

# Unit 1

“Everyone has a direction to which He turns. hasten then to outdo each other in everything good. Wherever you may be, God will bring you all unto Him, for verily God has power over all things.”

- Qur'an Translation 2:148

## Unit 1, Lesson 1

Subject	Assignment	Completed <input checked="" type="checkbox"/>
Qur'an	An-Nisaa 4:148-154	
Tafsir	Tafsir Ibn Kathir Vol. 3 p.15-22	
As-haab Ar-Rasool	Chapter 1 Mus'ab Ibn 'Umayr	
Aqidah	Funeral Regulations p. 15-44	
Secrah	Introduction p. 29-34	
Arabic	Introduction p. 1-4	
Khut	An-Nisaa 4:148-154	

### Lesson Objectives:

- Read and understand Surah 4 (An-Nisaa) ayaat 148-154
- Learn about the life of Mus'ab Ibn 'Umayr
- Learn about funeral regulations from time of illness until after burial
- Learn about History, its definition, audiences, source material, etc.
- Learn new Vocabulary words
- Practice your Arabic Handwriting

## Qur'an

Assignment: The Holy Qur'an, Suratul-Nisaa 4:148-154

Every day you are expected to carry out the following activities for the assigned ayat:

1. Listen to the assigned ayat on your IANA Reciter CD.
2. Read the assigned ayat.
3. Read the corresponding meaning in your Word-for-Word Qur'an Translation.
4. Memorize the assigned ayat.
5. Read the following Discussion.
6. Complete the Activities section that follows the Discussion.
7. Read the article on the "Manners of Listening to and Memorizing the Qur'aan" that follows this lesson.

### Discussion:

Reading and memorizing Qur'an should be a daily activity in the life of every Muslim. As you read, your recitation will improve in quality and speed as well as making reading easier. We encourage you, as indicated in the recommended schedule listed in the Course Overview, to read your assigned ayat (using a standard text Qur'an or the IANA Reciter CD) and the corresponding translation (regular Yusuf Ali translation or the Word-for-Word translation) every day.

Using your IANA Reciter CD will help you develop proper pronunciation. Keep in mind that **listening** to Qur'an regularly will make your **reading** easier because you will become tuned into the Qur'anic frequency so that the rhythm and pronunciation will become natural for you. When listening to your assigned ayat for the first time follow along in the text so that the pronunciation you are hearing will clearly be linked in your mind to the words you are reading on the page and help you to hear how each word is pronounced.

Please make an effort to memorize daily. Keep in mind that you are only assigned a few ayat each week so memorization if practiced each day would be very simple.

### Activities: Listening

Listen to the assigned Surah in the evening before bed, or at other quiet times. Remember you cannot be doing other activities while listening to Qur'an, such as talking on the phone, reading a book, or eating dinner. The Qur'an must be respected and listening means really paying attention. This is also a perfect time to work on your vocabulary by identifying words you know and trying to understand what the ayat are talking about without the help of the translation.

## As-haab Ar-Rasool

Did you review your Qur'an and Tafsir lesson today? Yes \_\_\_ No \_\_\_  
Remember you are supposed to do this every day before you begin your other subjects.

Assignment: Companions of the Prophet Vol. 1,  
Chapter 1- Mus'ab Ibn 'Umayr

You are expected to carry out the following activities for the assigned reading:

1. Read the assigned pages.
2. Read the following Discussion.
3. Complete the Activities section that follows the Discussion.
4. Complete the exercises under the heading "As-haab Ar-Rasool Assessment" in your Lesson Assessment at the end of this lesson.
5. Place your completed Assessment answer page in your Assessment Journal under the appropriate subject heading.

### Discussion:

In this and the following lessons for As-haab Ar-Rasool we will explore the lives of the Companions of the Prophet Vol. 1 (saw). You will learn about their Iman, courage, determination and good character while at the same time understanding the great trials and suffering that they underwent to lay the foundations of Islam. We will also see the great diversity to be found among the early Muslims.

While many of the first Muslims came from among the weak and the poor Mus'ab Ibn 'Umayr رضي الله عنه was from the wealthy class of Makkah society who was well known for his stylish dress and elegant appearance.

### Activities: Imagine You Are There

1. Try to see yourself as the companion you are reading about try to visualize the events of their life so that you begin to have some idea of what these experiences were like for them.
2. Think about your reading in History and reference it in your reading, try to visualize the greater historical context in which these people lived.
3. Pay attention to how Mus'ab Ibn 'Umayr died. Compare this to his life before Islam. What does this indicate about the connections between worldly wealth and affluence ayat a high status in the Hereafter?

## Aqidah

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Assignment: Minhaj Al-Muslim Vol. 2, Funeral Regulations p. 15-44

You are expected to carry out the following activities for the assigned reading:

1. Read the assigned pages.
2. Read the following Discussion.
3. Complete the Activities section that follows the Discussion.
4. Complete the exercises under the heading "Aqidah Assessment" in your Lesson Assessment at the end of this lesson.
5. Place your completed Assessment answer page in your Assessment Journal under the appropriate subject heading.

