



Ealing Agreed Syllabus: guidance for teachers


KS2.3: Beliefs and practices, Islam

Overall aim: to introduce and explore some of the key beliefs and practices of Islam.

<i>Introduction</i>	<i>Pupils will</i>	
<i>Aim:</i> to learn some of the key beliefs of Islam.	<i>SEN</i>	
	<i>Gifted</i>	
Possible activities		Suggested resources
<p>Starter: Show class the short video “Introduction to Islam.” from the Espresso site. If you have Muslim pupils or staff in your class, get them to share their family’s origins, perhaps pointing to their ancestral country on a map. Alternatively get class to brainstorm what they already know about Islam. (Note: This is a good place to point out that, just as there are different types of Christians—e.g. Protestant, Catholic, Methodist—there are different types of Muslims, e.g. Sunni and Shi’a.)</p>		<p>Espresso Faiths: Introduction to Islam (you will need an LGfL login and password) https://content.lgfl.org.uk/secure/faiths/primary_uk_sa/sa_item663310_2/subject/module/video/item339411/grade2/module647846/index.html</p> <p>Don't forget your best resource, which will be the Muslim staff and pupils in the school.</p>
<p>Activity 1: Show class an example of the crescent moon and star, which is a symbol that many associate with Islam. Explain that for Muslims their faith is like a guiding star, and—like the moon—the thing that lights their path. Talk about ‘lighting’ and ‘guiding’ as symbols. Point out that the Muslim calendar is based on the cycles of the moon, which is why Muslim festivals move around the year.</p>		
<p>Activity 2: Read Sura 112 of the Qur’an (‘Unity’), explaining that the Qu’ran is sacred to Muslims. Point out that the unity (<i>tawhid</i>) and uniqueness of Allah is considered by many Muslims to be the most important Muslim belief. Brainstorm the term unity. What does it mean? A Muslim interpretation might be that Allah is the creator, who takes care of everything. And hence everything belongs to him. You might compare this with a pupil’s workbook, that they create what is inside the work book, they look after it and that the work in the workbook belongs to them.</p>		

<p>Activity 3: If the teacher is Muslim, or if there are Muslim students in the class, get them to recite the declaration of faith, Shahadah. If possible they should recite it in both Arabic and English. This declaration highlights two important Muslim beliefs, that Allah is the only god and that Muhammad is the prophet of Islam.</p>	
<p>Activity 4: Show the short film on the Espresso site about the Muslim belief in God. Point out that the word Islam means both 'peace' and 'submission', explaining that Muslims believe that submitting to the will of Allah will bring them peace.</p>	<p>Espresso video about Muslim belief in one God:</p>
<p>Activity 5: Split class in two, getting one half to note down five things that they think contribute to world peace, the other half noting down five things that they think contribute to 'inner' peace. As class members volunteer their answers, list them on the board. Discuss.</p>	<p>https://content.lgfl.org.uk/secure/faiths/pri mary uk sa/sa item663310 2/subject/module/video/item339407/grade2/module64784 6/index.html</p>
<p>Conclusion: Returning to the symbol of the crescent moon and star, ask pupils to think about something that guides them or acts as an inspirational force How might they express this in symbolic form? Be sure and point out that non-religious people also have things in their lives that guide and inspire them.</p>	

The prophet Muhammad	Pupils will	understand that Muslims believe that Muhammad was the final messenger sent by Allah to humankind; think of times when their own beliefs and ideas have conflicted with those of their family or friends.
Aim: to explore the origins of Islam.	SEN	
	Gifted	
Possible activities		Suggested resources
<p>Starter: Brainstorm ways we give and send messages, e.g. letters, phone, email, text, newspapers, television. Ask pupils to think about to whom they look for guidance. Show class the 'Prophets of Allah' image (see link), explaining that Muslims believe that Allah has sent guidance to humankind via a series of messengers, beginning with Adam and including Moses and Jesus among others. Explain that Muslims believe that Muhammad was the final messenger to be sent by Allah.</p>		<p style="text-align: center;">"Prophets of Allah"</p> <p style="text-align: center;">http://www.islamicbulletin.org/newsletters/issue_16/treeanswers.gif</p>
<p>Activity 1: Describe Makkah in the 6th century CE: how it was an important market place, and how the nomadic tribes in the region would converge on the ancient shrine, the Ka'bah, in an annual pilgrimage (see background information).</p>		
<p>Activity 2: Tell a bit about the life of Muhammad, including the fact that his work as a trader brought him in touch with Jewish and Christian communities and their beliefs, which he would naturally compare and contrast to the beliefs he was exposed to in Makkah.</p>		
<p>Activity 3: In a dramatic way, describe Muhammad's experience of the first revelation. As a class, write a postcard from Muhammad to a friend explaining what happened to him. Be careful in choosing an image for the card: it should not be figurative, but could be of a cave, or other natural scene.</p>		
<p>Activity 4: Look at the situation from the viewpoint of Muhammad's friends and family (e.g. they listened because they knew he was a good, intelligent man), and that of the ruling tribe, the Qurayash (i.e. what Muhammad was saying was a threat to their livelihood, and would require them to change).</p>		
<p>Activity 5: In general terms, talk about how change can be difficult, and that some people are more resistant to change than others: for example, parents and grandparents (or even teachers) who have resisted the new technology. Then, point out some of the very positive changes that came from the spread of Islam, e.g. an end to slavery, the spread of literacy, and a message of unity that transcended tribal divisions.</p>		
<p>Conclusion: Get class to think about how new ideas often divide families, friends and communities, and how not everyone is able to change their ways as easily as some, but at the same time, new ideas can bring advances that make life better for people.</p>		

