4. 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.)

3. Answer the questions below in the space provided.

Muslim Empires Time Line

- The Ottoman Empire
- The Mogul Empire
- The Manchu Empire

Assign detailed research on specific events and important places and people for each empire. The time line could be produced on a series of posters, or on continuous sheets of paper. Through the play of light on water and the reflection of the arches in the water, the monument's meaning is heightened. Through the play of light on water and the reflection of the arches in the water, the monument's meaning is heightened. Through the play of light on water and the reflection of the arches in the water, the monument's meaning is heightened.

Use appropriate reference sources to identify the key events for each empire. The time line could be produced on a series of posters, or on continuous sheets of paper. Through the play of light on water and the reflection of the arches in the water, the monument's meaning is heightened. Through the play of light on water and the reflection of the arches in the water, the monument's meaning is heightened. Through the play of light on water and the reflection of the arches in the water, the monument's meaning is heightened.

The architecture reflects this meaning. Through the play of light on water and the reflection of the arches in the water, the monument's meaning is heightened. Through the play of light on water and the reflection of the arches in the water, the monument's meaning is heightened. Through the play of light on water and the reflection of the arches in the water, the monument's meaning is heightened.

By his wife’s request, Shah Jahan promised to build a tomb for her. Though she died in childbirth, he kept his promise. His heart was torn apart by the loss of his wife. Through the play of light on water and the reflection of the arches in the water, the monument's meaning is heightened. Through the play of light on water and the reflection of the arches in the water, the monument's meaning is heightened. Through the play of light on water and the reflection of the arches in the water, the monument's meaning is heightened.

The English poet Sir Edwin Arnold said, “If a single teardrop could have formed the Taj, the world would have believed that teardrops are diamonds.”

Rabindranath Tagore, the Indian writer, wrote, “The Taj is not a tomb; it is a teardrop on the cheek of the world.”

The architecture reflects this meaning.

The Taj Mahal has been declared a UNESCO World Heritage Site.

- Wonders of the World
- Heritage of India
- Islamic Architecture
- Mughal Dynasty
- Mausoleum

The following videotape program is available from Glencoe as a supplement to Chapter 8:

- Legends of the Arabian Knights
  (ISBN 0–7670–0232–6)
## SECTION RESOURCES

<table>
<thead>
<tr>
<th>Daily Objectives</th>
<th>Reproducible Resources</th>
<th>Multimedia Resources</th>
</tr>
</thead>
</table>
| **SECTION 1** The Ottoman Empire  
1. Discuss how the Ottoman Turks used firearms to expand their lands and appointed local rulers to administer conquered regions.  
2. Characterize the creation of a strong Ottoman Empire with religious tolerance and artistic achievements. |  
- Reproducible Lesson Plan 8–1  
- Daily Lecture and Discussion Notes 8–1  
- Guided Reading Activity 8–1*  
- Section Quiz 8–1*  
- Reading Essentials and Study Guide 8–1* |  
- Daily Focus Skills Transparency 8–1  
- Interactive Tutor Self-Assessment CD-ROM  
- ExamView® Pro Testmaker CD-ROM*  
- Presentation Plus! CD-ROM |
| **SECTION 2** The Rule of the Safavids  
1. Relate how the Safavids used their faith as a unifying force to bring Turks and Persians together.  
2. Describe how the Safavid dynasty reached its height under Shah Abbas. |  
- Reproducible Lesson Plan 8–2  
- Daily Lecture and Discussion Notes 8–2  
- Guided Reading Activity 8–2*  
- Section Quiz 8–2*  
- Reading Essentials and Study Guide 8–2* |  
- Daily Focus Skills Transparency 8–2  
- Interactive Tutor Self-Assessment CD-ROM  
- ExamView® Pro Testmaker CD-ROM*  
- Presentation Plus! CD-ROM |
| **SECTION 3** The Grandeur of the Moguls  
1. Explain how the Moguls united India under a single government with a common culture.  
2. Discuss how the introduction of foreigners seeking trade opportunities in India hastened the decline of the Mogul Empire. |  
- Reproducible Lesson Plan 8–3  
- Daily Lecture and Discussion Notes 8–3  
- Guided Reading Activity 8–3*  
- Section Quiz 8–3*  
- Reteaching Activity 8*  
- Reading Essentials and Study Guide 8–3* |  
- Daily Focus Skills Transparency 8–3  
- Interactive Tutor Self-Assessment CD-ROM  
- ExamView® Pro Testmaker CD-ROM*  
- Presentation Plus! CD-ROM |

*Also Available in Spanish

---

**Assign the Chapter 8 Reading Essentials and Study Guide.**

- Blackline Master  
- Poster  
- Transparency  
- CD-ROM  
- DVD  
- Music Program  
- Audio Program  
- Videocassette
Chapter 8 Resources

**Teacher's Corner**

**INDEX TO NATIONAL GEOGRAPHIC MAGAZINE**

The following articles relate to this chapter:

- “When the Moguls Ruled India,” by Mike Edwards, April 1985.

**Access National Geographic’s new dynamic MapMachine Web site and other geography resources at:**

- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

**MEETING SPECIAL NEEDS**

In addition to the Differentiated Instruction strategies found in each section, the following resources are also suitable for your special needs students:

- **ExamView® Pro Testmaker CD-ROM** allows teachers to tailor tests by reducing answer choices.
- **The Audio Program** includes the entire narrative of the student edition so that less-proficient readers can listen to the words as they read them.
- **The Reading Essentials and Study Guide** provides the same content as the student edition but is written two grade levels below the textbook.
- **Guided Reading Activities** give less-proficient readers point-by-point instructions to increase comprehension as they read each textbook section.
- **Enrichment Activities** include a stimulating collection of readings and activities for gifted and talented students.

**KEY TO ABILITY LEVELS**

Teaching strategies have been coded.

- **L1** BASIC activities for all students
- **L2** AVERAGE activities for average to above-average students
- **L3** CHALLENGING activities for above-average students
- **ELL** ENGLISH LANGUAGE LEARNER activities

**From the Classroom of…**

**Tom Cyrus**  
Kiana School  
Kiana, Alaska

**Commemorating the Reign of Süleyman**

In the year 2020 we will observe the 500th anniversary of the beginning of Süleyman’s reign. Encourage students to start preparing for the celebration now by designing commemorative coins, bills, postage stamps, costumes, a monument, and a convention center. Working in groups, students should research art and design during Süleyman’s reign so that the commemorative materials will pay tribute to the period in which he lived.

Keep in mind that Süleyman was a student of poetry and a poet himself. Assign students the task of locating sixteenth-century Turkish poems to present and comment on to the class. Then consider extending this activity to include contemporary Turkish poems. Ask students to comment on how literature has changed. Ask if modern poets write about the same themes as the earlier poets.

**World History Online**

Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit [www.wh.mt.glencoe.com](http://www.wh.mt.glencoe.com), the Web site companion to Glencoe World History—Modern Times. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- **Chapter Overviews**
- **Self-Check Quizzes**
- **Student Web Activities**
- **Textbook Updates**

Answers to the Student Web Activities are provided for you in the **Web Activity Lesson Plans**. Additional Web resources and Interactive Tutor Puzzles are also available.

**Block Schedule**

Activities that are suited to use within the block scheduling framework are identified by:
Before the fourteenth century, the cavalry, with its crossbows, usually had the advantage in war. Then the invention of gunpowder revolutionized warfare and changed the balance of power. Students should use primary and secondary sources to learn about other technological innovations that have affected the ways in which wars have been fought. 

L2

The Impact Today

The events that occurred during this time period still impact our lives today.

• Muslim art and architectural forms have endured, and examples can be found throughout the world.

• Since the territory once occupied by the Ottoman and Safavid dynasties produces one-third of the world’s oil supply, these regions continue to prosper.

Key Events

As you read this chapter, look for the key events in the history of the Muslim empires.

• Muslim conquerors captured vast territory in Europe and Asia using firearms.

• Religion played a major role in the establishment of the Ottoman, Safavid, and Mogul Empires.

• Trade and the arts flourished under the Muslim empires.

Venn Diagram

The Venn diagram is an excellent tool to teach students how to organize their notes. Students can quickly visualize similarities and differences between two or more ideas. Review the reasons for European exploration and explain that Muslims, like Christians, wanted to expand their empires. Have students create a Venn diagram on Expansion of Christian Worlds, 1450-1800. Have students draw two overlapping circles on their papers. Label the left circle “Christians” and the right circle “Muslims.” Have them fill out as much of the diagram as they can. Information that is the same for both religions fits into the overlapping area. Have students complete the information as they study the chapter. L1
Chapter Objectives

After studying this chapter, students should be able to:
1. describe the gradual expansion of the Ottoman Empire;
2. discuss the achievements of Mehmet II and Süleyman the Magnificent;
3. discuss Ottoman rule, including the division of people by religion and occupation;
4. highlight Ottoman achievement in art and architecture;
5. describe the signs of decline of the Ottoman Empire.

HISTORY

Chapter Overview

Introduce students to chapter content and key terms by having them access Chapter Overview 8 at wh.mt.glencoe.com.

Time Line Activity

As students read the chapter, have them review the time line on pages 236 to 237. Have students select a world event on the time line, learn more about it, and write a brief description of the impact it had on the Muslim empires. L1

MORE ABOUT THE ART

Islamic Calligraphy  Elegant calligraphy (artistic handwriting) transforms the words of the Quran into a work of art on this strikingly beautiful piece of Islamic tilework. Because the Hadith (a collection of sayings of Muhammad) warns against any attempt to imitate God by creating pictures of living beings, inscriptions from the Quran are often used to decorate Islamic art and architecture. Islamic calligraphers seek to convey both the power and the beauty of the Islamic religion through the stylized lettering of sacred words. This piece of tilework can be found today in a mosque in Turkey.
The Conquests of Babur

At the beginning of the sixteenth century, to the north of India in present-day Afghanistan, lived a military adventurer named Babur, a descendant of the great Asian conqueror Timur Lenk (Tamerlane). Babur began with a pitifully small following: “The greater part of my followers (about 250 men) were on foot with sandals on their feet, clubs in their hands, and long frocks over their shoulders.”

