

**780-206 ISLAMIC HISTORY AND CIVILIZATION**

**Sem 1, 2025**



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**Course Description**

Methodology and historical sources of Islamic history in brief; prophet Muhammad biography; Islamic history of four righteous Caliphs; Islamic history during the Umayyad, the Abbasid, the Ottoman; advancements and emergence of Islamic civilization in various periods; influences of Islamic civilization on others; status of the Muslim world from World War II to the present time including causes of weakness of the Muslim world

**Course Objectives**

By the end of this course, students will be able to:

1. Explain how Islamic history is studied using historical methods and sources.
2. Describe the life of Prophet Muhammad (PBUH) and his role in the early history of Islam.
3. Summarize the key events during the rule of the four Rightly Guided Caliphs.
4. Identify important developments during the Umayyad, Abbasid, and Ottoman periods.
5. Discuss the growth of Islamic civilization and its contributions to science, culture, and knowledge.
6. Give examples of how Islamic civilization influenced other civilizations and societies.
7. Describe the changes in the Muslim world from World War II to today.
8. Explain the main reasons for the challenges and weaknesses faced by the Muslim world in modern times.

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**Learning, Teaching, and Assessment Strategy**

The coursework will demonstrate the use of research techniques, critical analysis, and writing skills appropriate for the program. Examining a chosen area within the field of study, the essay must demonstrate significant research and should aim to critically evaluate the literature available on a chosen subject.

**Learning outcomes**

By carefully studying this chapter, you should be able to:

* To understand the basic ideas of multiculturalism and their implementation in

respect for group religious accommodations

**Attendance**. Attendance is recorded by your Amirah per c;. You are expected to be in class for at least 80% of the class sessions. Less than 80% (without a doctor’s or coach’s written statement) results in failing the class attendance and behavior portion of the grade.

*Expected classroom behavior*. Please note the following expectations regarding classroom behavior:

1. Be punctual
2. Read the textbook as required
3. Participate in class discussions
4. Consult with me if you need to
5. Bring along an excuse letter if absent from class

The exam will generally include 3 questions asked in class. Please note that make-up examinations are not possible. If you miss the exam without any acceptable excuses, you will not be permitted to take the exam.

Please be prompt for class. We will make every effort to begin and end each class on time. It is very disruptive to everyone and not appreciated when students come to class late or leave early.

If you would like to speak with me individually, please feel free to do so. Please make an appointment rather than an unscheduled visit if you can. Generally, before or after class works well.

**Ranking**

Final Exam schedule (dates subject to change by instructor). The course grade will be based on attendance, Class activities, research presentations, Final Exam.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade points (out of 100)** | | **Grading Schema** | | |
| Class Attendance | 20% |  | 85 – 99 | A |
| Class Participation | 10% |  | 80 – 84 | B+ |
| Research Presentation | 20% |  | 70 – 79 | B |
| Mid Term Exam | 20% |  | 60 – 69 | C+ |
| Final Exam | 30% |  | 50 – 59 | C |
| Total Points | 100% |  | 40 – 49 | D+ |
|  |  |  | 30 – 39 | D |
|  |  |  | 20 – 29 | E |
|  |  |  | 10 – 19 | F |

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**CHAPTER 1: METHODOLOGY AND HISTORICAL SOURCES OF ISLAMIC HISTORY**

**Introduction**

To understand Islamic history, we must study it carefully using correct methods and trusted sources. Historians look at many kinds of evidence to learn about the past. In Islamic history, we use both Islamic sources (like the Qur’an and Hadith) and non-Islamic sources (like books from other cultures). This chapter explains how scholars study Islamic history and where they get their information from.

**Key Terms and Simple Definitions**

|  |  |
| --- | --- |
| **Term** | **Simple Meaning** |
| Methodology | A way or system of doing something, especially in research or study. |
| Primary Sources | Original materials from the time of the event (e.g., Qur’an, Hadith). |
| Secondary Sources | Writings that explain or analyze primary sources (e.g., history books). |
| Oral History | Information passed down by word of mouth. |
| Archeology | Study of old objects, buildings, and places to learn about the past. |

**Learning Objectives**

By the end of this chapter, students will be able to:

1. Understand the meaning of historical methodology.
2. Identify different types of Islamic historical sources.
3. Explain how historians use primary and secondary sources.
4. Describe the role of oral history and archeology in Islamic history.
5. Analyze how Islamic history is preserved and passed down.

**1. What Is Methodology in Islamic History?**

**Methodology** means the way or method we use to study something. In Islamic history, scholars follow special steps to find out the truth about the past. They collect information and check it carefully using clear and logical ways.

They ask questions like:

* **Who wrote this information?**
* **When was it written?**
* **Is the information correct or not?**

**Examples:**

* A historian wants to know if a story about a battle is true. So, they check if the story was told by someone who was actually there.
* Sometimes, scholars read two different books that talk about the same event. They compare the details to see which one is more correct.
* Researchers also study the background of the writer. If the writer had strong opinions or bias, their story may not be fair. This helps the scholar avoid mistakes.

**2. Primary Sources of Islamic History**

**Primary sources** are original or first-hand materials. These are things that come directly from the time when the event happened. In Islamic history, the most important primary sources are:

* The **Qur’an**
* The **Hadith**
* Writings and records by the **early Muslims**

**Examples:**

* The **Qur’an** is the holy book sent by Allah to Prophet Muhammad (peace be upon him). It gives spiritual, social, and historical guidance.
* The **Hadith** are the sayings, actions, and approvals of the Prophet Muhammad (PBUH). They help explain the Qur’an and Islamic teachings.
* Letters or speeches written by the early caliphs (like Abu Bakr, Umar, Uthman, and Ali) show what life, politics, and society were like in early Islam.

**3. Secondary Sources of Islamic History**

**Secondary sources** are materials that were written **later**, not during the time of the event. These are usually books, articles, or documentaries made by scholars who study the past. These scholars use primary sources and try to explain or analyze them.

**Examples:**

* A modern book about the **Umayyad Dynasty** that uses old writings and records to explain what happened.
* A **documentary film** about early Islamic battles that uses old maps, writings, and pictures to teach people.
* An **academic article** that studies and compares the leadership styles of different Muslim rulers.

**4. Oral History and Archaeology**

In the early days of Islam, many stories were not written down right away. People **told these stories by speaking**, and they were passed from one person to another. This is called **oral history**.

**Archaeology** is the study of old things like buildings, tools, and coins. It helps us understand how people lived in the past.

**Examples:**

* A grandmother tells her grandson stories about the early Muslims. These stories can be important for history.
* A team of archaeologists finds **old coins** or **mosques** that were used during the Abbasid period. These show how people lived and worshipped.
* Scholars **dig up old writings** and **manuscripts** buried in ancient libraries. These can be very valuable for Islamic history.

**5. Why Sources Must Be Checked Carefully**

Not all historical sources are true or correct. Some may be **false**, **unclear**, or **confusing**. That’s why historians must **check every source carefully**. They compare different sources to find out what really happened. They also check if the story matches the **Qur’an**, **Hadith**, and other trusted materials.

**Examples:**

* A story may be **rejected** if it goes against what is found in the Hadith or the Qur’an.
* A historian finds **two stories** about the same event. They study both stories to find which one is more believable.
* Scholars use something called the **chain of narration (isnād)** to check if a Hadith is **authentic**. If all the narrators are trustworthy and remembered correctly, then the Hadith is accepted.

**Summary**

Islamic history is studied using a careful system called **methodology**. Historians use **primary sources**, **secondary sources**, **oral traditions**, and **archeology**. All sources must be checked for truth. This helps us learn real facts about the past.

**Conclusion**

Understanding Islamic history needs more than just reading. It needs the right method and reliable sources. By using Qur’an, Hadith, and other evidence, we get a clearer picture of the Muslim world’s past. Scholars continue to protect and teach this valuable history to new generations.

**Essay Questions and Model Answers**

1. **What does methodology mean in Islamic history?**

**Answer:** It means the system or way historians study and check facts about Islamic history.

1. **Give three examples of primary sources.**

**Answer:** The Qur’an, Hadith, and early letters from Muslim leaders.

1. **What is the difference between primary and secondary sources?**

**Answer:** Primary sources are original, from the time of the events. Secondary sources are written later by scholars.

1. **How does archeology help in Islamic history?**

**Answer:** It helps by giving physical proof, like buildings, tools, or coins from the past.

1. **Why is it important to check historical sources?**

**Answer:** To make sure they are true and not based on lies or mistakes.

**Tick the Best Answers**

1. What is a primary source in Islamic history?  
   A. A modern article  
   . The Qur’an  
   C. A history movie  
   D. A novel
2. What is archaeology?  
   A. Reading old stories  
   B. Making Islamic laws  
   C. Studying old objects and buildings  
   D. Teaching children
3. Which of the following is a secondary source?  
   A. The Qur’an  
   B. A scholar’s book about Islamic wars  
   C. Hadith  
   D. A letter from a caliph
4. What is oral history?  
   A. Stories in books  
   B. Stories told by mouth  
   C. Hadith books  
   D. Court records
5. Why must sources be checked?  
   A. To make them fun  
   B. To know if they are true  
   C. To make them short  
   D. To make them colorful

**Student Worksheet**

**Match the Terms**

|  |  |
| --- | --- |
| **Term** | **Meaning** |
| 1. Primary Source | A. Study of old things and buildings |
| 2. Secondary Source | B. Original texts from the past |
| 3. Archeology | C. Writings based on older materials |
| 4. Methodology | D. System of doing research |

**Answers**:  
1 → B  
2 → C  
3 → A  
4 → D

**Fill in the Blanks**

1. The \_\_\_\_\_\_\_ is the main holy book in Islam.
2. \_\_\_\_\_\_\_\_\_\_ helps us study Islamic history through tools and buildings.
3. \_\_\_\_\_\_\_\_\_\_\_ are sources written after the time of the events.
4. \_\_\_\_\_\_\_\_\_ history is passed down by speaking.
5. Historians use \_\_\_\_\_\_\_\_\_\_ to study the past correctly.

**Answers**:

1. Qur’an
2. Archaeology
3. Secondary sources
4. Oral
5. Methodology

**Interactive Activities**

**1. Source Hunt Game**

* Show 10 cards (mix of primary and secondary sources).
* Students must sort them into two boxes: *Primary* and *Secondary*.

**2. Story Circle (Oral History)**

* Students take turns sharing a family story or a short Islamic story.
* The class writes down how oral history works and what might be forgotten or changed.

**3. Mini Museum (Archeology Game)**

* The lecturer shows images of coins, tools, and ruins from Islamic history.
* Students guess what they were used for and where they came from.

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* Brown, J. A. C. (2009). *Hadith: Muhammad’s legacy in the medieval and modern world*. Oneworld Publications.
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* Berkey, J. P. (2003). *The formation of Islam: Religion and society in the Near East, 600–1800*. Cambridge University Press.
* Lapidus, I. M. (2014). *A history of Islamic societies* (3rd ed.). Cambridge University Press.

**CH**A**PTER 2: EVOLUTIONISM VS CREATIONISM IN ISLAM**

**Introduction**

Many people ask: “Where did we come from?” There are two main answers: some people say we came from **evolution**, while others say we were **created by God**. These two ideas are called **evolutionism** and **creationism**. Islam clearly teaches that Allah created everything, including humans. However, Muslims are also told to think and study nature. This chapter will explain what evolutionism and creationism mean, how atheists, agnostics, and believers think about them, and what Islam says about the topic using the Qur’an and sayings of the Prophet Muhammad (peace be upon him).

**Learning Objectives**

After reading this chapter, you should be able to:

1. Understand the meanings of important words like evolution, creation, atheism, agnosticism, and theism.
2. Explain what different people believe about how life began.
3. Know what Islam teaches about the creation of human beings.
4. See how science and religion can sometimes agree and sometimes disagree.
5. Think about what Muslim scholars say about evolution today.

**Key Words and Their Meanings**

* **Evolutionism**: The idea that all living things, including humans, came from simpler life forms over a long time.
* **Creationism**: The belief that God created everything directly, including the first human, Adam.
* **Atheism**: Not believing in any god.
* **Agnosticism**: Not sure if God exists or not.
* **Theism**: Believing in one God or many gods. In Islam, we believe in only one God, Allah.

**What Different People Believe**

**1. Atheists**

Atheists do not believe in God. They believe everything, including humans, came through natural processes like evolution. One famous atheist, Richard Dawkins, said,

“Darwin made it possible to be an intellectually fulfilled atheist.”

This means that Darwin’s theory of evolution helped them feel sure there is no need for God.

**2. Agnostics**

Agnostics are not sure if God exists. Some of them accept evolution, but they also think there might be a higher power. One famous agnostic, Stephen Jay Gould, said science and religion should not fight, because they talk about different things.

**3. Theists**

Theists believe in a God who created the world. Some theists say God used evolution to create life. Others believe God created humans and everything else directly, without evolution. Muslims believe in direct creation by Allah.

There are several verses in the Qur’an which some modern writers have interpreted as being compatible with the expansion of the universe, Big Bang and Big Crunch theories:

W**hy are we here in this life,** and **why do we die**?

The perspectives of **theism**, **agnosticism**, and **atheism**:

**1. Atheist Perspective (No belief in God)**

* **Why are we here?**

Atheists believe we are here because of **natural processes**, like the Big Bang and **evolution**. We came from nature, not from a god. Life has **no fixed or divine purpose**, but we can create our **meaning** through love, art, science, helping others, and learning.