<i>The Qur'an</i>	<i>Pupils will</i>	understand that the Qur'an is the sacred text for Muslims; think about books that they consider 'sacred' (religious or otherwise), and how they treat them differently from other books.
<i>Aim:</i> to show the importance of the Qur'an to Muslims.	<i>SEN</i>	
	<i>Gifted</i>	
Possible activities		Suggested resources
<p>Starter: In a dramatic way, demonstrate what Muslims believe to be the right way to treat the Qur'an. Before the lesson begins, make sure that the book is covered with a cloth and placed on a shelf with nothing on top of it. Wash your hands before touching the Qur'an, and demonstrate the use of the stand. Discuss with class what they think about a book that is treated in this way. If the Qur'an is in Arabic, show how Arabic is written and read from right to left. Emphasise that for Muslims it is not enough to keep the Qur'an properly, but that respect is also shown to it through regular reading and reflection.</p>		 <p>Muslim artefacts can be purchased from Articles of Faith: http://www.articlesoffaith.co.uk</p> <p>The Quran: Saheeh International Qur'an Translation Clear and contemporary English; user friendly; no Arabic text. Free copies available from Discover Islam (Based in London: 0207 471 8275 www.discoverislam.co.uk)</p> <p>Graphic-intensive translation of the Qur'an tailored to the needs and interests of young readers. http://www.amazon.co.uk/Meaning-Holy-Quran-School-Children/dp/1467990531</p> <p>Mp3s of recitations of various verses of the Qur'an can be downloaded from: http://www.duas.org/quran.htm</p>
<p>Activity 1: Review what was discussed in the previous lesson about the revelation of the Qur'an to Muhammad. Discuss how when someone hears or has a good idea they often jot it down on a scrap of paper, write it on their hand, in the margins of a book, or even send it to themselves in an email. Nowadays people can dictate things to their phone using special apps. Tell class that the first generation of Muslims memorised the verses of the Qur'an as Muhammad would recite them, as well as recording them on whatever material they had at hand, including parchment, leather and leaves.</p>		
<p>Activity 2: Point out that although the Qur'an has been translated into many different languages, Muslims prefer to read and recite it in Arabic because it creates a sense of unity between Muslims from different countries and it is a connection to the actual words that Muslims believe Muhammad received from the angel Jibril.</p>		
<p>Activity 3: In an exercise designed to convey the type of guidance found in the Qur'an, divide class into groups and hand each group a worksheet of verses from the Qur'an (see background information for example) along with categories of information (e.g. 'religious instruction', 'history of prophets'). The members of the group are to match each verse with the relevant type (or types) of information.</p>		
<p>Activity 4: Show examples of Muslim calligraphy, e.g. the Bismillah. Explain that each sura of the Qur'an (except for one) begins with the words of the Bismillah, i.e. "In the name of Allah, the compassionate, the merciful."</p>		
<p>Plenary: Play a CD or mp3 of a recitation from the Qur'an, and discuss the impact of a recitation as compared to an ordinary reading.</p>		

