



# Shining Islam

5

***Teacher's  
Resource Book***

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**Lesson 1: Allah****Learning Objectives**

Student will learn about

Attributes of Allah; He can listen to each and every sound in the world and behold everything even if it is concealed.

**Lesson Starters:****Suggestions;**

Direct the students towards subject matter through questions, like

1. What does it mean by hearing and vision?
2. What sounds do you hear around you?
3. What objects do you watch inside and outside your house?

**Teaching**

Students, we all know that Allah has created thousands of the types of objects and sounds in this world. We cannot hide ourselves from the sight of Allah; wherever may we hide, may we go to the world's end or may we go to some place where nobody can view us; He can notice us everywhere.

Similarly, if there is something in our heart Allah will surely listen to it even if we do not voice it; we do not utter it. He acknowledges what we are asking for?

There are thousands of such sounds in the world which we can listen to for example, chattering of animals, raining, thundering of clouds, roaring of lightening, whistling of wind, noise of traffic and voice of people etc. similarly, there are such sounds in the world and thousands of such sounds which we cannot listen to but Allah does acknowledge. For instance, sounds of crawling insects and falling leaves. Stars do explode in the sky; can you listen to them; absolutely not.

Similarly, Allah listens to our hearts too. Can you analyze what is in the heart of a person if they do not utter a word from their mouth? No. However, Allah can hear, that is, He can listen to all those sounds which we may not hear; even if it is produced anywhere in the world. That's why, Allah has an attributive name

**'Al-Sameeh'**

which means,

**All-Hearing.**

There are innumerable things in this world. What do you think; can you see all the things in the world? No. Human can see in the limits of their vision.

Can you watch all other classrooms in your school while sitting in your class?

Can you see each student that what are they doing in those classes?

Are you able to see a plant in the depth of the sea while standing at the beach?

Are you able to look at all the stars in the sky?

Could you know that there has been a thievery in our neighbors if you are not informed by someone?

There are thousands of other things like this which we cannot see. We can only witness what is in front of our eyes; till some particular distance. But Allah beholds each and every thing happening in the world at a time. It is not as such that while He is looking at some country, some continent or some estate; He becomes ignorant of what is happening at some other place. No, it is not like that. Allah can behold all humans and animals found in the world and each and every thing found in the earth, sky and ocean at the same time. He is aware that where a man is at present and what is he doing even if someone else in the world may or may not see him. That is why; there is an attributive name of Allah

**'Al-Baseer'**

which means,

**One who sees all.**

Take the help of book for further explanation.



## Post-Teaching

To examine that how much the students have attained from your teaching, inquire different questions, such as

1. What are two attributes of Allah you are learned in this lesson?
2. What does it mean by Al-Sameeh?
3. Name such a thing whose sound we cannot listen to.
4. What does it meant by Al-Baseer?
5. Give some examples which may depict that we cannot see that Allah can behold.

You might take assistance from the lesson takeaway. Ask questions on the grounds of the points given in lesson takeaway. Make it sure that each student may be inquired and they will respond.

## Extended Teaching

### Comprehension

1. Every person is exposed to Allah. It means that each and every deed of a person from his first till last day is unconcealed from Allah. Allah knows better about his vicious and virtuous activities.
2. Allah listens to, acknowledges and witnesses our deeds. If our deeds would be righteous and we have had repented our sins; we will be bestowed Heaven with the blessing and mercy of Allah. If our doings would be evil and we have not had repented over them; Hell would be our ultimate destiny. All because there is nothing hidden from Allah.

### Activity

Assist the students in completing both of the activities given in the book; for help of teacher is required to complete them. Both of them are interesting and students will fully participate.

### Net Extra

Net extra explains further those terms which are highlighted in the lesson so that students could comprehend the lesson in a much better way.

### Activity book:

Exercise A targets to practice the students writing two attributive names of Allah and their interpretation so that they may learn them.

Exercise B and C intends to write about some of those objects and sounds which we may not see and hear. The purpose of these exercises is that students may assume and focus on those objects which only Allah may watch and hear.

Exercise D intends to realize that how much students could understand the interpretation of infinite Hearing and Vision of Allah.

Exercise E asks to write about some natural sounds and colors.

## Lesson 2: The Day of Judgments

### Learning Objectives

Student will learn about

Life after the end of this life in the world and fact that men are responsible for their being rewarded Heaven or Hell.



**Lesson Starters:****Suggestions;**

Direct the students towards subject matter through questions, like

1. May this world last forever?
2. What the day is called when this world and all people will be annihilated?
3. Why do we do virtuous deeds in the world?
4. Why has Allah forbidden us to commit vices?

**Teaching**

It is told in this lesson that what is the Day of Judgments? Our lives in this world are not going to last longer. Our actual life is one which may begin after this life, that is, after the Day of Judgments and this life of ours is dependent on our worldly deeds. Everything will be rewarded to us for our deeds. Either Heaven or Hell; It will be awarded due to our deeds. If our deeds will be virtuous, we may go to Heaven; if vicious, then we may go to Hell. Allah has told us everything through the Holy Quran and Our Prophet (pbuh) through His sunnah. Now this is up to us to earn Heaven or Hell for Allah has also bestowed us the intellect to make the decisions.

Those who may leave this world long before the Doomsday; they may rest in Purgatory till the Day of Judgments. Everyone will be presented to Allah and face the accountability of their each and every deed in this life on the Day of Judgments.

How may it come to doom?

What questions will be asked to every person on the Day of Judgments?

How may every person be decided to be sent to Heaven or Hell?

How to be successful on the Day of Judgments?

Who will be sent to Heaven and who will be to Hell?

Do only those people who offer Namaz, Roza, Hajj and Zakat will be rewarded Heaven?

Take the help from the book for further explanation.

