



Ministry of Education  
and Sports

# HOME-STUDY LEARNING

SENIOR  
2

**ISLAMIC RELIGIOUS EDUCATION**

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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,  
National Curriculum Development Centre

## 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 TWO**

**TERM: ONE**

**LESSON: ONE**

## MUSLIM CEREMONIES

### *The Marriage Ceremony*

#### **Objectives;**

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

- i) Define the term marriage.
  - ii) Explain the conditions of marriage.
- Understand the rights and duties of husband and wife.

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

Quran, Textbooks, pen/pencil, notebook and internet access where possible.

#### **Instructions:**

- i) Find a suitable place and time to read this material.
- ii) Ensure to attempt all the exercises and activities given.
- iii) Consult knowledgeable persons where necessary.
- iv) Do not forget to pray to God to take away covid 19 and we go back to school.
- v) Remember to wash your hands with clean water and soap and keep a distance.

#### **Introduction:**

Islam has a number of religious ceremonies which are celebrated. One of the most important is marriage. This is because it leads to the formation of a family which is the basic unit of society. It is the family that teaches all the Islamic religious values. The marriage ceremony therefore is important. In this lesson you will learn about the meaning and importance of marriage. You will also discover the conditions of marriage. Finally you will be exposed to duties of the husband and wife towards each other. Work through the activity.

**Muslim marriages** are celebrated in accordance with the **rites** and observances of the Moslem faith, between persons professing the Moslem religion. The **marriage** celebrant should file **marriage** returns with the Registrar of **Marriages** within one month of conducting the **marriage ceremony**.

**Activity: 1:** Study figure 1 and attempt the tasks that follow.



- i) Describe the pictures in fig. 1.
- ii) Write short notes on what you think could have happened or is happening
- iii) Have you ever attended an Islamic marriage ceremony in your life time? Explain how the marriage ceremony took place.
- iv) What is the Arabic word for marriage?

Marriage in Arabic is Nikah. Nikah is one of the most important Muslim ceremonies. Nikah in Islam is the legal union of two people man and woman as husband and wife. It can only take place if the following conditions have been fulfilled

#### **Conditions of marriage:**

In order for the marriage to be accepted in Islam it must fulfill some conditions.

- Marriage should strictly be between man and woman.
- Dowry (mahry) should be given by the husband to the wife.
- The couple must have reached the age of puberty.
- They must agree to the marriage.

- There must be a guardian to the wife who must be male and a Muslim.
- There should be at least two male adult Muslim witnesses

When all the conditions are fulfilled, one can say that it is an Islamic marriage.

**Follow up activity:**



**Fig 2: Nikah (Muslim marriage ceremony)**

**Note: Nikah takes place between the bride and the father or male mature relative of the bride groom as seen above.**

You can ask your Sheikh/area Imam or knowledgeable person for more information about the marriage ceremony.

**Importance of marriage**

As a Muslim you should know that marriage is one of the good acts recommended by God. It pleases God and is of great importance to us.

**Islam** recognizes the value of sex and companionship and advocates **marriage** as the foundation for families and channeling the fulfillment of a base need. **Marriage** is highly valued and regarded as being half of one's faith, according to a saying of Prophet Muhammad.

### Activity: 2

- i) In your opinion, why do you think it is important for people to marry or get married? You can also ask your parent or guardian the importance of marriage.
- ii) Write them down in your note book.

#### NOTE

Marriage is important because:-

- When we marry at the right age God gives us rewards.
- Marriage gives respect to the married couple.
- It creates friendship and brotherhood between the wife and husband's family.
- It also leads to procreation.
- It's an act of worship.

### Rights and duties of husband and wife

In marriage both husband and wife have duties towards one another to ensure a fulfilling lasting marriage each of them was given specific duties. Second, **husband** and **wife** have equal **rights and obligations** in bringing up and educating their children, ensuring their "healthy development in all physical, intellectual and moral aspects to become pious children of the family and useful citizens of the society" as stated in Clause 1, Article 34 of the 2000 Marriage act.

### Activity: 3

**Study the table and answer the questions;**

| <b>Duties of husband to wife</b>                          | <b>Duties of wife to husband</b> |
|---|----------------------------------|
| Provide the wife with basic needs like food and clothing. | Look after husband's property.   |
| Be kind to the wife.                                      | Maintain her dignity.            |
| Respect the wife  | Obey the husband                 |
| Create happiness in the home.                             | Attend to the him                |

| <b>Duties of husband to wife</b>       | <b>Duties of wife to husband</b>   |
|--|------------------------------------|
| Satisfy her sexual needs.              | Keep marriage life affairs secret. |
| Respect wife, parents and relatives.   | Respect husband and his relatives. |
| Pray for her                           | Pray for him                       |
| Protect the wife from external threats | Love him                           |
| Be faithful to her                     | Be faithful                        |
| Supervision of her religious duties    | Giving him good advise             |

**Tasks**

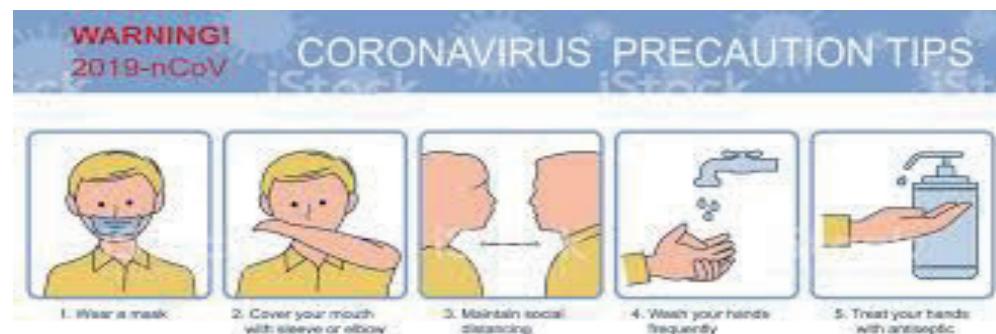
From what you have read, what do you think are the most important duties? Write them down giving reasons.

**Lesson summary:**

The Holy Quran encourages marriage in 24:32 which says

**“And marry those among you who are single (a man who has no wife and a woman who has no husband).....”**

Marriage is therefore an act of worship in Islam and Muslims are recommended to get married when they are of age. It's of great benefit to society. It trains one to be responsible and creates happiness among people.



## LESSON 2:

# EID CELEBRATIONS

### Objectives;

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

- i) Explain the meaning of Eid.
- ii) Understand the features of the two Eids.
- iii) Appreciate the purpose of Eid celebrations in Islam.

### Materials you will need:

Quran, textbooks, pen/pencil, notebook and internet access where possible.

### Instructions:

- i) Find a suitable place and time to read this material.
- ii) Ensure to attempt all the exercises and activities given.
- iii) Consult knowledgeable persons where necessary.

### Introduction:

At the end of the month of Ramadhan (Muslim fasting month) which is the 9<sup>th</sup> month on the Islamic calendar, Muslims celebrate Eid el-Fitr on the 1<sup>st</sup> of Shawwal the 10<sup>th</sup> month on the calendar.

On the 10<sup>th</sup> day of the 12<sup>th</sup> month Dhul-Hijja of the same calendar, Eid al-Adhuha is celebrated.

These two Eids are celebrated with a lot of happiness, praising Allah, Helping the needy and poor, exchanging Eid greetings, they are moments of joy.

