

Exploring Islam

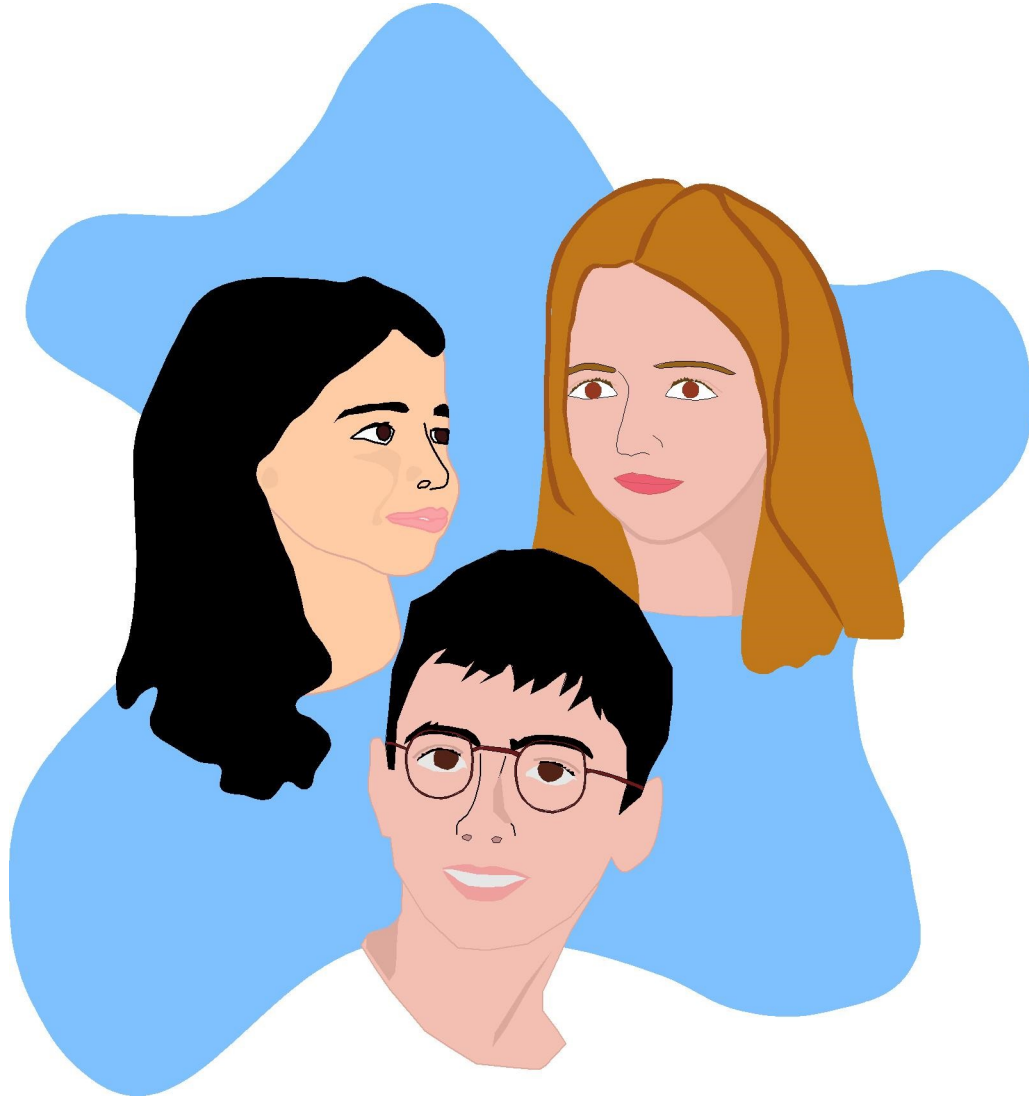
Teacher's Guide



Ra-id Abdulla, MD

Course One

**Fifth Edition
2014**



Exploring Islam

Islamic Studies for Children

Course One

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Fifth Edition

2014



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Teacher's Guide Introduction

This book provides teachers with an outline of the educational goals of this textbook. The elementary level 5 textbooks series was specifically designed to teach Muslim children in Western based cultures their religion in a language and environment they are familiar with.