After seizing Kabul in 1504, Babur increased his forces, armed them with newly invented firearms, and extended his vision of conquest to the lands of India. With a force of eight thousand men armed with artillery, he destroyed the much larger army of the ruler of North India.

Nine months later, Babur’s army faced yet another Indian prince with a considerably larger army. Babur rallied his forces with these words: “Let us, then, with one accord, swear on God’s holy word, that none of us will even think of turning his face from this warfare, nor desert from the battle and slaughter that ensues, till his soul is separated from his body.”

Babur’s troops responded with enthusiasm. “Towards evening,” he wrote later, “the confusion was complete, and the slaughter was dreadful. The fate of the battle was decided . . . I ordered the [enemy leader] to be flayed alive.” Babur had won yet another decisive victory.

About the Art

Gwalior is strategically situated atop a cliffed plateau that is nearly 2 miles (3.2 km) long and rises a sheer 300 feet (91 m) from the plain.
The Ottoman Empire

Section Overview
This section describes how the Ottoman Turks expanded and strengthened their empire.

Guide to Reading
Main Ideas
- Ottoman Turks used firearms to expand their lands and appointed local rulers to administer conquered regions.
- The Ottomans created a strong empire with religious tolerance and artistic achievements.

Key Terms
- janissary, pasha, gunpowder empire, sultan, harem, grand vizier, ulama

People to Identify
- Mehmet II
- Sultan Selim I
- Sinan

Places to Locate
- Anatolian Peninsula, Bosporus, Dardanelles, Sea of Marmara, Makkah

Preview Questions
1. What were the major events in the growth of the Ottoman Empire?
2. What role did religion play in the Ottoman Empire?

Preview of Events
- 1453: Ottoman Turks capture Constantinople
- 1526: Ottomans defeat Hungarians
- 1529: Austria defeats Ottomans at Vienna
- 1571: Spanish defeat Ottomans at Lepanto

Voices from the Past
In 1453, the Ottoman Turks conquered Constantinople, the Byzantine capital. One Greek described the scene:

“...The soldiers fell on the citizens with anger and great wrath. They were driven by the hardships of the siege, and some foolish people had hurled taunts and curses at them from the battlements all through the siege. Now they killed so as to frighten all the city, and to terrorize and enslave all by the slaughter. When they had had enough of murder, some of the troops turned to the mansions of the mighty, for plunder and spoil. Others went to the robbing of churches, and others dispersed to the simple homes of the common people, stealing, robbing, plundering, killing, insulting, taking and enslaving men, women, and children, old and young, priests, monks—in short, every age and class.”

— The Islamic World, William H. McNeill and M.R. Waldham, 1973

After this siege, Constantinople became the capital of the new Ottoman Empire.

Rise of the Ottoman Turks
In the late thirteenth century, a new group of Turks under their leader Osman began to build power in the northwest corner of the Anatolian Peninsula. That land had been given to them by the Seljuk Turk rulers as a reward for helping the rulers to defend their lands against the Mongols in the late thirteenth century.

At first, the Osman Turks were relatively peaceful and engaged in pastoral activities. However, as the Seljuk Empire began to decline in the early fourteenth century, the Osman Turks began to expand. This was the beginning of the Ottoman dynasty.

Reading Strategy
Organizing Information
Create a chart to show the structure of Ottoman society. List groups in order of importance.

✦ 1450
✦ 1475
✦ 1500
✦ 1525
✦ 1550
✦ 1575
✦ 1600

1453
Ottoman Turks capture Constantinople
1526
Ottomans defeat Hungarians
1529
Austria defeats Ottomans at Vienna
1571
Spanish defeat Ottomans at Lepanto

SECTION RESOURCES

Reproducible Masters
- Reproducible Lesson Plan 8–1
- Daily Lecture and Discussion Notes 8–1
- Guided Reading Activity 8–1
- Section Quiz 8–1
- Reading Essentials and Study Guide 8–1

Transparencies
- Daily Focus Skills Transparency 8–1

Multimedia
- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
From their location in the northwestern corner of the peninsula, the Ottomans expanded westward and eventually controlled the Bosphorus and the Dardanelles. These two straits (narrow passageways), separated by the Sea of Marmara, connect the Black Sea and the Aegean Sea, which leads to the Mediterranean. The Byzantine Empire had controlled this area for centuries.

In the fourteenth century, the Ottoman Turks expanded into the Balkans. Ottoman rulers claimed the title of sultan and began to build a strong military by developing an elite guard called janissaries. Recruited from the local Christian population in the Balkans, the janissaries were converted to Islam and trained as foot soldiers or administrators to serve the sultan.

As knowledge of firearms spread in the late fourteenth century, the Ottomans began to master the new technology. The janissaries, trained as a well-armed infantry, began to spread Ottoman control in the Balkans. With their new forces, the Ottomans defeated the Serbs at the Battle of Kosovo in 1389. During the 1390s, they advanced northward and annexed Bulgaria.

**Conflict in Yugoslavia**

In 1919, Yugoslavia was formed as a new state in the Balkans. It consisted of six territories that had little interest in being part of a single nation. From 1945 to 1980, the dictator Marshal Tito held the country together.

In 1992, Yugoslavia began to disintegrate. Slovenia, Croatia, Bosnia-Herzegovina, and Macedonia declared their independence. When Serbia refused to accept the breakup of Yugoslavia, conflict erupted. The Serbs invaded Bosnia and pursued a policy of "ethnic cleansing," in which they killed Muslims or forcibly removed them from their homes.

Ethnic and religious struggles in Yugoslavia had deep roots in the past. In the Middle Ages, the Slavic peoples had accepted Christianity. While the Croats and Slovenes became Roman Catholics, the Serbs and the others became Eastern Orthodox. In the fourteenth century, the Ottoman conquest of the Balkans brought the Muslims. Many Christians chose to convert to Islam. By 1500, the area that later became Yugoslavia was a land where Muslim, Catholic, and Eastern Orthodox groups maintained an uneasy peace.

**Comparing Past and Present**

Using outside sources, research the current political situation in the Balkan states. How did the Balkan wars of the early 1990s end? How have those wars influenced the development of that region since 1992? What is the current political and economic situation in the Balkans?

**EXTENDING THE CONTENT**

**The Janissaries** The janissary corps were the elite soldiers and administrators of the sultan’s army. As noted in the text, they were young Christian boys chosen because of their “good appearance and good physical build.” This policy of recruiting janissaries lasted to the 1600s. After this time, new recruits came from the sons of janissaries and the forces became less disciplined. To minimize the impact on the Ottoman treasury, the janissaries took jobs in the winter (when they were usually not fighting) as artisans. By 1826, the janissary force had grown so large and so powerful that the sultan was forced to massacre all its members. The demise of the janissaries corresponded with the decline of the Ottoman Empire.
of the city. They fought desperately for almost two months to save their city. Finally, on May 29, the walls were breached, and Ottoman soldiers poured into the city. The Byzantine emperor died in the final battle, and a great three-day sack of the city began. When Mehmet II saw the ruin and destruction of the city, he was filled with regret and lamented, “What a city we have given over to plunder and destruction.”

Western Asia and Africa With their new capital at Constantinople (later renamed Istanbul), the Ottoman Turks now dominated the Balkans and the Anatolian Peninsula. From approximately 1514 to 1517, Sultan Selim I took control of Mesopotamia, Egypt, and Arabia—the original heartland of Islam. Controlling several of the holy cities of Islam, including Jerusalem, Makkah (Mecca), and Madinah, Selim declared himself to be the new caliph, defender of the faith and successor to Muhammad.

After their victories in the east, Ottoman forces spent the next few years advancing westward along the African coast, eventually almost reaching the Strait of Gibraltar. The impact of Ottoman rule on the peoples of North Africa was relatively light, however. Like their predecessors, the Ottomans were Muslims. Where possible, they preferred to administer their conquered regions through local rulers. The central government appointed officials, called pashas, who collected taxes, maintained law and order, and were directly responsible to the sultan’s court in Constantinople.

Europe After their conquest of Constantinople in 1453, the Ottoman Turks tried to complete their conquest of the Balkans. They took the Romanian territory of Walachia, but the Hungarians stopped their advance up the Danube Valley.
The Ottoman Empire

Every few years, as need arose, government commissioners went into the provinces of the Ottoman Empire to recruit a special class of slaves. Those chosen were usually Christian boys, because Muslims were not allowed to enslave other Muslims. This collecting of boys was known as the Devshirme—literally, the “boy levy,” (The word levy, as used here, means the enlistment of people for military service.) Most of the boys who were selected were from Christian peasant families in the Balkans. Recruits, usually between the ages of 10 and 20, were selected on the basis of good appearance and good physical build. These boys were brought to Constantinople, now the city of Istanbul, where most of them remained for training. The boys were first converted to Islam. The brightest were then made pages (attendants) for the sultan and put into palace schools for a special education. Royal servants taught them languages (Turkish, Persian, and Arabic), literature, history, and of course, the Quran. The young boys also received physical and military training. The boys were strictly disciplined. Sleep, study, and play were all done at very specific times. The boys were told to regard

By mid-1683, the Ottomans had marched through the Hungarian plain and laid siege to Vienna. Repulsed by an army of Europeans, the Ottomans retreated and were pushed out of Hungary. Although they retained the core of their empire, the Ottoman Turks would never again be a threat to central Europe.

