

PROTOTYPE



ISLAMIC RELIGIOUS EDUCATION

TEXTBOOK SENIOR ONE



LOWER SECONDARY
CURRICULUM

PROTOTYPE



ISLAMIC

RELIGIOUS EDUCATION

TEXTBOOK

SENIOR ONE



LOWER SECONDARY
CURRICULUM



Published 2020

This material has been developed as a prototype for implementation of the revised Lower Secondary Curriculum and as a support for other textbook development interests.

This document is restricted from being reproduced for any commercial gains.

National Curriculum Development Centre
P.O. Box 7002,
Kampala- Uganda
www.ncdc.co.ug



Contents

Topic One.....	1
Worship	1
Introduction.....	2
Sub-topic 1: How People Worship in Islam	2
Sub-topic 2: Forms of Worship.....	3
Sub- topic 3: Purpose of Worship.....	5
Sub-topic 4: Islamic Teachings about Worship.....	8
Sub-topic 5: Worship through Prayer (Swalah)	11
Sub-topic 5: Worship through Charity (Zakat)	28
Sub-topic 6: Worship through Fasting-Swawm.....	34
Sub-topic 7: Worship through Hajj.....	42
Sub-topic 8: Worship through the Articles of Faith.....	43
Sub-topic 9: Worship through Belief in Allah (Allah).....	45
Sub-topic 10: Belief in the Angels.....	46
Sub-topic11: Belief in Allah’s Books	47
Sub-topic12: Belief in the Prophets and Messengers of Allah	48
Sub-topic13: Belief in the Day of Judgement	50
Sub-topic14: Belief in Al Qadar –Pre-Determination	51
Topic Two	55
Islamic Rituals and Celebrations.....	55
Sub-topic 2.0: Meaning of Symbols.....	56
Sub-topic 2.2: Muslim Celebrations – Aqiqah	58
Sub-topic 2.3: Marriage in Islam.....	60
Topic Three	63
Islam and Values in Christianity and African Traditional Religion	63
Introduction.....	63
Sub-topic 3.1: Origin of Islam	66
Sub-topic 3.2: Fundamental Teachings of Islam.....	70
Sub-topic 4: Common Beliefs in Islam and Christianity.....	72
African Traditional Religion	73



Preface

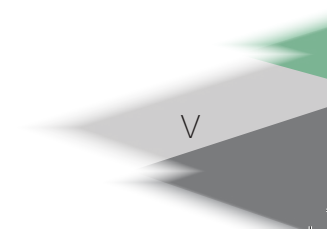
This Learner's Book has been written in line with the revised Biology syllabus. The knowledge and skills which have been incorporated are what is partly required to produce a learner who has the competences that are required in the 21st century.

This has been done by providing a range of activities which will be conducted both within and outside the classroom setting. The learner is expected to be able to work as an individual, in pairs and groups according to the nature of the activities.

The teacher as a facilitator will prepare what the learners are to learn and this Learner's Book is one of the materials which are to be used to support the teaching and learning process.

Associate Professor Betty Ezati

Chairperson, NCDC Governing Council



Acknowledgements

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of the Learner's Book.

Our gratitude goes to the various institutions which provided staff who worked as a panel, the Subject Specialist who initiated the work and the Production Unit at NCDC which ensured that the work produced meets the required standards. Our thanks go to **Enabel** which provided technical support in textbook development.

The Centre is indebted to the learners and teachers who worked with the NCDC Specialist and consultants from Cambridge Education and Curriculum Foundation.

Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Learner's Book.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O. Box 7002 Kampala or email: admin@ncdc.go.ug.



Grace K. Baguma

Director, National Curriculum Development Centre

Topic One

Worship



Key Words

- Quran
- Hadith
- Islam
- Iman
- Ihsan
- Shahadah
- Tawheed
- Ibaadah
- Swalah
- Zakah
- Swaum
- Hajj
- Faradha
- Sunnah
- Congregational prayers

Learning Competences

By the end of this chapter you should be able to:

- explain the concept Ibaadah (worship)
- explain the purpose of worship
- identify the different forms of worship in Islam indicating the obligatory and optional acts i.e. Faradha and Sunnah.
- demonstrate the performance of different forms of worship.

Introduction

In this chapter, you will be equipped with the understanding of worship, proposed behaviors that reflect understanding of worship and how it is derived from the Holy Quran and Hadith of Prophet Muhammad (PBUH). You will be able to relate the different forms of worship to the day-to-day life style of the Muslims in your community. You will also be able to understand the basic articles of faith as well as the five pillars that guide Muslims in their daily life.

Sub-topic 1: How People Worship in Islam

Activity 1.1: Finding out how people worship in Islam

1. In groups share opinions about the meaning of worship in Islam.
2. Discuss the importance of communicating to Allah through worship.
3. Use Swalah as an example to explain why Muslims worship Allah.
4. Identify and read the following Quranic verses and show how they are related to worship; 11:123, 107:4-7, 65:2-3.
5. Search the Internet and get two Hadiths about the value of worship to mankind.
6. Summarise in your notebook the important aspects about worship in Islam.

How Do People Worship?

Did you know that worship is an old practice worldwide? For a long time human beings in all societies believe that there is a Supreme Being (Allah). They believe that there is a creator of all that exist in the world and beyond. Allah is eternal and invisible. They believe that Allah sees, knows, is not limited by space and hears everything. They also believe that Allah lives forever. Humans therefore worship Allah. They worship Allah in different ways.

However, worship in Islam means that there is nothing, secret or open in the world or in the creation which does not depend ultimately on Allah's will and plan. Every affair goes back to Him for decision. Therefore we must worship Allah and trust Him.

Worship in Islam implies the following:

- i) Trying to understand the Nature of Allah and His will
- ii) Realizing Allah's goodness and glory and His working in us as a means to this end
- iii) Keeping Allah in constant remembrance and celebrating His praise to whom all praise is due
- iv) Completely identifying our will with His which means obedience to His law and service to Him and His creatures in all sincerity

Sub-topic 2: Forms of Worship

Activity 1.2: Identifying the forms of worship



Figure 1.1

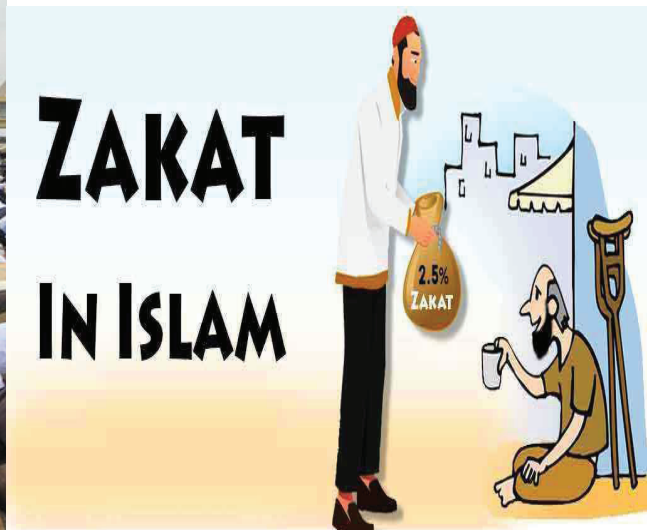


Figure 1.2

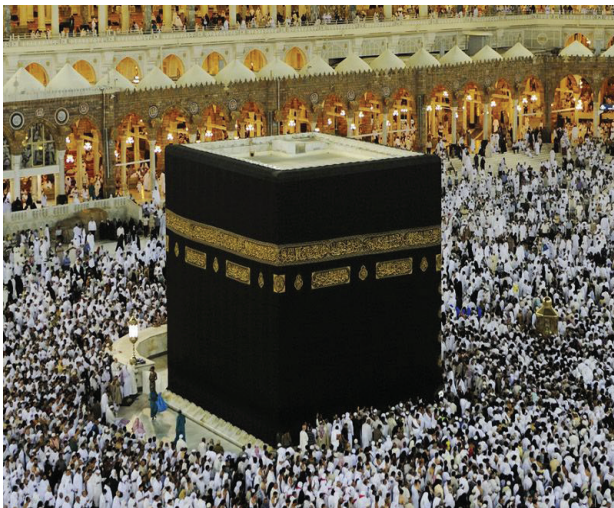


Figure 1.3



Figure 1.4



Figure 1.5



Figure 1.6

Look at the pictures depicting forms of worship and do the tasks that follow.

