

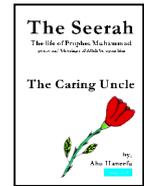
# Unit: The Seerah 2 (Revelation)

# Islamic Studies Year: 2

## About the Unit

The main focus of this unit being revelation being sent down from Allah to His chosen Messenger Muhammad, peace be upon him. Other areas discussed: Christianity, positive social values and life under extreme adversity.

## Expectations At the end of this unit



## Where the unit fits in

The unit continues on from the first unit, 'Life before Islam'. [*The Seerah 1 (Life before Islam)*]

### Most children will:

Know the key events in the early part of the Prophet Muhammad's, peace be upon him life. That people follow different religions.

## Prior learning

Children should have studied Unit 1: Life before Islam. Also some idea that there are other faiths, such as Christianity, Judaism, etc. The ability to compare other beliefs with their own would be advantageous as well expressing their ideas in spoken and written form.

### Some children will not have so much progress and will:

Appreciate that other people experience greater difficulty in their lives. Recognise the Prophet had a difficult early life as he lost the people he loved. Understand some differences between different faiths.

## Vocabulary

Seerah, lonely, sad, orphan, death, scared, obedience, trust, promise, humility, shy, determined, Kabah, Makkah (Mecca), Abyssinia (Ethiopia), Negus, Syria, Heera, Mount Noor (Light), Hijra (Migration), settle, Christians, Christianity, religion, charity, shirk, compare, idolatry

### Some children will have progressed further and will:

Retell the story thus far in detail and understand how Allah was preparing his selected Prophet for the many hardships he would face in later life. Understand and recall details about other beliefs and compare them with their own faith.

## Resources

- Seerah book 4: The Caring Uncle [www.prosyst3ms.co.uk](http://www.prosyst3ms.co.uk)
- Islamic Relief website – visit the orphan section <http://www.islamic-relief.com>
- Orphan Aid website - [www.orphan-aid.org](http://www.orphan-aid.org)
- Christianity Fact sheet [www.prosyst3ms.co.uk](http://www.prosyst3ms.co.uk)
- Christianity Fact sheet –A Muslim's View [www.prosyst3ms.co.uk](http://www.prosyst3ms.co.uk)
- Table template [www.prosyst3ms.co.uk](http://www.prosyst3ms.co.uk)
- Seerah book 5: The Cave of Heera [www.prosyst3ms.co.uk](http://www.prosyst3ms.co.uk)
- The Black Stone Fact sheet [www.prosyst3ms.co.uk](http://www.prosyst3ms.co.uk)
- Storyboard template [www.prosyst3ms.co.uk](http://www.prosyst3ms.co.uk)
- Cave of Heera worksheet [www.prosyst3ms.co.uk](http://www.prosyst3ms.co.uk)
- Pictures of Jabal Noor (Mountain of Light) and the Cave of Heera [www.prosyst3ms.co.uk](http://www.prosyst3ms.co.uk)
- Materials for papier mache
- Seerah book 6: Safety in Africa [www.prosyst3ms.co.uk](http://www.prosyst3ms.co.uk)
- Religion comparison table [www.prosyst3ms.co.uk](http://www.prosyst3ms.co.uk)
- Religion comparison table suggested answers [www.prosyst3ms.co.uk](http://www.prosyst3ms.co.uk)
- Storyboard template [www.prosyst3ms.co.uk](http://www.prosyst3ms.co.uk)  
(Web links valid as of July 2008.)

## Related NC links:

### R.E.

- 1.a explore a range of religious stories and sacred writings and talk about their meanings
- 1.b name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- 1.c identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- 1.e identify and suggest meanings for religious symbols and begin to use a range of religious words.
- 2.a reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- 2.b ask and respond imaginatively to puzzling questions, communicating their ideas
- 3.e believing: what people believe about God, humanity and the natural world
- 3.i leaders and teachers: figures who have an influence on others locally, nationally and globally in religion

### History

- 1.b use common words and phrases relating to the passing of time [for example, before, after, a long time ago, past].