### Discussion:

In this lesson we will go over the Islamic rulings concerning illness, death, funerals and visiting of the graves. A thorough understanding of these issues is essential as each of us will return to Allah ﷻ at an appointed time. We need to know how to behave during the time of illness, before death, so we can prepare for our last moments in this life. We must maintain our patience and faith and remember Allah ﷻ much in that difficult time. Also knowledge of funeral practices and rulings on visiting graves is essential because we will all at some time have someone close to us pass away and we must know what is appropriate at that time and what is most pleasing to Allah ﷻ.

Death is a time of great trial and stress for both the person passing on and those around him who suffer the loss. That emotion and fear can interfere with viewing death as it should be viewed, as a servant returning to an all merciful Lord with the awareness that He is also the one who keeps account of our actions and that the accountability for all we have done in our life is near at hand.

### Activities: Preparing the Janaza

1. Try to attend the washing of a body in preparation for burial. Most Masjids need volunteers for this activity so they will probably be happy to have you come. Attending and assisting in such preparations is a profound lesson on death that can be had no other way. **Be sure to get your parents permission before doing this activity.** Review the sections on washing the body (page 26) and shrouding (page 27-29) before you go so that you will understand what is going on.
2. If a Funeral prayer is announced at your local Masjid, try to attend not only as a learning experience but also more importantly to pray for the brother or sister who has died. Make sure to review the sections on the funeral prayer (pages 29-33) so you can perform the prayer properly.

## Seerah

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Assignment: The History of Islam Vol.1,  
Introduction p. 29-34

You are expected to carry out the following activities for the assigned reading:

1. Read the assigned pages.
2. Read the following Discussion.
3. Complete the Activities section that follows the Discussion.
4. Complete the exercises under the heading "Seerah Assessment" in your Lesson Assessment at the end of this lesson.
5. Place your completed Assessment answer page in your Assessment Journal under the appropriate subject heading.

### Discussion:

In this section of the Introduction you will specifically be introduced to the concept of History as a record of Human events as well as some of the motivations for the keeping of written histories in general. We will then turn our attention to the Historian and the characteristics of a good one, the reader as the audience and his/her responsibilities to heed the lessons gleaned from history, and the sources of History. We will finish in this lesson with the section titled "Types of History" briefly discussing the scope and viewpoint of the history being studied showing how the approach of the Historian to recording the history can deeply affect the end result.

### Activities: Family History

1. Think about your own family history and how it might be written. What approach would you use, Narrative or Critical? Would it be General or would you focus on a particular event?
2. As an exercise in Critical History, ask a member of your family to show you something they possess that is important to them because of its history. Something that they treasure but you don't know exactly why. For example, an old book, an antique piece of furniture, a dress, a suit, a toy from childhood, a piece of jewelry, etc... Then ask that person to tell you its history. See how knowing an object's history somehow brings it to life for you and gives it meaning and significance that it didn't have before.

## Arabic

**Assignment:** An Easy Way to Understanding the Qur'an,  
Introduction p. 1-4

You are expected to carry out the following activities for the assigned reading:

1. Read the assigned pages.
2. Read the following Discussion.
3. Complete the exercises under the heading "Arabic Assessment" in your Lesson Assessment at the end of this lesson.
4. Place your completed Assessment answer page in your Assessment Journal under the appropriate subject heading.

### Discussion:

**A note on your textbook.** Because we are studying "Part II" of the text we are starting from the middle of the book. So page "I" of "Part II" comes after page 167 of "Part I". Do not confuse page 1 of Part I with page 1 of Part II.

**The importance of Arabic Vocabulary** lies in its link to understanding the Qur'an. Arabic studies will build your vocabulary and thus help broaden your understanding of your Qur'anic reading lessons. Your ultimate goal is to understand the Qur'an without barriers, in its original language, as it was revealed from Allah ﷻ Almighty, to the Angel Gibreel, to the Rasullullah ﷺ and finally to the people of the world.

Think of it like swimming. It is one thing to hear water described and to be told about the wonders of swimming, but it is quite another to immerse yourself in the sea, smell and taste the salt in the air and water. To strain your eyes to reach the end of the vast expanse spreading out before you and then see yourself in relation to it all. **Reading a translation is reading a description of a miracle, reading the Qur'an in Arabic and understanding it first hand is witnessing a miracle within your self.** The study of Arabic vocabulary is the first step in opening the door of direct understanding. By now you should already have a good vocabulary and this course will build upon that foundation.

In this lesson we start with the introduction with some of the technical details of the Qur'an and the terms used in it. Familiarize yourself with these details so that you will have some understanding of the framework that the coming vocabulary exists within.

