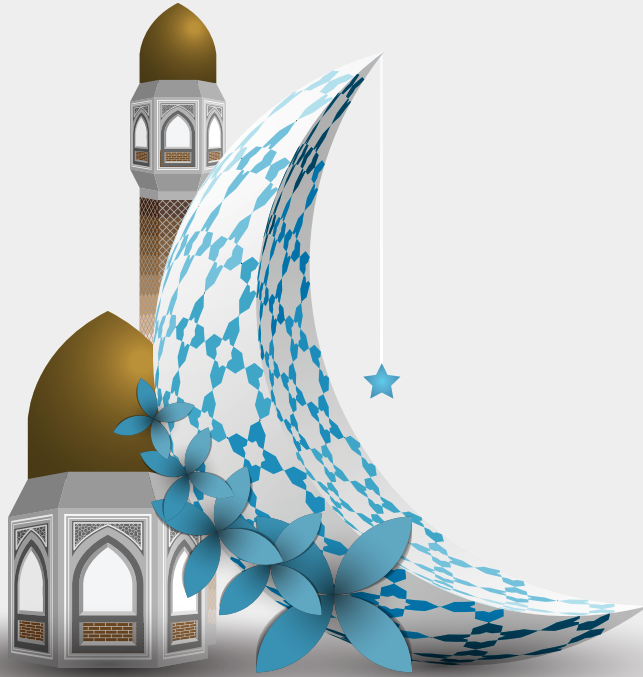





Islamic Education

8

Grade Eight





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Foreword

Praise be to Allah, Alone, and may the Peace and Blessings of Allah be upon Prophet Muhammad after whom there is no other prophet.

The life of the Muslim Nation is closely linked to Islamic education, since it is the basis of the correct belief and worship of the Muslims, and by which the Muslims distinguish between what is permitted (Halal) and prohibited (Haram) in Islam. As a result, their faith in Sharia is firmly established, their souls are purified, and their morals are rectified.

Young people can be considered society's top priority who need special care and education. Due to the dire need for a syllabus specializing in Islamic Education in private schools in non-Arabic speaking countries, we in BASAER have prepared this curriculum to contribute to teaching Islam to Muslim children to build their personalities, and to purify themselves.

The project commenced with a field study, workshops, and intensive focus sessions, resulting in specific objectives the target learner needs to achieve in this curriculum.

These objectives have been translated according to general guidelines, upon which a framework of the curriculum has been established. The curriculum document was then developed and has been subsequently translated into 12 books for the learner, with the same number of books for the teacher.

We selected special topics that the learner needs, such as the fundamentals of the Qur'anic sciences, the Sunnah, the jurisprudence of faith, and the jurisprudence of judgements. These topics facilitate character-building among learners by encouraging personal purification, enhancing their behavior, and instilling Islamic culture in them.

The project has passed through several phases of proofreading and scientific review through various teams of specialists. This includes preparing the learner's book with clarity, and with content that is appropriate for the needs and cognitive ability of the learner.

We do not claim perfection and distinction regarding this project; however, we are satisfied with the efforts that we have made according to the best of our ability. We supplicate to Allah to make this work purely intended for Him, to be a light for the learners, and to make it a benefit and reward for all those who contributed to its sponsorship and support.

May Allah's Peace and Blessings be upon our Prophet Muhammad, his family and his companions.

Project Supervisor

Dr. Mohammad bin Abdullah Al-Dewish

Introduction



All gratitude is due to Allah, the Lord of the Worlds. May the peace and blessings of Allah be upon our Prophet Muhammad, his family and companions to the Day of Recompense.

Dear student, we present to you the eighth book of the Islamic Education curriculum. It has been developed to teach young Muslims the founding principles of their religion and the basic tenets of *'Aqīdah* (creed), Sharia, and ethics while building their character within the Islamic pedagogical framework.

This book includes brief commentary on Surahs *al-Takwīr*, *al-Infīṭār*, and *al-Muṭaffifīn*. It draws the most important scientific and educational lessons from the Glorious Ayahs and dedicates a lesson to discuss the most important characteristics of the Glorious Qur'an.

In addition, students will continue their journey with the rules of *Tajwīd*. They are going to study the rules of *al-Mīm al-Sākinah* and *al-Lām* and *al-Rā'* letters and practice these rules, especially applying them to the Ayahs included in the *tafsīr* (interpretation) lessons.

On the other hand, the book includes four Prophetic Hadiths that look at the expiation of sins, the importance of love among Muslims, the seven major destructive sins, and the gravity of exposing wrongdoings. Practical and educational lessons will be also drawn from these Hadiths.

