مدار    Open Islamic Curriculum

*In the Name of Allah; the Merciful, the Compassionate.*

**Prophet Adam**

<http://prophetsofallah.tripod.com/prophets/index.html>

**Week 1**

 Weekly Goal:

1. Introduce the Prophet Adam, see online stories at:

<http://www.islamicity.org/KidsCorner/story/adam/adam1.htm>,

<http://muslimtodaykids.hypermart.net/adam.htm>,

<http://www.witness-pioneer.org/vil/Articles/Prophet/>

1. To understand why Allah created Adam and what special gifts Allah bestowed upon him (the gift of life and knowledge to be used to worship Allah).
2. To understand the results of disobeying Allah (both Iblees and Adam).
3. To understand Allah’s Mercy towards His creation through istighfar (asking Allah for forgiveness).

 Lesson:

1. Read ayats 2:30-38 (Quran)

Discussion

1. Why Adam was created, his relationship to the angels (his stature), Iblees and the reason he did not bow down to Adam.  The consequences of disobedience to Allah and obedience to shaytan and Allah’s Mercy towards His creation.

**Questions and Answers :**

1.) A long, long time ago, before people, before dinosaurs, before the earth, what was there? (ALLAH (swt))

2.) What did Allah (swt) create before He created human beings? (The Earth, jinns and angels)

3.) Allah created man. Who was the first man? (Adam (as))

4.) Why did Allah (swt) order the angels to bow down to Adam?( Because Allah (swt) taught Adam the names of all things.)

5.) Who refused? Why? (Iblees. Iblees thinks he is better than Adam because he is made from fire and Adam was made from clay.)

6.) Who is Iblees? (He is shaytan/satan. He was a Jinn.)

7.)Allah made a woman. Who was she? (Hawwa \*note to children: Christians call her Eve)

8.) Adam and Hawwa allowed themselves to be tricked by Iblees. What was their punishment? (They were placed out of paradise and put on the earth.)

9.) How did Adam feel? (He was very sorry and repented.)

10.) Do we think that Allah(swt) would forgive him? (Of course! Allah (swt) is the Most Merciful!)

11.) Iblees vowed : Iblees said: "Because You have sent me astray, surely I will sit in wait against them (human beings) on Your Straight Path. Then I will come to them from before them and behind them, from their right and from their left, and You will not find most of them as thankful ones (i.e. they will not be dutiful to You)."  What does this mean? (It means he is going try very hard to make people do bad things so they can be punished in hell.)

**Qur’an (Al-Baqarah 2:35-37):**

“And We said: ‘O Adam! Dwell you and your wife in the Paradise, and eat therefrom, freely as you please; and do not approach this Tree lest you become transgressors.’ But the Satan made them slip therefrom (the Paradise), and got them out from that in which they were. We said: ‘Get down all of you, you are enemies of one another. There shall be for you on earth a dwelling place and enjoyment for a time.’ Adam then received certain Words from his Lord and so He accepted his repentance. Indeed, He is the One Who accepts repentance, the Most Merciful.”

**Qur’an (Al-Baqarah 2:38,39):**

“We said: ‘Descend all of you from here; and whenever there comes to you guidance from Me, then whoever followed My Guidance, no fear shall come upon them nor shall they grieve.’ And those who disbelieve and reject Our Signs, shall be the dwellers of the Fire, wherein they will dwell forever.”

**Qur’an (Al-A’raf 7:189):**

“He (Allah) is the One Who created you out of a single soul, and from that soul He created his wife in order that he might seek comfort in her.”

**Hadith to Discuss:**

Abi Musa Al-Shaarai narrated that Prophet Muhammad (saws = salallahu alayhi wasalam) said: "Allah created Adam from a handful of dust taken from different lands, so the children of Adam have been created according to the composition of the land. Therefore, from mankind we have white, red, black and yellow ones; we have good and evil, ease and sorrow, and what comes in between them."

**Activities:**

1. Play The Name Game, illustrating Allah’s great mercy towards us by teaching Adam (as), the father of mankind, the names of all things.
   * **English name game:**  Play a simple version of animal, vegetable, mineral (i.e. I am thinking of an animal that lives in the ocean and has sharp teeth, answer: shark).  Give clues using words and have the child guess what you are thinking. You could also play I spy with younger children.
2. Discuss how one would play The Name Game if Allah (swt) did not teach Adam (as) the names of everything.  Remind the children that although Adam sinned, Allah in His great mercy taught him words to ask for forgiveness and that Allah (swt) forgave Adam (as).  We all make mistakes and Allah is willing to forgive us as long as we repent and try to do better.
3. Take a trip through the woods, a garden, or your own backyard and stop and study the beautiful creations of Allah. Discuss that the earth is beautiful, but paradise is far more beautiful than the earth. Ask the child to imagine the beauty of paradise. Have the child draw or paint of picture depicting how they imagine the Garden of paradise may have looked. E-mail to group!

