

IDX G9 History S+

Study Guide Issue Semester 1 Monthly 2

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10.1 The Rise of Islam

- In religion of Islam, followers are called Muslims → from Arabian Peninsula
- Arab tribes had nomadic herders called Bedouins
- Muhammad
 - Born in Mecca (a bustling market town filled with pilgrims and merchants)
 - Was troubled by moral ills of Meccan society
 - Heard God's message from angel → became prophet
 - Made faith Islam, means to "submit to God"
 - Turning Point
 - At first few people submitted

- Muhammad journeyed to Yathrib (later Medina)
 - People in Medina converted → brought peace
 - Meccan leaders grew hostile → after defeated Mecca → holy land
- Teachings of Islam
 - Monotheistic like Christianity and Judaism → Abrahamic religions
 - Quran- holy text
 - Contains sacred word of God → final word of authority on all matters
 - God's will and guide to life → honesty, generosity, social justice
 - Harsh punishments for crimes, believed in Heaven and Hell
 - Direct unchangeable word of God
 - Duties
 - All Muslims perform basic duties (five pillars)
 - 1) Make a declaration of faith
 - 2) Pray 5 times daily facing Mecca
 - 3) Give charity to the poor
 - 4) Fast from sunrise to sunset during Ramadan
 - 5) Make pilgrimage (hajj) to Mecca if possible
 - Jihad (struggle in God's service) → personal duty
- Way of Life
 - Sharia Law
 - Body of law that combine religion with law
 - Regulates moral conduct, family life, business conduct, etc.
 - Applies religious principles to all situations
 - Impact on Women

- Extended rights and protection to women by affirming spiritual equality
- Prohibited killing daughters, gave inheritance and allowed rejection of marriage.

10.2 Building a Muslim Empire

- Early Challenges
 - Muhammad's father in law Abu Bakr becomes first caliph
 - Arabs Unite
 - Many tribes withdrew loyalty → reunited after defeat
 - Converted remaining Arab tribes to Islam → united 1 leader
 - Early Victories
 - Under first four caliphs conquered lots of Byzantine and whole of Persia
 - Syria and Palestine from Byzantine/ Damascus and Jerusalem from Persians
- Divisions
 - Sunnis and Shiites
 - Shiites believed that only Muhammad's descendants could be a caliph
 - most muslims believed that everyone could be a caliph
 - compromise = Sunnis (chose a pious male from Muhammad's tribe)
 - Sufis
 - Mystics who sought communication with God through rituals
 - Respected for piety
- Umayyad Caliphs Build and Empire
 - Expanding and Success
 - Weakness of Byzantine and Persian armies
 - Bold efficient fighting style → aggressive and mobile offensives
 - Orderly system of administration

- Treatment of Conquered People
 - Imposed certain restrictions and special taxes on non-muslims
 - Ensured wealth and prosperity to conquered lands
 - Had many new converts
- Decline
 - Caliphs ruled like tribe leaders instead of kings
 - Economic tensions between upper class Arabs and poor people
 - Muslims criticized court at Damascus for abandoning simple ways of other caliphs
- Rise of Abbasids
 - Changes
 - Tried to create empire based on equality of all Muslims
 - Halted military campaigns → end of dominance of Arab military class
 - Became a more diverse religion
 - Persian cultures influenced caliphate in Baghdad
 - Splendors of Baghdad
 - Walls in a circle, palace in center
 - “City of Peace, Gift of God, Paradise on Earth”
 - Domes and minarets
- Muslim Empire Declines
 - Seljuk Turks
 - Adopted Islam and built large empire over fertile crescent
 - Seljuk sultan controlled Baghdad with Abbasid as figurehead

