



Al-Azhar Al-Sharif
Presidency of Al-Azhar Institutes Sector

Pilot Edition

A Glimpse of Revelation II

An ESP Course for Al-Azhar Secondary Schools

Teacher's Guide



2025 - 2026

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A Glimpse of Revelation II **Teacher's Guide**

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A Glimpse of Revelation

Teacher's Guide

Year Two Secondary

Introduction

بسم الله الرحمن الرحيم

Thanks, and all praise be to Allah. I thank Him, repent to him, and ask Him for His forgiveness. We take refuge in Allah from the evil of ourselves and the evil consequences of our actions. Those whomsoever Allah guide, no one can misguide and those whomsoever Allah leave to go astray, no one can guide. I declare and bear witness that there is no one who has the right to be worshiped but Allah alone. There is no partner to Him, and I declare and bear witness that Mohammad is the messenger of Allah (PBUH). Allah has guided humans to gain knowledge and inspired their learning. In fact, all the knowledge are an endowment from the All-Knowing.

Al-Azhar New Curriculum *A Glimpse of the Revelation* for the secondary stages at Al-Azhar institutes provides a comprehensive set of progressive learning outcomes of what Al-Azhar learners should *know* and *be able to communicate* in the English language, using Islamic terminologies to spread the Islamic principles, values and ethics.

A Glimpse of the Revelation for Al-Azhar secondary institutes includes:

- Islamic contextual information in the English language.
- English language for religious purposes.
- Activities to help the learner implement the learning outcomes.
- developing competence in using language for Islamic perspectives.

Rationale of Curriculum Development

A Glimpse of the Revelation is based on the integration and consideration of the prior knowledge of learners. It introduces Islamic concepts and aspects that students should learn, understand, and utilize.

The integrated scope and sequence works as a road map to ensure comprehensiveness, and to provide learning experiences specifically designed to support learners of English as a foreign language at various levels of development.

The aims of the Course

A Glimpse of the Revelation aims to enable Al-Azhar learners, at secondary Institutes, to communicate confidently and effectively and to develop critical thinking skills to respond to a range of information, media and texts with **enjoyment** and **understanding**. In addition, it promotes a **cross-cultural understanding** about **sound creed and ethics as well as Islamic Moderate Core values** that Al-Azhar propagates. More and above, the framework is founded on best practices in teaching English as a foreign language and is designed to engage learners in an active, interactive and creative learning journey.

A Glimpse of the Revelation focuses on helping students to acquire a solid knowledge of the Islamic ethics and principles, preparing them for the modern world as future employees and citizens so that they can effectively deal with today's challenges. The course achieves this by integrating the 21st century skills in the light of the basic principles, ethics, issues and Values of Islam. Life skills and issues can, therefore, be found throughout the course. In addition to these universal skills and themes, the course maintains a distinct Islamic focus, with an emphasis on Al-Azhar vision.

A Glimpse of the Revelation has global perspectives that provide learners with the opportunity to develop these skills:

1. Analysis.
2. Collaboration.
3. Communication.
4. Evaluation.
5. Reflection.
6. Research.
7. Curiosity about the world around the students.
8. Knowledge + Understanding + Skills that can be applied in across subjects

Global perspective helps students to develop an understanding of different cultures. It also allows them to see how their own culture fits into the larger world. Global citizenship aims to encourage young people to develop their knowledge, skills and values they need to engage with the world. A student is a global citizen who is aware of

and understands the wider world. A global citizen takes an active role in their community and works with others to make our planet more peaceful, sustainable and fairer.

A Glimpse of the Revelation curriculum helps learners to lay the foundations for lifelong learning, including:

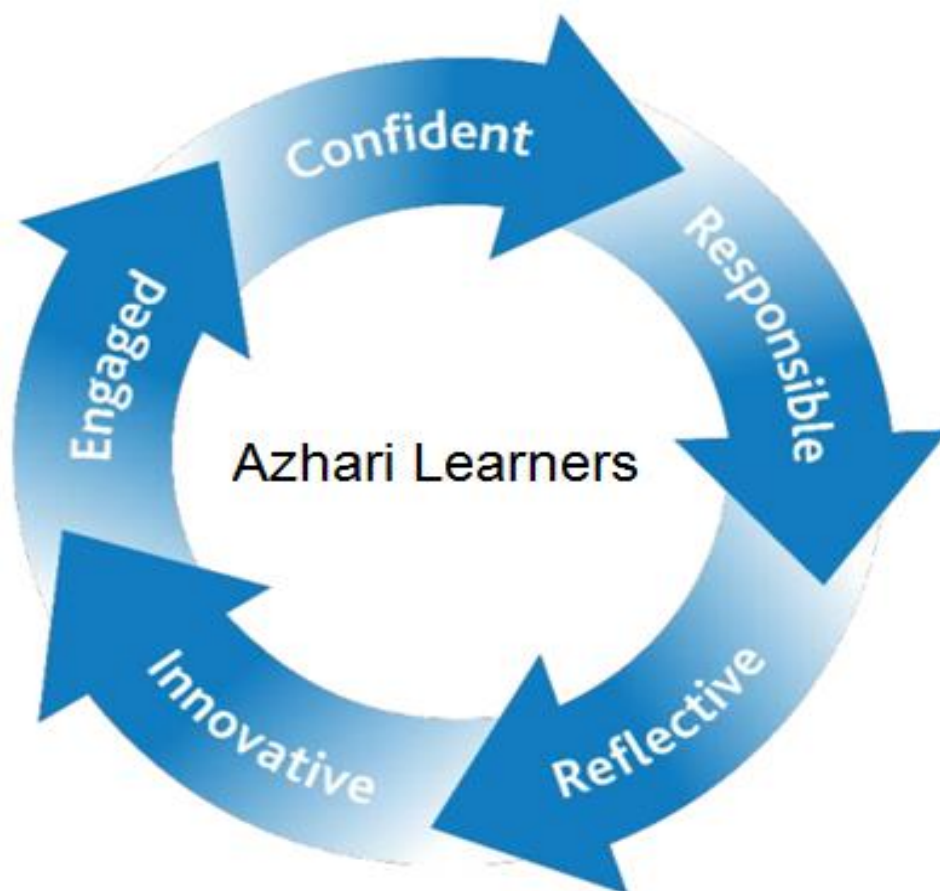
- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in their lives
- effective and confident communication skills, through the skills of reading, writing, speaking and listening
- understanding personal and local context, as well as having global awareness.
- seeing themselves as successful language learners
- developing a solid foundation in the skills required for continued study of English as a Foreign Language for special purposes.
- developing students' interest in Islamic texts and give them a clear reason for listening, reading, speaking or writing about Islam in English.
- making sure that students understand what they are listening, reading, speaking or writing about and why.
- encouraging students to deduce meaning from context and focus on what they can understand instead of what they can't understand.
- giving students time to talk about the text and focus on any new / blocking language.
- encouraging students to use writing conventions and strategies.
- encouraging students to write purposefully and meaningfully.

A Glimpse of the Revelation curriculum supports learners to become:

Responsible – Learners take responsibility for their learning, ask questions and look for opportunities to use their linguistic skills to express themselves.

Innovative – Learners actively explore and experiment with new language, making connections (to their own language) to build on what they already know and are able to do.

Confident – Learners develop their reading, writing, speaking and listening to become confident communicators in English. They feel empowered to take risks, try new language, and reflect on and learn from their mistakes.



Engaged – Learners are curious about other languages, cultures and perspectives and take opportunities to discover new areas of interest through the medium of English.

Reflective – Learners develop the skills to plan, monitor and evaluate their own learning. They reflect on language learning strategies they have used before to consider how they will approach a new task.

The Three Categories of the 21st Century Skills:

The skills presented and practiced in this course aim to enable students to handle the 21st Century challenges and accept differences in opinions. According to Egypt vision 2030, life skills exercises provide students with the chance to develop critical thinking skills. The life skills presented and practiced in this course aim to enable students to effectively accept differences in opinions and handle the 21st Century challenges that is globally-active, digitally transforming, collaboratively moving forward, creatively progressing, seeking competent human-resource and quick in adopting changes..

The Essential Rules Of 21st Century Learning are:

- Instruction should be student-centered.
- Education should be collaborative.
- Learning should have context.
- Schools should be integrated with society.

Each 21st Century skill is broken into one of three categories:

1. Learning skills
2. Literacy skills
3. Life skills

Learning skills (the four C's) teaches students about the mental processes required to adapt and improve a modern work environment.

Literacy skills (IMT) focuses on how students can discern facts, publish outlets, and the technology behind them. There's a strong focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the Internet.

Life skills (FLIPS) take a look at intangible elements of a student's everyday life which focus on both personal and professional qualities.

The preceding skills are supported and developed by a group of values that help these life skills to develop.

Values

In addition to the life skills that are easily recognized, the course also establishes the Islamic values which students need to be equipped with. These values include:

- **Work values:** How to make something perfect with honesty and good communication, bearing in mind that Allah is watching everyone.
- **Academic values:** Respecting knowledge, working with integrity, curiosity and objectivity; showing appreciation of science, scientists and scholars.
- **Personal values:** Showing moderation, balance, patience, appreciation of others, compassion and independence.
- **Coexistence values:** Appreciating peace, tolerance and acceptance of others; respecting rules, law, rights and traditions; participation in helping others.
- **Tolerance:** the ability or willingness to tolerate and accept the existence of opinions, feelings, habits, behaviour or beliefs that are different from your own or that one dislikes or disagrees with.
- **Mercy:** compassion or forgiveness shown towards someone whom it is within one's power to punish or harm.
- **Moderation:** the avoidance of excess or extremes, especially in one's behavior or opinions.
- **Respect for diversity:** How to understand and appreciate the differences that exist between people and show an equal amount of respect for all of them.

- **Decision-making:** How to evaluate available evidence in order to make the right decisions for given situations.
- **Empathy:** How to understand and show understanding for other people's situations or experiences.
- **Negotiation:** How to discuss a situation with another person in order to achieve a desired outcome.
- **Problem-solving:** How to solve problems effectively and in a timely way.
- **Resilience:** How to deal with difficult situations and recover quickly from setbacks.
- **Self-management:** How to take responsibility for your own work, and show good behavior.
- **Sharing:** How to decide which information to share with other people clearly.

Issues

Issues that students need to confront in the modern world are embedded in the curriculum. These Issues include:

- **Peace:** Appreciating peaceful co-existence is necessary for the community. The absence of hostility and violence between individuals or groups helps to achieve the levels of trust, cooperation and inclusiveness needed for societies to be resilient to shocks, manage disputes and adapt to changes in the environments.
- **Non-Discrimination issues:** Learning to avoid discrimination against people of a different religion, children, women or people with special needs.
- **Citizenship issues:** Appreciating loyalty and belonging, national unity, rights and duties; showing legal awareness.
- **Environmental and developmental issues:** Showing awareness of environmental pollution and responsibility towards keeping the environment clean, and an appreciation of sustainable development and community participation.

- **Health and population issues:** Appreciating hygiene, cleanliness, preventative and therapeutic health; awareness of overpopulation.
- **Issues of globalisation:** Showing awareness of digital citizenship, leading businesses, technology and civilizational communication.

Technology

Throughout the course, there is an awareness that students will be communicating in a world where digital communication is prevalent, and the vast majority of people use technology. This is reflected in the inclusion of text types such as writing messages via e-mail. Students are required to utilize technology to in the activities.

The Role of the Teacher

Teachers should:

- divide content into meaningful short chunks;
- keep practice time short (10-15 minutes);
- keep practice periods frequent and close together when exploring new content;
- review material periodically from previous learned content; and
- give students immediate feedback.

Teacher should be:

Model

A model is a person with a role either to promote or display to serve as a visual aid for students. Model education refers to a preferred model of education by the teacher to assist the highest level of teaching and retention of information within their students.

Planner

The teacher thoroughly takes into consideration the aims and learning outcomes of each

lesson, then decides what is taught, how it is taught, and what equipment and materials required to help students learn.

Instructor

The teacher introduces the language to be learned, gives instructions to students, and decides what language and activities need to be practised.

Language model

The teacher provides a model of spoken and written English for students, especially when new language is presented and practised.

Manager

The teacher organizes the class in order to fulfil the requirements of the different exercises. Sometimes this may mean putting learners into pairs or groups.

Controller

The teacher controls the pace and content of a lesson and the behaviour and discipline of the students.

Decision maker

The teacher decides what activities students will participate in, which students to ask questions to and how long each activity should last.

Advisor

The teacher monitors the progress of the class, deciding how learners are performing and what extra help should be given, such as explaining the task further or providing extra examples of relevant language.

Monitor

When the students are working individually, in pairs or in groups, the teacher moves from group to group helping students or correcting mistakes.

Personal tutor

The teacher identifies individual students' areas of difficulty and finds ways of helping them.

Assessor

At different points in a class the teacher may observe the performance and progress of particular students in order to award marks for ongoing assessment and participation.

Application of Content and Language

New content and abstract concepts need to be presented in personally relevant ways that spark a student's prior knowledge and experiences. Some examples include the following:

- Keeping personal learning journals
- Playing roles for reviewing content
- Writing test questions
- Creating problems for another student to solve
- Teaching a concept to another student

Lesson Delivery

Lesson delivery includes how well the stated content and language objectives are supported during the lesson, to what extent students are engaged in the lesson, and how appropriate the pace of the lesson is to students' abilities. The research relating to engaged time on task states that instruction that is understandable to students, that creates opportunities to talk about the lesson's concepts, and that provides hands-on activities to reinforce learning, captures students' attention and keeps them more actively engaged.

Content and Language Objectives

Content objectives describe **what** the students will learn during the lesson. Language objectives describe **how** the student will learn the content of the lesson. Content

objectives and Language objectives should be stated orally; be written where all will see, preferably in the same space each time; and be limited to one or two per lesson. Clarifying these objectives helps:

- provide a focus for the lesson;
- provide a structure for carrying out the procedures of the lesson;
- allow students to be aware of the purpose of the lesson; and
- provide ways for teacher and students to evaluate the lesson in respect to the content objectives.

Approaches

Overview of teaching approaches

It is expected that teachers will adopt an integrated approach to planning and teaching *A Glimpse of the Revelation Curriculum* in English as a Foreign Language. Each lesson and unit need to provide opportunities for practice of all four skills as well as a focus on one or more learning objectives from the Use of English strand. The Use of English strand provides the linguistic features learners need to engage with the language receptively in the Reading and Listening strands and productively in the Writing and Speaking strands.

Integrating Use of English and the four skills:

- enhances learners' communicative competence
- enables teachers to build a lesson or a topic relevant to the learners
- motivates learners to learn by building more variety into the lesson
- works at the level of realistic communication, where language tasks involve more than one skill
- exposes learners to authentic language

- challenges learners to interact naturally.

This integrated approach can, and should, be implemented from the start of Stage 1 secondary. For example, asking and responding to simple questions related to Islamic topics draws on listening and speaking skills as well as an understanding of Islamic words and phrases. As learners move through the stages, previously studied language should be reviewed, extended and integrated into different practice tasks. For example, at Stage 1 secondary, learners are introduced to pillars of Islam. At Stage 2 secondary, this understanding is extended to include a wider range of written texts for comprehension.

The **Teacher Guide** will support you to plan and deliver lessons using effective teaching and learning approaches.

CALLA “Cognitive Academic Language Learning Approach”

Basic Components of CALLA - The approach incorporates three basic components, which include:

1. **Content Topics** – topics that are not a repetition of the regular classroom material, but enhanced topics for better understanding which sparks the interest of students.
 2. **Academic Language Skills** – including all four communicative skills—listening, speaking, reading, and writing. Language is used as a tool for academic learning as students are required to analyze and evaluate information as well as their own learning preferences.
 3. **Language Learning Strategy Instruction** – Explicit instruction in language learning strategies assists students in becoming active learners who mentally analyze and reflect on their learning. Through the use of language learning strategies, students are able to learn and apply the strategies to all types of learning situations. The three types of language learning strategies include those that target metacognitive processes, those that deal with cognitive aspects of learning, and those that address social and affective skills.
- It was created mainly for students with limited proficiency / command of English.

- It enables students to become more proficient so that they are more able to take part in content directed instruction.
- Develop language across the curriculum
- Focus on literacy in all subjects
- Link to prior linguistic knowledge and skills
- Provide balanced instruction

The 5 Steps of CALLA

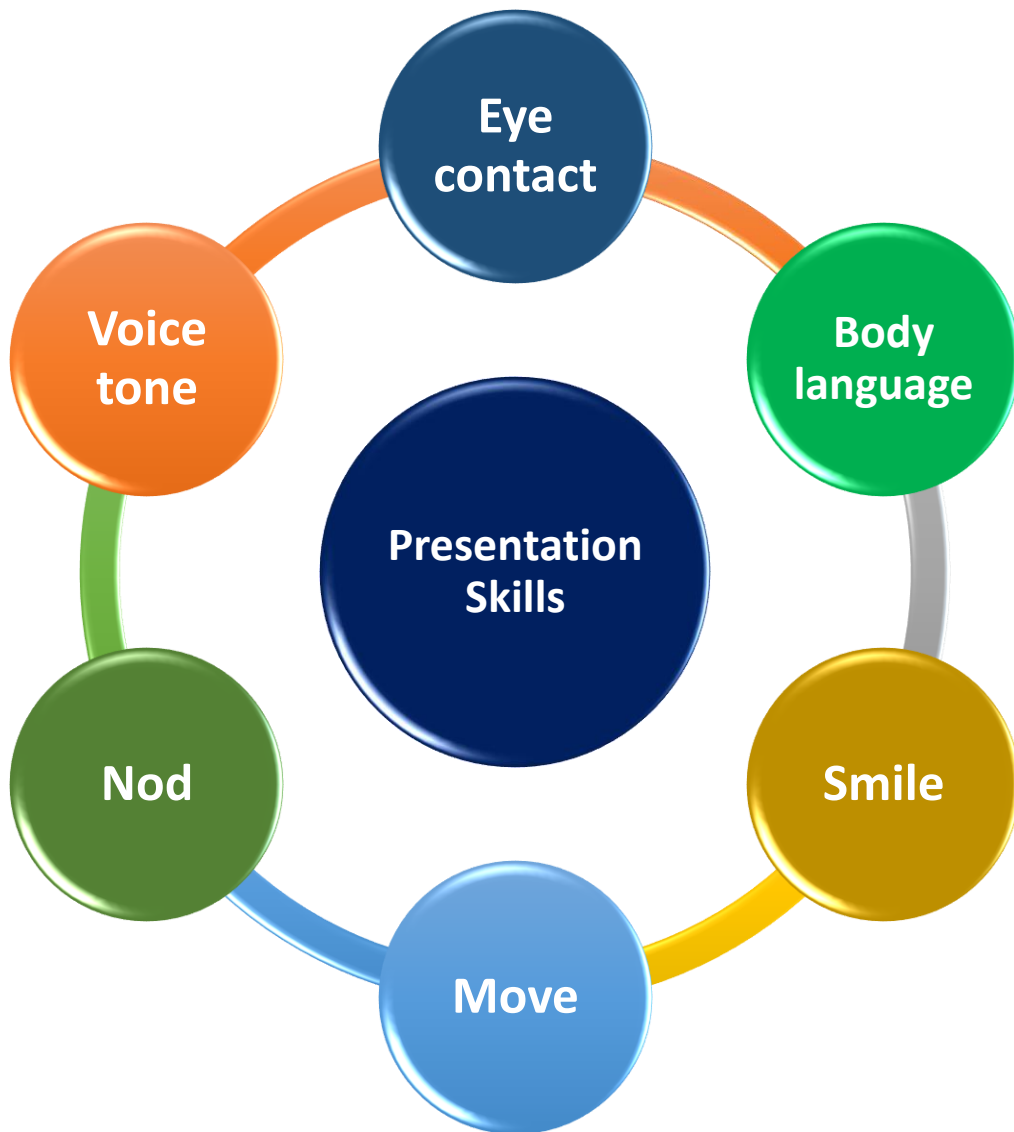


➤ CALLA related Strategies; SIOP

The Sheltered Instruction Observation Protocol



➤ Presentation Skills



Tips for Giving Effective Presentations

- Plan
- Organize
- Be Audience-Centered
- Present, Practice, Produce!
- Use Easily Readable Notes
- Eliminate Distracting Habits
- Speak Slowly and Clearly