**CRITICAL THINKING ACTIVITY**

**Analyzing** Ask students what to recruit commonly means. (To fill up an army with new members; to secure the services of) Do students think slaves can be “recruited?” Why or why not? Have students speculate on the reaction of Christian peasant families in the Balkans to the forcible recruitment of their sons. Ask the students how they would have reacted if they had been “recruited?” Remind them that the chosen boys received an education and were treated as elite servants of the sultan. L1
As the empire expanded, the status and prestige of the sultan increased, and the position took on the trappings of imperial rule. A centralized administrative system was adopted, and the sultan became increasingly isolated in his palace.

The Topkapi (“iron gate”) Palace in Istanbul, the new name for Constantinople, was the center of the sultan’s power. The palace was built in the fifteenth century by Mehmet II. Like Versailles in France, it had an administrative purpose and served as the private residence of the ruler and his family.

The private domain of the sultan was called the harem (“sacred place”). Here, the sultan and his wives resided. Often a sultan chose four wives as his favorites.

When a son became a sultan, his mother became known as the queen mother and acted as a major adviser to the throne. This tradition often gave considerable power to the queen mother in the affairs of state.

The sultan controlled his bureaucracy through an imperial council that met four days a week. A chief minister, known as the grand vizier, led the meetings of the council. The sultan sat behind a screen and privately indicated his desires to the grand vizier.

The empire was divided into provinces and districts, each governed by officials. They were assisted by bureaucrats who had been trained in a palace school for officials in Istanbul. Senior officials were given land by the sultan. They were then responsible for collecting taxes and supplying armies for the empire from this landed area.

Reading Check

1. Describing What was the relationship among the grand vizier, the sultan, and the imperial council?

Answers:
1. Muslims were not allowed to enslave other Muslims.
2. Answers will vary.

Religion in the Ottoman World

Like most Turkic-speaking peoples in the Anatolian Peninsula and throughout Western Asia, the Ottomans were Sunni Muslims (see Chapter 3). Ottoman sultans had claimed the title of caliph since the early sixteenth century. In theory, they were responsible for guiding the flock and maintaining Islamic law.

In practice, the sultans gave their religious duties to a group of religious advisers known as the ulama. This group administered the legal system and schools for educating Muslims. Islamic law and customs were applied to all Muslims in the empire.

Writing Activity

Have students write a one-page description of daily life in the Ottoman palace from the point of view of someone who lives there (the sultan, one of his wives, a son or daughter, a servant). L2

Connecting to the Past

1. Explaining Why were Christian boys chosen to be the special class of slaves?
2. Writing about History Muslim boys could not be made into slaves, but Christian slaves could be converted to Muslims. What do you think about the logic of this system? Explain your answer.

Critical Thinking Activity

Decision Making Have the students write a letter from the perspective of a 15-year-old Balkan Christian boy who has been in the janissary corps for two years. Tell students that they must look at both the advantages (i.e., a chance to excel, better food, the excitement of court life) as well as the disadvantages (i.e., strict discipline, no contact with their families, being slaves to the sultan) of being in the corps. Then ask students to explain what they would do if they were placed in a similar situation. For example, what would students decide if they were offered an outstanding opportunity (a scholarship, a job in another country) that would force them to entirely give up their families and current way of life? L1

CURRICULUM CONNECTION

Religion Ask students to speculate on and then research why mosques were part of a large complex with a library, school, hospital, and bazaar. Ask students what these complexes reveal about Islam as practiced by the Ottomans. L3

Assess

Assign Section 1 Assessment as homework or as an in-class activity.

Interactive Tutor Self-Assessment CD-ROM.
Section Quiz 8–1

**Name** ____________________________________________________________________________

**Date** ____________________________________________________________________________

**Class** ____________________________________________________________________________

This photo of the Fruit Room of Ahmet III in the palace is a beautiful reminder of the splendor of Islamic architecture and painting. How do you think this room acquired its name?

**Column A**

1. elite guard of the Ottoman Turks
2. 1. flock and maintaining Islamic law. In the palace is a beautiful reminder of the splendor of Islamic architecture and painting. How do you think this room acquired its name?
3. empires united by outside conquerors
4. chief official of a sultan
5. Ottoman religious, legal, and educational advisers
6. residence of a sultan and his wives

**Column B**

A. harem
B. grand vizier
C. gunpowder
D. mosque
E. 2

Answer: ____________________________

**Answer:** The Ottoman system was generally tolerant of non-Muslims, who made up a significant minority within the empire. Non-Muslims paid a tax, but they were allowed to practice their religion or to convert to Islam. Most people in the European areas of the empire remained Christian. In some areas, however, such as present-day Bosnia, large numbers converted to the Islamic faith.

**Ottoman Society**

The subjects of the Ottoman Empire were divided by occupation. In addition to the ruling class, there were four main occupational groups: peasants, artisans, merchants, and pastoral peoples. Peasants farmed land that was leased to them by the state. Ultimate ownership of all land resided with the sultan. Artisans were organized according to craft guilds. Each guild provided financial services, social security, and training to its members. Outside the ruling elite, merchants were the most privileged class in Ottoman society. They were largely exempt from government regulations and taxes and were able, in many cases, to amass large fortunes. Pastoral peoples—nomadic herders—were placed in a separate group with their own regulations and laws.

Technically, women in the Ottoman Empire were subject to the same restrictions as women in other Muslim societies, but their position was somewhat better. As applied in the Ottoman Empire, Islamic law was more tolerant in defining the legal position of women. This relatively tolerant attitude was probably due to traditions among the Turkish peoples, which regarded women as almost equal to men.

Women were allowed to own and inherit property. They could not be forced into marriage and, in certain cases, were permitted to seek divorce. Women often gained considerable power within the palace. In a few instances, women even served as senior officials, such as governors of provinces.

**Reading Check** Comparing How did the position of women in the Ottoman Empire contrast to that of women in other Muslim societies?

**Problems in the Ottoman Empire**

The Ottoman Empire reached its high point under Süleyman the Magnificent, who ruled from 1520 to 1566. It may also have been during Süleyman’s rule that problems began to occur, however. Having executed his two most able sons on suspicion of treason, Süleyman was succeeded by his only surviving son, Selim II.

The problems of the Ottoman Empire did not become visible until 1699, when the empire began to lose some of its territory. However, signs of internal disintegration had already appeared at the beginning of the 1600s.

After the death of Süleyman, sultans became less involved in government and allowed their ministers to exercise more power. The training of officials declined, and senior positions were increasingly assigned to the sons or daughters of elites. Members of the elite soon formed a privileged group seeking wealth and power. The central bureaucracy lost its links with rural areas. As a result, local officials grew corrupt, and taxes rose. Constant wars

**Literature** Many of the kings and other members of the nobility in Shakespeare’s plays exhibit both strengths and weaknesses. Students of Shakespeare’s plays often analyze the “fatal flaw” in each of his protagonists to determine why they came to a tragic end. Ask students to research and describe what Süleyman’s “fatal flaw” appears to have been. Which of Shakespeare’s kings does he most resemble? Lear? Henry IV? Richard II? Macbeth? How did the deaths of his two most able sons contribute to the disintegration of the Ottoman Empire? L3

**Reading Check** Identifying What religious responsibilities did the sultans have in their role as caliphs?
depleted the imperial treasury. Corruption and palace intrigue grew.

Another sign of change within the empire was the exchange of Western and Ottoman ideas and customs. Officials and merchants began to imitate the habits and lifestyles of Europeans. They wore European clothes and bought Western furniture and art objects. Europeans borrowed Ottoman military technology and decorated their homes with tiles, tulips, pottery, and rugs. During the sixteenth and seventeenth centuries, coffee was introduced to Ottoman society and spread to Europe.

Some sultans attempted to counter these trends. One sultan in the early seventeenth century issued a decree outlawing both coffee and tobacco. He even began to patrol the streets of Constantinople at night. If he caught any of his subjects in immoral or illegal acts, he had them immediately executed.

**Ottoman Art**

The Ottoman sultans were enthusiastic patrons of the arts. The period from Mehmet II to the early eighteenth century witnessed a flourishing production of pottery; rugs, silk, and other textiles; jewelry; and arms and armor. All of these adorned the palaces of the rulers. Artists came from all over the world to compete for the generous rewards of the sultans.

By far the greatest contribution of the Ottoman Empire to world art was in architecture, especially the magnificent mosques of the last half of the sixteenth century. The Ottoman Turks modeled their mosques on the open floor plan of Constantinople’s Byzantine church of Hagia Sophia, creating a prayer hall with an open central area under one large dome.

In the mid-sixteenth century, the greatest of all Ottoman architects, Sinan, began building the first of his 81 mosques. One of Sinan’s masterpieces was the Süleymaniye Mosque in Istanbul. Each of his mosques was topped by an imposing dome, and often the entire building was framed with four towers, or minarets.

The sixteenth century also witnessed the flourishing of textiles and rugs. The Byzantine emperor Justinian had introduced silk cultivation to the West in the sixth century. Under the Ottomans the silk industry resurfaced. Factories produced silks for wall hangings, sofa covers, and especially court costumes. Rugs were a peasant industry. The rugs, made of wool and cotton in villages from different regions, each boasted their own distinctive designs and color schemes.

**SECTION 1 ASSESSMENT**

**Checking for Understanding**

1. **Define** janissary, pasha, gunpowder empire, sultan, harem, grand vizier, ulema.
2. **Identify** Mehmet II, Sultan Selim I, Sinan.
3. **Locate** Anatolian Peninsula, Bosporus, Dardanelles, Sea of Marmara, Makkah.
4. **Evaluate** how the problems in the Ottoman Empire may have begun during the reign of Süleyman the Magnificent.
5. **Identify** the four main occupational groups in the Ottoman Empire.

