



Ministry of Education  
and Sports

# HOME-STUDY LEARNING

SENIOR  
3

**ISLAMIC RELIGIOUS EDUCATION**

August 2020



Published 2020

This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

Therefore, this material is restricted from being reproduced for any commercial gains.

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## FOREWORD

Following the outbreak of the COVID-19 pandemic, government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print home-study materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced Level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately. I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



**Alex Kakooza**  
Permanent Secretary  
Ministry of Education and Sports

## ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or by visiting our website at <http://ncdc.go.ug/node/13>.



**Grace K. Baguma**  
Director,  
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## ABOUT THIS BOOKLET

Dear learner, you are welcome to this home-study package. This content focuses on critical competences in the syllabus.

The content is organised into lesson units. Each unit has lesson activities, summary notes and assessment activities. Some lessons have projects that you need to carry out at home during this period. You are free to use other reference materials to get more information for specific topics.

Seek guidance from people at home who are knowledgeable to clarify in case of a challenge. The knowledge you can acquire from this content can be supplemented with other learning options that may be offered on radio, television, newspaper learning programmes. More learning materials can also be accessed by visiting our website at [www.ncdc.go.ug](http://www.ncdc.go.ug) or [ncdc-go-ug.digital/](http://ncdc-go-ug.digital/). You can access the website using an internet enabled computer or mobile phone.

We encourage you to present your work to your class teacher when schools resume so that your teacher is able to know what you learned during the time you have been away from school. This will form part of your assessment. Your teacher will also assess the assignments you will have done and do corrections where you might not have done it right.

The content has been developed with full awareness of the home learning environment without direct supervision of the teacher. The methods, examples and activities used in the materials have been carefully selected to facilitate continuity of learning.

You are therefore in charge of your own learning. You need to give yourself favourable time for learning. This material can as well be used beyond the home-study situation. Keep it for reference anytime.

Develop your learning timetable to cater for continuity of learning and other responsibilities given to you at home.

**Enjoy learning**



## ISLAMIC RELIGIOUS EDUCATION

CLASS: SENIOR THREE

TERM: ONE

### LESSON 1: THE LAST SERMON

#### Objectives;

By the end of this lesson, you should be able to:

- i) Identify the contents of the Prophet's farewell speech.
- ii) Explain the lessons the present generation learns from the Prophet's speech

#### Materials you will need:

Textbooks, pen, notebook

#### Instructions:

- i) Welcome to our I.R.E Covid 19 self learning lessons
- ii) As we stay home, we need to make a self learning timetable easy for you.
- iii) You will need this information as you continue to be a good practicing Muslim.
- iv) Remember to wash your hands with clean water and soap.
- v) Stay home stay safe.

#### Introduction:

The farewell sermon also known as Muhammad's final speech is a religious speech believed by Muslims to have been delivered by Prophet Muhammad on the 9<sup>th</sup> day of Dhul-Hijja 10 A.H (6<sup>th</sup> March 632A.D) at mountain Arafat during the Islamic pilgrimage while seated on his camel.

**Last Sermon of the Messenger of Allah,  
Muhammad (Peace Be Upon Him)**




This sermon by Prophet **Muhammad** ﷺ was given Ninth Day of *Dhul Hijjah*, 10 H (*Hijrah*) (632 CE) in the *Uranah* valley of Mount *Arafat* in *Makkah*. It was the occasion of the annual rites of *Hajj* (the pilgrimage). It is also known as the Farewell Pilgrimage.

*After praising, and thanking Allah, Prophet ﷺ began with the words.*

"O People! Lend me an attentive ear, for I know not whether after this year I shall ever be amongst you again. Therefore, listen carefully to what I am saying and take these words to those who could not be present here today.

"O People! Just as you regard this month, this day, this city as sacred, so regard the life and property of every Muslim as a sacred trust. Return the goods entrusted to you to their rightful owners. Hurt no one so that no one may hurt you. Remember that you will indeed meet your Lord, and that he will indeed reckon your deeds.

"Allah has forbidden you to take usury (interest); therefore all interest obligations shall henceforth be waived. Your capital is yours to keep. You will neither inflict nor suffer any inequity. Allah has judged that there shall be no interest and that all the interest due to Abbas bin Abd al-Muttalib (Prophet's uncle) be waived.

"Every right arising out of homicide in pre-Islamic days is henceforth waived and the first such right that I waive is that arising from the murder of Rabiah bin al-Harithah.

"O Men! The unbelievers indulge in tampering with the calendar in order to make permissible that which Allah forbade, and to prohibit which Allah has made permissible. With Allah the months are twelve in number. Four of them are holy, three of these are successive and one occurs singly between the months of *Jumada* and *Sha'bān*.

"O People! It is true that you have certain rights with regard to your women. But they also have rights over you. Remember that you have taken them as your wives only under Allah's trust and with His permission. If they abide by your right then to them belongs the right to be fed and clothed in kindness. Do treat your women well and be kind to them for they are your partners and committed helpers. And it is your right that they do not make friends with anyone of whom you do not approve, as well as never to be unchaste.

Reason well, therefore, O People! And understand words which I convey to you. **I leave behind me two things, the Qur'an and my Sunnah (i.e., Prophet's sayings and deeds) and if you follow these you will never go astray.**

"O People! Listen to me in earnest, worship Allah, say your five daily prayers, fast during month of *Ramadān*, and give your wealth in *Zakat* (obligatory charity). Perform *Hajj* if you can afford to.

Learn that every Muslim is a brother to every Muslim and that the Muslims constitute one brotherhood. Nothing shall be legitimate to a Muslim which belongs to a fellow Muslim unless it was given freely and willingly. Do not therefore do injustice to yourselves.