Likewise, students will continue their study of the Prophet's *Sīrah* (biography) and legacy, particularly the Madinan era. A survey of that era's characteristics and the Muslims' intertwined relations with the polytheists, Jews, and hypocrites, and how such complications eventually, by Allah's Grace, led to the Prophet's triumph and domination over the Arabian Peninsula.

Knowing more about Allah, the Almighty, is essential to having firm faith. Therefore, students will study the principles of the Oneness of Names and Attributes, which aim at establishing Allah's description in the revelation while showing due glory to Him by avoiding any resemblance with His Creation. Furthermore, the book covers some of Allah's Names and Attributes and their impact on a Muslim's beliefs and behavior.

For *fiqh* and discipline, students will study a comprehensive summary of the rulings of Zakat, *Ṣawm*, food and drinks, clothing, adornment, and the Islamic manner in greeting others.

Finally, in order to nurture the sense of pride in Islam, students will study the merits of Islam. Indeed, its source is divine, its legislation is perfect and comprehensive, and its rulings and provisions are simple and balanced. Therefore, it is the seal of religions and the last message until the Day of Recompense.



We spared no effort to produce this book in accordance with scholarly principles and modern educational criteria, while seriously considering the following:

- starting each lesson with pre-teaching activities to catch your attention and to motivate you.
- Designing tables, figures and semantic maps to help you fully understand the content of the book.
- Including educational activities that can realize educational goals as per the Active Learning Strategies, taking into account that they should:
 - be integrated within the curriculum to achieve the objectives of the lesson, considering the nature and essence of the subject area.
 - Develop the various aspects of your character traits and skills.
 - Be diversified as to the way of implementation (individually or collectively), the place where they should be implemented (inside/outside the classroom), and forms of implementation (written, verbal, movement-based, or mental).
- Putting evaluation questions at the end of lessons to test correct understanding of the lesson and its goals.

We hope this book achieves the goals we aspired to reach in it, and that it is a guide with the simplicity of its content, the clarity of its presentation, the effectiveness of its activities, and the breadth of its evaluation.

We ask Allah, the Most High, to make this book beneficial for students and to accept this effort from us for He is the All-Hearing, All-Knowing.

May the peace and blessings of Allah be upon our Prophet Muhammad, his family and companions.

The Prophet's ﷺ Encounters with the Jews

Lesson Objectives:

Dear student, after carefully studying the lesson, you will be able, by the permission of Allah, to do the following:

- 1 summarize the most important events of the Prophet's ﷺ battels with the Jews.
- 2 Provide evidence on Jew's breaching the pledges.
- 3 Provide reasons for the Prophet's ﷺ fight against the Jews.
- 4 Appreciate the importance of Jihād in protecting Islam.
- 5 Warn Muslims against the hostility of the Jews.

Pre-teaching Activity:

Breaching pledges is of the characteristics of the Jews.

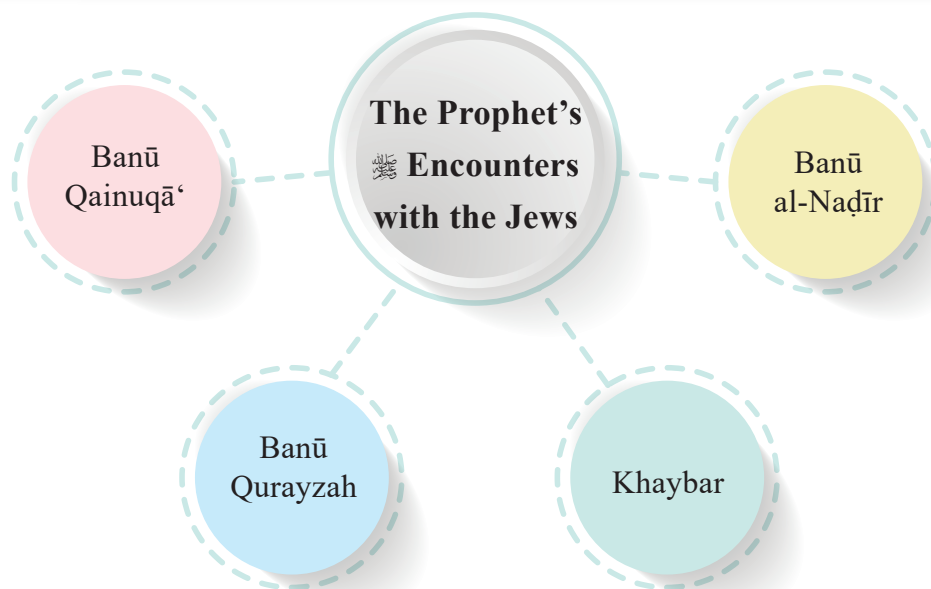
- Under the guidance of your teacher, mention a situation in contemporary history supporting this statement.