## Notes on the Qur'aan & Arabic Curriculum

All Arabic course materials and lessons are geared towards teaching children to read and understand the Qur'aan. The goal of these courses is not to teach spoken Arabic, conversational Arabic or modern standard Arabic (used in newspaper, magazines, etc.) Therefore, all vocabulary and examples used come directly from the Qur'aan, and focus on greater understanding of the Qur'aan.

### Arabic Transliterations:

In most of the course materials, transliterations have been included. These transliterations are phonetic spellings of Arabic sounds using the English alphabet. They are included to assist parents who are not native Arabic speakers, in conducting the lesson. We have used the following rules of pronunciation when making transliterations. This may be slightly different than transliterations that you are familiar with.

1. U is sounded as the short U in "up" (i.e. Fut-ha, not Fat-ha)
2. E is sounded as the long E and in "eat" (i.e. e dhaa, not i dhaa)
3. A is sounded like the a in "spa" (i.e. Fat-ha)
4. If a letter is repeated twice it means the sound should be elongated, for example "ma-laa-e-ka" where the "laa" sound is longer than the "ma" sound.
5. Dashes have been used to separate syllables to make pronunciation more accurate. So in the example above "ma-laa-e-ka" has four syllables.
6. **Exceptions:** U is sometimes used as the "oo" sound in "look", E is sometimes replaced with I in words that are more commonly spelled in a way that does not fit the rules above. These exceptions have been made, because using the phonetic spelling of a word (that is more commonly spelled in a different way) might prove confusing, and Allah knows best. We have included a list of these exceptions to the rules below with their phonetic spellings for reference.

### Exceptions to the Rules:

Rasulullah (instead of Rasoolullaah)  
Musa (instead of Moosa)  
Madinah (instead of Madeenah)  
Surah (instead of Soorah)  
Suratul (instead of Sooratul)  
Allah (instead of Allaah)  
Isa (instead of Eesa)  
Adam (instead of Aadum)  
Ibraheem (instead of Ibraaheem)

Wudoo' (instead of Woodoo')  
Ummah (instead of Oom-mah)



### Format of Vocabulary Words:

The vocabulary used in the curriculum materials (i.e. Arabic Exercise Books, Mini Tafseer Books, Qur'aan & Arabic Teacher CD's and in the Qur'an Vocabulary Lists) come directly from the Qur'aan. We have chosen to use the words exactly as they appear in the Qur'aan (as opposed to the three letter roots). This methodology is different from what is currently used in most schools and Islamic Centers. To understand more about this methodology please read the summary below.

### Ad-Duha Contextual Acquisition Methodology:

The method used to teach Arabic in the Ad-Duha course materials is called Contextual Acquisition. This methodology has been developed by Ad-Duha to meet the needs of Muslims who are not native Arabic speakers and who do not have access to classes, school, resources, teachers, etc. who can teach Qur'aanic Arabic in their area. This methodology is based upon the way in which native Arabic speakers, or any native speaker of any language, learns to understand their native tongue. The principals of this method are as follows:

- **It is not necessary to know all the rules of grammar, in order to understand the language.** If you look at all native speakers of a language, they understand the vocabulary and context of words well before they ever study the rules of grammar for the language (i.e. children speak and understand what is being said to them years before starting formal schooling). Therefore, the focus in the early levels of the Ad-Duha program is solely to build vocabulary and understanding; grammar is taught in the higher levels for the purpose of refining that understanding.
- **Vocabulary is remembered better, when it is associated with a story or situation that has caught our attention.** Thus, we have associated each vocabulary list with a surah from the Qur'aan and the vocabulary is highlighted in each Mini Tafseer Book to assist parents and students in identify the word in context (hence the name of this methodology, Contextual Acquisition).
- **Non-native Arabic speakers find it very difficult to identify words in Arabic especially after they have been conjugated into different forms depending on the placement in the sentence.** Therefore, we have used vocabulary directly from the Qur'aan in the exact form (vowel markings/tashkeel, etc.) as it appears in the specific surah being studied to make identification easier. This may be confusing for native Arabic speakers, or those who have studied Arabic in traditional programs in the US or abroad. They will be more familiar with learning three letter roots and the rules of conjugation. However, this program is specifically designed for non-Arabic speakers who may not have had formal schooling in the Arabic language, but who want to teach their children the language of the Qur'aan (while learning themselves). In this case, it is best to take small steps that are not intimidating and do not overwhelm the student. The Ad-Duha method makes learning easier and more intuitive, insha-Allah.
- **You will also note that on the Qur'aan and Arabic Teacher CD the vocabulary is pronounced exactly as it is read in the Qur'aan.** For example, if

the word is at the end of a verse it will be read with a sukoon regardless of the tashkeel that appears on the word, whereas a word that appears in the middle of a sentence will have all of its tashkeel recited. (This is in contrast to most Arabic teaching materials, which focus on teaching three letter roots and then applying the rules of conjugation). The reason we have chosen this method is to make audio identification easier for non-Arabic speakers. By listening to the word in the way that it is recited in the surah, it is more likely that a non-Arabic speaker will be able to memorize its meaning and to recognize that word when they hear it again, and Allah knows best.