* **Why do we die?**

Death is simply a part of the **natural life cycle**. Our bodies stop working, and that’s the end of our personal existence. There is **no afterlife**, but atheists may say we live on through the **memories of others**, our children, or the impact we made.

**2. Agnostic Perspective (Not sure if God exists)**

* **Why are we here?**

Agnostics say **we don’t really know**. Maybe there is a higher power, or maybe not. Some agnostics think we are here because of **nature or science** (like evolution), but they are open to the idea that there could be a deeper reason we don’t fully understand yet.

* **Why do we die?**

Agnostics see death as a **mystery**. Some believe it’s just the end of life, while others wonder if there might be something after death. They are **not sure**, and they often say, “We’ll find out one day—or maybe we won’t.”

**3. Theist Perspective (Belief in God)**

* **Why are we here?**
* Theists believe that **God created us for a purpose**. Life is a test or journey to grow in faith, do good, and follow God’s will. Many believe we are here to **worship God, help others**, and prepare for the **afterlife** (like Heaven or Paradise).

Example: In Islam and Christianity, people believe God created humans with a purpose, gave them free will, and will judge them after death.

* **Why do we die?**

Death is seen as a **natural part of life**. It’s not the end, but a **transition to the next life**. After we die, God will judge us based on our actions. Those who did good will be rewarded, and those who did wrong may be punished or forgiven.

**Summary Table**

|  |  |  |
| --- | --- | --- |
| **Perspective** | **Why are we here?** | **Why do we die?** |
| **Atheist** | Here, due to nature and science, we make our own meaning | Natural end of life; no afterlife |
| **Agnostic** | Not sure—could be nature or something higher | Death is unknown; maybe the end, or maybe not |
| **Theist** | God created us for a purpose (worship, test, grow) | To return to God and be judged for the afterlife |

**Final Thoughts**

* **Theists** say: “God made us. Life is a test. After death, comes forever.”
* **Agnostics** say: “We’re not sure. We’re here now. Maybe there’s more, maybe not.”
* **Atheists** say: “We came from nature. Let’s live well now, because this life is all we have.”

**Darwinism**

**Darwinism** is the idea that all living things, including humans, changed slowly over a long time through a process called **evolution by natural selection**. This idea comes from **Charles Darwin**, a scientist in the 1800s.

**In simple words:**

Darwinism says that:

* Living things are always a little different from each other.
* Some of these differences help them survive better.
* The ones that survive have more babies.
* Over many generations, the helpful changes stay and grow stronger.
* This is how new kinds of animals and plants appear.

**Example:**

Imagine a group of birds. Some have slightly longer beaks. If long beaks help them get food better, those birds survive and have more chicks. Over time, more birds are born with long beaks. Eventually, the whole group has long beaks. That’s natural selection.

**Key Points:**

* Change happens slowly over time.
* It’s based on survival and reproduction.
* No one controls it—it just happens in nature.

So, **Darwinism** is the belief that nature “selects” the best traits, and that’s how all life has changed and developed over millions of years.

**Did Darwin Say We Evolved from Apes?**

Not exactly.

Charles Darwin did **not say that humans evolved *from* apes like chimpanzees or gorillas**. What he said in his famous book *“The Descent of Man”* (1871) is that **humans and apes share a *common ancestor***.

This means:

A long time ago, there was a species that wasn’t human or ape, but over many generations, it slowly gave rise to two different branches:

* One led to modern humans.
* One led to modern apes like chimps and gorillas.

**Darwin’s Reasoning**

Darwin used the idea of **natural selection**, which means:

* Creatures that have helpful traits (like stronger legs, smarter brains) are more likely to survive and have children.
* Over a long time, small changes build up and create new species.

He looked at:

* Similarities in **bones**, **hands**, and **faces** of apes and humans.
* **Fossils** showing ancient creatures that had traits of both apes and humans.
* **Human embryos** that look like animal embryos in the early stages.
* **Behavior and intelligence** of animals compared to humans.

So, he believed that humans *gradually evolved* from simpler life forms over millions of years through this process.

**Refuting Darwin’s Idea from a Practical Islamic Perspective**

Islam has a very clear view of human creation. Here’s how Islam addresses this:

**1. Humans Were Created Differently**

**The Qur’an says:**

“He created him (Adam) from clay, and then He said to him, ‘Be!’ and he was.”  
(**Surah Al-Imran 3:59**)

**Meaning:** Allah created Adam **directly**, not from animals or by a long process of evolution.

**2. Humans Have a Special Soul**

In Islam:

* Adam was not just a physical being. Allah **breathed into him His spirit**.

“And when I have fashioned him and breathed into him of My spirit, fall down before him in prostration.”(*Surah Sad* 38:72)

This shows that humans are **spiritually special**, not just advanced animals.

**3. Adam Was the First Human, Not an Evolved Animal**

Islam teaches that:

* Adam and Eve were created as full humans.
* They had **knowledge**, **language**, and **responsibility** from the beginning.
* There was no long animal-like phase.

**4. Practical Issues with Darwin’s Theory**

Even from a practical view:

* **No clear fossil** of a “common ancestor” has been found.
* **Human speech, morality, and consciousness** are hard to explain by just physical evolution.
* **Mutations** (random changes in genes) usually cause damage, not improvement.

So, Muslims believe:

* While animals may adapt or change within a species, **humans were created separately by Allah**.
* We **do not deny science**, but **we reject any theory that goes against clear Qur’anic truth**.

**Summary**

|  |  |
| --- | --- |
| **Darwin’s View** | **Islamic View** |
| Humans and apes share a common ancestor. | Adam was specially created by Allah, not from animals. |
| Human life came from natural selection. | Human life came from divine creation. |
| Humans are advanced animals. | Humans are honored beings with a soul and purpose. |

**Final Thought**

Believing in Darwin’s theory fully, especially when it denies Adam’s creation, **goes against the core beliefs of Islam**.

However, studying nature, animals, and science is **encouraged in Islam**—as long as it doesn’t contradict the Qur’an.

**Islam and Creationism**

**What Islam Says About Creation**

Islam clearly says that **Allah created everything**, including humans. The Qur’an says:

“Indeed, your Lord is Allah, who created the heavens and the earth in six days…” (Qur’an 7:54)

There are several verses in the Qur’an which some modern writers have interpreted as being compatible with the expansion of the universe, Big Bang and Big Crunch theories:

1. *Surah Al-Anbiya* (21:104) “On the day when We will roll up the sky like the rolling up of the scroll for writings, as We originated the first creation, We shall reproduce it. A promise binding on Us. Surely, We will bring it about.”

On the Day of Judgment, Allah will fold up the sky like a rolled-up scroll. Just as He created everything the first time, He will recreate it. This is a promise from Allah, and He always keeps His promises.

2. *Surah Al-Anbiya*’ (21:30) *“*Have those who disbelieved not considered that the heavens and the earth were a joined entity, and We separated them and made from water every living thing? Then will they not believe?”

This verse says that the sky and earth were once joined together, but Allah separated them. He also created all living things from water. This agrees with modern science, which says that life needs water and that the universe began from a single point (similar to the Big Bang). Allah gives us these signs to help us believe in Him.

3. *Surah Al-Anbiya*’ (21:31) “And We placed within the earth firmly set mountains so that it would not shake with them, and We made mountain paths as roads for travel, so they may be guided.”

Allah created strong mountains to help keep the earth steady and to stop it from shaking too much. He also made paths through the mountains so people could travel. This shows how carefully Allah planned everything for our benefit.

4. *Surah Al-Anbiya* (21:32) “And We made the sky a protected ceiling, but they are turning away from its signs.”

Allah made the sky like a roof that protects us. Today we know that the atmosphere blocks harmful rays and protects the Earth. But many people still ignore these clear signs of Allah’s power and care.

5. *Surah Al-Anbiya* (21:33) “And it is He who created the night and the day and the sun and the moon; all of them are swimming in orbits.”

Allah made the night, the day, the sun, and the moon. Each of them moves in its own path. This agrees with what scientists have found—that heavenly bodies move in orbits. The Quran mentioned this long before modern science discovered it.

6. *Surah Fussilat* (41:11) “Then He turned to the sky while it was smoke and said to it and to the earth, ‘Come willingly or unwillingly.’ They said, ‘We come willingly.’“

When the universe was still like smoke (hot gas), Allah told the sky and earth to come into existence. They obeyed Him. This agrees with scientific ideas about how the universe began with hot gases. It also shows that all of creation follows Allah’s command.

**7.** *Surah Adh-Dhariyat*(51:47) “And it is We who have built the sky with power, and indeed, We are expanding it.”

Allah says He made the universe with strength and that He is still expanding it. Modern science has confirmed that the universe is growing larger, which matches this Quranic verse revealed over 1,400 years ago.

**Creation of Adam**

Islam teaches that Adam (peace be upon him), the first human, was created by Allah from clay. The Qur’an says:

“He created him from clay like pottery” (Qur’an 55:14)

And the Prophet Muhammad (SAS) said:

“Allah created Adam from a handful of soil taken from all over the earth…” (Abu Dawood, Hadith 4693)

This shows that Islam teaches **direct creation**, not human evolution from animals.

**Islam Encourages Learning**

Islam tells us to study nature and think about creation. The Qur’an says:

“Do they not think about themselves? Allah created the heavens and the earth and everything between them in truth…” (Qur’an 30:8)

Many Muslim scholars in the past, like Al-Ghazali and Ibn Sina, loved science. They believed that science helps us understand the signs (āyāt) of Allah.

**Can Evolution and Islam Go Together?**

Some modern Muslims say maybe evolution happened, but **Adam was special and made directly by Allah**. Others reject evolution fully and say it goes against Islam.

A famous Muslim writer, **Harun Yahya**, says evolution is a lie. He believes it is not supported by science or the Qur’an.

**Islamic Perspective**

From an Islamic viewpoint:

* These verses show that Allah is the Creator and Maintainer of the universe.
* They encourage reflection and call people to believe by observing the natural world.
* The Qur’an is not a science book, but its statements are often found to be in harmony with scientific discoveries.
* Islam teaches that science and religion can complement each other, as both are ways of exploring the truth.

The Quran’s references to the origins, structure, and destiny of the universe reflect divine knowledge, confirming that all creation follows the will and plan of Allah.

**Summary**

* **Evolutionism** says humans came from earlier animals. **Creationism** says God created humans directly.
* **Atheists** believe in evolution and no God. **Agnostics** are unsure. **Theists**, like Muslims, believe in God and creation.
* Islam teaches that **Allah created Adam directly from clay**.
* The Qur’an and the Prophet’s sayings clearly show the Islamic belief in **creation**.
* Islam loves science but does not accept anything that goes against the Qur’an.

**Conclusion**

In Islam, we believe that **Allah created everything**, especially the first human, Adam. But Islam also tells us to think, ask questions, and learn from the world. While science and religion may have different ways of explaining life, Muslims should always keep their faith strong and use knowledge wisely. Allah gives us signs in nature, and the Qur’an guides us in what is true.

**Student Worksheet: Islam, Creation, and Evolution**

**Part 1: Key Vocabulary**

Match the words to their correct meanings.

|  |  |
| --- | --- |
| **Word** | **Definition** |
| Evolution | A. Unsure whether God exists |
| Creation | B. Belief that God created all life |
| Atheist | C. Belief that life came about naturally without God |
| Agnostic | D. Scientific theory of life developing over time |
| Ayat | E. Signs of God in nature, mentioned in the Qur’an |

**Your Answers:**

1. Evolution → \_\_\_
2. Creation → \_\_\_
3. Atheist → \_\_\_
4. Agnostic → \_\_\_
5. Ayat → \_\_\_

**Part 2: Circle the Correct Answer**

1. What was Adam created from according to the Qur’an?  
   A. Fire B. Clay C. Light D. Plants  
   **Answer: \_\_\_\_\_\_\_\_\_\_\_**
2. What do atheists believe about the origin of life?  
   A. God created everything

B. God might exist

C. There is no God

D. God wrote the Qur’an  
**nswer: \_\_\_\_\_\_\_\_\_\_\_**

1. What is encouraged in Islam?  
   A. Avoiding questions

B. Only scholars learning

C. Thinking and learning

D. Only men learning  
 **Answer: \_\_\_\_\_\_\_\_\_\_\_**

**Part 3: Reading Comprehension**

Read each statement and say whether it is **True or False**.

|  |  |
| --- | --- |
| **Statement** | **True or False** |
| Muslims must reject all parts of evolution. |  |
| The Qur’an says Adam was created from clay. |  |
| Harun Yahya supports the theory of evolution. |  |
| Agnostics are certain that there is no God. |  |
| Islam encourages seeking knowledge and understanding. |  |

**Part 4: Group Discussion (Interactive Activity)**

*Form small groups and discuss these questions. Write down a summary of your group’s ideas.*

1. Can Muslims believe in some parts of evolution but not others? Why or why not?
2. Why is it important to understand both science and religion when discussing how life began?
3. How do you think religious and scientific ideas can work together in today’s world?

