



THE
IQRA'
PROGRAM OF
ISLAMIC
EDUCATION

A Brief Introduction

Who We are...



For more than a quarter of a century

IQRA' International Educational Foundation

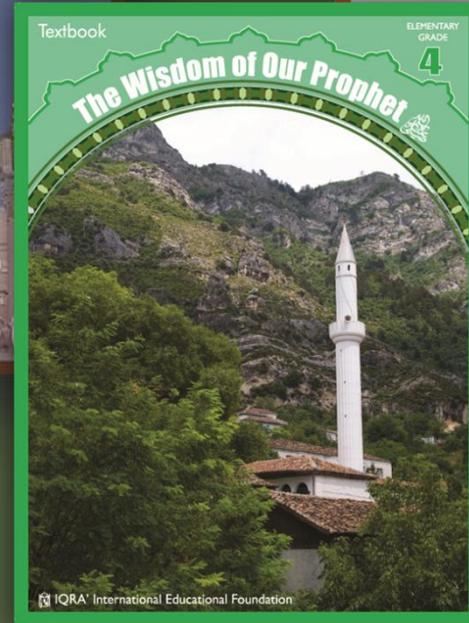
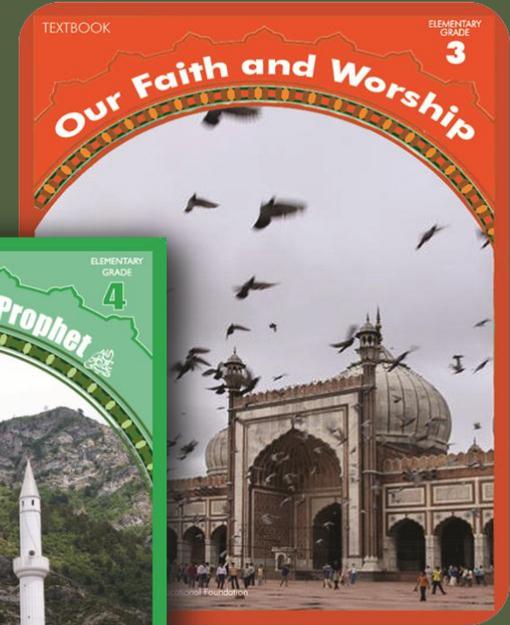
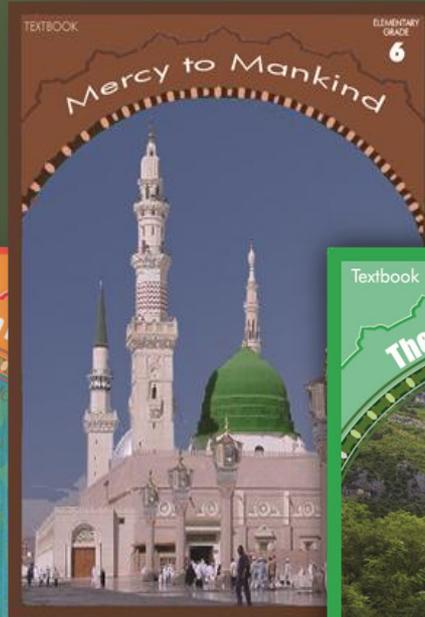
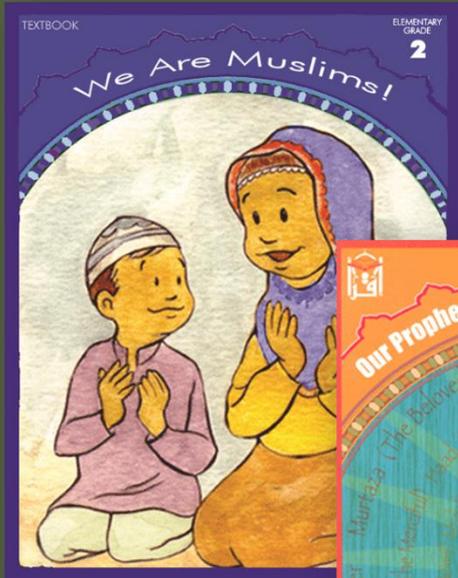
has been the leading name in Islamic education worldwide. With a legacy of excellence and dedication to the

Muslim community that is unequalled, **IQRA'** has nurtured several generations with its **comprehensive, systematic and integrated** program of Islamic Studies covering all Islamic subjects and all grades, KG-10.

What's so exceptional about IQRA'?

- ▣ Our approach to Islamic Studies covers all relevant topics: The Qur'an, Sirah & Hadith, 'Aqidah, Fiqh & Akhlaq, Muslim history & Social Studies as well as Arabic Language (which will be discussed in a separate meaning).
- ▣ Our program offers comprehensive and field-tested syllabi, textbooks, workbooks and teachers' guides written and developed by skilled educators and designers.
- ▣ Our unique approach in producing individual textbooks by subject allows you to tailor our program to the needs of your community.
- ▣ Our books remain the best buy on the market while still upholding the highest quality and effectiveness.
- ▣ Our expert staff of educators is ready to offer you teachers' training programs, curriculum development seminars and school consultation.

Our Comprehensive Program



For us it means that the foremost topics found within Islamic Studies is part of **IQRA's** educational program. We see this a being crucial in providing children with a holistic view of their Faith and its practice.

The four **Areas of Study** in the **IQRA'** program are:

1. **Qur'anic Studies**
2. **Sirah & Hadith**
3. **Aqidah, Fiqh & Akhlaq**
4. **History & Social Studies**



Qur'anic Studies

Our Qur'anic studies syllabus includes a number of important components. These are:

1. *Tajwid*
2. *Memorization & Reading*
3. *Understanding & explanation*
4. *Adab*
5. *'Ulum ul Qur'an*
6. *Teachings of the Qur'an*

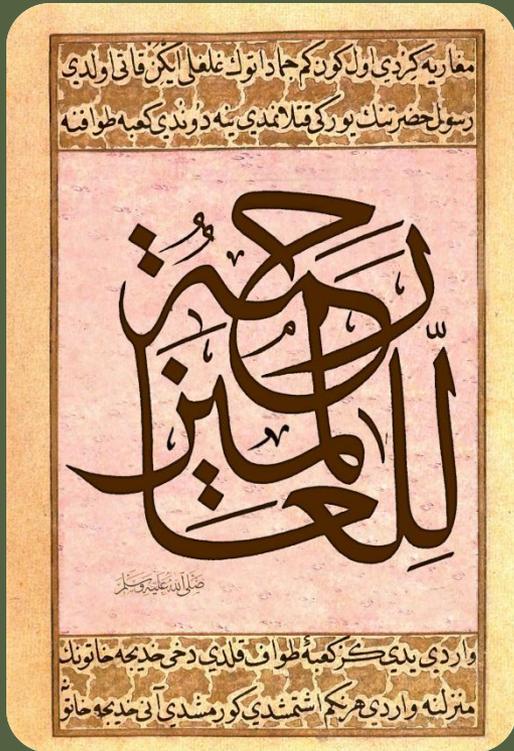


As can be seen, our syllabus adopts a comprehensive approach to learning about the Qur'an with the aim of deepening the student's connection to it.

Sirah & Hadith Studies

Our *Sirah* curriculum is not only a biographical narration of the life of the Messenger of Allah ﷺ, but it also conveys its importance in daily life and in spiritual development.

Study of the H{adīth covers both *‘Ulūm al-Hadīth*, with simple introductory lessons in Upper Primary grades and more in-depth study in Secondary, where the extensive corpus of H{adīth literature is presented in a methodical fashion.