### Progression of Arabic Skills

As students progress through the levels of the Ad-Duha program, they will go through the following learning stages, insha-Allah...

#### Stage 1 (Level ALP to Level B):

Recognizing vocabulary within context. Keywords are highlighted when studying the Tafseer in order to increase understanding. The focus is on basic understanding of them.

#### Stage 2 (Level C to Level E):

Recognizing similarities in vocabulary when conjugated. Vocabulary is compared based on similar root structure and patterns of conjugation. Once these patterns are recognized, the student will be encouraged to translate verses and increase overall understanding.

#### Stage 3 (Level F to Level H):

Learn the rules of grammar. (i.e. masculine and feminine, tenses, dual, plural forms, etc.)

#### Stage 4 (Level I to Level M):

Apply the rules of grammar and vocabulary learned to translate and demonstrate understanding of the Qur'aan and ahadith.

### Conclusion:

It is our hope that by using this methodology to teach Qur'aanic Arabic we will assist a new generation of Muslims to go back to the Qur'aan, seeking its guidance and finding its answers, and Allah knows best.

We ask Allah to bless this curriculum, and the families that use it, and to make it of benefit to the Muslim Ummah. Any mistakes in it are our own, and anything good in it is from Allah. We seek Allah's protection from anything bad in it, and ask Allah to guide us to accept and practice what is good in it without hesitation.

## Khut

Assignment: The Holy Qur'an, An-Nisaa 4:148-154


You are expected to carry out the following activities for the assigned reading:

1. Read the assigned ayaat.
2. Read the following Discussion.
3. Complete the Activities section that follows the Discussion.
4. Complete the worksheet that follows this lesson.
5. Place your completed worksheet in your Assessment Journal under the appropriate subject heading.

### Discussion:

You are writing the word of Allah ﷻ Almighty so approach this subject with respect. Don't forget that Allah ﷻ has sworn by the "Pen" in the Qur'an and Allah ﷻ only swears by something of great honor and value. The ability to read and write are gifts from Allah ﷻ so cherish this unique ability and take the extra time and effort to do it well.

Khut or Arabic handwriting is an art form so approach it as such. Try to beautify your writing as much as possible but at the same time embellish it to suit your own artistic ideas. For example write the ayaat out as required in your assessment but then adorn the border of the paper with flowers or vines. Another option is to "illuminate" the text. Illumination is the embellishment of the initial letter of a sentence or decoration surrounding the text. In Islam we do not use animal or human beings in our artwork so you can use geometric shapes, flowers, swirls, or other designs of your own. Use colors and then accent or outline with gold to finish it off.

 Make sure your work surface is well lit so you can see what you are doing.

Look up "illumination" or "text illumination" on the internet (Google image search is a good place to start) and see if you get some images of illuminated text.

Start at this website for a quick introduction to illumination in Islamic texts (wonderful pictures of some illuminated texts included).

<http://www.biddingtons.com/content/expertislamicbook.html>

Activities:

Worksheet



Complete the worksheet on the following page.

## Khut Worksheet 1-1

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Write each of the following ayaat from your Qur'an lesson in the space provided below (practice first on a scrap piece of paper). To receive a good grade in Khut you must write **neatly, without mistakes, and within the space provided**. (Tip: Write lightly in pencil first and then go over it in **black pen** once you have made sure everything is correct.)

﴿ لَا يُحِبُّ اللَّهُ الْجَهْرَ بِالسُّوءِ مِنَ الْقَوْلِ إِلَّا مَنْ ظَلَمَ وَكَانَ اللَّهُ سَمِيعًا عَلِيمًا ﴾

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﴿ إِن تَبَدُّوا خَيْرًا أَوْ خُفُّوه أَوْ عَفُوهَا عَنْ سُوءٍ فَإِنَّ اللَّهَ كَانَ عَفُوًّا قَدِيرًا ﴾

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﴿ إِنَّ الَّذِينَ يَكْفُرُونَ بِاللَّهِ وَرُسُلِهِ وَيُرِيدُونَ أَنْ يُفَرِّقُوا بَيْنَ اللَّهِ وَرُسُلِهِ وَيَقُولُوا

﴿ نُوْمِنُ بِبَعْضٍ وَنَكْفُرُ بِبَعْضٍ وَيُرِيدُونَ أَنْ يَتَّخِذُوا بَيْنَ ذَلِكَ سَبِيلًا ﴾

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﴿ أُولَٰئِكَ هُمُ الْكَافِرُونَ حَقًّا وَأَعْتَدْنَا لِلْكَافِرِينَ عَذَابًا مُهِينًا ﴾