**Week 2**

Weekly Goal:

* Highlighting message/relationship with Allah
* Additional Reading
* Review Prophet Adam's (as) story; focusing on his message, his life in Paradise, creation of Hawwa, eating from the forbidden tree, descention to Earth
* Listen to The Creator song on Muslim Kids Songs or visit
  + <http://islamicity.com/radio/ch1200.htm>

**Questions and Answers:**

1. What did Allah teach Prophet Adam (as)? (Tawhid)
2. What did Prophet Adam (as) know about Allah (swt)?  (Allah is One, The Creator of all.)
3. What is Tawhid? (Belief in one God, no partners, reliance on Allah (swt) for everything, etc.)
4. Did Allah forget about Prophet Adam after he was created? ( No, Allah does not forget.  Allah knew Prophet Adam was lonely and created Hawwa to be his companion.)
5. Was Shaytan happy for Adam (as)?  (No, he was even more jealous because Adam was happy to have a companion.)
6. Who is Shaytan? ( A jinn, enemy of mankind)
7. What does Shaytan do? (His goal is to distract mankind from worshipping Allah and he tries very hard to lead mankind astray and into the hellfire)
8. Did he leave Prophet Adam and Hawwa alone in Paradise?  (No.)
9. What did he do? (He invited them to taste fruit from the forbidden tree)
10. Did Allah forgive Adam and Hawwa? (Yes, Allah (swt) is the Most Forgiving)
11. What wrong things do we do? (We disobey Allah (swt) and sin often)
12. How can we ask Allah for forgiveness? (Sincere repentance, istighfar)

**Quran Study**

* Give the kids specific words/phrases to help them to verbalize their prayers.
* Practice this throughout the week.

* + Example:  Surat An-nas

From Juz Amma: 30 for the classroom: A.Ghazi

***In the name of Allah, Most Gracious, Most Merciful,***

***I seek refuge with the Lord and Cherisher of mankind,***

***The King of mankind,***

***The Judge of mankind,***

***From the mischief of the Whisperer of evil,***

***Who whispers in the hearts of mankind,***

***Among Jinns and among men.***

*TRANSLITERATION*

*Bismillahi-(a)r-Rahmani-(a)r-Rhahim,*

*Qul'a'udhu bi-Rabbi-(a)n nas,*

*Maliki-(a)n-nas*

*'Ilahi-(a)n-nas*

*Min-Sharri-(a)l-wasasi-(a)l-khannas,*

*'Alladhi yuwaswisu-fi suduri-(a)n-nas,*

*Mina-(a)l-jinnati wa-(a)n-nas.*

114:1. As a muslim we know that Allah (swt) has power over everything.  No one else shares this power with Him.  No one may help us or harm us without Allah's permission. Therefore, we always ask Allah’s protection and refuge from all evil forces that are within us and around us.

114:2. Allah (swt) is the King and Ruler of all the worlds.  No one shares power with Him (swt).

114:3. Allah (swt) is the only God for all of mankind.  He is the God of those who believe in Him. He is also the God of those who do not believe in him.  There is no god except Allah (swt).

114:4. We seek Allah’s protection from Shaytan, who places evil thoughts in the hearts of people. Many people do not realize that these thoughts are from Shaytan.  He is the worst enemy of mankind. When we follow the Qur'an and the Sunnah of Rasulullah (saws), Shaytan avoids us.

114:5-6. Among men and jinn are those who behave as the Shaytan does.  They are evil, and they place evil thoughts into the minds of people.  The best way to prevent this from happening to us is to avoid the company of such evil people.  Instead, we should seek the company of better people.  And we must always trust Allah's powers and seek his protection.  One who is protected by Allah (swt) cannot be harmed by anyone. What we have learned: Allah is Lord of everyone. We must seek His protection from the evil inspired by Shaytan. Shaytan exit both among Jinns and among humans.

**Note:** Make it a point as a family event, to say this surah before bedtime.  It was highly recommended by Rasulullah(saws) to recite Surat An-Nas (Mankind) and Surat Al-Falaq (the Daybreak) in the morning and at night.