**Post-Teaching**

To examine that how much the students have attained from your teaching, inquire different questions, such as

1. What is the Day of Judgments?
2. How will it come to doom?
3. What is purgatory?
4. What do you understand by the Day of Judgments?
5. What will be the condition of people and the world that day?
6. How many questions will be asked to a person?
7. What questions would be asked?
8. What are the sins which we do commit?
9. Why people will be sent to Heaven and Hell?
10. Who will be the people who may be contented and will not be afraid?

You might take assistance from the lesson takeaway. Ask questions on the grounds of the points given in lesson takeaway. Make it sure that each student may be inquired and they will respond.

**Extended Teaching****Activity**

Conducting this activity, tell the students about those deeds; doing them we can earn Heaven and those which we should avoid so that we may be secured from Hell.



**Comprehension**

1. We do afraid the Day of Judgments because everybody is going to be presented to Allah that day and they will have to face the accountability of their deeds. Allah is not ignorant to even a single deed of anyone else. He knows all; none can conceal anything from Him. Everyone will be presented what they have done and thus their future will be decided.
2. The Doomsday is called the Day of Judgments because the world may end that day and it will bring an end to our worldly lives.

**Net Extra**

Net extra explains further those terms which are highlighted in the lesson so that students could comprehend the lesson in a much better way.

**Activity book:**

Exercise A asks to fill in the blanks by selecting the right option from the given words.

Exercise B makes students realize those deeds which we do not take as sins while doing them. If they may know about these things at this stage, they will definitely try to avoid them in future.

Exercise C purposes at making students learn those questions which are to be asked to everybody, sent into this world, on the Day of Judgments and they will be obliged to answer them.

Exercise D constitutes questions concerning this chapter. Thus, students will understand the subject matter of this lesson in a much better way.

**Lesson3: Surahs cautioning against avarice****Learning Objectives**

Student will learn about

The contexts of revelation of Surah Al-Takassur and Surah Al-Humza; they may learn their meanings and translations; they may learn both these surahs at heart.

**Lesson Starters:****Suggestions;**

Direct the students towards subject matter through questions, like

1. What does man effort to earn in this world?
2. In the sought for what man dismisses the recommendations of Allah?
3. What do you require to have if you want to purchase something?
4. When has man had been proud of him?

**Teaching**

Allah has sent human beings in this world so that they may follow His Recommended path and may spend their worldly life accordingly. But in present time, most of men have dismissed the Commandments of Allah; they consider offering Namaz and discharging Roza enough for praying Allah and following the Righteous path. Although Islam firstly teaches us about the manner of our dealings with others in our lives; none should be troubled by our hands, words and any other doing of ours; we should help each other in adverse and unfavorable situations. But very few people practice the same these days. Majority of people is concerned in themselves that they may not be troubled; they may not be cheated and so on.



Nowadays earning wealth has been the biggest ambition of people; collecting money as much as possible.

Allah has not prohibited earning money; nor has He imposed any limitations concerning how much to be earned. But Allah has recommended earning following eligible means and that we may also benefit other needy people from our riches. But people forget under-privileged in their greed for money. This is a wrong tendency; longing for wealth distracts from Allah. It is so as everybody considers that he is one who deserves riches the most; however, he has been expending already so much over luxuries despite of paying for his basic necessities.

Understand it as such that

Assume that you and your friends go together every week or month to watch a movie or to dine outside or purchase some game of your choice but if someone deserving, serving for you or your friends' households (maid, gardener, and driver) or from your acquaintance, has someone sick at their home but because of the scarcity or absence of means they are not able to treat them, could not pay for the school fees of their children, does not have provisions at home; would you or your friends collectively help that needy instead of spending money on entertainment.

It is not that you may never think of you entertainment but you should better have fun after two weeks if you usually have it every week and finance someone one alternate week. It is a very minor example; Allah has recommended taking care of others in every course of life.

Similarly, Allah has strongly condemned rapacity and rapacious is clearly condemned that he will face the Wrath of Allah. All those who are indulged in avarice for wealth and fortunes some way or other; their ultimate doom is torments of Hell. Take the help from book for explaining students that how do people long for money and wealth.

Afterwards, teachers should recite Surah Al-Takassur and Surah Al-Hamza respectively ayat by ayat with their translation and ask students for drills so that they may memorize them.

### Post-Teaching

To examine that how much the students have attained from your teaching, inquire different questions, such as

1. Who has Allah alarmed in both these surahs?
2. What do you understand by avarice for wealth?
3. What does it mean by rapacity?
4. Why has Allah condemned the rapacious?

You might take assistance from the lesson takeaway. Ask questions on the grounds of the points given in lesson takeaway. Make it sure that each student may be inquired and they will respond.

### Extended Teaching

#### Comprehension

1. Thievery, dacoit, back-stabbing, eaves-dropping, abduction, killing and destruction, rapacity, bribing, blaming others falsely, taunting and so on, are the vices which are common in our society these days and we do not consider them vicious at all.
2. Allah despises rapacity because the miser is in habit of collecting his riches and fortunes and he loves his assets and shuns spending for needy; nor does he spends following the recommended way of Allah.
3. Wealth earned following the ineligible means is not Halaal that's why it is not acknowledged even if it is redeemed in favor of Allah.
4. Those benedictions which Allah has bestowed us are for our testing too. If we are grateful to Allah for those boons He has bestowed on us; do not consider them as our right and offer them to other deserving people too; then, we can execute these assessments.

#### Activity

Make students learn both the surahs with their interpretations and translations. For memorizing, ask for the drills of these surahs.



**Net Extra**

Net extra explains further those terms which are highlighted in the lesson so that students could comprehend the lesson in a much better way.

**Activity book:**

Exercise A, B, C, D and E purposes at memorizing the word to word interpretation of Arabic lexis in Surah Al-Takassur and Surah Al-Humza along with their translations.

**Lesson 4 : Hajj and Eid-ul-Azha****Learning Objectives**

The purpose of this lesson is to make students aware of the fifth pillar of Islam which is made compulsory for the Muslims, what is its importance and why eid ul Azha is celebrated.