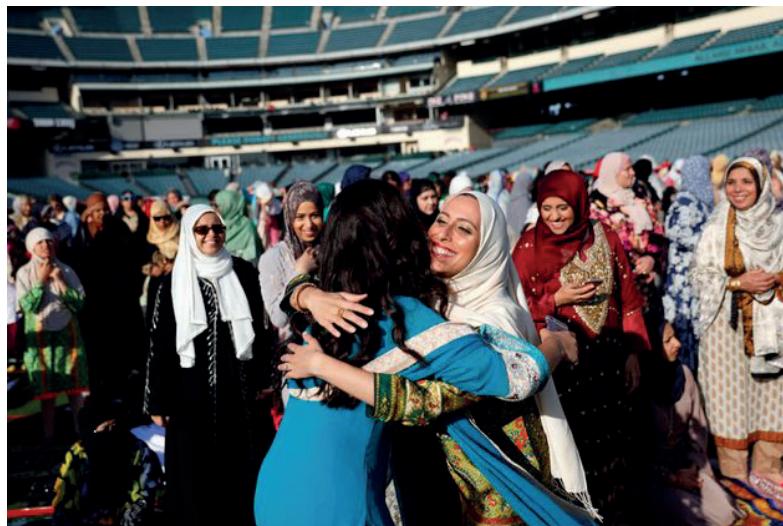
**Activity: 4**  
**Study and answer**



**Fig.3** Performance of Eidd prayers



**Fig: 4** supplication



**Fig5: Moments of joy after performing Eidd.**

**Activity:**

- i) Get a piece of paper or your note book and write the meaning of;
  - a) Eid el-fitr
  - b) Eid al adhuha.
- ii) Write a story of not more than 100 words on how you spent your most joyful Eid day.
- iii) How did you spend the Eid that was performed during the total lock down?

**Features of the two Eids**

| <b>Eid el-fitir</b>   | <b>Eid al- adhuha</b>   |
|---|---|
| Celebrated at the end of the Holy month of Ramadhan.              | Celebrated during the Hajj (pilgrimage) season.                       |
| First Eid celebrated in Islam annually.                           | Second Eid celebrated in Islam annually.                              |
| Its celebrated on the 1 <sup>st</sup> day of the month of Shawwal | Its celebrated on the 10 <sup>th</sup> day of the month of Dhul-hajj. |
| Its performed after having breakfast.                             | Performed before having breakfast                                     |
| Muslims pay zakat fitir   | They sacrifice animals.   |

**NOTE:**

The celebration of Eid al- Adhuha rotates mainly on the story of Prophet Ibrahim and his family about the sacrifice of the animals which topic was largely covered in your senior one class.

**Follow up activity:**

- i) Consult the Imam of your area to remind you more about the story and its importance on Eid al- Adhuha.
- ii) Why a Muslim who has fasted the month of Ramadhan should pay zakat el-fitir.
- iii) Why should abled Muslims sacrifice an animal on Eid day?

**Importance of Eid in Islam****Fig6:** Muslims feasting on Eid

- Muslims feasting on Eid as seen above promotes love, Unity and togetherness.
- Eid celebrations promote love and unity among members of the community.
- They bring about happiness and joy.
- Show presence of Muslims in the community.
- The poor get a chance to feast with the rich.
- Eid is a remembrance to the sacrifice and commitment of Ibrahim to Allah.

**Lesson summary:**

In this lesson we have learnt about Eid celebrations, how they are performed and have also understood the importance and value of these celebrations.

### LESSON 3:

## BIRTH, CIRCUMCISION, AQIIQAH

#### Objectives;

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

- i) Understand the performance of the 3 rituals.
- ii) Explain the importance of these ceremonies.
- iii) Understand the value of appreciation to Allah.

#### Materials you will need:

**Quran**, Textbooks, pen/pencil, notebook and internet access where possible.

#### Instructions

- i) Find a suitable place and time to read this material.
- ii) Ensure to attempt all the exercises and activities given.
- iii) Consult knowledgeable persons where necessary.

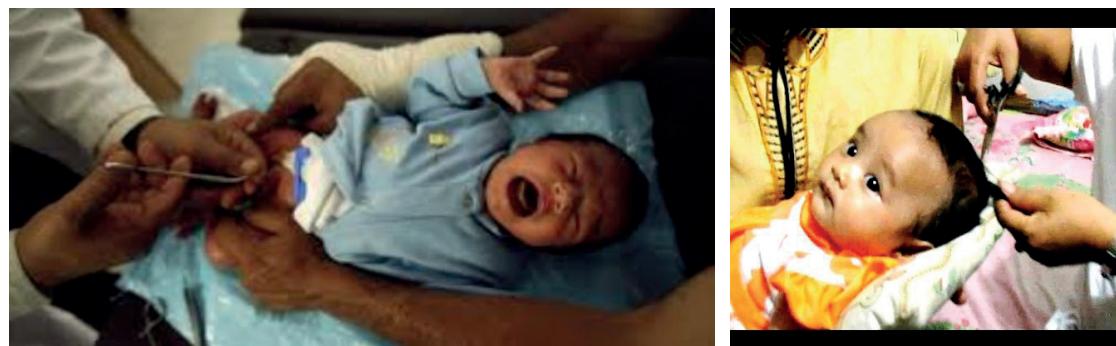
#### Introduction:

Each society has its own way of celebrating the birth of a new born baby. Some welcome boys with a lot of joy unlike girls, others pay special attention to twins. But in Islam all babies are special and are a gift from Allah.

Aqiqah is performed as an appreciation to God for the baby born. It is performed by sacrificing two goats for a baby boy and one for a baby girl.

#### Activity:

- i) Share with a friend and write down in your note book how new born babies are welcomed in your community.
- ii) Write a story of any aqiqah celebration you have ever attended or;  
Consult your sheikh about the activities conducted during the aqiqah celebrations.
- iii) Of what importance is aqiqah in Islam?



**Fig1: some of the activities done on aqiqah**



**Fig 2 : goats to be slaughtered for aqiqah**

**NOTE:**

- At the aqiqah ceremony the parents give thanks to Allah for the gift of the baby.
- The shaving of the head symbolizes the cleansing of the baby from impurities and the start of its life in the presence of Allah.
- It also involves choosing a pleasant name for the new born baby,
- slaughtering an animal and sharing its meat with friends and family on the occasion of welcoming the new born baby.
- It is recommended to offer the aqiqah sacrifice on the 7<sup>th</sup> day, 14<sup>th</sup> or 21<sup>st</sup> day after birth and if this is not possible it can be done on any day until the age of puberty.
- It is important to remember that Islam is the religion of ease, Allah says in chapter 22:78 “He did not impose hardship upon you in the religion.”

**Circumcision;**

*Islam recommends circumcision of a male after the seventh day of his life. It is a tradition that is traced back right from the time of Prophet Ibrahim. It's highly recommended, health wise and very hygienic. It is done by health practitioners.*

**Follow up activity:**

- i) Ask a health practitioner to explain to you how circumcision is done.
- ii) Write down the whole process in your book.
- iii) List down five Muslim names for girls and boys that you would wish to give to your children and give reasons for your answer.

**Lesson summary:**

In Islamic terminology, Aqiqah is an animal that is slaughtered on the occasion of child birth. It is an appreciation or a gesture of thanks to Allah done by the parents of the baby.

For a baby boy circumcision is performed. It has various health benefits but most importantly it eases hygiene, because it makes it simpler to wash the penis and decreases the risk of sexually transmitted diseases.

## 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 4:****THE JAHILIYYAH PERIOD (PRE-ISLAMIC ERA)****Objectives;**

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

- i) Explain the meaning of the term Jahiliyyah.
- ii) List the social and moral behaviors of the Arabs during the Jahiliyyah period.
- iii) Relate the social and moral behavior of the Arabs to that of Ugandans today.

**Materials you will need:**

Quran, textbooks, pen/pencil, notebook and internet access where possible.

**Instructions:**

- i). You can make reference to Islamic history books.
- ii). If possible consult a religious person while doing the activity.
- iii). Remember to wash your hands with clean water and soap

**Introduction:Jahiliyyah period** is the period before the coming of prophet Muhammad (P.B.U.H) with Islam in Arabia.

It is commonly known as a period of ignorance in Arabia. In this period there was no inspired prophet and no revealed book. The people of that time had the worst behavior in all aspects of life namely; social, economic, political and religious as indicated in the Quran chapter 9:97 which says

**“The desert Arabs are the worst in disbelief and hypocrisy....”**

In order to get a clear view on the above, let us look at the above aspects in detail.

***The social and moral life of the Jahiliyyah Arabs***

- Existence of social classes the first, middle and last class.
- In the first class were the nobles these included the rich and the leaders.
- The middle class comprised of people who commanded the wealth and the economy. It also included the educated of the day like the doctors, poets, and business men.
- The last class included slaves, servants, beggars, widows, the poor and women. These were always mistreated and considered low (inferior). They were owned as property

by the first and second class, their masters. They were discriminated and not respected by anybody.