Tasks

1. Identify the forms of worship shown in **Figures 1.1- 1.6**
2. Describe each one of them.
3. Mention the common forms of worship in your:
 - Home
 - School
 - Community
4. Explain any other forms of worship that are not reflected in **Figures 1.1 - 1.6**.
5. Give your opinion on the importance of each form of worship.

In every society, people express their love and respect for Allah through worship. Some of these forms of worship are reflected in **Figures 1.1-1.6** of **Activity 1.2**.

Different communities express their worship to Allah differently. It is important to appreciate worship in different communities. It is also important that an individual participates in forms of worship that are acceptable in the community.

During worship, an individual should show maximum respect for Allah. This can be expressed through respect for symbols of worship such as the mosque and the Q'uran, among others. It is also important to respect the religious leaders that lead us in congregational worship. This is because they are chosen by Allah. Since they are Allah's servants, they have to lead an exemplary life.

Sub- topic 3: Purpose of Worship

Every time we worship, we receive Allah's rewards spiritually, emotionally, and physically. Worship is setting time aside to honour, glorify, thank, and praise Allah. In return Allah rewards us with success in our day-to-day life activities. The purpose of man's creation is to worship Allah (Quran 51:56) Human beings must worship Allah because this is the key to success or entering paradise.

Quran 51:56 Allah says "I have only created Jinns and men to worship (serve) Me" The purpose of worship therefore is to recognize that Allah is the source and centre of all power and all goodness and that man's progress depends on implementation of Allah's commandments.

Activity 1.3: Reading the poem about worship

*The beauty on the earth
All created for man
From the best images ever
Allah created man
All the creatures
In Man's hands Allah placed
He deserves the worship*

*The life I have
Every breath I take
The creatures that exist
The plants that grow
The children born
For the good of man
Glory and honour be to Allah*

*Worship Allah for it pleases Allah
It is a command from Allah
It is our response to Allah's command*

Allah dethrones the enemy

Allah guides us for the life to come

Worship Allah by obeying His commands

Worship Allah by avoiding the forbidden

Worship Allah in sincerity

(A. Nanfuka)

Answer the following questions from the poem

1. Why should we worship Allah?
2. How should people worship Allah?
3. According to the poet, how does Allah respond when we pray?
4. In your opinion, how does the poet show Allah's response towards worshippers?
5. Give a suitable title to the poem.
6. Discuss the different benefits of worshipping Allah as:
 - an individual
 - family
 - country
7. Identify ways in which your community:
 - honours Allah.
 - thanks Allah.
 - praises Allah.

Do you know that Allah created man with a sole purpose of worship? In Allah's goodness, Allah created the world and all that was in it. He put man in charge of it. The only act Allah asks of man is to worship Him in truth and sincerity. Humans therefore are encouraged to use the different forms of worship to give Allah honour.

Activity 1.4: Studying and interpreting the pictures about worshipping Allah under different conditions



Figure 1.7



Figure 1.8



Figure 1.9



Figure 1.10

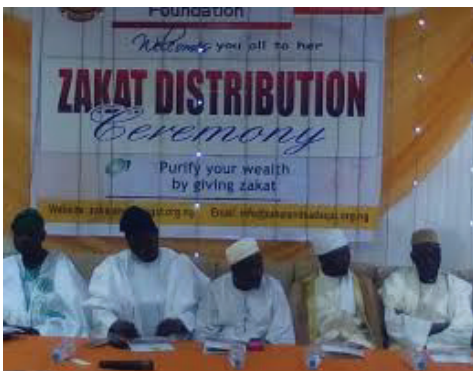


Figure 1.11



Figure 1.12

Individuals, families, and other communities worship Allah at different times, in different places and for different reasons.

The pictures in **Figures 1.7 - 1.12** illustrate people who have succeeded; others have failed while others seem to be going through difficult times.

Using the pictures above:

1. Identify and explain the condition in each of the pictures
2. Suggest the different forms of worship each people should involve themselves in under the circumstances and why?
3. In your opinion, are poverty, problematic situations, disasters and health problems results of failure to worship Allah?
4. What lessons do we learn from the different circumstances given in the pictures about the nature of Allah?
5. Give your opinions about the appropriate ways of worship that are suitable for each illustration.

 **NOTE**

Success and failure do not dependent only on material wealth. There are many other determinants such as values, morality, good health, skills, creativity, positive mental attitude, character, work habits and personal contacts among others.

Sub-topic 4: Islamic Teachings about Worship

Allah says in Quran 51:56 that 'I have only created Jinns and men, that they may worship or serve me" So Muslims worship Allah to satisfy the purpose for which they were created.

Muslims should know that the main reason for creation of man was to worship Allah. Worshiping Allah implies obeying the commandments of Allah and abstaining from the forbidden.

The word Ibadah is used by Muslims to refer to anything or deed which pleases Allah. In simple terms worship is made up of fulfilling the principles or pillars of Islam and believing in the articles of faith.

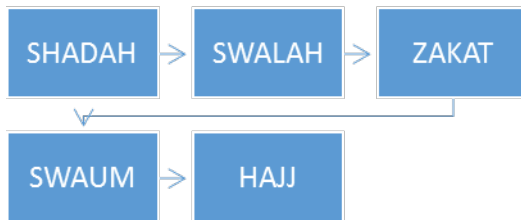
There are five pillars of Islam and six articles of faith. Any person who truly obeys Allah's commandments and treats others well is said to be a worshipper and will receive rewards from Allah while still in this worldly life and in the life hereafter.

For you to be able to fully understand the concept of worship in Islam, it is important to discuss the five pillars of Islam and the six articles of faith.

Worship in Islam therefore is rooted in the five pillars of Islam as highlighted in Activity 1.5 below.

Activity 1.5: Studying and discussing the five fundamental acts of worship in Islam

Pillars of Islam



1. Work in pairs and discuss the pillars of Islam.
2. Write a sentence about each one of the pillars of Islam.
3. Share your ideas with class.
4. In groups trace, recite and explain the following verses of the Quran: Q 1:4, Q 16:36, 31:22, 34:64-66.