**Lesson Starters:****Suggestions;**

Direct the students towards subject matter through questions, like

- Which is the fifth pillar of Islam?
- Why do pilgrims go to Macca?
- Which two festivals do we celebrated?
- Which Eid do we celebrated after Eid ul Fitr.?

**Teaching**

Hajj is the fifth pillar of Islam. This is also the festival which concerns wealth. The performance of Hajj needs to be healthy. The word Hajj means "the intention of pilgrimage to something majestic". In this lesson Eid ul Azha and Hajj are described together because both are concerned with each other.

Eid-ul- Azha and Hajj remind us of the sacrifices of Hazrat Ibrahim (AS) and his family, how Hazrat Ibrahim (AS) took his wife and young son Ismail(AS) and left them in a desert of Arabia. When Hazrat Ismail (AS) started weeping because of the severity of thirst and hunger, his mother Hazrat Bibi Hajra started running in search of water between Safa and Marwa hills. Then there emerged a stream of water which is still providing water to the pilgrimages till today. It is known as Zam Zam. Millions of people bring this water of ZamZam with them during their return from Hajj.

(Consult book and explain more)

On Allah's advise, Hazrat Ibrahim (AS) came back to Macca and constructed Khane-e-Kaabah with the help of Hazrat Ismail(AS).

One night Hazrat Ibrahim (AS) dreamt that Allah is asking him to sacrifice his dearest thing for Him. The again Hazrat Ibrahim (AS) dreamt that Allah is asking him to sacrifice his dearest son Hazrat Ismail (AS) for Him. He narrated his dreams about his sacrifice to Hazrat Ismail(AS) . he showed his willingness to sacrifice himself to please Allah. Ultimately both father and the son succeeded in this trial.

(the teacher should tell further details with the help of the book)

The commemorate this great historical sacrifice, millions of Muslims perform Hajj in Macca and its vicinity. Allah liked the sacrifice of Hazrat Ibrahim (AS) and his son Hazrat Ismail (AS) determination that He made it compulsory as Manasik-e- Hajj.





Allah wanted to see how determined is Hazrat Ibrahim (AS) in sacrificing Hazrat Ismail (AS) to fulfil the will of Allah. When Hazrat Ibrahim (AS) completed the requirements of sacrificing his son, he saw a ram slaughtered in place of Hazrat Ismail (AS).

(Explain in detail from book)

Hajj

Every year millions of Muslims make to the Holy Kaaba to perform Hajj. This pilgrimage composed of different stages, these are called Manasik-e-Hajj (Rituals of Hajj)

(Explain details from book)

Ahram consist of all pre requirements of which a Haji has to keep in mind

Now tell all the details about Manasik-e-Hajj. The book describes the manasik from 7<sup>th</sup> ZilHajj to 13<sup>th</sup> ZillHajj in details.

Eid-ul-Azha is celebrated in the memory of the great sacrifice of Hazrat Ibrahim (AS) in which he declared his willingness to slay his dearest son Hazrat Ismail (AS). This is the second important festival of Muslims.

On the day of slaughter, no deed of man is more likeable to Allah other than sacrifice.

- On whom is the slaughter is compulsory?
- Which animals can be slaughtered on this occasion?
- What should be the ages of animals to be slaughter?
- Which animals have different shares and mention how many shares do they have?
- How healthy they should be ?
- How should these animals be behaved?

(Explain above point to the students from book as all are discussed in details)

### Post-Teaching

To examine that how much the students have attained from your teaching, inquire different questions, such as

1. Who was Hazrat Ibrahim (AS)?
2. Where did he leave his family by order of Allah?
3. What is Zamzam?
4. Where is Hajj performed?
5. What are the manasik-e- Hajj?
6. What is Ahram?
7. What did Hazrat Ibrahim (AS) see in his dream?
8. In the memory of which happening is Eid-ul-Azha performed?
9. What is known as Zabiha?
10. In how many shares can the meat of animals be distributed?

You might take assistance from the lesson takeaway. Ask questions on the grounds of the points given in lesson takeaway. Make it sure that each student may be inquired and they will respond.

### Extended Teaching

#### Comprehension

1. The love for Allah and the feeling to fulfill Allah's commandment, Hazrat Ibrahim (AS) did not listen to the saitan and he was determined to his decision.
2. We learn many things from the trials and problematic situations we have to face we know that we are bound to obey the orders of Allah. If we stand determined with patience and endurance, Allah favours us with many rewards.
3. Hajj is performed in the memory of problems of Hazrat Ibrahim and his family faced. They travelled in the city of Makkah and its vicinity. Therefore, manasik-e-hajj are performed at same places.





4. Hajj gives the lesson of equality. All Hajjis irrespective of their monetary status or places of birth, wear the same dress. Everyone has to perform the same manasik. This removes the difference between rich and poor, black and white, literate and illiterate etc.
5. After performing Hajj everyone tries to avoid and escape from sins and evils and act to place Allah and fulfill His commands.

### Activity

Help students in drawing sketches where Hajjis travel during Hajj. Interest should be created among children so that they may memorize the places where Hajjis go..

### Net Extra

Net extra explains further those terms which are highlighted in the lesson so that students could comprehend the lesson in a much better way.

### Activity book:

Exercise A, help them to revise the given basic information so that they may revise.

Exc. B, C help students in memorizing the manasik-e-Hajj and their ways of performance. Exc. D and E will help students know about the animals which are slaughtered on the occasion of Eid-ul-Azha.

## Lesson 5 : The Perfect Human being

### Learning Objectives

This lesson describes the holy Prophet (SAW) migration to Medina from Makkah and his demise very precisely and simply. It will help students to understand about it easily.

### Lesson Starters:

#### Suggestions;

Direct the students towards subject matter through questions, like

- Who were the first people to embrace Islam?
- From which mountain did he (SAW) invite the people of Quraish to embrace Islam?
- Which year did he (SAW) say the year of sorrow?
- Where did Banu Hashim live during the boycott?
- For how long did this boycott continue?
- Why did he migrate from Makkah to Medina?