**Group Summary Notes:**

**Part 5: Creative Thinking – Create a Dialogue**

*Write a short dialogue between a Muslim student and an atheist student discussing how life began. Show respect and curiosity from both sides.*

**Example Start:**

**Ahmed:** I believe Allah created Adam directly. What do you think?  
**Liam:** I believe life evolved naturally over millions of years.  
**Ahmed:** That’s interesting. Did you ever read about…

(Continue the dialogue here…)

**Part 6: Essay Question (Homework or Class Assignment)**

*Choose ONE of the following and write 1–2 paragraphs.*

* What is the difference between evolution and creation?
* What does the Qur’an teach about the creation of humans?
* How do different Muslim scholars view evolution today?

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**CHAPTER 3: PROPHET MUHAMMAD**

**Introduction**

Prophet **Muhammad (peace be upon him)** is the final messenger of Islam. He was born in **Mecca** in the year **570 CE**. Muslims believe he received the message of **Islam** from **Allah** through the **Angel Jibrīl (Gabriel)**. This chapter will explain his life, his character, and his message in simple language.

**Key Terms and Simple Definitions**

|  |  |
| --- | --- |
| **Term** | **Simple Meaning** |
| Prophet | A person chosen by Allah to give His message to the people. |
| Mecca | The city where Prophet Muhammad was born. |
| Revelation | The message that came from Allah to the Prophet. |
| Hijrah | The journey of the Prophet from Mecca to Medina. |
| Sunnah | The actions and teachings of Prophet Muhammad. |

**Learning Objectives**

By the end of this chapter, students will be able to:

1. Understand the early life of Prophet Muhammad (PBUH).
2. Explain how he received the message of Islam.
3. Describe the importance of the Hijrah (migration to Medina).
4. Learn about his character and teachings.
5. Understand his final years and the legacy he left behind.

**The Life of Prophet Muhammad (PBUH)**

**Introduction**

Prophet Muhammad (PBUH) is the last prophet in Islam. He was chosen by Allah to teach people how to live good and kind lives. He showed how to worship one God (Allah), help others, and live in peace. His life is an example for Muslims all over the world.

**Key Terminologies**

* **Mecca**: The city where the Prophet was born.
* **Medina**: The city where he migrated and built a Muslim community.
* **Revelation**: A message from Allah.
* **Hijrah**: The migration from Mecca to Medina.
* **Kaʿbah**: A holy place in Mecca where Muslims pray.
* **Sunnah**: The actions and sayings of the Prophet.
* **Qur’an**: The holy book of Islam.

**1. Early Life of the Prophet**

Prophet Muhammad (PBUH) was born in the city of Mecca in the year 570 CE. His father’s name was ʿAbdullāh, but he died before the Prophet was born. His mother, Āminah, took care of him, but she also died when he was just six years old. After that, his grandfather took care of him. When his grandfather passed away, his uncle Abū Ṭālib became his guardian.

As a boy, he worked as a **shepherd**, taking care of sheep and goats. Later, he became a **trader** and traveled to many places for business. People in Mecca respected him and gave him the name **al-Amīn**, which means “the Trustworthy,” because he always told the truth and helped others.

**Examples:**

* He gave food and money to the poor.
* He never told lies or cheated.
* He worked for **Khadijah**, a rich and good woman. She saw his honesty and married him.

Even as a young man, people in Mecca trusted him to solve their problems. They came to him when they needed help.

**2. Receiving the Message of Islam**

When Prophet Muhammad (PBUH) was 40 years old, he liked to go to a cave called **Ḥirā’** to think and pray alone. One day, while he was meditating, the Angel **Jibrīl (Gabriel)** came to him and gave him the first message from Allah. The first word was **“Read!”** (Surah Al-ʿAlaq 96:1).

This was the beginning of the **Qur’an**. Allah chose Muhammad to be His prophet and messenger. The Prophet began to teach people that:

* There is only **one God (Allah)**.
* People must stop **worshiping idols**.
* Everyone is **equal** in the eyes of Allah.
* People must do good, help others, and live in peace.

**Examples:**

* He taught the poor and the rich to be kind to each other.
* He told people to pray, give charity, and speak the truth.
* He reminded people that their actions will be judged by Allah.

**3. The Hijrah (Migration to Medina)**

Many people in Mecca did not like the message of Islam. They wanted to keep their idols and old ways. Some of them became very angry and treated the Prophet and his followers badly. Life became very hard for Muslims in Mecca.

In the year **622 CE**, the Prophet and his followers **migrated** to a new city called **Medina**. This journey is called the **Hijrah**, and it marks the start of the **Islamic calendar**.

In Medina, the Prophet built a new and peaceful Muslim community.

**Examples:**

* He built the **first mosque** in Medina, where Muslims could pray together.
* He made peace between different **tribes** who were fighting.
* He wrote the **Constitution of Medina**, which gave rights to both Muslims and non-Muslims to live together peacefully.

**4. His Character and Teachings**

Prophet Muhammad (PBUH) had a very good character. He was known for being **kind, honest, brave**, and **forgiving**. Even when people were unkind or hurt him, he forgave them.

He taught that we must:

* Love and help our families and neighbors.
* Be just and fair in everything we do.
* Show **patience** during hard times.
* Treat **women, children, and animals** with respect and care.

**Examples:**

* When he returned to Mecca later, he **forgave the people** who had once tried to kill him.
* He said, **“The best among you are those who are kind to their families.”**
* He never hit anyone and never got angry for his own sake.

His life showed what it means to be a good human being.

**5. Final Years and Legacy**

Near the end of his life, the Prophet returned to Mecca peacefully with his followers. He **cleansed the Kaʿbah** by removing all the idols and returned it to the worship of one God.

He performed his **Farewell Pilgrimage (Ḥajj)** and gave a very important **sermon (speech)** where he reminded Muslims to:

* Be united.
* Treat each other with fairness and love.
* Follow the Qur’an and his Sunnah.

Soon after this, the Prophet **passed away** in the year **632 CE** in Medina. He was buried in **Masjid an-Nabawi**, the Prophet’s Mosque.

**Examples:**

* He said, **“I leave behind the Qur’an and my Sunnah. If you follow them, you will never go wrong.”**
* His teachings continue to **guide over a billion Muslims** around the world.
* His life is studied and followed as a model of how to live with goodness and faith.

**Summary**

Prophet Muhammad (PBUH) was chosen by Allah to guide all people. He lived an honest, kind, and wise life. From his birth in Mecca to his leadership in Medina, his journey changed the world. His message of one God, love, peace, and fairness still leads Muslims today.

**Conclusion**

The life of Prophet Muhammad (PBUH) is full of important lessons. He showed how to live a good life with **respect, kindness, and faith**. By learning about his life, Muslims can understand Islam better and become better people. His story teaches us to be honest, help others, and worship Allah.

**Student Worksheet**

**A. Short Answer Questions**

1. Where was Prophet Muhammad (PBUH) born?
2. What job did he do before becoming a Prophet?
3. What does the name “al-Amīn” mean?
4. What was the first word of the Qur’an revealed to him?
5. What was the Hijrah?
6. What is the Constitution of Medina?
7. What message did he give in his final sermon?

**B. Match the Terms**

|  |  |
| --- | --- |
| **Term** | **Meaning** |
| Kaʿbah | Holy place in Mecca |
| Hijrah | Migration to Medina |
| Qur’an | Holy book of Islam |
| Khadijah | The Prophet’s wife and businesswoman |
| al-Amīn | The Trustworthy |

**C. Fill in the Blanks**

1. The Angel \_\_\_\_\_\_\_ brought the first revelation.
2. The Prophet built the first \_\_\_\_\_\_\_ in Medina.
3. He was buried in \_\_\_\_\_\_\_.
4. The Constitution of \_\_\_\_\_\_\_ gave rights to everyone.
5. The Prophet said, “I leave behind the \_\_\_\_\_\_\_ and my Sunnah.”

**Interactive Activities**

**1. Group Role-Play**

* Act out a scene where the Prophet solves a problem between two people fairly.
* Role-play the moment he forgives the people of Mecca.

**2. Timeline Creation**

* Create a timeline of the Prophet’s life with pictures and key events like:
  + Birth
  + First revelation
  + Hijrah
  + Constitution of Medina
  + Farewell Hajj
  + Death

**3. Art or Poster Activity**

* Draw or design a poster showing the teachings of the Prophet (e.g., kindness, truth, helping others).

**Essay Questions and Model Answers**

1. Where and when was Prophet Muhammad born?  
   Answer: He was born in Mecca in 570 CE.
2. What happened when he was 40 years old?  
   Answer: He received the first revelation from Allah through Angel Jibrīl.
3. What is the Hijrah and why is it important?  
   Answer: The Hijrah was the Prophet’s journey to Medina. It marks the start of the Islamic calendar and helped Islam grow peacefully.
4. Describe three good qualities of Prophet Muhammad.  
   Answer: He was kind, honest, and forgiving.
5. What did the Prophet leave behind for Muslims?  
   Answer: He left the Qur’an and his Sunnah (his teachings and actions).

**Tick the Best Answers**

1. Where was Prophet Muhammad born?  
   A. Medina  
   . Mecca  
   C. Jerusalem  
   D. Baghdad
2. What was the name of his first wife?  
   A. Āminah  
   . Khadijah  
   C. Fāṭimah  
   D. Aisha
3. What is the Hijrah?  
   A. A battle  
   B. The migration to Medina  
   C. A prayer  
   D. A holiday
4. How old was Prophet Muhammad when he received the first revelation?  
   A. 30  
   B. 50  
    C. 40  
   D. 25
5. Where is the Prophet buried?  
   A. Mecca  
   . Medina  
   C. Jerusalem  
   D. Baghdad

**Student Worksheet**

**Match the Terms**

|  |  |
| --- | --- |
| **Term** | **Meaning** |
| 1. Hijrah | A. The holy city where the Prophet was born |
| 2. Sunnah | B. The Prophet’s words and actions |
| 3. Mecca | C. Journey to Medina |
| 4. Revelation | D. Message from Allah to the Prophet |
| 5. Jibrīl | E. The angel who gave the Prophet the revelation |

**Answers**:  
1 → C  
2 → B  
3 → A  
4 → D  
5 → E

**Fill in the Blanks**

1. Prophet Muhammad was born in the year \_\_\_\_\_\_\_\_\_\_\_.
2. The first revelation came to him in a cave called \_\_\_\_\_\_\_\_\_\_.
3. The Prophet’s journey to Medina is called the \_\_\_\_\_\_\_\_\_\_.
4. His first wife was \_\_\_\_\_\_\_\_\_\_.
5. The Prophet died in \_\_\_\_\_\_\_\_\_\_.

**Answers**:

1. 570 CE
2. Ḥirā’
3. Hijrah
4. Khadijah
5. 632 CE

**Interactive Activities**

**1. Timeline Game**

Students will create a timeline with key events in the Prophet’s life:

* Birth
* Marriage
* First Revelation
* Hijrah
* Farewell Pilgrimage
* Death

**2. Role Play: Story of Kindness**

Each student tells a short story showing how the Prophet treated others with kindness and mercy.

**3. Character Wall**

Students write one good character of the Prophet on a card (e.g., honesty, kindness) and post it on a classroom wall.

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**CHAPTER 4: ALIPH ABŪ BAKR AL-ṢIDDĪQ (RA)**

**Introduction**

Abū Bakr al-Ṣiddīq (may Allah be pleased with him) was the first Caliph (leader) of the Muslim community after the death of Prophet Muhammad (peace be upon him). He was a close friend, companion, and strong supporter of the Prophet. His leadership helped protect and grow Islam during very difficult times. This chapter tells the story of Abū Bakr’s life in a simple way. It explains who he was, what he did before and after accepting Islam, his important work as Caliph, and the challenges he faced.

**Learning Objectives**

By the end of this chapter, students will be able to:

1. Describe the early life of Caliph Abū Bakr before Islam.
2. Explain his role and contributions to Islam during and after the Prophet’s life.
3. Understand the problems he faced and how he solved them as Caliph.
4. Learn the meaning of key Islamic terms such as Caliph and Ṣiddīq.
5. Reflect on his character and leadership in Islamic history.

**Key Terminologies**

|  |  |
| --- | --- |
| **Term** | **Meaning (Simple English)** |
| **Caliph (Khalīfa)** | A leader of the Muslim community after Prophet Muhammad (PBUH). |
| **Ṣiddīq** | A title meaning “the truthful one”; given to Abū Bakr by the Prophet. |
| **Amīr al-Muʾminīn** | Title meaning “Leader of the Believers.” |
| **Ridda Wars** | Wars against Arab tribes who left Islam after the Prophet’s death. |
| **Sahabah** | The companions (friends) of the Prophet Muhammad (PBUH). |

**The Life of Abū Bakr al-Ṣiddīq (RA)**

**1. Life Before Islam**

Abū Bakr was born in Makkah in the year 573 CE, about two years after the birth of Prophet Muhammad (PBUH). His full name was **Abdullāh ibn Abī Quḥāfa**, but he is best known as Abū Bakr. He came from a respected tribe called **Quraysh**. He was known for being honest, kind, and wise even before becoming a Muslim. People trusted him with their money and business (Lings, 2006).

He was a trader by profession and often traveled to Syria and Yemen for business. He never worshipped idols or drank alcohol, even before becoming a Muslim. He believed in One God and had good morals.

**2. Contribution to Islam**

Abū Bakr was the **first adult male** to accept Islam after the Prophet Muhammad (PBUH) received revelation. He supported the Prophet from the very beginning and never doubted him. Because of his honesty and faith, the Prophet gave him the title **“al-Ṣiddīq” (The Truthful)** (Al-Bukhārī, 1997).

