

Exploring Islam

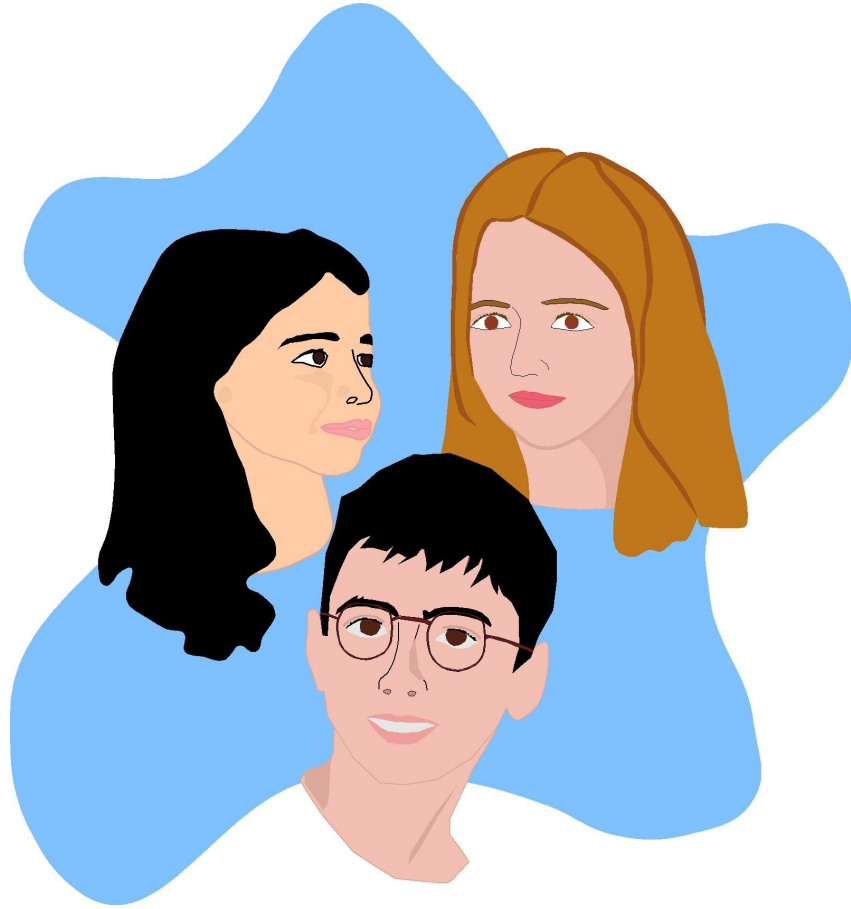
Teacher's Guide



Ra-id Abdulla, MD

Course Four

Fifth Edition
2014



Exploring Islam

Islamic Studies for Children

Course Four

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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

Preface

In the name of Allah ﷻ Most Merciful, Most Compassionate. Praise to Allah ﷻ, the Knowledgeable, the Guider. Peace upon his Prophet Muhammad ﷺ, his household and his companions ﷺ.

Writing any book is hard, writing a children's book is a nightmare. Will they understand the concept? Are the words too difficult for that particular age group? Am I making any sense at all? And on and on goes the questions in one's mind. It would not have been possible to embark on such an important endeavor if it wasn't for Dr. Amine's request, encouragement, and unrelenting persistence.

This book is a unit of a larger plan. Prior to writing these books, a committee of educators from Universal School in Bridgeview, Illinois devised a curriculum for Islamic Studies for grades 1-12. The hope was to produce a single textbook for each educational level, similar to other subjects taught in elementary, middle and high school.

In writing these books I avoided the typical preaching style of listing things "to do" and "not to do". Instead, these textbooks mostly deliver their teachings through stories. It is hoped that this format will be more interesting to young children who are more attentive when a story is narrated to them. Each story includes Islamic teachings through its events as well as a hadith or Quran relevant to the topic. It is interesting to note that more information could be packed this way, not to mention making it more fun to read.

The issue of how to best transliterate Arabic names remain difficult to solve. There is no consensus amongst writers. We hope that with future editions this issue could be resolved.

I am grateful to my children Muhammed, Zaineb and Maryem. Each contributed with numerous hours editing and perfecting this edition. I am very pleased to see all three of them use their linguistic and artistic gifts, bestowed upon them by Allah to serve in his sake.

Mrs. Ata, the Islamic Studies teacher of elementary levels at Universal School was instrumental in the success of using this series of books. She has been able to provide valuable contribution to improving the books through her suggestions and addition of questions after each chapter. We pray that Allah reward her on our behalf and bless her and her wonderful family.