- Use Your Body Effectively
- Effective & Confident Communication Skills
- Develop students' Global Awareness

There are various reasons why teaching presentation skills is very important. Presentation is an essential outcome of the school experience. When learners learn how to present in front of the whole class, it helps them build confidence and self-esteem, and become more aware of themselves in terms of thoughts and emotions. Furthermore, learning how to give a presentation from a young age makes learners more comfortable with public speaking, which is absolutely necessary in high school, college, and in their professional life as well. Here are some benefits that come along when kids learn and practice presentation skills. Presentation skills help learners to:

- communicate with others
- increase self-confidence
- take on responsibility
- become organized
- prepare well

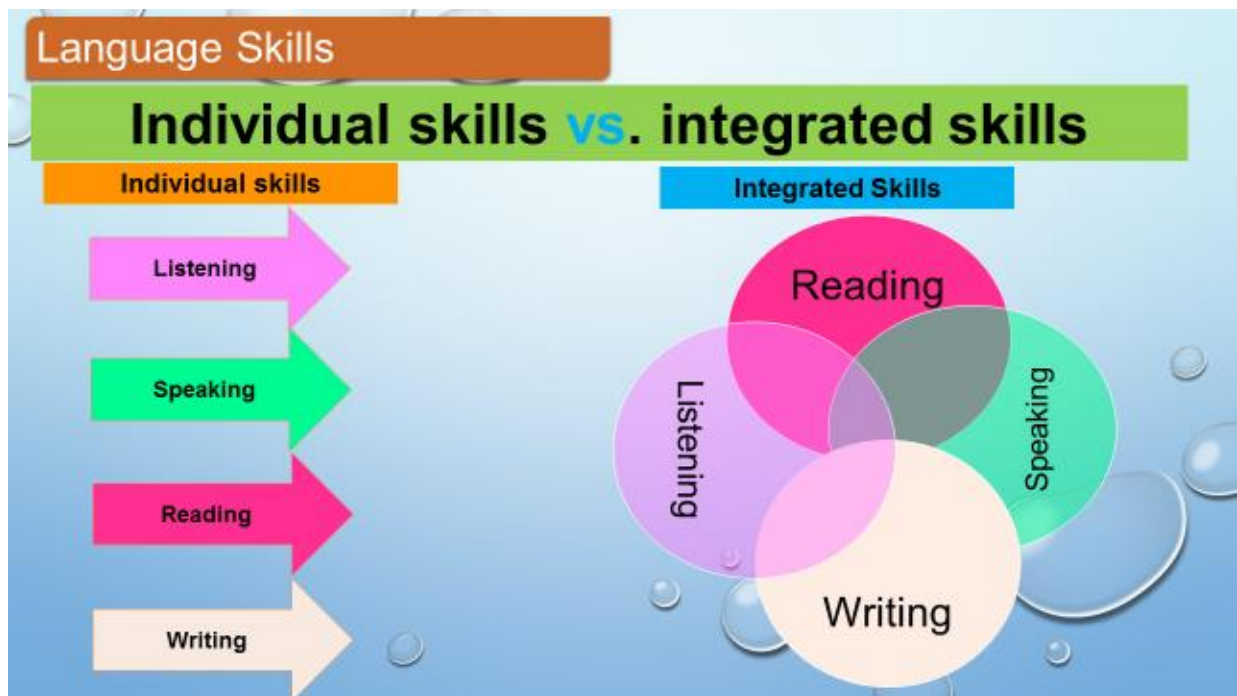
The Integrated skills Approach

Learning through integrated approaches is extremely effective because it mirrors real-life learning and, therefore, helps students to develop learning skills which they can make use of throughout their lives. This curriculum is based on the four skills (reading, writing, listening and speaking). Each lesson is followed by a set of activities that aim to allow the students to practice these skills.

*Al-Azhar Framework Document for Teaching **A Glimpse of the Revelation** in English as a Foreign Language for Secondary Institutes* is designed and based on the following principles:

1. Integration of receptive and productive skills in Islamic contexts

- Receptive Skills (Listening & Reading)
- Productive Skills (Speaking & Writing)



Learning objectives are organized into five strands:

1. Listening
2. Speaking
3. Reading
4. Writing

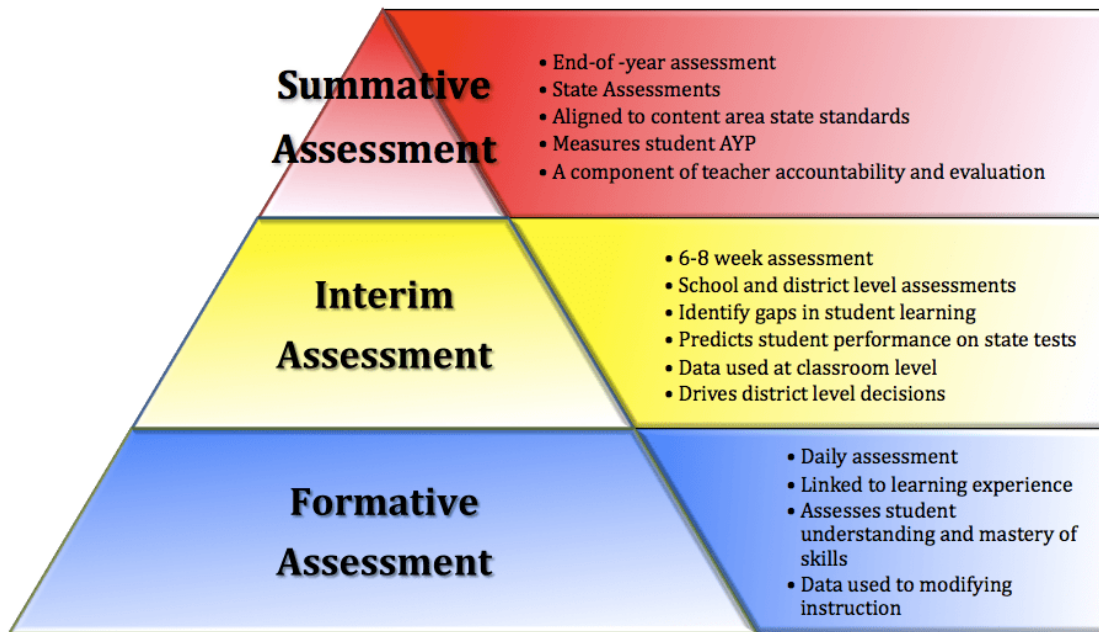
➤ **Catering for students learning styles (VAK)**

- One size does not fit all.



➤ Assessment

Types of Assessments



There are various types of assessment.

Pre-assessment or diagnostic assessment

Before creating the instruction, it's necessary to know what kind of students you're creating the instruction for. Your goal is to get to know your students' strengths, weaknesses, skills and knowledge before taking the instruction. Based on the data you've collected; you can create your instructions.

Formative assessment

Formative assessment is used in the first attempt of developing instruction. The goal is to monitor student learning to provide feedback. It helps identifying the first gaps in your instruction. Based on this feedback you'll know what to focus on for further expansion for your instruction.

Summative assessment

Summative assessment is aimed at assessing the extent to which the most important outcomes at the end of the instruction have been reached. But it measures more: the effectiveness of learning, reactions on the instruction and the benefits on a long-term base. The long-term benefits can be determined by following students who attend your course, or test. You are able to see whether and how they use the learned knowledge, skills and attitudes.

Confirmative assessment

When your instruction has been implemented in your classroom, it's still necessary to take assessment. Your goal with confirmative assessments is to find out if the instruction is still a success after a year, for example, and if the way you're teaching is still on point. You could say that a confirmative assessment is an extensive form of a summative assessment.

Norm-referenced assessment

This compares a student's performance against an average norm. This could be the average national norm for the subject History, for example. Other example is when the teacher compares the average grade of his or her students against the average grade of the entire school.

Criterion-referenced assessment

It measures student's performances against a fixed set of predetermined criteria or learning standards. It checks what students are expected to know and be able to do at a specific stage of their education. Criterion-referenced tests are used to evaluate a specific body of knowledge or skill set, it's a test to evaluate the curriculum taught in a course.

Ipsative assessment

It measures the performance of a student against previous performances from that student. With this method you're trying to improve yourself by comparing previous results. You're not comparing yourself against other students, which may be not so good for your self-confidence.

Assessment OF FOR Learning

- Both assessment FOR and OF learning are important
- Assessments FOR learning serve to help students learn more (Classroom Assessment)

- Assessments OF learning provide evidence of achievement for public reporting (Standardized Testing)

Assessment

Assessment is designed to complement this Curriculum Framework for Stages 1st, 2nd and 3rd Secondary.

- **Teacher's Capacity Building and CPD**
 - Reflective teacher
 - Text- based training

Key benefits

A Glimpse of the Revelation empowers learners to communicate confidently and effectively, and to develop the critical thinking skills needed to respond to a range of information, media and texts.

A Glimpse of the Revelation also promotes active learning, develops thinking skills and encourages intellectual engagement. The Curriculum develops a solid foundation for further study of Islamic terms in English as a Foreign Language, and for study through the medium of English.

A Glimpse of the Revelation is designed to support effective teaching of the Islamic teachings in English within and across the Secondary stages. There is a clear progression of reading, writing, speaking and listening skills across the stages.

The curriculum supports an integrated approach to planning and teaching to develop effective communication skills in English. Throughout the curriculum, learners revisit and engage with language at deeper levels and in different contexts.

What knowledge, skills and understanding does the subject develop?

A Glimpse of the Revelation develops:

- * Effective use of English for the purposes of practical communication
- * Confidence in reading a range of Islamic texts
- * An awareness of the nature of language and language-learning skills
- * A solid foundation for the further study of English as a Foreign Language, and for study through the medium of English.

Backward design

Backward design is a method of designing an educational curriculum by setting goals before choosing instructional methods and forms of assessment. Backward design of curriculum typically involves three stages:

1. Identify the results desired (big ideas and skills)
 - What the students should know, understand, and be able to do
 - Consider the goals and curriculum expectations
 - Focus on the "big ideas" (principles, theories, concepts, point of views, or themes)
2. Determine acceptable levels of evidence which support that the desired results have occurred (culminating assessment tasks)
 - What teachers will accept as evidence that student understanding took place
 - Consider culminating assessment tasks and a range of assessment methods (observations, tests, projects, etc.)
3. Design activities that will make desired results happen (learning events)
 - What knowledge and skills students will need to achieve the desired results
 - Consider teaching methods, sequence of lessons, and resource materials

Teaching time

For guidance, this Curriculum Framework is based on learners having 4 hours of English as a Foreign Language per month. The actual number of teaching hours may vary according to the context.

Overview of learning objectives

There are learning objectives for each of Stages 1st, 2nd and 3rd secondary, and the learning objectives in each stage are unique to that stage. To enable effective progression in your teaching, you need to be familiar with the progression of skills across stages. This will help you to build on prior learning in every stage. It is expected that teachers will plan lessons and select topics, activities and resources appropriate to their learners' context.

To support effective development of all skills (reading, writing, speaking and listening) and Use of English, you should try to plan lessons that include learning objectives from more than one strand.

A Glimpse of the Revelation Curriculum is designed to indicate the types of activities you may use, and the intended depth and breadth of each learning objective. These activities are not designed to fill all the teaching time for each secondary stage. You should use other activities with a similar level of difficulty, for example, those from endorsed resources.

This series is designed for teaching Islamic culture to young Muslims in Al-Azhar Institutes. The series aims to enable students to identify the foundations, principles and rules of the religion of Islam by building a strong knowledge base to enable them to maintain their faith and identity and interact with others. Each grade contains the following books:

- Islamic Studies Syllabus.
- Student's Book
- Teacher's Guide
- CD

Lesson Planning

1. Warm-Up and Review

Each lesson plan should begin with a lead in or review warm up; fun activity to either review or introduce a topic or information. This activity helps pupils to both recall the language and switch to an English-speaking mode.

2. Introduce the Target Language

A new language is introduced before pupils open their Pupil's Book so that they focus on the meaningful demonstration of the language. Step-by-step suggestions explain how to introduce the target language using Pics and/or Word Cards, realia, drawings, and/or gestures.

3. Talk about the picture

Before introducing the target language, pupils can look at some pictures to make previewing, and to brainstorm ideas related to these pictures. This helps them recall their schemata. This activity is purely productive and engaging for pupils.

4. Practice the Target Language

The Teacher's Book provides detailed instructions on how to fully use the Pupil's Book pages.

5. Activities

A lesson plan should include various activities to offer pupils further practice with the target language.

6. Finish the Lesson

Each lesson plan should conclude with a quick, fun activity which reviews the new language, gives the lesson a feeling of closure, and ends the class on a positive note.

The units are divided into themes to cover the various Islamic topics. Each theme constitutes a separate lesson.

Course outline

The course has the following components:

Pupil's Book

The Pupil's Book consists of two terms. Each term has three main units. Each unit includes various activities to enhance understanding.

Digital materials

Links are included throughout the Teacher's Guide to help teachers to explain unfamiliar concepts.

Teacher's Guide

A full-color Teacher's Guide provides detailed lesson plans on how to teach all activities, and suggested key teacher language. It aims to help the teachers to get the most out of the materials they have

Each lesson in the teacher's guide has step-by-step teaching notes suggesting how to approach the lesson. Every lesson begins with suggested warm up activities such as lead in activities or to revise language from previous lessons. The activities can be adapted to suit pupils who are making rapid progress or slow pupils. The notes suggest ideas about how to access previous knowledge and experiences within new topics.

The Teacher's Guide provides suggestions for proper classroom management. Teaching large classes is demanding so it is important to vary teaching approaches to enable each individual pupil to participate, as well as to use pair work, group work and class work effectively. The Teacher's Guide suggests how you can adopt a 'stop and check' approach to ensure pupils have achieved objectives before moving on. This approach supports the assessment of pupils' progress on an ongoing basis.

Scaffold student learning through

- **Paraphrasing**—rephrase a sentence to help in clarifying a word;
- **Systematic word study**—since isolated word lists and dictionary definitions do not necessarily promote vocabulary or language development, it is important for students to be able to become familiar with and study words in a variety of ways (write them, say them, see them, act them out, draw them, sing them, etc.); and

- **Word study books** or personal dictionaries—student-made personal books in which students enter frequently used words, concepts, and ideas.

- **Pace of Lesson**

Pacing refers to the rate at which information and concepts are delivered during a lesson. The pacing rate for ELL students must be quick enough to keep students' interest but not so quick that it makes understanding difficult.

- **Engaged Students**

- For lesson delivery to be considered effective students should be actively engaged 90% to 100% of the time period set-aside for the lesson.
- Students should be engaged in activities that relate directly to material that they will be tested on.
- Effective teachers minimize off task activities such as making announcements, passing papers etc.

These are some factors that contribute to high levels of student engagement:

- Well planned lessons
- Clear explanation of academic tasks or instructions
- Appropriate allocation of time for academic task
- Strong classroom management skills
- Opportunities for students to apply learning in relevant and meaningful ways
- Active student involvement in planning and implementation of activities
- Lesson design that meets the language proficiency and learning needs of students

Review of Key Content Concepts

Review key concepts before, during, and after a lesson using the following strategies:

- Informal summarizing—“Lead students to discuss with partners the three most important things they have learned up to this point.”
- Chunking of information—Lead students in a periodic review aloud of text or material.
- Structured review—Students summarize with partners or in small groups, listing key points.
- Linking review—Link the review back to content objectives to ensure a focus on essential concepts.
- Final review—Allow students to ask questions to clarify their own understanding.

Providing feedback during review clarifies and corrects misconceptions, helps students develop English proficiency, and allows teacher to paraphrase and model correct grammar and usage.



Unit 1

The Fairest Names of Allah



UNIT OBJECTIVES

At the end of this unit, students should be able to:

- ◆ Realize the greatness of Allah (GBTH) as the sole creator and sustainer and identify the cornerstone of faith.
- ◆ Cite Quranic verses about Allah (GBTH) and demonstrate what is meant by knowing Allah (GBTH).
- ◆ Recognize the attributes of Allah (GBTH) and cite some Quranic verses addressing these attributes.
- ◆ Illustrate the significance of Allah's (GBTH) first name "Allah" and identify and verify the meanings of the 99 names of Allah (GBTH) and highlight their synonyms.

Unit 1: The Fairest Names of Allah**Lesson 1: The Sole Creator and Sustainer****Intended Learning Outcomes (ILOs)****Affective**

- Value the greatness of Allah (GBTH), the sole creator and sustainer.

Cognitive

- Demonstrate what is meant by “knowing Allah.”

Psychomotor

- Translate some sentences about Allah (GBTH), the sole Creator and Sustainer.

Lesson Materials

- **A text about Allah, the sole creator and sustainer, with exercises and activities based on the text.**
- **Dictionaries: Physical or digital for individual and pair work.**
- **A soundtrack of the lesson text.**

Notes for the Teacher

- Encourage respect during the discussions about the Fairest Names of Allah.
- Make sure the students understand the importance of learning about The Fairest Names of Allah.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or

Lesson Plan Overview

- Warm-Up and Pre-Reading Discussion (about 5 minutes)
- Reading and Explanation (about 20 minutes)
- Activities (about 10 minutes)
- Post reading extra activities: Dictionary Use (about 5 minutes)
- Closure/assessment (about 5 minutes)

Lesson Procedure Details

Warming-up (5 minutes)

Think-Pair-Share: (5 minutes)

- The teacher encourages the students to think about the Fairest Names of Allah and discuss their information in pairs and groups offering them some clues.

Instructions:

1. **Think:** Ask students to spend two minutes thinking about the question: "What is the cornerstone of faith?"
 2. **Pair:** Have students in pairs to discuss their thoughts for a minute.
 3. **Share:** Ask some students to share their notes with the class in 2 minutes. Write key points on the board to highlight different perspectives and common themes.
-

Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about “Belief in Allah is the cornerstone of the entire faith”.

Instructions:

- Begin with a discussion about "The beauty and balance exist in the

universe."

- Encourage the students to share their thoughts.
- Write the key points on the board to refer back to during the session.