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وَالَّذِينَ آمَنُوا بِاللَّهِ وَرُسُلِهِ وَلَمْ يُقْرِفُوا بَيْنَ أَحَدٍ مِّنْهُمْ أُولَٰئِكَ سَوْفَ يُؤْتِيهِمْ أَجْرُهُمْ  
وَكَانَ اللَّهُ غَفُورًا رَّحِيمًا ﴿١١٠﴾

يَسْأَلُكَ أَهْلُ الْكِتَابِ أَن تُخَلِّصَهُمْ مِّنَ السَّمَاءِ فَقَدْ سَأَلُوا مُوسَىٰ أَكْبَرَ مِنْ  
ذَٰلِكَ فَقَالُوا أَرِنَا اللَّهَ جَهْرَةً فَأَخَذَتْهُمُ الصَّعِقَةُ بِظُلْمِهِمْ ثُمَّ اتَّخَذُوا الْعِجْلَ مِن بَعْدِ  
مَا جَاءَتْهُمْ أَلْيَتًا فَلَمَّسَتْهُمْ مِّنْهُم مَّيْمَنًا ﴿١١١﴾

وَرَفَعْنَا قُورَيْشَهُمُ الْطُورَ بِمِثْقَلِهِمْ وَقُلْنَا لَهُمْ ادْخُلُوا الْبَابَ سُجَّدًا وَقُلْنَا لَهُمْ لَا تَعْدُوا فِي  
السَّبْتِ وَأَخَذْنَا مِنْهُمْ مِّيثَاقًا غَلِيظًا ﴿١١٢﴾

## Unit 1, Lesson 1 Assessment

**Directions:** All assessments should be typed on separate pieces of paper following the guidelines for assessments as detailed in **Appendix A**.

### Tafsir Assessment

In an essay of 200-300 words or more give a summary of the Tafsir for the ayaat you have studied in this lesson.

### As-haab Ar-Rasool Assessment

- 1) What was Mus'ab Ibn 'Umayr's رضي الله عنه social status in Makkan society?
- 2) What type of lifestyle was he accustomed to living?
- 3) Why did he become a Muslim?
- 4) How did he come to lose his wealth?
- 5) In what battle did he carry the standard of the Muslim army?
- 6) In what battle did he die?
- 7) With what was he covered for burial?
- 8) By what nickname did Mus'ab رضي الله عنه come to be known by among the Muslims?
- 9) Which important Chieftain became Muslim after speaking to Mus'ab رضي الله عنه in an orchard of the Zafar clan in Yathrib?
- 10) What important companion did Mus'ab رضي الله عنه convince to accept Islam?

### Aqidah Assessment

Memorize (in Arabic with it's English meaning) the following supplications.

**Note:** this part of the Assessment is not written but your memorization of these supplications will be tested in your Exam for the subject.

- 1) The supplication made when visiting the sick page 20
- 2) The supplication Rasulullah ﷺ would make for a patient page 17
- 3) The supplication when one is experiencing pain page 17

The following are short essay questions.

**Note:** In Aqidah you are expected to answer the question and provide the **Daleel (proof)** for your answer. The proof appears in the assigned text in the form of quoted ayaat **from Qur'an or Hadith** that indicate the permissibility or non-permissibility of a certain action or thing. When referencing hadith include the collection it comes from, such as "Bukhari" or "Muslim". For Qur'an give the chapter name, number and ayah, for example: "Nisaa 4:12".

**Continued on next page...**

**Remember that in the study of Aqidah all answers are based on proof, an answer without sound proof is invalid.**

- 4) Is it permissible to take medication?
- 5) What type of medication is not permissible and why?
- 6) How do you wash the body of a person who has died in Jihad?
- 7) What is the desirable way to position the body in the grave?

#### Seerah Assessment

Answer the following question in 100 words or less each.

- 1) What is the best kind of Historian?
- 2) How should the one studying history approach the subject?

#### Arabic Assessment

- 1) Why are many Muslims deprived of the benefit of the Qur'an?
- 2) How is Arabic different from other languages (in terms of how it is spoken and written now and how it was spoken and written at the time of Rasulullah ﷺ)?
- 3) What two cultures have adversely affected the interpretation of the Qur'an?

Fill in the blank for the following 3 questions.

- 4) The word "Qur'an is derived from the word \_\_\_\_\_.
- 5) The first word of the Qur'an is \_\_\_\_\_.
- 6) Three of the Companions assigned the job of writing down the Qur'an were \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

#### Khut Assessment

Complete the Khut Worksheet that follows the lesson.