Each textbook consists of 5 recurring subjects, these are:

- **Quranic Studies:** the complete series of 5 textbooks covers the suras of the 30th juzi' of the Quran. Unit one includes the following suras: 1, 105-114
- **Life of the Prophet Muhammad ﷺ (Sira):** this textbook covers the outline of the life of the Prophet. This Sira is repeated in more details in Units 3&4. Unit 2 reviews the events surrounding other prophets while Unit 5 reviews notable individuals from the companions of the Prophet.
- **Belief (Iman):** Aspects of belief in Allah, His angels, Messengers, the Hereafter as well as other aspects of belief are reviewed in tis textbook
- **Worship (Ibadat):** Basic acts of worship are outlined in this textbook, this includes wudu, athan, prayer, zakat and pilgrimage.
- **Islamic Manners and Conduct (Mu'amalat):** Children are exposed to scenarios they may encounter in their daily lives. These are presented through stories children can relate to. The purpose is to learn the Islamic take on how to handle what they may face in their daily lives as they live among Muslims and non-Muslims.

Teachers and parents are encouraged to review the entire curriculum in the 5 units series prior to teaching each book as they are structured to introduce various topics in a crescendo manner where there is increase in depth and complexity of the subjects presented as the child matures through the years of elementary education.

Each school will decide whether to teach Quran separately from Islamic studies. At Universal School in Bridgeview, a suburb of Chicago where this textbook series was devised and taught Quran was taught as a separate subject. In Quran classes memorization of Quran was emphasized, whereas in Islamic studies the meaning was the focal point of teaching. Schools may decide to combine both into one class.

We thank the Kind Lord for allowing us to present these series of textbooks for our children's education and ask him to forgive our sins and shortcomings.

Ra-id Abdulla, MD

Dedication

To

My son Muhammed

رحمةُ الله عليه

May Allah forgive his sins and grant him the everlasting Paradise for his efforts in editing this book. His loving and happy nature was a fresh breeze Allah ﷻ graced us with during the 22 years of his life before he returned to his Lord.

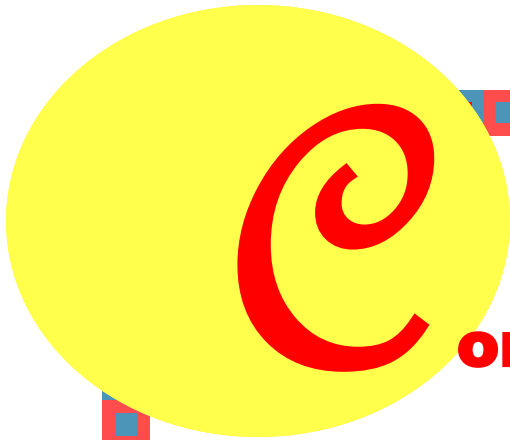
&

My parents:

Muhammed Abdulla & Zainab Alhijazi

Words fail to express my love and gratitude to my parents, the two most wonderful gifts Allah ﷻ bestowed upon me. Their endless support and guidance is a beacon of salvage in this world and the Hereafter.

I ask Allah ﷻ to reward my parents and Muhammed with goodness and mercy.



Contents

Page	Chapter	Subject - Title
10	1	Quran: Facts about the Quran
12	2	Sira: Muhammad the messenger of Allah
14	3	Belief: "Why" The squirrel
16	4	Worship: Athan and Wudu
18	5	Conduct: Hz. Ali being kind to his parents
20	6	Quran: (1) Al-Fatiha; (114) Annas
22	7	Sira: Prophet Muhammad: A child
24	8	Belief: Zahra and Angels
26	9	Worship: How to perform salat
28	10	Conduct: Help
30	11	Quran: (113) Al-Falaq; (112) Al-Ikhlâs
32	12	Sira: Beginning of a message
34	13	Belief: Hanan, Fatima and the messengers of Allah



Page	Chapter	Subject - Title
36	14	Worship: Layla's first time fasting
38	15	Conduct: Muslims are like one body
40	16	Quran: (111)Allahab ; (110)Annasr
42	17	Sira: Islam Spreading in Mecca
44	18	Belief: The Quran and other Holy books
46	19	Worship: Zakat
48	20	Conduct: The mean old lion
50	21	Quran: (109) Alkafiroon ; (108)Alkauthar
52	22	Sira: Prophet Muhammad in Medina
54	23	Belief: Maryem and Beebompap
56	24	Worship: Hajj Memoirs
58	25	Conduct: The Rich Mr. Porcupine
60	26	Quran: (107) Almauoon; (106) Quraysh
62	27	Sira: Muslims in Medina
64	28	Belief: Can We See Allah?
66	29	Worship: Different kinds of salat
68	30	Conduct: Maryem and friends
70	31	Quran: (105) Alfeel ; (104) Alhumazeh
72	32	Sira: Prophet's Muhammad's Family
74	33	Belief: The Prophet is with us

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Teacher's Notes

Chapter title

Chapter 1

Facts About The Holy Quran

Subject

Quranic Studies

Description

The Holy Quran is presented in this series throughout the 5 textbooks constituting this series of Islamic studies for the elementary levels. This chapter includes:

- A general overview of the Quran
- Revelation of the Quran in stages upon Prophet Muhammad ﷺ
- The writing of the Quran and its complete preservation without change to this day.