**Critical Thinking**

6. **Drawing Inferences** Describe the organization of Ottoman government and explain why it was effective.
7. **Compare and Contrast** Create a chart like the one below to compare and contrast the contributions of Mehmet II, Selim I, and Süleyman I to the Ottoman Empire.

<table>
<thead>
<tr>
<th>Ruler</th>
<th>Contributions</th>
<th>Effect on Empire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mehmet II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selim I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Süleyman I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analyzing Visuals**

8. **Compare** the room shown on page 244 with the room from the palace of Versailles shown on page 225 of your text. How do the two rooms reflect the power of the rulers who had them built?

**Writing About History**

9. **Expository Writing** The Ottoman Empire was considered a “gunpowder empire.” Research the history of gunpowder and write an essay explaining how the Ottomans acquired it. What impact did this acquisition have on the expansion of the Ottoman Empire? Use both primary and secondary sources for your research.
Arising from a nomadic Turkic-speaking tribe in western Anatolia (today's Turkey) in the late thirteenth century, the Ottomans were zealous Muslims who regarded the jihad, or holy war, against non-believers as their religious duty. Over the next century, they conquered Anatolia and ever larger portions of Byzantine territories in eastern Europe. In 1453, Süleyman's great-grandfather, Mehmet the Conqueror, delivered the final blow to the Byzantine Empire when he captured its capital, Constantinople. Renamed Istanbul, it became the rich Ottoman capital.

The fall of Constantinople sent a shock wave through Europe and confirmed the Ottomans as a European power. During Süleyman's reign, the empire would extend from Buda in central Europe to Basra in Asia. Süleyman would also greatly expand the practice begun by Mehmet the Conqueror of supporting the arts and architecture, building public baths, bridges, religious schools, and grand mosque complexes. One of the most famous still standing today is Istanbul's Süleimaniye Mosque.

Süleyman lived and ruled from the ornate palace of Topkapi. Also housed here were the empire's treasury, a school for training high officials, the sultan's advisers, and the harem. The women of the sultan's harem were drawn from non-Muslim enslaved women either captured or given as tribute by vassal states. A small guard of janissaries, the sultan's elite army, also lived at the palace. Founded in the late fourteenth century—long before any standing army in Europe—the janissaries were recruited exclusively from Christian boys who were then brought up in the Islamic faith and trained in the use of arms. The sultan's high officials were also recruited as children from Christian families. After rigorous training, they gained their positions by their own skill. This system was so unusual for the times that one foreign ambassador who was granted an audience with Süleyman observed with astonishment that “there was not in all that great assembly a single man who...
owed his position to aught save his valor and his merit. Süleyman held absolute power and the right of life or death over his subjects. Yet one of his first official acts as sultan was to free 1,500 Egyptian and Iranian captives. He also paid mercenary soldiers (as well as war with France) kept him from stopping the spread of Luther's ideas in his realms.

Charles V, the Holy Roman emperor, who ruled from 1519 to 1556, was a contemporary of Süleyman. Charles viewed the Ottomans as a major threat to his power. Charles's concern with the Ottoman advance (as well as war with France) kept him from stopping the spread of Luther's ideas in his realms.

One European visitor had this to say about Süleyman:

“His dignity of demeanor and his general physical appearance are worthy of the ruler of so vast an empire.”

Süleyman was responsible for building a bridge linking two parts of the Bosnian town of Mostar. The bridge lasted until November 9, 1993, when it was destroyed by Croatian artillery.

How did Süleyman deal with cruel, oppressive governors? (He had them executed.) Why did Mehmet believe it was prudent for potential heirs to the throne to kill their brothers? (It would protect the heir and the kingdom from palace intrigues and civil wars.) Why were Gulbahar and Roxelana enemies? (Both had sons who were potential heirs to the throne, and each wanted her own son to become sultan.) Why did Süleyman kill his oldest son, Mustafa? (He believed that Mustafa was plotting a rebellion, and that Mustafa was a danger to the state.) Who eventually took the throne, and what was his nickname? (Selim II; the Drunkard) How did the accession to the throne in European monarchies compare to the accession to sultan in the Ottoman Empire? (In some cases, they were somewhat similar. In European monarchies, it was not too uncommon for rivalries to occur and for siblings to be imprisoned. It was, however, accepted that the eldest male would inherit the throne.)
that whoever survived the battle for the throne would be well prepared to lead the empire. According to custom, the prince of the house was supposed to be skilled in crafts as well as in government and war. Süleyman was trained as a goldsmith and was knowledgeable about science and poetry.

During his teens, he was educated with Ibrahim, a page at the prince’s miniature court. A Greek fisherman’s son who had been enslaved during a raid, Ibrahim was fluent in languages, charming, and intelligent. He and Süleyman were soon close friends. So high was Süleyman’s opinion of his childhood friend that when he became sultan he made Ibrahim his grand vizier, the sultan’s deputy and the general supervisor of the administration. He also put Ibrahim in charge of military campaigns when he himself did not ride into battle.

Süleyman set about producing several heirs to the throne. Three of his sons died in infancy, but the first to reach adulthood was Mustafa, whose mother was an enslaved girl named Gulbahar. Several sons by another concubine also reached adulthood. Their mother was a captive Russian bought for the sultan’s harem at the slave market in Istanbul. Known in the West as Roxelana, she was nicknamed Hürrem—“Laughing One”—for her high spirits and lively storytelling. Much to Gulbahar’s dis-
may, Roxelana became one of Süleyman's favorites, appearing with him on some public occasions. His sons meant a lot to Süleyman at the beginning of his reign. He went hunting with them in many parts of his far-flung empire.

This abundance of male heirs set up a deadly rivalry between Gulbahar and Roxelana. Each mother knew that her sons would die if the other's ascended the throne. Roxelana seems to have taken every opportunity to strengthen her position with Süleyman and to undermine that of anyone she perceived as a rival. The rivals included not only Gulbahar but also the grand vizier, Ibrahim, who had openly opposed Süleyman's relationship with Roxelana. Süleyman's mother, who favored Ibrahim, was also a rival.

Then, in 1534, Süleyman's mother died. Two years later, convinced by Roxelana that Ibrahim was plotting against him, Süleyman ordered his lifelong friend executed. In addition, Roxelana managed to get her son-in-law, Rustem Pasha, appointed grand vizier.

Meanwhile, all of Süleyman's sons were being trained just as he had been. Historians have speculated that he favored one or another of them at different times, but the record is hard to interpret. What is known is that Mustafa, Mehmet, Selim, and Bayezid each were assigned to governorships or military campaigns, and that Mehmet died of natural causes in 1543, only a year into his first governorship. Losing a son in adulthood was a great shock to Süleyman, who was, nonetheless, steadily conquering territory and using his influence to unsettle and destabilize Christian Europe.

Then in 1553, Rustem Pasha convinced Süleyman that Mustafa was plotting a rebellion. There may have been something to the rumor. Süleyman, at 59, was showing signs of his age and had recently been seriously ill. Mustafa, 39, had 20 years experience as a governor. He was respected by the soldiers he led and by the people, who considered him the best successor to his father.

Whatever the truth, Süleyman believed Mustafa to be a danger to the state. On campaign in Iran, he killed his oldest son. Very shortly thereafter, another son, Çiğanoğ, died, leaving only Bayezid and Selim.

The battle for the throne turned into a decade-long civil war between Süleyman's two remaining sons and came to involve the empire's war with its longtime enemy, the Safavid dynasty of Iran. For the sultan, law and order in his empire was more important than any personal family ties. In 1561, Süleyman sided with Selim. He had Bayezid and all his sons—Süleyman's grandsons—killed.

Thus it happened that on Süleyman's death five years later, Selim II was the undisputed heir to the throne. Many date the slow decline of the empire to Selim's reign. Known as the Drunkard, he left the actual running of the state to his advisers. He also started the practice of choosing only one of his sons for training, thereby reducing the jockeying for power among sons, mothers, and palace officials.

In the seventeenth century, the sultans stopped killing their male relatives and began instead to imprison them. Thus, when a sultan was overthrown, or died without a male heir, the next person to sit on the throne would have spent years—and in some cases, their entire lives—in prison. Ill-equipped to lead, these sultans were easy prey for a corrupt bureaucracy.
Section Overview
This section describes the rise of the Safavid Empire and its cultural achievements.

Guide to Reading

The Rule of the Safavids

Main Ideas
• The Safavids used their faith as a unifying force to bring Turks and Persians together.
• The Safavid dynasty reached its height under Shah Abbas.

Key Terms:
shah, orthodoxy, anarchy

People To Identify
Safavids, Shah Ismail, Shah Abbas, Riza-i-Abbasi

Places To Locate
Azerbaijan, Caspian Sea, Tabriz, Isfahan

Preview Questions
1. What events led to the creation and growth of the Safavid dynasty?
2. What cultural contributions were made by the Safavid dynasty?

Reading Strategy
Compare and Contrast
Fill in the table below listing the key features of the Ottoman and Safavid Empires.

Ottoman Empire Safavid Empire

1508 Safavid shah conquers Baghdad
1588 Shah Abbas becomes Safavid ruler
1612 Azerbaijan returned to Safavids
1722 Safavid Empire collapses

Voices from the Past

Under the Safavid dynasty of Persia, the capital city of Isfahan was known for its beauty. One English traveler reported:

“The magnificently-arched bazaars, which form the Noble Square to the Palace, the several public inns, the stately rows of sycamore trees, which the world cannot parallel, the glorious summer-houses, the pleasant gardens, the stupendous bridges, sumptuous temples, the religious convents, the college for the professors of astronomy, are so many lasting monuments of Shah Abbas’ fame. . . . Few cities in the world surpass Isfahan for wealth, and none come near it for those stately buildings, which for that reason are kept entire.”