Then the Last Prophet concluded his last message by raising his finger to heavens: "Be my witness O Allah, that I have conveyed your message to your people." Peace be upon him.

Organized: Naved  
Let's Learn Series, Vol. V Designed & Printed : Makkia Multimedia Inc. Distributed By: Makkia Books PLC www.makkiabooks.com

**Fig: 1** The prophet's last speech.**PROPHET'S MUHAMMAD'S**

<ul style="list-style-type: none"> <li>• Oh people listen to me for I do not know whether you will find me amongst you next year.</li> </ul>	<b>L A S T  S E R M O N</b>	<ul style="list-style-type: none"> <li>• Guard yourself against committing injustice.</li> </ul>
<ul style="list-style-type: none"> <li>• Your lives and property are sacred.....This month is sacred for all and you shall have to appear before your creator.</li> </ul>		<ul style="list-style-type: none"> <li>• Relay my message to other Muslims.</li> </ul>

• Treat your wives with kindness and love.		
• Avoid sins.....all blood sheds are abolished.		
• Know that all Muslims are brothers unto one another.		



Fig: 2 Pilgrimage at Mt. Arafat in remembrance of the Prophet's Last sermon

**NOTE**

Every Hajj and Eid al- Adhuha season, the Muslims reflect on the beautiful words of our beloved Prophet spoken during his Last sermon to be practiced in our daily lives. The sermon is a reminder of our responsibility to Allah.

**Below are some of the importance of the Last sermon that should touch and teach your soul on a daily basis.**

PROPHET'S SPEECH	LESSONS DERIVED
• Hurt no one so that no one hurts you.	The sermon begins with declaring the sacredness of life and property. And the importance of treating your fellow Muslim well.
• Be kind to women.	And if that woman happens to be your wife, understand that she is your partner not a

	servant.
• Follow Quran and Sunnah.	Allah's commands and Prophet's traditions.
• Beware of Satan and small sins.	Small sins turn into habits. We need to pray to God to always protect us from them.
• Follow the 5 pillars of Islam.	Tawheed, Swallah, Zakat, Fasting, Hajj
• All Muslims are brothers to one another.	All humans are equal. All mankind is from Adam and Eve, an Arab has no superiority over a non-Arab and vice versa; also a white has no superiority over a black and vice versa.

### Activity

- i) Put on your face mask and Visit your area Imam and;
  - a) Ask him to explain to you more about the Last sermon.
- ii) In the table below, fill in the issues from the Last sermon that the Muslims practice and those where they need improvement.

Acts that Muslims practice	Acts where Muslims need improvement
<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>

### Lesson summary:

In the prophet's last sermon Muslims find their deep commitment to the universal human values such as sacredness of life and property, equality, justice, peace and more. Upon these high universal values the religion of Islam was built.



**LESSON 2:*****MUHAMMAD (P.B.U.H)'S ACHIEVEMENTS*****Objectives;**

By the end of this lesson, you should be able to:

- i) Explain Muhammad (PBUH)'s achievements in the 23 years of his Prophet Hood.
- ii) Describe the prophet's qualities that a practicing Muslim should emulate.

**Materials you will need:**

Textbooks, pen, notebook

**Instructions:**

- i) Find suitable time to read this material.
- ii) You can consult any knowledgeable person or a Sheikh.
- iii) Use history of Islam text books and the internet where applicable.
- iv) You may also listen to Islamic channels for dawa programs

**Introduction:**

In 630 A.D. the Prophet finally accomplished his long term goal of conquering Mecca and the Kaaba. By his death in 632 A.D, Muhammad managed to unite most of the Arabian Peninsula; laying the foundation for the subsequent Islamic expansion.

This he achieved by covering simple successes slowly but surely in a period of 23 years. His collective achievements are as follows;

He was able to convert a large number of people to Islam. At the time of his death the whole of Arabia had converted.

- He fought in a number of battles and defeated his enemies like in the battle of Badr, Uhud and Trench.
- He united all the different tribes in Arabia under the Islamic brotherhood.
- He made Islam a superior religion over all other forms of worship.
- He raised the status of women and slaves.

- Established a Muslim community in Medina with its own laws and regulations
- Established the spirit of tolerance and harmony in the community.
- The important rituals of Islam (pillars of Islam) were recognized and emphasized.
- He was an exemplary leader to many for example the four rightly guided Caliphs.
- He completed the teaching of the Quran.
- He ended the period of ignorance in Arabia.
- His unique character has been an example to generations of Muslims until now.

### **10 Qualities of our Prophet**

Honesty	Consultative
Trustworthy	Simplicity
Flexibility	Appreciative
Conscious responsibility	Correcting companions
Good manners	Gentleness

#### **Activity:**

1. Use your Islamic religious education knowledge that you have acquired in the previous lessons to cite examples of events/incidents when the Prophet exhibited these qualities. Add those examples in your notes.
2. Explain the lessons you learn from the Prophet's speech.

#### **Lesson summary**

As we wind up the Prophet's life and his impact in Arabia remember to keep social distance, wash your hands and stay home.

**LESSON 3:****THE CALIPHATE PERIOD****Objectives;**

**By the end of this lesson, you should be able to:**

- i) Define the term Caliph
- ii) Explain the contributions/achievements of Abubaker as a Caliph

**Materials you will need:**

Textbooks, pen, notebook

**Instructions:**

- i) Use history of Islam textbooks.
- ii) You can consult a knowledgeable person or Sheikh.
- iii) Attempt all activities given.

**Introduction:**

A Caliph/Khalifah (successor). He is the ruler of the Muslim community according to Islamic history. The leader of a caliphate is called the Caliph meaning deputy or representative. All Caliphs are believed to be the successors to Prophet Muhammad.

**Activity**

Fill in the names of the 4 rightly guided Caliphs

No.	Names of Caliphs
1.	
2.	
3.	
4.	