'Aqidah, Fiqh & Akhlaq

This subject area covers the beliefs, practices and characteristics a Muslim must possess in order to be a true reflection of Islam. It is here that students learn to put their Islam into practice. Special attention is paid in this subject to help young Muslims:

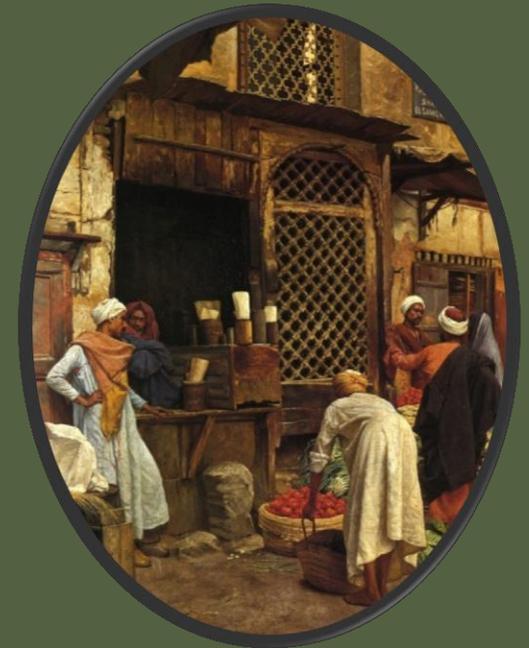
1. Develop a firm belief in the articles of faith and a rational understanding of them.
2. Gain a complete grasp of the *Arkan ul-Islam* and their practice in daily life.
3. Learn how to properly enjoin the good, *al-Ma'ruf*, and forbid evil, *al-Munkar* .
4. Understanding personal, social and spiritual responsibilities.
5. Use Islamic vocabulary in their conversations with family and friends.



History & Social Studies

Islamic History & Social Studies is an essential subject and is interdisciplinary in nature. It gives students' the opportunity to come to know about those Muslims who have lived before us and of those with whom we are living today. It instills in the students a sense of belonging to family, community, nation and the world. It is comprised of a number of sections:

- A history of the Prophets, from Adam ♦ to Muhammad saw ♦.
- A history of the wide scope of Islamic history from the 7th century CE to the present day.
- The culture and geography of the countries of the Muslim World.
- Civics and citizenship, which encourage students to be upright and constructive members of their countries and societies.
- Integrated National Standards in curriculum and books.



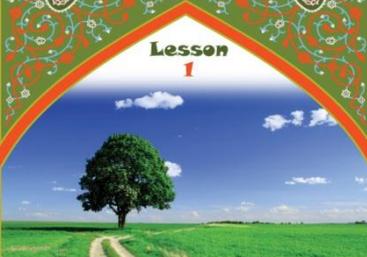
Comprehensive
means that each
subject is treated
completely with
a very clearly
defined
**Scope &
Sequence**



What is Scope & Sequence?

Scope & Sequence in education refers to the breadth and depth of your curriculum. For instance, the scope is how much you are going to teach of a subject over the course of a semester or year. The sequence is the order you are going to teach the lessons in.

Lesson 1



A Good Word is Like A Tree

Our words have great power. They can make people happy or they can make people very sad. Let's learn why a true Muslim should use only good words.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

○ Allah! Help me to choose my words wisely so that they may be like the good tree You speak of in Your Qur'an!

Let's Make a Good Word!

Read AND Think!

Ira and Ismail are sister and brother. They are Muslims, Al-Hamdulillah! They have very good manners. They always use polite and kind words when they talk to people. They are polite because Islam teaches them to be polite. Everyone in their neighborhood likes Ira and Ismail.

Allah (SWT) wants us to always speak politely. He tells us in the Qur'an that good words are like good trees. A good tree is beautiful and wonderful to look at. A good tree is strong and stable. Nothing can move it, not even a strong wind.

In the same way, a person who uses good words never stops speaking the truth. A person who uses good words is respected by all.

A good tree provides shade and comfort for birds, animals and people. So do good words. When someone is sad or worried, good and kind words can make him or her feel better. Like good trees, good words are beautiful. They give happiness to anyone who hears them.

Good words are always true, kind and gentle. A person who always uses good words is usually truthful, kind and gentle. This is how Prophet Muhammad (S) was. He spoke gently with everyone he met. He was never rude. He never said mean things to people. He even spoke politely to those who did not like him. Allah (SWT) made him the best of all creations. He is the best role model.




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A true Muslim always tries to say good words. We want everyone to think of us as people who always speak beautifully, kindly, and politely. When we do this we are following in the footsteps of our beloved Prophet (S), Rasulullah (S) once said, "Saying something nice to someone is like giving charity, or Sadaqah." Saying cheerful words to a sad friend is just like giving money to a poor person.

Good language is a gift from Allah (SWT) to all human beings. Islam teaches us to use some very good words as we move around our life day to day, like *Mashallah* or *Al-Hamdulillah*. Can you think of any other words?

Let's always remember to use good words when we talk to people. Let's not listen to bad words when someone else is using them, even if these words are on a television or radio show.



Faith IN Action!

Sometimes it is easier to understand something if it is told to us using symbols or stories. In the Qur'an Allah (SWT) speaks to us at times using parables. A parable is a very short story. It's told to teach a moral lesson. Allah (SWT) uses the parable of a good tree to talk about the qualities of good words. We all know that a tree can give us many helpful things. Trees give out oxygen and take in carbon dioxide. This way they keep the air clean for us. We breathe clean air. We can get flowers, wood, fruits and shade from trees. A tree can just be pretty to look at. In the same way, if we use good, kind and polite words all the time, we will become like a good tree, inshallah!

Let us ask Allah (SWT) to help us become good Muslims. Let us ask Him to make our good words help people become peaceful and happy. Let's ask Him to help us follow in the footsteps of our dear Prophet Muhammad (S)!

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Lesson Review

We have learned...

- ★ We should always use good words when talking to others.
- ★ Good words are like a beautiful and strong tree.
- ★ Good words give comfort to those who hear them.
- ★ Good words are gifts from Allah (SWT).

Do We Know These Words?

Sadaqah Mashallah Al-Hamdulillah Parable

Family Time Together

Every one sits down together as a family and read Shell Silverstein's book "The Giving Tree". Talk about the importance of the story.



Reading the Words of Allah (SWT)

كُلُّ مَنْ كَفَّ يَدَيْهِ مِنَ اللَّهِ طَلَا كَلِمَةً حَسَنَةً كَسَّرَهَا
حَسَنَةً أَحْسَنَهَا نَدَبٌ وَفَرَحَهَا فِي السَّمَاءِ

Have you not thought how Allah sets forth a parable of a good word (being) like a good tree, whose root is firm and whose branches are in heaven?
Surah Ibrahim 14:24

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Let's have a look at a
sample **Scope &
Sequence** from IQRA's
2nd Grade
Sirah & Hadith
curriculum!



SCOPE AND SEQUENCE

THEME A: MUHAMMAD ﷺ & HIS FAMILY	
TOPIC A1 Love Of Our Prophet Muhammad ﷺ	FOCAL A1i: Muhammad ﷺ the last prophet of Allah ﷻ. FOCAL A1ii: Belief in all the prophets of Allah ﷻ.. FOCAL A1iii: Love of the Prophet Muhammad ﷺ in the hearts of Muslims. FOCAL A1iv: <i>Salawat</i> on the Prophet ﷺ
TOPIC A2 The Heritage Of Sayyiduna Ibrahim & Prophet Isma'il.	FOCAL A2i: Prophet Ibrahim the ancestor of many prophets of Allah ﷻ. FOCAL A2ii: Prophet Isma'il the ancestor of Prophet Muhammad ﷺ. FOCAL A2iii: Prophet Ibrahim and Prophet Isma'il and building of Ka'bah. FOCAL A2iv: Concept of Tawhid and the teachings of Prophet Ibrahim.
TOPIC A3 The People Of Arabia At The Time Of The Birth Of Hz. Muhammad ﷺ	FOCAL A3i: The Days of Ignorance in Arabia. FOCAL A3ii: Muhammad ﷺ the last prophet of Allah ﷻ. FOCAL A3iii: Teachings of Muhammad ﷺ
TOPIC A4 The Year of The Elephant	FOCAL A4i: The growth of Makkah as a large city after Hz. Hajar and Isma'il settled there. FOCAL A4ii: Importance of Ka'bah as the place of worship for all Arabs. FOCAL A4iii: Abraha, the King of Yemen. FOCAL A4iv: Abraha's attack on the Ka'bah and Allah's protection of the Ka'bah. FOCAL A4v: The birth of Muhammad ﷺ
TOPIC A5 The Birth of Sayyiduna Muhammad ﷺ	FOCAL A5i: Year of the birth of Hz. Muhammad ﷺ. FOCAL A5ii: The city of Hz. Muhammad's birth. FOCAL A5iii: Hz. Muhammad's parents. FOCAL A5iv: Death of Abdullah, the father, before the birth of Hz. Muhammad ﷺ. FOCAL A5v: Allah's signs to Aminah, the mother, about the birth of Hz. Muhammad ﷺ. FOCAL A5vi: The name 'Muhammad' and its meanings.