Many years ago, Dr. Abdul Sahib Hashim, my father in law, wrote the first series of Islamic books for children in English. The textbooks he produced over several years quickly became the cornerstone of Islamic education for children in the United States. His dedication in producing magnificent texts that speak to the minds of children, adolescents and adults sparked the production of numerous educational resources over the past 3 decades. The volumes produced by my father in law were a great inspiration for me to continue in the path he laid. His books continue to be in print and provide an important source of Islamic knowledge for children and adults alike. May the merciful Lord bless him for his monumental efforts in educating generations of American Muslims and paving the path for many authors to continue in his footsteps.

I am indebted to my wife, Janaan, whose support and critique were most valuable. Furthermore, I would like to thank my three children, Muhammad, Zaineb and Maryem (ages 13, 12 and 11 years at the time the books were written) who let me know if the stories were worth listening to.

و الحمد لله رب العالمين و الصلاة و السلام على أشرف المرسلين.

Ra-id Abdulla, MD

Dedicated to

My son Muhammed

رحمةُ الله عليه

May Allah forgive his sins, magnify his good deeds and enter him into the everlasting paradise for the efforts he put in this book. His loving and happy nature was a fresh breeze Allah ﷻ graced us with for 22 years before he was 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 to me and my siblings is a beacon of salvage in this world and the Hereafter.

I ask Allah ﷻ to reward my parents and my son, Muhammed, with goodness and mercy in this life and the Hereafter.



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Teacher's Notes

Chapter title

Chapter 1

Cartwheels

Subject

Quranic Studies:

Alfajr, Sura number 89

Description

Misjudging ones fortunes in this life is common. Those with wealth may feel privileged and those who are poor may feel that their poverty is a punishment from Allah ﷻ, While in reality both wealth and poverty are challenges of this world to test our faith in Allah ﷻ.

Suggestions

Discuss with students:

- Allah ﷻ is the creator of everything
- All wealth and good fortunes in this life are from Allah ﷻ
- Fortune is not a reward as much as a test for mankind. Those who share the wealth they were entrusted with, while those who keep it to themselves lose.

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Teacher's Notes

Chapter title

Chapter 2

From Mecca to Medina

Subject

Life of the Prophet Muhammad ﷺ (Sira)

Migration to Medina

Description

The journey which shaped mankind is detailed in this chapter

Suggestions

Share with students how Muslims gave up all what they owned in Medina for the sake of Allah ﷻ. In addition, they risked their lives in leaving Mecca to go to Medina.

Point out to students that migration of Muslims to Medina allowed the first Muslim state to be established which then over subsequent years allowed Islam to spread to much of the world.

Discuss with students the defining moments in Islamic history which are narrated in this chapter, the devotion of Muslims to their cause and the turning point of Islamic history which was made possible by this migration.



Teacher's Notes

Chapter title

Chapter 3

Allah ﷻ and his nature

Subject

Belief (Iman):

Allah's true nature

Description

To know Allah ﷻ is to find the right path

Suggestions

Discuss with students:

- Allah ﷻ is the creator of everything.
- We can know Allah ﷻ just by looking around us.
- Belief in Allah allows us to see things clearly and to find the right path to follow.

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Teacher's Notes

Chapter title

Chapter 4

Do you know your salat?

Subject

Worship (Ibadat):

Salat (prayer)

Description

Facts about salat is provided through this entertaining game. A list of questions, followed by their answers are provided, all questions are about salat.

Suggestions

Ask students to read the questions and answers before attending this class. Split the class into 2 teams. Each team gets one question at a time. Correct answers get one point. The team with most points at the end of the class wins. Wining team gets a prize of the teacher's choice.



Teacher's Notes

Chapter title

Chapter 5

A white lie

Subject

Islamic Manners and Conduct (Mu'amalat):

Importance of being truthful

Description

Lying, no matter how trivial can lead to trouble; Muslims should not lie.

Suggestions

Review with students the story narrated in this chapter.

Provide other scenarios in which lying is not viewed as a significant social wrong but could lead to trouble for those who lie.

A Muslim can only be trusted if they consistently refuse to lie.



Teacher's Notes

Chapter title

Chapter 6

To Know is better

Subject

Quranic Studies:

Alghashiya, Sura number 88

Description

The outcome of this life is judged by Allah ﷻ on the Day of Judgment. Those who do good in this life are rewarded with Paradise and those who do evil face life in the Hellfire.

Suggestions

Exemplify to the students actions in this life, Day of Judgment and outcome in the Hereafter with scenarios students can relate to such as studying for an examination where a student sacrifices having fun to study. Examination is also similar to the Day of Judgment.