**ABUBAKER 632 – 634 A.D.**

Abubaker known by the title Al-Siddiq (The Truthful), he also became the first free man to accept the Muslim religion. Abubaker famously hid in a cave with Muhammad in Jabal Thawr while they were being pursued by the Quraish. Abubaker provided the money and land for the first mosque constructed by Muhammad in Medina. He was a senior companion and father in law of the Prophet because he was the father to Aisha a prominent wife of the prophet. Abubaker served as a trusted advisor and close friend to the Prophet.

He ruled the Caliphate from 632-634 AD.

**Activity**

- i) Use the history of Islam text book, read about Abu baker's life before he became a Caliph.
- ii) You may also search on the internet for more information about caliph Abubaker.
- iii) List down his support towards the development of Islam during that time.

**Achievements/Contributions of Abubaker as a Caliph**

- He spread Islam over the entire Arabian Peninsula.
- He also spread the faith outside the Peninsula by invading Iraq.
- He crushed the rebellions that threatened the Muslim community.
- He preserved the Quran in text form.
- He expanded the Islamic empire by destroying both the Persian and Byzantine empires through one of his strongest military leaders.
- He was credited for being a man who made sure that the sayings of the Prophet were written down.
- He defeated false Prophets like Musailama.
- He developed a proper administrative system. Appointments during his time were based on merit and good behavior of an individual.
- He enforced the Shura system – the consultative type of governance.

- In order to implement the principles of Islam, he fought people who had refused to pay zakat.
- He divided the state into provinces for easy administration.

### **Lesson summary**

From our lesson, you should note that it is the support, commitment and contributions Abu baker had towards the Prophet and Islam that made him suitable for the position of first Caliph.

### **LESSON 4:**

## **CALIPH UMAR BIN KHATTAB 634 - 644 A.D.**

### **Objectives;**

By the end of this lesson, you should be able to:

- i) Write short notes about Umar bin Khattab's contributions before he became a caliph.
- ii) Explain Umar's contribution as a caliph that makes his reign the golden period of the caliphate.

### **Materials you will need:**

Textbooks, pen, notebook, internet where applicable

### **Instructions:**

- i) Find a suitable time and place to read this material.
- ii) Ensure to attempt all exercises and activities given.
- iii) Consult the internet where applicable or consult a knowledgeable person.

### **Introduction:**

## **UMAR BIN KHATTAB 634- 644 A.D.**

Umar bin Khattab was born 586 A.D in Mecca Arabia. He was one of the most powerful and influential Muslim Caliph in history.

His title name was **Al-Farouq (Distinguisher of the right)**. It is said that the Prophet prayed for his conversion because of his strength. He was a senior companion of Prophet Muhammad. He succeeded Abubaker as the second Caliph of the Caliphate on 23<sup>rd</sup> August 634.

He was the first to call himself the commander of the faithful. His reign saw the transformation of the Islamic state from an Arabian empire to a world power. The Prophet married Umar's daughter Hafswa.

### **Contributions of Umar bin Khattab as a Caliph**

- He set up a clear plan and programme in the area of education and made it compulsory for all.
- He introduced the idea of postal system through the use of trained horses to ease communication.
- He expanded both the Kaaba and the Prophet's mosque.
- He introduced the Islamic calendar that started its date from Hejira thus known as Hejira Calendar..
- He established the first ever regular army in the Islamic empire.
- He greatly improved the Judiciary i.e. set up courts of law and paid judges highly to avoid corruption.
- He expanded the Islamic state through conquests and made the Islamic state the largest empire at that time.
- He carried out personal supervision upon all the governors.
- He established police and prison departments; the first of their kind in Islamic history.

### **Lesson summary**

Umar bin Khattab has a rich and interesting story that time cannot allow us to exhaust.

- Get time off your schedule, read the textbook or consult a knowledgeable person, where possible use the internet to enrich yourself about his life and contributions to the development of Islam.
- Add your findings to the notes you already have.

**STAY HOME, STAY SAFE, STAY HEALTHY, STAY BLESSED.**

**TERM 2****Lesson 5:****UTHMAN BIN AFFAN AS A CALIPH 644- 656 A.D.****Objectives;**

By the end of this lesson, you should be able to:

- i) List five characteristics of Uthuman that made him distinct.
- ii) Explain the accusations leveled against Caliph Uthuman in the last six years of his reign

**Materials you will need:**

Textbooks, pen, notebook

**Instructions:**

- i) Use history of Islam textbooks.
- ii) You can consult any knowledgeable person or a Sheikh.
- iii) Use internet where applicable.

**BACKGROUND OF UTHUMAN BIN AFFAN 644- 656 A.D.****Introduction**

Uthuman ibn Affan was a son in law of the prophet and a notable companion, as well as the third of the rightly guided Caliphs. Born 579A.D in Taif, Saudi Arabia, Uthuman was an early convert to Islam. He is said to have spent a great amount of his wealth on charity. He belonged to Ummayad family; he was in his mid sixties when he was elected third Caliph. He is remembered for his numerous contributions in the development of Islam and the empire. However, the last six years of his leadership were marked by popular unrest, which continued after his death, creating the first fitina or civil wars.

***Challenges of Uthuman bin Affan 644-656 A.D. as a Caliph***

The opponents of Uthuman who took part in the rebellion that led to his wrongful assassination had a long list of false accusations against him.

He was accused of;

- Practicing nepotism and favoritism to his clan mates the Umayyads.
- Being inefficient and misusing public funds like allowing his Clan mates to acquire public property.
- Forming Innovations in Islam; offering full prayers at Arafah and Minah, contrary to what the Prophet did.
- Appointing Marwan bin Hakam as Chief Secretary, who was unpopular amongst some prominent companions because of his self character.
- Allowing his clansmen to graze their animals on state pasture, which was not liked by the public.
- Mistreating other recognized companions like Ammar bin Yasir.
- Recalling Hakam bin Aas, his uncle to Medina who was expelled by the Prophet, which was not liked by the people.
- Introducing a new tax (horse tax). Muslims were against it because it was not there during the Prophet's time and the first two Caliphs.
- Misusing zakat funds to buy war weapons.