## *Unit 1, Lesson 2*

Subject	Assignment	Completed <input checked="" type="checkbox"/>
Qur'an	An-Nisaa 4:155-159	
Tafsir	Tafsir Ibn Kathir Vol. 3 p. 23-44	
As-haab Ar-Rasool	Chapter 2 Fatimah bint Muhammad	
Aqidah	Az-Zakah p. 45-52	
Seerah	Introduction p.35-40	
Arabic	Introduction p. 5-8	
Khut	An-Nisaa 4:155-159	

#### **Lesson Objectives:**

- Read and understand Suratan-Nisaa 4 ayaat 155-159
- Learn about the life of Fatimah bint Muhammad
- Learn about Az-Zakah
- Learn about Historical Ages, the beginning of History, Islamic History, and the History of the Sultanate.
- Learn about Qur'anic terms and the limitations of translations.
- Practice your Arabic Handwriting



## Qur'an

Assignment: The Holy Qur'an, Suratum-Nisaa 4:155-159

Every day you are expected to carry out the following activities for the assigned ayaat:

1. Listen to the assigned ayaat on your IANA Reciter CD.
2. Read the assigned ayaat.
3. Read the corresponding meaning in your Word-for-Word Qur'an Translation.
4. Memorize the assigned ayaat (highly recommended).
5. Read the following Discussion.
6. Complete the Activities section that follows the Discussion.

### Discussion:

Reading the Qur'an daily purifies the heart and strengthens the mind as well as bringing Allah ﷻ to one's remembrance often. The Qur'an is always fresh waiting to be discovered and every time you read it is new and meaningful all over a gain. So read often and take your time, don't rush through this assignment because if you approach it with sincerity it will be the one subject that you will grow to love above all others.

☞ Reciting the ayaat you are learning during the five daily prayers is an excellent way to practice and perfect your reading and memorization.

### Activities:

Try recording your recitation of the assigned ayaat on a blank audiotape then compare it to your IANA Reciter CD for the course. How do you sound? This is a good exercise to do occasionally because our voices sound different when we hear them recorded rather than in our own heads. This type of exercise can really help you refine your reading giving yourself an opportunity to hear how you are doing without having to concentrate on the reading itself at the same time. You are free to just observe your own performance and note any problem areas.

## Tafsir

Assignment: Tafsir Ibn Kathir Vol. 3, p. 23-44

You are expected to carry out the following activities for the assigned ayaat:

1. Read the assigned pages.
2. Read the following Discussion.
3. Complete the exercises under the heading "Tafsir Assessment" in your Lesson Assessment at the end of this lesson.
4. Place your completed Assessment answer page in your Assessment Journal under the appropriate subject heading.

### Discussion:

This section details some of the crimes of the Jews. Such as the killing of Prophets and their insistence that their hearts were somehow protected or covered. As if their lack of understanding or acceptance of Islam was a protection for them when in reality it was Allah ﷻ placing a seal on their hearts that caused their disbelief. This was a seal of doom for them not protection. It was because of these crimes that such a seal was placed so that those people who insisted on straying and doing evil would not be given the gift of guidance to help them back. This is the reward of those who insist on disobedience.

The accusations of the Jews against Maryam, claim of crucifixion of Christ and the reality of his being raised up to Allah ﷻ are also discussed. In both cases refuting their claims out right stating that the claim against Maryam was a false charge and that the crucifixion was made to appear to be Isa ﷺ but in fact they did not achieve their goal. Some details of the life of Isa ﷺ are also given in the Tafsir for these ayaat.

The remainder of the explanation sights various Ahadith related to the Isa's return and the Day of Judgment.

☞ Pay particular attention to these Ahadith that detail the end of time, by all indications the Day of Judgement is fast approaching it is important that you understand the events that will precede it.

## As-haab Ar-Rasool

**Assignment:** Companions of the Prophet Vol. 1,  
Chapter 2 Fatimah bint Muhammad

You are expected to carry out the following activities for the assigned reading:

1. Read the assigned pages.
2. Read the following Discussion.
3. Complete the Activities section that follows the Discussion.
4. Complete the exercises under the heading “As-haab Ar-Rasool Assessment” in your Lesson Assessment at the end of this lesson.
5. Place your completed Assessment answer page in your Assessment Journal under the appropriate subject heading.

### Discussion:

Fatimah bint Muhammad رضى الله عنها “Az-Zahrah” (the Resplendent One), “Al-Batul” for her purity and innocence, this is how this daughter of the Messenger (saw) was known by those around her. What types of nicknames do people give you? Generally a nickname is indicative of your characteristics or personality, how wonderful it must have been to be someone whose personality and character were seen as pure and resplendent. She is also known among the Muslims as one of the “Four Perfect Women”. The others being Maryam the Mother of Jesus رضى الله عنها, Asiyah رضى الله عنها the wife of Pharaoh and Khadijah رضى الله عنها the first wife of Rasulullah ﷺ and the mother of Fatimah رضى الله عنها. These women have been chosen above the women of other nations and given special roles in history and places of honor in the Hereafter.

**Activities:** Four Perfect Women

1. Look up the names of each of the “Four perfect women” in the Qur’an as well as “women, four perfect”, see what you come up with. Read the associated references. What is mentioned about these women, what do they have in common?
2. Try to see yourself as Fatimah رضى الله عنها as a young child of a Messenger from Allah ﷻ and the great responsibility and at the same time opportunity that she lived with growing up. How does your childhood compare with hers?