### Teaching

The migration of Muslims from Makkah to Medina is a great event in the history of Islam. After this event Islam spread in the Arabia during 10 years period. The holy Prophet (SAW) migrated from Makkah to Medina with Hazrat Abu Bakar (AS) on first Rabi-ul-awwal 1<sup>st</sup> Hijri. After eight days journey they reached in Quba near Medina. They built the Masjid Quba and offered prayer. It was the first masjid of Islam. Before reaching the Medina, they offered Jumah prayer at a near by place to Medina. He (SAW) delivered sermon there. About 100 people attended this Jumah prayer. After that the holy Prophet (SAW) proceeded to Medina and stayed in the house of Abu Ayyub Ansari.(RA)

(Explain further details with the help of book)

**The construction of Masjid-e-Nabawi**

The holy Prophet thought it necessary to build a masjid. He selected the place for the masjid there his camel first set. This land was the property of two orphan children. He purchased this land from them. The holy Prophet (SAW) asked Hazrat Abu Bakar Siddique to pay the price. The holy Prophet (SAW) started the construction of the masjid with his companions immediately.

**Fostering of brotherhood**

The people, who have migrated from Makkah to Medina had left their belongings there. They had nowhere to live and nothing for their livelihood. It was a great problem which was solved by fostered brotherhood between Ansars (Medinaites) and the Muhajirs (migrants from Makkah). The holy Prophet (SAW) paired 45 Ansars and similar number of Muhajirs together and declared them brothers. It was implemented 5 months after the migration. The Ansars of Medina greatly helped the Muhajirs.

(Explain further details with the help of book)

**The Treaty of Medina**

The treaty of Medina was a constitution which consisted of 58 points. It was world's first written constitution which became the constitution of the new Islamic state. Hazrat Muhammad (SAW) was its first ruler in addition to these points, this constitution consisted of some moral laws. Everybody was bound to follow them.

(All the given points explain from book)

**Battle of Badr**

The battle of Badr was fought on 17<sup>th</sup> Ramzan on Friday in the 2<sup>nd</sup> year of Migration. There were 313 people to infantry and 70 camels with Muslims. On the other hand comprised of 900 soldiers, 100 infantry and 70 camels, as compare to the enemy, Muslims were quite less in number but they got victory on the enemies. It was the starting point of the victories of the Muslims.

(Explain further details with the help of book)

**Battle of Uhad**

The Qurash were very much dejected because of their defeat in the battle of Badr. He started to attack again under Abu Sufyan's leadership, they attacked on Muslims with 3000 soldiers.

(Explain further details with the help of book)

**Battle of Trench**

Idolaters of Makkah were worried with the increasing power of Muslims so they form an alliance for a decisive battle against Muslims. Finally they were ready. So on the command of Abu Sufyan with an army of ten thousand men on foot and six hundred on horseback, left for the battle.

The Holy Prophet (SAW) consulted his Companions when he knew that a mighty army was marching towards Medina. It was decided to fight battle in fortified positions of Medina. On the advice of Hazrat Salman Farsi a trench was dug around Medina. Muslims stored abundant food and everything inside Medina.

When Abu Sufyan and his army reached Medina how puzzled how to cross the trench and enter Medina. Instead of attacking he surrounded Medina from all sides.

A month passed since the siege began. Numerous small skirmishes no major battle took place. The prolonged siege made no dent on the morale of Muslims but the Quraish were greatly distressed. One night a thunderstorm struck and wasted their belongings. They gathered their surviving and return back to Makkah.

(Explain further details with the help of book)

**A trip for Umrah**

After six years of migration 3 major and many minor battles took place between Muslims and Quraish in which Muslims got victory.

The holy Prophet (SAW) dreamed that he is performing Umrah in Makkah. So he proceeded to Makkah with 1500 Muslims for Umrah. The Quraish did not allow Muslims to enter in Makkah. The holy Prophet (SAW) sent Hazrat Usman Ghani (RA) as his ambassador. As a result of it, the Allegiance of Rizwan were signed.

**Settlement of Hudabiya**

After dialogues with Quraish, it was decided that Muslims will not offer Umrah this year and return to Medina. The next year, the Muslim will be allowed to go Makkah for three years to perform Umrah. In addition to it, some points were also discussed.



(Explain further details with the help of book)

### **Battle of Khyber**

Khyber was a city in the north of Medina there Jews were settle from many generations. Jews were known for agriculture, trade and armory. They had the finest arms. There were many class settled in Khyber who used to tease Muslims and intrigue against them.

Ultimately the Holy Prophet (SAW) took 1500 or 1600 soldiers and attack on them on in 7<sup>th</sup> Hijri. As against Muslims, the polytheists comprised of 10000 soldiers. They had 8 forts. The strongest fort was Qamoose and its commander was Marhab. All forts except Qamoos were captured easily. Hazrat Ali (RA) fought with him and killed him in one stroke. The holy Prophet (SAW) gave the title of " Asas-ullah " to the HAZrt Ali (RA).

(Explain further details with the help of book)

### **The Conquest of Makkah**

In 8<sup>th</sup> Hijri there a class of Quraish broke the settlement of Hudabiya and killed some Muslims who were slipping. On this, the holy Prophet (SAW) planned to capture Makkah.

On 10<sup>th</sup> Ramzan, 8<sup>th</sup> Hijri, 10000 Muslims proceeded toward Makkah unders the leadership holy Prophet (SAW). They stayed at Murra Az-Zahraan, a place near Makkah. All Muslims stayed at some distance from each other. When the lights was lit at night, the enemy thought that the Muslims have come with a large numbers. They did not have the courage to face Muslims.

The holy Prophet (SAW) entered in Makkah on 17<sup>th</sup> Ramzan, 8<sup>th</sup> Hijri, from where he was expelled a few years ago. Makkah was captured without any battle.