Suggestions

The information provided within this chapter is intended to teach the child that the Quran we read today is the same as the one revealed by Allah ﷻ and taught to us by the Prophet ﷺ. It is a dense chapter for a 6 year old child, yet necessary as they embark on learning the Quran. The principals within this chapter is best repeated throughout their 5 years of elementary learning, these principals are:

- The Quran was revealed in stages, few verses (ayat) at a time by Allah ﷻ through his angel Jibril to prophet Muhammad ﷺ.
- The Prophet supervised the arranging of ayat into each chapter (sura) and the writing these chapters and verses onto parchments.
- The followers of the Prophet followed an elaborate and strict methodology in gathering the Quran verses and chapters in a book format and subsequently copying it to this day. This same methodology is used to this day in scientific work to ensure that any work is copied correctly.
- Teacher may choose to add to this chapter how even to this day and each Quran before printing has to gain approval of those who know it by heart to make sure no mistakes are made.



Teacher's Notes

Chapter title

Chapter 2

Muhammad ﷺ: The Messenger of Allah ﷺ

Subject

Life of the Prophet Muhammad ﷺ (Sira)

Description

The life of the Prophet Muhammad ﷺ is narrated with limited details in this unit, it will be later retold in levels 3 and 4 with more details.

This chapter is an overview of the life of the Prophet ﷺ with emphasis on the background in which the Prophet was born. This chapter is intended to take the child back to the time when the Prophet ﷺ was born, his city, people and surrounding with a brief description of his character.

Suggestions

Talk to the children about the Ka'ba, how it was built, who built it, and why it was built. This will be taught in later chapters, but will be good to give a brief history of the house of God at this point.

The teacher can spend time providing a picture of what was the world like when the Prophet ﷺ was born and when he delivered his message.

Ask the children afterwards how they think that world looked like, what did they have that we have nowadays, and what do we have now that did not exist back then.



Teacher's Notes

Chapter title

Chapter 3

“Why” The squirrel

Subject

Belief (Iman)

Description

This chapter outlines the essence of a believer: believing in Allah ﷻ and worshiping him and him alone. The message in this chapter emanates from aya 21 of surat Al-Bakara:

Oh people! Worship your Lord, who created you and all those before you. Then you may become righteous (good) people.

يَا أَيُّهَا النَّاسُ اعْبُدُوا رَبَّكُمُ الَّذِي خَلَقَكُمْ وَالَّذِينَ مِنْ قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُونَ

Suggestions

Invite children to think of all that is good around them and how Allah ﷻ created all these things to make us happy, safe and productive in this life.

Give a brief and simplified interpretation of the aya presented in this chapter.

Point out to the students that observing what is around us and thinking about how everything came about will lead us to see Allah ﷻ through his creations and make us believe in Him.



Teacher's Notes

Chapter title

Chapter 4

Athan & Wudu

Subject

Worship (Ibadat)

Description

This chapter explores the 2 steps necessary prior to starting prayers: Athan and Wudu

Athan (call fro prayer) is provided in Arabic text and its translation. Transliteration is not provided as it tends to confuse children of this age. Students should learn that Athan can only be called in Arabic, translation is provided so they understand its meaning.

Students should memorize Athan and know the meaning of its verses.

Wudu steps is provided in text and pictures.

Suggestions

Learning Islam entails the knowledge of Arabic. It is assumed that schools teaching Islamic studies will also teach Arabic to non-Arabic speakers. Learning Islamic Arabic should not be limited to students who know Arabic or with an Arabic background. As Muslims we all have to know Arabic as it pertains to worship and belief.

It is best to coordinate the Arabic curriculum to allow students at each level to learn what is being taught in Islamic studies. It is best if students can learn to read the Arabic words in Athan. Most students will be able to memorize the words of Athan through practice and repetition in class.

It is suggested that the teacher allow each student to recite the Athan and learn how it is said.

Wudu is best learned by practice. It is ideal if the teacher can take children to the school's prayer area where Wudu can be done by the students.



Teacher's Notes

Chapter title

Chapter 5

Hamza Being Kind To His Parents

Subject

Islamic Manners and Conduct (Mu'amalat)

Description

Part of being a Muslim is to abide by certain principals in manners. In this chapter, students are taught a vital principal in Islamic manners: love, obey and respect parents. This chapter conveys these principals conveyed in the aya 23 of surat Alisra'

Your Lord has ordered that he should be worshiped and no one else, and ordered that we should be kind and merciful to our parents

وَقَضَىٰ رَبُّكَ أَلَّا تَعْبُدُوا إِلَّا إِيَّاهُ وَبِالْوَالِدَيْنِ إِحْسَانًا

Suggestions

Students should be taught the principals of love: to care for someone, protect them, preventing them from harm and never hurting them.