IQRA's program is developed according to a set plan.

Each subject in each grade-level has a standard **philosophy statement, framework, scope & sequence**, and **behavioral objectives**, each tailored for the relevant grade.

Systematization ensures a cohesive structure for the entire program, and ensures that each subject and each grade level functions smoothly as part of a whole.

The system is purposefully structured so that each grade level flows smoothly into the next, allowing for well-defined and profound absorption of Islamic belief and practice as the students grow.



The Philosophy Statement

This is very important to have as it lays out the rationale for the subject and its intended goals. Without it, a program can have no overarching guidance. Here's a sample Philosophy Statement taken from IQRA's 1st grade 'Aqidah, Fiqh & Akhlaq' syllabus.

Fiqh has often been defined as “understanding and knowledge”. As a result Fiqh is actually a branch of knowledge that defines and clarifies Islamic ways of worship and living. Generations of great scholars, the Fuqaha, have worked relentlessly to define and interpret Islamic laws in the light of the Qur'an and Sunnah. Since Fiqh pertains to the regulations of Muslim practice at every stage of life, children, too, should begin to learn this science in a formal school setting. They should learn and adopt right conduct and refrain from that which is wrong.

At the primary level emphasis will be placed on education and training the child in developing an Islamic character. Islamic belief and Akhlaq should permeate every phase of this curriculum. Teachers and principals should stand as model Muslims, guiding the younger generations. At the primary level, the syllabus will focus on the basic laws and practices of Islam. The emphasis here is on the development of fundamental concepts of *Iman*, *Tawhid* and *Akhlaq*. Children will be helped to develop their identity as Muslim citizens. They will be prepared to incorporate Islamic etiquette and manners into their daily activities. Special attention will be paid to helping students develop the habit of using an Islamic vocabulary in their daily conversations with family and friends, which helps them to identify with members of the Ummah.

Framework

The framework is to assist curriculum planners in limiting unnecessary repetition of course material as well as to assist teachers in preparing lessons at the correct level of understanding and maturity for each grade level. It is, obviously, a very helpful tool in the hands of Islamic Studies teachers, as it provides clear guidelines as to what is to be taught in each class.

Let's now have a look at a sample **IQRA'** framework...

Grade 2: Conceptual Framework

		Topic	Focal Point
Aqidah, Fiqh, and Aqhlq	Theme 1: Identity of Self as a Muslim	Lesson 1: As-Salamu'Alaikum	<ul style="list-style-type: none"> Meaning of As-Salamu 'Alaikum Importance of the response to As-Salamu 'Alaikum Rewards for one who greets first Rewards for one who responds when greeted
		Lesson 2: Greeting Others	<ul style="list-style-type: none"> Greeting in other languages Greeting neighbors and friends Common ways of greeting others
		Lesson 3: The Beliefs of a Muslim	<ul style="list-style-type: none"> Iman Muffassal— The six Arkan al-Iman Reading and Memorizing Iman Muffasal
		Lesson 4: Our Duties to Allah (swt)	<ul style="list-style-type: none"> Huquq Allah Rights of Allah (swt) on Muslims <ul style="list-style-type: none"> - Obedience to Allah's (swt) commands - Zikr Allah (Remembrance of Allah (swt)) Realizing that only Allah (swt) can answer our prayers
		Lesson 5: We Obey Prophet Muhammad (s)	<ul style="list-style-type: none"> Obedience to Prophet Muhammad (s) is an attribute of Muslims Understanding that obedience to Prophet Muhammad (s) is obedience to Allah (swt)
		Lesson 6: Isma'il: A Responsible Muslim Boy	<ul style="list-style-type: none"> Attributes of a responsible Muslim Introducing the concept of accountability Being Muslim means being responsible for our thoughts, words, and actions

		Topic	Focal Point
Aqidah, Fiqh, and Aqhlq	Theme 2: Conceptual Development of Iman	Lesson 7: Allah (swt) is Rabb Al-'Alamin	<ul style="list-style-type: none"> Concept of Allah (swt) as the Lord of the Worlds Concept of Rabb Concept of 'Alamin—The Worlds
		Lesson 8: Allah (swt) has Beautiful Names	<ul style="list-style-type: none"> The beautiful names of Allah (swt) Meaning of Al-'Alim, As-Sami' and Al-Basir Allah (swt) knows everything Concept of 'everything'
		Lesson 9: Allah's Khalifah	<ul style="list-style-type: none"> Meaning and concept of Allah's Khalifah Some of our duties towards Allah (swt) and this world

Behavioral Objectives



These types of objectives indicate the specific behaviors students must demonstrate to indicate that learning has occurred. They also evaluate the effectiveness of the teaching of any give subject.

GOALS/ DESIRED OUTCOMES

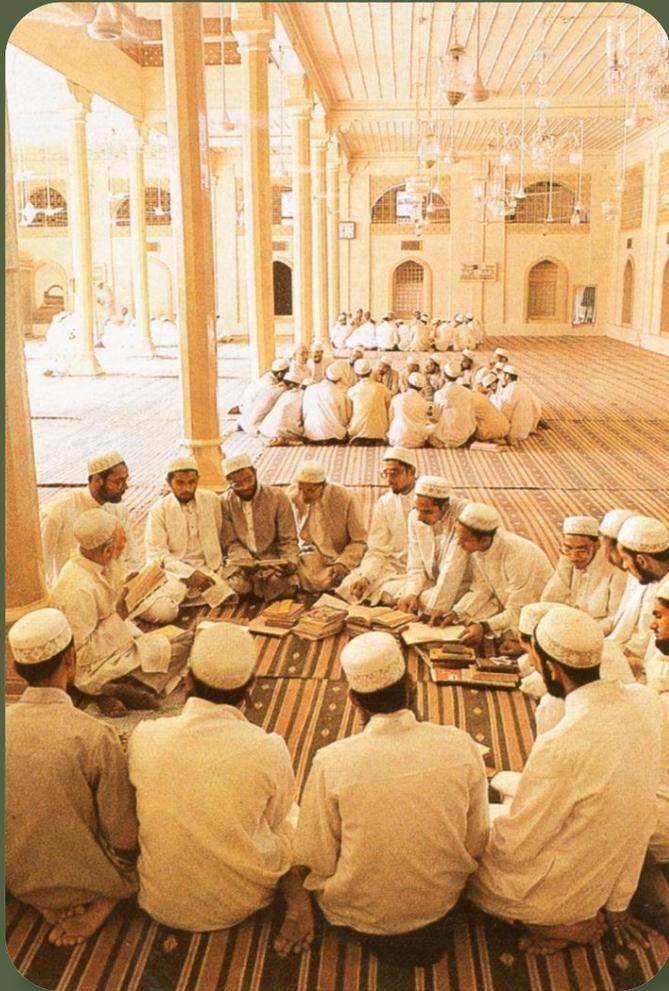
4.1 Given the philosophy and principles of teaching and learning *Aqidah, Fiqh* and *Akhlak*, the goals/desired outcomes are:

4.1.1 To instil in children the fundamental concepts of Iman and *Tawhid*.

4.1.2 To ensure that children will know, understand and practice the basic laws and practices

4.1.3 To help young children grow to be the finest examples of Islamic behaviour in practice.

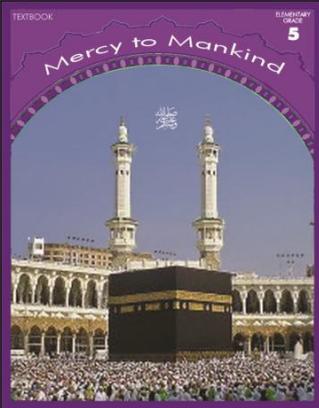
4.1.2 To become valuable members of their communities.