Teacher's Notes

Chapter title

Chapter 7

The first year in Medina

Subject

Life of the Prophet Muhammad ﷺ (Sira)

Muslims establish their new society in Medina.

Description

Muslims enjoy life for the first time without the oppression of the masters of Mecca, but now they face the challenges of building a new society based upon their faith.

Suggestions

Provide students with a background of life in Medina before Islam. Muslims as the new comers to Medina have to integrate with the society of Medina and apply new rules, all based upon the teachings of Allah ﷻ through his Prophet ﷺ.

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Teacher's Notes

Chapter title

Chapter 8

Allah's attributes

Subject

Belief (Iman):

Allah's attributes

Description

The glorious names of Allah ﷻ are listed and described in this chapter.

Suggestions

The list of the attributes of Allah ﷻ is too long for students of this age to comprehend, the goal should be to make students aware of the this list, then pick few to focus on.

Ask each student to pick one attribute of Allah ﷻ and have each student present the attribute they chose in front o the class.

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Chapter title

Chapter 9

Ibadat Game: Sunna (Nawafil) Prayers

Subject

Worship (Ibadat):

Sunna prayers

Description

Facts about sunna prayers are provided through this entertaining game. A list of questions, followed by their answers are provided, all questions are about this type of salat.

Suggestions

Ask students to read the questions and answers before attending this class. Split the class into 2 teams. Each team gets one question at a time. Correct answers get one point. The team with most points at the end of the class wins. Wining team gets a prize of the teacher's choice.

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Teacher's Notes

Chapter title

Chapter 10

I hate television

Subject

Islamic Manners and Conduct (Mu'amalat):

Following the right path

Description

Following good and avoiding bad may sound easy, help from parents and teachers is helpful in finding the right path.

30

Suggestions

Provide students with scenarios where someone with experience can help young Muslims how to best find out what is best to do.

Share with student how being around wrong behavior can influence people to do wrong and the opposite is also true, being around good behavior encourages people to do what is right and follow the right path.

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Chapter title

Chapter 11

The broken vase

Subject

Quranic Studies:

Ala'la, Sura number 87

Description

Allah ﷻ made it easy for people to find the right path. Following Allah's commands land people in Paradise in the Hereafter.

The Prophet's mission was to show people the right path, not force them to follow it. The decision to follow Allah's religion was left by Allah ﷻ for us to choose.

32

Suggestions

Emphasize choice in our belief: In this sura, Allah ﷻ makes it clear to people of all times that following the right path is a choice a person has to make. Even prophets could not force people to follow Allah's path, their role was merely to show us the right path, it is our decision to follow it or not.



Teacher's Notes

Chapter title

Chapter 12

Fighting back

Subject

Life of the Prophet Muhammad ﷺ (Sira)

Muslims attacked by the Pagans of Mecca

Description

After leaving the torture by the Pagans of Mecca, Muslims once more face their attacks, but now through armies on battle.

Suggestions

Allow students to envision the life in Medina at the time Islam was first flourishing there after the Prophet's migration to Medina. The Pagans were unhappy with how well Islam was spreading so they kept a barrage of attacks against Muslims, only to see Islam become stronger and stronger.

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Chapter title

Chapter 13

Alhamdulillah

Subject

Belief (Iman):

Belief in Allah as the Protector

Description

Muslims are comforted by Allah's unlimited abilities to protect His servants.

Suggestions

Explore with students how:

- Children at this age are comforted by the protection of their parents
- Muslims are comforted as well, but by a Protector more powerful than any parent.

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Chapter title

Chapter 14

Ibadat Game: Zakat

Subject

Worship (Ibadat):

Zakat

Description

Facts about zakat is provided through this entertaining game. A list of questions, followed by their answers are provided, all questions are about zakat.

Suggestions

Ask students to read the questions and answers before attending this class. Split the class into 2 teams. Each team gets one question at a time. Correct answers get one point. The team with most points at the end of the class wins. Wining team gets a prize of the teacher's choice.

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Chapter title

Chapter 15

All different

Subject

Islamic Manners and Conduct (Mu'amalat):

People are different, but we all have to get along

Description

As Muslims, we may feel different than others who are not Muslim. Allah ﷻ wanted us to know, be helpful and befriend all people, Muslims and non-Muslims alike.

Suggestions

Explore with students the world outside their homes and Islamic schools. Talk about dealing with non-Muslims and how Allah created all of us equal and all in need of love. Being a Muslim is to set an example to all of being kind, helpful and a friend to others.

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Chapter title

Chapter 16

Heads or tails?