### **Lesson summary**

It should not be forgotten that Uthman was a very gentle and soft hearted person in addition to his old age when he became a Caliph. The above factors gave an opportunity to some people to disorganize Islam from within and also led to the misbehavior of some of his officials in the government. This chaos and confusion strengthened the allegations against Uthman leading to his death.

### **Follow up activity**

- i) Refer to more than one history of Islam text book and;
- a) Read about the murder of Uthman bin Affan
- b) The severe negative consequences of his murder to the Muslim Ummah.
- c) Write down your findings in your note book.



**REMEMBER**

**TO PRAY TO GOD TO TAKE AWAY  
COVID 19 AND WE GO TO SCHOOL,  
STAY HOME, STAY SAFE!**

**LESSON 6:****CONTRIBUTIONS OF UTHUMAN BIN AFFAN AS A CALIPH****Objectives:**

By the end of this lesson, you should be able to:

- i) Identify Uthuman's achievements as a caliph during the first six years of his leadership.

**Materials you will need:**

Textbooks, pen/pencil, notebook, internet where applicable

**Instructions:**

- i) Find a suitable learning environment to read this material.
- ii) Consult knowledgeable persons for any assistance.
- iii) Use internet where applicable.
- iv) Always wash your hands with clean water and soap
- v) Pray to God for assistance.

**Introduction:**

Uthuman's reign lasted 12 years 644-656 A.D. (24 A.H – 35 A.H). The first 6 years of his Caliphate era were trouble free, although the Caliph ended badly. His period can be considered successful from a number of different angles. That is military, religious and economic.

***Contributions of Uthuman bin Affan as a Caliph***

- One of his lasting legacy was the territorial expansion of the Muslim Caliphate.
- Development of a highly efficient navy contributed to his military success.
- Standardization of the Quran using a copy compiled during Abubaker's time to a copy we have today.
- A number of new buildings and offices were constructed improving on the infrastructure of the State.
- Played a big role of spreading Islam by sending teachers to various places and also appointed teachers to teach Islamic law, Quran and Hadith.

**Activity 1**

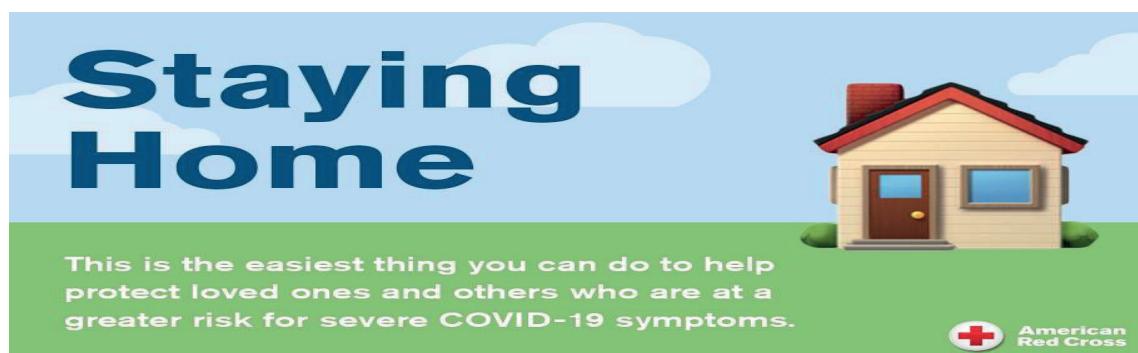
- i) Using history of Islam textbooks, read about the contributions of

Uthman bin Affan.

- ii) Write down your findings in your note books.

### Lesson summary

Despite the challenges Uthman met, he is remembered for having centralized the administration of the Caliphate; established an official version of the Quran. He is critically important in Islamic history because of his death. This marked the beginning of open religious and political conflicts within the Islamic community.



### LESSON 7:

## ALI BIN ABU TALIB 656 – 661 A.D AS A CALIPH

### Objectives;

By the end of this lesson, you should be able to:

- i) Explain the background of Ali bin Abutalib
- ii) Explain the effects of Ali's murder to the Islamic community

### Materials you will need:

Textbooks, pen and notebook,

### Instructions:

- i) Use history of Islam textbooks.
- ii) You can consult any knowledgeable person or a Sheikh.
- iii) Use internet where applicable.

## **Background: ALI BIN ABU TALIB A.D.**

### **Introduction**

Ali was a cousin and a son in law of the Prophet who ruled as the fourth Caliph from 656-661 A.D. He is one of the central figures in Shia Islam and is regarded as the rightful immediate successor to Muhammad by Shia Muslims.

The second period of **Ali's** life began in 610 when he declared **Islam** at the age of 9, When Muhammad reported that he had received a divine revelation, **Ali**, then only about nine years old, believed him and professed to **Islam**.

Ali was the closest male relative of the Prophet by the time of the Prophet's death, a son of Prophet's Uncle. Ali was appointed to leadership after Uthuman, after some hesitation, he accepted. His period was one of the hardest periods in Muslim history matching with the first Muslim civil wars.

He fought with his opponents, who were angry with him for failing to avenge Uthuman's murder. They suspected him of involvement in the murder; a case in point of Aisha (The Prophet's widow) and Uthuman's cousin Muawiyah – The Governor of Syria. The conflicts created division in Islam between the Sunni majority and the Shias.