Islamic worship requires worshippers to have Iman or faith. Islam has six articles of faith that are not negotiable. They are:

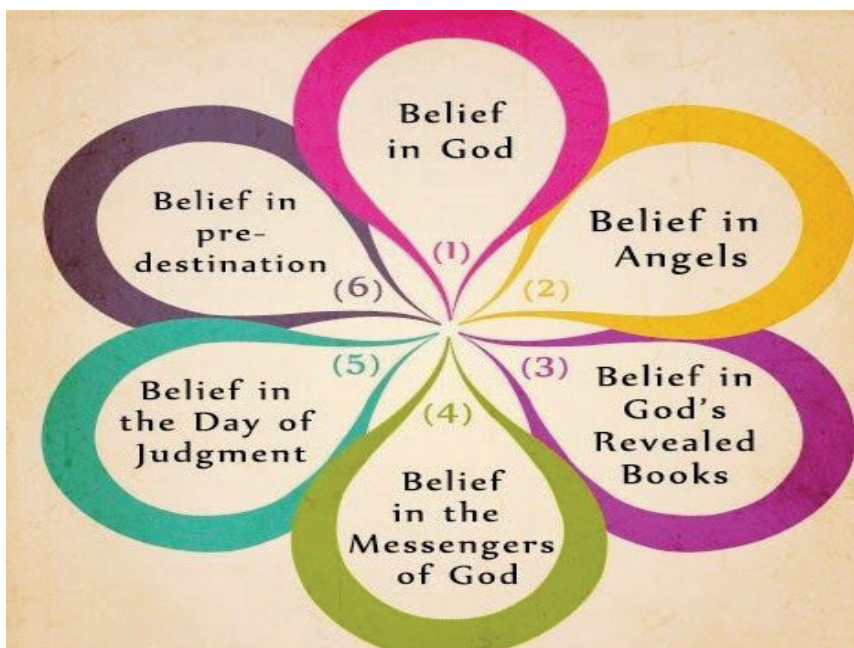


Figure 1.13

The articles of faith will be discussed in details in the topics ahead.

Sub-topic.6: Worship through Shahadah



Figure 1.14

Tasks: Observe, study, consult and answer

1. Identify the Arabic image.
2. What does it represent?
3. Consult a senior person to interpret it.
4. Write down the two English statements it represents.

Shahadah or testimony is an Arabic creed, one of the five pillars of Islam, declaring belief in the oneness of Allah –tawheed and the acceptance of Muhammad (PBUH) as Allah’s messenger. The declaration in its shortest form reads, ‘‘La ilahillaLlah Muhammad rasulullah’’. The statement means that there is no Allah but Allah, Muhammad (PBUH) is the messenger of Allah.

Shahadah may also means to observe, witness or testify which is translated as testimony in both the everyday and the legal senses. According to the Sunni Muslims Shahadah has two parts:

1. There is no Allah but Allah.
2. Muhammad (PBUH) is a messenger of Allah.

The nature of Monotheism in Islam is reflected in the Shahadah which declares belief in the oneness of Allah and that He is the only one truly worthy of worship. The second part of Shahadah indicates the mode by which Allah has offered guidance to human beings. The verse reminds Muslims that they accept not only the prophecy of Muhammad but also the long line of prophets who preceded him.

Recitation of Shahadah is the most common statement of faith of Muslims. It is whispered by the father into the ear of the newborn child, and it is whispered into the ear of a dying person. The five daily prayers each include a recitation of Shahadah. Recitation of Shahadah in front of a witness is also the first and the only formal step in conversion to Islam. Shahadah therefore is the declaration of faith in Islam.

Using the text above to do the activity below:

1. Explain the term Shahadah.
2. Explain the importance of Shahadah to the Muslims.
3. Trace Surat Al A'raf 7:158, Al Baqara 2:163 and Al-Imran 3:18
4. Pronounce the two testimonies.
5. Write the said verses in your notebook.
6. In groups explain the meaning of Shahadah using the Qurqnic verses above.
7. Discuss with your friends about the different situations where Shahadah is recited.

Activity: 1.7: Discuss, record and share about the benefits of Shahadah

1. Brainstorm on the benefits of shahadah, (testimony)
2. Explain the mercy and favour that comes as a result of believing in Allah.
3. What is the state of the person who believes in Allah?
4. In your opinion what do the non-believers miss in life?
5. Suggest ways through which you can advise a non-believer to turn to Allah.

Sub-topic 5: Worship through Prayer (Swalah)



Figure 1.15

In our families, at school and in the community we pray. People pray in the morning, afternoon and evening before they go to sleep. They pray before and after meals. They also pray in times of joy and in times of sorrow. Why people pray is a question to be answered. Young boys and girls between the ages of 5 to 10 years were asked to give reasons why they pray. Below are some of the reasons they gave.

I pray because:



Some young children may actually not be sure why they pray. They do not do it because they choose but because of the conditions or what they have been told. This means that as children are growing they need to know reasons why they pray.

Task

1. In groups talk about prayer and its importance.
2. As an individual write down in your note book five importance of prayer at.
 - i) School
 - ii) Home
3. Share the importance of prayers with the teacher and your classmates.

Reading, analyzing, Prayer- Swalah in Islam

Prayer is a channel of communication through which man relates with Allah. It is a way of seeking favour and mercy from Allah. It is the time put aside to talk to Allah. Much as Allah is invisible Muslims feel it is good and important to tell Allah what they need. Some of the prayers are recited while others are personal supplications depending on the need.

Prayer in Islam is categorized in two types which are formally prescribed which is Swalah, the informal personal prayer which is known as Du'a- supplication

1. In your own words write a short paragraph about Swalah.
2. In groups explain the different types of Swalah giving examples.
3. Who should pray?
4. Identify the prayers which must be performed by many people (jama).

Swalah is the second pillar of Islam. It is a form of worship in Islam. It is man's direct communication with Allah (Allah). It involves specific recitations and actions. It begins with the opening Takbirah and ends with Salam. Different prayers are performed at different times and have a different number of units (Rakas).

Some of the prayers are compulsory while others are optional. Prayers can be performed individually or in a congregation (group).

It is a command from Allah that all mature Muslims complete their five daily prayers. It is also highly recommended for children aged ten and over to do the same. It is believed that communication with Allah will bring life and courage to the Muslims.

Preparations for Swalah

You have discovered the meaning of Swalah. You have also learnt that mature people have to perform Swalah five times a day. In this section you will learn how to prepare for prayers.

For a prayer (Swalah) to be considered valid, there are conditions that must be observed. These conditions are the things that must be in place for a prayer to be taken on and they include:

Islam, sanity (being sane), puberty, purity, removing the filth, covering the nudity, observing time, facing the Qibla and setting the intention (Niyah).

Good Practices in Islamic Prayer

- It involves cleaning before prayer which promotes body hygiene.
- Muslims wash their mouths before prayer as part of cleansing before prayer which gives good breath.
- Islam prescribes that washing of private parts be done using the left hand since the right hand is usually the one used for eating.

- Prayer involves physical actions hence keeping one physically fit.
- Prayer involves meditation which provides people with inner peace.
- Congregational prayer promotes the spirit of togetherness.
- Prayer involves taking a break to pray which enables Muslims to reduce the stress of the day.



Activity 1.11: Read, discuss and answer

1. Using the good practices in the prayer, identify and discuss one example for each one of them.
2. Share the discussion findings with the class.

Wudhu

Wudhu is an Arabic word that means ablution. It is one of the activities that must take place before a prayer takes place.