—A New Account of East India and Persia, Being Nine Years’ Travels, 1672–1681, John Fryer, edited 1911

Isfahan was a planned city created by Shah Abbas the Great, ruler of the Safavids.

Rise of the Safavid Dynasty

After the collapse of the empire of Timur Lenk (Tamerlane) in the early fifteenth century, the area extending from Persia into central Asia fell into anarchy. At the beginning of the sixteenth century, however, a new dynasty known as the Safavids (sah•FAH•weedz) took control. Unlike many of their Islamic neighbors who were Sunni Muslims, the Safavids became ardent Shiites. (As discussed in

BELLRINGER
Skillbuilder Activity

Project transparency and have students answer questions.

Daily Focus Skills Transparency 8–2

Answers to Graphic: Answers may include: Ottoman: ruled by sultan; Sunni Muslims; attempted to conquer central Europe; Safavid: ruled by shah; Shiite Muslims; allied with European states against Ottomans

Preteaching Vocabulary
Have students research the title shah which was used by the kings of Iran, or Persia. Was this title used in other places? (The title shah was also used in Afghanistan until the overthrow of the monarchy in 1973, and it has been used by rulers in other countries of central and southern Asia.) L1

STUDENT EDITION
ALABAMA COURSE OF STUDY
Pages 250–251: 4

SECTION RESOURCES

Reproducible Masters
• Reproducible Lesson Plan 8–2
• Daily Lecture and Discussion Notes 8–2
• Guided Reading Activity 8–2
• Section Quiz 8–2
• Reading Essentials and Study Guide 8–2

Transparencies
• Daily Focus Skills Transparency 8–2

Multimedia
• Interactive Tutor Self-Assessment CD-ROM
• ExamView® Pro Testmaker CD-ROM
• Presentation Plus! CD-ROM
In the early seventeenth century, Shah Abbas moved against the Ottomans to regain lost territories. He was helped by European states, whose leaders viewed the Safavids as useful allies against their chief enemies, the Ottoman Turks. The Safavids had some initial success, but they could not hold all their territorial gains against the Ottoman armies. Nevertheless, in 1612, a peace treaty was signed that returned Azerbaijan to the Safavids.

After the death of Shah Abbas in 1629, the Safavid dynasty gradually lost its vigor. Most of his successors lacked his talent and political skills. The power of Shiite religious elements began to increase at court and in Safavid society at large.

While intellectual freedom had marked the height of the empire, the pressure to conform to traditional religious beliefs, called religious orthodoxy, increased. For example, Persian women who had considerable freedom during the early empire were now forced into seclusion and required to adopt the wearing of the veil.

In the early eighteenth century, during the reign of Shah Hussein, Afghan peoples invaded and seized the capital of Isfahan. The remnants of the Safavid ruling family were forced to retreat to Azerbaijan.

**Glory and Decline**

Under Shah Abbas, who ruled from 1588 to 1629, the Safavids reached the high point of their glory. A system similar to that of the janissaries in the early Safavid century. The Safavids were Shiite Muslims.

Within a few years, Ismail regained Tabriz. During the following decades, the Safavids tried to consolidate their rule throughout Persia and in areas to the west. Faced with the problem of integrating various Turkish peoples with the settled Persian-speaking population of the urban areas, the Safavids used the Shiite faith as a unifying force. Like the Ottoman sultan, the shah himself claimed to be the spiritual leader of all Islam.

In the 1580s, the Ottomans went on the attack. They placed Azerbaijan under Ottoman rule and controlled the Caspian Sea with their fleet. This forced the new Safavid shah, Abbas, to sign a peace treaty in which he lost much territory. The capital of the Safavids was moved from the northwestern city of Tabriz to the more centrally located city of Isfahan.

**Geography Skills**

By 1700, the Safavid Empire had lost much of its strength. 1. **Applying Geography Skills** What geographic factors hindered the expansion of the Safavid Empire?

**INTERDISCIPLINARY CONNECTIONS ACTIVITY**

**Religion** Have students research and discuss the historical divisions between Sunni and Shiite Muslims and how they are relevant today. This religious division is still seen in Iran and Iraq. A shah survived as ruler of Iran until 1979 when the Ayatollah Khomeini, a Shiite Muslim imam, came to power. Today, Iran is the largest Shiite Muslim country in the world—roughly 90% of the population are Shiite. In 1980, Iraq attacked Iran and the war between the two countries lasted until 1988.

There were other reasons for this war (the desire to control oil revenue among them), but the religious tension between these two branches of Islam was a fundamental factor in this conflict that cost hundreds of thousands of lives. Ask students to provide contemporary examples of ongoing divisions between Sunni and Shiite Muslims. L2
Their original homeland. The Turks took advantage of the situation to seize territories along the western border. Persia sank into a long period of political and social anarchy (lawlessness and disorder).

**Political and Social Structures**

Persia under the Safavids was a mixed society. The Safavids had come to power with the support of nomadic Turkish groups, but the majority of the people were Persian. Most of them were farmers or townspeople. The combination of Turkish and Persian elements affected virtually all aspects of Safavid society.

The Safavid political system, like that in most empires, was organized in the shape of a pyramid. The shah was at the top, the bureaucracy and landed classes were in the middle, and the common people were below.

**The Role of the Shah**

The Safavid rulers were eagerly supported by Shiites, who believed that the founder of the empire (Shah Ismail) was a direct successor of the prophet Muhammad. In return, the shahs declared Shia Islam to be the state religion.

Visitors reported that the shahs were more available to their subjects than were rulers elsewhere. “They show great familiarity to strangers,” remarked one visitor, “and even to their own subjects, eating and drinking with them pretty freely.” Indeed, the shahs even had their physical features engraved inside drinking cups so that people throughout their empire would know them.

Strong-minded shahs firmly controlled the power of the landed aristocracy. The shahs seized the large landed estates of the aristocrats and brought them under the control of the Crown. In addition, appointment to senior positions in the bureaucracy was based on merit rather than birth. To avoid competition between Turkish and non-Turkish elements, Shah Abbas, for example, hired a number of foreigners from neighboring countries for positions in his government.

**Economy and Trade**

The Safavid shahs played an active part in trade and manufacturing activity. There
was also a large and affluent urban middle class involved in trade.

Most goods in the empire traveled by horse or camel caravans. Although the road system was poor, the government provided resting places for weary travelers. In times of strong rulers, the roads were kept fairly clear of thieves and bandits.

At its height, Safavid Persia was a worthy successor to the great Persian empires of the past. However, it was probably not as prosperous as its neighbors to the east and west—the Moguls and the Ottomans. Hemmed in by the sea power of the Europeans to the south and the land power of the Ottomans to the west, the Safavids found trade with Europe difficult.

### Safavid Culture

Knowledge of science, medicine, and mathematics under the Safavids was equal to that of other societies in the region. In addition, Persia witnessed an extraordinary flowering of the arts during the reign of Shah Abbas from 1588 to 1629.

The capital of Isfahan, built by Shah Abbas, was a grandiose planned city with wide spaces and a sense of order. Palaces, mosques, and bazaars were arranged around a massive polo ground. The immense mosques were richly decorated, and the palaces were delicate structures with slender wooden columns. To adorn the buildings, craftsmen created imaginative metalwork, elaborate tiles, and delicate glass vessels. Much of the original city still stands and is a gem of modern-day Iran.

Silk weaving based on new techniques flourished throughout the empire. The silks were a brilliant color, with silver and gold threads. The weavings portrayed birds, animals, and flowers.

Above all, carpet weaving flourished, stimulated by the great demand for Persian carpets in the West. Made primarily of wool, these carpets are still highly prized all over the world.

Persian painting enjoyed a long tradition, which continued in the Safavid Era. Riza-i-Abbasi, the most famous artist of this period, created exquisite works on simple subjects, such as oxen plowing, hunters, and lovers. Soft colors and flowing movement were the dominant features of the painting of this period.

### Critical Thinking

6. Explain What was the shah’s role in Safavid society and government?

7. Organizing Information Create a chart like the one below listing the Safavid shahs and significant developments that occurred during their administrations.

<table>
<thead>
<tr>
<th>Shah</th>
<th>Significant Events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Analyzing Visuals

8. Examine the photograph of the Royal Academy of Isfahan shown on this page. Why would mosques have included schools like this academy?

### Writing About History

9. Expository Writing Analyze the impact of the Safavid Empire’s geographical location on its economy (what goods could be traded, trading partners, goods in high demand). Compare and contrast the Safavid economy with that of another economy.

### Reteaching Activity

Have students refer to the diagram on page 252. Have students note the political and cultural characteristics of the Safavid Empire. What characteristics did the Safavids share with the Ottomans? L1

### 4 CLOSE

Ask students to find examples and compare the artistic styles of the Safavids and Ottoman cultures. What characteristics do the styles share? How are they different? L2
ANSWERS TO PRACTICING THE SKILL

1. An encyclopedia would have this information.
2. Both an atlas and an encyclopedia would have maps to show this.
3. A biographical dictionary or encyclopedia would be the best place to look for this information.
4. A historical account of this time period or an encyclopedia would contain this information.

Applying the Skill: Answers will vary. Students should list the reference(s) consulted.
The Grandeur of the Moguls

Main Ideas
• The Moguls united India under a single government with a common culture.
• The introduction of foreigners seeking trade opportunities in India hastened the decline of the Mogul Empire.