The four core subject areas of IQRA's program are fully and purposefully integrated.

This means that a *Sirah* textbook will contain links to the Qur'an, to *Fiqh*, to *Akhlaq* and even to secular sciences, like geography, history and the arts.

This ensures that the student receives a well-rounded view of the subject by showing the interrelatedness of life, faith and the world.



Here we have a discussion of environmental concerns in IQRA's 5th grade Sirah textbook

The villages outside of Makkah were small with no pollution; the air and the water were clean and fresh. Most of the fruits and vegetable were grown by the villagers themselves. The milk from the goats was fresh and healthy. Besides in these villages Arabs spoke a very pure form of the Arabic language.

Environmental Education

What do you know about the environmental challenges, which the city dwellers of our country face today?

According to National Resources Defense Council, "City dwellers face a wide range of environment challenges: dirty air and water, dwindling open space, garbage, soot-spewing buses, traffic and the impact of industry."

Pollution to our cities come in many forms such as air pollution, water pollution, noise pollution and light pollution.

Each one of the above pollutions is harmful to the health of every living creature, especially for young children.

Visit : <http://www.nrdc.org/pollution>
To find out more about the hazards of pollution to our health.

These advantages convinced most of the rich Arab families to send their babies with the village nurses to be raised with their families during their early childhood.

Even in modern times people who live away from big cities usually have an easier time keeping old customs and traditions. Life in the villages around Makkah was certainly much more difficult, but the people carried on with the very old customs of the Arabs. The villagers spoke a style of Arabic that was especially pure and the people who lived in Makkah wanted their own children to learn the old ways and to spend their childhood in a healthy environment. For that reason, every year village women would come to the city and the *Makkans* would rush to select the best one for their infants.

Aminah wanted to send baby Muhammad ﷺ to live with a woman in a village. She wanted him to grow up healthy and to speak pure Arabic. But she thought that it would be difficult for her to find a nurse since she had lost her husband and did not have enough money to pay.

One day some women of the tribe of Banu Sa'd (also called Banu Hawazin) came to Makkah. They were known for their ability to care for children and their outstanding Arabic language skills. They came to Makkah to find babies who needed nursing. Among them was a woman named Halimah. Many years later the Prophet ﷺ said, "I am the most fluent in Arabic of you all since I belong to the Quraish, and my accent is that of Banu Sa'd."

WE HAVE LEARNED:

- Many Muslims were persecuted and tortured by the Quraish.
- Some Muslims made Hijra to Ethiopia to seek protection from the Christian king.
- The king protected the Muslims from the Quraish.

WORDS TO KNOW:

Hijra, Disgraceful, Ethiopia, Inflict, Steadfast

QUR'AN CONNECTION:

Allah says in the Qur'an:

وَالَّذِينَ هَاجَرُوا فِي اللَّهِ مِنْ
بَعْدِ مَا ظَلَمُوا لَنَنُؤْتَنَّهُمْ فِي الدُّنْيَا حَسَنَةً
وَلَأَجْرُ الْآخِرَةِ أَكْبَرُ لَوْ كَانُوا يَعْلَمُونَ ﴿٤١﴾

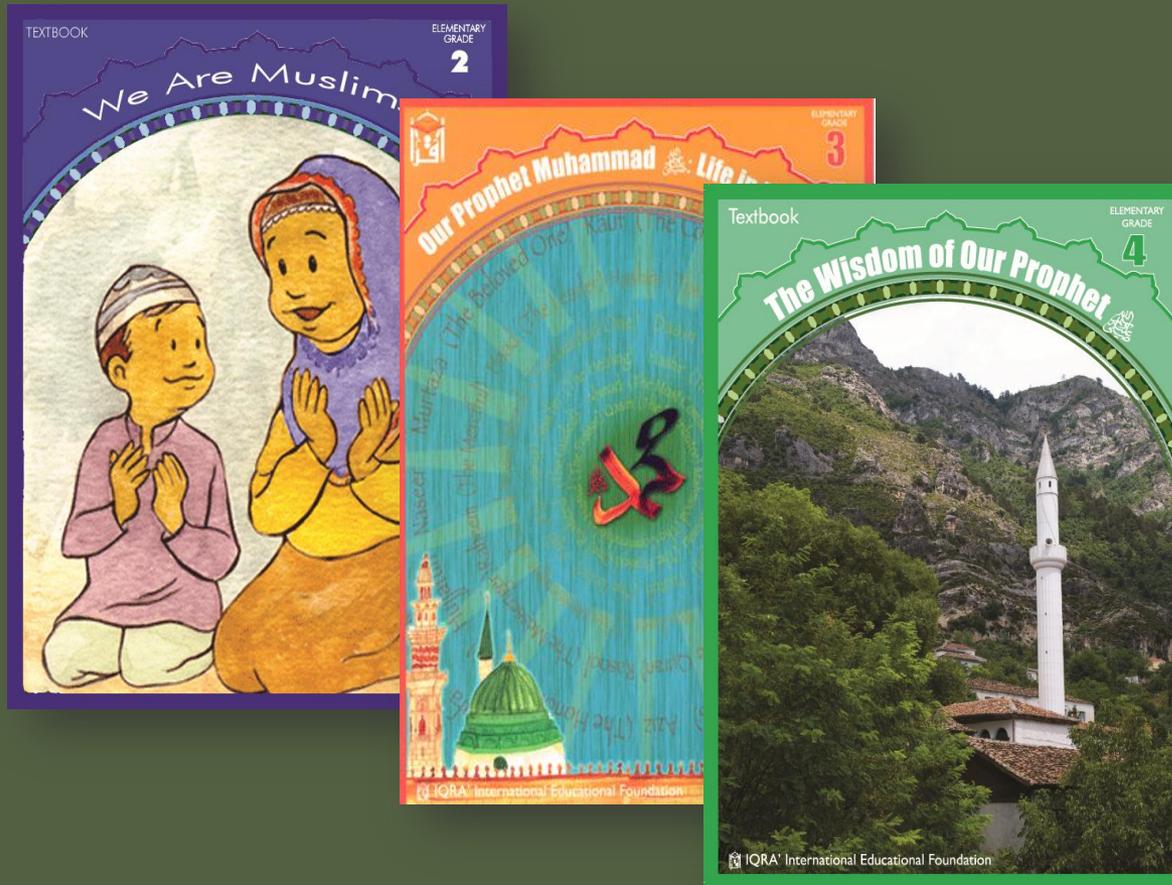
"To those who make Hijra for Allah, after they are persecuted, We will secure them well in this world. And the reward of the Hereafter is much greater – if they only knew."