Students should learn that love to parents is extremely important and only follows our love to God and his Prophet.

- Students should realize that:
- Obeying parents is to love them.
- Obeying parents continues as long as they are alive, no matter how old we get.
- Loving a parent is meaningless without obeying them.
- Parents are the only ones that would always want what's good for us and by obeying them we become better.



Teacher's Notes

Chapter title

Chapter 6

Alfatiha & Annas

Subject

Quranic Studies:

Alfatiha, sura number 1

Annas, sura number 114

Description

All chapters in Juzi' Amma and the first chapter (Alfatiha) are covered in the 5 textbooks for elementary levels (units 1-5).

This chapter explores surat Alfatiha, the first sura of the Quran. The sura is provided in its Arabic text and accompanied by English translation.

Suggestions

Students are not expected to read Arabic text at this age, therefore, the Arabic text is provided to:

- Familiarize students with Arabic text.
- Emphasize that Quran is in Arabic and the English (or any other language) translation is intended for clarification of meaning and not to replace the Arabic text.
- Provide teachers and parents with a source to read to students the sura in Arabic.

Students should repeat the verses after the teacher to help them properly pronounce and eventually memorize this sura.

Memorization of Alfatiha should be made a goal as it is essential for prayers. Memorizing the other chapters (suar) of the Quran presented in this textbook should be decided by the teacher based upon the demands of the school curriculum. Many elementary Islamic schools teach Quran independently as a class, in such cases, Quran in this textbook should be used to teach the meaning and how the teachings are applied in our daily life rather than memorization.

Students should memorize at least one more sura to recite in prayers, teachers can decide based upon school curriculum which other suwar to memorize.



Teacher's Notes

Chapter title

Chapter 7

Prophet Muhammad ﷺ, A Child

Subject

Life of the Prophet Muhammad ﷺ (Sira).

Life in Mecca: Birth to marriage to Khadija

Description

This chapter narrates the life of the Prophet ﷺ while in Mecca from birth till he got married to Khadija. This is the life of the Prophet before he became a Messenger of God. The Prophet's upbringing and character is outlined in this chapter.

Suggestions

Teachers should attempt to make a connection between students and the Prophet ﷺ through enabling them to envision his life as a child , a young man and later as grown man.

The attributes of his life and character should be detailed to students. The Prophet ﷺ was a hard worker who overcame many difficulties as a boy and a young man to be later married to a wonderful wife and enjoy a beautiful family. His character of honesty and kindness paved the way for his success as a messenger to all mankind.

Students may be encouraged to draw pictures of how they envision the Prophet's house, the Ka'ba, the dessert, a caravan, etc. However, they should also be taught that we do not draw pictures of the Prophet because we respect him.

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Teacher's Notes

Chapter title

Chapter 8

Zahra and The Angels

Subject

Belief (Iman): belief in angels

Description

This chapter presents to students one of the pillars of belief in Islam: belief in angels. Through a story of a little girl and her father Zahra gets to know that there are angels and the description of angels as told to us in the Quran.

Suggestions

An important part in knowing Islam the right way is to dispel popular beliefs in the western and other cultures in which the students live. Angels are frequently misrepresented in the western culture just as it was in the time of the Prophet before Islam. Concepts of belief and worship have to be pure and not subject to changes because of time or societal whims.

Allah ﷻ has provided us through Quran and the teachings of the Prophet many details about things we cannot see, such as angels, however, we are also left with unknowns which Allah ﷻ kept to himself. Students should be exposed to this fact and learn to feel comfortable with what is unknown (ghayb) without attempting to fill in the blanks which may lead one to stray from the right path.

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Teacher's Notes

Chapter title

Chapter 9

Hot To Perform Salat

Subject

Worship (Ibadat): performing basic salat

Description

This chapter provides through illustrations and Arabic text salat. It starts with call for prayer (Iqama) followed by a 2 ruku'a (units) prayer.

Like Wudu it is best be practiced in the class as a group to allow children to be familiar with the words and movements they say during salat.

Transliteration was intentionally not provided as students cannot read well at this age and they are capable of memorization of Arabic words with much more ease than older children or adults even though they do not comprehend the meaning of each word.

Suggestions

Children have the amazing ability to memorize Arabic words needed for prayers even though they are cannot read Arabic, after all they can hardly read English yet know a lot by heart.