Key Terms
zamindar, suttee

People to Identify
Babur, Akbar, Shah Jahan, Aurangzeb

Places to Locate
Khyber Pass, Delhi, Deccan Plateau, Calcutta, Chennai, Agra

Preview Questions
1. How did Mogul rulers develop the empire’s culture?
2. What were the chief characteristics of Mogul society?

Reading Strategy
Summarizing Information As you read this section, create a chart listing the accomplishments and weaknesses of the Mogul rulers.

Ruler | Accomplishments | Weaknesses
--- | --- | ---

---

The Mogul Dynasty

In 1500, the Indian subcontinent was still divided into a number of Hindu and Muslim kingdoms. However, the Moguls established a new dynasty and brought a new era of unity to the region. The Moguls were not natives of India, but came from the mountainous region north of the Indus River valley.

The founder of the Mogul dynasty was Babur. His father was descended from the great Asian conqueror Timur Lenk, and his mother, from the Mongol

Voices from the Past

The Mogul rulers of India lived in great splendor, as is evident in this report by an English traveler:

The first of September was the king’s birthday... Here attended the nobility all sitting on carpets until the king came; who at last appeared clothed, or rather laden with diamonds, rubies, pearls, and other vanities, so great, so glorious! His head, neck, breast, arms, above the elbows at the wrists, his fingers every one, with at least two or three rings; fettered with chains of diamonds; rubies as great as walnuts, and pearls, such as my eyes were amazed at... He ascended his throne, and had basins of nuts, almonds, fruits, and spices made in thin silver, which he cast about.

—Eyewitness to History, John Carey, ed., 1987

Mogul rulers united most of India under a single government with a common culture.

The Mogul rulers of India lived in great splendor, as is evident in this report by an English traveler:

The first of September was the king’s birthday... Here attended the nobility all sitting on carpets until the king came; who at last appeared clothed, or rather laden with diamonds, rubies, pearls, and other vanities, so great, so glorious! His head, neck, breast, arms, above the elbows at the wrists, his fingers every one, with at least two or three rings; fettered with chains of diamonds; rubies as great as walnuts, and pearls, such as my eyes were amazed at... He ascended his throne, and had basins of nuts, almonds, fruits, and spices made in thin silver, which he cast about.

—Eyewitness to History, John Carey, ed., 1987

Mogul rulers united most of India under a single government with a common culture.

The Mogul Dynasty

In 1500, the Indian subcontinent was still divided into a number of Hindu and Muslim kingdoms. However, the Moguls established a new dynasty and brought a new era of unity to the region. The Moguls were not natives of India, but came from the mountainous region north of the Indus River valley.

The founder of the Mogul dynasty was Babur. His father was descended from the great Asian conqueror Timur Lenk, and his mother, from the Mongol

Voices from the Past

The Mogul rulers of India lived in great splendor, as is evident in this report by an English traveler:

The first of September was the king’s birthday... Here attended the nobility all sitting on carpets until the king came; who at last appeared clothed, or rather laden with diamonds, rubies, pearls, and other vanities, so great, so glorious! His head, neck, breast, arms, above the elbows at the wrists, his fingers every one, with at least two or three rings; fettered with chains of diamonds; rubies as great as walnuts, and pearls, such as my eyes were amazed at... He ascended his throne, and had basins of nuts, almonds, fruits, and spices made in thin silver, which he cast about.

—Eyewitness to History, John Carey, ed., 1987

Mogul rulers united most of India under a single government with a common culture.

The Mogul Dynasty

In 1500, the Indian subcontinent was still divided into a number of Hindu and Muslim kingdoms. However, the Moguls established a new dynasty and brought a new era of unity to the region. The Moguls were not natives of India, but came from the mountainous region north of the Indus River valley.

The founder of the Mogul dynasty was Babur. His father was descended from the great Asian conqueror Timur Lenk, and his mother, from the Mongol

Voices from the Past

The Mogul rulers of India lived in great splendor, as is evident in this report by an English traveler:

The first of September was the king’s birthday... Here attended the nobility all sitting on carpets until the king came; who at last appeared clothed, or rather laden with diamonds, rubies, pearls, and other vanities, so great, so glorious! His head, neck, breast, arms, above the elbows at the wrists, his fingers every one, with at least two or three rings; fettered with chains of diamonds; rubies as great as walnuts, and pearls, such as my eyes were amazed at... He ascended his throne, and had basins of nuts, almonds, fruits, and spices made in thin silver, which he cast about.

—Eyewitness to History, John Carey, ed., 1987

Mogul rulers united most of India under a single government with a common culture.

The Mogul Dynasty

In 1500, the Indian subcontinent was still divided into a number of Hindu and Muslim kingdoms. However, the Moguls established a new dynasty and brought a new era of unity to the region. The Moguls were not natives of India, but came from the mountainous region north of the Indus River valley.

The founder of the Mogul dynasty was Babur. His father was descended from the great Asian conqueror Timur Lenk, and his mother, from the Mongol

Voices from the Past

The Mogul rulers of India lived in great splendor, as is evident in this report by an English traveler:

The first of September was the king’s birthday... Here attended the nobility all sitting on carpets until the king came; who at last appeared clothed, or rather laden with diamonds, rubies, pearls, and other vanities, so great, so glorious! His head, neck, breast, arms, above the elbows at the wrists, his fingers every one, with at least two or three rings; fettered with chains of diamonds; rubies as great as walnuts, and pearls, such as my eyes were amazed at... He ascended his throne, and had basins of nuts, almonds, fruits, and spices made in thin silver, which he cast about.

—Eyewitness to History, John Carey, ed., 1987

Mogul rulers united most of India under a single government with a common culture.

The Mogul Dynasty

In 1500, the Indian subcontinent was still divided into a number of Hindu and Muslim kingdoms. However, the Moguls established a new dynasty and brought a new era of unity to the region. The Moguls were not natives of India, but came from the mountainous region north of the Indus River valley.

The founder of the Mogul dynasty was Babur. His father was descended from the great Asian conqueror Timur Lenk, and his mother, from the Mongol

Voices from the Past

The Mogul rulers of India lived in great splendor, as is evident in this report by an English traveler:

The first of September was the king’s birthday... Here attended the nobility all sitting on carpets until the king came; who at last appeared clothed, or rather laden with diamonds, rubies, pearls, and other vanities, so great, so glorious! His head, neck, breast, arms, above the elbows at the wrists, his fingers every one, with at least two or three rings; fettered with chains of diamonds; rubies as great as walnuts, and pearls, such as my eyes were amazed at... He ascended his throne, and had basins of nuts, almonds, fruits, and spices made in thin silver, which he cast about.

—Eyewitness to History, John Carey, ed., 1987

Mogul rulers united most of India under a single government with a common culture.

The Mogul Dynasty

In 1500, the Indian subcontinent was still divided into a number of Hindu and Muslim kingdoms. However, the Moguls established a new dynasty and brought a new era of unity to the region. The Moguls were not natives of India, but came from the mountainous region north of the Indus River valley.

The founder of the Mogul dynasty was Babur. His father was descended from the great Asian conqueror Timur Lenk, and his mother, from the Mongol

Voices from the Past

The Mogul rulers of India lived in great splendor, as is evident in this report by an English traveler:

The first of September was the king’s birthday... Here attended the nobility all sitting on carpets until the king came; who at last appeared clothed, or rather laden with diamonds, rubies, pearls, and other vanities, so great, so glorious! His head, neck, breast, arms, above the elbows at the wrists, his fingers every one, with at least two or three rings; fettered with chains of diamonds; rubies as great as walnuts, and pearls, such as my eyes were amazed at... He ascended his throne, and had basins of nuts, almonds, fruits, and spices made in thin silver, which he cast about.

—Eyewitness to History, John Carey, ed., 1987

Mogul rulers united most of India under a single government with a common culture.

The Mogul Dynasty

In 1500, the Indian subcontinent was still divided into a number of Hindu and Muslim kingdoms. However, the Moguls established a new dynasty and brought a new era of unity to the region. The Moguls were not natives of India, but came from the mountainous region north of the Indus River valley.

The founder of the Mogul dynasty was Babur. His father was descended from the great Asian conqueror Timur Lenk, and his mother, from the Mongol
Babur’s grandson Akbar was only 14 when he came to the throne. Highly intelligent and industrious, Akbar set out to extend his domain. By 1605, he had brought Mogul rule to most of India.

How was Akbar able to place almost all of India under his rule? By using heavy artillery, Akbar’s armies were able to overpower the stone fortresses of their rivals. The Moguls were also successful negotiators.

Akbar’s conquests created the greatest Indian empire since the Mauryan dynasty nearly two thousand years earlier. The empire appeared highly centralized but was actually a collection of semi-independent states held together by the power of the emperor.

Akbar was probably the greatest of the conquering Mogul monarchs, but he is best known for the humane character of his rule. Like all Mogul rulers, Akbar was born a Muslim, but he adopted a policy of religious tolerance. As emperor, he showed a keen interest in other religions and tolerated Hindu practices. He even welcomed the expression of Christian views by his Jesuit advisers at court. By taking a Hindu princess as one of his wives, Akbar put his policy of religious tolerance into practice.

Akbar was also tolerant in his administration of the government. The upper ranks of the government bureaucracy were filled with non-native Muslims, but many of the lower-ranking officials were Hindus.

It became common practice to give the lower-ranking officials plots of farmland for their temporary use. These local officials, known as zamindars, kept a portion of the taxes paid by the peasants in lieu of a salary. They were then expected to forward the rest of the taxes from the lands under their control to the central government. Zamindars came to exercise considerable power in their local districts.

