Role of Men: Men ran politics, the army, provided a variety of businesses, or worked the fields. For fun men went to public baths and talked with friends, played chess, or practiced gymnastics.

Education: At age 7 boys went to mosque schools which open to all males. Poor children could be admitted for free but wealthier families paid tuition. Boys were taught to speak and write Arabic fluently. These two skills were highly valued since the Quran is written only in Arabic.

Only wealthy young men would continue on to a madrasa (a religious college) to continue their education. This allowed them to become leaders of Muslim society.

Art, Architecture, and History: 246-247 in your book has some examples calligraphy

Muslims were discouraged from making an image or picture of a living creature because only Allah could create life. Pictures of living creature could be seen as idolatry (worshiping an idol/false god.) This caused artists to turn to calligraphy, or the art of beautiful handwriting. Calligraphy was used to decorate mosques and public houses with Quran passages.

Muslim Architecture benefited from the blending of the Islamic Empire’s diversity. The Great Mosque of Damascus was built on an old Christian church. This mosque blended Byzantine architecture and Muslim ideas. Gardens and water became areas of art because of the rarity in Islamic lands. Wealthy homes offered a place to build fountains and grow gardens.

Muslim historian Ibn-Khaldun was the Muslim to look at history scientifically. He looked for cause-and-effect relationships between historical events. As well, Ibn-Khaldun believed geography, climate, economics, and moral and spiritual forces shaped human history. Future European historians would be influence by him.