(Surah an-Nahl 16:41)

القرآن

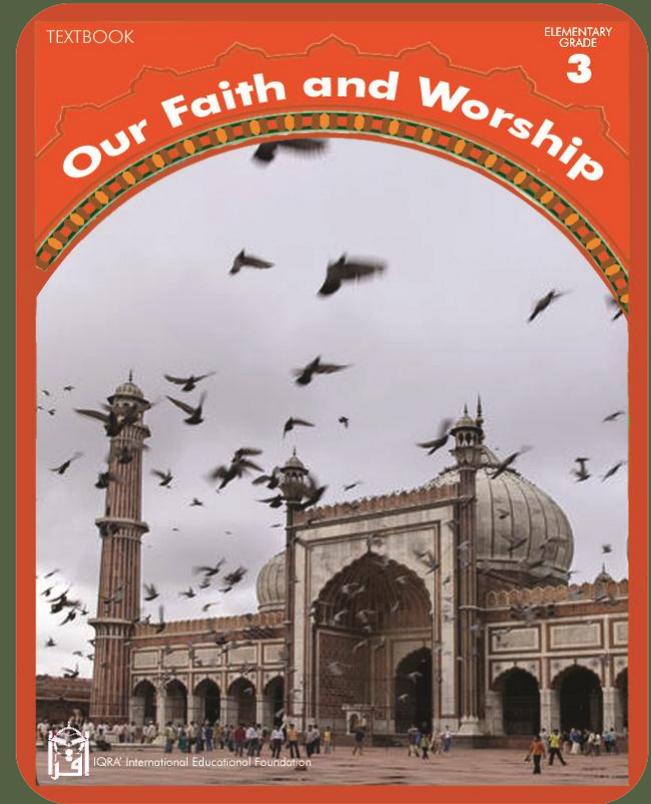
A Qur'anic Studies component is a constant feature in *Sirah & Hadith, Aqidah & Fiqh* and Social Studies textbooks.

IQRA's Textbooks



The heart and soul of our Program...

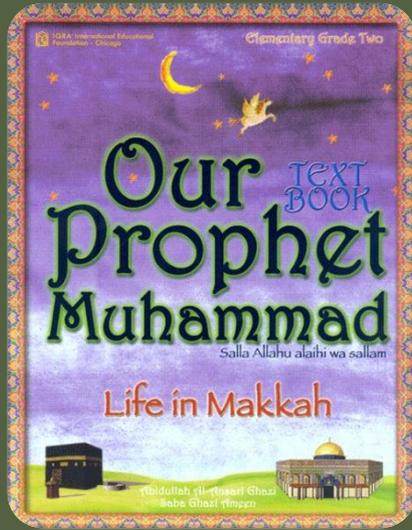
In IQRA's program each subject is taught at grade-level -- KG through 12 -- at the students' level of understanding. This is an important point, because it's commonplace for Islamic Studies classes to be taught using books that are not only contextually unfit for 21st century Muslim youth living in the West, but written far above the readability of a particular age-level, thereby preventing students from digesting and connecting with the goals of the instruction. IQRA's textbooks and workbooks continue to be written and edited by professionally-trained educators who apply uniform readability grids which allow students to fully absorb and appreciate a lesson's goal.



Let's look at the **Scope & Sequence** laid out in the syllabus and then compare it to the corresponding textbook

SCOPE AND SEQUENCE

THEME I: MUHAMMAD S.A.W AND HIS FAMILY	
TOPIC IA Muhammad s.a.w as the Last Prophet of Allah.	FOCAL IA i: Belief of a Muslim in Muhammad s.a.w as the Last Prophet of Allah (swt) FOCAL IA ii: Sending <i>Salawat</i> on Muhammad s.a.w
TOPIC IB Mecca: The City of Muhammad s.a.w Birth	FOCAL IB i: The City of Muhammad s.a.w birth FOCAL IB ii: Physical geography of Mecca FOCAL IB iii: Ka`bah, the House of Allah FOCAL IB iv: Map Skills
TOPIC IC The Family of Muhammad s.a.w	FOCAL IC i: Date of Birth of Muhammad s.a.w FOCAL IC ii: Names of the Family of Quraish and Parents and Grandfather FOCAL IC iii: Abu Talib the Loving Uncle. FOCAL IC iv: Muhammad s.a.w <i>Al-Sadiq</i> and <i>Al Amin</i> FOCAL IC v: Muhammad s.a.w An Ideal Neighbour and Friend
TOPIC ID Marriage of Muhammad s.a.w and Khadijah®	FOCAL ID i: Marriage of Muhammad s.a.w and Khadijah ® FOCAL ID ii: Characteristic Of Khadijah ® FOCAL ID iii: The Family Values



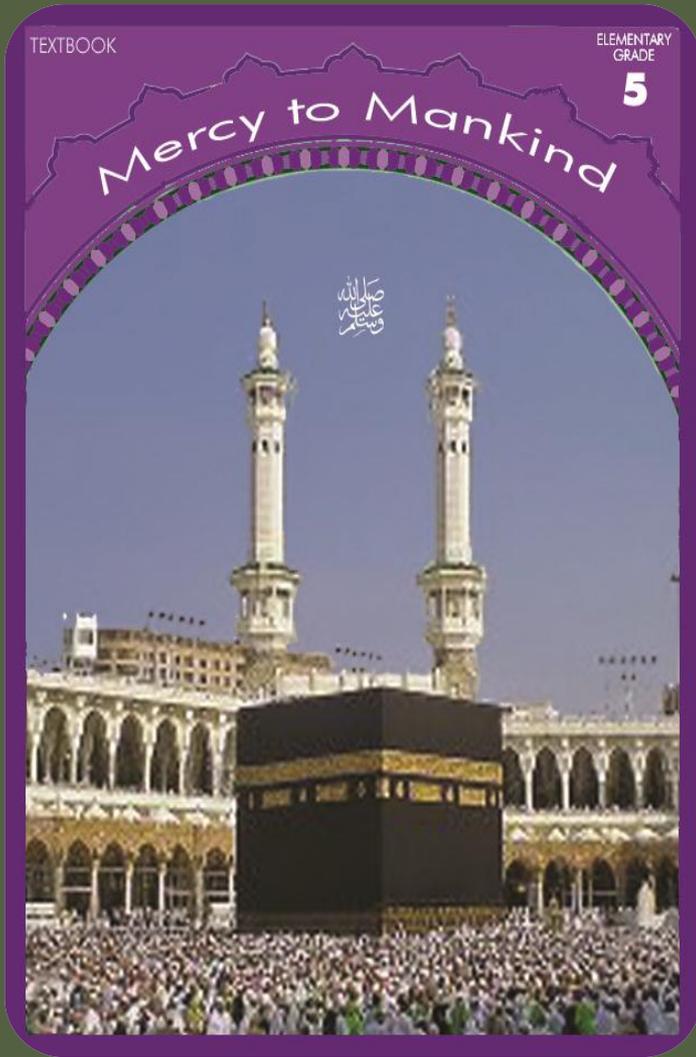
We find that the content of the textbook matches the scope & sequence. Simple and straightforward presentation of the themes of the lessons. No Mixing and confusion of too many different themes from different subjects.

OUR PROPHET • BOOK ONE

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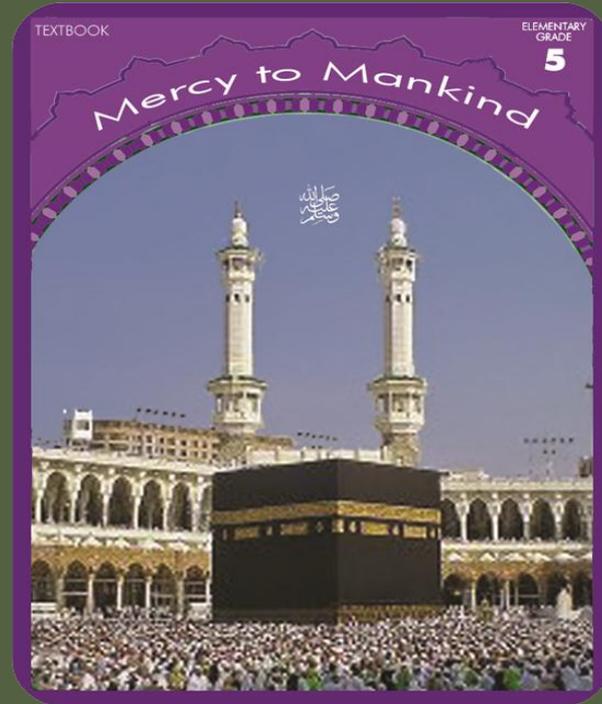
Consistency is an important part of any quality textbook. Our revised program of education has our textbooks laid out in uniform length. This is very important given the fact that the typical **FULL-TIME** and **WEEKEND** school has 45-50 minute-long class periods.