Activity 1:12: Study the pictures below and discuss the steps for performing wudhu

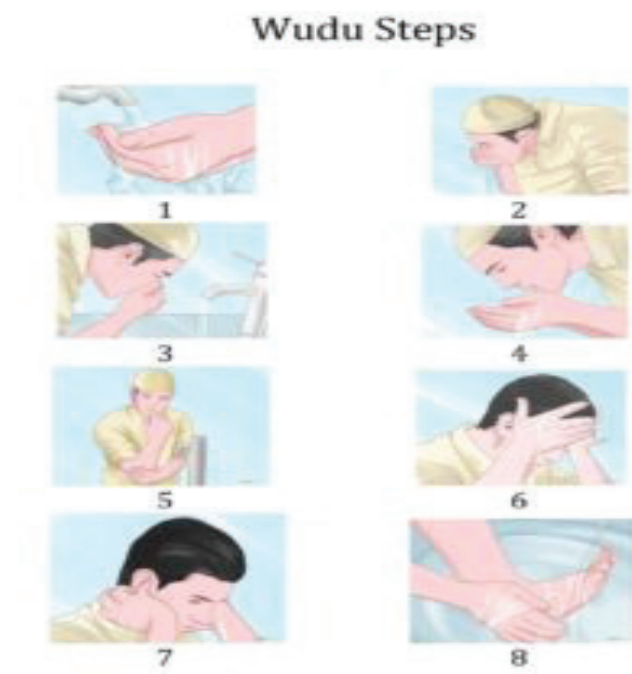


Figure 1.17

Tasks

1. Write a summary of what you see in pictures 1-8 above.
2. What is the importance of the actions in the pictures?
3. Who is supposed to undertake such actions and why?
4. In groups explain the importance of performing wudhu.
5. Role-play the performance of wudhu.
6. In groups explain actions which nullify wudhu.

Read the following text, reflect and demonstrate the performance of partial ablution (wudhu)

Wudhu (partial ablution) is a way to get cleanliness physically, spiritually and mental preparation of Muslims for offering prayer. You cannot offer Swalah without making Wudhu. These are the steps a Muslim should follow to get wudhu in preparation for swalah.

1. Wash both hands: wash both your hands up to your wrists three times, make sure that water has reached among the fingers and thumbs too.
2. Rinse your mouth: Take water in your palm of the right hand and put it into your mouth. Keep on rinsing your mouth three times and make sure, there is no more food remaining in your mouth.
3. Rinse your nose: Take water in your palm of right hand and inhale it carefully into your nose three times. Use your left hand if necessary to help blowing it out.
4. Wash your face: wash your whole face three times while starting from your forehead to the bottom of the chin and from your right ear to the left ear properly.
5. Wash your arms: wash your right hand up to the elbow properly and make sure that no part of the arm has been left dry then wash left hand three times.
6. Wipe both your wet hands from the forehead to the back of your neck and then wipe back from your neck to forehead again; do it only once.
7. Wipe both your ears: wipe the grooves and holes of ears with the wet index fingers of both your hands while also using your thumbs of both hands to clean behind your ears from the bottom upwards; do it only one time.
8. Wash both your feet, starting from right foot. Wash both your feet to the ankles three times, Use your pinky finger and go through each toe to get rid of anything between the toes and make sure that water has reached between the toes and covered the rest of the foot.

Strictly follow the order as indicated in the pictures above. After going through the mentioned steps of cleansing, then a Muslim is ready and fit for Swalah.

There are other cases where a Muslim has to go through a different type of ritual cleansing given the circumstances.

Compulsory and Optional Acts of Wudhu

	Faradha- compulsory	Sunnah - optional
1	Al Niyya- hear intention	Say Bismillah before you start
2	Wash the hands once	Rinse the mouth
3	Wash the face	Rinse the nose
4	Wash the arms	Wash the ears
5	Wipe the forehead	Wash each part three times
6	Wash the feet	Start with the right then left
7		Say the supplication after wudhu

Task

1. Identify the compulsory acts of wudhu.
2. Identify the optional acts of wudhu.
3. Demonstrate the compulsory method of performing wudhu.
4. Demonstrate the optional method of performing wudhu.

Ghusul

Ghusul is an Arabic word for bathing. Islam emphasizes the value of cleanliness. This is the reason why cleaning the body from impurities is a condition for prayer to be taken on.

Activity 1.8: Study the picture below and discuss the importance of the activity taking place in Islam



Figure 1.18

Read the text and answer the questions about Ghusul

Whenever Muslims undergo major impurities, they have to take a total bath. This involves washing the whole body from the head to the toes. There are certain conditions which necessitate the total bath; they include: after having sex, menstruation and child birth bleeding; when a person converts to Islam; when a Muslim dies; after a wet dream. That whole process is what is commonly called Ghusul or total ablution.

Tasks

1. What Islamic ritual is taking place in the picture above?
2. Under what conditions is this ritual conducted?
3. Describe the way the ritual in the picture is performed in Islam.
4. What is the importance of the ritual to an individual and the community?
5. Trace and recite Quran 5:6 and explain the meaning of the verse in relation to cleanliness.

Dry Ablution

This is a ritual of cleaning oneself using sand. It is done in situations where there is no water to replace wudhu and ghusul.

Activity 1.9: Study the pictures below and discuss the importance of the activity taking place



Figure 1.19

Read the text and answer the questions about dry ablution.

Islam has its foundation in the desert. There was a possibility of lack of water. It was therefore put in consideration that even without water one can cleanse or purify himself before swalah. This is known as dry ablution /Tayammum.

If a Muslim is unable to use water, he or she may choose to perform Tayammum instead of Wudhu or Ghusul. This involves using clean soil or dirt which has not been earlier used to perform Tayammum.

1. Using the pictures above, describe the performance of Tayammum.
2. In groups, brainstorm the conditions under which tayammum is performed.
3. In what ways is Tayammum beneficial to the Muslim community?
4. Explain the nullifiers of dry ablution.
5. In groups identify two Quranic verses and Hadiths about cleanliness or purification in Islam.

In preparation for Swalah, Muslims are supposed to clean not only their souls and body but also the place of worship as seen below:

Cleanliness of a Place of Worship

Study the picture below and discuss the uses of the items you see



Figure 2.0

Tasks

1. Name the items displayed.
2. Describe the use of the items.
3. Explain the importance of the items in Islam.
4. What are the restrictions put on the items?
5. Are they available in other sizes?
6. Share the answers with your teacher or imam for further guidance.

Text

Muslims are supposed to perform prayers in a place which is clean. The place of worship may be a mosque or any other clean place on earth. In case there are impurities such as faeces, cow dung or animal droppings, they should be removed and the place purified by pouring some water. If the place is impure due to urine, its drying makes it clean. This is according to one of the Hadiths of the prophet (PBUH) he said "The purification of the ground is its becoming dry"

Prayer in Islam follows particular procedures among which include preparations in terms of ritual cleansing. A Muslim must have a praying mat

Activity

1. Name the items displayed.
2. Describe the use of the items.
3. Explain the importance of the items in Islam.
4. What are the restrictions put on the items?
5. Share the answers with your teacher or imam for further guidance.
6. How would you perform prayers in absence of the items above?

Facing the Qibla

Study the two pictures that follow and show how they relate to performing Swalah.