- They committed all sorts of evils like fornication and adultery.
- Infanticide, the killing of young baby girls was done because they didn't respect women.



Fig 1: Infanticide during the Pre-Islamic period in Arabia

- Women were taken as a sign of bad luck.
- Excessive polygamy where men had as many wives as they could.
- Excessive wine drinking was the order of the day and they drunk from sunrise to sunset.

All the above examples and many others explain how the Arabs run their social and moral life in an improper way until when Allah sent a messenger from among themselves to purify them.

**Activity:**

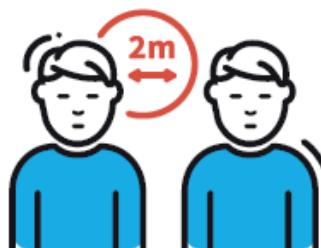
- i) Carefully read through the social and moral practices of the Jahiliyyah period and;
  - a) Find out practices in your community that are similar with the ones above.
  - b) List them down in your note book.
  - c) Search the net for more information about the social and moral practices of the Pre- Islamic period.

**Follow up activity:**

- i) Find time to read your text book and understand more about the social and moral practices of the Arabs. Write your findings in your note book.

**Lesson summary:**

The moral and social practices of the Arabs during the Jahiliyyah period are one of the factors responsible for the coming of prophet Muhammad (P.B.U.H) with the Quran because there was need for change and transformation.



Covid 19 precaution

**LESSON 5:*****The Religious, Economic and Political aspects of the Jahiliyyah period*****Objectives;**

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

- i) Understand the political set up of the Jahiliyyah Arabs.
- ii) Describe the religions of the pre-Islamic Arabs.
- iii) Compare the economic activities of the Arabs to those of your society.

**Materials you will need:**

Quran, Textbooks, pen/pencil, notebook and internet access where possible.

**Instructions:**

- i) You can make reference to Islamic history books.
- ii) If possible consult a religious person while doing the activity.
- iii) If you have other people around you, wear a face mask and remember to wash your hands with soap and water

**Introduction:**

In our previous lesson we learnt about the social and moral practices of the Arabs during Jahiliyyah period.

We are now going to look at the political, religious and economic aspects.

This is to help us understand the whole set up as a way of appreciating the need for the coming of prophet Muhammad (P.B.U.H).

**Political aspect:**

- The pre-Islamic Arabs had no central system of governance like the president. Instead they had tribal leaders like the “Kabaka” of Buganda.
- The tribe was the major political unit. Each tribe had its own habits, customs and culture like it is in Uganda today.
- The leader of the tribe was called a Sheikh. He had to be courageous, fair, and brave with a strong family background.
- The sheikh led the society through a council of elders like our parliament today. He consulted the elders as far as the daily running of society was concerned.
- The tribe was sub-divided into clans. The Quraish consisted of clans like the Banu-Hashim prophet Muhammad’s clan and Banu-Umayyad.
- There were other political groups based mainly on religious groups like Christians and Jews.
- The different groups kept on fighting each other for political power and supremacy.

**Economic aspect:**

- The Arabs were divided into two groups. The nomads who kept animals and the settled ones who cultivated crops.

- The nomads always moved in the desert place to place in search for animal pasture.
- The settled ones lived in villages and towns where they mainly practiced agriculture and cultivated crops like grapes, dates, rice, vines in the oasis



Fig1: agriculture during the Pre-Islamic period

- The major economic activity was pastoralism and Arabs reared animals like sheep, goats, horses and camels.



Fig 2: The Arabs reared animals like camels, horses, goats, sheep

- The Arabs also practiced hunting and raiding.
- Barter trade was also carried out where they exchanged animal products to crops.
- Some Arabs used to loot other's crops and animals.
- Trade was the other popular economic activity. Arabia became the centre of world trade. They dealt in many items like silk, spices, jewelry and pottery. The major trade towns were Mecca and Taif. They also dealt in slave trade.



Fig 3: slave trading during the Pre-Islamic Arabia



**Caption:** examples of some trade items for the Arabs.

**NOTE:**

However, like other aspects of the Arab life at that time the economic life was also characterized by evil such as hoarding, false weighing and measurements, selling of defective goods, usury, looting and raids. Such activities called for the coming of Islam.

**Religious aspect:**

The Arabs had very many different religions which included;  
Idol worship, Hanafism, Christianity, Judaism and Zoroastrianism.

#### **Idolators:**



Fig 1: The kaabah surrounded with idols during the Jahilya period

These worshipped idols made out of stones and wood which represented the image of God. Different tribes, clans and individuals had their own gods (idols) which were in different size and shapes.

They carried out different practices such as kissing and touching the idols as a way of worship.

At the time of prophet's mission the Holy shrine (Kaaba) was decorated with around 360 idols.

There was also the practice of sacrifice to the idols in terms of meat, weapons, garments and rags as a way of pleasing the gods.

They also made pilgrimage to the Kaaba while naked, clapping and singing obscene songs to the idols.

They also worshipped natural objects such as wells, trees, stones, caves, sun, moon, and stars.

They also believed in **superstition**. Beliefs not based on human reason or scientific knowledge.

#### **Activity:**

- i) Find a dictionary and look for the meaning of the following words and write them down in your note book.
  - a) Hoarding
  - b) False measurements

- c) Defective
- d) Looting
- e) Raid.
- ii) Read the textbook of Islamic history and write short notes about the following beliefs during the pre-Islamic period.
  - a) Hanafism
  - b) Christianity
  - c) Judaism
  - d) Zoroastrianism

**Lesson summary:**

We have learnt that the Arabs were mainly idolaters and pagans and their life in all aspects was filled with evil practices. However these people believed in the Supreme Being God whom they thought would not be approached by a mere human. He could only be approached through the different ways as seen above. This can be proved by Quran chapter 39:3 in which the Arabs acknowledge the existence of God.

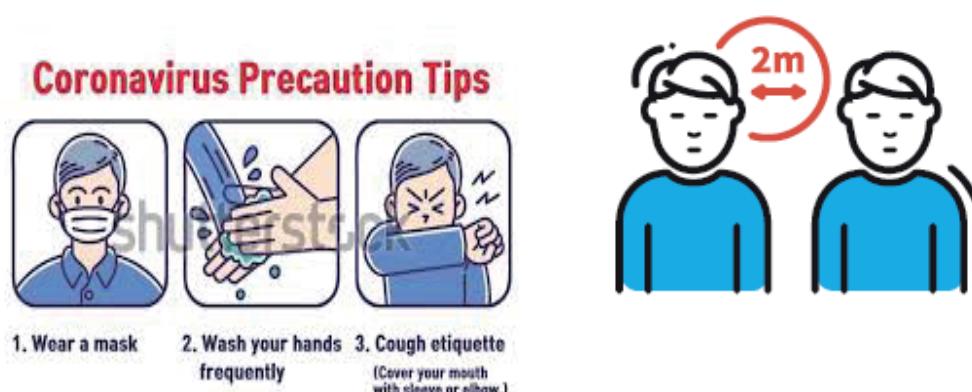
It says

**“We only worship them (idols) only that they bring us nearer to Allah”**

**Follow up activity:**

- i) During your free time use the Quran and read the following verses 16:58 and 81:8-9.
- ii) Discuss with any knowledgeable person for further understanding in relation to the pre-Islamic period.

**Wishing you the best as you stay safe and healthy, you will soon receive yourself learning materials for term two**



TERM 2

**LESSON 6:****THE EARLY LIFE OF PROPHET MUHAMMAD (P.B.U.H)****Objectives;**

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

Describe Prophet Muhammad (P.B.U.H)'s family background.

Explain how Muhammad's character prepared him for prophet hood.

**Materials you will need:**

Quran, Textbooks, pen/pencil, notebook and internet access where possible.

**Instructions:**

i) You can make reference to Islamic history books.

If possible consult a religious person while doing the activity.

**Introduction:**

Every living person has a different background. We are all born, live, grow and turn into adults. We definitely have different paths in life which make us who we become; so is prophet Muhammad (P.B.U.H) which is our topic of study today.