IQRA's textbooks maintain consistency and equal distribution of time and space for each topic of the Syllabus in each lesson:

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The entire book of 123 pages is devoted solely to the *Sirah* of Rasulullah ﷺ. This allows students to develop an intimate connection to the Prophet ﷺ.

Not only does the IQRA' program provide in-depth focus for each subject area, it reinforces the material at least **THREE TIMES** over the course of grades 1-10. Each subject is taught at a higher level of understanding and readability as the children grow and mature.

OUR PROPHET • BOOK ONE

LESSON 7 The Birth of Muhammad Rasullullah ﷺ

Tune in! A Special Baby
It is said that Aminah ﷺ saw a light coming out of her. The light told her that her baby would be a very "special person."
Who was this special baby?
Who was Aminah ﷺ?
Let's find out in this lesson!



Muhammad ﷺ was **born** in the Year of the Elephant. He was born in the town of Makkah.

His father's name was **Abdullah**.
Abdullah's father was **Abdul Muttalib**.
Abdul Muttalib was one of the most important men in Makkah. He took care of the Ka'bah.



Abdullah was a noble young man from Makkah. He married a fine young lady from Madinah. The young lady's name was **Aminah**.

Abdullah and Aminah were very happy together. They took care of each other. They helped each other.

They took care of their parents. They were kind to people. They helped their neighbors.

24

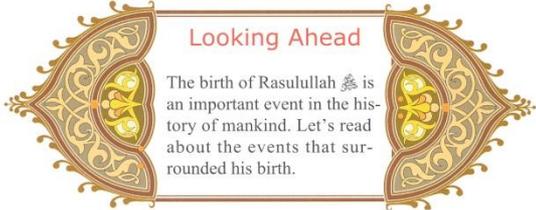
Grade 2

Grade 5

4
Lesson

A Prophet is Born

Looking Ahead



The birth of Rasulullah ﷺ is an important event in the history of mankind. Let's read about the events that surrounded his birth.

In the year 600 after the birth of Prophet 'Isa ﷺ, a young man named Abdullah, the son of Abdul Muttalib and Fatima bint Umri, lived in Makkah. He was of the clan of Bani Hashim, which was part of the powerful tribe of Quraish. Abdullah was newly married to a lady named Aminah, who was from a noble family. It was not long after that Aminah was expecting a baby.

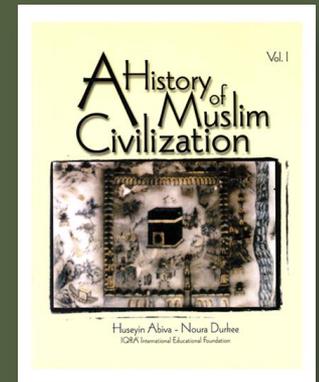
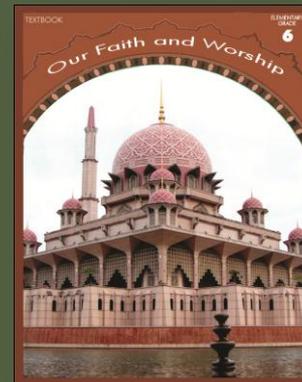
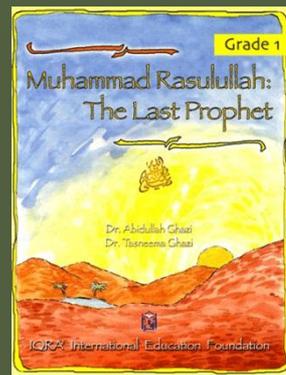
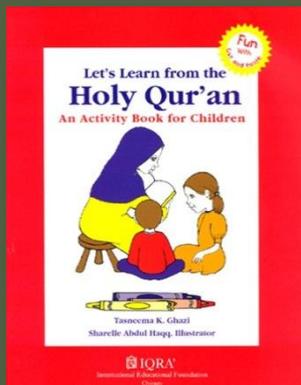
Many months before Prophet Muhammad ﷺ was born, the king of Yemen, named Abraha, planned to destroy the Ka'bah. He had built a huge church in his capitol city. He wanted the church to become the center of pilgrimage, not the Ka'bah. He grew angry when he saw that the Arabs ignored the building that he spent so much money on. So Abraha gathered an army and marched over five hundred miles up the Red Sea coast to attack Makkah.

After many weeks of marching through the hot desert, Abraha's army reached Makkah. The Makkans saw hundreds of men armed with spears, swords and bows. They also saw that the Abraha's army had a huge war-elephant called *Fil* in Arabic. The people of the city were frightened, because they did not have an army. Most of them had never even seen an elephant and they may have thought it was some kind of monster.

Being one of the most important citizens of Makkah, Abdul Muttalib decided that it was his responsibility to go out and meet Abraha. Abraha's men had also taken 200 camels that belonged to Abdul Muttalib, and he wanted them back.

13

A unique aspect of IQRA's program is that it publishes separate textbooks for each subject, rather than doing what other textbooks do: cramming everything into one book. Although it may not be apparent at first glance, there's a well-thought-out rationale behind why IQRA' does this: and that reason's flexibility. We understand that not every Islamic school is the same. There are vast differences between weekend schools and full-time schools, between small communities with a handful of students and large communities, whose classrooms are bursting at the seams. IQRA's strategy allows schools to pick and choose the books it requires to fill its own needs. Not every school, for instance, may have the time to devote large blocks of time to *Sirah*, or to Islamic history. So instead of spending money on textbooks that will not fully be used -- which means, of course, a waste of valuable community funds -- IQRA' allows schools to tailor fit their programs to their specific needs. If a school only needs a textbook for Qur'anic studies, you don't have to spend a fortune buying a 300 page book that you'll only need 50 pages of! With IQRA' you can, basically, do it your way.



Features in this Book



Looking Ahead

Each lesson begins with this feature, helping students focus on the theme of the lesson by providing a brief synopsis of the topic.

The Hadith

Both the Arabic text and the English translation of the lesson's Hadith are presented. This sets the tone of the lesson for the student.

Reading the Words of Allah
A relevant Qur'anic ayah provides a strengthening of the lesson's message.



Hadith in Action

A relevant story from the lives of honored Muslims exemplifying the lesson's message in action.

Let's Recall

Highlights the main points covered by the lesson.

Words to Know

This feature identifies important vocabulary words used in this lesson.

Family Time Together

Provides exercises which can reinforce the lesson with family involvement.

Du'a

Each lesson ends with a supplication asking Allah ﷻ to build the relevant characteristic in the student.



We strictly follow the **standards** found in most of the children's textbooks at different grade levels, specially social studies textbooks.

Each lesson has a brief interesting, attention catching introduction (Looking Ahead, Tune In)...

Our books are replete with **critical thinking** skills.

The term **critical thinking** refers to the thought processes used to evaluate information and the practice of using such conclusions to guide behavior. The process of critical thinking is associated with accuracy, logic, depth, fairness, credibility, and intellectual clarity.

OUR PROPHET • BOOK ONE

Lesson 5

Think about it!

Rewrite each group of words in order

smallest to largest:
City, Peninsula, Continent

.....

first to last:
Christianity, Judaism, Islam

.....

first to last:
Ibrahim ﷺ, Muhammad Rasulullah ﷺ, Adam ﷺ

.....