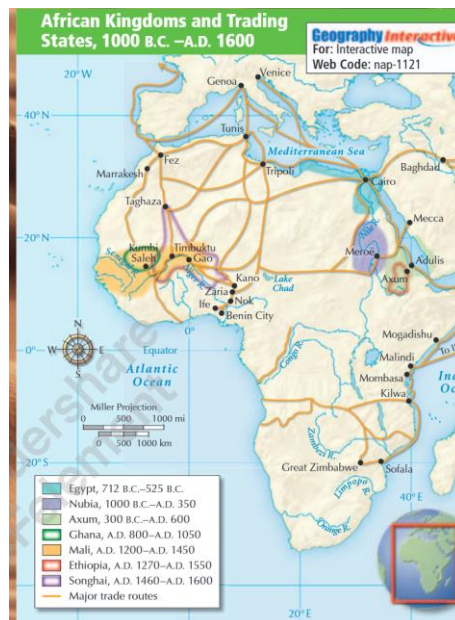
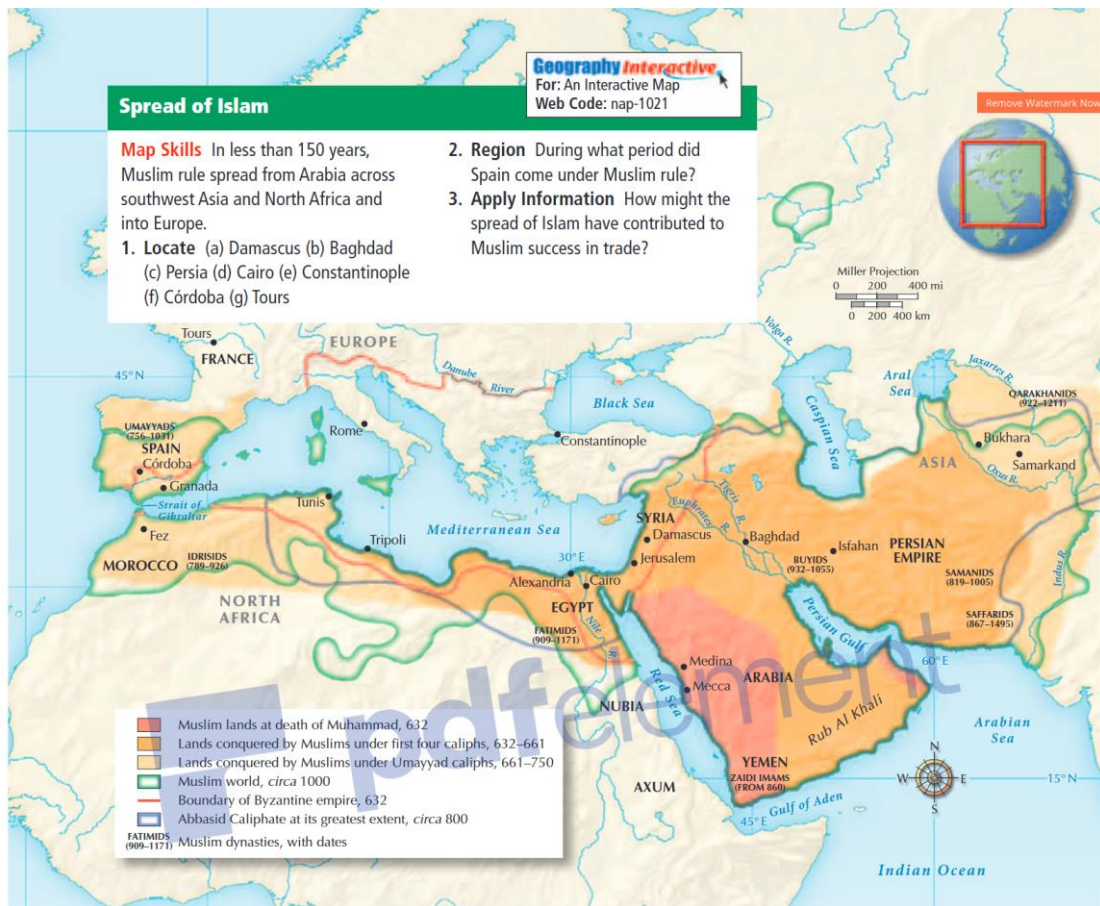
- Caused first crusade
- Mongols
 - Genghis Khan's grandson burned and looted Baghdad, killed caliph
 - Mingled with locals, formed new culture

10.3 Muslim Civilization's Golden Age

- Social and Economic
 - International Trade Network
 - Built trading networks across Muslim lands and beyond
 - Camel caravans crossed Sahara and used Silk Road, boats travelled with monsoon winds
 - Spread products, technologies, knowledge and culture
 - Created partnerships, bought and sold on credit, formed banks and wrote checks
 - Valued manufactured goods and agricultural products
 - Social Structure and Slavery
 - Society was more open than medieval Christian Europe
 - Enjoyed certain degree of social mobility
 - Encouraged freeing of slaves as charity
- Art, Literature and Architecture
 - Poetry
 - Arabs had oral tradition long before Muhammad
 - Later developed elaborate formal rules on writing
 - Firdawsi wrote in Persian using Arabic script→Book of Kings
 - Omar Khayyam wrote poems with four-line stanzas
 - Prized in art of storytelling→101 Nights

