TERMS & NAMES

Explain why the words in each set below are linked with each other.

1. **nomad** and **oasis**
2. **monotheism** and **Allah**
3. **Islam** and **Muslim**
4. **Shi’a** and **Sunni**

MAIN IDEAS

**Life on the Arabian Peninsula** (pages 84–91)

5. Why were the Bedouins nomads? (7.2.1)
6. Why were the peninsula’s oases important to Bedouins? to farmers? to merchants? (7.2.5)
7. Why was the Ka’aba important to pilgrims? (7.2.2)

**Islam and Muhammad** (pages 92–97)

8. What are the Five Pillars of Islam? (7.2.3)
9. How did early Muslims treat Jews and Christians? (7.2.2)
10. How did Muslims view the relationship between their lives and their religion? (7.2.3)

**Islam After Muhammad’s Death** (pages 98–105)

11. Why are Muhammad’s elected successors called the “rightly guided” caliphs? (7.2.4)
12. Why is Abraham important to Muslims? (7.2.2)
13. What caused the split between Sunnis and Shiites? (HI 2)

CRITICAL THINKING

**Big Ideas: Belief Systems**

14. **UNDERSTANDING CAUSE AND EFFECT** How did Islam help spread Arabic culture? (7.2.4)
15. **EVALUATING INFORMATION** What skills did Muhammad have that allowed him to gain authority over so many people? (7.2.2)
16. **MAKING INFERENCES** To what source might Muslim leaders turn for guidance to shape their society and government? Why? (7.2.3)
ALTERNATIVE ASSESSMENT

1. WRITING ACTIVITY  Imagine that you are a reporter following the Muslim army as it moves across the Arabian peninsula. Write a brief article explaining why the Muslim army was so successful in conquering lands and spreading Islam. (Writing 2.4)

2. INTERDISCIPLINARY ACTIVITY—LANGUAGE ARTS Use books or the Internet to research the Arabic language, the language of the Qur’an. Create a colorful poster that accurately explains major features and key elements of the language. (7.2.4)

3. STARTING WITH A STORY Review your response to the question about the future of the Muslim community. Now that you’ve read the chapter, would you answer this question differently? If so, how? (Writing 2.2)

Technology Activity

4. ESTABLISHING E-MAIL CORRESPONDENCE As a class project, establish e-mail correspondence with a class in Saudi Arabia to learn more about the hajj. Ask about
• sites that Muslims visit when they make the hajj
• duties and rituals that are performed
• experiences students have had (7.2.3)

Research Links

ClassZone.com

Use the pie graphs below to answer the questions. (7.2.4)

**Religious Affiliations**

<table>
<thead>
<tr>
<th>World Religious Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christianity</td>
</tr>
<tr>
<td>Islam</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Nonreligious</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Muslim Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunni</td>
</tr>
<tr>
<td>Shiites</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

**Sources:** World Almanac 2003; World Christian Encyclopedia (2001); Adherents.com (September 6, 2002)

1. Which statement is correct according to the world religions graph?
   A. All religions have about the same number of members.
   B. Hinduism is the largest religion in the world.
   C. Islam is the second-largest religious group.
   D. Judaism has more members than Christianity.

2. Which statement on the Muslim population is correct according to the graph?
   A. Both Sunnis and Shiites have about the same number of members.
   B. Sunnis are the largest Muslim group.
   C. The Shiites are the largest Muslim group.
   D. The Other group has more members than either the Sunni or the Shi’a.

Additional Test Practice, pp. S1–S33