Overall, the Akbar Era was a time of progress, at least by the standards of the day. All Indian peasants were required to pay about one-third of their annual harvest to the state but the system was applied justly. When bad weather struck in the 1590s, taxes were reduced, or suspended altogether. Thanks to a long period of peace and political stability, trade and manufacturing flourished.

The one day was told how Indian Rajputs would charge against a double-sided spear and impale themselves. He took this “challenge” and raced towards a sword fixed against a wall. Akbar was saved from senseless death only because someone kicked the sword away.
Decline of the Moguls

Akbar died in 1605 and was succeeded by his son Jahangir (jah•Hahn•GIHR). Jahangir was able and ambitious. During the early years of his reign, he continued to strengthen the central government’s control over his vast empire.

Eventually, however, his grip began to weaken when he fell under the influence of one of his wives, Persian-born Nur Jahan. The empress used her position to enrich her own family. She arranged the marriage of her niece to her husband’s third son and ultimate successor, Shah Jahan.

During his reign from 1628 to 1658, Shah Jahan maintained the political system established by earlier Mogul rulers. He also expanded the boundaries of the empire through successful campaigns in the Dec•can Plateau and against the city of Samarkand, north of the Hindu Kush.

Shah Jahan’s rule was marred by his failure to deal with growing domestic problems, however. He had inherited a nearly empty treasury. His military campaigns and expensive building projects put a heavy strain on the imperial finances and compelled him to raise taxes. Meanwhile, the majority of his subjects lived in poverty.

Shah Jahan’s troubles worsened with his illness in the mid-1650s, which led to a struggle for power between two of his sons. One of Shah Jahan’s sons, Aurangzeb, had his brother put to death and imprisoned his father. Aurangzeb then had himself crowned emperor in 1658.

Aurangzeb is one of the most controversial rulers in the history of India. A man of high principle, he forbade both the Hindu and Muslim practices of offering special taxes to the imperial treasury. He tried to forbid gambling and drinking as well.

Aurangzeb was a devout Muslim and adopted a number of measures that reversed the Mogul policies of religious tolerance. The building of new Hindu temples was prohibited, and Hindus were forced to convert to Islam.

Aurangzeb’s policies led to Hindu outcries and domestic unrest. In addition, a number of revolts against imperial authority broke out in provinces throughout the empire. Rebellious groups threatened the power of the emperor, leaving an increasingly divided India vulnerable to attack from abroad. In 1739, Delhi was sacked by the Persians, who left it in ashes.

Reading Check

Explaining Why was Aurangzeb one of the most controversial rulers in the history of India?

The British in India

TURNING POINT In this section, you will learn how a small British force defeated a Mogul army at the Battle of Plassey in 1757. A few years later, a similar victory over the French made the British a dominant presence in India until after World War II.

The arrival of the British hastened the decline of the Mogul Empire. By 1650, British trading forts had been established at Surat, Fort William (now the city of Calcutta), and Chennai (Madras). From Chennai, British ships carried Indian-made cotton goods to the East Indies, where they were traded for spices.

British success in India attracted rivals, especially the French. The French established their own forts on the east coast at Pondicherry, south of Chennai, at Surat, and in the Bay of Bengal. For a brief period, the French went on the offensive, even capturing the British fort at Chennai.

Cyclones in India

The deadliest tropical storms are not hurricanes but cyclones, especially those in the Bay of Bengal. On October 7, 1737, a 40-foot (12-m) tidal wave caused by a cyclone crashed ashore at Calcutta, India, killing an estimated three hundred thousand inhabitants. After a cyclone hit Bangladesh with 145-mile-(233-km)-per-hour winds and 20-foot (6-m) waves in 1991, hundreds of thousands died.

Reading Strategy

Writing a Paragraph Divide the class into two groups for a written exercise debating the reign of Aurangzeb. One group can write a paragraph defending him. (Paragraphs may state that he strengthened India by attempting to abolish the practice of suttee, by fighting against illegal taxes, and by trying to stop gambling and drinking.) The second group can write a paragraph arguing that the policies of Aurangzeb contributed to the empire’s decline. (Paragraphs may state that he turned Hindus against their Muslim rulers by forcing them to convert, and by preventing them from building new temples.) Encourage a student from each group to read their paragraphs to the class. L1

Guided Reading Activity 8–3

The British in India

Reading Check

Answer: He was a man of high moral principles, but he was also ruthless and intolerant.

Enrich

Ask students to compare the treatment of subject peoples by the Ottomans, Safavids, and Moguls. (Ottomans: Non-Muslims could practice their own religion and run their own communities; Safavids: forced everyone to adopt Shiite Islam; Moguls: Akbar encouraged religious tolerance, but later Moguls persecuted Hindus)
The British were saved by the military genius of Sir Robert Clive, an aggressive British empire builder. Clive eventually became the chief representative in India of the East India Company, a private company empowered by the British Crown to act on its behalf. As chief representative, it was Clive’s job to fight any force, French or Indian, that threatened the East India Company’s power in India. Owing to Clive’s efforts, the French were ultimately restricted to the fort at Pondicherry and a handful of small territories on the southeastern coast.

While fighting the French, Clive was also consolidating British control in Bengal, the state in which Fort William was located. The Indian ruler of Bengal had attacked Fort William in 1756. He had imprisoned the British garrison overnight in what became known as the “Black Hole of Calcutta,” an underground prison. The intense heat in the crowded space had led to disaster. Only 23 people (out of 146) had walked out alive.

In 1757, Clive led a small British force numbering about three thousand to victory over a Mogul-led army more than ten times its size in the Battle of Plassey in Bengal. As part of the spoils of victory, the failing Mogul court gave the British East India Company the power to collect taxes from lands in the area surrounding Calcutta.

Britain’s rise to power in India, however, was not a story of constant success. Officials of the East India Company, from the governor-general on down, often combined arrogance with incompetence. They offended both their Indian allies and the local population, who were taxed heavily to meet the growing expenses of the East India Company. Intelligent Indian commanders avoided direct pitched battles with well-armed British troops. They preferred to harass and ambush them in the manner of modern-day guerrillas. Said one of India’s commanders:

“How was the Mogul Empire at a point of weakness? How was the Mogul Empire in what ways were European powers expanding? How was the Mogul Empire at a point of weakness? Have students apply absolute and relative chronology to create a time line sequencing the significant individuals, events, and time periods in order to illustrate the comparison. L2 COS: 4

Critical Thinking
Guide students in a discussion of the following: How might history have been different had the British entered India during the reign of Akbar? How would Akbar have related to the British? Would he have been able to stand against them? L2

Critical Thinking Activity
Solving Problems After students have read the chapter, have them think about the problems that confronted the Ottoman, Safavid, or Mogul Empires. Direct students to use a problem-solving process to identify a problem and conduct research to provide a historical context for the problem they have identified. Each student should then list and consider options available to solve the problem, weigh the advantages and disadvantages of each option, choose and implement a solution, and then evaluate the effectiveness of the solution they implemented. L2
The Mogul era saw the emergence of a wealthy landed nobility and a prosperous merchant class. During the late eighteenth century, this economic prosperity was shaken by the decline of the Mogul Empire and the coming of the British. However, many prominent Indians established trading ties with the foreigners, a relationship that temporarily worked to the Indians’ benefit.

Most of what we know about the daily lives of ordinary Indians outside of the cities comes from the observations of foreign visitors. One such foreign visitor provided the following description of Indian life:

"Their houses are built of mud with thatched roofs. Furniture there is little or none except some earthenware pots to hold water and for cooking and two beds, one for the man, the other for his wife; their bed clothes are scanty, merely a sheet or perhaps two, serving as under- and over-sheet. This is sufficient for the hot weather, but the bitter cold nights are miserable indeed, and they try to keep warm over little cow-dung fires."

**Reading Check**

Contrasting How did women’s lives under Islamic and Hindu religious laws differ from women’s lives in Mogul society?

**Answers will vary but should be supported by logic and reason.**

### Chapter 8

#### Section 3, 255–260

**What If...**

**Britain’s East India Company had been a financial disaster?**

Chartered companies were the main instruments of imperial expansion for much of eighteenth century Europe. They were private companies granted certain royal privileges—such as monopolies—that brought their rulers territorial and military dominance even as they sought their own commercial gains. However, some chartered companies did not prosper. The French East India Company, for example, did not survive.

**Consider the Consequences** Consider what would have happened to the political landscape of both India and Europe if Britain’s East India Company had been a financial failure. What other country or company could have filled Britain’s role in India?

### Society and Daily Life in Mogul India

The Moguls were foreigners in India. In addition, they were Muslims ruling a largely Hindu population. The resulting blend of influences on the lives of ordinary Indians could be complicated. The treatment of women in Mogul India is a good example of this complexity.

Women had long played an active role in Mogul tribal society, and some actually fought on the battlefield alongside the men. Mogul rulers often relied on female relatives for political advice.

To a degree, these Mogul attitudes toward women affected Indian society. Women from aristocratic families frequently received salaries and were allowed to own land and take part in business activities.

At the same time, the Moguls placed certain restrictions on women under their interpretations of Islamic law. These practices sometimes were compatible with existing tendencies in Indian society and were adopted by Hindus. The practice of isolating women, for example, was followed by many upper-class Hindus.

In other ways, however, Hindu practices remained unchanged by Mogul rule. The custom of suttee continued despite efforts by the Moguls to abolish it. Child marriage also remained common.

### Mogul Culture

The Moguls brought together Persian and Indian influences in a new and beautiful architectural style. This style is best symbolized by the Taj Mahal, which was built in Agra by the emperor Shah Jahan in the mid-seventeenth century. The emperor built the Taj Mahal in memory of his wife, Mumtaz Mahal, who had died at the age of 39 giving birth to her fourteenth child. The project employed twenty thousand workers and lasted more than twenty years. To finance it, the government raised land taxes, thus driving many Indian peasants into complete poverty.