Reading and Explanation (15 minutes)

Objective: Introduce some thoughts and information about the immeasurable magnificence of our Creator.

Instructions:

- The teacher reads the provided text about the Sole Creator and Sustainer aloud.
- The teacher explains how different organs work in harmony together is a marvel in itself, a testament to the immeasurable magnificence of our Creator.
- The teacher discusses how, without the power and knowledge of the Creator, chaos would prevail.
- The teacher thinks about how misunderstanding “Allah” could result in.
- The teacher explains about the full knowledge and absolute power the Creator has.

Activities (10 minutes)

Objective: Reinforce students’ understanding through guided practice.

Instructions:

A. Circle the Right Choice:

- Ask students to circle the correct answers, then they demonstrate their answers. (Per assessment)
- Tell the students to read through the sentences carefully. Explain that they must choose the correct word.

- Check answers as a class.

Answers

1- believe 2- marvel 3- Allah 4-balance 5- destination

B- Complete the table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

Word	Antonym
immeasurable	measurable
balance	imbalance
Precise	imprecise
rationally	irrationally
accurate	inaccurate-wrong

C. Write [T] for true statements and [F] for false ones.

- Ask students to mark statements as true (T) or false (F) based on the text, then justify their answers to enhance comprehension.
- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.

- Check their answers as a class

Answers

1- F 2-T 3- F 4-F 5- T

D- Match:

- Explain that they must match words from the first column with the words from the second column to make complete phrases.
- Check answers as a class.

Answers

1- c 2 - a 3- b 4- e 5-d

D. Answer the Following Questions:

- Tell the students to look at the question and write down a few notes for the answer.
- Invite some students to share their answers with the class. Write their ideas on the board.
- You can ask students to write their full answers of the questions in their notebooks.

Answers

1- Muslims must believe in Allah (GBTH), His angels, His messengers, the Day of Judgement, and fate. (or) divine decree, whether good or bad.

2- To believe in Allah (GBTH) is to believe in His oneness, His Names, and His Attributes.

3- The human body and how different organs work in harmony together is a marvel, a testament to immeasurable magnificence of our creator.

4- If there is more than one Creator of this universe, this unity, and balance could have never existed. Hence, the universe will be spoiled

5- The correct knowledge of Allah leads to the truth and the right path.

E. Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate into English:

- The teacher asks the students to translate sentences from English to Arabic and vice versa.

Translate into Arabic:

لن نعرف الحق ما لم نعرف الطريق الصحيح الذي يقوم على معرفة الله تبارك وتعالى.

Translate into Arabic:

Belief in Allah implies belief in His Names, and His Attributes.

Pair Work (5 minutes)

Dictionary Use (5 minutes)

Objective: Enhance students' understanding through pair work.

Dictionary Use

- The teacher pairs the students and provide a list of unfamiliar vocabulary.
- Each pair looks up the definitions in the dictionary and writes them in their own words.

- Pairs discuss and ensure both partners understand each term.

Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- The teacher assigns the students to write a short essay about “Allah, The Sole Creator and Sustainer of the universe”.

Lesson 2: Attributes of Allah

Intended Learning Outcomes (ILOs):

Affective

- Appreciate the attributes of Allah (GBTH).

Cognitive

- Cite some Quranic verses addressing the attributes of Allah (GBTH).

Psychomotor

- Translate some sentences about the Fairest Names and Attributes of Allah.

Lesson Materials

- **Exercises:** activities based on the text.
- **Dictionaries:** Physical or digital for pair work.
- **Soundtrack.** Listening activities based on the text.

Notes for the Teacher

- Encourage respect during discussions about the Attributes of Allah.
- Ensure that the students understand the importance of studying the Attributes of Allah.
- Be ready to provide additional support for the students struggling with the content, structure, vocabulary or questions.

Lesson Plan Overview

- Warm-up and Pre-Reading Discussion (about 5 minutes)
- Reading and Explanation (about 20 minutes)
- Activities about (10 minutes)

- Post reading extra activity: MCQ and Wh Questions about (5 minutes)
 - Closure/assessment (5 minutes)
-

Lesson Procedure Details

- **Warming-up (5 minutes)**

1. Quick Write (5 minutes)

Objective: Get students to articulate their thoughts on the Majestic Attributes of Allah.

Instructions:

- **Prompt:** Ask students to write a sentence in response to the prompt: "Good knowledge of the Names of Allah guides us to the proper meaning of faith."
 - **Share:** After writing, ask a few volunteers to read their sentences aloud.
 - **Discuss:** Facilitate a brief class discussion based on the students' responses, emphasizing the importance of memorizing and acting upon the ninety-nine names of Allah.
-

Instructions:

- **Statement:** Read a statement related to the Attributes of Allah, such as "Any other name of Allah is clarifying a certain tribute to Him."
- **Positioning:** Ask the students to group up in the classroom.
- **Share:** Ask representatives from different groups to share their ideas.
- **Discuss:** Highlight the the proper knowledge of the Names and Attributes of Allah.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage the students to think out an answer to the following question:

“Why do you think Allah has revealed His Fairest Names?”

Instructions:

- Begin with a discussion about ‘Attributes of Allah’
- Encourage the students to share their thoughts and ideas.
- Write the key points on the board to refer back to during the lesson.

2. Reading and Explanation (15 minutes)

Objective: Introduce some Quranic verses about the Attributes of the Creator.

Instructions:

- Read aloud the given text about the “Attributes of Allah.”
- Explain how each Name of Allah indicates a certain attribute.
- Discuss how Muslims should act upon the Ninety-nine Names of Allah.
- Think about how the Names and Attributes of Allah inspire Muslims.
- Highlight how the Names and Attributes of Allah are endless.

3. Activities (10 minutes)

Objective: Reinforce understanding through guided practice.

A. Circle the Right Choice:

- Ask students to circle the correct answers. Then they discuss and demonstrate their answer. (Per assessment)
- Ask the students to read the sentences and then complete the task with a

partner.

- You could do this exercise with the whole class.
- Invite different students to read out the sentences.
- Ask the rest of the class to say whether they are correct and, if not, to correct them.

Answers

1- trust 2- implications 3- worship 4- adversities 5- attain

B- Complete the table: -

- 1- Tell the students to read through the table carefully.
- 2- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- 3- Students can reflect on themselves before discussing their answers.
- 4- Ask them to refer to the text if they need further help.
- 5- Check answers as a class.

Answers

Word	Synonym
trust	confidence
violate	ignore-abuse
uniqueness	unlikeness-oneness
adversity	hardship
recognition	perception- admission

C. Write [T] for true statements and [F] for false ones.

- Ask students to mark statements as true (T) or false (F) based on the text, then justify their answers to enhance comprehension.

Answers

1- (T) 2- (F) 3- (F) 4- (T) 5- (F)

D- Match:-

- 1- Tell the students to read through the words carefully before trying to match them.
- 2- Students may need to reread the text and check their dictionary.
- 3- Put them in pairs to compare their answers.
- 4- Check answers as a class.

Answers

1-b 2- c 3- a 4-e 5- d

E. Answer the Following Questions:

- Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text.
- Put them in pairs to compare their answers.
- Check answers as a class
- Ask students to write their full answers of the questions in their notebooks.

Answers

- 1- The knowledge of Allah and His Names lead to the proper meaning of faith, real love, fear and trust.
- 2- The proper knowledge of Allah strengthens our relationship with Him.
- 3- The reward of the one who do this will be the paradise.

4- The Fairest Names of Allah remind believers of His mercy, uniqueness, and sovereignty.

5- The proper noun 'Allah' combines all His Attributes.

F- Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

• Answers

Translate into Arabic:

نحن نؤمن بالله وأسمائه الحسنی وصفاته العلی، فالإيمان بالله هو ركن العقيدة الإسلامية.

Translate into English

We believe that the Names of Allah are countless and that the ones mentioned in the Qur'an and the Sunnah are ninety-nine names.

4. Pair Work (5 minutes)

Mind-Mapping (5 minutes)

Objective: Enhance students' understanding through the use of mind-mapping.

Instructions

- Each pair creates a mind map of ideas with "the Names of Allah" as the central idea.

- Branches should include some Attributes of Allah.
- Pairs share their maps to the class.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

- Encourage students to reflect on the lesson and prepare questions or comments they have for the next class.

Homework: Write a short essay on ‘the Attributes of Allah’.

Enriching Section**The Ninety-nine Fair Names of Allah**

This section is meant to help students learn and understand the approximate translation of the meanings of the Fairest Names and Majestic Attributes of Allah in English.

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Unit 2

Prophet Muhammad (BPUH)



UNIT OBJECTIVES

At the end of this unit, students should be able to:

- ◆ Realize the hardships and social conditions of the Prophet's (BPUH) childhood.
- ◆ Highlight the Prophet's (BPUH) marriage to Lady Khadija (APWH).
- ◆ Recognize the significance of the first revelation in Islam and the circumstances surrounding it.
- ◆ Identify the first people who believed in the Prophet's (BPUH) and embraced Islam.
- ◆ Acknowledge the cruelty endured by the early Muslims and the early call for Islam.
- ◆ Highlight the procedures taken by the Prophet's (BPUH) upon arriving in Medina.
- ◆ Examine the struggles faced by Muslims in Medina, including the Battle of Badr.
- ◆ Identify the features portraying the unrivalled nature of the Prophet's (BPUH) legacy and the circumstances of his death.



Unit 2: Prophet Muhammed

Lesson 1: The Prophet's Birth and Adulthood

Intended Learning Outcomes (ILOs):

Affective

- Value the hardships the Prophet (PBUH) encountered in his childhood.

Cognitive

- Depict the social conditions in which the Prophet (PBUH) lived in his childhood.
- Highlight the Prophet's (PBUH) marriage to lady Khadijah (MABPWH).

Psychomotor

- Translate some sentences about Prophet Muhammad (PBUH).

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about The Prophet's birth and adulthood.
- Ensure that students understand the importance of learning about Prophet Muhammad's childhood (PBUH).
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or

Lesson Plan Overview

1. Warm-up and Pre-Reading Discussion (about 5 minutes)

2. Reading and Explanation (about 20 minutes)
3. Activities (10 minutes)
4. Pair Work: Varied Activities (5 minutes)
5. Closure/assessment (5 minutes)

Lesson Procedure Details

• Warming-up (5 minutes)

Agree-Disagree Line (5 minutes)

Objective: Engage the students in physical and reflective activities to express their views on the life of the Prophet (PBUH).

Instructions:

- **Statement:** Read a statement related to religion, such as ‘Prophet Muhammad (PBUH) was born in Mecca in the year known as the Year of the Elephant’.
- **Positioning:** Ask the students to work in pairs and in groups.
- **Share:** Select students from different groups to share their reasoning.
- **Discuss:** Highlight the variety of viewpoints and relate them to the lesson objectives about the early life of the Prophet (PBUH).

1. Pre-Reading Discussion (5 minutes)

Objective: Engage the students in thinking about the early life of the Prophet (PBUH).

Instructions:

- **Begin with a discussion about:** “the birth of the Prophet (PBUH)”.
- **Encourage the students to share their thoughts and ideas.**
- **Write the key points on the board to refer back to during the lesson.**

2. Reading and Explanation (15 minutes)

Objective: Introduce the students' thoughts about the good reputation the Prophet (PBUH) gained as truthful and honest.

Instructions:

- Read the provided text about the early life of the Prophet (PBUH) aloud.
- Explain how the Quraysh tribe lead its life.
- Discuss how the Prophet was raised.
- Highlight how the Prophet got married.

Key Points to Cover:

- The birth of Prophet Muhammad (PBUH)
- Prophet Muhammad's mother's and father's death.
- The religious and social life in the Arabian Peninsula at that time.
- The childhood and marriage of Prophet Muhammad (PBUH).

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A. Circle the Right Choice:

- Ask the students to circle the correct answers. Then they can share their answer. (Per assessment)
- Complete these sentences with the correct word.
- Tell the students to read through the gap sentences carefully.
- Explain that they must choose the correct words to complete them. They can do this individually or in pairs.

- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1- miraculously 2- entrust 3- shepherd 4- raised 5- gained

B- Complete the table: -

- Tell the students to read through the sentences carefully.
- Explain that they must complete the table with the correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

Word	Synonym
miraculously	amazingly
assault	attack
raise	bring up
polytheistic	unbeliever
reputation	fame

C-Write [T] for true statements and [F] for false ones.

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

Answers

1- (T) 2-(T) 3- (T) 4 – (T) 5- (F)

D- Match:

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check answers.

Answers

1- c 2 – a 3- b 4 – e 5 – d

E- Complete the following sentences:

- Tell the students to read through the sentences carefully.
- Explain that they must complete the table with the correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1- assault 2- grew up 3- raised 4-respectable 5- polytheistic

F- Answer the following questions: -

- Tell the students to discuss the questions in pairs.
- Encourage them to give their opinions using English language.

- You can give a model with one of the pairs to demonstrate the idea.
- Continue the discussion with the whole class.

Answers

- 1- His grandfather Abdul Muttalib.
- 2- The Prophet (PBUH) spent his childhood in Mecca. He spent the first five years of his life with his wet nurse, Halima Al-Saediyya, where he grew up with her and her family.
- 3- The Prophet (PBUH) a reputation as being truthful and honest.
- 4- The people in Mecca worshipped their own set of idols.
- 5- The lady Kadijah propose to marry the Prophet (PBUH) because she admired his skills, honesty and integrity.

G- Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate into Arabic:

معظم القبائل كانت مشركة بالله، فكانوا يعبدون آلهتهم الخاصة.

Translate into English:

Prophet Muhammad (PBUH) was nicknamed ‘the truthful and honest’ because of his honesty and truthfulness.

4. Pair Work (5 minutes)

Four Corners Debate (5 minutes)

Objective: Engage students in a dynamic discussion about the birth of Prophet Muhammad (PBUH).

Instructions:

- **Statement:** Present a statement related to the date birth of Prophet Muhammad (PBUH).
- **Corners:** Label each corner of the room with various dates.
- **Positioning:** Ask students to move to the corner that best represents their opinion.
- **Share:** Select a few students from each corner to share their ideas.
- **Facilitate** a brief discussion emphasizing the different viewpoints.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- Summarize key points of the lesson and address any remaining questions.

Homework:

- Short descriptive essay about the early life of the Prophet (PBUH).

Assessment

- **Participation:** Evaluate students' engagement during discussions and activities.
- **Worksheets:** Check for accuracy and understanding in completed

activities.

- **Presentations:** Assess clarity and comprehension in Four Corners Debate.
 - **Homework:** Write an essay related to the topic.
-

Lesson 2: The Revelation Begins**Intended Learning Outcomes (ILOs):****Affective**

- Appreciate the greatness of the first revelation in Islam.
- Value the first people who believed in the Prophet Muhammad (PBUH) and embraced Islam.

Cognitive

- Highlight the circumstances which surrounded the first revelation in Islam.
- Cite some Quranic verses depicting the first revelation in Islam.

Psychomotor

- Translate some sentences about the revelation in Islam.

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about the first revelation in Islam.
- Make sure the students identify the first people who believed in the Prophet Muhammad (PBUH) and embraced Islam.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or questions.

Lesson Plan Overview

- Warm-up and Pre-Reading Discussion (about 5 minutes)
- Reading and Explanation (about 20 minutes)

- Activities (10 minutes)
- Pair Work: Varied Activities (5 minutes)
- Closure/assessment (5 minutes)

Lesson Procedure Details

• Warming-up (5 minutes)

Quick Write (5 minutes)

Objective: Get the students to articulate their thoughts on the early beginning of the revelation.

Instructions:

- **Prompt:** Ask the students to write sentences in response to the prompt: "The revelation of the first verses of the Quran."
- **Share:** After writing, ask some volunteers to read their sentences aloud.
- **Discuss:** Facilitate a timed class discussion based on the students' responses, emphasizing the diversity of thoughts and experiences.

Instructions:

- **Statement:** Read a statement related to revelation, such as "This incident only changed Prophet Muhammad's life, but later changed the whole world."
- **Positioning:** Ask the students to work in pairs or in groups.
- **Share:** Encourage some students from each pair or group to share their thoughts.
- **Discuss:** Highlight the variety of viewpoints and relate them to the lesson objectives about accepting religious diversity.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage the students in thinking about why Prophet Muhammad (PBUH) began to secretly call people to Islam.

Instructions:

- Begin with a discussion about: "What the first verses of the Qur'an indicate."
- Encourage the students to share their thoughts and ideas.
- Write the key points on the board to refer back to during the lesson.

2. Reading and Explanation (15 minutes)

Objective: Introduce thoughts about the circumstances which surrounded the first revelation in Islam.

Instructions:

- Read the provided text about the first revelation in Islam.
- Explain how Lady Khadijah (ABPWH) pacified the Prophet (PBBUH).
- Discuss the good merits of the Prophet (PBBUH).
- Highlight how the number of those who accepted Islam started to increase slowly but steadily.

Key Points to Cover:

- Prophet Muhammad's (PBUH) meditating in the cave Hira.
- The role of Lady Khadijah at the early beginning of revelation
- The first people to believe in Prophet Muhammad (PBUH)
- The secret call to Islam.

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A. Circle the right choice:

- Ask the students to circle the correct answers. Then they can discuss their answers. (Per assessment)
- Go through the information in the passage
- Students can do the exercise individually and compare answers in pairs.
- Check answers as a class.

Answers

1- received 2- incident 3- kith and kin 4- accompanied 5- increase

B. Complete the table: -

- Using words from a provided box, then ask students to complete the given sentences with one word each.
- Tell the students to read through the table carefully.
- Explain that they have to complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

Word	Synonym
terrified	horrified
disgrace	shame-stain
destitute	Poor-needy
calamity	disaster
convince	persuade

**C. Write [T] for true statements and [F] for false ones.**

- Ask the students to mark statements as true (T) or false (F) based on the lesson. They can justify their answers to enhance understanding.
- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students that they should try to remember, or make a note of, why the false sentences are false.
- Go through the exercise with the class.

Answers

1- (F) 2-(F) 3- (T) 4 – (T) 5- (F)

D- Match: -

- Tell the students to read through the two columns carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

Answers

1- b 2 – a 3- e 4 – c 5 – d

E- Complete: -

- Complete these sentences with the correct word.
- Tell the students to read through the gap sentences carefully.

- Explain that they must complete them using the correct word from the box. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1- clot 2- destitute 3- driven out 4- privately 5- outside of

F- Answer the following questions:

- Put the students into pairs.
- Tell them to read through the questions and think about their answers.
- Ask some pairs to share their answers with the class.
- Ask the students to write their full answers of the questions in their notebooks. They do not have to use the very words used in the context provided.

Answers

- 1- Prophet Muhammad (PBUH) use to meditate in a cave in Mount Hira.
- 2- He received a visit from the Archangel Gabriel who revealed to him the first verses of the Noble Qur'an.
- 3- His wife, Lady Khadija (APWH) accompanied Prophet Muhammad to her cousin Waraqa Ibn Nawfal.
- 4- The first people to believe in Prophet Muhammad were his wife, Lady Khadija (APWH), his close friend Abu Bakr and his cousin Ali Ibn Abi Talib and his adopted son, Zayd Ibn Haritha.
- 5- Prophet Muhammad meet the early Muslims secretly at any place beyond the watch of Quraysh.

G. Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate into Arabic:

كان سيدنا محمد صلى الله عليه وسلم يصل الالهل والأقارب ويساعد الفقراء والمساكين ويكرم الضيفان.

Translate into English:

One should contemplate the universe to recognize the power of Allah
(GBTH) ز

4. Pair Work (5 minutes)

Dictionary Use or Mind Mapping (5 minutes)

Objective: Enhance understanding through e-dictionary use.

Instructions

- Each pair of students creates a map of ideas with "Revelation" as the central idea.
- Branches should include meditating and receiving Quranic verses.
- Pairs present their maps to the class.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the lesson.

Instructions:

- Idea 1: Assign the students to write a short essay on how they understand the importance of revelation.
- Idea 2: Encourage the students to reflect on the lesson and prepare any questions.
- Idea 3: Summarize the key points of the lesson and address any remaining questions.

Homework:

- **A short reflective essay on “The secret call to Islam.”**

Assessment

- **Participation:** Evaluate the students’ engagement during discussions and activities.
 - **Worksheets:** Check for accuracy and understanding in the activities.
 - **Presentations:** Assess clarity and comprehension.
 - **Homework:** Write an essay related to the topic.
-

Lesson 3: The Cruelty of Quraysh**Intended Learning Outcomes (ILOs):****Affective**

- Recognize the cruelty endured by the first Muslims.

Cognitive

- Cite some Quranic verses depicting Allah's (GBTH) order to call for Islam.
- Depict the circumstances surrounded the Muslims' first days-call for Islam.

Psychomotor

- Translate some sentences about the cruelty of Quraysh.

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about recognizing the cruelty endured by the first Muslims.
- Ensure that students understand the circumstances surrounded the Muslims' first days-call for Islam.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or

Lesson Plan Overview

1. Warm-up and Pre-Reading Discussion (about 5 minutes)
2. Reading and Explanation (about 20 minutes)

3. Activities (10 minutes)
4. Pair Work: Varied Activities (5 minutes)
5. Closure/assessment (5 minutes)

Lesson Procedure Details

• Warming-up (5 minutes)

Four Corners Debate (5 minutes)

Objective: Engage the students in an active discussion about the early stage of revelation and its impact on society.

Instructions:

- Statement: Present a statement, such as "the cruelty endured by the first Muslims."
- Corners: Label each corner of the room with "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree."
- Positioning: Ask students to move to the corner that best represents their opinion on the statement.
- Share: Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage the students in thinking about the cruelty the Muslims endured during the first phase of revelation.

Instructions:

- Begin with a discussion about "Belief in Allah is the cornerstone of the entire faith."
- Encourage the students to share their thoughts.

- Write the key points on the board to refer back to during the lesson.

2. Reading and Explanation (15 minutes)

Objective: Introduce some thoughts about “Why the leaders of Quraysh were disturbed and became hostile to the new religion.”

Instructions:

- Read the provided text about the Prophet’s call for the new religion.
- Explain how the people of Quraysh meet the Prophet’s call for the new religion.
- Discuss how the Prophet (PBUH) managed to convey the message of Islam despite the hostility of Quraysh.
- Think about how the new Muslims endured all kinds of injustice, violence and cruelty patiently.
- Highlight how the people of Quraysh made the Prophet suffer both verbally and physically.

Key Points to Cover:

- Secret calling to Islam.
- A safe place to convey the message of Islam.
- The leaders of Quraysh fierceness and opposition to the new religion.
- Muslims’ secret immigration to Abyssinia.

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A. Circle the right choice(s):

- Ask students to circle the correct answers. Then they discuss and demonstrate their answer.
- Tell the students to read through the gap sentences carefully.

- Explain that students have to choose the correct words to complete them. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1 - complied 2 – leave 3 – teach 4 - treated 5 – impose

B – Complete:

- Tell the students to read through the table carefully.
- Explain that they have to complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

Word	Antonym
savagely	gently
oppose	agree
patiently	impatiently
harassment	anti-harassment
furious	calm - quiet

C – Write [T] for true statements and [F] for false ones.

- 1 Read through the statements as a class.
- Check understanding.

- Ask students to read the text again.
- Tell Students that they should try to remember, or make a note of, why the false sentences are false.
- Go through the exercise with the class.

Answers

1 - T 2 - F 3 - T 4 - T 5 - F

D – Answer the following questions:

- Ask students to write their full answers of the questions in their notebooks.
- They do not have to use the very words used in the context provided.
- Give students time to read the questions and answers.
- They could complete the task for homework.

Answers

- 1 – The call for Islam secretly lasted for 3 years.
- 2 – when the Prophet (PBUH) invited the people of Quraysh to believe in Allah, they mocked him and rejected his call.
- 3 – Many Muslims patiently endure injustice, violence and cruelty because they knew that their reward in the Hereafter would be great.
- 4 – The prophet advise Muslims to immigrate to Abyssinia because its king is a just man.
- 5 – He suffered two grievous events: the death of his wife Lady Khadija (APWH) and the death of his uncle, Abu Talib.

E – Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate the following into Arabic:

تعرض الرسول صلى الله عليه وسلم إلى المضايقة والتنمر لفظيًا وجسديًا من أهل قريش.

Translate the following into English:

The Muslim must be patient in times of adversity because Allah's reward for them will be great in the Hereafter.

4. Pair Work (5 minutes)

5. Picture Prompt (5 minutes) Objective: Stimulate thinking and discussion about Secret calling to Islam through visual aids. Instructions:

- Show: Display a thought-provoking image related to Secret calling to Islam, such as a place of worship.
- Reflect: Give students 2 minutes to silently reflect on the image and jot down their thoughts.
- Discuss: Pair students up to discuss their reflections for 2 minutes.
- Share: Invite pairs to share their discussions with the class. Highlight the various interpretations and perspectives.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- Idea 1: Assign students to write a short essay on how they understand the early stage of revelation.
- Idea 2: Encourage the students to reflect on the lesson and prepare any questions they have for discussion.
- Idea 3: Summarize the key points of the lesson and address any remaining questions.

Homework:

- A short expository essay on “the violence and cruelty of Quraysh against the new religion.”
-

Lesson 4: Immigration to Yathrib**Intended Learning Outcomes (ILOs):****Affective**

- Recognize the sacrifices Muslims did when they migrated to Yathrib.

Cognitive

- Demonstrate the main points of the “First Aqabah Pledge”
- List the reasons for the first immigration to Yathrib.

Psychomotor

- Translate some sentences about the immigration to Yathrib.

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about the sacrifices Muslims did when they migrated to Yathrib.
- Ensure that students understand the importance of the “First Aqabah Pledge”.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or

Lesson Plan Overview

1. Warm-up and Pre-Reading Discussion (about 5 minutes)
2. Reading and Explanation (about 20 minutes)

- 3. Activities (10 minutes)
- 4. Pair Work: Varied Activities (5 minutes)
- 5. Closure/assessment (5 minutes)

Lesson Procedure Details

• Warming-up (5 minutes)

Word Association (5 minutes)

Objective: Encourage students to think about religion and its related concepts quickly.

Instructions:

- Prompt: Write the word "Immigration" on the board.
- Respond: Ask the students to quickly write down the first word or phrase that comes to their minds when they think of "Immigration."
- Pair: Pair the students up to share and compare their responses.
- Share: Invite pairs to share their responses with the class. Write the key words on the board to visualize the range of associations and themes.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage the students in thinking about the companions' immigration to Yathrib.

Instructions:

- Begin with a discussion about: "The sacrifices Muslims did when they migrated to Yathrib."
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer back to during the lesson.

2. Reading and Explanation (15 minutes)

Objective: Introduce thoughts about the sacrifices Muslims did when they migrated to Yathrib.

Instructions:

- Read the provided text about Immigration to Yathrib aloud.
- Explain how Muslims sacrificed for their religion.
- Discuss how the Prophet (PBUH) started looking for a safe haven for the religion of Islam.
- Think about the good effects of "First 'Aqabah Pledge".
- Highlight good and effective consequences of the Second Pledge of 'Aqabah.

Key Points to Cover:

- The First 'Aqabah Pledge
- The effective consequences of the Second Pledge of 'Aqabah
- The beginning of the immigration of Muslims from Mecca to Yathrib

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A – Circle the right choice.

- Complete these sentences with the correct word.
- Tell the students to read through the gap sentences carefully.
- Explain that they must choose the correct words to complete them.
They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1 - aggression 2 - haven 3 - calumniate
4 - ambassador 5 - immigrated

B – Complete the table:

- Tell the students to read through the table carefully.
- Explain that they have to complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

word	synonym
aggression	invasion – attack
confirm	prove – assure
influential	effective
calumniate	slander – libel
pagan	doubter- unbeliever

.C – Write [T] for true statements and [F] for false ones

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students that they should try to remember, or make a note of, why

the false sentences are false.

- Go through the exercise with the class.

Answers

1 - F 2 - T 3 - T 4 - F 5 - F

D – Match:

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check the answers.

Answers

1 - b 2 - a 3 - d 4 - e 5 - c

E – Answer the following questions:

- Tell the students to discuss the questions in pairs.
- Encourage them to use the language from the reading text to give their opinions.
- You may want to do an example with one of the pairs to demonstrate the idea.
- Continue the discussion with the whole class.

Answers

1 - The Prophet looked for a safe haven for the religion of Islam.

2 - The group from Yathrib ready to accept Islam As they believed that it was time for the birth of the last prophet as they were told by the Jews.

3 – They promised to believe in the oneness of Allah (GBTH) and not to worship anyone except Him, nor commit any theft, adultery, murder, nor calumniate anyone, and to obey the Prophet (BPUH) in all cases.

4 – They were 75 people.

5 – Most of the Muslims emigrated from Mecca to Medina to find protection and safety.

F – Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate the following into Arabic:

في بيعة العقبة الثانية، وعد مسلمو يثرب بحماية النبي صلى الله عليه وسلم والمسلمين والدفاع عنهم عندما يأتون ويعيشون في يثرب.

Translate the following into English:

The Muslim has the right to leave the place where they can't live due to the great injustice and migrate to a safe place.

4. Pair Work (5 minutes)

Quote Reflection (5 minutes)

- Objective: Encourage students to think critically about The First ‘Aqabah Pledge through reflection on quotes.

Instructions:

- Quote: Present a quote related to religion, such as " The people of Yathrib expressed their readiness to accept Islam.
- Reflect: Give students 2 minutes to write a brief response to the quote.
- Pair: Have students pair up to share their reflections for 1 minute.
- Share: Invite a few pairs to share their thoughts with the class, highlighting the range of interpretations and encouraging further discussion.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- Summarize key points of the lesson and address any remaining questions.

Homework:

- A short narrative essay on the First and Second “Aqabah Pledges.”
-

Lesson 5: Life in Medina**Intended Learning Outcomes (ILOs):****Affective**

- Recognize how the life of immigrant Muslims in Medina was.

Cognitive

- Highlight the procedures taken by the Prophet (PBUH) as soon as he arrived in Medina.
- Cite some Quranic verses depicting the basics of the governance system in Medina.

Psychomotor

- Translate some sentences about the first Islamic political system in Medina.

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about how the life of immigrant Muslims in Medina was.
- Ensure that students understand the procedures taken by the Prophet (PBUH) as soon as he arrived at Medina.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or

Lesson Plan Overview

- Warm-up and Pre-Reading Discussion (about 5 minutes)

- Reading and Explanation (about 20 minutes)
 - Activities (10 minutes)
 - Pair Work: Varied Aactivities (5 minutes)
 - Closure/assessment (5 minutes)
-

Lesson Procedure Details

Warming-up (5 minutes)

Think, pair, share (5 minutes)

Objective: Encourage the students to think about some related concepts.

Instructions:

- **Statement:** Read a statement related to Medina, such as "The Prophet (PBUH) built a mosque."
- **Positioning:** Ask the students to work in groups.
- **Share:** Ask the students from different groups to explain their thoughts. Encourage students from each group to share their thoughts.
- **Discuss:** Highlight the variety of viewpoints related to the lesson objectives.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage the students in thinking about life in Medina.

Instructions:

- Begin with a discussion about: " The sacrifices Muslims did when they migrated to Yathrib."
 - Encourage the students to share their thoughts and ideas.
 - Write key points on the board to refer back to during the lesson.
-

2. Reading and Explanation (15 minutes)

Objective: Introduce thoughts about the fact that the Prophet (PBUH) left his cousin Ali behind him to give the people of Quraysh their belongings that the Prophet (PBUH) held in trust for them.

Instructions:

- Read the provided text about Life in Medina aloud.
- Explain how Muslims established the new Islamic society.
- Discuss how the Prophet (PBUH) started to foster brotherhood bonds.
- Think about why the Prophet started the new Muslim society by building a mosque.

Key Points to Cover:

- The Prophet's (PBUH) immigration from Mecca to Medina.
- Building the mosque.
- Establish brotherhood among Muslims.
- The Divine system of governance.

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive activities.

A – Circle the correct word:

- Tell the students to read through the gap sentences carefully.
- Explain that they should choose the correct words to complete full meaning sentences. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1 - spiritual 2 - distort 3 - distinguish 4 - Governance 5 - harshness

B - Complete:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

Word	Synonym
Divine	holy
embodiment	personification
guardianship	custody
accountability	responsibility
distort	disguise -alter

C – Write [T] for true statements and [F] for false ones.

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students to make a note of, why the false sentences are false.
- Go through the exercise with the class.

Answers

1 - F 2 - T 3 - T 4 - T 5 - T

D – Match:

- Complete these sentences with the correct word.
- Tell the students to read through the gap sentences carefully.
- Explain that they should choose the correct words to complete full meaning sentences. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1 - d 2 - e 3 - a 4 - b 5 - c

E – Answer the following questions:

- Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text
- Put them in pairs to compare their answers.
- Check answers as a class.

Answers

1 - The Prophet arrived in Medina On the second week of the lunar month, Rabie al-Awwal.

2 - The mosque was meant to strengthen the relationship between Muslims and Allah.

3 - The guardianship for people's rights and dignity of every individual.

4 - He guaranteed the religious minorities' freedom of worship and protection of their places of worship.

5 - The Charter of Medina established that the non-Muslim citizens of the state had the right to practice their religion free from harassment and to enjoy the same protection and rights as Muslims do.

F – Translation:

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate into Arabic:

لقد نصت وثيقة المدينة المنورة على أن المواطنين غير المسلمين يتمتعون بنفس الحماية والحقوق التي يتمتع بها المسلمون ولهم الحق في ممارسة شعائرهم الدينية دون مضايقات.

Translate into English:

Islam guarantees peaceful coexistence between Muslims and non-Muslims, and this is a manifestation of justice and mercy in Islam.

4. Pair Work (5 minutes)

Dictionary Use (5 minutes)

Objective: Enhance understanding of the aim behind Dictionary Use.

Instructions

- Divide students into groups and provide a list of unfamiliar vocabulary.
- Each group builds up a word family chart.
- Exchange maps and get feedback.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- Summarize key points of the lesson and address any remaining questions.

Homework:

- A short narrative essay on “Life in Medina.”
-

Lesson 6: Challenges of the new Islamic State

Intended Learning Outcomes (ILOs):

Affective

- Recognize the struggles the Muslims encountered in Medina.

Cognitive

- Highlight the circumstances related to the Battle of Badr.
- Cite some Quranic verses depicting the permission to fight against Quraysh.

Psychomotor

- Translate some sentences about the first Muslims' struggles .

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about the struggles that Muslims encountered in Medina.
- Ensure that students understand the circumstances related to the Battle of Badr.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or

Lesson Plan Overview

- Warm-up and Pre-Reading Discussion (about 5 minutes)
- Reading and Explanation (about 20 minutes)
- Activities (10 minutes)

- Pair Work: Varied Activities (5 minutes)
- Closure/assessment (5 minutes)

Lesson Procedure Details

Warming-up (5 minutes)

Agree-Disagree Line (5 minutes)

Objective: Engage the students in a physical and reflective activity to express their views on ‘challenges of the new Islamic State’.

Instructions:

- **Statement:** Read a statement related to religion, such as ‘The newly born Islamic State encountered a lot of challenges’.
- **Positioning:** Ask students to work in groups.
- **Share:** Encourage the students to share their thoughts.
- **Discuss:** Highlight the variety of ideas and relate them to the lesson objectives.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage the students to think about the success that the Prophet (PBUH) and the Muslims achieved in Medina disturbed the people of Quraysh.

Instructions:

- Begin with a discussion about: ‘the Cruelty of the people of Quraysh towards weak Muslims in Mecca.’
- Encourage the students to share their thoughts and ideas.
- Write the key points on the board to refer back to during the lesson.

2. Reading and Explanation (15 minutes)

Objective: Introduce thoughts about the challenges Muslims faced to defend the newly born society.

Instructions:

- Read the provided text about the struggle in Medina aloud.
- Explain how the Quraysh tribe was cruel against weak Muslims in Mecca.
- Discuss how the Kaaba serves as a powerful symbol of unity, worship, and devotion for Muslims around the world.
- Highlight the Prophet's mercy (PBUH) when conquering Mecca.

Key Points to Cover:

- The newly born Islamic State challenges.
- The importance of Muslims' freedom to believe in Allah.
- The Battle of Badr.
- Mercy of Prophet Muhammad (PBUH).

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A - Circle the right choice:

- Read the passage again and choose the correct words.
- Tell the students to read through the gap sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check answers as a class.

Answers

1 - handle 2 - oppression 3 – torture 4 - proclaim 5 - survival

B - Complete the following table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

Word	Antonym
1-oppression	goodness - mercy
2-retrieve	damage - destroy
3-permission	ban - denial
4-freedom	slavery - dependence
5-amnesty	blame - unforgiveness

C - Write [T] for true statements and [F] for false ones.

- 1 Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students that they should try to remember, or make a note of, why the false sentences are false.
- Go through the exercise with the class.

Answers

1 - F 2 - T 3 - T 4 - T 5 - T

D - Match the words with their meanings:

- 1 Now direct attention to the words in Focus on Vocabulary,
- 2 Tell the students to read through the two columns carefully.
- 3 Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- 4 Check answers.

Answers

1 - c 2 - d 3 - a 4 - e 5 - b

E - Answer the following questions:

- Discuss this question with a partner.
- Read the question with the class and allow students a few minutes to discuss their ideas in pairs.
- Ask the pairs to report back to the class and compare their answers.

Answers

- 1 - The Muslims attack the caravan to retrieve some of their properties taken by the People of Quraysh.
- 2 - Allah gave permission to the Prophet (PBUH) to fight Quraysh as Quraysh tried to harm the Prophet and his companions and oppression and torture of the Muslims who remained in Mecca continued.
- 3 - The people of Quraysh deprived Muslims in Mecca from their belongings.
- 4 - Muslims involved in a series of battles for the survival of the Islamic

state.

5 - The Prophet (BPUH) pardoned Meccan people and gave them amnesty.
Hence, A lot of them embraced Islam.

F - Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Translate into Arabic:

مهاجمة القافلة تعني أنه إذا أرادت قريش حرية التجارة بأمان فعليها أن تدرك أن المسلمين يجب أن يتمتعوا أيضا بحرية الإيمان بالله سبحانه وتعالى وإتباع رسوله صلى الله عليه وسلم ونشر كلمته.

Translate into English:

One must struggle to obtain one's rights and achieve one's goals.

4. Pair Work (5 minutes)

Debate Spark (5 minutes)

Objective: Encourage students to articulate and defend their views on a religious topic.

Instructions:

- Topic: Present a controversial statement related to the Battle of Badr, such as " The newly born Islamic State encountered a lot of challenges."
- Sides: Divide the class into two groups—one for and one against the

statement.

- Discuss: Give each group 2 minutes to discuss their arguments.
- Share: Have a representative from each group present their main points.

Facilitate a brief discussion on the arguments presented.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- Summarize key points of the lesson and address any remaining questions.

Homework:

- Short descriptive essay about the newly born Islamic State in Medina.

Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
 - **Worksheets:** Check for accuracy and understanding in completed activities.
 - **Presentations:** Assess clarity and comprehension in Debate Spark.
 - **Homework:** Write an essay related to the topic.
-

Lesson 7: Death of Prophet Muhammad (PBUH)**Intended Learning Outcomes (ILOs):****Affective**

- Recognize how the day of the death of Prophet Muhammad (PBUH) was.

Cognitive

- Depict the circumstances surrounded the death of the Prophet Muhammad (PBUH).
- Cite some Quranic verses depicting the completion of the Islamic mission.

Psychomotor

- Translate some sentences about the unrivalled nature of Prophet Muhammad's (PBUH) legacy .

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about the circumstances surrounded the death of the Prophet Muhammad (PBUH).
- Ensure that students understand the unrivalled nature of Prophet Muhammad's (PBUH) legacy.
- Be prepared to provide additional support for students struggling with the content, structure, vocabulary or

Lesson Plan Overview

- Warm-up and Pre-Reading Discussion (about 5 minutes)

- Reading and Explanation (about 20 minutes)
- Activities (10 minutes)
- Pair Work: Varied Activities (5 minutes)
- Closure/assessment (5 minutes)

Lesson Procedure Details

Warming-up (5 minutes)

Agree-Disagree Line (5 minutes)

Objective: Engage the students in a physical and reflective activity to express their views on ‘The day when the Prophet Muhammad (PBUH) passed away’.

Instructions:

- **Statement:** Read a statement related to religion, such as ‘Last Sermon at Mount Arafat’.
- **Positioning:** Ask the students to work in groups.
- **Share:** Encourage the students from different groups to explain and share their thoughts about the legacy of the Prophet (PBUH).
- **Discuss:** Highlight the variety of viewpoints and relate them to the lesson objectives.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage the students in thinking about the status and rights of women in the Islamic society.

Instructions:

- Begin with a discussion about: ‘the status and rights of women in the Islamic society’.

- Encourage the students to share their thoughts and ideas.
- Write key points on the board to refer back to during the lesson.

2. Reading and Explanation (15 minutes)

Objective: Introduce thoughts about Islam as a system that created a civilization which became the center of learning in the world.

Instructions:

- Read the provided text about the Last Sermon at Mount Arafat.
- Explain how the Last Sermon at Mount Arafat laid the basic principles of Islam.
- Discuss the areas that represent the unrivalled nature of Prophet Muhammad's (PBUH) legacy.

Key Points to Cover:

- The Last Sermon at Mount Arafat.
- Prophet Muhammad's (PBUH) death.
- the unrivalled nature of Prophet Muhammad's (PBUH) legacy.
- Women status in Islam.

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

Instructions:

- Ask students to translate sentences from English to Arabic and vice versa.

A. Circle the right choice:

- Complete these sentences with the correct word.
- Tell the students to read through the gap sentences carefully.



- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1- predict 2 - sermon 3 - legacy 4 - unparalleled 5 - distinguish

B - Complete:

- Tell the students to read through the sentences carefully.
- Explain that they must complete the table with the correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

Word	Antonym
1- memorable	unknown - insignificant
2- unrivalled	unknown - normal
3- magnificent	humble - modest - minor
4- unified	separate - divided
5- ignorant	educated - knowledgeable

C - Write [T] for true statements and [F] for false ones.

- Read through the statements as a class.

- Check understanding.
- Ask students to read the text again.
- Tell Students that they should try to remember, or make a note of, why the false sentences are false.
- Ask students to Correct the false sentences
- Go through the exercise with the class.

Answers

1- F 2- F 3- T 4- T 5- T

D - Match:

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check the answers.

Answers

1- b 2- c 3- a 4- e 5- d

E – Answer the following questions:

- Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text
- Put them in pairs to compare their answers.
- Check answers as a class.

Answers

- 1 - The last sermon of the Prophet (PBUH) at Mount Arafat is crucial as it laid the basic principles of the Islamic society.
- 2 - Due to its academic excellence, the system unified tribes and nations of different races and led the world in discoveries and inventions.
- 3 - The Prophet (PBUH) passed away on 12th of Rabie-al-Awwal in the 11th year of his immigration.
- 4 - They are supposed to be the guardians and servants of their people, caring for their needs and spreading justice among them.
- 5 - The Prophet (PBUH) himself set the example of respect that women deserve through his noble exemplary, loving and kind treatment of his wives and daughters.

F - Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate into Arabic:

من أعظم جوانب إرث النبي صلى الله عليه وسلم هو الأثر الذي تركه في حق النساء حيث رفع مكانتهن وحقوقهن إلى مستوى لم يشهد العالم له مثيل من قبل.

Translate into English:

We must follow the steps of the Prophet (BPUH) to attain the Paradise of Allah (GBTH).

4. Pair Work (5 minutes)

Values Clarification (5 minutes)

Objective: Help students explore their personal values related to The Last Sermon at Mount Arafat.

Instructions:

- **Statements:** Prepare a series of value statements related to The Last Sermon at Mount Arafat (e.g., "It is important to follow religious traditions," "It was a memorable speech that laid the basic principles of Islam."
- **Reflect:** Read each statement aloud and ask students to silently reflect on whether they agree or disagree.
- **Share:** Invite students to share their reflections and reasons. Facilitate a discussion that highlights the diversity of values and beliefs in the classroom.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- Summarize key points of the lesson and address any remaining questions.

Homework:

- A short descriptive essay on the unrivalled nature of Prophet Muhammad's (PBUH) legacy.



Unit 3

Worship in Islam



UNIT OBJECTIVES

At the end of this unit, students should be able to:

- ◆ Recognize the value of worshiping Allah (GBTH) by Muslims and identify the concept of worship in Islam.
- ◆ Cite some Quranic verses that depict the format and features of worship in Islam.
- ◆ Demonstrate the characteristics of worship in Islam and identify the specific formats of worship.

Unit 3: Worship in Islam

Lesson1: The Concept of Worship

Intended Learning Outcomes (ILOs):

Affective

- Recognize the value of worshiping Allah (GBTH) by Muslims.

Cognitive

- Demonstrate the features of worship in Islam.
- Identify the concept of worship in Islam.

Psychomotor

- Translate some sentences about worship in Islam

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair or group work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about the concept of worship in Islam.
- Ensure that students recognize that the Islamic concept of worship is very broad.
- Be prepared to provide additional support for students to understand that the essence of worship is realized in genuine submission to Allah.

Lesson Plan Overview

- Warm-up and Pre-Reading Discussion (about 5 minutes)
- Reading and Explanation (about 20 minutes)

- Activities (10 minutes)
 - Pair Work: Varied Activities (5 minutes)
 - Closure/assessment (5 minutes)
-

Lesson Procedure Details

• Warming-up (5 minutes)

Quick Write (5 minutes)

Objective: Get students to articulate their thoughts about the essence of worship in Islam.

Instructions:

- **Prompt:** Ask students to write a sentence in response to the prompt: "The essence of worship is realized in genuine submission to Allah."
 - **Share:** After writing, ask a few students to read their sentences aloud.
 - **Discuss:** Facilitate a brief class discussion based on the students' responses, emphasizing that submission will only occur when there is complete love for Allah.
-

Instructions:

- **Statement:** Read a statement related to worship, such as "Whatever you do in obedience to please Allah is worship."
- **Positioning:** Ask students to work in pairs or groups.
- **Share:** Ask students from different groups to explain their ideas. Encourage a few students from each position to share their thoughts.
- **Discuss:** Highlight the variety of viewpoints and relate them to the lesson objectives about the concept of worship.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about the aspects of worship in Islam.

Instructions:

- Begin with a discussion about: "What the provided verses of the Qur'an indicate."
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer back to during the lesson.

2. Reading and Explanation (15 minutes)

Objective: Students introduce their thoughts about worship in Islam.

Instructions:

- Read the provided text about worship in Islam.
- Explain how the Islamic aspect of worship comprises ritual acts of devotion as well as the feelings in the heart and the deeds of the physical body.
- Discuss the meaning of love and submission to Allah.
- Highlight what the concept of worship implies.

Key Points to Cover:

- The Islamic concept of worship
- The root of the word 'worship'
- The concept of worship in Islam vs that in the West

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A- Circle the right choice:

Read the text again and choose the correct words.

- Tell the students to read through the gap sentences carefully.
- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1- submit 2- derived 3-comprise 4- reliance 5- essence

B- Complete the table: -

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Check answers as a class.

Answers

Word	Synonym
submission	surrender
obedience	compliance-reverence
righteousness	goodness-justice
contentment	satisfaction-pleasure
essence	core-spirit-soul

C-Write [T] for true statements and [F] for false ones.

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students that they should try to remember, or make a note of, why the false sentences are false.
- Ask students to Correct the false sentences
- Go through the exercise with the class.

Answers

1- (T) 2- (F) 3- (F) 4- (F) 5-(F)

D- Match:-

- Tell the students to read through the words carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

Answers

1- b 2 – c 3- a 4-e 5 – d

E- Answer the following questions:

- Tell the students to read through the questions carefully.
- Explain that they will need to look through the text again to find the correct answers.
- Ask them to think of their own answers.

- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Check answers as a class.
- Accept all correct answers.

Answers

- 1- Worship is the submission to Allah (GBTH), and whatever you do in obedience to please Allah (GBTH) is worship.
- 2- Islamic worship comprises ritual acts of devotion as well as the feelings in the heart and the deeds of the physical body.
- 3- To be righteous is to believe in Allah, the Last Day, the angels, the scripture, and the prophets and to do good deeds.
- 4- Worship is complete love and full submission to Allah (GBTH).
- 5- The only subject of worship is Allah (GBTH).

Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate into Arabic:

تشتمل مظاهر العبادة في الإسلام علي إخلاص العبادات وأعمال القلب والجوارح لله.

Translate into English:

Worship is the full submission and complete love to Allah

4. Pair Work (5 minutes)

Dictionary Use (5 minutes)

Objective: Enhance understanding.

Instructions

- Each group creates a map of ideas with "Worship" as the central idea with the help of their dictionaries.
- Branches should include types of worship.
- Groups present their maps to the class.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the lesson.

Instructions:

- Assign students to write a short essay on how they understand the meaning of worship.
- Encourage students to reflect on the lesson.

Homework:

- A short reflective essay on ‘the Islamic concept of worship’.

Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
 - **Worksheets:** Check for accuracy and understanding in completed activities.
 - **Presentations:** Assess clarity and comprehension.
 - **Homework:** Write an essay based on the topic.
-

Lesson 2: Acts of worship**Intended Learning Outcomes (ILOs):****Affective**

- Recognize the value of worshipping Allah (GBTH) by Muslims.

Cognitive

- Identify the format of worship in Islam.

Psychomotor

- Translate some sentences about worshipping Allah (GBTH).

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about the act of worship in Islam.
- Ensure that students understand the various acts of worship.
- Be prepared to provide additional support for students to understand that worship is not limited to specific times or places.

Lesson Plan Overview

1. Warm-up and Pre-Reading Discussion (about 5 minutes)
2. Reading and Explanation (about 20 minutes)
3. Activities (10 minutes)
4. Pair Work: Varied Activities (5 minutes)

5. Closure/assessment (5 minutes)

Lesson Procedure Details

• Warming-up (5 minutes)

Four Corners Debate (5 minutes)

Objective: Engage students in a dynamic discussion about the early stage of revelation and its impact on society.

Instructions:

- **Statement:** Present a statement, such as "The simplest of tasks can change into acts of worship."
- **Corners:** Label each corner of the room with an act of worship.
- **Positioning:** Ask students to move to the corner that best represents what they might have done or seen.
- **Share:** Select a few students from each corner to share their ideas. Facilitate a brief discussion emphasizing the different viewpoints.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about the true significance of worship.

Instructions:

- Begin with a discussion about: "Every good thing one does or says to please Allah is an act of worship in Islam."
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer back to during the lesson.

2. Reading and Explanation (15 minutes)

Objective: Introduce their thoughts about 'How daily activities can be acts of worship'.

Instructions:

- Read the provided text about the various acts of worship.
- Explain how freeing speech from filth, falsehood, malice, and abuse for the sake of Allah can be a kind of worship.
- Discuss how Islam teaches that true worship encompasses every aspect of a person's life.

Key Points to Cover:

- Acts of worship in Islam
- The importance of conducting all aspects of life in accordance with divine guidance
- Honesty and truthfulness in doing everything

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A- Choose the correct word:

- Complete these sentences with the correct word.
- Tell the students to read through the gap sentences carefully.
- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1- charity 2- abide by 3- a, b and c 4- avoid 5- affairs

B- Complete the table: -

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

Word	Synonym
filth	dirt – vulgarity
falsehood	deception – dishonesty
malice	hatred – spleen
abuse	offense
destitute	poor - needy

C-Write [T] for true statements and [F] for false ones.

- Read through the statements as a class.
- Check understanding.
- Tell Students to make a note of why the false sentences are false.
- Ask students to Correct the false sentences
- Go through the exercise with the class.

Answers

1- (T) 2- (T) 3- (T) 4- (T) 5-(F)

D- Match:

- Tell the students to read through the words carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

Answers

1- e 2 - d 3 - a 4 - b 5 - c

E- Answer the following questions:

- Tell the students to read through the questions carefully.
- Explain that they will need to look through the text again to find the correct answers.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Check answers as a class.
- Accept all correct answers.

Answers

- 1- We should have the intention to seek the pleasure of Allah (GBTH) when we practice all daily activities.

- 2- Economic activities can be a kind of worship as long as you remain honest and truthful in doing them.
- 3- The Prophets of Allah (GBTH).
- 4- We should treat parents, relatives and friends with kindness and respect.
- 5- Allah sent the messengers and revealed the Scriptures to guide people to the right path to do what He loves and avoid what He doesn't approve.

F- Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate into Arabic

نحن نعبد الله علي مراد الله وبالكيفية التي علمنا إياها الرسول صلى الله عليه وسلم، فإن الله تعالى أرسل الرسل وأوحى اليهم الكتب لهداية البشر إلى الصراط المستقيم.

Translate into English

Worship includes every action, statement, or belief that Allah (GBTH) loves and is pleased with.

4. Pair Work (5 minutes)

Silent Discussion (5 minutes)

Objective: Allow students to express their thoughts on worship in Islam non-verbally.

Instructions:

- Question: Write a thought-provoking question about worship in Islam on a large piece of paper (e.g., "How can Muslims lead their life?").
- Respond: Give students markers and ask them to write their responses to the question.
- Review: After a few minutes, read and discuss the various responses as a class.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- Assign students to write a short essay on how they understand Worship.
- Encourage students to reflect on the lesson and prepare any questions they have for discussion.
- Summarize key points of the lesson and address any remaining questions.

Homework:

- A short expository essay on how to practice Islam in all aspects of life.
-



Unit 4

Al-Azhar



UNIT OBJECTIVES

At the end of this unit, students should be able to:

- ◆ Value the significance and foundational history of Al-Azhar Mosque in the Islamic world.
- ◆ Recognize the challenges faced by Al-Azhar since its foundation and in modern Egyptian history.
- ◆ Demonstrate the influential role of Al-Azhar in Egypt and the broader Islamic world.
- ◆ List the features that contribute to Al-Azhar's leading position and its role in modern history.
- ◆ Highlight Al-Azhar's role in promoting civilized dialogue, including discussions related to "al-Quds Al-Shārif."

Unit 4: Al-Azhar**Lesson 1: The Message of Al-Azhar****Intended Learning Outcomes (ILOs):****Affective**

- Value the significance of Al-Azhar role in the Islamic world.

Cognitive

- Highlight the fundamental message of Al-Azhar in the Islamic world.
- Demonstrate the history of Al-Azhar Mosque.

Psychomotor

- Translate some sentences about Al-Azhar .

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about Al-Azhar Mosque.
- Ensure that students understand the importance of Al-Azhar in the Islamic world.
- Be prepared to provide additional support for students to understand the fundamental message of Al-Azhar.

Lesson Plan Overview

1. Warm-up and Pre-Reading Discussion (about 5 minutes)
2. Reading and Explanation (about 20 minutes)

3. Activities (10 minutes)
 4. Pair Work: Varied Activities (5 minutes)
 5. Closure/assessment (5 minutes)
-

Lesson Procedure Details

• Warming-up (5 minutes)

Agree-Disagree Line (5 minutes)

Objective: Engage students in a physical and reflective activity to express their views on Al-Azhar as the largest religious institution and Islamic scientific center of knowledge.

Instructions:

- **Statement:** Read a statement related to Al-Azhar Mosque.
- **Positioning:** Ask students to work in pairs and groups.
- **Share:** Ask students to explain their ideas. Encourage a few students from each pair or group to share their thoughts.
- **Discuss:** Highlight the variety of viewpoints and relate them to the lesson objectives about role in fostering dialogue and cooperation among diverse communities.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about Al-Azhar as the largest religious institution.

Instructions:

- Begin with a discussion about Al-Azhar Mosque.
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer to during the lesson.

2. Reading and Explanation (15 minutes)

Objective: Students introduce their thoughts about the message of Al-Azhar.

Instructions:

- Read the provided text about Al-Azhar aloud.
- Explain the long history and esteemed reputation of Al-Azhar.
- Discuss how Al-Azhar University in Cairo, Egypt, serves as a guiding light for the Muslim community worldwide.
- Highlight how Al-Azhar is a destination for Muslim learners all over the world.

Key Points to Cover:

- Al-Azhar as the heart of Islamic religious education
- Al-Azhar as a symbol of intellectual and spiritual enlightenment
- The grand university of Al-Azhar as the largest religious and scientific institution in Islam
- The universal message of Al-Azhar

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

Instructions:

A) Circle the right choice:

- Tell the students to read through the gap sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check answers as a class.

Answers

1. conscience 2. surpasses 3. embody 4. defends 5. safeguards

B) Complete the following table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

word	synonym
1- conscience	inner feeling
2- ambition	desire / aim
3- defend	advocate
4- surpass	excel / exceed
5- modality	idealism

C) Write (T) for true statements and (F) for false ones:

- 1 Read through the statements as a class, checking understanding.
- 2 Tell students that they may need to read the text again.
- 3 Students should make a note of why the false sentences are false.
- 4 Students should try to correct the false sentences.