## MUHAMMAD 570 A.D TO 610 A.D

A child Muhammad is born 570 A.D  
 In a merchant family in Mecca.  
 His clan is prosperous and influential  
 The Banu Hashim, but his father Abudallah  
 dies before he is born and his mother Amina  
 dies when the boy is only six years.  
 Entrusted to a Bedouin nurse Halima  
 Muhammad spends much of his childhood  
 Among nomads, moving with the caravans  
 in Arabia's main trade route  
 through Mecca.

A widow Khadija 40 years much older  
 Than Muhammad has sufficient faith  
 In him to entrust him with her  
 Business.

At the age of 25 years they  
 Marry for the next 15 years.  
 He lives the life of a prosperous  
 Merchant but with a unique Godly  
 Character not like the merchants  
 Of the time.

From time to time he withdraws  
 To mountain Hira to meditate  
 and pray. In 610 A.D he receives  
 the first Message from Allah and  
 it changes the world history.

It is on mountain Hira  
 That the angel Gibril appears to  
 Muhammad. He describes later  
 How the angel squeezed him  
 And commanded him to repeat the  
 words of God. With fear he runs  
 back to his wife Khadijah who  
 comforted him.

It was a signal to prophet  
 Muhammad that it was time to  
 call people towards Islam. It was  
 Not an easy task for Prophet  
 Muhammad because whatever  
 He was to preach was against the  
 Ways of life of the Meccans

**Activity:**

From the write-up about Prophet Muhammad:

- i) List the relatives of Prophet Muhammad that have been mentioned.
- ii) The prophet is said to have had a unique and Godly character.
- iii) List down the characteristics of Muhammad before he became a prophet as you have been taught from the religious teachings by your imam and from the story above.

**Lesson summary:**

The story of Muhammad's early life is interesting and wide; time cannot allow us to finish it in this lesson.

**Follow up activity:**

Find time during this Covid 19 holiday, as you remember to social distance, wash your hands and wear a mask.



Consult a knowledgeable person more about Muhammad's early life and how it prepared him for prophet hood

LESSON 7:

## THE EARLY MUSLIM COMMUNITY 610A.D TO 622A.D

### Objectives;

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

- Appreciate the contributions of the early Muslim converts to the success of Muhammad's mission.
- Understand the conversion of some early Muslim converts.
- List five early converts and their relationship with the prophet.

### Materials you will need:

Quran, Textbooks, pen, notebook and internet access where possible.

### Instructions:

- i) Find a suitable place to read this material.
- ii) You can make reference to Islamic history books.
- iii) If possible consult a religious person while doing the activities you may ask your parent or the area Imam

### Introduction:

Islamic history states that the first persons to convert to Islam were;

Prophet's wife Khadijah, the first female convert.

His cousin Ali bin Abutalib at the age of 10 years.

His close friend Abubaker the first male convert.

His servant Zaid bin Thabit.

Other early converts to Islam were Uthuman bin Affan, Umar bin Khattab and Hamza.

These early Muslim converts including many others were very important in supporting the prophet during his early preaching in Mecca.

Importance of the early Muslim converts to the prophet's mission.

At an individual level, the early Muslim converts were of great support to the prophet's mission. They supported the mission in the following ways;

- They comforted and consoled him, for example Khadijah comforted him when he received the first revelation.  
She said "**your conduct has been such that Allah would not let a harmful spirit come to you, you are kind to your family, you help the helpless, you welcome guests and you assist those in trouble**".
- Ali always moved with the prophet in his public gatherings. Ali was literate and the prophet was confident about his knowledge. He once said **Ali was the gate of knowledge.**
- Their conversion strengthened prophet Muhammad's preaching without fear. He was assured of protection like when two brave men Hamza and Umar converted to Islam. The prophet is said to have prayed for the conversion of Umar because of his strength.
- Their conversion led to more converts to Islam because of the trust they had for them like Abubaker invited Uthuman bin Affan to Islam.
- Abubaker's on-spot acceptance and belief in Islam was a great source of pleasure and happiness to the prophet. His influence and respect from the people was used to promote Islam. The prophet once said;  
**"When I invited people towards Allah everybody thought about it and hesitated for a while except Abubaker who accepted my call the moment I put it before him and he did not hesitate even for a moment"**
  - The early converts stood with the prophet during the time of mistreatment and rejection.

#### **Lesson summary:**

Given the support from the early converts the prophet managed to progress with his preaching's though he faced challenges. The stories of the early Muslim community are long and interesting we cannot complete due to limited time. In order to expand your understanding;

#### **Follow up activity:**

- i) Read your textbook to have more knowledge about the stories.
  - ii) Consult a knowledgeable person concerning the sub-topic.
- Write down in your notebook.

Remember to keep social distance and to wear a face mask



## LESSON 8:

### MISTREATMENT AND REJECTIONS

#### Objectives;

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

- Explain the meaning of the term social boycott.
- Outline the measures taken by the Quraish to the Muslims in the social boycott.
- Explain the effects of the social boycott on the progress of Islam.

#### Materials you will need:

Quran, Textbooks, pen/pencil, notebook and internet access where possible.

#### Instructions:

- You can make reference to Islamic history books.
- If possible consult a religious person while doing the activity.
- If you can, search the internet for more information.
- You can also create time and listen to Islamic channels like voice of Africa, pearl F.M radios during the Dawa programs.

**Introduction:**

The Meccan non-believers were not happy with Muhammad's success of winning some converts to Islam. What he was preaching was against their ways of life and idolatry. They therefore started thinking of ways of how they would stop people from joining Islam. They did this through many ways and among these were;

- Insulting the prophet and his relatives.
- Masters denying their converted servants and slaves food, free movement and access to the Kaaba.
- Provoking the prophet
- Some were killed like Sumayyah
- Mistreatment of the converts through beating and abusing them.

Despite all that the prophet continued with his mission. When the above measures failed to stop the mission, the Meccans decided to mistreat the people of the prophet's clan the Banu-Hashim and some Muslims who sympathized with them into what is called the social boycott.

The social boycott

A **social boycott** is a society's collective refusal to engage a person in the normal social and commercial relations. Its aim is to make that individual so uncomfortable that he decides to voluntarily leave the society.

**Society's collective effort**

It was the Meccan's collective effort against the Muslims.


**Refusal to engage an individual or group of people in normal social and commercial relations**

The Meccans refused to engage with the Banu-Hashim in any normal social and commercial relations.



**Makes the individual so uncomfortable that he decides to voluntarily leave society.**

The Meccans made the Banu-Hashim and the prophet to become uncomfortable because they wanted them to

Stop the spread of Islam.

Examples of some of the measures the Meccans used as mistreatment to the Muslims.

The **social boycott** lasted for three years between 617 to 619 A.D The Meccan Arabs denied them several rights by keeping them in one place and were not allowed to;

- Access food.
- Practice trade with Meccans.
- Marry and get married to the Quraish.
- Relate in anyway not even in any kind of conversion.
- Enter the Kaaba.

The boycott had negative consequences on the side of the Muslims.

Prophet Muhammad (P.B.U.H) lost his uncle Abatalib and his wife Khadijah. They died because of the suffering they faced in the boycott.

The year in which Muhammad's wife and his Uncle and protector died is called the **year of sorrow/ year of grief /year of sadness**.

**Follow up activity:**

- i) List two acts a child can do at home which may lead him/her to be put in a boycott.
- ii) How should you behave at home to avoid such punishment?

**Lesson summary:**

In pursuit of his mission the prophet and his early converts faced a number of torture, rejection and mistreatment. These intensified as the Prophet continued with the mission.

The converts were rejected by their relatives, forced into the social boycott as seen above, some were beaten, and others were made to lie down on burning coil until it melted their bodies and many other tortures.

Despite all the above challenges tolerance, patience and persistence enabled the prophet to accomplish his mission.

We therefore learn that in situations of challenges if we practice the values of praying, patience and persistence we achieve our goals,  
Like in this period of the Covid 19 pandemic.



***Remember to wear a face mask***



### TERM 3

#### LESSON 9:

## THE MIGRATION FROM MECCA TO MEDINA (HEJIRA) 622A.D

#### Objectives;

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

- i) Understand the meaning of Hejira.
- ii) Explain the circumstances that led to the prophet's migration to medina.