Arabic text is provided to allow them to associate Arabic words with what they memorize.

Teacher should allow children to act out salat several times and perhaps start the class with 2 ruku'a salat to deepen their familiarity with this important act of worship.

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Chapter title

Chapter 10

Help

Subject

Islamic Manners and Conduct (Mu'amalat)

Description

This chapter explores the importance of helping each other. Students are shown the benefit of help and cooperation, as the Prophet ﷺ had instructed us:

*Believers take care of each other and are kind and merciful to each other.
Like a person's body, when one part hurts, all the body hurts.*

" قال رسول الله (صلى الله عليه و سلم): مثل المؤمنين في توادهم و تراحمهم و تعاطفهم مثل الجسد إذا اشتكى منه عضوٌ تداعى له سائر الجسد بالسَّهر و الحمى".

Suggestions

Discuss help at home amongst family members, between friends, classmates, etc.

Demonstrate the strength of a group versus the individual through asking students to break a single thin stick, then bunching them together and again ask them to break the bunch of sticks. Students will see that it is not possible to break the sticks when they are together, but easy to do so when they are separate .



Teacher's Notes

Chapter title

Chapter 11

Alfalaq and Alikhlas

Subject

Quranic Studies

Alfalaq: Sura 113 and 112

Alikhlas: Sura 113 and 112

Description

Two short suwar from the Quran.

Surat Alfalaq was revealed by Allah ﷻ to help Muslims during the hard times of the first period of Islam when the enemies of Islam were powerful and Muslims were weak. This sura protects Muslims from the evils of people and jinn.

Surat Alikhlas describes the unique nature of Allah ﷻ. The entire sura is dedicated to the oneness of Allah and his supreme nature.

Suggestions

These short suwar are suitable for memorization as the students learn to make salat.

The meaning of these suwar is deep, excessive interpretation of their meaning is not necessary. Children are typically satisfied with straightforward answers.

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Chapter title

Chapter 12

Beginning of a message

Subject

Life of the Prophet Muhammad ﷺ (Sira)

Events of the life of prophet Muhammad ﷺ and Islam during the first few years of Islam.

Description

This chapter narrates the beginning of revelation when prophet Muhammad was first visited by angel Jibril while he was meditating in Cave Hira'. It then tells of the mood in Mecca as the knowledge of the revelation of Islam spreads.

Suggestions

Take children back to the time of early Islam and describe to them how it looked like and how it felt to be living back then,; the social norms, beliefs, etc. Then all of a sudden they are faced with the new revelations from Allah.

Talk to the students about how the revelation of Islam was told in older scripts from Allah, such as the Bible.

This maybe a good opportunity to make students understand that even though the first few ayat from surat Alalaq were the first to be revealed, they are not the first to appear in the Quran:

“Read in the name of your Lord who created you.”

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

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Chapter title

Chapter 13

Hanan, Fatima and The Messengers of Allah

Subject

Belief (Iman)

Belief in the prophecy of all Messengers and Prophet of Allah ﷺ

Description

In this chapter Hannan and Fatima, 2 sisters discover the meaning of belief in all of Allah's Prophets and their message of mercy to mankind.

Suggestions

Children living in a mostly non-Islamic society start to discover early in childhood that their belief is different than that of the majority of the community they live in. This maybe through the watching TV, they neighborhood they live in or at school when not enrolled in an Islamic school.

Students have to be taught the distinction of their religion and how it coincides a lot with other Abrahamic faiths in that it originates from the same source. As Muslims we have the comfort of knowing that Islam has not changed since it was revealed and the principals of o faith and worship is intact.



Teacher's Notes

Chapter title

Chapter 14

Layla's First Time Fasting

Subject

Worship (Ibadat): Fasting

Description

A young girl is with her mother in a store to buy Eid clothes, she is fasting for the first time during a weekend day. She is proud of her achievement but not sure yet how to deal with those not familiar with our rituals.

Suggestions

Children are exposed to a number of challenges faced by Muslims:

- Fasting as a child
- Gradual build up of commitment to our responsibilities in our religion as children assume more and more duties asked by Allah
- Communicating our faith and rituals with non-Muslims.

Teachers may choose to provide students with scenarios regarding the issues mentioned above and how to best tackle them. Role playing may be helpful.



Teacher's Notes

Chapter title

Chapter 15

Muslims Are Like one Body

Subject

Islamic Manners and Conduct (Mu'amalat):

Helping each other

Description

In this chapter students learn the benefits of helping each other and functioning as a society rather than individuals. Students will be exposed to the concept that if one part of the community (or body) is weak or hurting, the whole community (or body) will hurt.