**Activities:**

1)'My book of Prophets'.  Make a book of prophets, with the first chapter 'Adam, the first man'.  Talk to the students about how this tree will grow and how lineage works.

2) Write a story or play about how Shaytan tricks us to do bad things. Videotape it or record it on a cassette tape.

3) Learn 'audhubillahi min ashaytan ir rajim and teach the children that this dua is a request

 from Allah to protect us from Shaytan, the cursed.

4) Make a paper-mache earth . Instructions at <http://www.enchantedlearning.com/crafts/globe/>

**Week 3**

* Weekly Goal: Prophet Adam's manners towards the people
* Reading

**Questions and Answers:**

1) Who were Prophet Adam's family? (His wife Hawwa, his sons Cain and Abel and later Seth, along with other children)

2) Did Prophet Adam teach his people about Allah? (Yes, he taught them about Tawhid and how to worship Allah (swt))

3) What did he teach?  (Tawhid.  Do good deeds. Etc.)

4) How did Prophet Adam show his people how to live?

5) What about performing Prayer?  Work?  Family?

**Activities:**

**Government**

1) Write up a code of law that Prophet Adam (as) taught to his people.

Making the right decision:

Procedures:

Introduction: Pose a question to the students, "If you had to choose between a million dollars, a life time supply of ice cream, or one wish, which would you chose?" Allow the students time to think about this question, then ask a few students to share what they would pick and why. Then discuss how they arrived at that answer, what things did they consider when making their decision, etc. Explain that what they just did was called decision making and that they are now going to do an activity that involves their decision making skills.

The Decision Chart Development:

1. Read the story of Prophet Adam (as).

 Then ask the students to identify the problems he faced.

2. Make a decision making grid for each student.

3. Explain that the first column contains references to all of the choices that Adam and Hawwa had to make.

Explain that the extras were alternatives or choices (have the word alternatives added to their vocabulary journals\*). The first column includes a Listening to Allah's laws and obeying, Listening to Shaytan.

4. Introduce the word criteria (also to be added to the vocabulary journal). Define criteria as things Adam (as) must consider when making a choice. Explain the pictures across the top row, which represent Adam's (as) criteria.

Box one: The picture of the ear reminds Adam (as) that he needs to be attentive to Allah's Laws in order to be able to stay in Jennah.

Box two: The picture of Adam as) reminds him that it is his responsibility to make the decision.

Box Three: The picture of the fruit reminds Adam (as) that he wants to make the right choice and not listen to Shaytan's whispers.

Box four:  The star in the last box on the left reminds us that Allah (swt) is All Forgiving.

5. Explain how to fill in the chart, and model how to evaluate or test each alternative according to the criteria.

6. Discuss:

-Do the choices that Adam (as) and Hawwa make in the story meet the laws of Allah? (Since they ate the fruit and were expelled from Jennah, they did not obey Allah (swt). A frowning face should be drawn in the first box.)

-Does Adam (as) meet the criterion of making the right decision when listening to Shaytan? (A frowning face should be drawn in the next box.)

-Did Adam (as) and Hawwa get to stay in Jennah? (No. A frowning face should be drawn in the box.)

- Did Allah (swt) forgive Adam (as) and Hawwa ? (Yes, a smiling face should be drawn in the box.)

7. Together or individually, continue this procedure with all other alternatives.

8. Discuss:

-What would have been Adam's (as) second choice?

-What did Adam (as) give up when he made his decision to eat the fruit?

Closure:

Review with students the five steps in the decision making model: define the problem, list alternatives, state the criteria, evaluate (test) alternatives, and make a decision. Have the children share some big decisions they have made and discuss whether they followed the five steps to make the decision or decisions. The students could even be assigned other situations where a decision needs to be made in which they form their own chart and share the process they went through with the class.

Assessment:

The children, as mentioned above, could be given situations in which they would have to formulate their own chart and make a decision. The charts that were completed in this lesson could be collected and checked. The students could also be urged to use the five step process in everyday classroom situations to practice personal and social decision making.

Adaptation/Consideration:

The chart should be kept for the Book of the Prophets, as well as any other charts completed as part of the extension activity listed above. The students could use any situation in which they feel an important decision had to be made in which they considered some criterion (through this the children should be able to understand this process by using something in which they can relate to and understand or have experienced).