**Abū Bakr Helped Islam in Many Ways**

**1. Financial Support**

Abū Bakr (RA) was a rich and kind man. He used his money to help Muslims who were poor or suffering. One of the most famous things he did was to **free Muslim slaves**. At that time, many Muslims were slaves and were being hurt by their masters. Abū Bakr used his own money to buy their freedom. One example is **Bilāl ibn Rabāḥ (RA)**, a slave who became one of the first people to accept Islam. Bilāl was beaten and tortured because he believed in One God. Abū Bakr bought him and set him free. This showed his love for Islam and his care for other Muslims.

**2. Companionship with the Prophet**

Abū Bakr was the **closest friend** of Prophet Muhammad (PBUH). He always supported the Prophet and stayed by his side. When the Prophet had to **leave Makkah and go to Madinah** (this is called the **Hijrah**), Abū Bakr went with him. It was a dangerous journey, but Abū Bakr stayed brave. They hid together in a cave called **Thawr Cave** to escape the people who wanted to hurt the Prophet. During that time, Abū Bakr showed great love, trust, and faith in Allah.

**3. Participation in Battles**

Abū Bakr also helped Islam by **fighting in many battles**. These battles were fought to protect the Muslims and their religion. He joined the Prophet in the **Battle of Badr**, the **Battle of Uhud**, and other important battles. Abū Bakr was not afraid. He wanted to make sure that Islam could grow and that Muslims could live safely. He always followed the Prophet and did what was needed to protect the religion.

**4. Peace Agreements and Decisions**

Abū Bakr was also part of many **important peace talks and decisions**. For example, he helped during the **Treaty of Hudaybiyyah**, which was a peace agreement between the Muslims and the people of Makkah. Even though some Muslims were not happy about the treaty, Abū Bakr trusted the Prophet’s judgment and told others to do the same. He was wise, patient, and helped the Prophet in making difficult choices. His advice was always respected.

When the Prophet (PBUH) passed away, many Muslims were very sad and confused. Abū Bakr gave a powerful speech reminding them that Islam is not about following a person, but about following Allah. He said: “If anyone worshipped Muhammad, then know that Muhammad is dead. But if anyone worshipped Allah, then know that Allah is alive and never dies.” (Al-Bukhārī, 1997)

**5. His Caliphate and Challenges**

After the Prophet’s death, Abū Bakr was chosen as the first **Caliph (Khalīfa)**. He became the **Amīr al-Muʾminīn**, or Leader of the Believers. His time as Caliph lasted for about **two years (632–634 CE)**, but he faced many serious problems.

**a. Ridda Wars (Wars of Apostasy)**

Some Arab tribes refused to pay **Zakāt (charity tax)** and left Islam. Abū Bakr sent armies to bring them back. These were called the **Ridda Wars**. He said:

“By Allah, I will fight those who separate Ṣalāh (prayer) and Zakāt!” (Muslim, 2000)

His strong leadership saved the Muslim community from breaking apart.

**b. Compilation of the Qur’an**

After many companions who had memorized the Qur’an were killed in battles, Abū Bakr ordered the **first written compilation** of the Qur’an, so it would not be lost (Asad, 2003).

**c. Sending the Army of Usāmah**

The Prophet had prepared an army under **Usāmah ibn Zayd** before his death. Many people feared sending the army, but Abū Bakr insisted on sending them, showing his strength and trust in the Prophet’s plan.

**Summary**

* Abū Bakr was a wise, kind, and honest man, even before Islam.
* He was the first adult male to accept Islam and was always close to the Prophet.
* As the first Caliph, he united the Muslims and protected Islam.
* He fought the *Ridda* Wars, preserved the Qur’an, and sent the Prophet’s army.
* His leadership was short but very important for Islamic history.

**Conclusion**

Caliph Abū Bakr al-Ṣiddīq (RA) was a true example of faith, leadership, and loyalty. His strong belief in Allah and his dedication to the Prophet (PBUH) helped save Islam during a time of great difficulty. His actions still inspire Muslims today. Learning about his life helps us understand how to be honest, strong, and faithful Muslims.

**Student Worksheet: Caliph Abū Bakr (RA)**

**Part A: Multiple Choice Questions**

1. What title did the Prophet give to Abū Bakr?

a) Amīr

b) Ṣiddīq

c) Khalīfa

d) Qāḍī

1. What was the name of the war against tribes who left Islam?

a) Badr

b) *Ridda*

c) Uhud

**CHAPTER 5: CALIPH ʿUMAR IBN AL-KHAṬṬĀB (RA)**

**Introduction**

Caliph ʿUmar ibn al-Khaṭṭāb (may Allah be pleased with him) was the second Caliph of Islam. He was a strong, wise, and just leader. Before becoming a Muslim, ʿUmar was known for his power and courage. After accepting Islam, he became one of the closest companions of the Prophet Muhammad (peace be upon him) and helped Islam grow across many lands. This chapter explains ʿUmar’s early life, his work as Caliph, and the challenges he faced.

**Learning Objectives**

By the end of this chapter, students will be able to:

1. Describe the early life of ʿUmar before Islam.
2. Explain his contributions to Islam as the second Caliph.
3. Identify the problems he solved during his leadership.
4. Recognize his important reforms in government and justice.
5. Appreciate his strength and fairness in ruling.

**Key Terminologies**

|  |  |
| --- | --- |
| **Term** | **Meaning (Simple English)** |
| Caliph (Khalīfa) | A leader of the Muslim community. |
| Justice | Fairness in law and ruling. |
| Expansion | Spreading Islam to more places. |
| Shūrā | A council of advisors who help the Caliph. |
| Bayt al-Māl | The public treasury for Muslims. |

**The Life of ʿUmar ibn al-Khaṭṭāb (RA)**

**1. Life Before Islam**

ʿUmar was born around 584 CE in Makkah. His full name was **ʿUmar ibn al-Khaṭṭāb**. He belonged to the powerful **Quraysh** tribe and was known for his strength, bravery, and intelligence. He could read and write, which was rare at that time. He worked as a merchant and had strong leadership skills (Lings, 2006).

At first, ʿUmar was against Islam. He did not like how it was changing the traditions of Makkah. One day, he decided to stop the Prophet Muhammad (PBUH) by force. But when he heard verses from the Qur’an at his sister’s house, his heart changed. He accepted Islam and became a strong believer (Al-Bukhārī, 1997).

**2. Contributions to Islam**

After becoming a Muslim, ʿUmar was very brave in supporting Islam. He was the first Muslim to openly pray at the Kaʿbah. His strength gave other Muslims courage.

During the Prophet’s life, he was part of many battles and important events. After the Prophet passed away and Abū Bakr became Caliph, ʿUmar served as his advisor. When Abū Bakr died, ʿUmar became the **second Caliph**.

As Caliph, ʿUmar made many **great contributions**:

**a. Expansion of the Muslim Empire**

Under ʿUmar’s leadership, Islam spread to new lands. Muslim armies defeated the Persian Empire and took parts of the Roman Empire. Cities like **Damascus, Jerusalem, Cairo, and Baghdad** came under Muslim rule (Asad, 2003).

**b. Justice and Fair Government**

ʿUmar was very fair. He made sure that **no one was above the law**, not even himself. He used **Shūrā (counsel)** to ask advice before making decisions. He also created **Islamic courts** and chose honest judges.

**c. Social Reforms**

ʿUmar started many helpful systems for the community:

* **Bayt al-Māl** (public treasury) to help the poor.
* **Stipends** (money payments) for elderly people and children.
* Built roads, wells, and rest areas for travelers.
* Set up police and postal systems.

**3. Problems and Challenges**

Caliph ʿUmar faced many challenges during his rule (634–644 CE):

* **Managing a Large Empire**: As Islam grew, he had to govern people from different cultures. He created new ways to manage cities and taxes fairly.
* **Internal Conflicts**: Some Muslims disagreed on leadership or rules. ʿUmar solved these with wisdom and calm.
* **Martyrdom**: Sadly, ʿUmar was stabbed by a non-Muslim slave while leading prayer in the mosque. He passed away soon after.

Before he died, he formed a council of six people to choose the next Caliph. This shows how much he cared about peaceful leadership.

**Summary**

* ʿUmar was a strong man who became a just and wise Muslim leader.
* As the second Caliph, he expanded the Muslim world and created fair laws.
* He helped the poor, improved public services, and made Islam respected in many lands.
* He ruled with justice and humility, and even died while serving the people.

**Conclusion**

Caliph ʿUmar ibn al-Khaṭṭāb (RA) is remembered as a great example of justice, leadership, and courage. His rule brought peace, progress, and strength to the Muslim world. His life teaches us to be fair, to care for others, and to lead with honesty. Every Muslim can learn something from his character.

**Student Worksheet: Caliph ʿUmar (RA)**

**Part A: Multiple Choice Questions**

1. What was ʿUmar known for before Islam?

a) Kindness only

b) Weakness

c) Strength and bravery

d) Farming

1. What did ʿUmar set up to help the poor?

a) Police

b) *Bayt al-Māl*

c) Market

d) Schools

1. What happened to ʿUmar at the end of his life?

a) He died in battle

b) He left Islam

c) He was poisoned

d) *He was stabbed while praying*

**Part B: True or False**

1. ʿUmar was a companion of the Prophet (PBUH). True
2. He made laws that only helped the rich. False
3. He ruled for over 20 years. False

**Part C: Short Answer Questions**

1. How did ʿUmar become a Muslim?
2. Name one land that came under Muslim rule during his caliphate.
3. What kind of leader was ʿUmar known to be?

**Interactive Activities**

**1. Justice Role-Play**

* One student plays ʿUmar. Others bring “cases” to him (like someone stole something or a neighbor is unfair).
* ʿUmar must decide fairly using what they’ve learned.

**2. Build a Poster**

**Topic:** “Qualities of a Just Leader”

* Students draw and write words like: Honest, Strong, Fair, Humble.
* Include a short story from ʿUmar’s life.

**3. Map Activity**

* Show students a world map.
* Color or mark countries that became Muslim during ʿUmar’s time: Iraq, Iran, Syria, Egypt, Palestine.

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**CHAPTER 6: CALIPH ʿUTHMĀN IBN ʿAFFĀN (RA)**

**Introduction**

Caliph ʿUthmān ibn ʿAffān (may Allah be pleased with him) was the third Caliph of Islam. He was a gentle, kind, and very generous companion of Prophet Muhammad (peace be upon him). During his rule, Islam spread further and the Qur’an was officially compiled into one book. However, his caliphate ended in a sad way due to political trouble and rebellion, known as **The Great Fitnah (Trial)**. This chapter explains his early life, contributions to Islam, and the painful events at the end of his rule.

**Learning Objectives**

By the end of this chapter, students will be able to:

1. Describe the early life and personality of ʿUthmān ibn ʿAffān.
2. Explain his key achievements as the third Caliph.
3. Understand the causes of “The Great Fitnah” (trouble and division).
4. Reflect on the story of his patience and tragic death.
5. Learn lessons from his leadership and sacrifice.

**Key Terminologies**

|  |  |
| --- | --- |
| **Term** | **Meaning (Simple English)** |
| Caliph (Khalīfa) | Leader of the Muslim community. |
| Mushaf | The written copy of the Qur’an. |
| Fitnah | A time of trouble, test, or division among Muslims. |
| Assassination | When someone is killed secretly and unjustly. |
| Rebellion | When people fight against the ruler or government. |

**The Life of ʿUthmān ibn ʿAffān (RA)**

**1. Life Before and After Accepting Islam**

ʿUthmān was born in Makkah around 576 CE. His full name was **ʿUthmān ibn ʿAffān ibn Abī al-ʿĀṣ**. He was from the respected **Umayyad** clan of the Quraysh tribe. He was very rich but humble, polite, and never drank alcohol or worshipped idols.

He accepted Islam after hearing about it from Abū Bakr (RA). He was one of the **first ten** people to become Muslim and later married the Prophet’s daughter, **Ruqayyah**. After she passed away, the Prophet gave him another daughter, **Umm Kulthūm**, in marriage. Because he married two daughters of the Prophet, he is called **Dhu al-Nūrayn** (The Possessor of Two Lights) (Lings, 2006).

**2. Contributions to Islam as Caliph**

After ʿUmar ibn al-Khaṭṭāb was martyred, **ʿUthmān ibn ʿAffān** became the third Caliph of the Muslims. He ruled for **12 years**, from **644 to 656 CE**. The early part of his rule was peaceful, but later on, problems began to grow.

**a. Compilation of the Qur’an**

One of the most important things ʿUthmān did was to **collect and organize the Qur’an** into one official copy. During his time, Muslims in different places were reading the Qur’an in different **dialects (ways of speaking Arabic)**. This caused confusion and arguments.

ʿUthmān was worried that this would divide the Muslims. So, he asked a group of trusted companions to write down the Qur’an in the **Quraysh dialect**, which was the dialect of the Prophet Muhammad (PBUH).

He made **many copies** of this version, called the **Mushaf**, and sent them to different regions. He also asked people to stop using any other versions. Because of this, all Muslims today **read the same Qur’an** without any changes. This was a big service to Islam and helped **protect the Qur’an forever** (Al-Bukhārī, 1997).

**b. Expansion of the Muslim World**

During ʿUthmān’s time, **Islam spread to many new places**. Muslim armies and ships went to different lands to **protect the Muslim community** and **share the message of Islam**.