<i>Pillars of the faith</i>	<i>Pupils will</i>	understand that there are five duties that are at the heart of the Muslim way of life, and that these are known as 'pillars' of the faith; think about their own core beliefs, how they are reflected in their actions and how they give order and coherence to their lives.
<i>Aim:</i> to learn the five principal duties of Islam.	<i>SEN</i>	
	<i>Gifted</i>	
Possible activities		Suggested resources
<p>Starter: Brainstorm the phrase 'guiding principles'. Questions that can evoke responses include: How do people improve themselves? How do people give thanks for the good things that happen to them? Do people need to care for others? How do our guiding principles affect our daily lives?</p>		<p>Cardboard rectangle (A4), decorated with a geometric design and the word 'Islam' written in calligraphy or WordArt. 5 pieces of card to make the pillars (15cm x 21 cm) Glue stick Felt-tip pens for decoration Labels (see background information)</p> <p>After the pupils have decorated the pieces of card that will form the pillars, roll them into cylinders and glue down the length. Glue a label on each of the five pillars. Snip four slits at one end, folding them outward to make tabs, which can then be folded back and glued onto the large cardboard rectangle. Glue the pillar with 'Shahadah' on it in the middle, with the other four at the corners.</p>
<p>Activity 1: Show some images of pillars supporting a building. Discuss some attributes of pillars, e.g. 'strength', 'support' etc.</p>		
<p>Activity 2: Split class into 5 groups, each of which will be responsible for constructing and decorating one of the pillars. While the class is learning about/discussing the pillars of the faith, they can be taking turns to decorate a section of the card rectangles that will be used to construct the pillars (note: only geometric designs, no figurative artwork).</p>		
<p>Activity 3: If there are Muslim pupils in the class, ask them to give examples of one of the pillars or key beliefs/duties of Islam. Explain that the five pillars of Islam are the duties that give order to the Muslim way of life. Briefly enumerate the five pillars and the six articles of faith (see background information).</p>		
<p>Activity 4: Construct the model as per directions. Point out that the Shahadah, or declaration of faith, is the foundation of all other Muslim beliefs and practices.</p>		
<p>Plenary: As a class, reiterate the five duties of every Muslim, and discuss how these practices support a stable way of life in the same manner that a pillar supports the edifice of a building.</p>		

Muslim prayer (salah)	Pupils will	understand that a central part of Muslim life are the five daily prayers, and that there is an important cleansing ritual, <i>wudu</i> , that they must perform before beginning their prayers; think about the importance of having quiet times during the day when they can reflect.
Aim: to learn more about the importance of prayer in Islam.	SEN	
	Gifted	
Possible activities		Suggested resources
<p>Starter: Get class to imagine themselves in the midst of a busy day. Then they are to imagine hearing something that causes them to stop and retreat for a while into a quiet space of reflection. Point out that for some people this is a time to engage in prayer, whereas for others it is important to reflect inwardly on their life. Tell the class that the Muslim call to prayer is known as the <i>adhan</i> or <i>azan</i>, which is either sung by a person known as a ‘muezzin’ or transmitted from a loudspeaker with the help of a cassette recording. Play an animated adhan from TrueTube or YouTube</p>		
<p>Activity 1: If there are Muslim pupils in the class or Muslim staff, get them to explain a bit about the importance to them of the five daily prayers. Point out that these are times when Muslims can reaffirm their faith in Allah, and remember that he is always there for them.</p>		Prayer rug
<p>Activity 2: Describe the wudu ritual, if possible by showing a video of it on the IWB. Explain that when a Muslim stands up to pray, they feel that they are in the presence of Allah, and that therefore it is important to cleanse themselves beforehand. Make a list of the steps required for wudu. Read the verse in the Qur’an that mentions the wudu ritual (Qur’an 5:6)</p>		Videos of the wudu ritual and Muslim prayer can be found on the CLEO website: http://www.cleo.net.uk/resources/index.php?ks=2&cur=15
<p>Activity 3: Either get a Muslim to demonstrate the prayer postures and prostrations, or show a video of the prayer. Explain that it was Muhammad who taught the first Muslims how to pray in this manner. Show class a variety of prayer rugs, pointing out that the artistry of these rugs reflects the importance of prayer in Muslim life. Examine some typical motifs, e.g. the niche, Tree of Life.</p>		“People who believe! When you intend to pray, wash your faces and your hands and arms up to the elbows, rub your web hands over your heads, and wash your feet up to your ankles.” (Qur’an 5:6)
<p>Activity 4: Point out that Muslims can pray anywhere, as long as they are pointing in the direction (<i>qibla</i>) of Makkah. However it is obligatory for men and post-adolescent boys—and recommended for women and girls—to join in communal prayer at midday on a Friday (<i>Jumu’ah</i>), usually in the mosque. Explain that during communal prayer Muslims stand in line close to each other to show that they are all the same and of equal importance, and to show that they are united in one community.</p>		
<p>Plenary: Discuss how having to take time out to pray throughout the day is a constant reminder to a Muslim of their relationship with Allah. Get class to think about ways they find in their daily routine to give them a sense of meaning.</p>		