Subject

Quranic Studies:

Attarik, sura number 86

Description

What happens after this life is a mystery to us, except through what Allah ﷻ told us through his messengers. The Day of Judgment, Heaven and Hellfire are not possible to detect through our observations.

Suggestions

Discuss with students this logical train of thoughts:

- Looking around us lead us to believe that there is a creator who is one and with endless power. Through the messengers of Allah we get to know our creator and believe in Him. We are also blessed with having the Quran with us. The Quran is a sign from Allah to all mankind for all times as a constant reminder of Him.
- Our belief in Allah ﷻ allows us to know what awaits us in the Hereafter.

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Chapter title

Chapter 17

Betrayal of trust

Subject

Life of the Prophet Muhammad ﷺ (Sira)

Muslims and those who lived in Medina

Description

This chapter reviews what happened in Medina after the battles with the Meccan Pagans concluded.

Suggestions

Take students back to the years after Muslim migration to Medina:

- Most of people of Medina welcomed the Prophet ﷺ and Muslims from Mecca. However, some preferred the old ways, especially those who had power before the arrival of the Prophet. These people hated the new Muslim state and helped the Pagans of Mecca against Muslims even though they made treaties with the Prophet to protect Medina.
- After Muslims won against Pagan forces Muslims turned to those who betrayed them from within Medina and expelled them as a punishment for their betrayal.

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Chapter title

Chapter 18

Allah and God: one and the same!

Subject

Belief (Iman):

Muslims, Christians and Jews believe in the same one God

Description

Muslims and other monolithic believers believe in the same God

Suggestions

Review with students:

- A common factor amongst Muslims, Christians and Jews is the belief in one God even though it may appear otherwise to the casual observer.
- The One God sent messengers and prophets to mankind throughout ages, believers in Islam, Christianity and Judaism believe in these prophets and messengers.
- The Holy books of these 3 religions have significant commonalities.



Teacher's Notes

Chapter title

Chapter 19

Ibadat Game: Qiyam Elayl

Subject

Worship (Ibadat):

Prayers: night prayers

Description

Facts about night prayers is provided through this entertaining game. A list of questions, followed by their answers are provided, all questions are about night prayers.

Suggestions

Ask students to read the questions and answers before attending this class. Split the class into 2 teams. Each team gets one question at a time. Correct answers get one point. The team with most points at the end of the class wins. Wining team gets a prize of the teacher's choice.



Teacher's Notes

Chapter title

Chapter 20

Family comes first

Subject

Islamic Manners and Conduct (Mu'amalat):

Charity starts at home

Description

Charity starts at home, with parents and those closest to us such as brothers and sisters.

50

Suggestions

Muslims are instructed to be nice to all, this has to start with those closest to us, parents, siblings, close relatives.

Discuss with students:

- When was the last time you were nice to a parent, sibling, relative, neighbor.
- What are the different ways one can be nice to another person.

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Teacher's Notes

Chapter title

Chapter 21

Allah ﷻ is on my side

Subject

Quranic Studies:

Alburuj, sura number 85

Description

Believers will always win, if not in this life, in the Hereafter

Suggestions

Allah ﷻ wants us to have the best life and to hold the religion of Islam high, but it is not always easy to do this.

Explore with students various phases in history when the religion of Allah was triumphant:

- Yusuf ﷺ helping to rule Egypt alongside a good Pharaoh
- Musa ﷺ freeing the children of Israel from the tyranny of Pharaoh
- Prophet Muhammad ﷺ establishing the first Muslim state in Medina

Also explore with students the tough times:

- The children of Israel enslaved by the evil Pharaoh in Egypt
- Christians prosecuted for believing in the message of Christ ﷺ.
- Muslims tortured by the Pagans of Mecca
- Muslims nowadays in many places in the world.

Doing what is right, believing in Allah ﷻ is what counts, regardless of what is or is not gained in this life, after all it is what we receive in the Hereafter that matters as it is everlasting

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Chapter title

Chapter 22

The purest of women

Subject

Life of the Prophet Muhammad ﷺ (Sira)

Those who hate the Prophet ﷺ spread rumors about his wife.

The treaty of Hdaybia

Description

The Muslim state in Medina is well established, Muslims have to deal with those who hate Islam and spread rumors.

The Prophet agrees to sign a truce with the Pagans of Mecca to end war between them.

Suggestions

Explore with students the challenges of peacetime.
This chapter narrates 2 unrelated difficulties:

- Dealing with rumors
- Accepting peace, even if it appears to be unjust at first glance.

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Chapter 23

Lost and found

Subject

Belief (Iman):

Guidance through belief in Allah ﷻ

Description

Belief in Allah ﷻ allows people to be guided to the right path.

