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.

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.

World History—Modern Times Video The Chapter 8 video, “Constantinople to Istanbul,” chronicles the spread of Islam and Muslim cultural achievements.
This tilework features an inscription from the Quran, the sacred book of Islam.
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.

Why It Matters

During Europe’s age of exploration, between 1500 and 1800, the world of Islam experienced new life with the rise of three great Muslim empires. With his victories, Babur created one of them—the Mogul Empire—in India. Along with the Ottomans and the Safavids, the Moguls dominated Southwest Asia and the South Asian subcontinent. For about two hundred years, these three powerful Muslim states brought stability to a region that had been in turmoil for centuries.

History and You The English language contains many words derived from Arabic. Research the subject of etymology (where words come from), using the Internet or a dictionary. Identify 25 English words derived from Arabic. List them in alphabetical order and then write a paragraph describing the influence of Arabic on English.
The Ottoman Empire

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, ulema

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1453</td>
<td>Ottoman Turks capture Constantinople</td>
</tr>
<tr>
<td>1475</td>
<td></td>
</tr>
<tr>
<td>1500</td>
<td></td>
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<td>1575</td>
<td></td>
</tr>
<tr>
<td>1600</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sultan</td>
</tr>
<tr>
<td>Ruling Class</td>
</tr>
</tbody>
</table>

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.
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.

**Reading Check**

**Identifying** What strategic lands and bodies of water did the Ottomans take from the Byzantine Empire?

**Expansion of the Empire**

Over the next three hundred years, Ottoman rule expanded to include large areas of Western Asia, as well as North Africa and additional lands in Europe.

**The Fall of Constantinople** Under the leadership of **Mehmet II**, the Ottomans moved to end the Byzantine Empire. With eighty thousand troops ranged against only seven thousand defenders, Mehmet laid siege to Constantinople. In their attack on the city, the Ottomans used massive cannons with 26-foot (8-m) barrels that could launch stone balls weighing up to 1,200 pounds (545 kg) each.

The attack began on April 6, 1453, with an Ottoman bombardment. The Byzantines took their final stand behind the walls along the western edge

**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.

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?
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 reign of Süleyman I, also called Süleyman the Magnificent, beginning in 1520, led to new attacks on Europe. First the Ottomans seized Belgrade. Then in 1526, at the Battle of Mohacs (MÖH•hach) on the Danube, they won a major victory over the Hungarians.

The Ottomans then conquered most of Hungary, moved into Austria, and advanced as far as Vienna, where they were finally defeated in 1529. At the same time, they extended their power into the western Mediterranean until a large Ottoman fleet was destroyed by the Spanish at Lepanto in 1571 (see Chapter 7).

During the first half of the seventeenth century, the Ottoman Empire in eastern Europe remained a “sleeping giant.” Occupied with internal problems, the Ottomans were content with the status quo. However, in the second half of the seventeenth century, they again went on the offensive.

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.

Summarizing
List the sequence of events that led to the expansion of the Ottoman Empire.

The Nature of Ottoman Rule

Like the other Muslim empires in Persia and India, the Ottoman Empire is often labeled a “gunpowder empire.” Gunpowder empires were formed by outside conquerors who unified the regions that they conquered. As the name suggests, such an empire’s success was largely based on its mastery of the technology of firearms.

At the head of the Ottoman system was the sultan, who was the supreme authority in both a political and a military sense. The position of the sultan was hereditary. A son, although not necessarily the eldest, always succeeded the father. This practice led to struggles over succession upon the death of individual sultans. The losers in these struggles were often executed.

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 Devşirme—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...
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** Describing What was the relationship among the grand vizier, the sultan, and the imperial council?

**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 ulema. This group administered the legal system and schools for educating Muslims. Islamic law and customs were applied to all Muslims in the empire.

their families as dead and were kept isolated from the outside world. Punishments were severe. Any boy who broke the rules was beaten on the soles of his feet with a thin wooden rod.

At the age of 25, the young men were assigned different roles. Some who were well-trained in the use of firearms became janissaries. These foot soldiers also served as guards for the person of the sultan. Some became members of the regular cavalry, and others became government officials. Some of the latter even rose in importance to become chief ministers to the sultan.

The janissaries were an elite group who served the sultan.

**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.
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.

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...
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.

**Reading Check** Summarizing What changes ultimately led to the disintegration of the Ottoman Empire?

**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.

**Reading Check** Explaining How were the arts tied to religion in Ottoman society?

### Checking for Understanding

1. **Define** janissary, pasha, gunpowder empire, sultan, harem, grand vizier, ulama.
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

Called “the Magnificent” by Europeans who both feared and admired him, Süleyman I was a brilliant sixteenth-century military strategist who raised the Ottoman Empire to the height of its glory—more than doubling the landholdings he inherited from his father. During his 46-year reign (1520–1566), he personally led his armies on 13 campaigns, encouraged the growth of architecture and the fine arts, and played a key role in European politics of the day.