Ali ibn Abi Talib was without doubt a man of honour. The failures of his time in power are as a result of the severe opposition he had met when he was appointed Caliph. Had he ruled over a peaceful time, his talents would have been excellent. To both the Sunnis and the Shias Ali remains a hero. He is regarded highly by both, despite the short period of time of his rule. Ali left a lasting legacy – an inspiration for all future rulers who wished to act upon solid principles of justice and as an epitome of Arabic culture.

### ***Ali's timeline***

<b>601</b>	<b>Ali is born</b>
<b>610</b>	Ali accepts Islam
<b>619</b>	Ali's father Abu Talib dies
<b>622</b>	Ali stays behind during Prophet's Hijra to return the possessions the Prophet had kept to the owners
<b>656</b>	Ali is appointed Caliph Battle of the camel

	Murder of Uthuman that turned into the 1 <sup>st</sup> fitna war
657	Battle of Sifin Ali moves his capital to Kufa in Iraq
661	Ali is assassinated by the Kharijites

## Activity 2

Use this time line above together with your text book as a guide, read further about Ali's history.

Clearly understand Ali from time of birth, through Caliphate and the challenges he faced until his death.

Note that his death led to the end of the caliphate period.

### **Effects of Ali's murder**

With the brutal murder of Ali, the Islamic state changed and it was never the same again because;

- The Shurah system with its sound principles came to an end and was replaced with the hereditary system of governance.
- Democratic rule came to an end and was replaced by complicated dynastic system of ruling.
- The Ansars, Muhajiroons and Arabs lost influence and touch in matters of running Muslims affairs and were replaced by the supremacy of the Umayyads.
- The state treasury was turned into personal property and was misused which was a disadvantage to the Muslim Ummah.
- Ali's death also increased the hatred, divisionism between the Umayyads and Hashimites.
- There were also different religious sects which came up like the Shia.
- There was a setback in the spread of Islam because of the continuous civil wars.

- The seat of Islam shifted from Medina to Kufa and later to Damascus.
- Ali's death marked the end of the reign of the four rightly guided Caliphs.
- There rose divisionism between the Sunni and Shia Muslims.

**Lesson summary:**

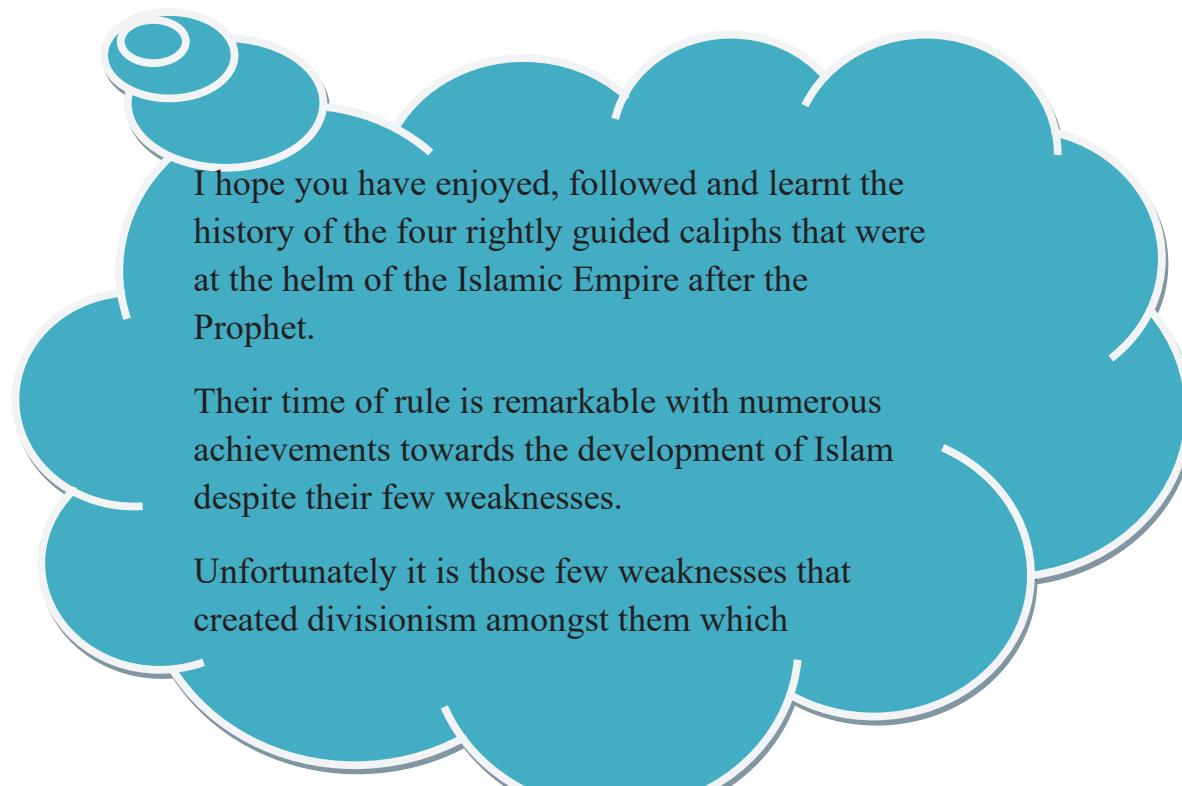
The Caliphate was one of the oldest institutions in the history of Islam. Its four rightly guided Caliphs were chosen through the Shura council that was considered to be the early form of Islamic democracy.

The reign that was virtually full of religious actions ended with the beginning of the riddah wars to tribal uprisings in Arabia and its final blow of the first Muslim civil war fitina.

**Follow up activity**

Using your history of Islam textbook and internet where applicable

Find time and read more of the fitina period and all the wars which were fought during Ali's reign.

**Conclusion:**

**ENSURE TO WASH YOUR HANDS WITH SOAP OR USE HAND SANITIZER.**



Think about  
it.....