Suggestions

Students should learn the benefit of unity and how many working together can achieve more than what individuals can do on their own.

The concept of cooperation and self sacrifice can be introduced in giving benefit to the whole society and as such benefit us too.

Student should learn the aya provided in this chapter from surat Alhujurat, aya 10

Believers are brothers and sisters to each other

إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ

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Chapter title

Chapter 16

Allahab & Annasr

Subject

Quranic Studies:

Allahab, sura number 111

Annasr, sura number 110

Description

Allahab, one of the short suwar of the Quran. This sura is entirely about Abulahab, the Prophet's uncle who hurt Islam and the Prophet ﷺ more than any other person in Mecca during the first few years of Islam.

Annasr, another short sura in which Allah ﷻ teaches Muslims that victory is from Him and that we should glorify and worship him as we celebrate victory.

Suggestions

Allahab:

A contrast can be made between Abutalib and Abulahab, both uncles of the Prophet ﷺ, neither of them embraced Islam. Abutalib saw the truth in Islam and supported his nephew, while Abulahab was too arrogant to see the truth and instead fought his nephew and hurt Islam badly.

Annasr:

Children know that victory is sweet, they will also need to know that without Allah's help victory cannot be achieved.



Teacher's Notes

Chapter title

Chapter 17

Islam Spreads In Mecca

Subject

Life of the Prophet Muhammad ﷺ (Sira)

The latter part of Islam while in Mecca as Islam was spreading and the animosity of the Master of Mecca was increasing.

Description

Although more and more people were embracing Islam, the non-believers kept pushing to fight, torture and ridicule Islam. Towards the end of the Islamic era in Mecca during the life of the Prophet ﷺ 2 of the greatest supporters of the Prophet, Khadija and Abutalib, died leaving the Prophet ﷺ and Muslims weaker than ever.

Suggestions

Talk to students about the life in Mecca as Muslims were surrounded by those who hated them and wanted them destroyed. Allow the children to express how it must have felt to be surrounded by those who hated you and hurt you. The relief of migration first to Abyssinia and later to Medina.

The bravery of the Prophet's cousin, Ali should be discussed and how it saved the Prophet ﷺ and Islam. This will be a good opportunity to talk about courage and selflessness.



Teacher's Notes

Chapter title

Chapter 18

Quran And Other Holy Books

Subject

Belief (Iman):

As Muslims we believe in all the scriptures revealed by Allah ﷻ to his prophets. The Quran is unique in that it is protected by Allah as he promised in the Quran.

Description

The Quran remains with us today as it was revealed to the Prophet, nothing changed in it. Islam teaches the necessity of believing in All Holy books. The Holy books available to us today have been altered through translations and personal interpretations that it can no longer be considered the word of God. Even then we respect all Holy books for what they stand.

Suggestions

Even though the Holy books other than the Quran have been altered over time, they continue to represent the strong relationship we have with Christians and Jews and other believers in Allah ﷻ. These Holy books bring us together. The altered texts in these Holy books should not deter us from treating all their followers as believers in Allah, for that is how the Prophet treated them, with respect and brotherly feelings.

The alterations in the other Holy books is a fact based upon the Quran's testimony as well as the scholars of those faiths.

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Teacher's Notes

Chapter title

Chapter 19

Zakat

Subject

Worship: Zakat

Description

Zakat is an obligatory act of worship for those who were blessed with money to pay for it. Children are taught that basic principals of zakat.

Suggestions

Discuss with students:

- Who should pay zakat
- How much to pay
- Who will benefit from this money
- Contrast this with taxes mandated by law.



Teacher's Notes

Chapter title

Chapter 20

The Mean Old Lion

Subject

Islamic Manners and Conduct (Mu'amalat):

Helping each other, the strong should help the weak and never go back on a promise.

Description

The strong Lion finds himself weak as he was trapped in a cage. The weak rabbit was in a strong position as he could free the lion, which he did. The lion who had promised not to eat the rabbit reneged on his promise and attempted to eat the rabbit but for the persistence of the rabbit for fairness and the cunning of a fox.

Suggestions

This is a wonderful story to play out. With the teacher's guidance they can write their own scrip and perform the story.



Teacher's Notes

Chapter title

Chapter 21

Alkafiroon & Alkauthar

Subject

Quranic Studies:

Alkafiroon, Sura number 109

Alkauthar, Sura number 108

Description

Alkafiroon

In this sura Allah ﷻ tells the Prophet ﷺ and all believers that their religion is what Allah has instructed them through the Quran and His revelations to the Prophet. Muslims are not to change the principals of their belief for any reason, such as to please a group of people or to make it suitable for a different time or place.