#### Materials you will need:

Textbooks, pen/pencil, notebook and internet access where possible

#### Instructions:

- i) Find a suitable place and time to read the material.
- ii) You can make reference to Islamic history books.
- iii) If possible consult a religious person while doing the activity.

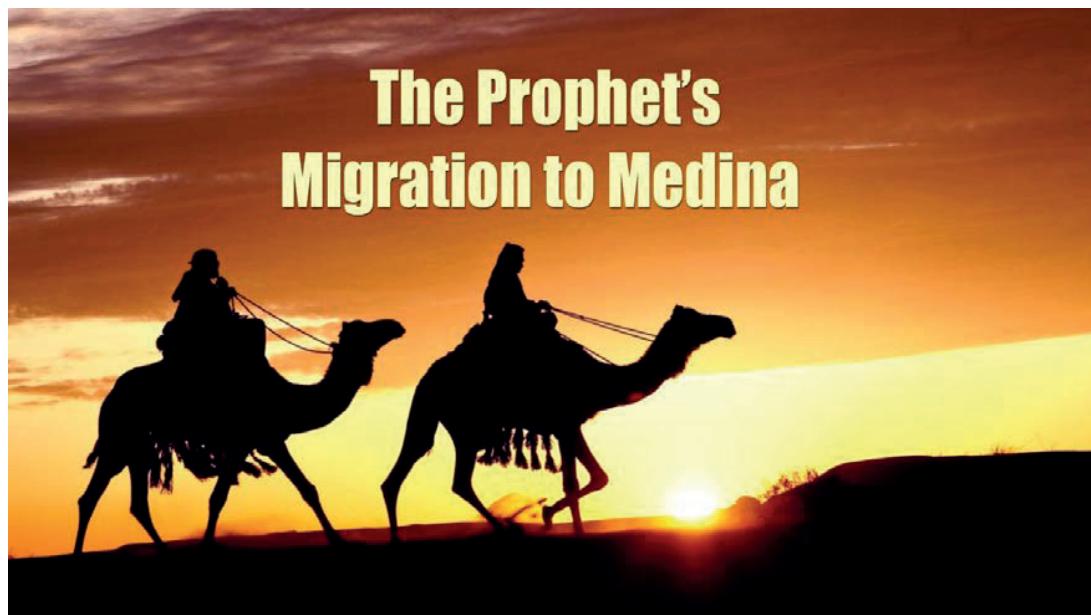
Introduction:

In the year 622 A.D., the hatred of people of Makkah against Muhammad and his followers became very strong and their treatment towards Muslims became very brutal. Muhammad had received a number of threats against his life. In order to protect both himself and his people, Muhammad sent his followers, to the town of Yathrib (Medina). Muhammad himself traveled to Yathrib (Medina) secretly with Hazrat Abu Bakr Siddiq ra.





**Fig1:** Muslims migrating from Mecca to Madinah in 622A.D



**Fg2:** Muslims continued to migrate to Medina

**Activity:**

- i) Write down any other migrations that were made by the Muslims before Hejira.
- ii) List down two migrations that you have learnt about in the history of East Africa.

*Note:*

As we continue with our lesson identify the similarities and differences between those migrations.

**Activity:**

- i) In your note books, list five reasons why people migrate.
- ii) In two sentences using knowledge from the previous lesson write; The reasons why the prophet and the Muslims migrated from Mecca to Medina
- iii) Sanitize your hands, put on a mask request your parents to allow you visit the area Imam and learn more about the Prophet's migration

***Causes of the prophet's migration from Mecca to Medina in 622A.D***

As Islam spread in Mecca the ruling tribes begun to oppose Muhammad's preaching. In 622A.D Muhammad and his followers migrated to Yathrib to escape persecution because of;

- The Meccans plan to murder the prophet.
- The Meccan Quraish's refusal to accept Islam.
- The invitation the prophet had received through the pledges of Aqabah.
- The need to see Islam survive.
- The friendly nature of the people of Medina.
- The need to fulfill the pledges of Aqabah.
- The desire to create an Islamic state

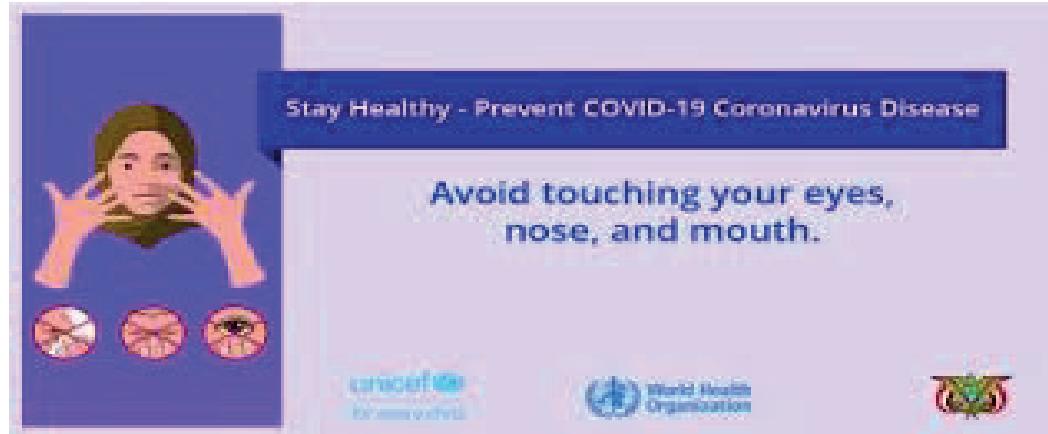
**Lesson summary:**

Besides the many factors as seen above that led to the migration of the Prophet to Medina the most immediate factor was the permission he received from Allah to migrate.

**Follow up activity:**

- i) Consult any knowledgeable person to explain to you the meaning of Medina.
- ii) Using your Islamic history text books, read about the pledges of Aqabah as one of the reasons for the prophet's migration.

- iii) In your note books write short notes about them.



## LESSON10:

### EVENTS AND IMPORTANCE OF HEJIRA

#### Objectives;

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

- Narrate the events of the great Hejira.
- Know the terms of the Medina constitution.
- Explain the importance of Hejira.

#### Materials you will need:

Quran, Textbooks, pen/pencil, notebook and internet access where possible.

#### Instructions:

- i) Find a suitable place and time to read this material.
- ii) Ensure to attempt all the exercises and activities given.
- iii) Consult knowledgeable persons where necessary.

## Introduction:

On September 24<sup>th</sup> 622A.D the prophet completed his Hejira from Mecca to Medina to escape persecution.

In Medina prophet Muhammad (P.B.U.H) started building the followers of his religion Islam into an organized community and Arabian power.

The Hejira later marked the beginning year of the Muslim calendar 1A.H meaning one year after Hejira.

### **Events of the great Hejira 622A.D**

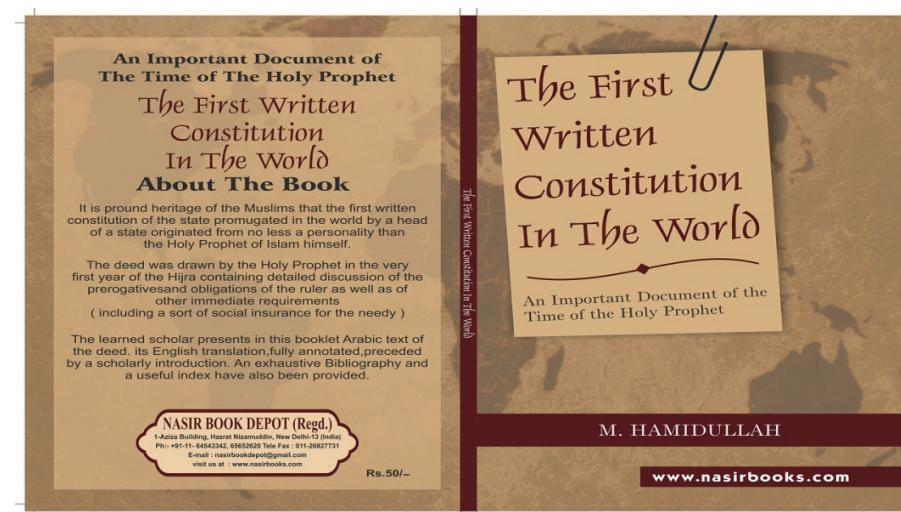
Muhammad and his followers arrived in medina as the Medina people made praises, lined up at the road side waiting for him.