(Explain further details with the help of book)

### **The last Hajj**

In 10<sup>th</sup> Hijri the holy Prophet (SAW) decided to perform Hajj. People in large number came to perform Hajj with him. This is called Hajjat-al-Vida. The prophet (SAW) gave his last sermon there.

(Explain further details with the help of book)

### **The last journey**

On 29<sup>th</sup> Safar, 11<sup>th</sup> hijri, the holy Prophet (SAW) suffered from severe headrace and high fever. He continue going to the msjid for pryers during these 11 days. When he experienced fits in instructed HAZrat Abu Bakar (RA) to lead the offering of prayers. On 4<sup>th</sup> day, i-e 12<sup>th</sup> Rabbiul awwal , 11<sup>th</sup> Hijri our holy Prophet (SAW) died. His (SAW) roza-e-mubark in Masjid-e-Nabwi.

## **Post-Teaching**

To examine that how much the students have attained from your teaching, inquire different questions, such as

1. Where did the holy Prophet (SAW) build the first masjid?
2. Where did the camel stopped after the migration to Mednia?
3. How did he (SAW) decide the place for the construction of masjid-e-Nabawi?
4. Who paid the price of the place for the masjid?
5. When did the battle of Badr take place?
6. On whose advise was the trench dug?
7. When did the Holy Prophet (SAW) plan for the Umrah?
8. How many forest did the Muslims capture in the battle of Khyber?
9. What title didi the Holy Prophet (SAW) give to Hazrat Ali (RA)?
10. What was the salient feature of victory of Makkah?
11. When did the Holy Prophet (SAW) deliver his first and last sermon?
12. When and on which date did the holy Prophet (SAW) die?

You might take assistance from the lesson takeaway. Ask questions on the grounds of the points given in lesson takeaway. Make it sure that each student may be inquired and they will respond.



## Extended Teaching

### Comprehension

1. The holy Prophet (SAW) faced the problems so that we may learn lesson from them. The holy Prophet (SAW) was also a human being and he also felt difficulties and anxieties but he did not leave the way of righteousness. We should also expect guidance and help towards Allah in the presence of difficulties. We should follow the given directions of the Holy Prophet (SAW).
2. The principle of brotherhood presented by the Holy Prophet (SAW) helps the Muhajirs and Ansars to become closer to each other and help them also.
3. Battle of Badr is called the starting point of the victories of Islam because after this battle, Muslims won every battle they fought.
4. In the battle of Uhad, Muslims were defeated only because they forgot the directions of the Holy Prophet (SAW).
5. The last sermon of the Holy Prophet (SAW) is important for us because it is applied for all ages.
6. The Holy Prophet (SAW) forgave the non-believers after the victory of Makkah because Allah likes those who forgive the weaker. Forgiveness is the attribute of Allah.

### Activity

To do the activity of the lesson, ask students to revise the parts of it which will be helped for them.

### Net Extra

Net extra explains further those terms which are highlighted in the lesson so that students could comprehend the lesson in a much better way.

### Activity book:

Exercises A, B, C and D will be helpful in making lesson understandable for students. These describe the basic information which students must understand.

## Lesson 6 : The Rightly Guided Caliphs

### Learning Objectives

The purpose of this lesson is to provide students some basic information about the Caliphs of Islam.

### Lesson Starters:

#### Suggestions;

Direct the students towards subject matter through questions, like

- About which caliph you had studied in your previous class?
- Who was the first caliph?
- What were the title of Hazrat Abu Bakr (RA) and Hazrat Umar Farooq (RA).
- What was the greatest contributions of Hazrat Abu Bakr (RA)/
- Why did Hazrat Muhammad (SAW) pray to Allah for the acceptance of Islam of Hazrat Umer (RA)?

### Teaching

#### Hazrat Usman Ghani (RA)



Hazrat Usman Ghani (RA) was the third caliph of Islamic state. He was born in Makkah. He belonged to the Banu Umayyah, a renowned tribe of Arabia. His father name was Affan and mother's was Arvi. He was also a literate person of his time. He was a few years younger than the Holy Prophet (SAW).

He was free from all the evils of that prevailed there. He was very gentle, labourious and honest. He was considered as an honourable trader.

He was the fourth man to accept Islam. He embraced Islam on the invitation of Hazrat Abu Bakr Siddique (RA) and sacrificed for his house and business several times.

(Explain more details from book)

He was very rich and open hearted. He spent his money without any reluctance in the propagation of Islam and Allah. When Muslims migrated to Median, they faced the scarcity of water. He purchased a well in some thousands Dirhams and donated it for the use of Muslims. On this generosity, the Holy Prophet (SAW) gave him the title of "Ghani" and the news to go in the heaven.

(Describe other examples of his bigheartedness with the help of book)

His title was Zun-Nurayn, which means "twice blessed" because the Holy Prophet (SAW) had married with two of his (SAW) daughters with Hazrat Usman Ghani (RA) one after another.

(Explain the details with the help of book)

Bait-al-Rizwan was an important event of his life that happened when the Holy Prophet (SAW) went to Makkah for Umrah after his migration from there. The Holy Prophet (SAW) took pledge from people. At that time Holy Prophet held one of his hands in the other hand and said "this is Usman's hand" and pledge on behalf of Hazrat Usman. This pledge is called Bait-al-Rizwan.

(Explain the details from book)

After the death of Hazrat Umer Farooq (RA) Hazrat Usman Ghani (RA) was nominated as the third caliph of Muslims.

He remained the caliph of Islamic state for about 12 years. During his caliphate the Islamic state was very prosperous.

The greatest contribution of Hazrat Usman Ghani (RA) is assembling the Holy Quran at in one condex (order of Surahs). Seven copies of the codex were prepared and send to Makkah, Medina, Yemen, Syria, Bahrain, Basra and Kufa, so that all Muslims would have had the same codex of the Holy Quran.