### PSHE

- 2.a to take part in discussions with one other person and the whole class
- 2.f that they belong to various groups and communities, such as family and school
- 4.a to recognise how their behaviour affects other people
- 4.c to identify and respect the differences and similarities between people

### ICT

- 1.a gather information from a variety of sources [for example, people, books, databases, CD-ROMs, videos and TV]

## Future learning

Children should go on:

- To understand the importance of the Seerah and its effect on our lives.
- Study the next unit of the Seerah at Key stage 2 (Year 3).

Learning objectives	Possible teaching activities	Learning outcomes
<ul style="list-style-type: none"> <li>* Recap what life was like before Islam.</li> </ul>	<ul style="list-style-type: none"> <li>Revise with the children what they will have studied in Year 1 about the Seerah. Use pointers to assist reminding, e.g. what was life like for the poor or the slaves before Islam?</li> </ul>	<ul style="list-style-type: none"> <li>Remember key points from previous study.</li> </ul>
<ul style="list-style-type: none"> <li>* To appreciate the loos of someone of thing close to us.</li> <li>* To know how charities help others in need.</li> </ul>	<ul style="list-style-type: none"> <li>Read the book, 'Seerah book 4: The Caring Uncle' together. Recap about Muhammad, peace be upon him being an orphan. Discuss the sadness in his life. Talk with the children if any of them have lost a loved one or a pet. Discuss feelings and emotions. Consider the Prophet who has lost his parents and now his grandfather.</li> <li>Abu Talib, took care of his nephew and treated him better than his own children. Talk with the children about how we can help other orphaned children. Discuss the work of charities, visit websites, such as Islamic Relief or Orphan Aid. Discuss how we can raise publicity about such charities to help those in need.</li> </ul>	<ul style="list-style-type: none"> <li>Can children correctly define shirk.</li> </ul> <p><b>Points to consider</b> <i>Approach any discussions about death in a sensitive manner.</i></p>
<ul style="list-style-type: none"> <li>* To know that Bahira was a Christian monk.</li> <li>* To know the core Christian beliefs and how they are similar or different to Islamic beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm religions that the children are familiar with. Read the book, 'Seerah book 4: The Caring Uncle' together. Highlight the meeting with Bahira in the book. Ask the children if they know which religion Bahira followed [Christianity]. Children can sit in a circle then discuss what they know about Christianity.</li> <li>Examine core beliefs of Christianity by looking at the Christianity Fact sheet. Use the fact sheet to get the children to express their views from an Islamic point of view (can use the Christianity Fact sheet – A Muslim's View as reference). Children can make a table, labelling one column Christian view and another Muslim view, then write/draw both perspectives in the relevant columns, e.g. about God, about Jesus, etc. (Use table template if required.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the religion Bahira followed.</li> <li>To list some of the Christian beliefs</li> <li>To be able to compare other beliefs with their own.</li> </ul>
<ul style="list-style-type: none"> <li>* Know what the Black Stone is.</li> <li>* To understand we may have different views.</li> </ul>	<ul style="list-style-type: none"> <li>Read 'Seerah book 5: The Cave of Heera' together. Take the point of the rebuilding of the Kabah. Discuss what the Black Stone is. Use the Black Stone Fact sheet as a reference. Talk about why the people may have argued and differed as to who should put the Black Stone in its place. What was the solution? Children write and illustrate this event. (Can use their books or a storyboard template.)</li> <li>Talk about how sometimes we can disagree over things with our friends, just like the people did concerning the Black stone. Remind them that sometimes we may not find a solution that is beneficial to everyone. What should we do in this case?</li> </ul>	<ul style="list-style-type: none"> <li>To understand the religious significance of the Black Stone.</li> <li>To appreciate that we may differ from time to time and how we should react.</li> </ul>