Figure 2.1

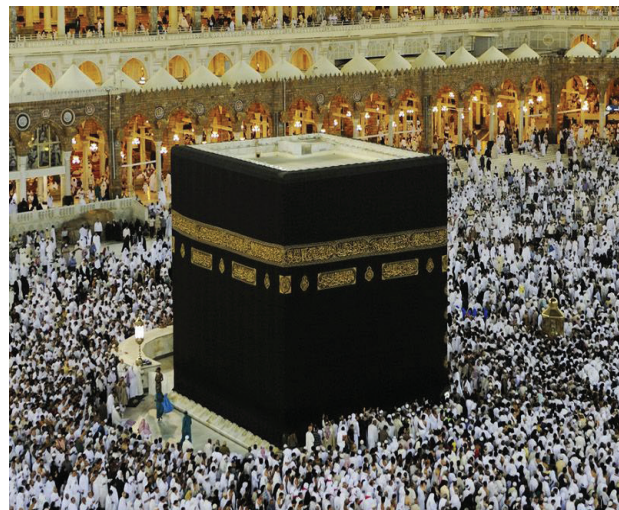


Figure 2.2

A Muslim must identify the direction of the Qibla. This is the direction all Muslims face in prayer towards the holy Kabah. The holy Mosque in Mecca is the most revered place

of worship for Muslims around the world. All Muslims are required to face the Kabah five times every day when they are offering their prayers.

There are modern ways of identifying it for example some praying mat are made with a compass. In Uganda it is also possible to locate the qibla by use of the sun or moon

Activity

1. In groups identify different ways of locating the Qibla.
2. Demonstrate the location of the Qibla by use of the sun, moon and shadow.
3. Trace from the Quran and recite the following verses: Q 2:149-150, Q 2:142, Q 2: 144
4. Summarize the message from the above verses.
5. Explain the importance of facing the Kaabah while praying.
6. Explain the conditions under which one may not face the Qibla.
7. In groups identify other activities that Muslims are encouraged to do while facing the Qibla.

Time for Different Prayers - Swalah

Activity

1. Look at the figure above and write down what you observe

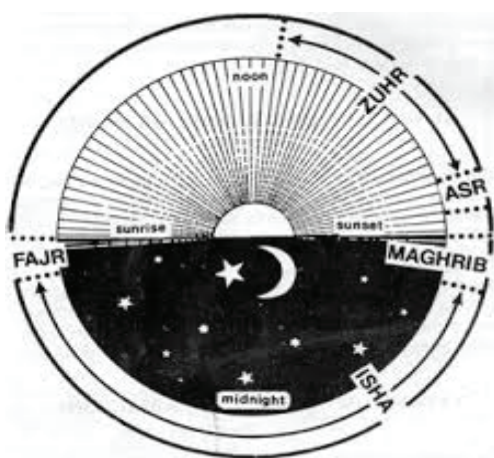


Figure 2.3

2. Use the Quran to trace and recite the following verses; Q 11:114, Q 17:78-79, Q 20:130, Q 30:17-18
3. Brainstorm and summarise the message from the verses above.
4. Use the knowledge from the figure above and from the verses of the Quran to fill the table below.

No	Name of the prayer	Time	Number of Units	Loud or Silent
1	SUBUH			LOUD
2		1:00-3:30PM		SILENT
3				
4			3	
5	ISHAH			

Muslims are required to perform the five prayers each day at the specified times. For each one, there is a brief period of time it can be performed determined by the rising and falling of the sun. Each Swalah takes about 5 to 10 minutes from start to finish, but should not be hurried or delayed under normal circumstances.

Dress- Libas

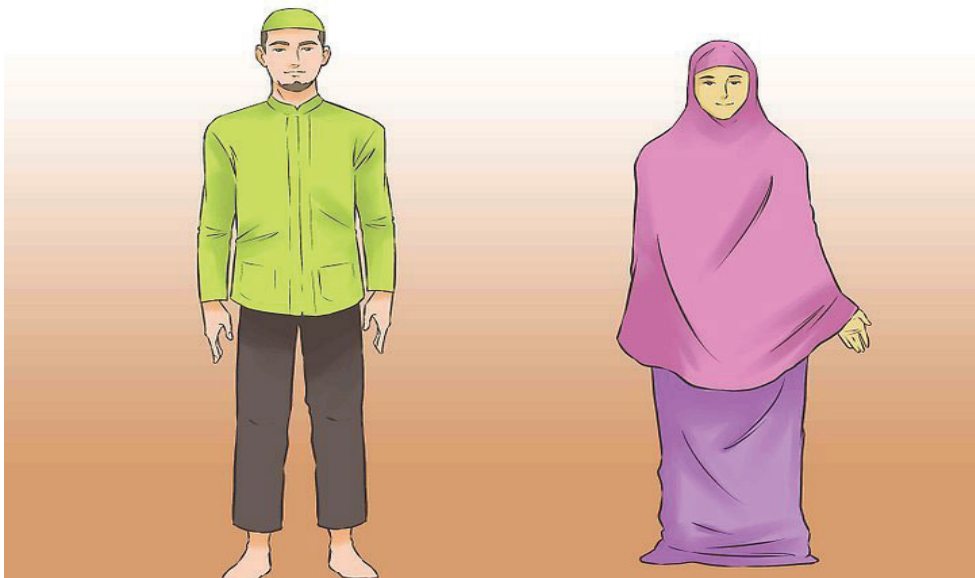


Figure 2.4

Task: Reflect, read, observe and answer

1. Propose the common names given to male and female Muslim dresses.
2. In groups explain the characteristics of the Muslim dress.
3. Besides being smart brainstorm other benefits of the Muslim dress.
4. In groups trace and recite Quran 33:59-60 and a Hadith about a Muslim dress.
5. Write an essay summarizing the conditions necessary for prayer.

Before a Muslim performs prayer, there are certain conditions that must be fulfilled in preparation for prayer as highlighted below:

1. Purification of the soul, body and place
2. Identification of the Qiblah- direction of the kaabah
3. Proper dressing code for both male and female,
4. Knowledge of the prayer in terms of content ie what to recite, when and the type of prayer to be performed at a particular time
5. The number of Rakas or units

Adhan and Iqamah

Study the picture below and answer the pictures that follow:



Figure 2.5

1. Which activity is taking place in the picture above?
2. Ask the area imam or school sheikh to recite it to the class.

3. Search the Internet or check the library for the meaning of the ritual above.
4. Ask the imam or any student to recite the supplication after that activity.
5. Write an essay about the origin of the above ritual during the life time of Prophet Muhammad (PBUH).
6. In groups explain the qualities of the person who performs the ritual in the picture above.
7. What is the importance of the ritual to your community?
8. How is Adhan different from Iqamah?

Study the picture below and demonstrate the activity taking place.