<i>The masjid</i>	<i>Pupils will</i>	understand that the Muslim place of worship is known as a <i>masjid</i> (mosque); learn that the first masjid was built in Madinah and that Bilal was the first muezzin.
<i>Aim:</i> learn about the role of the mosque in Islam.	<i>SEN</i>	
	<i>Gifted</i>	
Possible activities		Suggested resources
<p>Starter: Remind class about the call to prayer, and tell them the story of Bilal (see background information for links to the story), the former slave who was chosen by Muhammad to be the first muezzin. Point out that following the migration from Makkah to Madinah, Bilal was amongst the people who built the first mosque. Mention that although in Muslim countries the call to worship would usually be delivered from the roof or minaret of the mosque, in Britain it is often delivered inside the mosque so as not to disturb the neighbours.</p>		<p>If at all possible, take class to visit a local mosque.</p> <p>REonline’s “Places of Worship” website: http://www.reonline.org.uk/specials/places-of-worship/islam.htm</p>
<p>Activity 1: Discuss the meaning of the word ‘mosque’. Ask pupils to name some recognizable external features of purpose-built mosques (as compared to mosques in ordinary houses). Using the IWB, you might show pictures of minarets, domes, or the crescent and star symbol from a variety of mosques.</p>		<p>Video about Muslim worship in a mosque: https://content.lgfl.org.uk/secure/faiths/primary_uk_sa/sa_item663310_2/subject/module/video/item339416/grade2/module647846/index.html</p>
<p>Activity 2: List some of the important internal features of a mosque, e.g. wudu room, prayer hall, mihrab, minbar, clocks or boards for displaying times of the daily prayers, women’s area. Point out that mosques always provide running water for wudu, either a special room or a fountain in an external courtyard, and that this provision shows the importance of cleansing before prayer. Remind pupils that Muslims are not required to pray in a mosque, and that mosques also serve as community centres, offering classes in language, religion and other activities.</p>		
<p>Activity 3: Mention that in Islam, it is forbidden to have representations of humans or animals, and that this is why many mosques have been decorated with geometric designs or passages from the Qur’an. Point out that the development of beautiful forms of writing (calligraphy) has been an important way for Muslims to glorify the word of Allah.</p>		<p>Virtual tour of a mosque: http://www.surreyplacesofworship.org.uk/virtualvisits/mosque/#</p>
<p>Activity 4: Remind class of the way the Qur’an should be treated, mentioning that, as there are no chairs in the prayer hall of a mosque, individuals studying the Qur’an use a special stand known as a <i>rihal</i>, <i>rehal</i> or <i>tawla</i>.</p>		<p>Tour of Bolton mosque: http://www.thebcom.org/mosquetour/index.htm</p>
<p>Plenary: Review the key points covered in this unit, including the beliefs reflected in the Shahadah, the roles of the five pillars in a Muslim’s daily life, and the importance of Muhammad as a role model.</p>		

Key words	Allah, Muhammad, Islam, tawhid/tawheed, shahadah, revelation, Jibril, Ka'bah, Makkah, Qur'an, Bismillah, salah, zakat/zakah, sawm, Hajj, muezzin, adhan, Jumh'ah, mosque, masjid
Points to note	The initials pbuh mean 'peace and blessing be upon him', and it is customary for Muslims to use this phrase after the name of any of the prophets. This should be pointed out to the class, but it should not be used unless the teacher is Muslim themselves, when it will appear as natural and appropriate. However the teacher should make it quite clear that they are using the phrase because it is part of their own beliefs. At the same time as pupils should be taught to respect the beliefs of others, non-Muslim students should not be expected to say or write it, just as non-Christian pupils should not be expected to refer to Jesus as 'He', i.e. with a capital H, which implies a belief in his divinity.
Overall levels of progress	
<p>Expected: at the end of this unit, most pupils will:</p> <ul style="list-style-type: none"> ▪ understand that Muslims believe in one god, who they call Allah and that Muhammad was Allah's final messenger to humankind. ▪ be able to tell the story of the origin of the Qur'an and describe how and why it is treated in a special way by Muslims. ▪ be able to list some of the pillars of Muslim belief. ▪ understand the importance of prayer in a Muslim's life. <p>Emerging: some pupils will have made less progress and will:</p> <ul style="list-style-type: none"> ▪ know that Allah is the name of the Muslim god and that Muhammad is the prophet of Islam. ▪ be able to name one of the pillars of the Muslim faith. ▪ know that the Qur'an is the sacred book of Islam. ▪ know that Muslims pray five times a day. ▪ <p>Exceeding: some pupils will have made more progress and, in addition to the above, will:</p> <ul style="list-style-type: none"> ▪ identify Muslim beliefs that they share and others which they don't share. ▪ be able to pose questions to Muslims about the effect of the Qur'an and the five pillars of the faith to their lives. ▪ be able to compare and contrast features of Islam with those of other religions. 	

Background information



Calligraphy depicting the Shahadah

www.britannica.com

Sura 112

“In the name of Allah, the compassionate the merciful,
Say, he is Allah, the one.
Allah is eternal and absolute.
None is born of him, nor is he born.
There are none like him.”

Shahadah

“There is no god except Allah, Muhammad is Allah’s messenger.”