- Buildings
 - Domed mosques and high minarets → adapted from Byzantine buildings
 - Artists perfected calligraphy
- Art
 - Some artists painted non-religious art
 - Scientific works like the human body were lavishly illustrated
- Seeking of Knowledge
 - Centers of Learning
 - Established Baghdad as greatest Muslim center of learning
 - Attracted well-paid and highly respected scholars
 - Translated other languages into Arabic
 - Philosophy and History
 - Translated works of many Greek philosophers
 - Ibn Rushd put all knowledge except Quran to the test of reason
 - Ibn Khaldun set standards for the scientific study of history and common sense
 - Mathematics and Medicine
 - Al-Khwarizmi pioneered the study of algebra and astronomy
 - Pharmacists had to pass tests before getting to be a physician
 - Muhammad al-Razi pioneered study of measles and smallpox
 - Also talked about treating the mind as well as the body
 - Ibn Sina wrote a huge encyclopedia with ideas of Greeks \, Arabs and himself

Maps



Writing

1. Historical Context

- Try to answer the following questions
 1. When did it happen?
 2. What led to it?
 3. Where did it happen?
 4. Why did it happen when and where it took place?
- Understand the circumstances and why it happened when and where it took place

2. ACE

- Like CER, you answer a question, cite the evidence and explain why it matters
- You should try to restate the question and define terms in the question

3. Thesis Statements

- Contains a central idea/theme that unifies the argument
- Specific and insightful claim or argument
- Previews organization
- Follow this formula
 1. Although X, Y because ABC where X is the strongest counterargument you can think of, Y is your argument and ABC are your points.
 2. Please be specific and provide context for EVERYTHING

4. Source Analysis

- Will usually include 2 parts: the historical context + intended audience and a source evaluation where you answer if this source is valuable to historians studying a specific time
- Analysis only has H (historical context) and I (intended audience) right now but will include the following later
 1. **Historical context:** when and where it happens/ impact on time period
 2. **Intended audience:** who the source was made for/who was it addressing
 3. **Purpose:** why source was created/what does it want the audience to think or do
 4. **PoV:** who created it → remember that everyone sees things differently
- Remember to read the source description
- While writing the source evaluation, ask yourself: does the context and creator's perspective make this source trustworthy? Is it relevant and accurate for your question towards a certain period of time?
- Can be written in 3 formats
 5. This source is valuable for researching about ? because...
 6. This source has limitations for the subject of ? because...

7. This source has both values and limitation for studying ? because...

5. Cause and Effect

- To explain and evaluate what happened in history, how it happened, why it happened, and why it matters.
- Words to connect cause to effect
 1. As a result
 2. For this reason
 3. So
 4. Therefore
 5. This led to...because
- Words and phrases to explain why
 6. Because
 7. If...then
 8. In order to
 9. So

6. Essay

- Good way to prep is to break down topics with PIECES
 1. E.g. Political
 2. Human Environment Interaction
 3. Cultural development
- Types of Essays
 4. Analyze
 - Break down a subject into parts. Then explain how they relate to the whole. “Analyze the major cultural and economic changes that took place during the Pax Romana”
 5. Compare and Contrast
 - Give an account of the similarities and differences between 2 or more factors. “In what ways were Hinduism and Buddhism and how were they different?”
 6. Evaluate
 - Make an appraisal by weighing up the strengths and limitation. Weigh judgement on a claim/statement. Evaluate the claim that,” The actions of Julius Caesar led to the fall of the Roman Republic”.
- Essay Structure
 7. Introduction Paragraph

- Historical Context: what information is needed to help contextualize and set up your response? (5Ws)
 - Define Key Terms: Is there a key term in the question you should define to help set up your response?
 - Thesis Statement: What is your argument? Should have 2 lines of reasoning. Organizes the whole essay.
8. Body Paragraph (2 ACE basically)
- Topic Sentence: Your claim related to one of the lines in your thesis,
 - Evidence: Provide at least one piece of evidence to support your argument. 2 can make a stronger argument.
 - Analysis: Explain why your evidence matters and why it helps support your claim.
9. Conclusion
- Restate Thesis: In different words, sum up what your essay was about.
 - Synthesize key points: Connect key points made in your two body paragraphs.
 - Might want to offer a concluding thought.