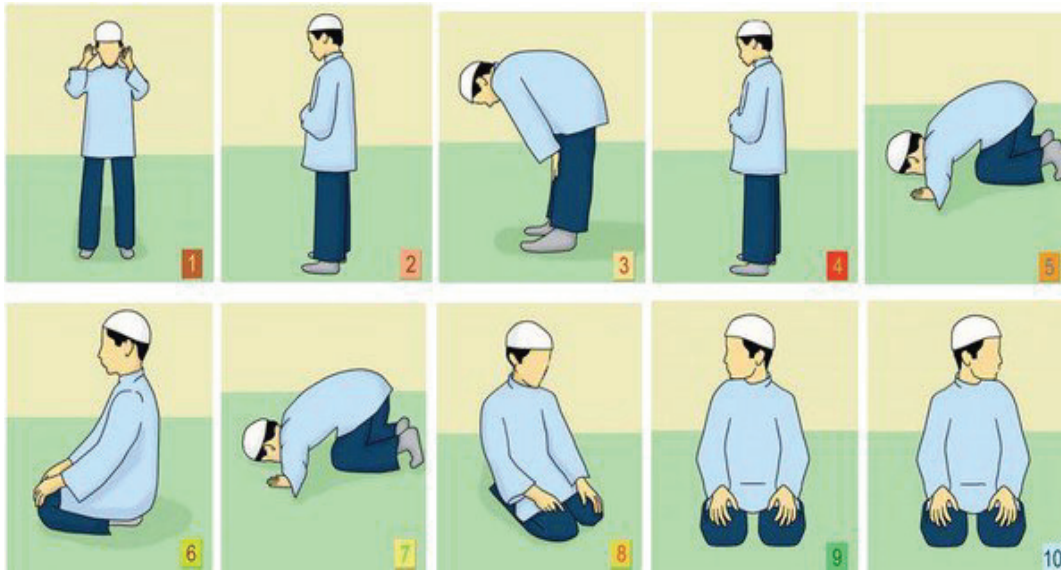


Figure 2.6

Guide learners to read the text and do the activity that follows.

Swalah must be performed in Arabic language because this is the language in Quran was revealed. It also allows Muslims outside the Arabic speaking countries to recite the prayer and understand what is being said. Saying all prayers in the same language saves the Muslims from the confusion of translating words into other languages.

Swalah is universal and every Muslim can perform it in any part of the world. The language used and the postures or actions of Swalah involved are the same worldwide.

Task

1. In groups, study and demonstrate the performance of Swalah using the pictures above.
2. Write a statement about recitations made at each posture.
3. Identify the obligatory and optional acts and recitations of Swalah.
4. Mention the first three and the last three steps of Swalah.
5. Let the School Sheikh or Imam lead others in recitations for the 2nd and 8th figures.
6. In groups discuss the nullifiers of swalah.
7. Brainstorm the benefits of performing prayers constantly.

Obligatory and Optional Acts of Prayer

	Obligatory acts of prayer-Faradha	Optional acts of prayer -Sunnah
1	Heart intention-Niyyat	Saying Bismillah
2	Saying the opening Takbira "Allahu Akbar"	Recitation of opening supplication
3	Standing during obligatory prayers	Recitation of another chapter after Al Fatih
4	Recitation of Surat Alfatih in every Rakah-unit	Recitation of each supplication three times
5	Bowing on the knees Ar Ruku	Folding the hands putting the right on the left
6	Standing straight after bowing	Reciting particular chapters for particular prayers
7	Prostration-sujud	Recitation of the last part of Tashahud
8	Sitting in between the two prostrations	Saying the last salam
9	Prostration again in a single rakah	Making some recitations loudly or silently
10	Final sitting and recitation of Tashahud- Tahiyatu	Taking longer in prayer
11	Recitation of prayer of the Prophet	Making straight lines
12	Recitation of Salam (peace be upon you)	Pointing the index finger or shaking it

Congregational Prayer

Study the picture below and tell the importance of the activity taking place.



Figure 2.7

A Muslim can pray alone, but it is more advisable that prayers are offered in a group or by more than one person where possible in the mosque. This is not only true for obligatory but also applies to some optional prayers. This practice of performing prayers in a group is what is known as congregational (Jama) prayers.

Examples of congregational prayers

1. The five daily prayers
2. Juma/ Friday prayer
3. Eid prayers
4. Taraweh
5. Prayer for the dead

Task

1. In groups, discuss the characteristics of congregational prayers
2. Explain the way each of the following congregational prayers is performed:
 - a) Eid
 - b) Jumah
 - c) Prayer for the dead and
 - d) Taraweh
3. In groups explain the spiritual and social benefits of each of the above congregational prayers.
4. Read, analyze and share your findings with other classmates.

Read the text and do the task that follow:

A Muslim can pray alone, but it is more advisable that prayers are offered in a group or groups where possible in the mosque. This is not only true for obligatory but also applies to some optional prayers. This practice of performing prayers in a group is what is known as congregational (Jama) prayers.

Importance of Prayer - Swalah

Prayer strengthens the belief in the existence and goodness of Allah. It is the second pillar of Islam and whoever fulfils it strengthens Islam and whoever neglects it, attracts a punishment. It prevents Muslims from committing evil it purifies ones heart and comforts the soul. It helps man to communicate to Allah the Almighty. Prayer will be among the first deeds to be evaluated on the Day of Judgment and anybody whose prayer will be satisfactory will automatically enter paradise. It is a means of showing equality among people of different levels, colour and nationality. It brings about unity and love among Muslims. Prayer distinguishes between believers and non believers. This is because not praying is a sign of disbelief. Prayer trains Muslims to be time conscious and punctual. This is because, whenever, they hear the caller, they rush to the nearby mosque.

Constant praying promotes hygiene simply because before one performs Prayer, he /she must perform ablution. The virtue of obedience is acquired by people who constantly perform prayers. Obedience to Allah attracts rewards from the creator. The movements involved in performance of prayer such as standing, raising the hands, bowing on the knees, prostration, sitting and turning the head while saying Salam, make the worshipers physically fit.

Having learnt conditions necessary for prayer and how prayer is performed, one realizes that when such conditions and instructions are not followed somebody's prayer may not be accepted or considered valid by Allah. Such aspects make up the nullifiers of Swalah.

Sub-topic 5: Worship through Charity (Zakat)

You have so far learnt about Shahadah and Swalah in this unit. You are now going to learn about Zakat which is the third pillar of Islam.

Study the pictures below and discuss the information provided in it.



Figure 2.8



Figure 2.9

Read the introduction on Zakat as a means of worship and do the task that follows.

Introduction

As part of worship, many Muslims the world over show appreciation of what Allah has given them by sharing whatever they have acquired with others who may have need. The sharing could be in terms of money, food crops, animals, minerals and others. Whoever does that gets rewards and his/her wealth enjoys Allah's protection. He/she also gets more favours from Allah. That kind of generosity is termed as Zakat or Sadaqa in Islam.

Task

1. In groups use the above text to explain the meaning of Zakat.
2. Identify the types of Zakat as taught in Islam.
3. Explain the similarities between zakatul Fitr and Zakatul mal.
4. Explain the value of sharing and generosity to the Muslim community
5. Tell the difference between Zakat and Sadaqa?

Read about the similarities between Zakat al mal and Zakat al Fitr and write a summary of the same in your notebooks.

Below are some of the similarities between Zakat al mal and Zakat al Fitr.

- Both of them are obligatory to able Muslims.
- They are intended to support the people in need.
- In both cases there is a pre determined amount to be given.
- They are acts of worship and as such attract rewards from Allah.
- They purify and protect one's wealth.

Read about the differences between Zakat al mal and zakat I Fitr and write a summary of the same in your notebooks.

The following are the differences between Zakatul Fitr and Zakatul Maal:

- ❖ Whereas Zakatul Fitr is paid at the end of Ramadhan before Eid el fitir, Zakatul Maal is paid at any time of the year when it is due.
- ❖ The value paid of Zakatul Fitr is determined by the number of family members while Zakatul Maal is determined by the amount and value of wealth.
- ❖ Whereas the rate of Zakatul Fitr is fixed at 2.5kg of the staple food per person regardless of age, Zakatul maal is calculated at 2.5%.
- ❖ Whereas nisab (minimum) applies for Zakatul Maal, there is no nisab for Zakatul Fitr.