* Muslims reached **North Africa**, where people began to accept Islam.
* They also reached **Armenia** and parts of **Central Asia**.
* ʿUthmān sent **strong leaders and armies** to defend Muslims and invite others to Islam.

This helped the Muslim world become **larger and stronger**.

**c. Building and Charity**

ʿUthmān was known for his **generosity** and **kindness**, both before and during his time as Caliph. He helped people in many ways:

* He **expanded Masjid al-Nabawi** (the Prophet’s Mosque) in Madinah so more people could pray comfortably.
* He helped **build roads, wells, and mosques**, making life easier for people.
* He gave **a lot of money to the poor**, orphans, and people in need.
* He **bought a famous well in Madinah** called the **Well of Rumah** and **gave it as a gift to the people**, so everyone could get free water.

These actions showed that ʿUthmān cared deeply about the welfare of the Muslim community.

**3. The Great Fitnah and His Tragic Death**

In the second half of ʿUthmān’s rule, **problems and unrest** started to grow. This period is called **al-Fitnah al-Kubrā**, which means **The Great Trial**. It was the **first major crisis** in the Muslim world after the Prophet’s death.

**a. Complaints and False Accusations**

Some people started to **complain** about the governors that ʿUthmān had chosen to lead different parts of the Muslim empire. Many of these governors were his **relatives**, and some people thought he was giving them too much power, even though they were capable.

People in faraway places like **Egypt and Iraq** began to **spread false stories and lies** about ʿUthmān. They accused him of being unfair and not following justice.

These lies caused people to **become angry and confused**. A group of rebels were tricked into thinking they were doing something good by standing against him.

**b. Refusal to Fight Back**

Later, these rebels came to **Madinah** and surrounded ʿUthmān’s house. Some of the Prophet’s companions wanted to fight and protect him. But ʿUthmān **refused to allow fighting**, because he did not want **Muslim blood to be spilled**. He remembered the advice of the Prophet Muhammad (PBUH), who told him to be **patient in difficult times** (Muslim, 2000).  
Even though he had the power to defend himself, ʿUthmān chose **peace over war**.

**c. His Assassination**

After many days of being surrounded, some rebels **broke into ʿUthmān’s house**. He was **reading the Qur’an** when they entered. They attacked and **killed him while he was reading** the Book of Allah. His blood fell on the Qur’an he was holding (Asad, 2003).

ʿUthmān died as a **martyr**, a person who dies in the path of Allah. He was **82 years old** at the time of his death. This was a very **sad and painful moment** for the Muslim world.

**Summary**

* ʿUthmān (RA) was a wealthy, kind, and humble companion of the Prophet.
* He became the third Caliph and ruled for 12 years.
* He compiled the Qur’an into one official Mushaf.
* His rule saw great expansion and development.
* Sadly, his leadership ended with rebellion and assassination during The Great Fitnah.
* He remained peaceful and patient till his last moment.

**Conclusion**

The life of ʿUthmān ibn ʿAffān (RA) teaches us about patience, kindness, and sacrifice. He served Islam with his wealth and heart. Even when faced with false accusations and danger, he chose peace over fighting. His legacy lives on through the Qur’an he preserved and his gentle leadership. His martyrdom reminds us that even good people can be tested, but Allah rewards them in the end.

**Student Worksheet: Caliph ʿUthmān (RA)**

**Part A: Multiple Choice Questions**

1. What does “Dhu al-Nūrayn” mean?

a) Man of the Qur’an

b) Warrior of Allah

c) Possessor of Two Lights

d) Caller to Prayer

1. What was ʿUthmān’s most important achievement?

a) Building houses

b) Writing hadiths

c) Uniting the Muslims by compiling the Qur’an

d) Teaching music

1. How did ʿUthmān die?

a) In battle

b) By poison

c) Assassinated while reading the Qur’an

d) He died of old age at home

**Part B: True or False**

1. ʿUthmān was married to two daughters of the Prophet (PBUH). True
2. The Fitnah began during the time of ʿAlī ibn Abī Ṭālib. False
3. ʿUthmān ordered people to fight the rebels around his house. False

**Part C: Short Answer Questions**

1. Why is the Qur’an today sometimes called the “ʿUthmānic Mushaf”?
2. What does “Fitnah” mean?
3. Why didn’t ʿUthmān fight the rebels who wanted to kill him?

**Interactive Activities**

**1. Group Discussion: Peace Over Anger**

* Topic: *Why did ʿUthmān choose not to fight back?*
* Ask students to discuss situations where they can choose peace like him.

**2. Qur’an Preservation Project**

* Create a poster or timeline showing how the Qur’an was passed from the Prophet to the Mushaf of ʿUthmān.

**3. Drama Skit: “The Patient Caliph”**

* Students act out the final days of ʿUthmān’s life (with sensitivity and respect), showing how he treated the rebels and read the Qur’an till the end.

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**CHAPTER 7: CALIPH ʿALĪ IBN ABĪ ṬĀLIB (RA)**

**Introduction**

Caliph ʿAlī ibn Abī Ṭālib (may Allah be pleased with him) was the fourth and last of the Rightly Guided Caliphs. He was the cousin and son-in-law of Prophet Muhammad (peace be upon him). Known for his wisdom, bravery, and deep knowledge of Islam, ʿAlī faced many difficult challenges as Caliph, including major wars that divided the Muslim community. His life ended sadly when he was assassinated. This chapter tells the story of his life, leadership, and his sacrifice for Islam.

**Learning Objectives**

By the end of this chapter, students will be able to:

1. Describe the early life and close relationship of ʿAlī with the Prophet Muhammad (PBUH).
2. Explain the important contributions of ʿAlī during and after the Prophet’s life.
3. Understand the major conflicts during his caliphate, including the battles of Jamal and Ṣiffīn.
4. Learn about his character, wisdom, and justice as a leader.
5. Reflect on his tragic assassination and its impact on Islamic history.

**Key Terminologies**

|  |  |
| --- | --- |
| **Term** | **Meaning (Simple English)** |
| **Caliph (Khalīfa)** | Leader of the Muslim community. |
| **Battle of Jamal** | A civil war battle during ʿAlī’s caliphate. |
| **Battle of Ṣiffīn** | Another major battle against rebel forces. |
| **Kharijites** | A group that rebelled against ʿAlī. |
| **Assassination** | Secret and unjust killing. |

**The Life of ʿAlī ibn Abī Ṭālib (RA)**

**1. Early Life and Relationship with the Prophet**

ʿAlī ibn Abī Ṭālib was born in **Makkah**, around the year **600 CE**. He was born **inside the Kaʿbah**, a very holy place for Muslims. His father was **Abu Ṭālib**, the uncle of **Prophet Muhammad (PBUH)**. This means ʿAlī and the Prophet were from the same family.

From a young age, ʿAlī was very **close to the Prophet**. When the Prophet started to tell people about **Islam**, ʿAlī was the **first boy** to accept it. He believed in the message of Allah without fear.

ʿAlī was known for being very **brave**, very **honest**, and full of **Islamic knowledge**. The Prophet loved him very much. Later, the Prophet gave his daughter, **Fāṭimah**, in marriage to ʿAlī. So, ʿAlī became the Prophet’s **son-in-law**.

He was part of many **important moments** in early Islamic history and stayed loyal to the Prophet throughout his life.

**2. Contributions to Islam**

Even **before** he became Caliph, ʿAlī did a lot to help Islam grow:

* He **fought bravely** in many important battles like the **Battle of Badr**, **Battle of Uhud**, and **Battle of Khandaq**.
* He was a **great warrior** and also a **fair judge**. People respected how he solved problems justly.
* The Prophet once said that ʿAlī was the **“Gateway to Knowledge”**, showing that he was very wise.
* He helped other Muslims understand the **Qur’an** and **Islamic law**.

After Caliph ʿUthmān was killed, the Muslim people chose ʿAlī as the **fourth Caliph** in **656 CE**.

**3. Challenges During His Caliphate**

When ʿAlī became Caliph, there were **many serious problems**. These issues made Muslims fight among themselves.

**a. The Battle of Jamal (Camel)**

Some Muslims wanted to punish the **killers of Caliph ʿUthmān** quickly. They didn’t agree with how ʿAlī was handling it. This disagreement led to a battle near **Basra**, called the **Battle of Jamal**.

This battle was between ʿAlī’s army and a group led by **ʿĀʾisha** (the Prophet’s wife), and two companions, **Talhah** and **Zubayr**. ʿAlī’s side won the battle, but it made many Muslims feel **sad** and divided.

**b. The Battle of Ṣiffīn**

Another leader named **Muʿāwiyah**, who was the governor of **Syria** and a relative of ʿUthmān, **did not accept** ʿAlī as Caliph. This led to another major fight called the **Battle of Ṣiffīn** in **657 CE**.

The battle ended without a clear winner. But after that, Muslims became **more divided**, and some stopped following both leaders.

**c. The Kharijites Rebellion**

After Ṣiffīn, a group called the **Kharijites** came out. They rejected both ʿAlī and Muʿāwiyah. They said both were wrong. The Kharijites became **very extreme** and **violent**.

They started their own group and caused **more fighting**. Later, one of them would kill ʿAlī.

**4. Tragic Assassination**

On the **19th of Ramadan**, in **661 CE**, ʿAlī was in the **mosque** in **Kufa** (modern-day Iraq). While he was praying, a Kharijite named **ʿAbd al-Raḥmān ibn Muljam** attacked him with a **poisoned sword**.

ʿAlī was hurt very badly. He died **two days later**. His death was a very sad moment for Muslims. It also marked the **end** of the time of the **Rightly Guided Caliphs**. After that, Islamic leadership moved into a **new and different period**.

**Summary**

* ʿAlī was the Prophet’s cousin, son-in-law, and a brave, wise Muslim.
* He was the first boy to accept Islam and helped the Prophet in many battles.
* As Caliph, he faced many internal conflicts, including the battles of Jamal and Ṣiffīn.
* He tried to keep Muslims united but faced rebellion from different groups.
* He was assassinated in 661 CE, becoming a martyr for Islam.

**Conclusion**

Caliph ʿAlī ibn Abī Ṭālib (RA) is remembered as a symbol of courage, justice, and knowledge. Despite many hardships, he remained patient and fair. His tragic death reminds Muslims of the challenges that come with leadership and the importance of unity and peace. His life teaches us to be strong in faith, to seek knowledge, and to always stand for justice.

**Student Worksheet: Caliph ʿAlī (RA)**

**Part A: Multiple Choice Questions**

1. Who was ʿAlī in relation to the Prophet Muhammad (PBUH)?
   * a) His son
   * b) His uncle
   * c) His cousin and son-in-law
   * d) His brother
2. What was the Battle of Jamal named after?
   * a) A mountain
   * b) A camel
   * c) A river
   * d) A city
3. How did ʿAlī die?
   * a) In battle
   * b) From old age
   * c) Assassinated while praying
   * d) Poisoned in his food

**Part B: True or False**

1. ʿAlī was the first boy to accept Islam. True
2. The Battle of Ṣiffīn was between ʿAlī and Muʿāwiyah. True
3. ʿAlī’s rule was peaceful and without conflict. False

**Part C: Short Answer Questions**

1. Why was ʿAlī important in early Islam?
2. What were two major battles during ʿAlī’s caliphate?
3. Who assassinated ʿAlī, and where did it happen?

**Interactive Activities**

**1. Timeline Creation**

* Students create a timeline showing major events in ʿAlī’s life: birth, acceptance of Islam, battles, becoming Caliph, assassination.

**2. Group Discussion**

* Topic: *How can we learn from ʿAlī’s patience and justice in today’s world?*

**3. Storytelling**

* Students retell the story of the Battle of Jamal or Ṣiffīn in their own words to practice speaking and understanding.

**References (APA 7th Edition)**

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**CHAPTER: ISLAMIC HISTORY DURING THE UMAYYAD DYNASTY**

**Introduction**

The Umayyad Dynasty was the first great Muslim empire after the Rightly Guided Caliphs. It started in 661 CE and lasted about 90 years. The Umayyads made the Muslim world much larger than before and built strong governments. This chapter explains how the Umayyad Dynasty rose, the challenges it faced, and why it eventually fell. You will learn about the important events and problems during this time.

**Learning Objectives**

By the end of this chapter, students will be able to:

1. Understand what caused the rise of the Umayyad Dynasty.
2. Describe the main achievements of the Umayyad rulers.
3. Identify the problems and challenges the dynasty faced.
4. Explain the reasons for the fall of the Umayyad Dynasty.
5. Learn key Islamic terms related to this era.

**Key Terminologies**

|  |  |
| --- | --- |
| **Term** | **Meaning (Simple English)** |
| **Umayyad Dynasty** | The first Muslim ruling family after the Rightly Guided Caliphs. |
| **Caliph** | Leader of the Muslim community. |
| **Muʿāwiyah ibn Abī Sufyān** | The founder of the Umayyad Dynasty. |
| **Shūrā** | Council or group that advises the Caliph. |
| **Rebellion** | When groups fight against the government. |
| **Abbasids** | The dynasty that replaced the Umayyads. |

**The Rise of the Umayyad Dynasty**

The Umayyad Dynasty began after the death of Caliph ʿAlī ibn Abī Ṭālib in 661 CE. ʿAlī’s cousin, **Muʿāwiyah ibn Abī Sufyān**, became the new Caliph and started the Umayyad rule. He made the capital city in **Damascus** (modern-day Syria).