Alkauthar

In this sura Allah comforts the Prophet ﷺ and remind him of the great rewards he received in this world and more importantly in the Hereafter.

Suggestions

Alkafiroon

A distinction should be taught to students, our belief as Muslims make us unique as we follow Allah's revelations. We may differ in certain aspects of our belief from those around us, however we must respect, love and help non-Muslims. We do not have to change our solid belief in Allah through what Islam teaches us to please others. Living cordially with Muslims and non-Muslims should not be confused with changing our belief or worship as Muslims.

Another issue to be discussed is the timeless nature of Islam and Allah's instructions through Quran and the teachings of the Prophet ﷺ. Allah's design for this religion traverses time and space.

Alkauthar

No matter how bad things may appear, as it did with the Prophet during the early phases of Islam we can find solace in what Allah ﷻ has given us in this world and even more importantly the wonderful and unimaginable eternal life of the Hereafter.

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Teacher's Notes

Chapter title

Chapter 22

Prophet Muhammad in Medina

Subject

Life of the Prophet Muhammad ﷺ (Sira)

The first few years of the Prophet's life in Medina after migration from Mecca

Description

The Prophet ﷺ safely migrates with his companion Abubakr to Medina. The following years were marked by daily steps in building the first Muslim nation. This period's Quranic revelations demonstrate the nation steps in building a society reliant on Allah's rules.

Suggestions

Students should be taught about the change in challenges facing Muslims. While in Mecca they faced a vicious enemy in the non-believers who wanted their destruction. Although they continued to face that threat periodically through the attacks on their city and allies, after migration to Medina their challenges were that of everyday life where they learn how to be Muslims in an Islamic society.

Living alongside non-Muslims in Medina, Muslims learn how to cooperate, respect and be neighborly to their non-Muslim city fellows.



Teacher's Notes

Chapter title

Chapter 23

Maryem and Beebompap

Subject

Belief (Iman):

Belief in death and the hereafter

Description

This chapter explores the fact of death. Mortality of all living creatures is told in this story. Students are exposed to this chapter to our belief in the Hereafter.

Suggestions

Death of all that is living is taught in this chapter. Students should be made aware of this fact and how it prepares us to join Allah ﷻ in the Hereafter and the value of our daily deeds towards Paradise.

Children hear of death through events in their families or friends. There is a tendency to shy away from this topic, this is most probably more detrimental than avoiding the topic where they will be allowed to fill in the gaps of an unspoken topic. It has been my experience that adults fear this topic more than children. If this issue is approached as a matter of fact, in simple terms, as a right of passage towards another life they accept it with a positive attitude.



Teacher's Notes

Chapter title

Chapter 24

Hajj Memoires

Subject

Worship (Ibadat):

Details of Hajj

Description

Hajj described through a student who performs Hajj with his family. Details of Hajj in a simplified way and from the point of view of students is presented.

Suggestions

This chapter could be made very exciting through enacting its steps.

Preparation for enactment may include:

- Asking student to wear Ihram clothes.
- Preparing scenes of each step of Hajj, such as a mock Ka'ba, mountain of Arafat, desert simulating Muzdalafa, the Prophet's mosque in Medina, etc.

The teacher may choose to teach this chapter at time of Hajj outside its sequence in the book.



Teacher's Notes

Chapter title

Chapter 25

The Rich Mr. Porcupine

Subject

Islamic Manners and Conduct (Mu'amalat):

Giving to the poor (sadaqa)

Description

Giving in charity (sadaqa) is explored in this chapter. The importance of sadaqa in strengthening the social fabric and its reward through Allah's generosity is portrayed in this chapter. In contrast the bad habit of being tight fisted is demonstrated.

Suggestions

Examples of how sharing wealth with others can strengthen the community can be given to the children. For example if one student in the class has 20-30 pencils, but none of the other students have any pencils, how would this impact the ability of all of the students to write, draw, etc.

Discuss with students how sadaqa is an investment made by a Muslim as they trust their creator to repay in this world or the hereafter.



Teacher's Notes

Chapter title

Chapter 26

Almauoon & Quraysh

Subject

Quranic Studies

Description

Two short suras

Almauoon, sura number 107

Quraysh, sura number 106

Suggestions

Almauoon

This sura nicely follows the previous chapter in its message of giving to those in need. The theme of sadaqa and zakat discussed in previous chapter can be expanded upon here.

Quraysh

In this sura Allah ﷻ reminds the people of Quraysh, the prophet's tribes of all the wonderful things he has given them to awaken them from their disbelief to recognize the greatness and generosity of their Lord.