Bismillah

Bismillah ar-Rahman ar-Raheem, “In the name of Allah, the
compassionate, the merciful”



Calligraphy of Bismillah

www.nmhschool.org



Bedouin camel caravan

www.nabataea.net

The harsh conditions of the Arabian peninsula often resulted in conflict between the nomadic tribes, but once a year they would declare a truce and converge upon Makkah. Even before Islam there were religious reasons for this pilgrimage: to pay homage to the shrine, and to drink from the Well of Zamzam. However, it was also the time that disputes would be arbitrated, debts would be resolved, and trading would occur. These annual events gave the tribes a sense of common identity and made Makkah extremely important throughout the peninsula.

In the 5th century, the Quraysh tribe took control of the city. They became skilled merchants, and in the 6th century they participated in the lucrative spice trade, as battles in other parts of the world caused traders to divert from dangerous sea routes to the relatively more secure overland routes.

Muhammad’s great-grandfather had been the first to equip a camel caravan, and these caravans became a regular part of the town’s economy. The surrounding nomadic tribes would bring leather, livestock, and metals mined in the local mountains; spices, leather, drugs, cloth, and slaves would come via Africa and the Far East. These goods would be loaded onto camels, which would then set off to the market cities in Syria and Iraq.



Pilgrims pray at the Ka'bah,
Persian artist Bizhad, 1442

www.saudiaramcoworld.com

According to the Qur'an, the Ka'bah was built by Ibrahim and his son Ishmael around 2000 BCE, although Muslim tradition points out that the inhabitants of the region subsequently drifted from a belief in one god. As a result, prior to Muhammad, the Ka'bah was said to hold up to 360 images of the gods worshipped by the tribes, including icons of other faiths, such as statues of Jesus and Mary.

Muhammad was born in Makkah in 570 CE. His father died two months before he was born, and his mother died when he was six. He was cared for by his grandfather, and when his grandfather died, Muhammad was adopted by his uncle, Abu Talib.

Tradition states that even as a youngster Muhammad believed in one god, the god of Ibrahim. By the time he was 25 he had a reputation for honesty. His experience of trading and his good reputation caught the attention of Khadijah, a wealthy widow and merchant who employed Muhammad to take her goods to trade in Syria. Eventually Khadijah asked Muhammad to marry her, and she became not only his wife, but also his friend, helper and first convert to Islam.



Black stone set into the eastern
corner of the Ka'bah; sole relic of
the original building

www.sacred-destinations.com



Cave of Hira

[wikipedia](https://en.wikipedia.org/wiki/Cave_of_Hira)

For several years after his marriage to Khadijah, Muhammad lead the life of a merchant. During his travels he became exposed to Jewish and Christian communities, and soon he gave up worldly activity and began his own search for truth. He would often stay alone in a cave—the cave of Hira—at the top of Jabal al-Nur ('mountain of light') a few miles from Makkah. At the age of 40 he returned to the cave to spend Ramadan, the traditional month of retreat, in meditation, and on 12th February 610 CE he had an experience of revelation, during which the angel Jibril appeared to him and said to him: "Read!"

"I cannot read!" said the prophet for, like many people of the time, Muhammad had not been taught to read or write. Again the angel commanded, "Read!" And again Muhammad replied, "I cannot!" For a third time, the angel commanded him to read, saying: "Read in the name of your Lord, who created all humanity from a drop of blood, speak these words out loud! Your Lord is the Most Generous One—He who has taught the Pen, and taught humans what they did not know." (Sura 96: 1-5)

Muhammad repeated these words until he knew them by heart. At the same time he was very frightened, at first wondering if the cave was haunted. As he headed back towards Makkah the voice came again. This time it boomed out: "Oh Muhammad, you are the Messenger of Allah, and I am Jibril."



The angel Jibril
14th century manuscript
illustration

www.britishmuseum.org

Muhammad looked up and there, in front of him, he saw the angel towering above him in the sky. He ran home and told Khadijah what had happened.

Khadijah then went to consult her cousin, who told her that Muhammad had been chosen by Allah to be His messenger, and a prophet to the people. But he also warned her that, though Muhammad would have a great message for the world, he would have to be patient because initially not many people would listen to him.

The first people to listen to Muhammad were friends and members of his family, who knew him as intelligent, kind and down to earth. They also realized that the 'revelations' that he was receiving were a clear guide to a righteous way of life. Muhammad taught this small circle how to pray. But after three years Jibril commanded him to speak openly, and he began to hold public meetings to spread the message. Jibril would appear to Muhammad and convey Allah's message over a period of 23 years.

The ruling tribe of Makkah, the Quraysh, found Muhammad's message of the one god threatening, for they were in charge of the Ka'bah with its icons representing many gods, and were worried that the new beliefs would curtail the profit they made during the annual pilgrimages. So they subjected Muhammad and the early Muslims to persecution, which eventually led to the hijra—or migration—to Yathrib in 622, a city which was eventually renamed Madinat-al-Rabi ('city of the prophet', shortened to Madinah, 'city') in honour of Muhammad.