Several factors helped the Umayyads rise to power:

* **Strong Leadership**: Muʿāwiyah was a skilled leader and general. He united many Muslims and created a strong army (Asad, 2003).
* **Large Empire**: The Muslim empire was already big, and the Umayyads expanded it even more, including parts of Spain, North Africa, and Central Asia.
* **Good Government System**: They used a system called **Shūrā** to help advise the Caliph.
* **Use of Arabic**: They made Arabic the official language to unite the empire.
* **Building Infrastructure**: The Umayyads built roads, mosques, and public buildings to make the empire stronger.

**Problems During the Umayyad Era**

Despite their success, the Umayyads faced many problems:

* **Opposition from Muslims**: Many Muslims thought the Umayyads ruled like kings and not like true Caliphs. They were unhappy that the Umayyads favored their family and tribe (the Quraysh).
* **Religious Disagreements**: Some groups, like the Shiʿa, wanted leadership to stay in the family of the Prophet Muhammad (PBUH). This caused divisions.
* **Rebellions**: Many people, especially in Persia and Iraq, rebelled against Umayyad rule.
* **Corruption**: Some Umayyad rulers were corrupt and spent too much money on luxury. This caused anger among the poor and the religious scholars.
* **Non-Arab Muslims**: Many new Muslims from non-Arab countries were treated unfairly, leading to more dissatisfaction.

**The Fall of the Umayyad Dynasty**

The Umayyad Dynasty fell in 750 CE after almost 90 years. The main reasons were:

* **The Abbasid Revolution**: A group called the **Abbasids** claimed they were better leaders because they were relatives of the Prophet. They gathered support from those unhappy with the Umayyads and led a big rebellion (Lings, 2006).
* **Loss of Support**: Many Muslims no longer trusted the Umayyads because of their unfair rule.
* **Internal Conflict**: The Umayyads had problems within their own family and government.
* **Changing Power Centers**: The capital moved from Damascus to Baghdad under the Abbasids, marking the end of Umayyad power.

Though the Umayyads lost the main empire, a branch of their family continued to rule in Spain for many more years, called the **Umayyad Emirate of Córdoba**.

**Summary**

* The Umayyad Dynasty started with Muʿāwiyah after the death of Caliph ʿAlī.
* They expanded the Muslim empire greatly and made Arabic the official language.
* Problems like unfair treatment, religious divisions, and corruption weakened their rule.
* The Abbasid Revolution ended the Umayyad Dynasty in 750 CE.
* A part of the Umayyad family ruled in Spain later on.

**Conclusion**

The Umayyad Dynasty was an important period in Islamic history. It helped spread Islam far and created a strong government system. However, their mistakes, such as unfairness and ignoring some groups, caused big problems that led to their fall. Studying this era helps us understand how leadership and justice are important for any community to stay strong.

**Student Worksheet: The Umayyad Dynasty**

**Part A: Multiple Choice Questions**

1. Who founded the Umayyad Dynasty?
   * a) ʿAlī ibn Abī Ṭālib
   * b) Muʿāwiyah ibn Abī Sufyān
   * c) Abū Bakr
   * d) ʿUmar ibn al-Khaṭṭāb
2. What was the capital of the Umayyad Empire?
   * a) Madinah
   * b) Baghdad
   * c) Damascus
   * d) Córdoba
3. Which group led the rebellion that ended the Umayyad Dynasty?
   * a) The Shiʿa
   * b) The Abbasids
   * c) The Quraysh
   * d) The Kharijites

**Part B: True or False**

1. The Umayyads made Arabic the official language. True
2. The Umayyad rulers were always fair and just. False
3. The Umayyads lost power because of the Abbasid Revolution. True

**Part C: Short Answer Questions**

1. Name one achievement of the Umayyad Dynasty.
2. What problems did the Umayyads face during their rule?
3. Why did the Abbasids overthrow the Umayyads?

**Interactive Activities**

**1. Timeline Activity**

* Create a timeline showing important events in the Umayyad Dynasty:
  + Start of dynasty (661 CE)
  + Expansion of the empire
  + Problems and rebellions
  + Abbasid Revolution and fall (750 CE)

**2. Map Activity**

* Using a map, color the areas ruled by the Umayyads, including Spain, North Africa, the Middle East, and Central Asia.

**3. Group Discussion**

* Topic: *What makes a good leader?*
* Discuss how the Umayyads succeeded and failed in leadership. What can we learn today?

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**CHAPTER 9: THE ABBASID DYNASTY**

**Introduction**

The Abbasid Dynasty ruled the Islamic world after the Umayyads. It was one of the most powerful and longest Islamic empires in history. The Abbasids moved the capital to **Baghdad**, and their rule became known as a **Golden Age** for science, culture, and learning. However, even great empires face problems. This chapter explains how the Abbasid Dynasty rose, what made it strong, and what led to its fall.

**Learning Objectives**

By the end of this chapter, students will be able to:

1. Describe how the Abbasid Dynasty began.
2. Identify the main achievements of the Abbasids.
3. Explain the problems that the Abbasid rulers faced.
4. Understand the reasons behind the fall of the dynasty.

**Key Terminologies**

|  |  |
| --- | --- |
| **Term** | **Meaning** |
| Abbasid | A dynasty of Muslim caliphs who ruled after the Umayyads. |
| Caliph | A leader of the Muslim community (Ummah). |
| Baghdad | Capital city of the Abbasid Dynasty. |
| Golden Age | A time of great achievements in science, art, and learning. |
| Vizier | A high government official who helped the caliph rule. |
| Fatimids | A rival Islamic dynasty that ruled parts of North Africa and Egypt. |
| Mongols | Invaders from Central Asia who destroyed Baghdad in 1258. |

**The Abbasid Dynasty in Islamic History**

**The Rise of the Abbasids**

The Abbasid family claimed they were related to **Prophet Muhammad (PBUH)** through his uncle, **al-ʿAbbās**. Many Muslims were unhappy with the Umayyad rulers, especially non-Arab Muslims. The Abbasids promised **justice and equality** for all Muslims. With this support, they defeated the Umayyads in **750 CE** and became the new leaders of the Muslim world (Kennedy, 2004).

They moved the capital from Damascus to **Baghdad**, a newly built city near the Tigris River. Baghdad became a center for **trade, knowledge, and culture**. The early Abbasid caliphs like **Harun al-Rashid** and **al-Ma’mun** supported scholars, scientists, and artists. This period is called the **Islamic Golden Age** (Hodgson, 1974).

### **Contributions and Achievements of the Abbasid Era (750–1258 CE)**

The Abbasid period was one of the best times for learning, science, and culture in the Islamic world. Many great things were done during this time:

* **Science and Medicine**: Many smart people studied the human body and how to treat sickness. For example, **Al-Razi** (also known as Rhazes) wrote books about different diseases and how to cure them. Another famous scholar was **Ibn Sina** (known in the West as Avicenna). He wrote a very important book called *The Canon of Medicine*, which was used in Europe and Asia for many centuries.
* **Mathematics**: A famous Muslim mathematician named **Al-Khwarizmi** created a new kind of math called **algebra**. We still use algebra today all around the world. He also helped improve how we use numbers (like 1, 2, 3), which we call **Arabic numerals**.
* **Astronomy**: The Abbasids built **observatories**—special buildings with tools to study the stars, moon, and planets. This helped people understand the movement of the sky and made calendars more accurate.
* **Translation Movement**: The Abbasid rulers supported the translation of important books from **Greek, Persian, and Indian** languages into **Arabic**. This helped preserve old knowledge and allowed Muslim scholars to build new ideas on top of earlier ones. The most famous place for this work was the **House of Wisdom (Bayt al-Ḥikmah)** in **Baghdad**.
* **Architecture**: The Abbasids also built **beautiful buildings**, such as **mosques, palaces, and schools**. These buildings had amazing designs with decorations and domes. Two important cities for Abbasid architecture were **Baghdad** and **Samarra**.
* **Government Improvements**: The Abbasids made their empire stronger by organizing their government. They had **viziers** (top advisors) and **departments** to manage things like money, law, and the army. This helped the empire run more smoothly.

**Problems Faced During the Abbasid Era**

Even though the Abbasids were strong at the beginning, later they had many problems. These problems made their empire weak:

1. **Too Large to Control**: The Abbasid Empire became very big. It stretched from North Africa to Central Asia. This made it hard for the Caliph (leader) to control everything. Some areas wanted to rule themselves.
2. **Internal Conflicts**: There were **fights for power** inside the royal family and between governors. Some people wanted to become the new Caliph or have more control over their region. These fights caused **violence and confusion**.
3. **Shia-Sunni Divide**: The Abbasids were **Sunni Muslims**, but many **Shia Muslims** felt that they were not treated fairly. They believed that leadership should have stayed with the family of ʿAlī (RA). Because of this, some Shia groups started **rebellions**.
4. **Rise of Independent Dynasties**: Over time, some areas stopped following the Abbasid Caliphs. For example, groups like the **Fatimids** in Egypt and the **Buyids** in Persia started their own governments. They ruled their lands without listening to the Abbasid rulers.
5. **Economic Problems**: The empire spent too much money on wars and buildings. Also, **high taxes** made people unhappy. Trade slowed down in some areas, and **poor management** led to less money for the government.
6. **Mongol Invasion (1258 CE)**: One of the worst events happened when the **Mongols**, a powerful army from Central Asia, invaded **Baghdad** in **1258 CE**. They destroyed the city, killed many people, and ended the Abbasid Caliphate in Baghdad. This was a major blow to the Muslim world (Morgan, 2007).

**The Fall of the Abbasid Dynasty**

By the 10th century, the Abbasids had lost control over much of the Islamic world. They became **symbolic leaders** with little real power. The final blow came in 1258 when **Hulagu Khan**, a Mongol leader, attacked Baghdad and killed **Caliph al-Mustaʿṣim**. This event ended the Abbasid rule in Baghdad, although some family members continued under the protection of the **Mamluks in Egypt**.

**Summary**

* The Abbasid Dynasty began in 750 CE after defeating the Umayyads.
* Baghdad became a center of Islamic learning and culture.
* The dynasty reached its peak during the Islamic Golden Age.
* Many scientific and cultural advances happened under Abbasid rule.
* Internal problems and external threats weakened the dynasty.
* The Mongol invasion in 1258 led to the fall of Baghdad and the Abbasid rule.

**Conclusion**

The Abbasid Dynasty played an important role in Islamic history. They ruled during a time when knowledge and art were highly valued. However, political struggles, economic issues, and foreign invasions caused their decline. Even after their fall, the Abbasids left a legacy of learning and culture that influenced the world for centuries.

**Student Worksheet**

1. **Vocabulary Practice**

Match the terms with the correct definitions.

1. Abbasid
2. Caliph
3. Baghdad
4. Vizier
5. Mongols

a) Invaders who destroyed Baghdad  
b) Ruler of the Muslim community  
c) City that was capital of the Abbasid empire  
d) High official who helped run the government  
e) Dynasty that ruled after the Umayyads

**B. Short Answer Questions**

1. Why did many Muslims support the Abbasids instead of the Umayyads?
2. What is meant by the “Islamic Golden Age”?
3. Name two major problems that weakened the Abbasid Empire.
4. What happened in 1258 CE?
5. How did the Abbasids help science and learning?

**Interactive Activities**

1. **Timeline Creation**

Students draw a timeline of major events during the Abbasid era (e.g., founding of Baghdad, Harun al-Rashid’s rule, Mongol invasion).

1. **Group Debate**

Topic: “Was the fall of the Abbasid Dynasty mostly caused by internal problems or outside invasion?” Split into two groups and discuss.

1. **Golden Age Gallery**

Students research one scholar (like Al-Razi or Al-Khwarizmi) and present their contributions with a short poster or slideshow.

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**CHAPTER 10: ADVANCES OF ISLAMIC CIVILIZATION IN VARIOUS PERIODS**

**Introduction**

Islamic civilization is one of the greatest civilizations in history. It started in the 7th century with the message of Islam brought by Prophet Muhammad (peace be upon him). Over many centuries, Muslim societies grew in science, art, trade, education, and culture. This chapter explains the key achievements of Islamic civilization and the problems it faced in different historical periods.

**Learning Objectives**

By the end of this chapter, students will be able to:

1. Describe the rise of Islamic civilization in different historical periods.
2. Identify key contributions of Muslims in science, medicine, education, and arts.
3. Understand the challenges and problems faced by Islamic civilization.
4. Recognize the reasons behind the growth and decline of Islamic societies.

**Key Terminologies**

|  |  |
| --- | --- |
| **Term** | **Simple Definition** |
| **Civilization** | A group of people with an organized society, culture, and achievements. |
| **Golden Age** | A time of great success in science, art, and culture. |
| **Caliphate** | A Muslim government ruled by a caliph (leader of the Muslim world). |
| **Translation Movement** | A time when Muslim scholars translated Greek, Persian, and Indian books into Arabic. |
| **House of Wisdom** | A big library and center for learning in Baghdad during the Abbasid period. |

**1. The Early Rise of Islamic Civilization (7th – 8th Century)**

Islamic civilization began after the spread of Islam in the Arabian Peninsula in the 7th century. Under the leadership of Prophet Muhammad (peace be upon him) and the Rightly Guided Caliphs, Muslims united and spread the message of Islam beyond Arabia (Esposito, 2010). They built strong governments, supported education, and created peace in many regions.