## Aqidah

**Assignment:** Minhaj Al-Muslim Vol. 2, Az-Zakah p. 45-52

You are expected to carry out the following activities for the assigned reading:

1. Read the assigned pages.
2. Read the following Discussion.
3. Complete the Activities section that follows the Discussion.
4. Complete the exercises under the heading “Aqidah Assessment” in your Lesson Assessment at the end of this lesson.
5. Place your completed Assessment answer page in your Assessment Journal under the appropriate subject heading.

### Discussion:

Keep in mind while studying Aqidah that the main point is that all decisions of permissibility or non-permissibility stem from concrete proofs gathered from Qur’an and Sunnah. These “Proofs” are called “Daleel” in Arabic. Whenever an Islamic ruling or opinion is given it must have a supporting Daleel to give it validity and be the foundation upon which the ruling is built.

Following this example, in your Assessments for this subject you are expected to answer your Assessment questions and provide the Daleel (proof) for your answer. The proof appears in the assigned text in the form of quoted ayaat from Qur’an or Hadith that indicate the permissibility or non-permissibility of a certain action or thing. When referencing hadith include the collection it comes from, such as “Bukhari” or “Muslim”. For Qur’an give the chapter name, number and ayah, for example: “Nisaa 4:12”.

**Remember that in the study of Aqidah all answers are based on proof, an answer without sound proof is invalid.** Also any reference must be accompanied by the relevant quotation for example:

**Question:** Is it permissible to eat dead animals?

**Answer:** No, it is not permissible to eat dead animals (found dead rather than slaughtered according to Islamic law) Allah ﷻ says in the Qur’an,

**Daleel:** “Forbidden to you (for food) are: the dead animals...” Al-Ma’idah: 3

This would be considered a complete answer containing both the ruling and its Daleel.

**Activities:** Questions?

Try to look up a question you might have in the text. Or find a subject of interest and read more about it. Look at the study of Aqidah as a way to find answers to questions that come up in your everyday life.

## Seerah

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**Assignment:** The History of Islam Vol.1,  
Introduction p.35-40

You are expected to carry out the following activities for the assigned reading:

1. Read the assigned pages.
2. Read the following Discussion.
3. Complete the exercises under the heading “Seerah Assessment” in your Lesson Assessment at the end of this lesson.
4. Place your completed Assessment answer page in your Assessment Journal under the appropriate subject heading.

### Discussion:

In this lesson we continue our discussion in the introduction laying out the foundation of the historical perspective. In this lesson we turn our attention to the following topics:

Historical Ages  
Islamic History  
History of Histories  
The Beginning of History  
The Real Beginning of History  
History of the Sultanate

The overall impression being that history is recorded from many and varied perspectives and the same events can be recorded in very different ways depending on the Historian's viewpoint or motivations.

## Arabic

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**Assignment:** An Easy Way to Understanding the Qur'an,  
Introduction p. 5-8

You are expected to carry out the following activities for the assigned reading:

1. Read the assigned pages.
2. Read the following Discussion.
3. Complete the exercises under the heading “Arabic Assessment” in your Lesson Assessment at the end of this lesson.
4. Place your completed Assessment answer page in your Assessment Journal under the appropriate subject heading.

### Discussion:

In this lesson we explore the important concept of Terminology in the Qur'an. The idea that words that exist in the Arabic language have taken on new meaning after the revelation. These terms now take on greater significance when viewed in terms of the religious concepts and ideals that they have now come to represent.

The idea in this book is to go back to the root meaning and then look at the Islamic meaning. Later in the text when you begin to actually get vocabulary words each word is accompanied by a fairly detailed explanation which will clarify the linguistic meaning and the religious one. When reading Islamic text especially Fiqh and Tafsir the writer will give a word being defined and then proceed to give its meaning “lughawi” i.e. linguistics and then “Shar'i” i.e. according to Islamic Law. So this idea of breaking down words into their composite parts and usage is very common in Islamic texts. It is a good habit to get into in general, as it will result in you having a greater grasp of the language.

We then move on to the discussion of translations and the limitation that translator's face. It is not possible to translate something like the Qur'an into another language with all its nuances and emotion. You can translate words and general meaning but the Qur'an is poetry and an art form. As such it is intensely beautiful, rhythmic and eloquent, all qualities that suffer in the process of translation. The Qur'an was revealed in Arabic for a reason, Arabic is a divinely guided and preserved language. Once you understand the Qur'an in Arabic the truth of this assertion will become manifest.