- ❖ Much as Zakatul maal is paid from one's savings throughout the year, zakatul fitir is paid by any able Muslim at the end of Ramadhan.

Items on which Zakat is Payable

Study the pictures and do the activity that follows:



Figure 2.10

1. Look at the pictures above and identify animals payable for Zakat.
2. Apart from the animals in the picture above, brainstorm other items payable for Zakat.

3. Explain the characteristics of all items selected for Zakat.
4. Search the Internet and get a chart indicating the Niswab or minimum payable for each item payable for Zakat.
5. Consult the area imam about the punishments given to any rich Muslim who refuses to pay Zakat.
6. Write an essay showing the importance of Zakat to an individual and community.

Identify the items on which Zakat is payable and outline the same in their notebooks.

Items on which Zakah is payable include; money, domestic animals, agricultural produce, merchandise and other goods of trade and industry, rent, buried treasures and precious minerals, wealth extracted from the sea.

Distribution of Zakat/ Categories of People who qualify for Zakat

Recipients of Zakat according to Quran 9:60

1. The poor: These are people who do not have means to live their life properly and live below the poverty line.
2. The needy; these people are also poor, however, because of their pride, they fear to expose their poverty.
3. The collectors; these are the people who are given the duty of collection from others; however, they themselves cannot afford to live a normal life.
4. The new converts; people who convert to Islam are also eligible as Zakat recipients as with their conversion to Islam they need assistance and help for a new start of life.
5. To free slaves, the money of Zakat can also be spent on freeing slaves as well.
6. To help someone pay a debt; those who are in debt and cannot afford to pay it off on their own are also eligible for Zakat.
7. In cause of Allah; Zakat can also be given to people who strive in the way of Allah, especially in the form of fighting the usurpers.

8. For travellers; Zakat can also be given to the travellers and wayfarers as they might need the money when it comes to travel arrangements.

Activity 2:0: Categories of People Who Qualify To Receive Zakat

1. In groups trace and recite the following Quranic verses; 58:13 and 5:12
2. Explain the message from the above verses in relation to sharing.
3. In groups read recite Quran 9:60 and summarise the categories of people who are supposed to receive Zakat.
4. Identify and explain the recipients of Zakat.

In Islam, Zakat is the third pillar of Islam. It is a form of worship in Islam. Zakat is a form of alms-giving treated in Islam as a religious obligation or tax which, by Quranic ranking, is next after prayer in importance.

Zakat refers to purification in general and purification of wealth in particular, therefore, Muslims who have wealth over a certain ratio, they are liable to pay Zakat on it and give it to those who are less fortunate and do not have sufficient means to live a decent life.

Numerous verses of the Quran and a number of Hadiths encourage Muslims to be generous. Generosity is shown in form of paying Zakat and Swadaqa.

It also involves activities of giving out money or valuable items to those who need them. Charity is an activity of kindness that one participates in willingly in order to benefit the community.

In the school, learners come from different families with different economic abilities, talents, strengths and skills; therefore, there is a need for sharing and helping each other. Learners share information and needs. Those who are talented in one area help others who are less talented.

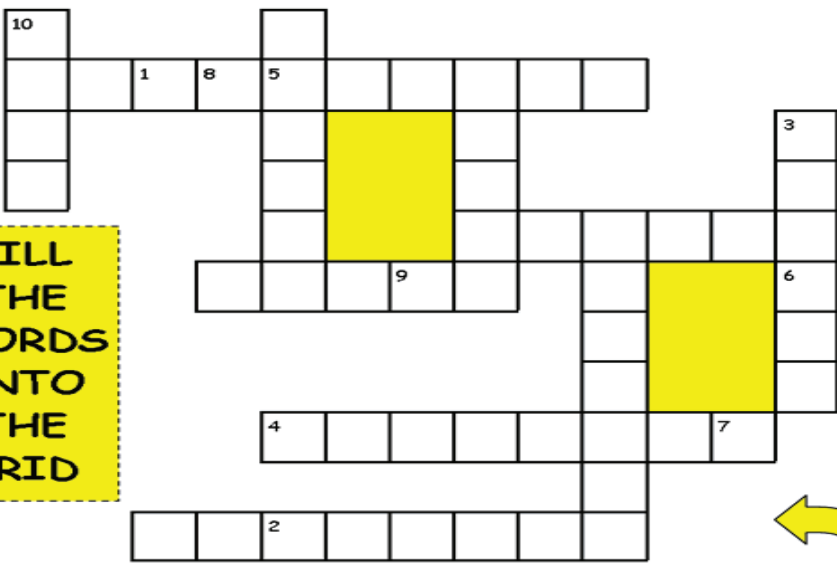
Task

1. Write down the verse as it is in your note book.
2. Relate each of the verses to charity, generosity and Zakat in general.
3. **Read** the verses from the Quran; discuss and answer the questions that follow.

(2:3) 2:261 (2:265) (2:256)

Activity 2:0:1 Complete the Zakat puzzle

FILL THE WORDS INTO THE GRID



Muslim Encouraged Third	Purifies Property Excess	Greed Year Punish	Charity
--------------------------------	---------------------------------	--------------------------	----------------

Zakah is the _____ pillar of Islam.
 Zakah _____ your wealth and your heart from _____.
 Zakah becomes the _____ of the recipient.
 Zakah is given from your _____ wealth.
 Allah will _____ you if you don't give Zakah.
 Zakah is given once a _____.
 Zakah is Fardh on every _____.
 Zakah is a compulsory _____.
 We are also _____ to give optional charities.

USING THE WORDS ABOVE

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Assessment

1. Why do you think payment of Zakat is a good practice?
2. List down 5 activities that can be described as charitable.
3. What items do you normally share with others that show generosity?
4. In groups explain the benefits of Swadaq.

Good practices from this pillar include:

- Economic empowerment of the needy

- Promotion of the value of sharing
- Solving social problems
- Promoting the spirit of belonging

**Activity 3.10: Read, discuss and answer**

1. Using the good practices in the giving of Zakat, identify and discuss one example for each one of them.
2. Share the discussion findings with the class.

Sub-topic 6: Worship through Fasting-Swawm

You learnt about giving alms or Zakat as a form of worship. You also need to learn about fasting as a form of worship as well as a pillar of Islam. It is also known as Swawm.

In your school or home you have seen Muslims abstain from eating and drinking from sunrise to sunset. This is usually done for a period of thirty or twenty nine days; this period is known as the Month of Ramadan in Islam. The process of doing away with all types of food and drinks is called Fasting or swawm and it is the fourth pillar of Islam. All Muslims are supposed to observe the month of Ramathan with a few exceptions. Apart from abstaining from eating and drinking from dawn to sunset, married Muslims are also prohibited from engaging in sexual relations with their spouses during day time.

Activity 2:0:3: Word search

Study the word search below and do the task that follows.

**Task**

1. Find out words that relate to Islam and the month of Ramadan.
2. Write them in your notebook.
3. Explain each of the words.

In your school you have seen Muslims abstain from eating and drinking from sunrise to sunset. This is usually done for a period of thirty days; this period is known as the Month of Ramadan in Islam. This experience is called Fasting and is the fourth pillar of Islam. Fasting in Islam is known as Swawm. All Muslims are supposed to observe the month of Ramathan with a few exceptions.

Apart from abstaining from eating and drinking from dawn to sunset, married Muslims are also prohibited from engaging in sexual relationships during day time.

Activity 2:0:4: Study, reflect and do activities that follow.