Caliph Ali converted to Islam  
when he was only nine years!!

**TERM 3****LESSON 8:****PRE-ISLAMIC UGANDA****Objectives;**

**By the end of this lesson you should be able to;**

- i) Identify 5 similarities between pre- Islamic Uganda and Arabia

**Materials you will need:**

Note book, pen and text books.

**Instructions:**

- i) A good learning environment is required.
- ii) Research as you attempt assignments.
- iii) Use the internet or consult knowledgeable persons.

***The coming of Islam in Uganda*****Introduction**

Islam entered Uganda through the Buganda route in the 1840s and the northern Ugandan route through the Turko – Egyptian influences. It was in 1844, the year when the first Muslim Arab trader, Ahmed bin Ibrahim reached the King's court in Buganda.

**Islam** had arrived in **Uganda** from the north and through inland networks of the East African coastal trade by the mid-nineteenth century. Some Baganda Muslims trace their family's conversion to the period in which Kabaka Mutesa I converted to **Islam** in the nineteenth century. The Arab traders who came to look for tradable items like slaves, ivory, and gold introduced Islam in Uganda.



Fig1: The Arab slave traders introduced Islam in Uganda.

#### ***Similarities of pre- Islamic Uganda and Arabia***

Buganda before the coming of Islam was not in a religious vaccum these societies had their unique religious beliefs and practices similarly like in pre- Islamic Arabia. Such include;

- Oneness of God;

Both societies believed that there was the existence of one God the un-seen. The Baganda called him Katonda, Basoga- Kibumba, Banyankole- Ruhanga. Their belief that he was so great could not allow them to talk to him directly so they would pass through agents/idols like the Pre-Islamic Arabs.

- Religious sacrifices;

These were done to please the gods like the Arabs to please the idols. Sacrifices such as slaughtering animals to honor the spirits, material offerings like back cloth.



Fig 2: people sacrifice for different reasons

- Superstition;

This defined the relationship between man and the environment. It consisted of fear of something due to information gained from elders with no scientific proof, like when you meet a woman on the way it is bad luck.



Fig 3: superstition practices

- Way of worship;

Both groups worshipped God and the gods through singing, drumming, moving around like the Meccans would circumambulate the Kaaba naked singing obscene songs

- Belief in magic;

Magic was largely used in explaining success and failure of some people, the magician was always a religious leader. He could put his powers in objects like a bangle that a person would wear on his hand for protection.



**Fig4: Magic in African Traditional Religion**

#### **Lesson summary:**

You realize that the pre-Islamic behavior of both the people of Buganda and Arabia are not different. Because of limited time, we shall therefore not look at them in details. However, most important to note is that both their characteristics having showed religious ignorance led to the spread of Islam in both areas in addition to other factors.

### Follow up Activity

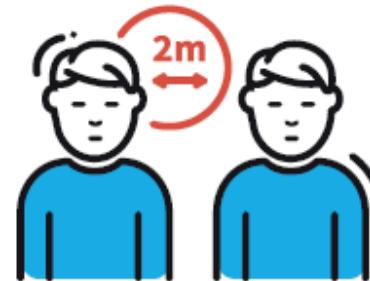
- i) Consult an elderly person in your community,
- ii) To tell you stories of the behavior of the people in that community before the coming of Islam.
- iii) Or Refer to your textbook or internet for the same.
- iv) From your previous lessons in senior two of pre- Islamic Arabia compare the characteristics of the life pre-Islamic Arabs and that of the pre-Islamic Uganda.
- v) Write your findings in your note books.

### Coronavirus Precaution Tips



1. Wear a mask

2. Wash your hands frequently

3. Cough etiquette  
(Cover your mouth with sleeve or elbow.)

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### LESSON 9:

### ***The role of trade in the spread of Islam in Uganda***

#### **Objectives;**

By the end of this lesson you should be able to;

- i) Explain the role of trade in the spread of Islam in Uganda

#### **Materials you will need:**

Note book, pen and text books.

#### **Instructions:**

- i) A good learning environment is required.
- ii) Research as you attempt assignments.
- iii) Use the internet or consult knowledgeable persons.

#### **Factors that facilitated Islam in Uganda**

These factors are many. For purposes of our lesson today, we shall only look at the role of trade.

- Trade facilitated the construction of the Uganda railway which made transport in the interior easy for the traders.
- The introduction of the Swahili language which made communication easy.
- Existence of trade goods in Buganda like ivory hides and skin which forced the Arabs to penetrate the interior.
- Participation of the Baganda in the Long distance trade this introduced them to Islam.
- The Baganda quickly married off their daughters to the Arabs.

### Activity 1

- i) Read the history of Islam textbooks and find out the impact of trade to the development of Buganda.
- ii) Summarize your findings in your note book.

### Lesson summary

The hospitable nature of the Baganda was a major factor in simplifying the trade between them and the foreign Arabs. This acted as a great factor in the spread of Islam in Buganda.



**Lesson 10:****Role of the Kabaka****Objectives;**

By the end of this lesson you will be able to;

- i) Explain the role of Kabaka Mutesa I in the spread of Islam in Uganda.

**Materials to be used:**

Note book, pen and text books.

**Instructions:**

- i) A good learning environment is required.
- ii) Research as you attempt assignments.
- iii) Use the internet or consult knowledgeable persons.

***The role of Kabaka Mutesa I in the spread of Islam in Buganda***

The centralized nature of politics in Buganda was very instrumental in helping the introduction of Islam in the region. All powers were central to the Kabaka it was therefore easy for him to influence his subjects to Islam.