Illuminated Qur'an

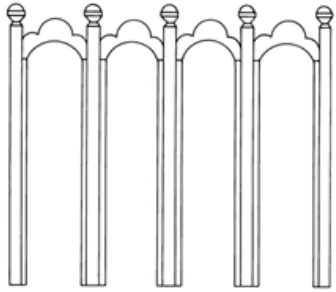
groups.colgate.edu

The Qur'an (Arabic, 'recitation') consists of 114 chapters (*suras*) of varying lengths. The title of each sura is derived from a name or quality discussed in the text or from the first letters or words of the sura. In general, the longer chapters appear earlier in the Qur'an, while the shorter ones appear later. As such, the arrangement is not connected to the sequence of revelation.

Each chapter, with the exception of one, commences with the Bismillah, and is formed from a variable number of verses (*ayat*, a word which originally meant a sign or portent sent by God). In their content and distinctive rhymes and rhythms the *ayat* are more akin to the prophetic utterances found in the sacred scriptures of Judaism and Christianity than to the highly refined poetry of the pre-Islamic Arabs. Since the beginning of Islam, the proper number of *ayat* has been a controversial issue among Muslim scholars, some recognizing 6,000, some 6,204, some 6,219, and some 6,236, although the words in all cases are the same. The most popular edition contains 6,236.

The Qur'an was written down by Muhammad's companions while he was alive, although the prime method of transmission was orally. It was compiled in the time of Abu Bakr, the first caliph (632-634), and was standardized in the time of Uthman, the third caliph (634-644).

	KS2 book recommendations		
	<p><i>My Name is Bilal</i> ISBN: 1590781759 Author: Asma Mobin-Uddin A well-done treatment of a subject not often seen in children's picture books. Bilal transfers to a school where he and his sister are the only Muslim children.</p> <p><i>The Most Magnificent Mosque</i> ISBN: 1845070127 Author: Ann Jungman 3 Friends of different faiths working together to rescue a Spanish mosque in Cordoba.</p>	<p><i>Tell Me About the Prophet Muhammad</i> (Hard Cover) ISBN: 8187570113 Author: Saniyasnain Khan</p> <p><i>Tell Me About Hajj</i> (Paperback) ISBN: 8187570903 Author: Saniyasnain Khan</p> <p><i>Tell Me About the Prophet Musa</i> (Hard Cover) ISBN: 8187570482 Author: Saniyasnain Khan Resources for all</p>	<p><i>Tell Me About the Prophet Yusuf</i> (Paperback) ISBN: 8187570652 Author: Saniyasnain Khan</p> <p><i>Tell Me About the Creation</i> (Paperback) ISBN: 8178980479 Author: Harun Yahya</p> <p><i>Zaahir & Jamel the Camel at the Hajj</i> (Paperback) ISBN: 8178983028 Author: Amatullah Al-Marwani</p> <p><i>Just for Kids Quran Stories</i> ISBN: 8178984156 Author: Saniyasnain Khan</p>



www.waupun.k12.wi.us

The Five Pillars of Islam refer to the five duties that every Muslim must perform diligently and wholeheartedly. These duties are woven into the lives of Muslims and give order and coherence to each and every day, taking precedence over all worldly matters. This means that Islam is a way of life, not merely a part of life.

Shahadah (Declaration of faith)

The first of the five pillars of Islam is the declaration of faith. The most basic requirement of being a Muslim is to publicly state the words “There is no God but Allah and Muhammad is His Prophet,” with sincerity and without any reservations. This testament is the foundation for all other beliefs and practices in Islam. To become a Muslim, a non-Muslim must repeat the Shahadah three times in the presence of witnesses. This pillar is central to the faith, and is repeated in the Adhan or call to prayer.

Of equal importance and in accordance with the Shahadah are the *six articles of faith*. These are :

Belief in One God (Allah): Allah is one and has no partners or equals.

Belief in Angels: In addition to the physical world, Muslims believe that Allah created a world invisible to humans in which angels exist. These angels are sinless, do not eat or drink and are neither male or female. The chief responsibility of the angels is to praise Allah and to do his will. The most important of the angels is Jibr’il (Gabriel). On behalf of Allah, Jibr’il revealed the Qur’an to the Prophet Muhammad. Muslims also believe that each human being is assigned two angels who serve as guardians and recorders of the individual’s deeds, both good and bad.

Belief in the Holy Books: Muslims believe that Allah sent messages to humanity through his prophets, and which are contained in the following:

- The Suhuf (scrolls, now lost), revealed to the prophet Ibrahim (Abraham)
- The Taurut (Torah), revealed to the prophet Musa (Moses)
- The Zabur (Psalms), revealed to the prophet Daud (David)
- The Injil (Gospels), revealed to the prophet Isa (Jesus)
- The Qur’an, revealed to the prophet Muhammad

Belief in the Prophets: Following on from the above, Muslims believe that Allah sent prophets to every nation to provide humankind with guidance.