Chapter 11: African Civilizations

Section 11.1: Early Civilizations of Africa

- Geography is KEY:
 - Sahara Desert: Barrier and later (with camels) a "sea" for trade.
 - Savanna: Grassy plains where most people lived/farmed.
 - Rainforest, Rivers (w/ cataracts): Hindered movement.
 - Great Rift Valley: Served as a migration corridor.
- Major Events/Processes:
 - Bantu Migrations (1000 BCE – 1000 CE): THE fundamental event. Spread Bantu languages, ironworking, and farming across sub-Saharan Africa.
- Sahara Desertification (c. 2500 BCE): Climate change dried the region, forcing migration.
- Nubia/Kush:
 - Rival of Egypt. Conquered Egypt under King Piankhi (c. 730 BCE).

- Capital at Meroë became an iron-producing trade center.
- Own culture (undeciphered script, lion-god Apedemak) but influenced by Egypt.
- North Africa: Successively controlled by Carthage (Phoenicians), Rome (granary, Christianity), then Muslim Arabs (Islam, Arabic).

Section 11.2: Kingdoms of West Africa

Control of the Trans-Saharan Gold-Salt Trade

- Ghana (c. 800-1050): "Land of Gold."
 - Wealth from TAXING trade (gold from south, salt from Sahara) at Kumbi Saleh.
 - King was a god-like figure. Muslim merchants lived in separate city.
 - Fell to Almoravid Muslims (c. 1050).
 - Mali (c. 1200-1450): Even wealthier.
 - Sundiata: Founder, epic hero. Established empire.
 - Mansa Musa (r. 1312-1337): PEAK. Famous hajj (1324) – displayed immense gold wealth, brought back scholars, made Timbuktu a major center of Islamic learning/university. Promoted Islam but tolerated other religions.
- Songhai (c. 1460-1600): Largest empire.
 - Sonni Ali: Conqueror, used navy, followed traditional religion.
 - Askia Muhammad: Muslim ruler, set up efficient bureaucracy, made pilgrimage, sponsored Timbuktu's scholars. Empire fell to Moroccan gunpowder weapons (1591).
- Other Societies:
 - Benin: Rainforest kingdom, famous for bronze/brass plaques & sculptures (lost-wax technique).
 - Hausa: Walled city-states (Kano), trade centers; Queen Amina of Zazzau was a warrior-ruler.

Section 11.3: Kingdoms and Trading States in East Africa

- Axum (c. 300 BCE – 600 CE):

- Located in Ethiopia/Eritrea. Controlled Red Sea trade (port of Adulis).
- King Ezana converted to Christianity (c. 300s CE) – made it state religion.
- Isolated after spread of Islam, declined.
- Ethiopia:
 - Christian successor state, isolated by mountains.
 - King Lalibela built famous rock-hewn churches (1200s).
 - Claimed descent from Solomon & Sheba; some Jewish (Falasha) influence.
- East African City-States (Kilwa, Mogadishu, etc.):
 - Thrived on Indian Ocean Trade (monsoon winds).
 - Blend of Bantu and Arab culture created Swahili language & culture.
 - Traded African ivory, gold, timber for Asian silks, porcelain.
- Great Zimbabwe (c. 1100-1450):
 - Inland stone capital ("zimbabwe"=stone houses).
 - Wealth from gold trade to the coast (linked to Sofala).
 - Evidence of trade: Chinese porcelain, Indian beads found in ruins.

Section 11.4: Societies in Medieval Africa

- Family:
 - Nuclear vs. Extended families.
 - Patrilineal (father's line) vs. Matrilineal (mother's line – e.g., Ibn Battuta's observation) inheritance.
 - Lineages & Clans: Provided identity and support.
- Government:
 - Varied from small village consensus among elders to large, centralized kingdoms.
 - Power Sharing: Common in smaller societies; kings' power sometimes limited (e.g., Kongo).
- Religion:

- Blend of animism (spirits in nature), ancestor veneration, and later Islam/Christianity which absorbed local practices.
- Art & Oral Tradition:
 - Art: Functional and religious (masks, statues, kente cloth for royalty).
 - Oral History: Griots preserved history (e.g., Epic of Sundiata), values, and folk tales.