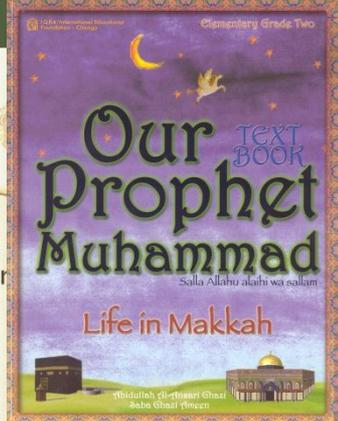
most important to least important:
Hadith, Qur'an, a book of history

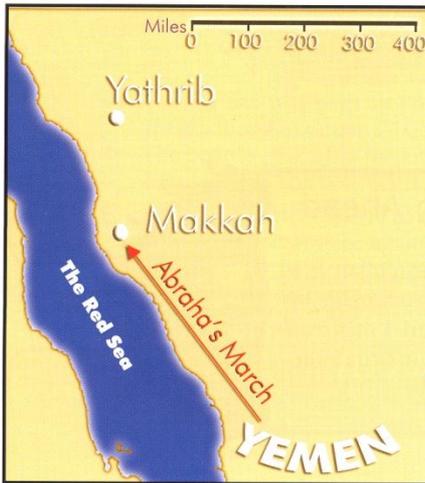
.....

smallest to largest:
Family, Ummah, tribe

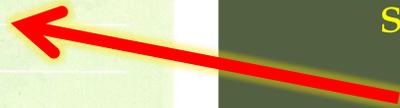
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18





1. How many miles do you think Abraha's army had to travel from Yemen to reach Makkah?



IQRA' incorporates **geography skills** in the text of the lesson.

These skills are included according to the National Standards. These activities help to expand students' knowledge and make it interesting for them to learn. These skills help them students realize that lessons in their Islamic schools are related to their studies in their regular full-time school.

He went to the tent of the king and said, "Your majesty, I want back my camels your men took." King Abraha was surprised by this request. He thought Abdul Muttalib had come to beg him not to tear down the Ka'bah.

"You are very worried about your camels," he said, "Aren't you concerned about the Ka'bah?" Abdul Muttalib replied, "I am the owner of camels, but the Ka'bah has a protector and He will protect it."

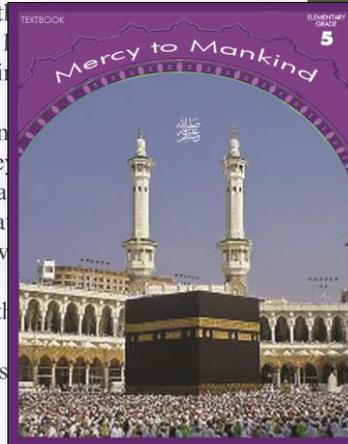
Abraha was upset by this response. "Hah! He won't be able to protect it from me!"

"Well that's between you and Him," answered Abdul Muttalib.

After that Abraha ordered the camels to be returned to Abdul Muttalib. The old Arab chief returned to Makkah and advised everyone to go up into the mountains that surrounded Makkah. There was no way they could defeat Abraha's army. Everyone in the city was terrified. They did not know what to do and went up into the mountains.

The next morning the army was ready to attack. They were going to lead the way to Makkah. No matter how big the army was, it was no match for the Ka'bah. Then, they all went to Makkah. The city was filled with people.

The army was



Our textbooks provide students with **references** to Islamic history important historical personalities (Muslim and non-Muslims) where appropriate. This does much to emphasize **Social Studies** and **Civics**, giving students a holistic view of themselves and the world around them.

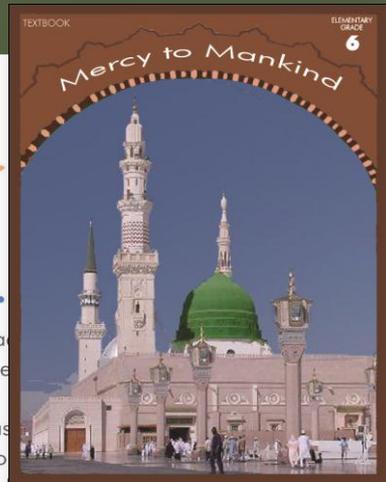
Lesson 6

The Battle of Badr (The 2nd year of the Hijrah)

Looking Ahead

Having been patient with persecution for so long, Allah gave the Muslims permission to defend themselves from those who wanted to do them harm.

The Muslims in Mecca or community. The meeting place of Muhammad ﷺ was taught them how to be good human beings.



Allah ﷻ began to reveal new rules and laws for the Muslims to follow. He ordered the Muslims to fast during the month of Ramadan. "Sawm (fasting) is done for Me," Allah ﷻ told the Prophet ﷺ, "and I will reward those who fast." How glad the Muslims were to receive this promise from Allah ﷻ!

يَأْتِيهَا الَّذِينَ ءَامَنُوا كُتِبَ عَلَيْكُمُ الصِّيَامُ كَمَا كُتِبَ عَلَى
الَّذِينَ مِن قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُونَ ﴿١٨٣﴾

"O you who believe, fasting has been prescribed for you as it has been prescribed for people before you so that you will attain Taqwa."

(al-Baqarah, 2:183)

Fasting in Other Religious Traditions

Fasting is not only an Islamic practice, but it is a part of other religious traditions as well. Jews fast from food and drink for a 24-hour period from sundown to sundown on a day called Yom Kippour. Other Jewish fasts last only from sunrise to sunset. Christians also have different types of fasts. Many abstain from meat on the special days of Ash Wednesday and Good Friday, and traditionally abstain from meat on all Fridays in the season of Lent. Fasting in Hinduism and Buddhism is commonly practiced on New Moon days and during festivals.

Our books have an emphasis on **POSITIVE ACTION**. Each lesson in the revised program has a story demonstrating the implementation of the teachings of the lesson in a tangible situation.

Offering the five daily Salawat on time brings us Allah's Blessings and Mercy. When we stand up to pray, we think of Allah ﷻ, we recite His Words and we try to become close to Him. Even if we make a small effort to do this, Allah ﷻ will answer our Du'a and forgive our mistakes and sins.

Reading the Words of Allah ﷻ

If we want Allah ﷻ to love us we must follow the teachings of the Qur'an!

إِنَّ الَّذِينَ ءَامَنُوا وَعَمِلُوا الصَّالِحَاتِ وَأَقَامُوا الصَّلَاةَ وَآتَوُا الزَّكَاةَ
لَهُمْ أَجْرُهُمْ عِنْدَ رَبِّهِمْ وَلَا خَوْفٌ عَلَيْهِمْ وَلَا هُمْ يَحْزَنُونَ

"Those who believe, and do deeds of righteousness, and establish regular prayers and give Zakat, will have their reward with their Lord: on them shall be no fear, nor shall they grieve." Surah al-Baqarah 2:277

Hadith in Action

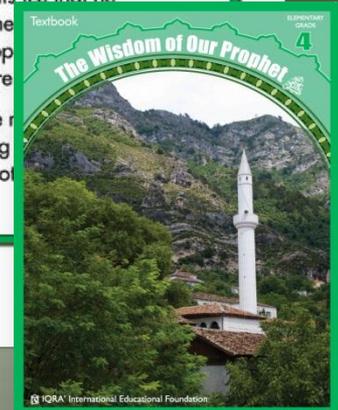
One hot summer, the great Islamic scholar Fakhruddin ar-Razi visited the city of Damascus. While walking in the bazaar he saw an ice-seller trying to sell his ice. Unfortunately the poor man could not find anyone to buy his cold product and his ice started to melt fast in the heat. The ice-seller realized that soon all the ice would melt and he would lose all his money.