Belief in the Day of Judgement: The belief of a life after death and the resurrection of the dead on a day of judgement is an essential part of Islamic faith.

Belief in Fate: This is the belief that everything that happens is the will of Allah. Acceptance of fate is an essential element in Islam, i.e. submitting to the will of Allah.



[Agencia Brasil](#)

Salah (Prayer)

Salah consists of a set sequence of actions and recitations from the Qur'an, after which personal supplications may be added. Every Muslim is required to pray at five named times a day:

- Salat al-Fajr (dawn)
- Salat al-Zuhr (mid-day)
- Salat al-Asr (late afternoon)
- Salat al-Maghrib (sunset)
- Salat al-Isha (nightfall)

During the month-long fast of Ramadan Sunni Muslims tend to perform the recitation of the entire Qur'an by means of special prayers, called Tarawih, which are held in the mosques every night of the month. During these prayers a section amounting to 1/30th of the Qur'an is recited, so that by the end of the month the entire book has been read.



www.zpub.com

Zakat/zakah (annual welfare payment)

There are many rules regarding zakat, but in general Muslims are obliged to contribute 2.5% of their savings and business revenue – as well as 5-10% of their harvest – to those less fortunate than them.

In addition to the obligation of *zakat* is *sadaqah*, considered to be the voluntary act of giving alms *fi sabillillah* (“for the cause of Allah”). *Sadaqah* is everyday generosity, for example a smile. It can also be gifts of money given to bring blessings to occasions such as births, weddings, anniversaries and successes such as a promotion, or to mark a period of bereavement or a funeral.



www.egfl.org.uk

Following the example set by Muhammad himself, the daily fast during Ramadan is traditionally broken with water and dates.

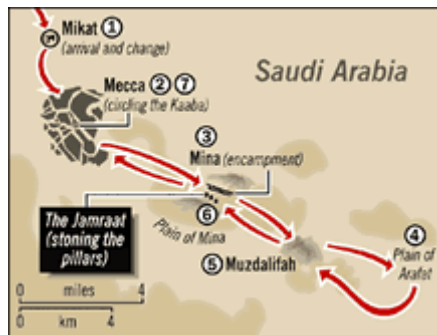
Saum (The discipline of self-control/restraint)

O you who believe! Saum is prescribed to you as it was prescribed to those before you, that you may (learn) self-restraint. (Qur'an 2:183)

To most non-Muslims saum means fasting, whereas the word actually refers to the discipline of self-control or restraint. Every year in the month of Ramadan (i.e. the ninth lunar month in the Muslim calendar) believers are required to abstain from food, drink and sexual intercourse from dawn to dusk. In addition, Muslims are expected to refrain from inappropriate thoughts and actions such as anger, envy, greed, lust, gossip, violence, and bad language.

Fasting is meant to encourage Muslims to seek nearness to Allah, to be patient, and to learn the hardships faced by the less fortunate. Many read the Qur'an in its entirety over the course of the month, and there are additional congregational prayers in the night.

Eid is an Arabic word meaning a recurring event, and in Islam it denotes the religious festivals. *Fitr* means "to break" and the festival of Eid-ul-Fitr marks the breaking of the fasting period of Ramadan.



Route taken during Hajj

[Wikipedia](https://en.wikipedia.org/wiki/Hajj)

Hajj (Pilgrimage)

Hajj is the pilgrimage to Makkah that takes place in the twelfth month of the Islamic calendar. Every Muslim who is physically and financially able is obligated to perform it at least once in their lifetime. In addition it is considered worthy for those who can afford it to anonymously sponsor a less-financially able person to go on the Hajj.

The Hajj is based on a pilgrimage that was ancient even in the time of Muhammad. According to tradition, it is believed that Abraham was ordered by Allah to leave his son Ismael and his wife Hagar in the desert. While the distraught Hagar ran back and forth searching for water for her son, the baby started to cry and when he hit the ground with his foot water was released from the well of Zamzam.

There are a number of important rituals associated with the Hajj, including the wearing of special clothing, performing seven circumambulations of the Ka'abah, a re-enactment of Hagar's frantic search for water for her son, and a symbolic stoning of the devil. The journey is meant to strengthen a person's faith in Allah; it also helps to strengthen the sense of belonging to a global community of believers.



Le Muezzin
Jean-Léon Gerome 1865

www.artunframed.com

The Muslim call to prayer is known as the *adhan*. The function of *adhan* was foreseen in a dream by one of the first Muslims, who saw a person calling out from the roof of a mosque. It is said that the Prophet agreed to this, and appointed Bilal to be the first Muslim muezzin. However it is believed that the institution of the muezzin—the public crier—existed in pre-Islamic Arab culture. In the earliest times of Islam, before the introduction of minarets, the *adhan* could be transmitted from the roof of the mosque or by a person walking through the streets.