Yet in spite of his power and his many achievements, Süleyman also endured great tragedy—driven to execute not only his dearest friend but also two of his own sons.
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 merchants for any goods his father had confiscated, and ordered the execution of governors who were hated for their cruel abuses. This earned him a reputation as a just ruler who would protect the powerless among his people from illegal acts of corrupt officials. His grateful subjects called Süleyman Kanuni, the Lawgiver. “I know of no State which is happier than this one,” reported the Venetian ambassador. “It is furnished with all God’s gifts. It controls war and peace with all; it is rich in gold, in people, in ships, and in obedience; no State can be compared with it.” At the heart of this well-ordered system, however, lay the seeds of its eventual downfall.

“Whichever of my sons inherits the sultan’s throne,” declared Mehmet the Conqueror, “it behooves him to kill his brothers in the interest of the world order.” Killing off all contenders early in a sultan’s reign could protect the regime from the kind of civil wars that disrupted other monarchies during the sixteenth century. Because it was sacrilege to shed royal blood, the deed was carried out by strangling with a silken bowstring. Mehmet himself began his rule by killing his infant brother. And according to one chronicler, Süleyman’s father, Selim, claimed the throne by killing “his father and two brothers, and many nephews and sixty-two other relatives.” Selim the Grim, as he was called, knew that failure to carry out the executions would have meant his own death—and that of Süleyman, his heir.

When his father became sultan, 18-year-old Prince Süleyman intensified his own training. Ottoman princes were assigned to serve as governors of provincial capitals, and to serve on military campaigns, ensuring

1 Süleyman’s elaborate monogram endorsed many official documents issued during his 46-year reign.

2 Occupying a strategic position at the junction of three continents, the Ottoman Empire under Süleyman became a major world power. The broad sweep of the empire at the time of Süleyman’s death in 1566 (shown in orange) included peoples of many religious and ethnic backgrounds.
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 nick-named Hürrem—“Laughing One”—for her high spirits and lively storytelling. Much to Gulbahar’s dis-
SPECIAL REPORT

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, Cihangir, 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.

1. Why was Süleyman known as the Lawgiver? What kind of ruler was he?
2. What were Süleyman’s main accomplishments?
3. What factors contributed to the decline of the Ottoman Empire after Süleyman’s death?
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
Chapter 3, the Sunnis and Shiites were the two major groups in the Islamic religion."

The Safavid dynasty was founded by Shah Ismail (ihs•MAH•EEL), the descendant of Safi al-Din (thus the name Safavid). In the early fourteenth century, Safi al-Din had been the leader of a community of Turkish ethnic groups in Azerbaijan, near the Caspian Sea.

In 1501, Ismail used his forces to seize much of Iran and Iraq. He then called himself the shah, or king, of a new Persian state. Ismail sent Shiite preachers into Anatolia to convert members of Turkish tribes in the Ottoman Empire. The Ottoman sultan tried to halt this activity, but Ismail refused to stop. He also ordered the massacre of Sunni Muslims when he conquered Baghdad in 1508.

Alarmed by these activities, the Ottoman sultan, Selim I, advanced against the Safavids in Persia and won a major battle near Tabriz. However, Selim could not maintain control of the area. A few years later, 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.

**Reading Check**

Identifying What led to fighting between the Ottomans and the Safavids?

**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 Ottoman Empire was created to train administrators to run the kingdom. Shah Abbas also strengthened his army, which he armed with the latest weapons.

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,
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

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**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.

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**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.

**Reading Check**

Describe the shah’s power and its effect on society.

**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, craftspeople 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.

**Reading Check**

What subjects were portrayed in many works of art from the Safavid Era?

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**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.
Using Library Resources

Why Learn This Skill?
You have been assigned a major research report. At the library, you wonder: Where do I start my research? Which reference works should I use?

Learning the Skill
Libraries contain many reference works. Here are brief descriptions of important reference sources:

**Reference Books** Reference books include encyclopedias, biographical dictionaries, atlases, and almanacs.
- An encyclopedia is a set of books containing short articles on many subjects arranged alphabetically.
- A biographical dictionary includes brief biographies listed alphabetically by last names.
- An atlas is a collection of maps and charts for locating geographic features and places. An atlas can be general or thematic.
- An almanac is an annually updated reference that provides current statistics and historical information on a wide range of subjects.

**Card Catalogs** Every library has a card catalog (on actual cards, computerized, or both), which lists every book in the library. Search for books by author, subject, or title. Computerized card catalogs can also advise you on the book’s availability.