The Taj Mahal is widely considered to be the most beautiful building in India, if not in the entire world. All the exterior and interior surfaces are decorated with cut-stone geometric patterns, delicate black stone tracery, or intricate inlays of colored precious stones in floral mosaics. The building seems to have monumental size, nearly blinding brilliance, and delicate lightness, all at the same time.

Another major artistic achievement of the Mogul period was in painting. Like architecture, painting in Mogul India resulted from the blending of two cultures: Persian and Indian. Akbar established a state academy of artists, the "Hindu Mughals," to work in collaboration with Persian painters. The resulting "Akbar style" combined Persian-Indian motifs into a new and beautiful architectural style.

**DIFFERENTIATED INSTRUCTION**

**At-Risk Students** By using the Internet and other reference sources, hearing-impaired or attention-deficit students can research the Taj Mahal. Have students find pictures and construct a time line depicting all work that has been done to the Taj Mahal. Have a few students make a list of all celebrity events that have occurred at the Taj Mahal. Share this list with the class orally, in writing, or as a visual presentation. For extension, ask if there is any comparable location in the United States or elsewhere. Compare and contrast orally the date of this building’s original construction, size, and building materials. Does it really measure up to the Taj Mahal? L1

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.
Empires. In this section, you will learn about the Mogul Empire. One of the marks that honor former presidents? there in memory of U.S. presidents? Can you think of any other famous land-

THE GRANDEUR OF THE MOGULS

For use with textbook pages 255–260

Chapter 8, Section 3

Name Date Class

DRAWING FROM EXPERIENCE II

the Hindu custom of cremating a widow on her husband's funeral pyre—suttee

a local official in the Mogul Empire—zamindar

L1/ELL

L2

Reading Essentials and Study Guide

1. Define zamindar, suttee.
4. Describe the impact of the Moguls on the Hindu and Muslim peoples of the Indian subcontinent. How did the reign of Aurangzeb weaken Mogul rule in India?
5. Summarize the problems Shah Jahan faced during his rule. How did the rule of Shah Jahan come to an end?

SECTION 3 ASSESSMENT

Checking for Understanding
1. Define zamindar, suttee.
4. Describe the impact of the Moguls on the Hindu and Muslim peoples of the Indian subcontinent. How did the reign of Aurangzeb weaken Mogul rule in India?
5. Summarize the problems Shah Jahan faced during his rule. How did the rule of Shah Jahan come to an end?

Critical Thinking
6. Evaluate What role did the British play in the decline of the Mogul Empire in India?
7. Cause and Effect Create a chart like the one below listing the events that led to the decline of the Mogul Empire and tell how each contributed to the empire's decline.

Analyzing Visuals
8. Examine the photograph above of the Taj Mahal, built as a tomb for the wife of Shah Jahan. How does the Taj Mahal compare to other buildings created to house the dead, such as the pyramids of Egypt? Which type of tomb is more impressive, in your opinion?

Writing About History
9. Descriptive Writing When the British established trading posts in India, their influence spread throughout the country. Present a speech describing how India would have developed if the British had not colonized the country.

1. Key terms are in blue.
2. Babur (p. 253); Akbar (p. 256); Shah Jahan (p. 257); Aurangzeb (p. 257)
3. See chapter maps.
4. Mogul rulers tolerant of other religions; later attempts to force Hindus to convert led to domestic unrest.
5. had a nearly empty treasury; military campaigns and building projects forced him to raise taxes; imprisoned by his son
6. British defeated Mogul armies, gained ability to collect taxes
7. Jahangir influenced by wife weakened succession to throne; Shah Jahan’s expensive projects government forced to raise taxes; Aurangzeb’s strict social rules domestic unrest; Aurangzeb’s religious intolerance Hindu revolt; arrival of British weakened internal control
8. Answers will vary.
9. Answers will vary.

4 CLOSE

Ask students which ruler they would have preferred to live under: Süleyman, Shah Abbas, or Akbar. Have them explain why they would have preferred this ruler.

The Mogul emperors were dedicated patrons of the arts, and going to India was the goal of painters, poets, and artisans from as far away as the Mediterranean. Apparently, the generosity of the Moguls made it difficult to refuse a trip to India. It is said that the Moguls would reward a poet with his weight in gold.

Why was the Taj Mahal built?

The Mogul emperors were dedicated patrons of the arts, and going to India was the goal of painters, poets, and artisans from as far away as the Mediterranean. Apparently, the generosity of the Moguls made it difficult to refuse a trip to India. It is said that the Moguls would reward a poet with his weight in gold.

Why was the Taj Mahal built?

The Taj Mahal was built by Shah Jahan as a symbol of his power and wealth.

argined by his son

Answers will vary.
1. to amuse the emperor
2. no; some of them were trodden underfoot and killed on the spot
3. Answers will vary. The ancient Romans enjoyed fights between animals and between animals and gladiators. Modern bullfighting carries on this tradition. Cockfighting was practiced extensively in ancient Persia, Greece, and Rome. It was popular in England for centuries before it was outlawed. It remains popular in parts of Latin America and Asia. Dogfighting was also popular and breeds such as boxers, bulldogs, and terriers were bred for that purpose. People enjoy these sports because of the thrill of real or implied danger and control over animals that the sports afford spectators. Today, many people consider these fights cruel to the animals.
Using Key Terms

Reviewing Key Facts
12. Ottomans dominated the Balkans and the Anatolian Peninsula.
13. Major contribution was in architecture, especially the magnificent mosques, including the Süleymaniye Mosque in Istanbul, modeled partly on the Hagia Sophia; also silk wall hangings and wool and cotton rugs which boasted distinctive designs and color schemes.
14. Turkish and Persian
15. He wanted people throughout the empire to know him.
16. carpets
17. He used advanced weapons, including artillery, and swift cavalry attacks.
18. Custom of suttee, levying of illegal taxes, gambling, drinking
19. Mogul forces imprisoned their British captives in this underground prison. The intense heat and crowded space killed all but 23 of the 146 British captives.
20. It was believed that the company would increase British trade and expand British influence in India; France.
21. Taj Mahal; new architectural and painting styles that combined Indian and Persian styles

Thinking Critically
22. Ottomans were Sunni Muslims who were tolerant of non-Muslims. Ottoman sultans led people, but the ulema acted as the supreme religious authority. Islamic law and customs were applied to all Muslims in the Ottoman Empire. Women were subject to some religious restrictions, but they could not be forced into marriages and they could seek divorce. The Safavids were Shiite Muslims led by the shah, who was supposed to be a direct descendant of Muhammad. The Shiites did not tolerate other religions, and they killed Sunni Muslims when they captured Baghdad and destroyed the city. The Shiites isolated women and forced them to wear veils.
23. Women gained considerable power within the palace in Ottoman society, and some served as senior officials or governors. In Mogul society women went to war and served as political advisors to the emperor. They took active roles in business and literary activities.

Writing About History
24. They were all "gunpowder empires" whose founders used advanced weaponry—firearms—to conquer them. Firearms allowed smaller forces to overcome
Critical Thinking
22. Compare and Contrast  Compare the role of religion in Ottoman and Safavid societies.
23. Analyzing  How did women play prominent roles in the Ottoman and Mogul cultures?

Writing About History
24. Expository Writing  The acquisition of new technology can affect a country’s development in many ways. Explain how the use of firearms affected the establishment of the three Muslim empires and tell how that same technology affects present-day society in the United States.

Analyzing Sources
Read a foreign visitor’s description of Indian life:
- Their houses are built of mud with thatched roofs.
  - Furniture there is little or none except some earthenware pots for holding water and for cooking and two beds, one for the man, the other for his wife; their bed cloths are scanty, merely a sheet or perhaps two, serving as under- and over-sheet. This is sufficient for the hot weather, but the bitter cold nights are miserable indeed, and they try to keep warm over little cow-dung fires.

25. What type of furnishings did Indian families have?
26. From reading this passage, what can you conclude about the lives of Indian people during the Mogul Empire? Find two other sources describing Indian life during this time period. Do they corroborate this description? How is the information in the other passages similar to or different from this?

Making Decisions
27. The struggles to become the next sultan were often bitter and prolonged. Sometimes, those who lost were executed by the person who successfully gained the position and the power. Why do you think this occurred? Can you think of a better alternative, one that would have smoothly paved the way for the future sultan and guaranteed the security of the position without eliminating competitors? Explain your plan clearly and persuasively.

Analyzing Maps and Charts
28. Which sultan ruled the longest?
29. Which sultan did not expand the empire in Europe?
30. Do you think the Ottoman army or navy made more conquests? Explain your reasoning.

Applying Technology Skills
31. Using the Internet  Religion was one of the unifying forces in the creation of the Ottoman, Safavid, and Mogul Empires. Using the Internet, research the history of Iran, a country established on a religious basis. Write an essay explaining the role religion plays in present-day Iran.

Standardized Test Practice
Directions: Choose the best answer to the following question.
How were the Ottoman and the Mogul rulers similar?
A  They controlled the Indian subcontinent.
B  They were principally Shiite Muslims.
C  Although Muslims, they tolerated other religions.
D  They invaded and then controlled the Balkans for about a century.

Test-Taking Tip: Look at each answer choice carefully and ask yourself, “Is this statement true for both empires?” By eliminating answer choices you know are incorrect, you can improve your chances of identifying the correct answer.

Bonus Question?
Ask students to explain the following sentence about the Mogul rulers: “They combined Muslim with Hindu and even Persian cultural values in a unique social and cultural synthesis.” (The Moguls created a culturally diverse empire that allowed for creativity in the arts.)