<ul style="list-style-type: none"> <li>* To know that Muhammad, peace be upon him was well liked by his people.</li> <li>* To know that the Cave of Heera is in the Mountain of Light.</li> <li>* To know the key events surrounding the first revelation.</li> </ul>	<ul style="list-style-type: none"> <li>After reading 'Seerah book 5: The Cave of Heera' as a stimulus, discuss why the people like Muhammad, peace be upon him and his wife? Brainstorm their suggestions. Now ask the children to try and suggest opposites to those qualities they have suggested. (Use a different coloured marker or draw a line to distinguish between the two types.) Ask the children if they knew two people one showing the good qualities and the other person showing the bad qualities, which would they prefer to know or befriend? Why?</li> <li>Show the children pictures of the Mountain of light and the Cave of Heera. Children use these as references to build their own model of the Mountain of Light and the Cave of Heera. Children could make their model using papier-mache.</li> <li>Read 'Seerah book 5: The Cave of Heera'. Ask the children to pick out important events or points from the book. List them on the board and discuss why the children feel they are important. Handout and discuss the Cave of Heera worksheet. Make sure the children understand what they need to do before they attempt it. Discuss how Allah sent His message through Jibraeel. Discuss the roles of Jibraeel and Muhammad (peace be upon them both).</li> </ul>	<ul style="list-style-type: none"> <li>Understand why people liked Muhammad, peace be upon him.</li> <li>To know the location of the first revelation.</li> <li>Be able to identify the key events of the first revelation.</li> </ul>
<ul style="list-style-type: none"> <li>* To know the reasons why Allah sends Prophets and the qualities they have.</li> <li>* Know that the first Muslims faced tremendous difficulties and persecution.</li> <li>* To know that people migrate for different reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Shared reading of 'Seerah book 6: Safety in Africa'. Talk about the role of Prophets. Remind the children about the state of the people before Muhammad, peace be upon him became a Prophet. Get the children to brainstorm some qualities they think a Prophet should have, use the Seerah books for reference. List the words on the board. Children can then make complete sentences (emphasise correct punctuation) using the words on the board.</li> <li>Ask the children if any of them or their family members have come from a different place, it may be a different town or even a different country. Talk about the reasons why people may want to move from place to place. Continue with reading of 'Seerah book 6: Safety in Africa'. Highlight the point of the persecution the early Muslims faced in Makkah. What were the kinds of hardships they faced? Discuss. Talk about how much their religion must have meant to them. Discuss/write/illustrate what their (the children's) religion means to them.</li> <li>Ask the children why they think some of the Muslims left Makkah and their families to go to Ethiopia. Children to imagine they have to leave their home town and families and go to a strange and new land. Children write a letter explaining how they feel and what they think its like in their new home. (Can link with people who have to leave their homes even today due to wars, famine, oppression, etc. – refugee children can have an opportunity for some valuable input but must be done in a sensitive manner as they may have witnessed/experienced traumatic events.)</li> </ul>	<ul style="list-style-type: none"> <li>Can children recognise the qualities of the Prophets.</li> <li>Recognise the superiority of the first believers and the extreme hardships they faced.</li> <li>To empathise with those who have to leave their homes for the safety of their lives.</li> </ul> <p><b>Points to consider</b> <i>Some children may be refugees/seeking asylum, etc., so any discussions must be approached in a sensitive manner.</i></p>
<ul style="list-style-type: none"> <li>* To know about the events that happened in Ethiopia.</li> <li>* To be able to compare different religions.</li> </ul>	<ul style="list-style-type: none"> <li>Read, 'Seerah book 6: Safety in Africa' with the children. Talk about the events that occurred between Najaashee, the Muslims and two Quraish men. Highlight how the Christian King helped the Muslims. Ask the children to write the characters on the board or flipchart. (Some of the characters have not been named.) Ask the children what they think of each individual, how would they describe each one. Select a character and ask the children for suggestions to describe him/her.</li> <li>Using the character work done previously, ask the children if they can tell you which religion each one follows. Collectively make a table using the three religions as column headings and different headers for the side such as God, Jesus, Muhammad (peace be upon them both), etc. (Can use religion comparison table.) Talk about how we are all different but our religion teaches us to tolerate such differences. We should understand that we may not agree with certain things but we should communicate this through discussion and understanding.</li> <li>Using the three books from Seerah Stage 2, children select an event or part they can write/illustrate for use in a class display.</li> </ul>	<ul style="list-style-type: none"> <li>Can the children recall the events that happened in Ethiopia.</li> <li>Describe the characters involved in Ethiopia.</li> <li>Can the children make comparisons about certain aspects of different religions.</li> </ul>