Fig 1: Kabaka Mutesa 1 helped in the spread of Islam

- The Kabaka appreciated the Arabs and their way of life. He advised his people to do so and they all followed.
- The Kabaka's interest to acquire fighting weapons created a favorable ground for the spread of Islam in the Kingdom.
- His declaration as a Muslim, because the Kabaka's word is law all his subjects converted to Islam.
- He made Islam a state religion, all the people in Buganda had to practice Islam. Those who resisted were rounded up and forced to convert.
- Islam became popular because of the official greeting of "Salaam" in the palace.
- The strict observance of the five daily Muslim prayers, the Kabaka led the prayers at his palace mosque.
- The observance of the Month of Ramadhan, state inspectors such as "Kakolokooto" were appointed to secretly spy on those who did not fast.

**Lesson summary:**

Islam gained a very big push from the Kabaka when he accepted Islam. Some scholars have labeled the first ten years of Mutesa's rule as the **golden age of Islam in Buganda**. The king used a number of methods to make Islamic civilization respectable to all.

Some of the methods we have seen above, others you can take off time read through your text book and learn them.

Add them to the ones you already have.



***Remember wear a facemask as you interact with your peers.***

**LESSON 11:****The role of other factors in the spread of Islam in Uganda****Objectives;**

By the end of this lesson you should be able to;

- i) Outline other factors that facilitated the spread of Islam in Uganda

**Materials:**

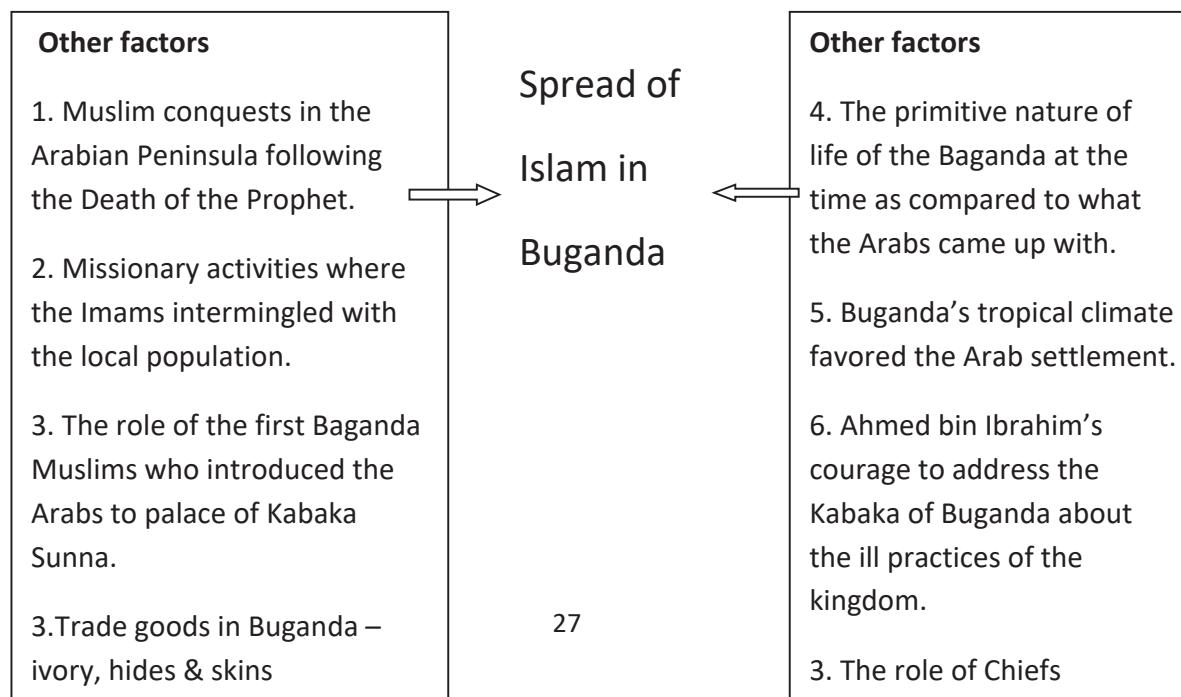
Note book, pen and text books.

**Instructions:**

- i) A good learning environment is required.
- ii) Research as you attempt assignments.
- iii) Use the internet or consult knowledgeable persons.

***Other factors that facilitated Islam in Uganda;***

Whereas the coming of Islam in Buganda was mainly through trade and the role of the Kabaka there other factors whose roles cannot be undermined.

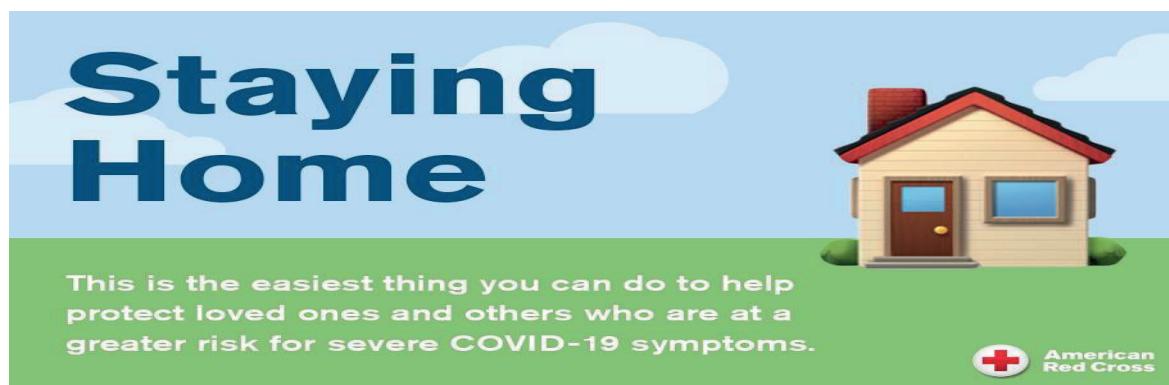


**Lesson summary:**

The spread of Islam in Uganda was a gradual process. Several factors as observed in our lessons come into play. Though not all of them have been exhausted due to the challenges of the Covid 19 self learning.