On arrival he constructed a mosque on the land got from two orphans. The mosque was named ***masjid Nabbi*** meaning ***mosque of the prophet***.

The Muhajiroons (*Migrants/Meccans*) were supported and helped by the Ansars (*Helpers/Medinites*).The helpers provided the Muhajiroons with the basic needs of life like shelter, food and water. This led to the creation of ***Muslim brotherhood***.

The prophet formed the ***medina constitution***. It was going to act as the solution for the differences that existed in medina at the time.

## THE MADINAH CONSTITUTION



**Fig1: The Medinah Constitution**

**The constitution of medina** is also known as the charter or agreement of medina. It was drawn on behalf of the Islamic state by Prophet Muhammad after his arrival in medina.

The charter addressed the Muslim immigrants of Mecca and the Muslims of medina.

It was also directed towards the Jews, Christians and other non Muslims of the community. So it was the first political document between Muslims and the people of medina signed on arrival.

The charter is referred to as the most significant document in the history of Islam.

### **Some contents of the medina constitution**

- The Muhajiroons and Ansars formed one Islamic brotherhood.
- The Quraish were not to be offered any refuge in Medina.
- The prophet was to be the head of the state.
- The Muslims and the Jews would each be responsible for their expenditures if attacked.
- None was supposed to go to war without Prophet Muhammad's permission.
- There was to be freedom of worship.
- A believer was not to kill another believer or support a non believer against a believer.

#### **Activity:**

- i) Explain the meaning of Islamic brotherhood.
- ii) Mention any four ways how you would support a Muslim brother or sister.
- iii) Use your text book or internet where applicable to write other terms of the medina constitution.

### ***Importance of the Hejira***

- It has been so many years since prophet Muhammad (P.B.U.H) migrated from Mecca to Medina.
- This important event would change the world forever.
- Here are ten significant points about Hejira.
- It saved the prophet and the early Muslims through the difficult times.
- It marked the beginning of the Islamic calendar known as the **Hejira** calendar.
- It united the Muslims of different back grounds (Migrants and Ansars) forming brotherhood and equality.
- Marked the beginning of the Islamic state that has existed to date.
- It brought about personal and social stability for the citizens of the region.
- It created a single leader Muhammad (P.B.U.H) for the different communities in Yathrib i.e. created a path for the creation of the Arabian Peninsula.
- It marked the liberation of humanity from, racism, inequality and injustice.
- It shows that for people with faith there is hope for ease after difficult times.
- It is important in finding significant events in the Islamic history.
- It is after Hejira that the laws of God were established bringing justice and peace.

#### **Activity:**

- i) Use your text book or internet where applicable or consult a knowledgeable person to;
  - a) Write down why Hejira is still remembered in the history of Explain why is always mentioned that “ Hejira was a turning point in the history of Islam”

#### **Lesson summary:**

The Hejira or the relocation of Muhammad and his followers from Mecca to Medina was important because it allowed Islam to establish a community or **Ummah**. That is why it is regarded as a turning point for Islam.

Whereas the Muslims faced persecution from the polytheistic majority in Mecca the people of Medina accepted Islam and used religious unity to overcome their challenges.

**LESSON 11:****THE PERIOD OF CONFLICT AND WARS****Objectives;**

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

- i) Give examples of the battles which were fought by the Muslims during the Prophet's time.
- ii) Identify the causes of the conflicts and wars.

**Materials you will need:**

Textbooks, pen/pencil, notebook and internet access where possible.

**Instructions:**

- i) Find a suitable place and time to read the material.
- ii) You can make reference to Islamic history books.
- iii) If possible consult a religious person while doing the activity.

Badr was a key conflict in both the early days **of Islam** and a turning point in Muhammad's struggle against the **Quraish** in Makkah.

The Muslims **fought** the total of twenty nine (29) **battles** during the life of Prophet Mohammed (PBUH) from which some **were fought** by the Prophet Mohammed (PBUH) himself and from which some **were** lead and/or participated by Prophet Mohammed (PBUH).



Fig 1: The battle field of Badr



Fg2: The battle of Uhud the second important war in Islam



Fg3: where the third battle Khandaq (Trench) took place

***Above are pictures of the places where the battles were fought.***

#### **Introduction:**

The major battles in the history of Islam arose between the Muslims and the Meccans. One of the most important was the battle of Badr 624 A.D other early battles were Uhud 625 A.D, Khandaq 627 A.D, Conquest of Mecca 630 A.D, Hunain 630 A.D.

The time when those battles were fought is referred to as the ***period of conflict and wars.*** The major cause of the above was the Meccan constant attacks on Muslims to stop spreading Islam.

**Activity:**

- i) Read your text book about the above battles and;
  - a) Write why they were given the above names.
  - b) Summarize the course of those battles in less than 100 words.

***Causes of the conflict and wars***

- The permission that was given by Allah to Muslims to fight.
- Meccans were unhappy about prophet Muhammad (P.B.U.H)'s migration to medina and his progress.
- The Meccan Quraish wanted to punish the Medinites for having given asylum to prophet and the Muslims.
- The existence of hypocrites like the Jews who were not happy about the progress Islam. They left the Muslim camp at the battle of Uhud.
- Muslims determination to defend the religion.
- Continued ban on the trade routes that weakened the economy of Mecca.
- The Muslims assurance of support and protection from Allah against their enemies.

**Lesson summary:**

It should be noted that this conflict period in which the battles were fought between Muslims and non Muslims was always started by the Meccan pagans . Their main aim was to stop the spread of Islam. Most important to note is that the Muslims were always fighting a defensive war. For example at Uhud they moved away from medina. It is because they never wanted to destroy their city. At Khandaq they dug a trench around medina to protect their city.

Enjoy your lessons as you remember to;



**LESSON 12:****EFFECTS AND LESSONS DRAWN FROM THE CONFLICTS AND WARS****Objectives;**

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

- i) Outline the effects of the conflicts and wars.
- ii) Explain the lessons drawn from the conflicts and wars.

**Materials you will need:**

Textbooks, pen/pencil, notebook and internet access where possible.

**Instructions:**

- i) You can make reference to Islamic history books.
- ii) If possible consult a religious person while doing the activity.

**Introduction:**

In Islamic history the major wars led by the prophet were a turning point for the early Muslim community.

These defensive wars turned the state of Islam into growth, stability and expansion.

**Activity:**

In the table below fill information about the battles fought and their effects. Refer to your text book or the notes above.

| NO. | Battle         | Year           | Effects                 |
|-----|----------------|----------------|-------------------------|
| 1.  | .....<br>..... | 624 A.D        | .....<br>.....<br>..... |
| 2   | UHUD           | .....<br>....  | .....<br>.....<br>..... |
| 3   | .....<br>....  | .....<br>..... | .....<br>.....<br>..... |

***Lessons drawn from the conflicts and wars***

Muslims had a lot to learn as explained below;

| Battle      | Lesson  | Quran verse        |
|-------------|---|--------------------|
| Badr 624A.D | Allah's protection to the believers;<br><br>In this key battle a small army of only 313 humble Muslims defeated an army of 1000 well equipped soldiers because of Allah's protection.                                       | 3:123<br><br>2:249 |
| Badr        | Victory is only from Allah;<br><br>After winning the battle Allah reminded believers that it was only through His will that they were victorious.   | 8:17<br><br>3:126  |
| Badr        | Never under mind the value of prayer.<br><br>Before the battle the prophet prayed a lot for Allah's support. He said<br><br>“Oh Lord if this small number of Muslims is defeated you will not be worshipped on earth”       | 8:9                |
| Badr        | The power of Allah is endless.<br><br>By Allah's power angels descended from heaven and assisted Muslims in the fight.<br><br>“A handful of dust in the prophet's hand was transformed into wind that Sent away the enemy”. | 3:125              |

**Activity:**

- i) Use a translated Quran to write down the Quran quotations in the table above.
- ii) Understand their meaning in relations to the lessons learnt in the battle of Badr.
- iii) Refer to the internet or read a text book about the lessons learnt in the battle of Uhud. Use chapter 3:159
- iv) Write them in your note books.