Teacher's Notes

Chapter title

Chapter 27

Muslims in Medina

Subject

Life of the Prophet Muhammad ﷺ (Sira)

Description

Muslims are settled in Medina and start to build the new Islamic nation. During those years they are faced with attacks from the non-believers hoping to destroy what they built. Muslims, through their trust and belief in Allah ﷻ and their cause withstand all these attacks and eventually conquer the non-believers as they enter Mecca and cleanse the Ka'ba from all idols.

Suggestions

Remind the students of the hard times Muslims encountered in Mecca when they were few and under the mercy of the non-believers who tortured, killed and starve them. After migrating to Medina, Muslims experience for the first time the joy and responsibilities of building a society.

Talk to student how Muslims defended themselves from the non-believers' attacks and through God's mercy were victorious at the end.

Explain to student how with the conquering of Mecca, Muslims are now a true nation.

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Teacher's Notes

Chapter title

Chapter 28

Can We see Allah ﷻ

Subject

Belief (Iman)

Description

Belief in an issue necessitates proving its existence. Being able to see something enables us to believe in it, however, many things in nature cannot be seen such the scent of a flower, the breeze as it caresses us, the atoms and molecules of all that is around us.

No one doubts the love of our parents to us, but we cannot see it, nevertheless we believe in it as we see its proof through thousand, if not millions acts of love. Allah ﷻ existence is not to be proven by experiments or visual aids, but just like love through the overwhelming evidence of his existence and supremacy.

Suggestions

This chapter entices students to think in a way different from what they are accustomed. Guide the children through the examples in this chapter and ask them to come with other things they could think of which are there but cannot be seen.

The miracle of the Quran is an example of Allah's greatness which we have in our homes and schools, a testimony to Allah's existence.

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Teacher's Notes

Chapter title

Chapter 29

Different Kinds of Salat

Subject

Worship (Ibadat): non-obligatory prayers (sunna)

Description

In addition to the 5 daily obligatory prayers, Muslims are encouraged to enjoy the non-obligatory prayers.

Suggestions

Similar to the chapter teaching prayers, it is a good idea to allow them to practice these prayers in class. Whereas the obligatory prayers can be taught in a group prayer (Jama'a), the non-obligatory prayers is done in a solitary fashion.

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Teacher's Notes

Chapter title

Chapter 30

Maryem and Friends

Subject

Islamic Manners and Conduct (Mu'amalat): Friendships

Description

This chapter explores one of the most difficult social issues encountering Muslims in general and children in particular. As members of a society which is predominantly non-Muslim we face the challenge of how best to befriend. Like many parents, Muslim parents spend much time and energy in seeking what is best for their children. Belief in Allah ﷻ and living an Islamic life provides an added responsibility for Muslim parents as they guide their children in befriending children who will enrich their children's lives and not cause any harm.

Suggestions

As in many other chapters, it is best to explore examples relevant to the topic in this chapter.

Students can be helped by identifying good and bad qualities in any friend.



Teacher's Notes

Chapter title

Chapter 31

Alfeel and Alhumaza

Subject

Quranic Studies

Alfeel, sura number 105

Alhumaza, sura number 104

Description

Alfeel

This sura narrates the events of the attack on the Ka'ba in the year the Prophet was born.

Alhumaza

This sura warns people from thinking that their family or money can protect them, when all that can really protect them is their good deeds.

Suggestions

Alfeel

The events of this battle relates to the Prophet ﷺ in more than one way, it happened the year he was born and an important figure in this battle, Abdulmutalib was the Prophet's grandfather.

Abdulmutalib did not fear the strong armies with the elephants as he was sure that Allah ﷻ will protect his house and not allow the invading armies from hurting it and sure enough Allah protected his house by destroying the invading army.

Alhumaza

People tend to think that their wealth, power, family can protect them, while in reality it is our good deeds and piety are our real protectors through Allah's generosity to save those who do good in His name.



Teacher's Notes

Chapter title

Chapter 32

Prophet Muhammad's Family

Subject

Life of the Prophet Muhammad ﷺ (Sira)

Description

Brief description of the Prophet's family: his children and wives.

Suggestions

This chapter allows the students to know who were the people most intimate to the Prophet ﷺ as he journeyed through his life in delivering Islam.

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Teacher's Notes

Chapter title

Chapter 33

The Prophet ﷺ is with us

Subject

Belief (Iman)

Description

This is a summation chapter connecting our belief in Allah ﷻ, his Prophet ﷺ, and the conduct we follow as Muslims.

Suggestions

In this chapter students will be able to connect many aspects of our religion together, our belief in Allah ﷻ, his Prophet ﷺ and the Quran as it shapes our lives and guide us to a conduct which makes us happy in this world, pleases Allah ﷻ and lead to a better hereafter.