Many developmental projects were done during his caliphate like:

Water canals were dug to supply water.

Construction of Mosques, etc ect.

(Explain the details from book)

Opposition against him started from the sixth year of his caliphate that ultimately resulted in rebellion. In the 12<sup>th</sup> years of caliphate rebel succeeded to martyring him.

He was famous for his good behavior, truthfulness, kind hearted, piety, hospitality and generosity. He served Islam and Muslims very much form his wealth. He provided services for Muslim with his character and behavior. He is included as one of the "Ashra-e-Mubashra.



**Hazrat Ali (RA)**

Hazrat Ali (RA) was the fourth caliph of Islam. He was the cousin of the Holy Prophet (SAW) also. His father's name was Hazrat Abu Talib who belonged to Banu Hashim (a sub-tribe of Quraish). The chieftain of Banu Hashim was Hazrat Abdul Muttalib, who was grandfather of both the Holy Prophet (SAW) and Hazrat Ali (RA).

When first verse of Quran was revealed on Prophet Muhammad (SAW), Hazrat Ali (RA) was only 10 years old. Amongst the children he was the first to embrace Islam. When he was only two years old the Holy Prophet (SAW) took him in his custody.

(Explain the details from book.)

He accompanied the Holy Prophet (SAW) for twenty seven years till the Prophet's (SAW) death. He participated in the campaign of spreading Islam. He helped the Prophet Muhammad (SAW) in all challenges and problems. An example of it is migration to Medina.

(Explain all the details from book.)

He has the honour of being the son-in-law of the Prophet (SAW). He was married to Hazrat Fatima (RA). Allah blessed him with two sons Hasan and Hussain.

He took part in all battles with the Prophet Muhammad (SAW) except the battle of Tabuk and received honours for his gallantry. On getting victory in the battle of Khyber, the Prophet (SAW) honoured him with the title of "Asad-ul-lah" (means the Lion of Allah).

(Explain all the details from book.)

Hazrat Ali (RA) assisted Hazrat Abu Bakr (RA), Hazrat Umer (RA) and Hazrat Usman Ghani (RA) in all their matters.

(Explain details from book)

In his caliphate, the conditions had gone worst due to the rebellion groups and as a result of this, Muslims fought each other. In the 21<sup>st</sup> of Ramzan 40th Hijri he was martyr.

He was a good intellectual and interpreter of the Holy Quran. He was very kind and brave warrior. He was very loyal to the Holy Prophet (SAW) and Muslims. He was the follower of the Sharia, judicious and kept himself away from worldly opposition. Due to these qualities, both Muslims and non-Muslims praised him.

**Post-Teaching**

To examine that how much the students have attained from your teaching, inquire different questions, such as

5. Who are caliphs about whom you have studied in this lesson?
6. Why had the Holy Prophet (SAW) honoured Hazrat Usman (RA) with the title of Ghani?
7. Which caliph is entitled as Zun-Nurayn? Why?
8. What are the salient features of Bait-ul-Rizwan?
9. What is the greatest contribution of Hazrat Usman (RA) for Islam?
10. What developments took place during Hazrat Usman's caliphate?
11. What type of relationship prevailed between the Holy Prophet (SAW) and Hazrat Ali?
12. What was the age of Hazrat Ali (RA) when the revelation took place with the Holy Prophet (SAW)?
13. What responsibilities were assigned to Hazrat Ali (RA) by the Holy Prophet (SAW) during the migration to Medina?
14. In which battle did Hazrat Ali (RA) participate and what were his achievements?

You might take assistance from the lesson takeaway. Ask questions on the grounds of the points given in lesson takeaway. Make it sure that each student may be inquired and they will respond.





## Extended Teaching

### Comprehension

1. It was possible that everyone had different codex of the Holy Quran. Which many not resemble with each other?
2. Dug canal for irrigation.  
Work to provide water in urban areas, dug wells in Medina.  
Built port in Jeddah to facilitate in business.  
Constructed beautiful buildings and markets.  
Expanded the Masjid-d-Nabawi and Masjid-ul-Haram  
Built 5000 mosques.
3. The generosity of Hazrat Usman (RA) first provided help to Muslims  
Purchased a well for Muslims at the time of migration to Medina and reserved it for Muslims.  
Purchased a piece of land to extend the Masjid-e-Nabawi.  
During battle Tabook donated 1000 Dirhams, one thousand camels and several hundred horses  
He donated money open hartedly when needed for Muslims.
4. Hazrat Ali (RA) had multidimensional personality e.g he was a great scholar and interpreter of Quran. He was very brave and a great warrior, judicious and a staunch follower of Shriiaa.
5. Hazrat Ali (RA) bravery proved helpful for Muslims. He killed many powerful soldiers of enemy in the battle of Badr/ in battle of Uhad, he always tried to save and protect the Holy Prophet (SAW). He killed the army commander Marhab in the battle of Khybr.

### Activity

Help students in drawing map for the activity.

### Net Extra

Net extra explains further those terms which are highlighted in the lesson so that students could comprehend the lesson in a much better way.

### Activity book:

In Exercise A, blanks are to be filled with the help of details given in the lesson.

In Exercise B and C, information about the personality of two caliphs and their main achievements have been given. These details will help students learn about these caliphs.

In Exercise D, questions are to be answered.

## Lesson 7 : Sancity of human life

### Learning Objectives

The purpose of this lesson is to help students understand the importance of human life in the eyes of Allah. Every human being has the right to spend his life peacefully.

### Lesson Starters:

#### Suggestions;

Direct the students towards subject matter through questions, like

- How do you feel when the city is disturbed politically?
- Do you feel good if people start quarreling with each other?
- What are the reasons that every citizen is disturbed?





## Teaching

Our lives are pleasant reward for us from Allah. Allah created this world and blessed us with a lot of boons. He gives us wisdom with which we can use these boons. To express our gratitude to Allah we worship Him and adopt the ways as guided by Him.