.....

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- ◇ The second enemy the Prophet ﷺ faced in Madinah was the Jews. Battels happened between the Muslims and the Jews due to their breaching of the pledges which shall be discussed as follows:



- ◇ The Muslims kept their pledge with the Jews. However, these tribes broke their pledge with the Prophet ﷺ and the Muslims. Read the details below:



1. Jews of Banū Qainuqā‘:

- ◇ They are the first Jews who betrayed Muslims. They showed their hostility against the Muslims after giving victory in the battle of Badr. Some of them told the Prophet ﷺ: **“You should not deceive yourself (taking pride) that you had killed a few persons who were inexperienced and did not know how to fight. Had you fought with us, you would have known us. You have never met people like us.”**
- ◇ However, the Prophet ﷺ never punished them until they committed heinous act, when they transgressed against a Muslim woman buying from their market, the Prophet ﷺ expelled them from Madinah in the month of Shawāl, 2 A.H.



2. Jews of Banū al-Naḍīr:

- ◇ In the fourth year of Hijrah, Jews of Banū al-Naḍīr tried to kill the Prophet ﷺ by scheming to throw a big stone on him while he was sitting, Jibrīl ؑ told the Prophet ﷺ of their plot, therefore, the Prophet ﷺ punished them by expelling them from Madinah.

3. Jews of Banū Qurayzah:

- ◇ During the siege of the polytheists to the Muslims in the battle of the trench, Jews of Banū Qurayzah betrayed the pledge with the Prophet ﷺ and allied with the polytheists by allowing the polytheists to enter Madinah through the area they were watching, and, thus, allowing them to head towards Madinah then control over the women, children and elderly.
- ◇ The Muslims besieged them after the end of the battle of the trench at the end of the year 5 A.H., then they killed their men and took their properties as a punishment for their betrayal.

4. Jews of Khaybar:

- ◇ Khaybar is a small town away from Madinah, inhabited by the Jews. Their hostility towards the Muslims appeared after the arrival of the Jews of Banū al-Naḍīr after expelling them from Madinah. The Jews of Khaybar allied with the polytheists in collecting the allies for the battle of the trench and they sought to convince Banī Qurayzah to betray the Muslims in the battle of the trench.



- ◇ Therefore, Khaybar became a source of considerable danger to the Muslims and the Muslims fought them in the month of Muḥarram, 7 A.H. to repulse their aggression so the Muslims besieged and fought them until they gave up.
- ◇ The Prophet ﷺ never started with aggression; rather, the Jews are the ones who start with aggression and break their pledges. Therefore, the Prophet ﷺ fought and evacuated them from Madinah to achieve stability and security for Islam and Muslims.



Activities



Activity 1: (Review and deduce)

- ◇ The Jews have characteristics that you can deduce from the lesson events:

Characteristic	Indication in the lesson
Aggression against the Sanctuaries.	
Seizing the opportunities to deceive others.	
Betraying and breaking the pledges.	



Activity 2: (Contemplate and discuss)

- ◇ Allah, the Most High, says, "You will surely find the most intense of the people in animosity toward the believers [to be] the Jews and those who associate others with Allah" **لَتَجِدَنَّ أَشَدَّ** ﴿النَّاسِ عَدَاوَةً لِلَّذِينَ آمَنُوا الْيَهُودَ وَالَّذِينَ أَشْرَكُوا﴾ (al-Mā'idah: 82). **Reflect on this Ayah and discuss its indication with your teacher and classmates. Explain how this hostility appeared when the Jews allied with the polytheists.**
-
-





Evaluation



Q1: Put (✓) before the correct sentence and (×) before the wrong sentence:

- 1 Jews of Banū Qainuqā' transgressed against a Muslim woman in their market. ()
- 2 Jews of Banū Qurayzah allied with the polytheists in the battle of the trench. ()
- 3 Banū al-Naḍīr's men was sentenced to be killed and their properties to be taken. ()



Q2: Choose the correct answer:

- 1 The first battle with the Jews in the year of 2 A.H. was the battle of:
 - > Khaybar.
 - > Banū al-Naḍīr.
 - > Banū Qainuqā'.
- 2 Banū al-Naḍīr were evacuated from Madinah for their attempt to:
 - > Transgress the Muslims.
 - > Kill the Prophet ﷺ.
 - > Control over Madinah.
- 3 The Jews of Khaybar showed hostility towards Muslims after inhabited with them:
 - > Banū Qainuqā'.
 - > Banū Qurayzah.
 - > Banū al-Naḍīr.