Use the Quran quotation in the table below to write the lessons learnt from the battle of Khandaq

| Quran quotation 3:159   | Lessons learnt                                       |
|---|--|
| <p>“And by the mercy of Allah, oh Muhammad you dealt with them gently. And if you had been rude (in speech) and harsh in heart, they would have broken away from about you. So pardon them and ask forgiveness for them and consult them in the matter. Then when you have taken a decision put your trust in Allah. Indeed Allah loves those who put their trust in (Him)”</p> | <p>.....<br/>.....<br/>.....<br/>.....<br/>.....</p> |

#### **Lesson summary:**

We have learnt a lot about the conflicts and wars of the early Muslim community. You should understand that it's not a Muslim culture to fight wars without a cause. However it is again disliked by Allah if one needs to fight for the sake of Islam and you do not

# Staying Home

This is the easiest thing you can do to help protect loved ones and others who are at a greater risk for severe COVID-19 symptoms.



American Red Cross

## LESSON 13:

### THE PERIOD OF PEACE:

#### Objectives;

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

- i) Understand the meaning of the Hudaibiyyah treaty.
- ii) List the terms of the Hudaibiyyah treaty.

#### Materials you will need:

Textbooks, pen, notebook and internet access where possible.

#### Instructions:

- i) You can make reference to Islamic history books.
- ii) If possible consult a religious person while doing the activity.

**Introduction:** The **treaty of Hudaibiyyah** was an event that took place during the time of the early Islamic period.

It was a treaty between Muhammad representing the state of Medina and the Quraish tribe of Mecca.

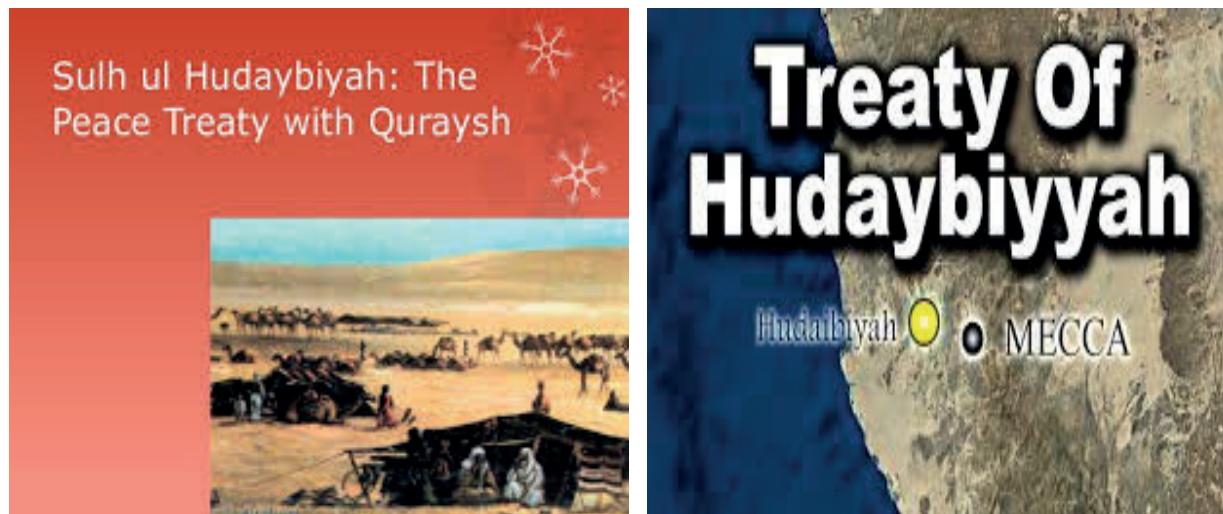


Fig 1: The treaty of Hudaibiyyah

**Location:** Hudaibiyyah

**Start date:** March 628 A.D

**End date:** March 628 A.D

**Negotiators:** Muhammad (P.B.U.H)

Suhayl ibn Amir

Ali bin Abutalib.

The **Treaty of Hudaybiyyah** was very important in **Islam**. After the signing of the **treaty**, the Quraysh of Mecca no longer considered Muhammad to be a rebel or a refugee from Mecca. The **treaty** also allowed the Muslims who were still in Mecca to practice **Islam** publicly.

Ali Ibn Abi Talib who signed the treaty on behalf of the Muslims and Suhayl Ibn Amr signed on behalf of Quraysh

**Terms of the treaty of Hudaibiyyah****Terms of Treaty of Hudaibiyyah**

- (1) The Muslims would return to Madinah without performing Umrah.
- (2) They would come for Umrah the following year, and would stay in Makkah for only three days.
- (3) They shall not come bearing arms except the sword.
- (4) They would not take any Muslim living in Makkah to Madinah, and would not stop any Muslim from staying in Makkah.
- (5) If any Makkan Muslim went to Madinah the Muslims would return him to Makkah, but if any Muslim from Madinah went to Makkah he would not be returned to Madinah.
- (6) The Kuffar would neither attack Muslims nor help others against them, but would remain neutral in case of Muslims fighting a third party.
- (7) All the Arab tribes shall be free to enter into alliance with whichever party they like.

Fig2: Terms of the Hudayibiyya treaty

***Benefits of the treaty to Islam***

- The treaty resulted into the peaceful conquest of Mecca.
- The Prophet was recognized as the leader of the Muslim community.
- It led to the Spread of Islam in Arabia.
- It Protected the Muslim lives in Mecca.
- The power of Islam in Arabia was recognized.
- It showed the prophet's patience.

**Lesson summary:**

The treaty of Hudaibiyyah became the back bone of treaties concluded between Muslims and non- Muslims in the pre modern era. It also marks a turning point in the history of Islam as it paved way to the final conquest of Mecca. When the Meccans breached its terms when they allied with the Banu- Bakr to fight the Banu -Khuza.

**LESSON 14:****THE CONQUEST OF MECCA****Objectives;**

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

- i) Mention the events of the conquest of Mecca.
- ii) Outline effects of the conquest of Mecca.
- iii) Explain the importance of the conquest of Mecca.

**Materials you will need:**

Textbooks, pen, notebook and internet access where possible.

**Instructions:**

- i) You can make reference to Islamic history books.
- ii) If possible consult a religious person while doing the activity.

**Introduction:**

**The Conquest of Mecca** was the taking over of the town of Mecca by the Muslims led by Prophet Muhammad (P.B.U.H) in January 630 A.D/8A.H.

The conquest of Mecca marked the end of wars between the followers of Muhammad and the pagan Quraish.

The pagan Quraish of Mecca had broken the treaty of Hudaibiyyah with the prophet by killing some of the men of the Banu-khuza tribe with whom the prophet had made an alliance.