Answers

1- T 2- F 3- T 4- F 5- T

D) Match the words with their meanings:

- 1 Tell the students to read through the words carefully before trying to match them.
- 2 You may want to ask them to reread the text and check their dictionary.
- 3 Put them in pairs to compare their answers.
- 4 Check answers as a class.

Answers

1- c 2- d 3- b 4- e 5- a

E) Answer the following questions:

- Discuss these questions in pairs.
- Tell the students to discuss the questions in pairs.
- Encourage them to use the language from the reading text to give their opinions.
- Continue the discussion with the whole class.

Answers

1- Al-Azhar is the biggest religious and scientific establishment in Islam.

2- Al-Azhar has been the conscience of the Islamic nation because it has upheld a tradition of advocating for justice, human rights and social equality, and promoting peace and understanding among different cultures and religions.

- 3- The Fatimid Caliph Al-Muiz established Al-Azhar Mosque.
- 4- The characteristics of the message of Islam that Al-Azhar carries out are: comprehensiveness, validity as a divine system for life, eternity, perfection, modality and reality.
- 5- The message of Al-Azhar is universal because it establishes the values of peaceful co-existence, dialogue and love among humanity, regardless of any difference in gender, ethnicity or creed.

F) Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy. **Answers**

* Translate into Arabic:

تعتبر رسالة الأزهر رسالة عالمية، فهي تهدف إلى بيان الصورة الحقيقية للإسلام التي تؤكد على قيم التعايش السلمي والحوار، والحب بين الناس، بغض النظر عن أي اختلافات في الجنس أو العرق أو العقيدة.

* Translate into English:

The comprehensive, moderate approach of Al-Azhar protects youth from deviation and extremism.

4. Pair Work (5 minutes)

Word Association (5 minutes)

Objective: Quickly gather students' initial thoughts and enhance understanding.

Instructions:

- Prompt: Write the word " Al-Azhar " on the board.

- Respond: Go around the room and ask each student to quickly say the first word or phrase that comes to mind when they hear " Al-Azhar."
- Discuss: After all students have responded, discuss any patterns, surprising words, or common themes that emerged. Write these on the board to refer back to during the lesson.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- Summarize key points of the lesson and address any remaining questions.

Homework:

- Short descriptive essay about Al-Azhar.

Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
 - **Worksheets:** Check for accuracy and understanding in completed activities.
 - **Presentations:** Assess clarity and comprehension in Word Association activity.
 - **Homework:** Write an essay related to the topic.
-

Lesson 2: Al-Azhar Resilience

Intended Learning Outcomes (ILOs):

Affective

- Value the significance of Al-Azhar role in the Islamic world.

Cognitive

- Recognize the challenges faced by Al-Azhar Mosque since its foundation.
- Depict some challenges faced by Al-Azhar in the modern Egyptian history.
- Demonstrate the influential situation of Al-Azhar in Egypt and the Islamic world.

Psychomotor

- Translate some sentences about Al-Azhar role in the Islamic world .

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about the influence of Al-Azhar on Islamic society.
- Ensure that students identify the ability of Al-Azhar to adapt and innovate.
- Be prepared to provide additional support for students to appreciate Al-Azhar renewable educational system.

Lesson Plan Overview

1. Warm-up and Pre-Reading Discussion (about 5 minutes)
 2. Reading and Explanation (about 20 minutes)
 3. Activities (10 minutes)
 4. Pair Work: Varied Activities (5 minutes)
 5. Closure/assessment (5 minutes)
-

Lesson Procedure Details

• Warming-up (5 minutes)

Quick Write (5 minutes)

Objective: Get students to articulate their thoughts about the challenges Al-Azhar has encountered throughout its history.

Instructions:

- **Prompt:** Ask students to write a sentence in response to the prompt: "Al-Azhar has encountered a lot of challenges."
 - **Share:** After writing, ask a few students to read their sentences aloud.
 - **Discuss:** Facilitate a brief class discussion based on the students' responses, emphasizing the diversity of thoughts and experiences.
-

1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about the positive role of Al-Azhar.

Instructions:

- Begin with a discussion about: "Al-Azhar as a prestigious institution of learning and authority in the Islamic world."
 - Encourage students to share their thoughts and ideas.
 - Write key points on the board to refer back to during the lesson.
-

2. Reading and Explanation (15 minutes)

Objective: Students introduce their thoughts about challenges Al-Azhar has encountered throughout its history.

Instructions:

- Read the provided text about challenges Al-Azhar has encountered throughout its history.
- Explain the ability of Al-Azhar to adapt and innovate.
- Discuss the flexibility of Al-Azhar educational system.
- Highlight how Al-Azhar remains a deeply influential institution in the Egyptian society.

Key Points to Cover:

- challenges Al-Azhar has encountered throughout its history
- The positive role of Al-Azhar
- Al-Azhar and modernity
- Al-Azhar's ability to adapt and innovate
- Restructuring Al-Azhar educational system.

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A) Circle the right choice:

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the gap sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check answers.

Answers

1. encountered 2. tried 3. pivotal 4. modernity 5. prominent

B) Complete the following table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

word	synonym
1- encounter	Face / find
2- interrupt	cut in / disrupt
3- attempt	try
4- challenge	Defiance-hardship
5- prominence	importance

C) Write (T) for true statements and (F) for false ones:

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students to make a note of why the false sentences are false.

- Ask students to Correct the false sentences
- Go through the exercise with the class.

Answers

1- F 2- T 3- F 4- T 5- T

D) Match the words with their meanings:

- Tell the students to read through the words carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

Answers

1- b 2- d 3- a 4- e 5- c

E) Answer the following questions:

- Discuss these questions in pairs.
- Tell the students to discuss the questions in pairs.
- Encourage them to use the language from the reading text to give their opinions.
- Continue the discussion with the whole class.

Answers

1- Al-Azhar Mosque became a Sunni institution in 1171 CE, after Saladin started to rule Egypt.

- 2- Al-azhar experienced very critical times Because it has played a pivotal role in Egyptian life, so the imperial powers sought to control its authority.
- 3- Al-Azhar educational system was restructured and reformed to cope with educational updates and to correspond to social changes.
- 4- Prayer at Al-Azhar was interrupted for about 100 years during the transition from the Fatimid to the Ayyubid dynasty.
- 5- Al-Azhar regained its prominent role by the end of the 13th century.

F) Translation

(Model Translation or any relevant translation would be accepted):

Before translation ask students to:

Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

* Translate into Arabic:

يعتبر الأزهر مؤسسة ذات تأثير عميق في المجتمع المصري، ويحظى بتقدير كبير في العالم الإسلامي السني، وهو رمزاً للعالم الإسلامي.

* Translate into English:

Al-Azhar is the beacon of knowledge and the destination for scholars.

4. Pair Work (5 minutes)

Silent Discussion (5 minutes)

Objective: Allow students to express their thoughts on the positive role of Al-Azhar non-verbally.

Instructions:

- **Question:** Write a thought-provoking question about Al-Azhar on a large piece of paper (e.g., "What is the positive role of Al-Azhar in society?").
- **Respond:** Give students markers and ask them to write their responses to the question.
- **Review:** After a few minutes, read and discuss the various responses as a class.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the lesson.

Instructions:

- Assign students to write a short essay on the positive role of Al-Azhar.
- Encourage students to reflect on the lesson.
- Summarize key points of the lesson and address any remaining questions.

Homework:

- Short reflective essay on 'Al-Azhar Resilience'.

Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
 - **Worksheets:** Check for accuracy and understanding.
 - **Presentations:** Assess clarity and comprehension in Quick Write activity.
 - **Homework:** Write an essay related to the topic.
-

Lesson 3: The Islamic Comprehensive View

Intended Learning Outcomes (ILOs):

Affective

- Value the significance of Al-Azhar role in the Islamic world.

Cognitive

- List the features of Al-Azhar to be in the leading position.
- Demonstrate Al-Azhar role in the modern history.

Psychomotor

- Translate some sentences about Al-Azhar in the Islamic world .

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about Al-Azhar inclusiveness, rationalism, and moderateness.
- Ensure that students understand that Al-Azhar is a great Islamic civilizational and scientific edifice.
- Be prepared to provide additional support for students to recognize that Al-Azhar gives the Islamic issues the due care.

Lesson Plan Overview

1. Warm-up and Pre-Reading Discussion (about 5 minutes)
2. Reading and Explanation (about 10 minutes)
3. Activities (20 minutes)

- 4. Pair Work: Varied Activities (5 minutes)
 - 5. Closure/assessment (5 minutes)
-

Lesson Procedure Details

Warming-up (5 minutes)

Four Corners Debate (5 minutes)

Objective: Engage students in a dynamic discussion about the flexibility, inclusiveness, and rationalism of Al-Azhar.

Instructions:

- **Statement:** Present a statement, such as "Al-Azhar adopts many schools of jurisprudence."
- **Corners:** Label each corner of the room with "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree."
- **Positioning:** Ask students to move to the corner and that best represents their opinion on the statement.
- **Share:** Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about Al-Azhar the eligible center that accepts differences and enforces unity under the umbrella of Islam.

Instructions:

- Begin with a discussion about Al-Azhar as a great Islamic civilizational and scientific edifice.
 - Encourage students to share their thoughts and ideas.
 - Write key points on the board to refer back to during the lesson.
-



2. Reading and Explanation (15 minutes)

Objective: Introduce their thoughts about ‘How Al-Azhar advocates the rights of the children, women, the poor and the weak.’.

Instructions:

- Read the provided text about Al-Azhar Islamic Comprehensive View.
 - Explain how the features of Al-Azhar to be in the leading position.
 - Discuss Al-Azhar role in the modern history.
 - Think about how the initiatives of Al-Azhar are positively effective.
 - Highlight Al-Azhar global campaign to support Palestine.
-

Key Points to Cover:

- Al-Azhar inclusiveness, rationalism, and moderateness
 - The significance of science
 - Local and global initiatives
 - The Global campaign to support Palestine
-

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A) Circle the right choice:

- Read the text again and choose the correct words.
- Tell the students to read through the gap sentences carefully.
- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Then they can discuss their answer.
- Check answers as a class.

Answers

1. inclusiveness 2. deduce 3. force 4. confront 5. neglected

B) Complete the following table:

word	antonym
1- flexibility	Rigidity / inflexibility
2- promote	degrade
3- ability	disability
4- smoothly	hard
5- undeniable	Debatable

C) Write (T) for true statements and (F) for false ones:

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students that they should try to remember, or make a note of, why the false sentences are false.
- Ask students to Correct the false sentences
- Go through the exercise with the class.

Answers

1- T 2- T 3- F 4- T 5- T

D) Match the words with their meanings:

- Tell the students to read through the words carefully before trying to

match them.

- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

Answers

1- e 2- d 3- a 4- b 5- c

E) Answer the following questions:

- Tell the students to read through the questions carefully.
- Explain that they will need to look through the text again to find the correct answers.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Check answers as a class.
- Accept all correct answers.

Answers

1- Al-Azhar's flexibility, inclusiveness, rationalism and moderateness has enabled it to approach Muslims with different tendencies.

2- Al-Azhar gave this issue the ultimate priority and launched campaigns.

3- Its commitment to moderation and inclusivity has enabled Al-Azhar to understand and encompass the Muslims with different tendencies.

4- Nowadays, Al-Azhar includes schools of medicine, engineering, pharmacy

and dentistry.

5- The Islamic Research Complex held a press conference to launch the initiative: "Our climate is our life" to spread climate awareness in cooperation with the Ministry of Environment.

F) Translation:

(Model Translation, any relevant translation would be accepted)

Students should understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

*** Translate into Arabic:**

لقد تميز الأزهر بالمرونة، والشمولية، والعقلانية، والاعتدال، مما مكنه من التواصل مع جميع المسلمين باختلاف توجهاتهم.

*** Translate into English:**

Al-Azhar has contributed to political and social life, as well as religious and scientific life.

4. Pair Work (5 minutes)

Mind Mapping (5 minutes)

Objective: Enhance understanding.

Instructions

- Divide your students into pairs.
- Each pair creates a mind map of ideas with "Al-Azhar rationalism" as the central idea.
- Branches should include examples of rationalisms.
- Pairs present their maps to the class.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- Assign students to write a short essay on how they understand Al-Azhar care for environmental Issues.
- Encourage students to reflect on the lesson and prepare any questions they have for discussion.
- Summarize key points of the lesson and address any remaining questions.

Homework:

- Short expository essay on “Al-Azhar Islamic Comprehensive View”.
-



Lesson 4: Al-Azhar Dialogue

Intended Learning Outcomes (ILOs):

Affective

- Value the role of Al-Azhar in calling for civilized dialogue.

Cognitive

- Depict Al-Azhar dialogue related to "Al-Quds Al-Sharif".

Psychomotor

- Translate some sentences about Al-Azhar in the Islamic world.

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- During discussions, encourage respect of Al-Azhar role.
- Ensure that students understand the importance of the "Al-Quds Al-Sharif".
- Be prepared to provide additional support for students to realize the value of peaceful co-existence.

Lesson Plan Overview

1. Warm-up and Pre-Reading Discussion (about 5 minutes)
2. Reading and Explanation (about 20 minutes)
3. Activities (10 minutes)
4. Pair Work: Varied Activities (5 minutes)

5. Closure/assessment (5 minutes)

Lesson Procedure Details

• Warming-up (5 minutes)

Word Association (5 minutes)

Objective: Encourage students to think about Al-Azhar civilized dialogue between Muslims and non-Muslims.

Instructions:

- Prompt: Write the phrase "Al-Azhar civilized dialogue " on the board.
- Respond: Ask students to quickly write down the first word or phrase that comes to mind when they think of "civilized dialogue".
- Pair: Have students pair up to share and compare their responses
- Share: Invite pairs to share their responses with the class.
- Write key words on the board to visualize the range of associations and themes.

Instructions:

- **Statement:** Read a statement related to Al-Azhar civilized dialogue.
- **Positioning:** Ask students to work in pairs and groups.
- **Share:** Ask students from different pairs and groups to explain their ideas. Encourage a few students from each pair or group to share their thoughts.
- **Discuss:** Highlight the variety of viewpoints and relate them to the lesson objectives about Al-Azhar dialogue.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about Al-Azhar civilized dialogue between Muslims and non-Muslims.

Instructions:

- Begin with a discussion about how Al-Azhar works hard to correct the non-constructive practices and thoughts.
 - Encourage students to share their thoughts and ideas.
 - Write key points on the board to refer back to during the lesson.
-

2. Reading and Explanation (15 minutes)

Objective: Introduce their thoughts about how Al-Azhar dialogue calls for moderateness and rejects fanaticism, and violence.

- Instructions:
 - Read the provided text about Al-Azhar civilized dialogue aloud.
 - Explain how Al-Azhar dialogue is initiated at all levels.
 - Discuss that Al-Azhar, in a dialogue related to the most important case in the Middle East, issued a statement regarding "Al-Quds Al-Sharif".
 - Think about how Al-Azhar dialogue sheds light on the aggressions that the holy city has been subjected to.
 - Highlight good and effective consequences of Al-Azhar civilized dialogue.
-

Key Points to Cover:

- Al-Azhar civilized dialogue
 - Al-Quds Al -Sharif in Al-Azhar dialogue
 - The Zionists' aggressive policies towards the holy city
-

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A) Circle the right choice:

- Tell the students to read through the gap sentences carefully.
- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1. mutual 2. strife 3. imposed 4. co-existence 5. extremist

B) Complete the following table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

word	synonym
1- initiative	action-proposal
2- strife	violent
3- mutual	common / combined/shared
4- extremist	fanatic-radical
5- significant	important



C) Write (T) for true statements and (F) for false ones:

- Read through the statements as a class, checking understanding.
- Tell students that they may need to read the text again.
- Students should try to remember, or make a note of, why the false sentences are false.
- Students should try to correct the false sentences.

Answers

1- T 2- T 3- F 4- T 5- T

D) Match the words with their meanings:

- Tell the students to read through the two columns carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

Answers

1- b 2- d 3- e 4- a 5- c

E) Answer the following questions:

- Put the students into pairs.
- Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text
- Tell them to read through the questions and think about their answers.

- Put them in groups to compare their answers.
- Ask some students to share their answers with the class.
- Check answers as a class.

Answers

- 1- Al-Azhar corrects the non-constructive practices and thoughts by maintaining dialogue with various religious sects.
- 2- Al-Azhar suggests a civilized dialogue between Muslims and non-Muslims to achieve the mutual benefit and peaceful co-existence.
- 3- Israeli-Palestinian conflict is the most crucial case in the Middle East.
- 4- It aims to achieve peaceful co-existence.
- 5- The World Organization of Al-Azhar Graduates launched an initiative entitled “Protecting Youth against Extremist Thought” to protect the youth by holding seminars, lectures, and interactive workshops or via social media.

F) Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to understand the source, choose the right words, use proper grammar, edit for polish, and double-check accuracy.

Answers

* Translate the following into Arabic:

لطالما دعا الأزهر لحوار حضاري بين المسلمين وغير المسلمين ليحقق المنفعة المتبادلة والتعايش السلمي.

* Translate the following into English:

A certain stance shouldn't be imposed on others by force, but there should be a constructive dialogue to resolve conflicts.

4. Pair or Group Work (5 minutes)

Vocabulary Building (5 minutes)

Flashcards (5 minutes)

Objective: Enhance vocabulary related to Al-Azhar Dialogue.

Idea 1: Word Association

- Provide students with a list of key terms (e.g., civilized, co-existence, constructive, initiate, usurp).
- In pairs, students come up with words or phrases they associate with each term.
- Pairs share their associations and discuss how they relate to the key terms.

5. Homework/ Assessment (5 minutes)

Objective: Reinforce learning and prepare for future discussions.

Idea 1: Assign students to research how Al-Azhar defends Palestine.

Homework:

- Write a short report on Al-Azhar dialogue related to the most important case in the Middle East, "Al-Quds Ash-Sharif."
-



Unit 5

Islamic Values



UNIT OBJECTIVES

At the end of this unit, students should be able to:

- ◆ Value the spirit of tolerance in Islam and understand its significance and place.
- ◆ Identify and portray the concept of tolerance in Islam, including its different levels.
- ◆ Value the spirit of justice in Islam and identify its essence.
- ◆ Value the spirit of altruism in Islam and demonstrate its significance.
- ◆ Cite some Quranic verses and the Prophet's (BPUH) Hadith/s that call for tolerance, justice, and altruism.



Unit 5: Islamic Values

Lesson 1: Spirit of Tolerance in Islam

Intended Learning Outcomes (ILOs):

Affective

- Value the spirit of tolerance in Islam.

Cognitive

- Portray what is meant by tolerance in Islam.
- Identify the place of tolerance Islam.
- Cite from the Holy Quran some verses calling for tolerance.

Psychomotor

- Translate some sentences about tolerance in Islam.

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about tolerance in Islam.
- Ensure that students understand the importance of tolerance.
- Be prepared to provide additional support for students to understand the concept of tolerance in Islam.

Lesson Plan Overview

1. Warm-up and Pre-Reading Discussion (about 5 minutes)
2. Reading and Explanation (about 20 minutes)
3. Activities (10 minutes)



4. Pair/group Work: Word Association activity (5 minutes)
5. Closure/assessment (5 minutes)

Lesson Procedure Details

• Warming-up (5 minutes)

Agree-Disagree Line (5 minutes)

Objective: Engage students in a physical and reflective activity to express their views on tolerance in Islam.