Q3: Give reasons for the following:

- 1 The evacuation of the Jews of Banū Qainuqā' from Madinah.
- 2 The fight of Muslims against the Jews of Khaybar.

The Names of Allah (the Most Beautiful, the Most Bashful, the Most Concealer)

Lesson Objectives:

Dear student, after carefully studying the lesson, you will be able, by the permission of Allah, to do the following:

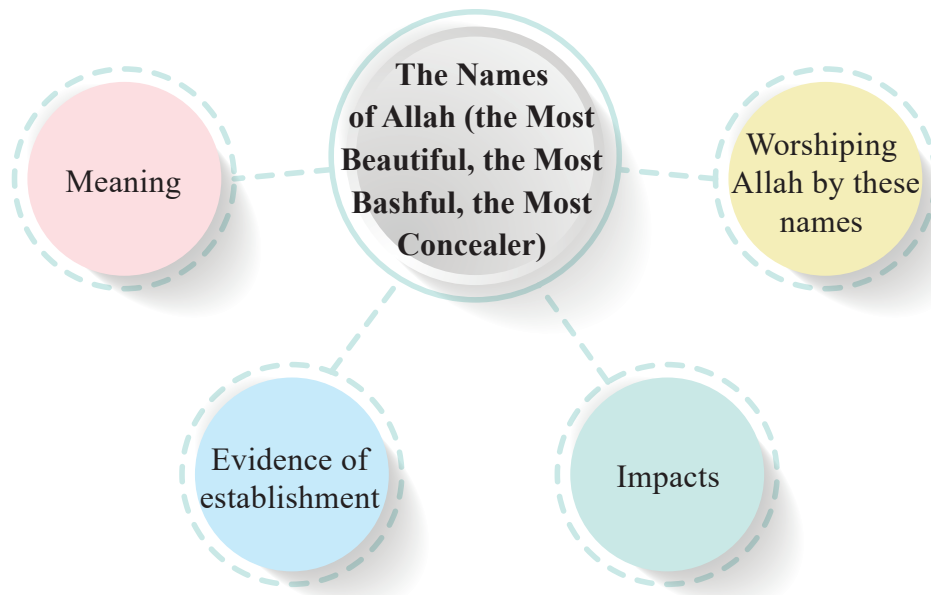
- 1 clarify the meaning of the Names of Allah, the Most High, mentioned in the lesson.
- 2 Cite evidence on the establishment of the Names of Allah, the Most High, mentioned in the lesson.
- 3 Explain the manner of worshiping Allah, the Most High, by His Names that are mentioned in the lesson.
- 4 Recognize the love of Allah, the Most High.
- 5 Worship Allah, the Most High, by the names mentioned in the lesson.

Pre-teaching Activity:



Reflect on the picture and express how you feel towards it:

.....



- ◇ In this lesson, we shall learn three Names of Allah, the Most High, that are mentioned in the Prophetic Sunnah, which are the Most Beautiful, the Most Bashful, the Most Concealer.

First: Meaning and evidence:

- **The Most Beautiful:** Allah, the Most High, is beautiful in His Essence, Names, Attributes and Actions. All of His Names are beautiful, all of His attributes are sublime, and all of His deeds are just and merciful. The Prophet ﷺ said, “Allah is Beautiful, He loves beauty.” «إِنَّ اللَّهَ جَمِيلٌ يُحِبُّ الْجَمَالَ» (Narrated by Muslim, Hadith No. 275).
- **The Most Bashful:** Allah is attributed by bashfulness. Bashfulness of Allah, the Most High, is appropriate to Him, and does not resemble the shyness of the creatures; rather it is abandoning what does not befit His mercy, generosity and forbearance.

The believers commit a sin and ask the forgiveness of Allah, so Allah, the Most High, feels bashful of returning them empty. The Prophet ﷺ said, “Indeed, Allah, is Bashful, Generous, when a man raises his hands to Him, He feels too bashful to return them to him empty and rejected.” «إِنَّ اللَّهَ حَيُّ كَرِيمٌ، يَسْتَجِي إِذَا رَفَعَ الرَّجُلُ إِلَيْهِ يَدَيْهِ أَنْ يَرُدَّهُمَا صِفْرًا خَائِبَتَيْنِ» (Narrated by al-Tirmidhī, Hadith No. 3904).