## Conquest of Mecca

**Date:** January 630A.D

**Location:** Mecca.

**Result:** Muslim victory (end of muslim Quraish wars)

**Participants:**

Muslims and Meccan quraish

**Commanders**

-Muhammad

-Ali bin Abutalib

-Abubaker

-Abusufian

-Suhayl ibn Amir

-Safwan

**Soldiers**

10.000 men

2000-4000 men

**Losses**

2people

13 people

### Highlights of the conquest of Mecca

|  |  |
|--|--|
| <b>The Muslims decide to conquer Mecca</b>   | <ul style="list-style-type: none"> <li>• The Quraish and their allies violated the terms of the peace treaty.</li> <li>• The Banu-khuza requested the prophet for help and protection.</li> <li>• The prophet organized an army and marched to Mecca to stop injustice.</li> </ul> |
| <b>Abusufian accepts Islam</b>               | <ul style="list-style-type: none"> <li>• After hesitation for a while, he pronounced Shahadah.</li> <li>• The prophet sent him back to prepare the city for his coming.</li> </ul>   |
| <b>Muslims win control over Mecca.</b>       | <ul style="list-style-type: none"> <li>• The prophet entered Mecca almost unopposed, in a city that had treated him so cruel.</li> <li>• The Muslims entered the city peacefully with no house robbed, no man or woman insulted.</li> </ul>  |
| <b>Many people became Muslims.</b>           | <ul style="list-style-type: none"> <li>• The last sermon of the prophet that was held at mountain Arafah has become a historical speech to mankind.</li> </ul>   |
| <b>Islam continues to spread universally</b> | <ul style="list-style-type: none"> <li>• The prophet sent his people in every direction to preach Islam among the tribes of the desert.</li> </ul>   |

### Importance of the conquest of Mecca

- Mecca was a wealthy centre of trade; its conquest brought a great wealth and development to the Islamic state.
- It was a pilgrimage centre of ancient Arabia. It became the holiest site of Islam which houses the sacred Holy Kaaba.
- This provided a spiritual lift to the Islamic states that were coming up.
- It ended the prestigious life of the Meccan Quraish

- It marked the end of idolatry; the 360 idols around the Kaaba were all destroyed.
- The bitterest enemies of Islam converted to Islam like Abusufian and Hindu.
- Muhajiroons (Migrants) got a chance to visit their home again.
- Muslims were free to perform hajj.
- Mecca gained the status of being the centre of worship until today.
- The prophet was recognized as the messenger of Allah and leader of the Muslim faith.

#### **Follow up activity:**

Find time and;

- i) Consult a knowledgeable person to give you more information about the important events in the history of Islam up to the conquest.
- ii) Use more than one text book of the history of Islam for a wider coverage.  
If possible use internet
- iii) Remember to write the important findings in your note book.

#### **Lesson summary:**

There is a lot of information about the events of the history of Islam. You realize that all the events were on a slow but steady progress to the development of Islam to date.

It is important that as a practicing Muslim, you appreciate and learn lessons from those interesting stories.

***Wishing you the best as you join S.3 class.***

Stay home stay safe.

## **CORONAVIRUS SAFETY**



Follow these easy steps to help prevent the spread of COVID-19.



**GLOSSARY:**

- **A.D:** AD stands for Anno Domini, Latin for “in the year of the Lord”, while BC stands for “before Christ”.
- **Annually:** Occurring, done once a **year** or every **year**; **yearly** an **annual** income. Lasting for a **year** an **annual** subscription.
- **Aqiqah:** aqeeqah is the Islamic tradition of the sacrifice of an animal on the occasion of a child's birth.
- **Aspects:** **Aspect** means a part or feature of something. Whether that means you can see all of something (all aspects) or only part (one **aspect**) depends on where you are standing and how hard you are looking.
- **Asylum:** **Asylum** is a protection granted to foreign nationals already in the United States or arriving at the border who meet the international law **definition** of a “**refugee**.” The United Nations 1951 Convention and 1967 Protocol **define** a **refugee** as a person who is unable or unwilling to return to his or her home country,
- **Battles:** When Muslims, or their faith or territory are under attack, **Islam** permits (some say directs) the believer to wage military **war** to protect them.
- **Bedouin:** The English word **bedouin** comes from the Arabic badawī, which **means** "desert dweller", and is traditionally contrasted with ḥādir, the term for sedentary people. **Bedouin** territory stretches from the vast deserts of North Africa to the rocky sands of the Middle East.
- **Brotherhood:** **brotherhood** is a relationship between brothers or close friends, or is a feeling of kinship with other people. When two men have a close and loyal friendship, this is an example of a **brotherhood**.
- **Caravan:** 'caravan' are synonymous and **defined** as:[1] 'any structure designed or adapted for human habitation which is capable of being moved from one place to another (whether by being towed, or by being transported on a motor vehicle or trailer) and any motor vehicle so designed or adapted'.
- **Ceremony:** a formal act or ritual, often set by custom or tradition, performed in observation of an event or anniversary **ceremony** commemorating Shakespeare's birth. a religious rite or series of rites. a courteous gesture or act the **ceremony** of toasting the Queen.
- **Charter:** in the modern context it means "voluntary **charity**". According to the **Quran**, the word means voluntary offering, whose amount is at the will of the giver.
- **Christianity:** the religion derived from Jesus Christ, based on the Bible as sacred scripture, and professed by Eastern, Roman Catholic, and Protestant bodies. 2 : conformity to the **Christian** religion.

- **Circumcision:** In Islam **circumcision** is also known as tahara, **meaning** purification. **Circumcision** is not mentioned in the Qur'an but it is highlighted in the Sunnah (the Prophet Muhammad's recorded words and actions). In the Sunnah, Muhammad stated that **circumcision** was a "law for men."
- **Comprised:** to consist of; be composed of: The advisory board **comprises** six members. to form or constitute: Seminars and lectures **comprised** the day's activities.
- **Conditions:** something that limits or restricts something else; a qualification: you may enter only under certain **conditions**.
- **Conflict:** fight, battle, war an armed **conflict**. 2a : competitive or opposing action of incompatibles
- **Conquest:** to acquire by force of arms; win in war: to **conquer** a foreign land. to overcome by force; subdue: to **conquer** an enemy. ... to gain a victory over; surmount; master; overcome: to **conquer** disease and poverty; to **conquer** one's fear.
- **Constitution: Islamic constitution** is that **constitution** where "Islamic" Shariah forms the law of the land. and the Holy **Quran** and Sunnah are the main sources and guidelines of the state and on. the basis of this principle, state enacts **Islamic constitution**.
- **Convert:** bring over from one belief, view, or party to another They tried to **convert** us to their way of thinking. b : to bring about a religious conversion in The missionaries **converted** the native people to Christianity.
- **Dhul-hajj:** "The Month of the Pilgrimage". During this month Muslim pilgrims from all around the world congregate at Mecca to visit the Kaaba. The *Hajj* is performed on the eighth, ninth and the tenth of this month.
- **Dowry (mahry):** is the money, goods, or estate that is given to a woman at the time of her marriage. ... **Dowry** started as gifts that were handed out to the bride at the time of marriage to make her stay at in-laws place more comfortable.
- **El-fitr:** Eid *al-Fitr* also called the "Festival of Breaking the Fast", is a religious holiday celebrated by ... while saying "Allāhu 'Akbar", *meaning* "God is the greatest")
- **Governance:** **Governance** is the term for the way a group of people such as a country do things. Many groups create a government to decide how things are to be done. **Governance** is also how government decision making affects people in that nation
- **Grief:** **Grief means** intense sorrow. You feel **grief** if something terribly sad happens, like if your dog dies or if your childhood sweetheart breaks up with you.
- **Hejira:** Muhammad's migration from Mecca to Medina in AD 622, marking the consolidation of the first Muslim community.
- **Hypocrites:** Hypocrisy is the contrivance of a false appearance of virtue or goodness, while concealing real character traits or inclinations, especially with respect to religious and moral beliefs;

- **Idols:** **idol** is a false god or an object that is adored or worshipped. An **example of an idol** is a rock that people pray to.

**Infanticide:** the crime of a mother killing her child within a year of birth.

- **Nikah:** In **Islamic** law, marriage – or more specifically, the marriage contract – is called **nikah**, an **Arabic word** whose original literal **meaning** was "sexual intercourse", but which already in the **Quran** is used exclusively to refer to the contract of marriage.
- **Persecution:** to treat (someone) cruelly or unfairly especially because of race or religious or political beliefs. : to constantly annoy or bother (someone)
- **Shawwal:** is the tenth month of the lunar based Islamic calendar.
- **Social boycott:** **social boycott means** cutting off someone's **social** or commercial ties to preventing access to educational or medical institutions or community hall and public facilities
- **Superstition:** describes a belief in chance or magic. If you're **superstitious**, you may avoid walking under ladders, spilling salt, or passing black cats all because you think they will bring you bad luck.
- **Treaty:** a "**treaty**" is any legally binding **agreement** between nations.
- **Zakat fitr:** **Zakat al-Fitr** is a charity taken for the poor a few days before the end of fasting in the Islamic holy month of Ramadan. The Arabic **word Fitr means** the same as iftar, breaking a fast, and it comes from the same root **word** as Futoor which **means** breakfast. **Zakat al Fitr** is a smaller amount than **Zakat al-Mal**.

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