**2. The Umayyad and Abbasid Periods (661 – 1258 CE)**

After the time of the Rightly Guided Caliphs, two major Islamic dynasties ruled the Muslim world: the **Umayyads** and the **Abbasids**. The Umayyad Caliphate began in **661 CE** and spread the Islamic empire across three continents—from **Spain in the west to India in the east**. One of their biggest contributions was spreading the **Arabic language**. This made it easier for people in different places to communicate, learn, and share knowledge (Kennedy, 2004).

Later, the **Abbasid Caliphate** took over in **750 CE** and made **Baghdad** the capital. This period is often called the **Golden Age of Islam** because Muslims made great progress in many fields of knowledge.

* In **science**, a famous scholar named **Al-Khwarizmi** created **algebra**, which is still used in schools today.
* In **medicine**, **Ibn Sina** (also known as Avicenna) wrote a book called the *Canon of Medicine*. This book was used in European universities for hundreds of years.
* In **geography and astronomy**, scholars like **Al-Biruni** and **Al-Zahrawi** made better maps and improved surgical tools and medical knowledge.
* During the **Translation Movement**, many old books from **Greece, India, and Persia** were translated into Arabic. This happened at a place called the **House of Wisdom** in Baghdad. These books included works in **science, philosophy, mathematics, and medicine**.

These achievements were possible because the Abbasid rulers loved knowledge. They **supported scholars** and welcomed people of all religions, including **Jews and Christians**, to study and work together (Nasr, 2006). This open attitude helped Islamic civilization become a light of learning for the world.

**3. The Muslim Rule in Spain (Al-Andalus)**

From the **8th to the 15th centuries**, Muslims ruled parts of **Spain**, an area known as **Al-Andalus**. This period was very important for the development of **Islamic culture, science, and art** in Europe. Cities like **Cordoba, Granada, and Seville** became famous for their beauty and learning.

Cordoba had hundreds of **mosques, libraries, hospitals, and schools**. Scholars from different religions—**Muslims, Christians, and Jews**—lived and worked together peacefully. They shared knowledge in science, medicine, philosophy, and literature. This peaceful cooperation helped society grow.

One of the most famous examples of Islamic art and architecture from this time is the **Alhambra**, a beautiful palace in **Granada**. Its design shows the creativity and beauty of Islamic art.

Al-Andalus became a bridge between the Islamic world and Christian Europe. The ideas and knowledge developed there later helped inspire the **European Renaissance**.

**4. The Ottoman, Safavid, and Mughal Empires (15th – 18th Century)**

After the fall of Baghdad in 1258, new Islamic empires rose to power. These included the **Ottoman Empire**, the **Safavid Empire**, and the **Mughal Empire**. Each of these empires helped Islamic civilization grow in different parts of the world.

* The **Ottoman Empire**, based in **Turkey**, became very powerful. It lasted for more than 600 years. The Ottomans built many great buildings, such as **mosques, hospitals, and schools**. One of their most famous buildings is the **Blue Mosque** in Istanbul.
* The **Safavid Empire**, based in **Iran**, focused on **art, poetry**, and **Shi’a Islamic learning**. They made beautiful carpets and developed a rich cultural heritage.
* The **Mughal Empire** ruled large parts of **India**. They built famous buildings like the **Taj Mahal**, one of the most beautiful structures in the world. The Mughals also supported **science, literature, and education**.

These empires were strong in the military but also rich in **culture and knowledge**. They helped keep Islamic civilization alive and growing, even as the world changed.

**5. Challenges and Problems Faced**

While the Muslim world achieved many great things, it also faced serious **challenges** and **problems** that slowed down progress.

* There were many **political conflicts**. Fights between rulers and groups weakened different parts of the Muslim world. These power struggles made it hard for scholars and leaders to focus on learning and development.
* One of the biggest disasters was the **Mongol invasion**. In **1258**, the Mongols attacked Baghdad and **destroyed the city**, including the House of Wisdom. This ended the **Golden Age of the Abbasids** and caused a huge loss of knowledge and culture.
* In the **19th and 20th centuries**, many **European countries colonized Muslim lands**. Britain, France, and others took over parts of Africa, Asia, and the Middle East. This hurt the economy, education, and freedom of Muslim societies.
* There were also **internal divisions**. For example, differences between **Sunni and Shia Muslims** sometimes caused tension and even violence. These disagreements weakened unity and made it harder to face outside challenges.

Despite these problems, **Islamic civilization continued to survive** and influence other cultures. Many Muslim scholars, artists, and scientists continued to contribute to the world in different ways.

**Summary**

Islamic civilization grew quickly after the 7th century and made big contributions to science, medicine, art, and education. The Abbasid Caliphate, Muslim Spain, and later empires like the Ottomans and Mughals helped build a strong, rich, and diverse civilization. However, political problems, wars, and colonialism slowed down its progress in later years. Even today, the legacy of Islamic civilization remains strong in the world.

**Conclusion**

Islamic civilization showed how religion, knowledge, and culture can come together to create a great society. The achievements in science, education, and art made during Islamic history still benefit the world today. Learning about this past helps students understand the importance of unity, learning, and peace.

**Student Worksheet**

**Part A: Fill in the Blanks**

1. The \_\_\_\_\_\_\_\_\_ Caliphate is known for the Islamic Golden Age.
2. The book “Canon of Medicine” was written by \_\_\_\_\_\_\_\_\_.
3. The House of Wisdom was located in \_\_\_\_\_\_\_\_\_.
4. The city of \_\_\_\_\_\_\_\_\_ in Muslim Spain was known for its libraries and learning.
5. The \_\_\_\_\_\_\_\_\_\_ Empire built the famous Taj Mahal.

**Part B: Match the Column**

|  |  |
| --- | --- |
| **Column A** | **Column B** |
| Al-Khwarizmi | Medicine |
| Ibn Sina | Algebra |
| Alhambra | India |
| Mughal Empire | Spain |

**Part C: Discussion Questions**

1. Why is the Abbasid period called the Golden Age of Islam?
2. What were some key reasons behind the fall of Islamic civilization?
3. How did Islamic civilization support learning and knowledge?
4. What lessons can we learn from the past achievements of Muslims?

**Part D: Interactive Activities**

**Activity 1: Group Presentation**

Divide students into groups. Each group will make a short poster or PowerPoint about one Islamic empire (Umayyad, Abbasid, Ottoman, Safavid, or Mughal). Include pictures and key contributions.

**Activity 2: Timeline Creation**

Create a timeline on a large poster showing important events and achievements in Islamic civilization from 600–1800 CE. Use colors and symbols to show science, art, and history.

**Activity 3: Role Play**

Act as a scholar, artist, or doctor from the Abbasid period. Tell your class what your job is, what you have discovered, and how your work helps people.

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**CHAPTER 11: THE INFLUENCES OF ISLAMIC CIVILIZATION ON OTHER SOCIETIES**

**Introduction**

Islamic civilization has made many great contributions to the world. From the 7th century onwards, Muslims helped develop new ideas in science, math, medicine, art, architecture, and education. These ideas spread to other parts of the world, such as Europe, Africa, and Asia. Many cultures learned from the Islamic world and used their knowledge to grow. This chapter explains how Islamic civilization influenced others and why it was so successful.

**Learning Objectives**

After studying this chapter, students will be able to:

1. Understand how Islamic civilization influenced other cultures.
2. Identify important areas of Islamic contributions (science, art, medicine, etc.).
3. Explain why Islamic civilization was advanced during the Golden Age.
4. Give examples of knowledge shared from Muslims to others.
5. Appreciate the lasting impact of Islamic ideas in the modern world.

**Key Terminologies**

|  |  |
| --- | --- |
| **Term** | **Simple Definition** |
| **Islamic Golden Age** | A time from the 8th to 14th century when Islamic science, culture, and knowledge grew fast. |
| **Translation Movement** | The effort by Muslims to translate books from Greek, Persian, and Indian languages into Arabic. |
| **Algebra** | A branch of mathematics developed by Muslim scholars. |
| **Calligraphy** | Beautiful writing, used often in Islamic art. |
| **Philosophy** | The study of ideas about knowledge, life, and truth. |

**Essay on the Influences of Islamic Civilization**

Islamic civilization became one of the greatest in history because it brought together knowledge from many cultures. Muslims lived in a large empire that stretched from Spain to India. This allowed them to learn from Greeks, Romans, Persians, Indians, and Chinese people. Muslim scholars worked hard to collect and improve this knowledge.

One of the biggest contributions of Islamic civilization was in **science and mathematics**. Muslim scientists like **Ibn al-Haytham** studied light and vision. He is known as the “father of optics” (Gutas, 2001). **Al-Khwarizmi**, a Persian mathematician, created **algebra**, which comes from the Arabic word *al-jabr*. His work helped Europe build modern math systems (Berggren, 2003).

In **medicine**, Muslims built hospitals and wrote medical books that were used in Europe for hundreds of years. **Ibn Sina**, known as Avicenna, wrote a famous book called *The Canon of Medicine*, which was a medical textbook in Europe until the 1600s (Nasr, 2006).

In **philosophy and education**, Muslim thinkers like **Al-Farabi**, **Ibn Rushd** (Averroes), and **Al-Ghazali** mixed Greek philosophy with Islamic teachings. These ideas were translated into Latin and taught in European universities during the Middle Ages (Fakhry, 2004).

In **art and architecture**, Islamic influence can be seen in Spain’s **Alhambra Palace**, with its beautiful **calligraphy, tiles, and arches**. The use of **geometric patterns** and **arabesque designs** also inspired European artists during the Renaissance.

**Trade and travel** also helped spread Islamic knowledge. Muslim traders shared ideas, books, and inventions with Europe, Africa, and Asia. The compass, paper-making, and Arabic numerals were passed to Europe through the Islamic world.

Another important reason for this influence was the **Translation Movement**. Muslim scholars translated books from Greek, Persian, and Indian languages into Arabic. Later, Christian and Jewish scholars translated these Arabic texts into Latin, which helped begin the European **Renaissance** (Saliba, 2007).

**Summary**

Islamic civilization helped the world grow in many ways. It gave new knowledge in math, science, medicine, art, and education. Muslim scholars preserved and improved the knowledge from other cultures. Their work later influenced Europe, especially during the Renaissance. The success of Islamic civilization came from its curiosity, respect for learning, and peaceful exchange with other cultures.

**Conclusion**

The history of Islamic civilization teaches us that sharing knowledge and working together can help all societies grow. The Muslim world became a center of learning that helped build the modern world. Today, we still use many ideas that came from this time. We should remember and appreciate how much Islamic civilization gave to the world.

**Student Worksheet**

**A. Match the Words**

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| Algebra | A type of math created by Muslims |
| Ibn Sina | Wrote *The Canon of Medicine* |
| Translation Movement | Translated books from other languages to Arabic |
| Alhambra | Islamic palace in Spain |
| Calligraphy | Art of beautiful writing |

**B. Short Answer Questions**

1. What is the Islamic Golden Age?
2. Name one Muslim scholar and their contribution.
3. How did Islamic knowledge reach Europe?
4. Give one example of Islamic influence in architecture.
5. Why was the Translation Movement important?

**C. Fill in the Blanks**

1. The word “algebra” comes from the Arabic word *\_\_\_\_\_\_\_\_\_*.
2. Ibn al-Haytham is known as the father of \_\_\_\_\_\_\_\_\_.
3. Muslim hospitals were open to both rich and \_\_\_\_\_\_\_\_ people.
4. The Renaissance in Europe was helped by Islamic \_\_\_\_\_\_\_\_.

**D. Interactive Activities**

1. **Role-Play Activity**:

Students take roles of historical figures (e.g., Ibn Sina, Al-Khwarizmi, a European scholar) and explain their ideas to the class.

1. **Design a Tile Pattern**:

Use geometric patterns to create Islamic-style art. Discuss how math and art worked together in Islamic civilization.

1. **Timeline Creation**:

Build a timeline showing important events and figures from the Islamic Golden Age and how their work influenced Europe.

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**CHAPTER 12: THE STATUS OF THE MUSLIM WORLD FROM WORLD WAR II TO THE PRESENT**

**Introduction**

After World War II (1939–1945), the world changed a lot. Many Muslim countries became free from European control. They became **independent**. People wanted to make new Muslim countries that were strong, modern, and Islamic. But this was not easy. They had many problems, but also some successes. This chapter tells the story of the Muslim world from that time until today.

**Learning Objectives**

After learning this lesson, you will be able to:

1. Say how Muslim countries got freedom after World War II.
2. Tell what problems they faced after freedom.
3. Talk about wars and fights in the Muslim world.
4. Say what good things Muslim countries have done.
5. Understand why some Muslim countries are still weak.
6. See the good signs for the future of the Muslim world.

**Important Words**

* **Colonialism**: When a big country controls another country.
* **Independence**: When a country becomes free to rule itself.
* **Sectarianism**: Fighting between religious groups, like Sunni and Shia.
* **Modernization**: Making things new with better schools, technology, and cities.
* **OIC**: Organization of Islamic Cooperation, a group of Muslim countries working together.

**1. Freedom After World War II**

After World War II, many Muslim countries became free. They were not ruled by Britain, France, or other European countries anymore.

* **Pakistan** became free in 1947.
* **Indonesia** became free in 1945.
* **Algeria** became free in 1962.
* **Libya** became free in 1951.

People in these countries were very happy. They wanted to make strong and Islamic countries. They had big dreams for the future.