In those days there were no factories to make ice, and no freezers to save it in! People used to have to go up into the mountains with their donkeys, collect ice or snow in containers and bring it into the city to sell.

The ice-seller was so worried about losing his ice that he began to call all the people walking by in the bazaar to buy his ice. He cried out, "O people, buy the man whose money is melting right before your eyes!"

As soon as he heard this cry, Fakhruddin ar-Razi understood the meaning of the *Surat ul-Asr*, where Allah ﷻ reminds people that time is running out. He understood that our lives are like ice: slowly melting away into nothing. He decided to remember Allah ﷻ with daily 'Ibadah and good deeds.



A Muslim greets another Muslim by saying "As-Salamu 'Alaikum". This means "May the Peace (of Allah) be on you."

Today we use greetings that are common to all. When we meet our friends and neighbors who are not Muslim we can say "Hello", "Good Morning" or "Good Evening".

When we meet our neighbors who are not Muslims, we must always be polite to them. We must greet them with the best greetings that they use and understand. We must also respond politely to their greetings.



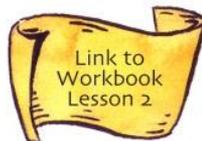
WE HAVE LEARNED

- The greeting of Islam is "As-Salamu 'Alaikum".
- We can say "Hello", "Good Morning" or "Good Evening" to greet our friends and neighbours who are not Muslims.

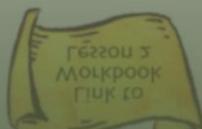
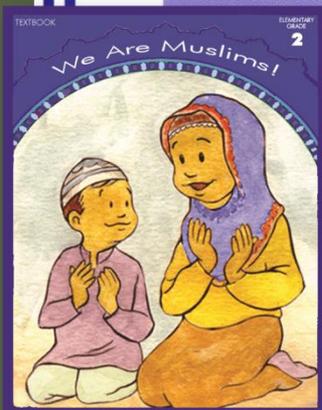
greet everyone with the best greetings
understand.

KEY WORDS?

- Chinese
- Polite



IQRA's textbooks are written in an hopeful and positive style, emphasizing the optimistic elements of life; this includes themes of love, mercy, brotherhood and hope over fear and punishment.



The **readability** levels of all IQRA' textbooks are carefully selected according to readability standards of **International Reading Association's** approved reading formulas. Islamic vocabulary words are thoroughly taught to the students by the teacher.



Allah ﷻ gives some people very little money.

They do not have enough money.
They cannot buy what they need.



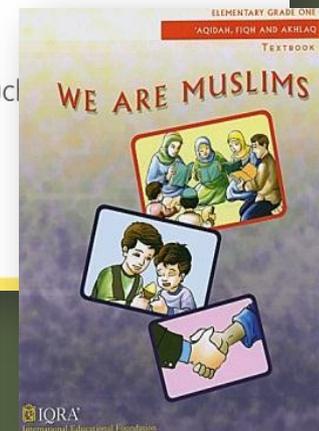
Allah ﷻ told us to share with others.

Allah ﷻ told us to share some of our money.

We share with people who do not have much.
This sharing is called ZAKAH.

PRICE
73

LESSON 23: ZAKAH



Lesson Review

Let's Recall



- A **Hadith Qudsi** is a Hadith in which Rasulullah ﷺ reports Allah's message in His words.
- Fasting is the only **'Ibadah** which we do for Allah's sake alone.

Words to Know



hadith qudsi fard backbite prescribed distribute

Family Time Together

Reflect

Rasulullah ﷺ reported from Allah ﷻ:

"A man's deeds are his, except for fasting; it is Mine and I reward it."
(Sahih al-Bukhari)

Discuss as a Family

- How is this Hadith different from other Ahadith?
- What are some of the special merits of Ramadan?

Now that you've come to the end of this lesson, sit quietly and make the following prayer:

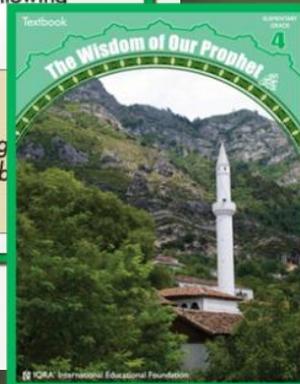
Du'a



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

O Allah! Give me the strength to fast. Give me the high reward for fasting. Help me to be a better Muslim by fasting. Amin!

The system of **transliteration** of Arabic words is based on that used by the **Library of Congress**. IQRA' has modified this to ensure ease of pronunciation among students.



In addition, **IQRA'** textbooks contain a **glossary** of foreign and difficult terms. No other textbook on the market that we know of has this feature.

Glossary

We have provided you with this glossary to help you with your "Words to Know" section. Look up the word you need and find its definition!

acceptable: Worthy of being accepted. Adequate to satisfy a need, requirement, or standard; satisfactory.

accountability: The state of being accountable, liable, or answerable.

ahadith: (أحاديث) This is the plural of the word Hadith. It means the sayings and actions of Rasulullah ﷺ.

akhlaq: (أخلاق) An Arabic word that means Islamic virtues, decency and good manners.

Al-Jam'i al-Sahih: (الجامع الصحيح) Another name for the Hadith collection called Sahih al-Bukhari.

authentic: Real, genuine, or true.

authority: A source of expert information or opinion.

balanced: Not going too far in the direction of any extreme so that rationality, harmony, or stability is achieved; keeping to proper proportions.

bandit: A robber who is often a member of a gang that robs people while they are traveling.

beneficial: Having a good or favorable effect; helpful.

bond: Something that joins, ties, or fastens together.

brag: To speak with too much pride about oneself, or about anything or anyone that one knows; boast.

burhan: (برهان) An Arabic word meaning "proof."

capable: Having the skill or power to do what is needed.

SOME MORE SIGNIFICANT FEATURES OF IQRA' TEXTBOOKS INCLUDE:

Their lessons match the number of class periods in one year (30-32) in Islamic Weekend and Full-Time schools.

The length / duration of each lesson has been written to cover a normal class period of 45 to 50 minutes.

IQRA' books are edited by professional language editors for clarity and flow, and are reviewed by Islamic scholars for authenticity.

Illustrations and pictures are very carefully selected and placed. An illustration is used only where it enhances the comprehension of the text. There is absolutely no illustrations of any prophets or respected elders. Only artists who understand Muslim cultural and religious sensibilities are invited to do the artwork for **IQRA'**.



Good Manners



The basis of Islamic morals and manners are the four often repeated words in the Qur'an:

Rahmah	=	compassion	Ihsan	=	kindness
'Adl	=	justice	Hikmah	=	wisdom

Abu Darda رضي الله عنه related that he once heard the noble Prophet ﷺ say:

”مَا مِنْ شَيْءٍ يُوَضَّعُ فِي الْمِيزَانِ أَثْقَلَ مِنْ حُسْنِ الْخُلُقِ .“

“There is nothing more heavier in the scales (on the Day of Judgement) than good manners.” (Abu Dawud and at-Tirmidhi)

Read and Think

In this Hadith Rasulullah ﷺ explains the importance of having good manners and being considerate to others. Good manners and upright character are called **Adab** and **Akhlaq** in Arabic. Because Adab and Akhlaq are so important in Islam, the Prophet ﷺ spent his whole life being a living example of them. He always advised those who followed him to be gentle and not harsh with people. He told them to

The design of each **IQRA'** book embodies Islamic art in its simplicity, clarity and charm. Our books are not crowded with multiple **unrelated** and **gaudy** colors which do nothing except distract and overpower the reader.

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A Final Point

IQRA' has, from the very start, done its utmost to keep its books very reasonably priced, so much so that it has often been to the foundation's detriment. Its textbooks and workbooks remain up till now the best buy on the market, all the while upholding the highest standards of instructional effectiveness.

We guarantee you won't even find an inferior quality book in the mainstream for less!

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