Instructions:

- **Statement:** Read a statement related to tolerance.
- **Positioning:** Ask students to work in pairs and groups.
- **Share:** Ask students from different pairs and groups to explain their ideas. Encourage a few students from each pair or group to share their thoughts.
- **Discuss:** Highlight the variety of viewpoints and relate them to the lesson objectives about tolerance in Islam.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about practicing tolerance.

Instructions:

- Begin with a discussion about tolerance.
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer back to during the lesson.

2. Reading and Explanation (15 minutes)

Objective: Students introduce their thoughts about how tolerance comes from our recognition of dignity, equality and human rights.

Instructions:

- Read the provided text about tolerance aloud.
 - Explain that tolerance comes from our recognition of dignity, equality and rights of human.
 - Discuss how tolerance is a basic principle of Islam and a religious moral duty.
 - Highlight that tolerance is a part of our religion.
-

Key Points to Cover:

- Tolerance is a part of our religion
 - Tolerance is the mechanism that upholds human rights
 - Tolerance means that Muslims should forgive when they are able to take revenge
-

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A- Circle right choice:

- Read out the first sentence, complete it as an example.
- Remind the students to refer back to the text if necessary.
- Tell them to complete the task. Go round and offer help as required.
- Check answers by inviting different students to
- Read out the sentences with the correct words.

Answers

1- principles 2- emphasized 3- respecting 4- convictions 5- convey

B- Complete the table: -

- Tell the students to read through the table carefully.

- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

Word	Antonym
respect	disrespect
tolerate	veto-refuse-reject
diverse	similar
adhere	break-disobey
patient	impatient

C-Write [T] for true statements and [F] for false ones.-

- Read through the statements as a class, checking understanding.
- Tell students that they may need to read the text again.
- Students should try to remember, or make a note of, why the false sentences are false.
- Students should try to correct the false sentences.

Answers

1- (F) 2- (F) 3- (T) 4- (T) 5-(T)

D- Match:

- Tell the students to read through the two columns carefully.

- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check the answers.

Answers

1- c 2 – d 3- a 4 – e 5 – b

E- Answer the following questions:

- Ask two students to read out the questions and discuss ideas as a class.
- Allow time for the students to complete the task in pairs.
- Check the answers by asking two students to read out the questions and answers.

Answers

- 1- Tolerance is the mechanism that upholds human rights and the rule of law
- 2- Tolerance means respect, acceptance, and appreciation of the diversity of the world's cultures, forms of expression and beliefs.
- 3- ... by wisdom and gentle preaching.
- 4- It means that everyone is free to adhere to their own convictions and accept that others adhere to theirs.
- 5- When people make mistake Muslims should tolerate them.

F- Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate into Arabic: -

التسامح يعنى قبول حقيقة أن البشر يختلفون في مظهرهم وطريقة حديثهم وسلوكهم وقيمهم، وأن لهم الحق في أن يعيشوا في سلام.

Translate into English: -

Tolerance is to forgive when you are able and to overlook when others make mistakes.

4. Pair Work (5 minutes)

Word Association (5 minutes)

Objective: Gather students' initial thoughts and enhance understanding.

Instructions:

- Prompt: Write the word "tolerance" on the board.
- Respond: Go around the room and ask each student to quickly say the first word or phrase that comes to mind when they hear "tolerance."
- Discuss: After all students have responded, discuss any patterns, surprising words, or common themes that emerged. Write these on the board to refer back to during the lesson.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- Summarize key points of the lesson.

Homework:

- Wrote a short descriptive essay about tolerance.



Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
 - **Worksheets:** Check for accuracy and understanding in completed activities.
 - **Presentations:** Assess clarity and comprehension in Agree-Disagree Line.
 - **Homework:** Write an essay related to the topic.
-

Lesson 2: Levels of Tolerance**Intended Learning Outcomes (ILOs):****Affective**

- Value the spirit of tolerance in Islam.

Cognitive

- Depict the different levels of tolerance.
- Demonstrate the essence of tolerance in Islam.

Psychomotor

- Translate some sentences about tolerance in Islam.

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about levels of tolerance.
- Ensure that students identify levels of tolerance.
- Be prepared to provide additional support for students to appreciate levels of tolerance.

Lesson Plan Overview

1. Warm-up and Pre-Reading Discussion (about 5 minutes)
2. Reading and Explanation (about 20 minutes)
3. Activities (10 minutes)

4. Pair Work: Varied Activities (5 minutes)

5. Closure/assessment (5 minutes)

Lesson Procedure Details

• Warming-up (5 minutes)

Quick Write (5 minutes)

Objective: Get students to articulate their thoughts about levels of tolerance.

Instructions:

- **Prompt:** Ask students to write a sentence in response to the prompt: "levels of tolerance"
 - **Share:** After writing, ask a few students to read their sentences aloud.
 - **Discuss:** Facilitate a brief class discussion based on the students' responses, emphasizing the diversity of thoughts and experiences.
-

1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about how the virtue of tolerance must be emphasized.

Instructions:

- Begin with a discussion about: "Patience and tolerance are an integral part of a Muslim's belief."
 - Encourage students to share their thoughts and ideas.
 - Write key points on the board to refer back to during the lesson.
-

2. Reading and Explanation (15 minutes)

Objective: Students introduce their thoughts about levels of tolerance.

Instructions:

- Read the provided text about levels of tolerance.

- Explain that Islam teaches tolerance on all levels.
 - Discuss the levels of tolerance.
-

Key Points to Cover:

- Tolerance is the device that upholds human rights
 - Levels of tolerance
 - Patience and tolerance are an integral part
 - Tolerance stems from the essence of Islam
-

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A- Circle the right choice.

- Read the text again and choose the correct words.
- Tell the students to read through the gap sentences carefully.
- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Then they can discuss their answer.
- Check answers as a class.

Answers

1- device 2- levels 3- stereotypes 4- integral 5- urges

B- Complete the table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words.

- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

Word	synonym
1-uphold	maintain –support
2-violation	abuse – offense
3-foster	support – sustain
4-fairy tale	sentimental – fable
5-contrary	opposite - reverse

C-Write [T] for true statements and [F] for false ones.

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students that they should try to remember, or make a note of, why the false sentences are false.
- Ask students to Correct the false sentences
- Go through the exercise with the class.

Answers

1- (F) 2- (T) 3- (T) 4- (T) 5-(T)

D- Match:

- Tell the students to read through the words carefully before trying to match them.

- Put them in pairs to compare their answers.
- Check answers as a class.

Answers

1- b 2 – a 3- d 4 –e 5 – c

E- Answer the following questions:

- Ask the students to read the text aloud, in pairs.
- Students then answer the questions in pairs.
- Invite different students to give their answers.
- Ask the students to identify any words they don't know.
- Tell them to try to guess their meaning, using the context to help them.
- Then check the meanings of the words as a whole class.

Answers

1- Levels of tolerance are:

A: Tolerance among family members.

B: Tolerance among members of community.

C: Tolerance between Muslims and non-Muslims.

2-We can foster tolerance through deliberate policies.

3 We should have dialogue and good relations with non-Muslims, but we cannot accept things that contradict our religion.

4- The prophet (GBUH) said, “The best of faith consists of patience and tolerance.”

5-The essence of Islam and the teachings that Prophet Muhammad (GBUH) has prescribed.

F- Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

1. Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate into Arabic

إن الرحمة والتسامح والاحترام تجاه مختلف المعتقدات ينبع من جوهر الإسلام وتعاليم النبي صلى الله عليه وسلم.

Translate into English

Islam calls for spreading tolerance and mercy among people regardless of their religion and beliefs.

4. Pair Work (5 minutes)

Discussion (5 minutes)

Objective: Allow students to express their thoughts on ‘Tolerance stems from the essence of Islam’.

Instructions:

- Question: Write a thought-provoking question about levels of tolerance.
- Respond: Give students markers and ask them to write their responses around the question.
- Review: After a few minutes, read and discuss the various responses as a class.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the lesson.

Instructions:

- Assign students to write a short essay on levels of tolerance.
- Encourage students to reflect on the lesson and prepare any questions they have for discussion.
- Summarize key points of the lesson and address any remaining questions.

Homework:

- A short reflective essay on ‘levels of tolerance’.

Assessment

- Participation: Evaluate student engagement during discussions and activities.
 - Worksheets: Check for accuracy and understanding in completed activities.
 - Presentations: Assess clarity and comprehension in mind map presentations.
 - **Homework:** Write an essay related to the topic.
-

Lesson 3: Justice**Intended Learning Outcomes (ILOs):****Affective**

- Value the spirit of justice in Islam.

Cognitive

- Explain what is meant by justice in Islam.
- Cite from the Holy Qur'an some verses calling for justice.
- Cite from the Prophet's (PBUH) Hadith what call for justice.

Psychomotor

- Translate some sentences about justice.

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about justice.
- Ensure that students understand the elevated principle of justice in Islam.
- Provide additional support for students to recognize that justice is ingrained within the Islamic political system.

Lesson Plan Overview

1. Warm-up and Pre-Reading Discussion (about 5 minutes)
2. Reading and Explanation (about 20 minutes)

3. Activities (10 minutes)
 4. Pair Work: Varied Activities (5 minutes)
 5. Closure/assessment (5 minutes)
-

Lesson Procedure Details

• Warming-up (5 minutes)

Four Corners Debate (5 minutes)

Objective: Engage students in a dynamic discussion about the incident and trial of Caliph Ali ibn Abi Talib (APWH) with a Jewish.

Instructions:

- Statement: Present a statement, such as "Islam doesn't differentiate in dignity and fundamental rights between one person and another."
- Corners: Label each corner of the room with "Muslim," "Non-Muslim," "Strong," and "weak."
- Positioning: Ask students to move to each corner and express their opinion on how justice can be achieved with everyone.
- Share: Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about justice.

Instructions:

- Begin with a discussion about justice as a great Islamic principle.
 - Encourage students to share their thoughts and ideas.
 - Write key points on the board to refer back to during the lesson.
-

2. Reading and Explanation (15 minutes)

Objective: Introduce their thoughts about ‘the principle of justice.’.

Instructions:

- Read the provided text about the principle of justice aloud.
- Explain how the principle of justice is applied in the Islamic society.
- Discuss how everyone should be subjected to the same rules of justice.
- Highlight how justice is apparent in the verses The Noble Qur’an and in the Prophet’s (PBUH) words and actions.

Key Points to Cover:

- The concept of justice
 - The spirit of justice in Islam
 - The level of justice that Islam adopts
-

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A- Circle the right choice.

- Tell the students to read through the gap sentences carefully.
- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1- witness 2- desire 3- elevated 4- oppressed 5- astonished

B- Complete the table:**Answers**

Word	synonym
1- apparent	clear – visible
2- achieve	fulfil
3- covenant	compact – bargain – bond
4-degrade	humiliate – reduce
5-astonished	surprised

C-Write [T] for true statements and [F] for false ones.

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students to make a note of, why the false sentences are false.
- Ask students to Correct the false sentences
- Go through the exercise with the class.

Answers

1- (F) 2- (T) 3- (T) 4- (F) 5-(T)

D- Match:

- Tell the students to read through the words carefully.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

Answers

1- d 2 – e 3- a 4 – b 5 – c

E- Answer the following questions:

- Tell the students to read through the questions carefully.
- Give the students time to read through the questions.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Check answers as a class.
- Accept all correct answers.

Answers

1-...within the Islamic political system.

2- Muslims and non-Muslims.

3- Justice does not subject to human desires. Everyone in society is subjected to it.

4-This exalted principle of justice must be engrained within the Islamic political system.

5- The Jewish man was astonished because of the fairness shown by the judge when he ruled in favor of him.

F- Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate into Arabic:

المسلمون وغير المسلمون ذكورًا وإناثًا سودًا وبيضًا جميعهم متساوين بموجب الشريعة الإسلامية ويخضعون لنفس قواعد العدالة.

Translate into English:

Nations are built with justice, but they perish without it.

4. Pair Work (5 minutes)

Mind Mapping (5 minutes)

Objective: Enhance understanding.

Instructions

- Each pair creates a mind map of ideas with "justice" as the central idea.
 - Branches should include types of justice.
 - Pairs present their maps to the class.
-

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- Assign students to write a short essay on how they understand justice.
 - Encourage students to reflect on the lesson and prepare any questions they have for discussion.
 - Summarize key points of the lesson and address any remaining questions.
-

Homework:

Write a short expository essay on justice.

Lesson 4: Altruism**Intended Learning Outcomes (ILOs):****Affective**

- Value the spirit of altruism in Islam.

Cognitive

- Explain what is meant by altruism in Islam.
- Cite some verses in the Qur'an and Hadeeth calling for altruism.

Psychomotor

- Translate some sentences about altruism.

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- During discussions, encourage the value of altruism.
- Ensure that students understand the importance of altruism.
- Be prepared to provide additional support for students to realize the value of altruism.

Lesson Plan Overview

1. Warm-up and Pre-Reading Discussion (about 5 minutes)
2. Reading and Explanation (about 20 minutes)
3. Activities (10 minutes)
4. Pair Work: Varied Activities (5 minutes)
5. Closure/assessment (5 minutes)

Lesson Procedure Details

• Warming-up (5 minutes)

Word Association (5 minutes)

Objective: Encourage students to think about altruism.

Instructions:

- Prompt: Write the phrase " Altruism denotes selfless acts." on the board.
- Respond: Ask students to quickly write down the first word or phrase that comes to mind when they think of altruism.
- Pair: Have students pair up to share and compare their responses.
- Share: Invite pairs to share their responses with the class. Write key words on the board to visualize the range of associations and themes.

Instructions:

- **Statement:** Read a statement related to altruism.
- **Positioning:** Ask students to work in pairs and groups.
- **Share:** Ask students from different pairs and groups to explain their ideas. Encourage a few students from each pair or group to share their thoughts.
- **Discuss:** Highlight the variety of viewpoints and relate them to the lesson's objectives about altruism.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about how an altruistic individual shows a selfless concern for the well-being of others.

Instructions:

- Begin with a discussion about how altruism is a manifestation of true faith in Allah (GBTH).
 - Encourage students to share their thoughts and ideas.
 - Write key points on the board to refer back to during the lesson.
-

2. Reading and Explanation (15 minutes)

Objective: Introduce their thoughts about how altruism is a manifestation of true faith in Allah (GBTH).

Instructions:

- Read the provided text about altruism aloud.
 - Explain how altruism indicates that Islam is a religion of love and peace.
 - Think about some examples of altruism.
 - Highlight good and effective consequences of altruism on society.
-

Key Points to Cover:

- The concept of altruism
 - Altruism indicates that Islam is a religion of love and peace.
-

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A- Circle the right choice.

- Tell the students to read through the gap sentences carefully.
- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1- altruistic 2- endeavors 3- selfishness 4- praised 5- acquaintance

B- Complete the table:

- Tell the students to read through the table carefully.
- Explain that they must write the correct **synonym** to complete the table.
They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

Word	synonym
1- generosity	goodness-charity
2- humanitarian	charitable-compassionate
3- selfless	generous- self-denying
4- interested	concerned-involved
5- grace	dignity-elegance

C-Write [T] for true statements and [F] for false ones.

- Read through the sentences with the class.
- Ask students to read the text again to complete the task.
- Check their answers as a class.

Answers

1- (T) 2- (F) 3- (F) 4- (T) 5-(F)

D- Match:

- Tell the students to read through the words carefully.
- Ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

Answers

1- c 2 – a 3- b 4 – e 5 – d

E- Answer the following questions:

- Put the students into pairs.
- Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text again
- Tell them to read through the questions and think about their answers again.
- Put them in groups to compare their answers.
- Ask some students to share their answers with the class.
- Check answers as a class.

Answers

1-Altruism is the highest degree of generosity.

2- Islam encourages and praises altruism to promote compassion, solidarity, kindness, and harmony among people.

3- Allah praises the companions of Prophet Muhammad (PBUH) for their altruism.

4- The reward of being selfless is the pleasure of Allah (GBTH) and the promise of great rewards in Hereafter, including paradise.

5- The prophet's companions provided the best example of altruism by putting others' needs before their own, sharing their wealth, and even risking their lives to support others.

F- Translation

(Model Translation, any relevant translation would be accepted): -

Before translation ask students to choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Translate into Arabic:

إن الإيثار هو إثارة الغير بأشياء يتم القيام بها لصالح الآخرين مع احتياج الشخص إليها وهو عمل إنساني تشيد به جميع المجتمعات.

Translate into English:

Altruism is an Islamic principle that leads to spreading love and social cohesion, and it's a practical reflection of the teachings of Islam.

4. Pair or Group Work (5 minutes)

Vocabulary Building (5 minutes)

Flashcards (5 minutes)

Objective: Enhance vocabulary related to altruism

Word Association

- Provide students with a list of key words.
- In pairs, students come up with words or phrases related to altruism.

- Pairs share their associations and discuss how they relate to the key terms.
-

5. Homework/ Assessment (5 minutes)

Objective: Reinforce learning and prepare for future discussions.

Idea 1: Assign students to research how altruism is highly praised in Islam.

Homework:

- Write a short report on “Altruism is highly praised in Islam.”
-



Unit 6

Iconic Figures



UNIT OBJECTIVES

At the end of this unit, students should be able to:

- ◆ Value the deeds of Prophet Moses (BPUH), including his birth, upbringing, and miracles.
- ◆ Identify and list the significant deeds and careers of Ubāda ibn al-Šāmit.
- ◆ Value the contributions of the scholar al-Layth ibn Sa'd, including his deeds and careers.
- ◆ Recognize and appreciate the achievements of Nusayba bint Ka'b al-Maziniyya and her significant deeds.

Unit 6: Iconic Figures

Lesson 1: Prophet Moses (PBUH)

Intended Learning Outcomes (ILOs):

Affective

- Value the deeds of Prophet Moses (PBUH).

Cognitive

- Portray the birth and growing-up of Prophet Moses (PBUH).
- List the miracles of Prophet Moses (PBUH).

Psychomotor

- Translate some sentences about prophet Moses (PBUH).

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about Prophet Moses (PBUH).
- Ensure that students value that Prophet Moses is mentioned in The Noble Qur'an more than any other prophet.
- Be prepared to provide additional support for students to identify that Moses (PBUH) performed numerous miracles.

Lesson Plan Overview

- Warm-up and Pre-Reading Discussion (about 5 minutes)
- Reading and Explanation (about 20 minutes)

- Activities (10 minutes)
 - Pair/group Work: Agree-Disagree Line (5 minutes)
 - Closure/assessment (5 minutes)
-

Lesson Procedure Details

Warming-up (5 minutes)

Agree-Disagree Line (5 minutes)

Objective: Engage students in a physical and reflective activity to express their ideas about the most significant prophets and messengers of Allah (GBTH).

Instructions:

- **Statement:** Read a statement related to the birth of Prophet Moses (PBUH).
- **Positioning:** Ask students to work in pairs and groups.
- **Share:** Ask students to explain their ideas. Encourage a few students from each pair or group to share their thoughts.
- **Discuss:** Highlight the variety of viewpoints and relate them to the lesson objectives about Prophet Moses (PBUH).