Suggestions

The concept taught here is best stated in the saying: “Can’t see the forest for the trees”. It is easy to see the details in front of us, but details may cloud the bigger picture or the truth behind the details. Similarly, what surrounds us may appear to be all there is, or we may be consumed by the details of what is around us that we are unable to see what is behind the details. Creation around us is complex and wonderful, it is important to notice and admire these details, but the fact that there is a one creator behind all the creation is what is eventually more important.

Practice with students the following:

Stand in front and up close to a building, the details of the house are evident, but we cannot see the city or the block behind the house. Having prepared a wider view of what is behind (such as from Google maps) the student can appreciate that the house, although an important part of the landscape in front of them, it blocks their ability to see the whole picture. The same could be made with a thick wooded area where the trees can be seen, but the wooded area as a whole (the forest) cannot be appreciated.

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Teacher's Notes

Chapter title

Chapter 24

Ibadat Game: Hajj - Part I

Subject

Worship (Ibadat):

Hajj

Description

Facts about Hajj is provided through this entertaining game. A list of questions, followed by their answers are provided, all questions are about night Hajj.

Suggestions

Ask students to read the questions and answers before attending this class. Split the class into 2 teams. Each team gets one question at a time. Correct answers get one point. The team with most points at the end of the class wins. Wining team gets a prize of the teacher's choice.

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Chapter title

Chapter 25

The golden bracelet

Subject

Islamic Manners and Conduct (Mu'amalat):

Proper Islamic attire

Description

Review of Islamic attire according to Quran and sunna

Suggestions

Review with students the costumes of different cultures where Muslims live. Proper Islamic attire is the common thread despite the different type of attire worn in different locals.

Muslims' attire does not define who they are, instead it is how they act and treat others. Muslim men and women wear clothes to provide a dignified appearance which allows the person's character to shine through rather than cause a distraction for what it reveals.



Teacher's Notes

Chapter title

Chapter 26

Thinking ahead

Subject

Quranic Studies:

Alinshiqaq, sura number 84

Description

At the end, what we did in our life is what counts.

Suggestions

Allow student to see what matters most:

- At the time of examination, it is how well they studied that matters, the more they studied, the better they will achieve in the examination
- At the time of a game, it is how well they practiced and exercised before that will determine if they win or loose the game
- On the Day of Judgment, it is what we did in this life, the good and the evil that will determine whether we will go to Paradise or , God forbid, to Hellfire.



Teacher's Notes

Chapter title

Chapter 27

Islam spreads further

Subject

Life of the Prophet Muhammad ﷺ (Sira)

Islam enters Mecca and spreads in far corners of the Arab Peninsula

Description

Spread of Islam outside Medina

Suggestions

Review with students the spread of Islam and how from an embattled religion in Mecca it flourished in Medina then in a very short time to the rest of the Arab Peninsula and beyond to the rest of the world.

A map of the world showing when and where Islam spread from Mecca to the entire world.

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Teacher's Notes

Chapter title

Chapter 28

Ibadat Game: Hajj - Part II

Subject

Worship (Ibadat):

Hajj

Description

Facts about Hajj is provided through this entertaining game. A list of questions, followed by their answers are provided, all questions are about night Hajj.

Suggestions

Ask students to read the questions and answers before attending this class. Split the class into 2 teams. Each team gets one question at a time. Correct answers get one point. The team with most points at the end of the class wins. Wining team gets a prize of the teacher's choice.



Teacher's Notes

Chapter title

Chapter 29

Lazy

Subject

Islamic Manners and Conduct (Mu'amalat):

Almutafifeen, sura number 83

Description

Our gain in this life depends upon the extent of our effort.

Suggestions

Review with students different scenarios all demonstrating that gain in this life or the Hereafter depends upon the effort we put: the harder we work, the better is the prize.

The logo features a large yellow circle on the left containing a red letter 'T'. To its right are four smaller circles in blue, green, red, and yellow, arranged in a descending arc. Below the 'T' is the text 'Teacher's Notes' in a bold, red, sans-serif font.

Teacher's Notes

Chapter title

Chapter 30

The farewell speech

Subject

Life of the Prophet Muhammad ﷺ (Sira)

The Message of Islam concludes

Description

The revelation of Islam is complete and the Prophet ﷺ joins his Lord, but the religion of Islam stays with us to the Day of Judgment.

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Suggestions

Revelation of Islam concludes just before the Prophet's death. Muslims fear that Islam will end with the death of the Prophet ﷺ, but through the belief of the Prophet's companions and the teachings he left behind in the Quran and Sunna, Islam continues to the Day of Judgment.