**Periodical Guides** A periodical guide lists topics covered in magazines and newspapers and tells you where the articles can be found.

**Computer Databases** Computer databases provide collections of information organized for rapid search and retrieval. For example, many libraries carry reference materials on CD-ROM.

Practicing the Skill
Decide which source(s) described in this skill you would use to answer each of these questions for a report on the Safavid dynasty of Persia.

1. During what time period was the Safavid dynasty in control?
2. What present-day geographical area constitutes the territory occupied by the Safavids?
3. What type of leader was Shah Ismail?
4. What event was instrumental in moving the capital to Isfahan?

Application Activity
Using your school or local library, research the following and write a brief report to present your findings:
Who established the East India Company and when? What was the work of the East India Company? Why was it important?

Glencoe’s *Skillbuilder Interactive Workbook, Level 2*, provides instruction and practice in key social studies skills.
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.

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
--- | --- | ---

Preview of Events

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1517</td>
<td>Babur crosses Khyber Pass into India</td>
</tr>
<tr>
<td>1556</td>
<td>Akbar becomes Mogul ruler</td>
</tr>
<tr>
<td>1605</td>
<td>Moguls rule most of India</td>
</tr>
<tr>
<td>1661</td>
<td>Persians sack Delhi</td>
</tr>
<tr>
<td>1725</td>
<td>Treaties of Agra and Ahmednagar give Moguls control of Deccan Plateau</td>
</tr>
<tr>
<td>1763</td>
<td>Treaty of Paris gives British control in India</td>
</tr>
</tbody>
</table>

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
conqueror Genghis Khan. Babur had inherited a part of Timur Lenk’s empire in an upland river valley of the Syr Darya. As a youth, he commanded a group of warriors who seized Kabul in 1504. Thirteen years later, his forces crossed the Khyber Pass to India.

Babur’s forces were far smaller than those of his enemies, but they had advanced weapons, including artillery, and used them to great effect. With twelve thousand troops against an enemy force nearly ten times that size, Babur captured Delhi and established his power in the plains of North India. He continued his conquests in North India until his death in 1530 at the age of 47.

**The Reign of Akbar**

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 era was an especially prosperous one in the area of foreign trade. Indian goods, notably textiles, tropical food products and spices, and precious stones, were exported in exchange for gold and silver. Much of the foreign trade was handled by Arab traders, because the Indians, like their Mogul rulers, did not care for travel by sea.

**Reading Check** Explaining How did Akbar’s religious policy affect his government?

**Decline of the Moguls**

Akbar died in 1605 and was succeeded by his son Jahangir (juh•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 Decan 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 attempted to eliminate many of what he considered to be India’s social evils. He forbade both the Hindu custom of suttee (cremating a widow on her husband’s funeral pyre) and the levying of illegal taxes. 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**

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.
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:

"Shall I risk my cavalry which cost a thousand rupees each horse, against your cannon ball which cost two pice? No! I will march your troops until their legs swell to the size of their bodies. You shall not have a blade of grass, nor a drop of water. I will hear of you every time your drum beats, but you shall not know where I am once a month. I will give your army battle, but it must be when I please, and not when you choose."

In the late eighteenth century, the East India Company moved inland from the great coastal cities. British expansion brought great riches to individual British merchants, as well as to British officials who found they could obtain money from local rulers by selling trade privileges. The British were in India to stay.

**Reading Check**

How did the East India Company, a private company, become involved in the struggle over control of 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.

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 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.

**Reading Check**

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

**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
workshop for artists, mostly Hindus, who worked under the guidance of Persian masters to create the Mogul school of painting. The “Akbar style” combined Persian with Indian motifs. It included the portrayal of humans in action, for example—a characteristic not usually seen in Persian art. Akbar also encouraged his artists to imitate European art forms, including the use of perspective and lifelike portraits.

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.

Describing What was the “Akbar style” of art?
François Bernier was a well-traveled Frenchman who visited India during the mid-seventeenth century. In this excerpt from his account of the visit, he describes a festival just outside the Red Fort at Delhi for the amusement of the emperor.

"The festivals generally conclude with an amusement unknown in Europe—a combat between two elephants; which takes place in the presence of all the people on the sandy space near the river: the King, the principal ladies of the court, and the nobles viewing the spectacle from different apartments in the fortress.