1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about Prophet Moses.

Instructions:

- Begin with a discussion about Prophet Moses (PBUH).
 - Encourage students to share their thoughts and ideas.
 - Write key points on the board to refer back to during the lesson.
-

2. Reading and Explanation (15 minutes)

Objective: Students introduce their thoughts about who adopted Prophet Moses (PBUH) as their own son.

Instructions:

- Read the provided text about Prophet Moses (PBUH) aloud.
- Explain that Prophet Moses (PBUH) performed numerous miracles.
- Discuss how Prophet Moses (PBUH) expressed his fear of the Pharaoh.
- Highlight that Torah foretells the prophethood of Muhammad (PBUH).

Key Points to Cover:

- Prophet Moses' (PBUH) birth
- Prophet Moses (PBUH) at the palace of the Pharaoh
- Prophet Moses (PBUH) in Midian
- Prophet Moses' (PBUH) miracles
- Prophet Moses' (PBUH) fear

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A- Circle the correct word:

- Read the text again and choose the correct words.
- Tell the students to read through the gap sentences carefully.
- Explain that they must complete them using the correct word.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1- Egypt 2- adopted 3- disobeyed 4- stubborn 5- departed

B- Complete the table: -

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

Word	synonym
decree	order-regulation
grant	assistance-charity
miracle	marvel-wonder
depart	leave-disappear
adopt	raise-parent-take in

C-Write [T] for true statements and [F] for false ones.-

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students to make a note of, why the false sentences are false.
- Go through the exercise with the class.

Answers

1- (T) 2- (F) 3- (T) 4- (F) 5-(F)

D- Match:

- Tell the students to read through the words carefully before trying to match them.
- Ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

Answers

1- b 2 – d 3- a 4 – e 5 – c

E- Answer the following questions:

- Tell the students to read through the questions carefully.
- Give the students time to read through the questions.
- Explain that they will need to look through the text again to find the correct answers.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Check answers as a class.
- Accept all correct answers.

Answers

1-Moses (PBUH) was sent to the Israelites, the Pharaoh and the people of Egypt.

2- Moses (PBUH) was placed in a basket to flow in the Nile to be saved from being killed by the Pharaoh.

3-The Pharaoh and his wife adopted and raised Moses (PBUH).

4- Moses (PBUH) gained the title 'Speaker of Allah' because of having direct conversations with Allah (GBTH).

5- Moses (PBUH) and his supporters departed Banū Isrā'īl and set out for Jerusalem to escape the oppression of the Pharaoh, and the stubbornness and disobedience of the Israelites.

F- Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate into Arabic: -

احتوت التوراة على وحدانية الله والإيمان بيوم القيامة، كما بشرت بالنبي محمد صلى الله عليه وسلم.

Translate into Arabic: -

The Israelites disobeyed Prophet Moses (PBUH) after having clear evidence, so Allah (GBTH) punished them.

4. Pair Work (5 minutes)

Word Association (5 minutes)

Objective: Gather students' initial thoughts and enhance understanding.

Instructions:

- Prompt: Write the word "Prophet Moses' (PBUH) birth" on the board.

- **Respond:** Go around the room and ask each student to quickly say the first word or phrase that comes to mind when they hear " Prophet Moses".
- **Discuss:** After all students have responded, discuss any patterns, surprising words, or common themes that emerged. Write these on the board to refer back to during the lesson.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- Summarize key points of the lesson and address any remaining questions.

Homework:

- Short narrative essay about Prophet Moses (PBUH).

Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
 - **Worksheets:** Check for accuracy and understanding in completed activities.
 - **Presentations:** Assess clarity and comprehension in Agree-Disagree Line.
 - **Homework:** Write an essay related to the topic.
-

Lesson 2: 'Ubādh ibn al-Ṣāmit

Intended Learning Outcomes (ILOs):

Affective

- Value the deeds of the Prophet's (PBUH) companion Ubādh ibn al-Ṣāmit.

Cognitive

- Identify who is Ubādh ibn al-Ṣāmit.
- List the deeds conducted by Ubādh ibn al-Ṣāmit.
- List the careers acted by Ubādh ibn al-Ṣāmit.

Psychomotor

- Translate some sentences about Ubādh ibn al-Ṣāmit.

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage discussions about Ubādh ibn al-Ṣāmit.
- Ensure that students identify that Ubādh ibn al-Ṣāmit was one of the scribes who wrote the revelation.
- Be prepared to provide additional support for students to appreciate the companions of the Prophet (PBUH).

Lesson Plan Overview

- Warm-up and Pre-Reading Discussion (about 5 minutes)
- Reading and Explanation (20 minutes)
- Activities (10 minutes)

- Pair Work: Varied Activities (5 minutes)
 - Closure/assessment (5 minutes)
-

Lesson Procedure Details

Warming-up (5 minutes)

Quick Write (5 minutes)

Objective: Get students to articulate what they know about ‘Ubādh ibn al-Ṣāmit.

Instructions:

- **Prompt:** Ask students to write a sentence in response to the prompt: “‘Ubādh was almost forty years old when he adopted Islam.”
 - **Share:** After writing, ask a few students to read their sentences aloud.
 - **Discuss:** Facilitate a brief class discussion based on the students' responses, emphasizing the modeling of the Prophet companions.
-

1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about military campaigns ‘Ubādh ibn al-Ṣāmit participated in during his life?

Instructions:

- Begin with a discussion about: " ‘Ubādh ibn al-Ṣāmit."
 - Encourage students to share their thoughts and ideas.
 - Write key points on the board to refer back to during the lesson.
-

2. Reading and Explanation (15 minutes)

Objective: Students introduce their thoughts about how ‘Ubādh ibn al-Ṣāmit was not a mere warrior.

Instructions:

- Read the provided text about ‘Ubādh ibn al-Ṣāmit.
- Explain that ‘Ubādh ibn al-Ṣāmit (APWH) was one of the scribes who wrote the revelation for the Prophet (PBUH).
- Discuss how they can follow ‘Ubādh’s (APWH) footsteps.

Key Points to Cover:

- The number of people of Yathrib embraced Islam during the first pledge in the valley of `Aqabah
- Military campaigns ‘Ubādh ibn al-Ṣāmit (APWH) participated in.
- Ubadah (APWH) as a Qur’an teacher

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A - Circle the right choice.

- Complete these sentences with the correct word.
- Tell the students to read through the gap sentences carefully.
- Explain that they must choose the correct words to complete them.
They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1. pledges. 2. warrior. 3. architect. 4-involved. 5- Palestine

B- Complete:

- Tell the students to read through the table carefully.

- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

Word	Antonym
1- handsome	ugly-unattractive
2- fearless	afraid-weak
3- occupation	retreat-Idleness
4- warrior	pacifist - peacemaker
5- competent	inadequate - incompetent

C. Write (T) for true statements or (F) for the false one.

- 1 Read through the sentences with the class.
- 2 Ask students to read the text again to complete the task.
- 3 Check their answers as a class

Answers

1-F. 2-T 3-F 4-T 5-F

D. Match:

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the two columns carefully.

- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check the answers.

Answers

1-d. 2-e. 3-a 4-b. 5-C

E. Answer the following questions:

- Ask students to read through the questions carefully to answer them.
- You may want to ask them to reread the text.
- Put them in pairs to compare their answers.
- Check answers as a class.

Answers

1- Twelve people of Yathrib embraced Islam during the first Aqaba pledge.

2- 'Ubāda ibn al-Ṣāmit embraced Islam when he was about 40 years old.

3- 'Ubāda ibn al-Ṣāmit participated in more than seven large scale military campaigns during his Life, such as the battles of Badr, Uhud and Khandaq. He was one of the main field commanders during the Muslim conquest of Egypt.

4- 'Ubāda was involved in planning the City of Fustat because he was skilled in engineering and knew very well how to plan cities.

5-. Caliph Umar ibn al-Khattab appointed 'Ubāda ibn al-Ṣāmit to teach people the Qur'ān .

F - Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate into Arabic:

كان عبادة بن الصامت رضي الله عنه أحد قادة الجيوش أثناء الفتح الإسلامي لمصر.

Translate into English:

Muslims should take the companions of the Prophet as role models in their daily Life.

4. Pair Work (5 minutes)**Silent Discussion (5 minutes)**

Objective: Allow students to express their thoughts about ‘Ubadah Ibn As-Samit Al-Ansari (APWH)’.

Instructions:

- Question: Write a thought-provoking question about ‘Ubadah Ibn As-Samit (APWH).
- Respond: Ask students to write their responses around the question.
- Review: After a few minutes, read and discuss the various responses as a class.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the lesson.

Instructions:

- Assign students to write a short essay on ‘Ubadah Ibn As-Samit (APWH).
- Encourage students to reflect on the lesson and prepare any questions they have for discussion.
- Summarize key points of the lesson and address any remaining questions.

Homework:

- Short reflective essay on ‘Ubadah Ibn As-Samit (APWH)’.
-

Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
 - **Worksheets:** Check for accuracy and understanding in completed activities.
 - **Presentations:** Assess clarity and comprehension in Silent Discussion activity.
 - **Homework:** Write an essay related to the topic.
-

Lesson 3: Al-Layth ibn Sa'd**Intended Learning Outcomes (ILOs):****Affective**

- Value the deeds of the great scholar Al-Layth ibn Sa'd.

Cognitive

- Identify the knowledge of Al-Layth ibn Sa'd.
- List the deeds conducted by Al-Layth ibn Sa'd.
- List the careers acted by Al-Layth ibn Sa'd.

Psychomotor

- Translate some sentences about Al-Layth ibn Sa'd.

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- Encourage respect during discussions about Al-Layth ibn Sa'd.
- Ensure that students understand the elevated principle of acquiring religious knowledge.
- Be prepared to provide additional support for students to recognize the prominent role of Muslim scholars.

Lesson Plan Overview

- Warm-up and Pre-Reading Discussion (about 5 minutes)
- Reading and Explanation (about 20 minutes)
- Activities (10 minutes)

- Pair Work: Varied Activities (5 minutes)
 - Closure/assessment (5 minutes)
-

Lesson Procedure Details

• Warming-up (5 minutes)

Four Corners Debate (5 minutes)

Objective: Engage students in a dynamic discussion about Muslim scholars.

Instructions:

- Statement: Present a statement, such as " Al-Layth ibn Sa'd was one of the great Imams of jurisprudence."
- Corners: Label each corner of the room with "scholar," "non scholar".
- Positioning: Ask students to move to each corner and express their opinions.
- Share: Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about Egyptian Muslim scholars.

Instructions:

- Begin with a discussion about Egyptian Muslim scholars.
 - Encourage students to share their thoughts and ideas.
 - Write key points on the board to refer back to during the lesson.
-

2. Reading and Explanation (15 minutes)

Objective: Introduce their thoughts about 'Al-Layth ibn Sa'd'.

Instructions:

- Read the provided text about Al-Layth ibn Sa'd aloud.
- Explain the importance of scholars in the Islamic society.
- Discuss how everyone should strive to acquire knowledge.
- Highlight how Al-Layth ibn Sa'd affected the society positively.

Key Points to Cover:

- Al-Layth ibn Sa'd the great Imams of jurisprudence
- Imam Al-Layth occupied several posts
- Imam Al-Layth as a wealthy scholar

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A-Circle the right choice.

- Tell the students to read through the gap sentences carefully.
- Explain that they must complete them using the correct word.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1- righteous. 2 - Egypt. 3- fabulous 4-occupied 5 - generous

B-Complete:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

Word	Antonym
1- pious	impious-bad
2- sincere	false-dishonest
3- humble	proud-arrogant
4- genius	fool -idiot
5- trustworthy	unreliable - irresponsible

C - Write [T] for true statements and [F] for false ones.

- Read through the statements as a class, checking understanding.
- Tell students that they may need to read the text again.
- Students should make a note of why the false sentences are false.
- Students should try to correct the false sentences.

Answers

1- T. 2-T. 3-F 4-T. 5-F

D - Match:

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check the answers.

Answers

1-e 2. d. 3-a. 4-b. 5-c

E- Answer the following questions:

- Discuss this question with a partner.
- Read the question with the class and allow students a few minutes to discuss their ideas in pairs.
- Ask the pairs to report back to the class and compare their answers.

Answers

- 1- Al-Layth ibn Sa'd was born in Qalqashanda, a village 22 km from Fustat, Egypt.
- 2- students came to learn from Al-Layth ibn Sa'd Because he was prominent among his contemporary Scholars as a genius jurist and the most trustworthy narrator of Hadith.
- 3- Al-Layth ibn Sa'd was the head of the Administration of Finance of Egypt during the reign of the 'Abbasid Caliph, al-Mahdī.
- 4- Al-Layth ibn Sa'd was used to spending most of his money in charity to support his fellow scholars, Students and poor Muslims.
- 5- Al-Layth ibn Sa'd was never liable to pay Zakah despite being rich because he never kept money for a whole year with him.

F-Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Answers

Translate into Arabic:

كان الليث بن سعد من أعظم الفقهاء وكان عالماً تقياً، مخلصاً، كريماً، طيب القلب.

Translate into English:

Muslims should be keen on seeking knowledge, as it doesn't conflict with earning money.

4. Pair Work (5 minutes)**Mind Mapping (5 minutes)**

Objective: Enhance understanding.

Instructions

- Each pair creates a mind map of ideas with "Egyptian scholars" as the central idea.
- Branches should include some Muslim scholars' names.
- Pairs present their maps to the class.

5. Homework/ Assessment (5 minutes)

Objective: Consolidate learning and prepare for the next lesson.

Instructions:

- Assign students to write a short essay on the Egyptian Muslim scholars.
- Encourage students to reflect on the lesson and prepare any questions they have for discussion.
- Summarize key points of the lesson and address any remaining questions.

Homework:

Write a short expository essay on “*Al-Layth ibn Sa’d*”.

Lesson 4: The courageous Woman**Nusaybah Bint Ka'b****Intended Learning Outcomes (ILOs):****Affective**

- Value the deeds of the Nusaybah Bint Ka'b.

Cognitive

- Identify who is Nusaybah Bint Ka'b Al Maziniyyah.
- List the deeds conducted by Nusaybah Bint Ka'b.

Psychomotor

- Translate some sentences about Nusaybah Bint Ka'b.

Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Physical or digital for pair work.
- A soundtrack of the lesson text.

Notes for the Teacher

- During discussions, encourage the value of woman's role in Islam.
- Ensure that students understand the importance of woman's role in all fields of life.
- Be prepared to provide additional support for students to realize the value of woman's role in Islam.

Lesson Plan Overview

- Warm-up and Pre-Reading Discussion (about 5 minutes)
- Reading and Explanation (about 20 minutes)

- Activities (10 minutes)
 - Pair Work: Varied Activities (5 minutes)
 - Closure/assessment (5 minutes)
-

Lesson Procedure Details

Warming-up (5 minutes)

Word Association (5 minutes)

Objective: Encourage students to think about woman's role in Islam.

Instructions:

- Prompt: Write "Nusaybah Bint Ka'b was a brave woman who fought alongside men in battles." on the board.
- Respond: Ask students to quickly write down the first word or phrase that comes to mind when they think of that.
- Pair: Have students pair up to share and compare their responses.
- Share: Invite pairs to share their responses with the class. Write key words on the board to visualize the range of associations and themes.

1. Pre-Reading Discussion (5 minutes)

Objective: Engage students in thinking about how Nusaybah Bint Ka'b is a good example of the Muslim women.

Instructions:

- **Statement:** Read a statement related to Nusaybah Bint Ka'b.
- **Positioning:** Ask students to work in pairs and groups.
- **Share:** Ask students to explain their ideas. Encourage a few students

from each pair or group to share their thoughts.

- **Discuss:** Highlight the variety of viewpoints and relate them to the lesson's objectives about women's role.

2. Reading and Explanation (15 minutes)

Objective: Introduce their thoughts about how the role of woman is of great importance.

Instructions:

- Read the provided text about Nusaybah Bint Ka'b aloud.
- Explain how Islam respects men and women side by side.
- Think about some examples of effective Muslim women.
- Highlight the effective consequences of the women's role on society.

Key Points to Cover:

- Muslim women's positive role
- Man and woman partnership in supporting and defending societies.
- Courage and patience of Nusaybah Bint Ka'b

3. Activities (10 minutes)

Objective: Reinforce understanding through interactive exercises.

A- Circle the right choice.

- **Read the text again and choose the correct words.**
- Tell the students to read through the gap sentences carefully.
- Explain that they must complete them using the correct word.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

Answers

1- adopted 2- courageous 3- Uhud 4- distinguished 5- suffered

B- Complete the table:

- **Complete the table with the correct synonym of the words.**
- Tell the students to read through the table carefully.
- Explain that they must complete the table using the correct synonym of the words. They can do this in pairs or groups.
- Ask them to refer to the text or a dictionary if they need further help.
- Check answers as a class.

Answers

Word	synonym
embrace	grasp – adopt
allegiance	loyalty – adherence
defend	secure – guard – support
sustain	endure – suffer – experience
scattering	sprinkling – smattering

C-Write [T] for true statements and [F] for false ones.

- Put the students into pairs.
- Ask them to discuss the questions.
- Elicit answers from the class and comment on whether any of the students' answers.
- Invite some students to report their answers to the class.

Answers

1- (T) 2- (T) 3- (F) 4- (F) 5-(F)

D- Match:

- Tell the students to read through the two columns carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

Answers

1- b 2 – c 3- d 4 – e 5 – a

E- Answer the following questions:

- Put the students into pairs.
- Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text.
Tell them to read through the questions and think about their answers again.
- Put them in groups to compare their answers.
- Ask some students to share their answers with the class.
- Check answers as a class.

Answers

- 1- Nusayba Bint Ka'b embraced Islam from the early beginning.
- 2- During the battle, Nusayba Bint Ka'b sprang into action with her sword and bow in hand. She joined a small group that acted as a human shield to protect the Prophet (PBUH).
- 3- The Prophet (PBUH) saw Nusayba Bint Ka'b Al Maziniyya fighting in whichever direction he looked.
- 4- Nusayba Bint Ka'b devoted herself to education and training of women of Madina.
- 6- Nusayba Bint Ka'b died in the 13th Hijri year.

F- Translation

(Model Translation, any relevant translation would be accepted):

Before translation ask students to:

Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy. **Answers**

Translate into Arabic:

ارتبطت شجاعة نسبية في ساحة المعركة بثباتها وقوة إيمانها عندما استشهد كل أبنائها، حيث أظهرت صبراً وقوة هائلتين.

Translate into English:

The Islamic history bears witness that the Muslim woman plays an effective role in all fields of life.

4. Pair or Group Work (5 minutes)

Vocabulary Building (5 minutes)

Flashcards (5 minutes)

Objective: Enhance vocabulary related to Muslim women.

Idea 1: Word Association

- Provide students with a list of key words.
- In pairs, students come up with words or phrases they associate with each term.
- Pairs share their associations and discuss how they relate to the key terms.

5. Homework/ Assessment (5 minutes)

Objective: Reinforce learning and prepare for future discussions.

Assign students to research how Nusaybah Bint Ka'b is highly praised in Islam.

Homework:

Write a short biography about “*Nusaybah Bint Ka'b*”.



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