*“We have sent it down as an Arabic Qur'an, in order that ye may learn wisdom.”*

*(Qur'an, 12:2 (Yusuf [Joseph]))*

## Khut

Assignment: The Holy Qur'an, Chapter An-Nisaa 4:155-159

You are expected to carry out the following activities for the assigned reading:

1. Read the assigned ayaat.
2. Read the following Discussion.
3. Complete the Activities section that follows the Discussion.
4. Complete the exercises under the heading "Khut Assessment" in your Lesson Assessment at the end of this lesson.
5. Place your completed Assessment answer page in your Assessment Journal under the appropriate subject heading.

### Discussion:

Remember with writing the Qur'an or anything with Allah's ﷻ name in it that if you are not going to keep it you must dispose of it properly. That means that the words must be obliterated so that they are no longer readable or carry any meaning. Some do this by burning the papers, others consider cutting the item into small pieces so that the letters no longer form words as sufficient. Keep in mind with burning that you do so with parental supervision in an appropriate method under controlled means. Never leave burning papers unattended.

### Activities:

Worksheet



Complete the worksheet on the following page.

## Khut Worksheet 1-2

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Write each of the following ayaat from your Qur'an lesson in the space provided below (practice first on a scrap piece of paper). To receive a good grade in Khut you must write **neatly, without mistakes, and within the space provided.** (Tip: Write lightly in pencil first and then go over it in **black pen** once you have made sure everything is correct.)

فِيمَا نَقُصُّهُمْ مِنْهُمْ وَكَفَرِهِمْ بِآيَاتِ اللَّهِ وَقَتْلِهِمُ الْأَنْبِيَاءَ بَغَيْرِ حَقٍّ وَقَوْلِهِمْ قُلُوبُنَا غُلْفٌ  
بَلْ طَبَعَ اللَّهُ عَلَيْهَا بِكُفْرِهِمْ فَلَا يُؤْمِنُونَ إِلَّا قَلِيلًا ﴿١٥٥﴾

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وَيَكْفُرِهِمْ وَقَوْلِهِمْ عَلَىٰ مَرْيَمَ هَتَّنَا عَظِيمًا ﴿١٥٦﴾

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وَقَوْلِهِمْ إِنَّا قَتَلْنَا الْمَسِيحَ عِيسَى ابْنَ مَرْيَمَ رَسُولَ اللَّهِ وَمَا قَتَلُوهُ وَمَا صَلَبُوهُ وَلَكِنْ شُبِّهَ لَهُمْ  
وَإِنَّ الَّذِينَ اخْتَلَفُوا فِيهِ لَفِي شَكٍّ مِنْهُ مَا لَهُمْ بِهِ مِنْ عِلْمٍ إِلَّا اتِّبَاعَ الظَّنِّ وَمَا قَتَلُوهُ يَقِينًا ﴿١٥٧﴾



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بَلْ رَفَعَهُ اللَّهُ إِلَيْهِ وَكَانَ اللَّهُ عَزِيزًا حَكِيمًا ﴿٥٤﴾

وَأَنَّ مِنْ أَهْلِ الْكِتَابِ إِلَّا لِيُؤْمِنَ بِهِ قَبْلَ مَوْتِهِ ۚ وَنَوْمُ الْقِيَمَةِ يُكُونُ عَلَيْهِمْ سُبُوحًا ﴿٥٥﴾

## Unit 1, Lesson 2 Assessment

**Directions:** All assessments should be typed on separate pieces of paper following the guidelines for assessments as detailed in **Appendix A**.

### Tafsir Assessment

In an essay of 200-300 words or more give a summary of the Tafsir for the ayaat you have studied in this lesson.

### As-haab Ar-Rasool Assessment

- 1) Who was Barakah?
- 2) How old was Fatimah when her father first started receiving revelation?
- 3) What are some of the names that Fatimah was known by? (name at least 3)
- 4) How old was Fatimah رضى الله عنها when she married?
- 5) Who did she marry and what two proposals did her father refuse before he accepted this one?

### Aqidah Assessment

Memorize (in Arabic with it's English meaning) the following proofs.

**Note:** this part of the Assessment is not written but your memorization will be tested in your Exam for this subject.

- 1) One of the three Qur'anic proofs given for the obligation of Az-Zakah.  
Page 45
- 2) The first hadith given in the text as proof of the obligation of Az-Zakah beginning with "Islam was built..."  
Page 45-46

The following are short essay questions.

**Note:** In Aqidah you are expected to answer the question and provide the **Daleel (proof)** for your answer. The proof appears in the assigned text in the form of quoted ayaat **from Qur'an or Hadith** that indicate the permissibility or non-permissibility of a certain action or thing. When referencing hadith include the collection it comes from, such as "Bukhari" or "Muslim". For Qur'an give the chapter name, number and ayah, for example: "Nisaa 4:12". **Remember that in the study of Aqidah all answers are based on proof, an answer without sound proof is invalid.**

- 1) What are three benefits of Az-Zakah?
- 2) What is the ruling for one who refuses to pay Az-Zakah?
- 3) What are the three categories of wealth upon which Az-Zakah is due?
- 4) What does one not pay Az-Zakah on?