A wall of earth is raised three or four feet wide and five or six high. The two ponderous beasts meet one another face to face, on opposite sides of the wall, each having a couple of riders, that the place of the man who sits on the shoulders, for the purpose of guiding the elephant with a large iron hook, may immediately be supplied if he should be thrown down. The riders animate the elephants either by soothing words, or by chiding them as cowards, and urge them on with their heels, until the poor creatures approach the wall and are brought to the attack. The shock is tremendous, and it appears surprising that they ever survive the dreadful wounds and blows inflicted with their teeth, their heads, and their trunks. The stronger or more courageous elephant passes on and attacks his opponent, and, putting him to flight, pursues and fastens upon him with so much obstinacy, that the animals can be separated only by means of fire-works, which are made to explode between them; for they are naturally timid, and have a particular dread of fire, which is the reason why elephants have been used with so very little advantage in armies since the use of fire-arms.

François Bernier, *Travels in the Mogul Empire*

This woodcut captures the fierceness of elephant fights.

The fight of these noble creatures is attended with much cruelty. It frequently happens that some of the riders are trodden underfoot; and killed on the spot. . . . So imminent is the danger considered, that on the day of combat the unhappy men take the same formal leave of their wives and children as if condemned to death. . . . The mischief with which this amusement is attended does not always end with the death of the rider: it happens that some spectators are knocked down and trampled upon by the elephants."

Analyzing Primary Sources

1. What was the purpose of the elephant fights?
2. Did the elephant riders enjoy the sport? Explain your answer.
3. What other examples of animal fights can you think of? Why do you think people across cultures are entertained by watching such spectacles?
## Using Key Terms
1. Mogul officials called _____ kept a portion of the taxes paid by peasants as their salaries.
2. The _____ led the meetings of the sultan’s imperial council and served as his chief minister.
3. The _____ was the ruler of the Safavid Empire.
4. Boys from Christian families were recruited and trained as _____, the elite of the army.
5. The _____ administered the sultan’s legal system and schools for educating Muslims.
6. The sultan’s private living quarters was called the _____.
7. _____ collected taxes for the sultan.
8. The _____ was the political and military leader of the Ottoman Empire.
9. Adherence to traditional religious beliefs, called religious _____, increased as the Safavid dynasty started to decline.
10. A state of lawlessness or political disorder due to the absence of governmental authority is called _____.
11. _____ were formed by conquerors who had mastered the technology of firearms.

## Reviewing Key Facts

12. **Geography** What effect did the capture of Constantinople have on Ottoman expansion?
13. **Culture** List and describe the Ottoman Empire’s main contributions to world art.
14. **History** What two major ethnic groups were included in Safavid society?
15. **Government** Why did the shah have his physical features engraved in drinking cups?
16. **Economics** What Safavid goods were prized throughout the world?
17. **Science and Technology** How was Babur able to capture an enemy force nearly 10 times the size of his forces?
18. **Culture** What were the social evils Aurangzeb tried to eliminate?
19. **History** What happened at the Black Hole of Calcutta?
20. **Economics** Why was the British East India Company empowered to act on behalf of the British Crown? What other countries had financial interests in India?
21. **Culture** List the artistic contributions of Mogul society.

## Chapter Summary

The following table shows the characteristics of the Ottoman, Safavid, and Mogul Empires.

<table>
<thead>
<tr>
<th></th>
<th>Ottomans</th>
<th>Safavids</th>
<th>Moguls</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warfare</strong></td>
<td>• Train janissaries</td>
<td>• Battle Ottomans</td>
<td>• Conquer India</td>
</tr>
<tr>
<td></td>
<td>• Conquer Constantinople</td>
<td>• Ally with European states</td>
<td>• Battle Persians and British</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>• Make magnificent mosques, pottery, rugs, and jewelry</td>
<td>• Blend Persian and Turkish influences</td>
<td>• Combine Persian and Indian motifs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Excel at carpet making and painting</td>
<td>• Excel at architecture and painting</td>
</tr>
<tr>
<td><strong>Government</strong></td>
<td>• The sultan governs through local rulers called pashas.</td>
<td>• The shah trains administrators.</td>
<td>• The emperor controls semi-independent states.</td>
</tr>
<tr>
<td><strong>Trade</strong></td>
<td>• Merchants are the privileged class.</td>
<td>• Geography limits trade.</td>
<td>• Trade with Europeans</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>• Sunni Muslim</td>
<td>• Shiite Muslim</td>
<td>• Muslim, Hindu</td>
</tr>
<tr>
<td></td>
<td>• Religious tolerance</td>
<td>• Religious orthodoxy</td>
<td>• Religious tolerance</td>
</tr>
<tr>
<td><strong>Women</strong></td>
<td>• Social restrictions</td>
<td>• Social restrictions</td>
<td>• Some social restrictions</td>
</tr>
<tr>
<td></td>
<td>• Can own land, inherit property, seek divorce, and hold senior government posts</td>
<td>• Are kept secluded and made to wear veils</td>
<td>• Serve as warriors, landowners, political advisers, and businesspeople</td>
</tr>
</tbody>
</table>
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 to hold 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.