In spite of the presence of innumerable boons we are mostly engaged in killing and battles with each other. Do you know why it is happens?

It happens so only because we are disobeying Allah's commands and have forgotten everything which Allah has forbidden. This is the reason that we are inflicted in many atrocities. We are ourselves responsible for these problems.

Islam forbids lying but these days everyone tells lies for self benefits. The time has come that lying is not considered an evil but still we know that lying is the root cause of all evils. We are advised to keep ourselves away from quarrels.

Human life is very important in Islam. These days the events of quarrelling are very common. How can we expect peaceful environment in the country?

It means that we are not true Muslims because we are not following the instructions of Islam.

(Explain more with the help of book)

To avail monetary benefits everyone is always ready to do anything legal or illegal. One can kill the other at cost of some benefits.

Killing has become very common in the name of religion. Many people present themselves very religious and become very emotional for ordinary differences. Can attract and motivate others with our character and behavior. We know the people in Arabia that they embraced Islam. This happened only because of our Prophet's good behavior, tolerance.

Allah state in the Holy Quran and teaches His Prophet (SAW)

“ invite to the way of your Lord with wisdom and good instructions”

If we do not control ourselves, the situations worsen. It affects an individual, a group, a country and other countries too.

It is our fault that we are not ready to control our shortcomings. We have become helpless and cannot take any positive step to better conditions of the society. We always think about ourselves but can not think of others benefits. Our consciences are becoming dead. It causes Allah's curse on us. We should not think and expect Allah's mercy and blessings.

(Teachers should give students the details of Quranic verses about human lives and also explain their translations).

After it explain the students how killing human beings is legal in two situations.

(See book)

## Post-Teaching

To examine that how much the students have attained from your teaching, inquire different questions, such as

1. What does our religion teaches us?
2. Why do problems and difficulties affect us?
3. For which reasons do people kill others these days?
4. What should be our role, as a Muslim in the society?
5. How can we estimate the importance of human lives according to Quran?

You might take assistance from the lesson takeaway. Ask questions on the grounds of the points given in lesson takeaway. Make it sure that each student may be inquired and they will respond.

## Extended Teaching

### Comprehension

1. According to Islam it is prohibited to take human life without any reason. Human life is a reward from Allah.
2. Finding someone in trouble, we should immediately help him. If we see an injured person we should try to take him to the hospital.

If some persons are quarrelling with each other, we should mediate between them.

In place of accident, try to volunteer your services.

3. The importance of human life can be viewed from this verse of the holy Quran that :



*"Whoever kills a soul unless for a soul or for corruption in the land. It is as if he had slain mankind entirely. And whoever saves one. It is as if had saved mankind entirely"*

### Activity

Help the students to select the news from the newspapers for activity.

### Net Extra

Net extra explains further those terms which are highlighted in the lesson so that students could comprehend the lesson in a much better way.

### Activity book:

In Exercise A, blanks are to be filled with the help of words given in the list.

Exercise B explains the reasons due to which people kill others.

Exercise C emphasizes the human life in the perspective of Quran.

Exercise D explains the conditions under which one is allowed to kill other.

In Exercise E, questions are to be answered.

## Lesson 8: Rancour

### Learning Objectives

The purpose of this lesson is to make students aware of the negative effects of rancor in human personality.

### Lesson Starters:

#### Suggestions;

Direct the students towards subject matter through questions, like

- How bad it is to keep bad ideas about someone in your mind?
- How do you feel to see some people, around you very happy?
- What is Rancour? Why it is prohibited in Islam?

### Teaching

We are human beings and we commit many sins. These sins are of two types, physical and internal.

Physical sins are those which others around us can see, e.g murder, robbery, bribing, drinking etc etc.

Internal sins are those which we cannot see like envy, arrogance, deceit, suspicion. Having negative and revengeful ideas in mind against someone and expose it at some proper time is called rancor. It is the worst sins.

(Explain details from book)

It is true that all people do not have alike ideas. Many people find out some shortcomings in others and sometimes scold them. Sometimes people feel it negatively but often people forget it. Some people feel it badly and never forget it and develop hatred when they get any chance.

(Explain more from book)

These people whose develop the feelings of hatred against someone it is called rencour. A person who has rancor is called rancorous person. There are some signs of rancorous person:

First, he is envious.

Second, celebrates others misfortunes.

Third, backbites, tell lies.

Fourth, not respond to salutations (Salaam).



Fifth, show disdain (disrespect) for others.

Sixth, mock (make fun of) others.

Seventh, deprive people of their rights.

Eighth, is abusive and encourages other to be abusive too.

(Explain more from book)

Having rancour is harmful for the rancorous person himself because he always lives in anxieties. Because of negative feelings, he cannot take right decisions. He always feels restlessness because of his preoccupation of negative ideas.

Now explain the hadees given in the lesson.

Teachers should tell students how to evaluate themselves. It means that you have to evaluate yourself in a way which will help you understand whether you have enmity against someone or not? In this connection you know have to think about all those people who are in your contact. Think with all sincerity and honesty that you have any intention to take revenge from them. If you have done this sometimes pray to Allah to excuse you.

If you like to keep yourself safe from rancor, then don't behave rudely with other. Behave decently with everyone. Keep better feelings for all. Try to show your happiness in other's successes also.

## Post-Teaching

To examine that how much the students have attained from your teaching, inquire different questions, such as

1. How many types of sins are there?
2. What is rancor?
3. Who is a rancorous?
4. What are the signs of a rancorous?
5. What are the disadvantages of rancor?
6. How can we save ourselves from rancor?

You might take assistance from the lesson takeaway. Ask questions on the grounds of the points given in lesson takeaway. Make it sure that each student may be inquired and they will respond.

## Extended Teaching

### Comprehension

1. Escaping from internal sins is more difficult because nobody can see it. Nobody knows what is in one's mind. so no one can advise him to control it.
2. A rancorous cannot feel happy because he never feels happy if others are happy. He feels hatred for others. He feels himself superior to others and can never have any positive idea because he is always surrounded by depression and anxieties.
3. A rancorous always tries to harm others when he gets any opportunity, cannot feel happy on others being happy.