The *adhan* consists of seven standard elements:

¹ "God is most great" (x4) ² "I testify that there is no god except God" (x3) ³ "I testify that Muhammad is the Messenger of God" (x3) ⁴ "Come to prayer" (x2) ⁵ "Come to salvation" (x2) ⁶ "God is most great" (x2)
⁷ "There is no god except God" (x1)

Muslims hearing the *adhan* are meant to repeat it quietly. The *adhan* is also used in connection with the birth of a child, when the father recites it to the newborn.

Story of Bilal: <http://www.sln.org.uk/storyboard/stories/i3.htm> or <http://www.cist.org.uk/pv/lm/lr7321.htm>



Central Jamia Masjid, Southall



Interior of dome

The masjid (mosque)

The Arabic word *masjid* means *place of worship* and is derived from the verb *sajada* (root *s-j-d*, meaning 'to bow' or 'to kneel') in reference to the prostrations performed during Islamic prayers. The modern-day English word *mosque* comes from Spanish *mezquita*.

The mosque is the centre of the Muslim community. It is here that the five daily prayers and other forms of religious and social activities are performed in accordance with the teachings and practices of the prophet Muhammad. The mosque serves as an information and education centre (*madressah*), and in most mosques Qur'anic studies are regularly provided for both young and old.

Muslims entering the mosque carry out a strict sequence of ablutions in the designated washing area (*wudu*). Shoes are removed and the head, nostrils and ears, the hands and arms (up to the elbows) and the feet (up to the ankles) are washed in running water.

Although mosques do not contain religious pictures or statues – which are proscribed in the Qur'an – there is usually a board marking the times of the five daily prayers, and the niche (*mihrab*) which indicates the direction (*qiblah*) of Mecca, towards which all Muslims face when they pray.

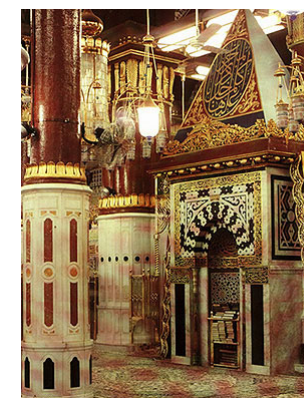
To the right of the *mihrab* can be found a *minbar*, a set of steps leading to the platform used by the imam when he (or she*) gives the *jumu'ah*, the sermon during the important midday Friday prayer. Boxes outside the prayer hall are for *zakah*, the duty to provide alms which is one of the five pillars of the faith. (*In some places women can serve as imams and/or lead prayers, although this is not yet commonplace.)

If the class is visiting a masjid: all should dress modestly, with both boys and girls wearing loose-fitting clothes that cover their arms and legs. Women/girls should cover their head with a scarf; men/boys may wear a cap. All will be required to remove their shoes on entering. Pupils should be told that they should not walk in front of people who are praying, or sit with their feet pointing towards the *qiblah*. Although it is usually permissible, always ask before taking photographs.



Wudu room

Central Jamia Masjid, Southall



Qiblah, Prophet's mosque,
Madinah

www.mideasti.org

Content of the Qur'an

Instructions: read the verses, and match to type of information (can be more than one type).

Type of information	History of prophets	Allah as creator	Allah's provision for humankind	Religious instructions	Rules for behaviour
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Verse of Qur'an	Text	Type of information
7:160	'We directed Moses by inspiration, when his people asked him for water: "Strike the rock with your staff:' out of it there gushed forth twelve springs.'	
216.8	'And He (God) has created horses, mules, and donkeys, that you might ride them as well as for their beauty. And He creates what you do not know.'	
2:183	'O you who believe! Fasting is prescribed to you as it was prescribed to those before you, that you might remain deeply conscious of God.'	
4:135	'People who believe! Be just, even if it's against yourselves or your parents or your family.'	
96: 3-5	'Read, and your God is the most generous, who has taught by the pen, taught humans what they knew not.'	
10:5	'It is He (God) who made the sun to be a shining glory and the moon to be a light, and measured out phases for it; that you will know the number of years and the count (of time).'	
49:11	'People who believe: one group should not laugh and make fun of others...or give one another bad nicknames.'	
7:31	'Children of Adam: wear your best clothes every time and place when you pray. Eat and drink but do not waste from being greedy. Allah does not like people who waste.'	
23:23, 27	'And We have sent Nuh (Noah) to his people, so he said: "O my people, serve God, you have no other god besides Him. Will you not take heed?"... So We inspired him: "Construct the ship under Our eyes and Our inspiration. Then, when our command comes and the volcano erupts, then you shall take on the ship two from every pair and your family, except for those of them upon whom the word has come. And do not address Me regarding those who have done wrong, for they will be drowned."	

Labels for Pillars of Faith activity

Shahadah

Salah

Zakah

Sawm

Hajj