of this reed instrument is on Jewish coins of the second century A.D. It was played at weddings and other celebrations. The modern oboe is very similar in structure to its Southwest Asian ancestors. The shape

of the instrument, the reed, and the manner of playing are more or less unchanged. The oboe is a long, smooth tube of wood that flares outward from its reed and circular mouthpiece to a wider bell-shaped bottom. A number of holes are drilled into the oboe to control pitch—the more holes left open, the higher the pitch. Modern oboes are made of a hard black wood called ebony, and their key systems are made

(continued)

World Art and Music Activity 15



of silver. The oboe is an important instrument in contemporary Western orchestras, often featured in solo parts because of its unique sound.

Another modern instrument with Southwest Asian roots is the flute. Arabic flutes date back as far as 3000 B.C. The Arabic name for the flute is *qasaba*; in Egypt and in Iran it is known as the *nay*. Southwest Asian flutes have remained essentially the same over time—they are made of cane, and are about 2 feet (60 centimeters) long, with 5 or 6 finger holes to vary the pitch. They are held vertically when played. Wooden flutes derived from the Arabic flute became widely used in Europe in the 1700s. During the 1800s, flutes were greatly adapted. They were made out of metal, not wood, and a more complicated key mechanism was developed. Even the playing style changed. Modern flutes are played horizontally, with the player blowing across an opening rather than into it. Like the

oboe, the flute has been incorporated into contemporary Western orchestras.

String instruments, such as the three-stringed spike fiddle played by the Persian musician in the engraving shown, are an important element of Southwest Asian music and its legacy. For example, the *Gnawa gnbri* is a stringed instrument dating back to ancient Egypt whose descendants include the American banjo. The dulcimer is a type of harp, invented in Persia. Its brass strings are struck with mallets. The first appearance of the dulcimer in western Europe dates to a relief carving done in Spain in A.D. 1184. European immigrants brought the dulcimer to the United States in the 1800s, where a new method of playing developed in which the strings are plucked instead of struck. The plucked dulcimer is still a popular instrument in American folk music today.

Reviewing the Selection

1. List examples that show the importance of music in Southwest Asian cultures.

2. Choose one of the instruments described above and explain how it has or has not changed from its Southwest Asian origins.

Critical Thinking

3. **Identifying Central Issues** Many instruments used in Western music have Southwest Asian roots. Write a paragraph explaining how these instruments crossed over from one culture to another.

Glencoe

WORLD HISTORY



Chapter 15 Section Resources

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Guided Reading Activity 15-1

The Ottoman Empire

DIRECTIONS: Answer the following questions as you read Section 1.

1. What change came over the Osman Turks as the Seljuk Empire began to decline?

2. What happened after the Ottomans recruited janissaries from the local Christian population of the Balkans?

3. What did Mehmet II say when he saw the ruin he had inflicted on the city of Constantinople?

4. What three things did Sultan Selim I declare himself to be after taking control of Mesopotamia?

5. Name the three responsibilities of a pasha appointed by the central government of the Ottomans.

6. Why was the Ottoman empire labeled a "gunpowder empire"?

7. In what two ways was the sultan the supreme authority in the Ottoman system?

8. What was the new Muslim name for the city of Constantinople?

9. How did a sultan communicate his desires to the grand vizier?

10. What was the status of women in Ottoman society?

11. What was the greatest contribution of the Ottoman Empire to the world of art?

**Guided Reading Activity 15-2****The Rule of the Safavids****DIRECTIONS:** Fill in the blanks below as you read Section 2.

Unlike many of their Islamic neighbors who were (1) _____ Muslims, the Safavids became ardent (2) _____. Shah Ismail used his forces to seize much of (3) _____ and (4) _____ in 1501. He founded the Safavid dynasty. After the death of Shah (5) _____ in 1629, the Safavid dynasty gradually lost its vigor. In the early eighteenth century, during the reign of Shah Hussein, (6) _____ peoples invaded and seized the capital of Isfahan. Persia then sank into a long period of (7) _____ and (8) _____ anarchy.

The Safavid political system, like that in most empires, was organized in the shape of a (9) _____. The (10) _____ was at the top, the (11) _____ and landed classes were in the middle, and the (12) _____ people were below. Shiites who believed Shah Ismail to be a direct successor of the prophet (13) _____ supported the Safavid rulers. Visitors reported that the shahs were more (14) _____ to their subjects than were rulers elsewhere.

Most goods in the empire traveled by (15) _____ or (16) _____ caravans. In times of strong (17) _____, the roads were kept fairly clear of thieves and bandits. Hemmed in by the sea power of the (18) _____ to the south and the land power of the (19) _____ to the west, the Safavids found trade with (20) _____ difficult.

Knowledge of (21) _____, medicine, and (22) _____ under the Safavids was equal to that of other societies in the region. Persia witnessed an extraordinary (23) _____ of the arts during the reign of Shah Abbas from 1588 to 1629. Much of the original city of (24) _____ still stands and is a gem of modern-day Iran.

 **Guided Reading Activity 15-3**

The Grandeur of the Moguls

DIRECTIONS: Fill in the blanks below as you read Section 3.

- I. In 1500 the Indian _____ was divided into a number of Hindu and Muslim kingdoms.
 - A. The founder of the _____ dynasty was Babur, descended from Timur Lenk.
 - B. Babur captured _____ and established his power in the plains of North India.
- II. By 1605, _____ had brought Mogul rule to most of India.
 - A. Akbar was known for the _____ character of his rule.
 1. A Muslim, he adopted a policy of religious _____.
 2. Akbar took a _____ princess as one of his wives.
 - B. Overall, the Akbar Era was a time of _____ by the standards of the day.
- III. Shah Jahan's rule was marred by his failure to deal with _____ problems.
 - A. His son Aurangzeb had his brother put to death and _____ his father.
 - B. In 1739, Delhi was sacked by the _____ who left it in ashes.
- IV. The arrival of the _____ hastened the decline of the Mogul Empire.
 - A. The British overcame _____ competition through the genius of Sir Robert Clive.
 - B. Indian guerrilla fighters continued to _____ the British.
- V. The Moguls were foreign _____ ruling a largely _____ population.
 - A. Many Hindus adopted the Islamic practice of _____ women.
 - B. The Mogul era saw the emergence of a _____ landed nobility.
 - C. The _____ is widely considered to be the most beautiful building in India.