### Activity

Help the students in doing this activity so that they may understand what are the demerits of rancor and how can a person save himself from it.

### Net Extra

Net extra explains further those terms which are highlighted in the lesson so that students could comprehend the lesson in a much better way.

### Activity book:

In Exercise A, blanks are to be filled from the details given in the lesson.

In Exercise B, questions are to be answered so that the teacher can evaluate how much students have learnt the lesson.



## Lesson 9: Prophet Isa (AS)

### Learning Objectives

The purpose of this lesson is to provide students some basic information about Prophet Isa (AS).

### Lesson Starters:

#### Suggestions;

Direct the students towards subject matter through questions, like

- Who are the Prophet about whom you have studied in previous class?
- On whom was the Injeel revealed?

### Teaching

Prophet Isa (AS), one of the greatest prophets. Allah revealed His divine book Injeel on him. His era was two thousand years ago. He was born in Bait-al-Laham, a city of Palestine. Palestine was the ancestral land of Israelites. The Romans ruled over there 60 years ago before the birth of Prophet Isa (AS). Their empire is one of the greatest empires of that era.

Israelites were Jewish. When Romans captured that area, they permitted the Jews to follow their ancestral religion if they accept them as their rulers.

Israelites not only accepted this condition but a section of their society mixed up with the Romans. A man from that section names Herod was appointed as King of Palestine. Romans laws were the law of the Land and Romans occupied all major positions.

(Explain the details with the help of book)

Prophet Isa (AS) life is full of miracles. No other prophet is known for miracles as were associated with Prophet Isa (AS):

- When he was just a few days old, he announced his Prophet Hood and addressed Israelites.
- He made birds from clay and blow air on them. On Allah's command those birds flew off.
- He cured blinds and lepers with a touch of his hand.
- He could bring back the dead to life.
- He told the people their secrets.
- On his prayer a mighty tray with numerous types of food descended from the Heaven for the people. People feasted on that food for many days, yet it never reduced.

He started preaching amongst his people and said about the oneness of Allah his own prophet hood after some days of his birth.

When he was 30 years old, Allah ordered him to spread Allah's message to Israelites. He went far and wide in villages and cities. Some of them accepted his preaching due to his miracles.

At that time the Israelites condition deplorable. Their king Herod had likeness to build splendid buildings. So he impose taxes on them. Other injustices were also practiced at that time.

When he stated pointing out their wrong practices they understood and started calling him their Messiha.

When the Roman officials saw it they ordered for his crucifixion. He prayed Allah for his protection. So Allah ordered the angels to take him to the heaven and sent a man to the earth who resembled him.

Muslims believe that Allah brought him alive in the heaven. Again he will come in this world as a follower of Prophet Muhammad (SAW) and established an Islamic state and rule over it for 40 years. After his death he will be buried beside the Holy Prophet (SAW).



## Post-Teaching

To examine that how much the students have attained from your teaching, inquire different questions, such as

1. For which nation was Prophet Isa (AS) sent?
2. Where was he born?
3. What miracles had Allah bestowed on him?
4. Why was the condition of Israelites very deplorable?
5. What punishment Romans ordered for Prophet Isa (AS)?
6. What belief do the Muslims have about him?
7. What do you mean by crucifixion?

You might take assistance from the lesson takeaway. Ask questions on the grounds of the points given in lesson takeaway. Make it sure that each student may be inquired and they will respond.

## Extended Teaching

### Comprehension

1. Allah ordered him to preach among Israelites at the age of 30. At this age people become mature and weight age comes in their conversation?
2. When he stood against the atrocities of Jews, people started following him, they were afraid and planned to crucify him.
3. The Israelites accepted him as a prophet because of his miracles.

### Activity

Help students in collecting information as they need to do their activities.

### Net Extra

Net extra explains further those terms which are highlighted in the lesson so that students could comprehend the lesson in a much better way.

### Activity book:

In Exercise A, appropriate words are to be selected to complete the sentences.

In Exercise B, questions are to be answered so that the teacher can evaluate how much students have learnt the lesson.

## *Lesson 10: How can children be good Muslims?*

### Learning Objectives

The objective of this lesson is to provide students the lesson of tolerance and forgiveness.

### Lesson Starters:

#### Suggestions;

Direct the students towards subject matter through questions, like

- Will you allow any person to use your things?
- What will you do if someone spoils your favourite thing?
- What will you do if you find any of your parents in anxiety?



## Teaching

This lesson represents the story of a girl who worked hard to get a reward of tablet computer. She stood first in her school. Her father had promised to give her the tablet provided she stands first in her school. See what happened with her.

(Tell and explain whole story with the help of book)

## Post teaching

To evaluate what students have attained from your teaching, enquire some questions from them, e-g

1. What qualities of tablet did Anita say to her parents?
2. On what conditions did her father promise to give her the tablet?
3. How did Anita succeed in her efforts?
4. How was the tablet broken?
5. What did Anita see after waking in the morning?
6. What decision did Anita take?

You can take help from the lesson takeaway. Ask question on the grounds of the points given in lesson takeaway. Make it sure that students must be enquired question and allowed to respond also.

## Extended Teaching

### Comprehension

1. If Anita had not tolerated on this occasion, his father had to take debt and Wajid had to give tuitions.
2. To achieve something not only prayers are required but one has to do efforts also. Allah gives us the message to do our efforts to get something. Allah will definitely help such a person. Efforts are always rewarded.

### Activity

Help students in doing this activity.

### Net Extra

Net extra explains further those terms which are highlighted in the lesson so that students could comprehend the lesson in a much better way.

### Activity book:

In Exercise A, blanked spaces are to be filled.

In Exercise B, characteristics of the tablet computer are to be written.

In Exercise C answers to questions have been given.