\*Vocabulary Journals: I would have the children keep a journal of all their vocabulary words that would be added to periodically throughout the year (see the bookmarks section of the Islam for Children website - there is a folder with a link to the Islamic vocabulary found in the Stories of the Prophets), so at the end of the year they would have a little dictionary of all the words they had learned that year.

**Make a family tree (social studies activity):**

 Intended to allow the children to understand family relationships.

On a large piece of construction paper draw a chart

see  [www.smartdraw.com/specials/genealogy.asp?id=1686](http://www.smartdraw.com/specials/genealogy.asp?id=1686)  for reference of how to begin. (also, listing under the file folder for Prophet Adam lesson plans on the website)

How does your family tree compare to the family of Prophet Adam(as), the father of mankind in  terms of family units? Do you have a mother, father, sister, brother, son, daughter, aunt, uncle, niece, nephew, cousin?  Who were Prophet Adam's family? Chart the child's tree.

**Make a comic strip or cartoon of the day you were born.**

"Where do you think your family tree fits in in relationship to Adam’s family tree? (History question, since we are all descendants of the prophet Adam (as))

**Math Question:**  Have them work out a multiplier system to see how quickly the family tree compounds over the course of 8-10 generations. This will help them to understand the family of man concept and that we are all of one Ummah.

**Week 4**

Weekly Goals**:**

* Learn About Prophet Adam's (as) place in Heaven & Earth

Paradise

* Visit <http://db.islam.org:81/hadith/FMPro>  to search for "paradise" in the hadith
* Visit [www.geocities.com/islamicparadise/Heaven.htm](http://www.geocities.com/islamicparadise/Heaven.htm) to read BRIEF intro to heaven
* Visit [www.islamworld.net/heavenhell.htm](http://www.islamworld.net/heavenhell.htm) to read a more descriptive, sourced description of heaven

• Listen to [www.islaam.com/Lecture.asp?id=6](http://www.islaam.com/Lecture.asp?id=6)  to hear a description of paradise by Yahya Adel Ibrahim

**Discussion:**

1) How does paradise/heaven differ from Earth?

2) What did Adam (as) and Hawwa's lives become different on Earth?

3) Where is heaven? Discuss how Allah (swt) describes heaven to us in terms of words we can understand.

4) What does a river of milk and honey mean?

5) How significant is the shade of a tree?  (Remember, these descriptions were

 revealed to people living in the desert.)

**Activities:**

**The ladder to heaven" (language arts)**

As a good Muslim, write a story or poem about the things that you want to be able to do to get to heaven/paradise. Younger children can dictate their thoughts to their moms or dads to write down. Post your poem on the website!

Draw a picture of something one does to make Allah pleased.

**"Doodle thoughts" (Craft idea)**

Materials needed:

watercolor set and paint brushes

a white crayon.

white paper

 Have the children draw across the blank page with the white crayon while you read the story of Adam (as) or the other references for descriptions of paradise.  (See file section on website under Prophet Adam (as) for a document with the compilation of the descriptions). Example: I love the description of the tree whose shade is larger than travelling 1000 years to cover. Such a vivid image! And what about the gates to heaven? The castle of Umar (ra) and all the other ones that are described?

Start with a crayon and doodle loops and dots and crisscross lines on the paper. Then color across it with a watercolor wash to see the designs you made?

**Make a flip book**

Collect several of the above doodle thoughts pages and cut them into small strips or

 Start with small strips (3" x 1-1/2") of heavier stock paper

 Have the kids doodle and repeat the watercolor wash

 Then bind them together with string or a staple.

 Then flip through them to make a cloud picture book movie!

 The kids would have fun creating something and listening while you are reading to them.

Post your results on the website!

**Make a Shoji Screen**

Read about the description of the tree whose shade is larger than travelling 1000 years

 to cover.  Let kids draw the tree and then discuss what blessings Allah (swt) has given us

 from trees.  Then, make a shoji screen (directions below) or collage using things from plants.

Materials:

Flowers and leaves from garden

Two sheets wax paper (approx. 12" long)

Iron

Two 14" sticks (as straight as you can get)

10" or so yarn

Press flowers and leaves in a book until dry.  Arrange them on one sheet of waxed paper.

Lay the remaining sheet of waxed paper over the first.  Iron (low temp) the waxed paper

screen between pieces of paper towel.

Glue (glue gun works great) the two sticks to the top and bottom of the waxed paper (like

 the dowels on a scroll).  Tie the yarn to the ends of the top stick and hang in a window.