**2. Problems After Freedom**

After they became free, Muslim countries had many problems.

* **Poor Economies**: Many people were poor. There were not enough jobs, schools, or factories.
* **Bad Leaders**: Some leaders were selfish. They only wanted money and power.
* **Fighting Between Groups**: Some countries had many religious or ethnic groups. Sometimes, these groups fought each other, like the Sunni and Shia.
* **Western Interference**: Some Western countries still try to control Muslim countries. They wanted oil and supported leaders they liked.

These problems made life hard for the people.

**3. Wars and Fighting**

Many Muslim countries had wars and fights. These hurt the people and destroyed cities.

1. **Arab-Israeli Conflict**: This started in 1948. Israel took land from the Palestinians. Many Arab countries fought against Israel.
2. **Iran-Iraq War**: This war lasted from 1980 to 1988. Two Muslim countries fought for 8 years.
3. **Gulf Wars**: In 1990, Iraq invaded Kuwait. In 2003, the USA invaded Iraq again.
4. **Civil Wars**: In Syria, Yemen, Libya, and Afghanistan, people fought within their own countries. These wars killed many people.

These wars made Muslim countries weak and divided.

**4. Some Good Progress**

Even with many problems, some Muslim countries did good things.

1. **Better Education**: Countries like Turkey, Malaysia, and some Gulf countries built more schools and universities.
2. **Strong Economies**: The UAE and Qatar used oil money to build big modern cities like Dubai and Doha.
3. **More Interest in Islam**: Many people started learning more about Islam. They wanted to follow Islamic values in life and education (Esposito, 2005).

These are good examples of success.

**5. Why Many Muslim Countries Are Still Weak**

There are many reasons why some Muslim countries are still not strong.

1. **No Unity**: Muslim countries often do not help each other. They do not work together.
2. **Bad Leadership**: Some rulers use Islam for their own benefit. They do not care about the people.
3. **Dependence on the West**: Many Muslim countries need help from Western countries. They buy Western products and take their money.
4. **Less Focus on Education**: Long ago, Muslims were leaders in science and learning. But now, many Muslim countries do not care much about schools and science.
5. **Bad Image in the Media**: Global media often shows Muslims as violent or bad. This is not true, but it causes fear and hate.

These problems make the Muslim world weak.

**6. Good Signs for the Future**

There is still hope. Many good things are happening today.

* **Young Muslims Want Change**: Many young people want better education, freedom, and justice.
* **Social Media Helps**: The internet connects Muslims all over the world. People can share knowledge and Islamic ideas quickly.
* **Muslim Groups Are Working Together**: Organizations like the **OIC** try to help Muslim countries work together. They try to solve problems and help each other.

These are signs that the future can be better.

**Summary**

After World War II, many Muslim countries became free. People were happy and had big dreams. But they faced many problems like war, poor leaders, and Western control. Some countries have made good progress in education and the economy. But many countries are still weak. The main problems are no unity, poor leadership, and a lack of education. But now, young people, social media, and Muslim groups give us hope.

**Conclusion**

The journey of the Muslim world after World War II is full of both pain and hope. Even though there were many problems, there is still a chance to become strong again. If Muslims choose good leaders, care about education, and help each other, they can build a better future. The Muslim world can become strong with unity, knowledge, and true Islamic values.

**Student Worksheet**

**A. True or False**

1. Pakistan became independent in 1947.
2. The Arab-Israeli conflict started in the year 2000.
3. Some Muslim countries made progress in education and technology.
4. Social media has no effect on young Muslims.
5. Lack of unity is a big problem in the Muslim world.

**B. Short Answer**

1. Name two Muslim countries that became free after World War II.
2. Write two problems that Muslim countries faced after freedom.
3. Write one success in a Muslim country.

**C. Discussion Questions**

1. What can young Muslims do to help their countries improve?
2. Why is unity important in the Muslim world?

**Interactive Activities**

**1. Group Debate**

**Topic**: “The biggest problem in the Muslim world today is bad leadership.”

Make two groups. One group says “yes,” the other says “no.” Share your ideas.

**2. Timeline Game**

Make a timeline of important events from 1945 to now in the Muslim world. Example:

* Pakistan becomes free (1947)
* Iran-Iraq War (1980)
* Formation of OIC (1969)

**3. Poster Activity**

Make a poster called **“Hope for the Muslim World.”** Draw or paste pictures and write words about unity, youth, education, and Islam.

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**CHAPTER 13: THE RISE AND FALL OF CIVILIZATIONS: PAST TO DATE**

**Introduction:**

History is not just old stories. It helps us understand ourselves better today and how to live more effectively in the future. When we learn about the past, we can see what factors contributed to their success or what led to their failure. In the Qur’an, Allah instructs us to examine history. In Surah 30, verse 42, Allah says: **“So travel through the earth and see what was the end of those before you.”** This means: go learn about people who lived before you. Visit places, read stories, and learn from them.

**Learning Objectives**

After this chapter, you should be able to:

1. Know what a civilization is and why it becomes strong or weak.
2. Learn from the good and bad things that past civilizations did.
3. Understand what Islam says about history, society, and justice.
4. Know the idea called “Clash of Civilizations” by Samuel Huntington.
5. Think: Does Islam cause fighting or peace with other cultures?
6. Use history to make good choices and respect other people.

**What Is a Civilization? Why Should We Learn About Old Civilizations?**

A **civilization** is a big group of people living together with rules, leaders, language, religion, and systems for government, trade, and education.

Some famous civilizations are:

* Ancient Egypt
* Ancient Greece
* The Roman Empire
* The Chinese Dynasties
* The Islamic Civilizations

These groups were strong and powerful at one time, but later many of them became weak and ended. This chapter will help us learn why that happened.

**Learning from Civilizations That Became Strong**

One good example is the Islamic Golden Age (8th to 13th centuries). At that time, Muslim countries were leaders in science, medicine, math, philosophy, and architecture. Muslim scholars worked hard to learn and teach.

* Al-Khwarizmi invented algebra and helped with math.
* Ibn Sina (Avicenna) was a doctor who wrote a book about medicine. His book was used in the Muslim world and in Europe.
* Al-Farabi was a philosopher who helped people understand hard ideas.

This time shows that if people care about education, science, and helping others, their civilization becomes strong.

The Prophet Muhammad (PBUH) said: “The best among you are those who learn and teach knowledge” (Sahih al-Bukhari, Hadith No. 5027).

This means that Islam values learning and teaching very much.

Another example is the Roman Empire. The Romans made good roads, strong laws, and smart buildings. They helped people live together peacefully. Today, some of their laws are still used.

Lesson: Civilizations become strong when they focus on education, fairness, and working together.

**Learning from Civilizations That Became Weak**

Some civilizations became weak and collapsed. We need to understand why this happened.

One example is the **Abbasid Caliphate**. It was strong at first, but later it became weak.  
Reasons:

* Leaders became lazy and only wanted comfort.
* Government people fought each other.
* People cared more about money than justice.  
  So, the empire fell.

Another example is the **Western Roman Empire**.  
Reasons it fell:

* Bad leaders
* Money problems
* Too many wars  
  People lost trust in the government.

In the Qur’an (*Surah* 13, verse 11), Allah says: **“Allah does not change the condition of a people until they change what is in themselves.”**

This means people must change their hearts and actions if they want life to get better.

**Lesson:** If leaders are unfair and people are selfish, even a strong civilization can break down.

**Why Do Civilizations Rise and Fall?**

**Ibn Khaldun**, a Muslim scholar, wrote a book called *Al-Muqaddimah* in 1377. He said that civilizations grow when people work together and are united. He used the Arabic word ***ʿasabiyyah***, which means strong unity or group feeling.

He said: Civilizations become strong with unity, justice, and good leadership. They become weak when people become selfish, greedy, and lazy.

For example:

* **Andalusian Spain (Al-Andalus)** was full of knowledge and peace among Muslims, Jews, and Christians. But it fell because of fights and politics.
* **Ancient Greece** had great thinkers, but it collapsed due to wars and ignoring its enemies.

**Lesson:** Unity, justice, and hard work make a civilization strong. Division and greed make it fall.

**How Can History Help Us Today?**

History gives us lessons to help us make good choices in life.

**Example 1:** The **Treaty of Hudaybiyyah**

At first, many Muslims thought this peace treaty was unfair. But the Prophet Muhammad (PBUH) accepted it because he wanted long-term peace. Later, it led to the peaceful entry into Makkah.

**Lesson:** Wisdom and patience are better than war.

Example 2: The Pharaoh of Egypt during Prophet Musa (Moses)’s time. He was proud and unfair. He hurt people and said he was the highest god. In the end, he was destroyed. **Lesson:** Arrogance and injustice lead to failure.

Qur’an (Surah 22:46): “Have they not traveled through the earth and had hearts by which to reason, and ears by which to hear?”

Meaning: Use your heart and mind. Learn from history.

**How to Build Peace and Respect**

Islam teaches that people are different for a reason. In the Qur’an (Surah 49:13), Allah says: “We created you from a male and a female and made you into nations and tribes so that you may know one another.”

**Meaning:** We are different so we can learn from each other, not fight.

**Example:** In **Islamic Spain**, Muslims, Jews, and Christians lived peacefully and shared knowledge.

But during **European colonialism**, some Western countries ruled others by force. This caused long-term problems.

**Islam teaches a better way:** peace, fairness, and respect.

**The Clash of Civilizations Theory and Why It’s a Problem**

A writer named **Samuel Huntington** wrote in 1996 that future wars will happen because of cultural differences. He said the Western world and the Islamic world will fight because they are too different. He even said Islam has “bloody borders,” meaning Islam causes violence. But many people disagree.

* Edward Said said this idea was a “Clash of Ignorance” because it makes people afraid of each other.
* John Esposito said real conflict comes from poverty, injustice, and politics.
* Tariq Ramadan said this idea makes people more divided.

Qur’an (Surah 5:8): “Do not let the hatred of a people make you act unfairly. Be fair—that is closer to righteousness.”

**Lesson:** We must always be fair, even to those we don’t agree with.

**Does Islam Fight Other Civilizations?**

**No.** Islam teaches peace and kindness to everyone.

Qur’an (Surah 8:61): “If they incline to peace, then you also should incline to it.”

Qur’an (Surah 5:82): “You will find the closest people in love to the believers are those who say, ‘We are Christians.’”

The Prophet Muhammad (PBUH) welcomed Christians from **Najran** into his **mosque**. He also made the **Constitution of Medina**, allowing Muslims, Jews, and others to live together peacefully.

Modern Muslim thinkers:

* Tariq Ramadan said we must understand other cultures.
* Malik Bennabi said Muslims should grow through learning.
* Fatima Mernissi said both Muslims and non-Muslims must fix their wrong ideas.

**Conclusion**

History teaches many lessons. Civilizations become great with unity, justice, and knowledge. They fall when people become selfish, unjust, and divided.

Islam does not teach fighting with others. It teaches **peace**, **respect**, and **learning**.

The real problem is not between civilizations. It is between **ignorance** and **understanding**.  
If we learn from the past and follow Islamic teachings, we can build a better world.

**Reading Comprehension Quiz**

**Instructions:** Answer the questions using complete and simple sentences.

**Part A: Multiple Choice (Choose the correct answer)**

1. What is a civilization?
   * a) A small family group
   * b) A large group of people living with shared laws and systems
   * c) A group that does not need rules
2. Why did the Islamic Golden Age become strong?
   * a) Because people fought a lot
   * b) Because people liked to sleep
   * c) Because people loved learning and teaching
3. What caused the Abbasid Caliphate to decline?
   * a) Kind leadership and education
   * b) Fighting, unfair leaders, and too much luxury
   * c) Sharing with other civilizations
4. What did Ibn Khaldun say helped civilizations grow?
   * a) Fighting wars
   * b) Living in fear
   * c) Unity and justice
5. What does the Qur’an say about people from different tribes and nations?
   * a) They should stay away from each other
   * b) They are made to know one another and live in peace
   * c) Only one group is the best

**Answer Key:**

1. b
2. c
3. b
4. c
5. b

**Part B: True or False**

Write **True** or **False** next to each sentence.

1. Ibn Sina was a famous Islamic doctor.
2. The Roman Empire fell because of good leadership.
3. Prophet Muhammad (PBUH) welcomed Christians into his mosque.
4. Islam teaches us to hate people from other religions.
5. Unity and justice are important for the success of a civilization.

**Answer Key:**

1. True
2. False
3. True
4. False
5. True

**Essay Questions Instructions:** Write at least 5 sentences for each question. Use your own words and examples from the lesson.

1. Choose one civilization (Islamic, Roman, Greek, Chinese, etc.). What made it strong? What did it do that helped people?
2. What are some reasons civilizations fall or collapse? Give two examples from the chapter.
3. What does Islam teach about living peacefully with other people and religions?
4. Do you agree with Samuel Huntington’s idea of “The Clash of Civilizations”? Why or why not?
5. How can we use the lessons of history to make the world a better place today?

**Optional Group Project Idea (Simple & Interactive)**

**Create a Poster or Digital Slide: “What Makes a Civilization Strong?”**

**Instructions:**

* Work in small groups (3–4 students).
* Choose one civilization from history.
* Draw or describe:
  + When it began and ended
  + What made it strong
  + Why it fell (if it did)
  + One verse or Hadith that gives a lesson
* Use pictures, drawings, or digital tools.
* Present it to the class in simple English.