**Follow up activity:**

- i) Read your text book widely about the same topic;
- a) Widen your knowledge on the details of the factors that we have learnt in the lessons.
- b) Take note of other factors other than the ones in the lesson.
- c) Write down your findings.



*Wishing you the best of luck as you join s.4 2021*

*Stay home stay safe.*

## Glossary

- **Accusations:** an **allegation** that a person is guilty of some fault, offence, or crime a formal charge brought against a person stating the crime that he is alleged to have committed.
- **Assassination:** the act of deliberately killing a prominent person, such as a head of state or head of government. An **assassination** may be prompted by political and military motives.
- **Avenge:** to inflict pain or harm in return for pain or harm inflicted on oneself or those persons or causes to which one feels loyalty.
- **Blood shed:** destruction of life, as in war or murder; slaughter. the **shedding of blood** by injury, wound,
- **Caliph:** The leader of a **caliphate** is called the **caliph**, meaning deputy or representative. All **caliphs** are believed to be the successor to Prophet Muhammad. Abu Bakr's supporters would come to be known as Sunni Muslims, who believe that Muhammad did not leave instructions regarding his successor
- **Chaos:** **Chaos** is a state of extreme confusion and disorder.
- **Distinct:** not identical; separate (sometimes followed by from): His private and public lives are **distinct**. Different in nature or quality; dissimilar (sometimes followed by from): Gold is **distinct** from iron.
- **Empire:** a group of nations or peoples ruled over by an emperor, empress, or other powerful sovereign or government: usually a territory of greater extent than a kingdom, as the former British **Empire**, French **Empire**, Russian **Empire**, Byzantine **Empire**, or Roman **Empire**.
- **Emulate:** When you **emulate someone**, you imitate them, especially with the idea of matching their success. When **someone** is impressive because of their great skills, brains, strength, or accomplishments, others will **emulate** them. To **emulate** is to imitate and model yourself after **someone**.
- **Epitome:** a person or thing that is typical of or possesses to a high degree the features of a whole class:

- **Exemplary:** Worthy of imitation; commendable: **exemplary** conduct. Serving as a warning: an **exemplary** penalty. Serving as an illustration or specimen; illustrative; typical: The sentences read are **exemplary** of the style of the essay as a whole.
- **Exhibit:** To **exhibit** is defined as to display something publicly, or to show signs of a certain behavior or tendency. An **example of exhibit** is when an artist holds a gallery showing of his work. An **example of exhibit** is when a dog bites and is said to show aggression.
- **False:** not true or correct; a **false** statement. uttering or declaring what is untrue: a **false** witness. Not faithful or loyal; treacherous: a **false** friend. Tending to deceive or mislead; deceptive: a **false** impression.
- **Famous:** To be '**famous**' means to be 'widely known and esteemed': so, if you are '**famous**', people will know you and esteem you. The fact that 'the people know you and esteem you' refers to an opinion: to the opinion other people have of you. So 'to be **famous**' is just an opinion other people have of you.
- **Farewell:** **Farewell** is a fancy way to **say goodbye**. A **farewell** is also an expression of good wishes at a parting. If you're leaving a job after being there a long time, your co-workers might throw you a **farewell** party.
- **Favoritism:** is when a person (usually a manager) demonstrates preferential treatment to one person over all of the other employees for reasons unrelated to performance. If Sue sells 50% more product than Jane, it's not **favoritism** if Sue gets the promotion, praise, and special privileges.
- **Fitina:** **Fitina period A period in Islam** after the assassination of Caliph Uthman (R.A) and Caliph Ali (R.A) that was characterized by internal strife, conflicts, chaos and unrest in the **Muslim** World.
- **Influential:** something that has an impact on or shapes how people act or how things occur. A person who convinces others to listen and do what he suggests is an example of an **influential** person.
- **Legacy:** a gift of property, especially personal property, as money, by will; a bequest. anything handed down from the past, as from an ancestor or predecessor: the **legacy** of ancient Rome. an applicant to or student at a school that was attended by his or her parent.

- **Nepotism:** favoritism shown on the basis of family relationship, as in business and politics: She was accused of **nepotism** when she made her nephew an officer of the firm.
- **Numerous:** being or existing in great quantity: **numerous** visits; **numerous** fish. Consisting of or comprising a great number of units or individuals: Recent audiences have been more **numerous**.
- **Peninsular:** an area of land surrounded by water on three sides. An example of a peninsula is the **Iberian Peninsula**.
- **Prominent:** **Prominent** is defined as **someone** who is known by many **people**. An example of **prominent** is a famous or well-known writer. The definition of **prominent** is something that is very noticeable or sticks out.
- **Reign:** **Reign means** Rule, Sovereign
- **Sacred:** **Something** that is **sacred** is dedicated or set apart for the service or worship of a deity or considered worthy of spiritual respect or devotion; or inspiring awe or reverence among believers.
- **Sermon:** A **sermon** is an oration or lecture by a preacher (who is usually a member of clergy). **Sermons** address a scriptural, theological, or moral topic, usually expounding on a type of belief, law, or behavior within both past and present contexts.
- **Succeed:** The achievement of desired visions and planned goals.
- **Superior:** situated higher up : higher in rank, importance, numbers, or quality. 2 : excellent of its kind : better a **superior** athlete. 3 : showing the feeling of being better or more important than others : arrogant a **superior** smirk.
- **Universal:** **Universal** describes **something** for everything or everyone. So **universal means** "one" so this word **is** all about "one for all and all for one." If it's **universal**, it applies to all cases. Like the universe itself, a **universal** emotion **is** one that every human can understand or relate to.

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