WHAT IS FASTING?

No eating or drinking during the hours of daylight (before Fajr til Magrib).

To also refrain, more so, from all bad deeds during this same time such as lying, cheating, swearing, backbiting and fighting.

ACTIONS TO AVOID?

To avoid all bad and negative Behaviour.

Even getting angry, arguing and bad language should be avoided.

SOME BENEFITS OF FASTING ARE?

- Whilst fasting, we appreciate food and drink more and understand how people with no food feel.
- The stomach gets a rest from a whole years work.
- Improves patience and will-power.
- Reminds us that Allah is always watching
- Gives us reward and takes us towards Jannah.

Fasting in the month of Ramadhan is the forth Pillar in Islam. It is a very important part of Islam and is compulsory on Muslims to fast.

WHY DO WE FAST?

There are many benefits of fasting to our health and well-being.

The reason we fast is so that we gain Taqwah and patience. We become better, sincere and pious Muslims.

ACTIONS TO DO?

Whilst fasting we should do as many good deeds as we can.

We should read more Qur'an, be regular in our prayers and be kind and helpful to our teachers, elders and parents.

WHAT BREAKS THE FAST?

The fast is broken if we eat or drink whilst we are fasting.

If we accidentally eat or drink our fast does not break.

WHO SHOULD FAST?

All Muslims, male and female, must fast.

Some people don't need to fast:

- Ill people
- Very old who cant fast
- Travellers
- Young children*

*can keep a half fast until they are old enough to keep a full fast

Tasks

1. Write a summary of the posters indicating what you feel has been left out
2. For each of the questions suggest two more posters in relation to fasting in Islam.
3. Brainstorm the types of fasting.
4. Explain the benefits of fasting to individuals and the community.
5. In groups develop a list of people who should fast and those exempted.
6. Explain the nullifiers of fasting.

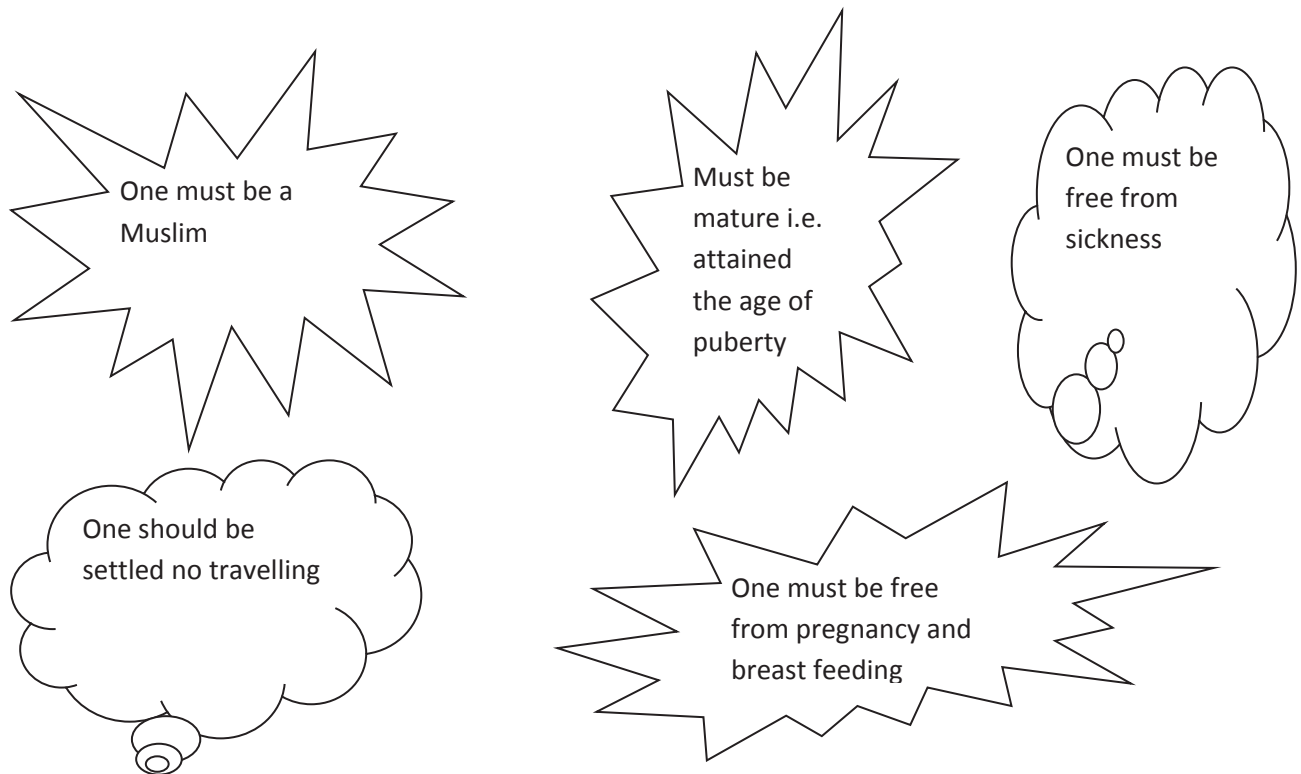
Read and summarize the benefits of fasting in your notebooks.

Fasting helps Muslims develop self-control; gain better understanding of Allah's gift and greater compassion towards the deprived. Fasting in Islam involves abstaining from all bodily pleasures between dawn and sunset.

Allah commanded Muslims to fast in Quran 2.183 which says, 'Oh you who believe, fasting has been decreed upon you as it was decreed upon those before you that you may become righteous.' A person who is going to fast should have the intention/Niyah. This means that one has resolved to fast. It is essential to have the intention/Niyah the night before or night by night in Ramadan.

Fasting is obligatory for a person if he or she fulfils five conditions.

Discuss the conditions that make fasting obligatory for a person. Base your arguments on the information provided below.



Muslims eat a pre-dawn meal called Suhur. All eating and drinking must be finished before Adhan of the Fajir early Morning Prayer the pre dawn call for prayer. The meal eaten to end the fast is known as known as al Iftar.

Muslims follow the sunnah of Prophet Muhammad , break the fast with dates where available and water, before praying swalat al Magrib after which they might eat a more wholesome meal.

Fasting brings about a sense of fraternity and solidarity with the needy and hungry, most importantly fast is also seen as a great sign of obedience by the believer to Allah because Allah willed it.

Activity 2:0:5: Study and develop your own version.

Fasting goes hand in hand with good deeds. The table below indicates good deeds made by Saidat and Karim. They decided on what they were to do in the Holy month of Ramadan as their good deeds.

Study and develop a similar table comprising of good deeds they do in the month of Ramadan. It should be 28 days.

Earn a thousand good deeds in minutes. Recite 15 Salawaat today	Remember all those who may have hurt you. Forgive them today and make peace	Treat others the way you want Allah to treat you	Read the meaning of Surah Ma'oon and do a simple kind act. e.g. help prepare iftar
Visit a sick muslim and spend time with them. Perhaps cook for them or recite a surah in their presence	Recite the Qur'an after Fajr prayer to see immediate internal benefits such as willpower and stillness	Read the meaning of any surah you'd like and pick a verse to reflect upon today	Read or listen to a lecture that enhances the relationship between you and the Qur'an
Learn 5 names of Allah today and try to implement those qualities this year	Engage in dhikr and find peace and tranquility e.g. Allahu Akber, Alhamdulillah, SubhanAllah	Reflect on your habits and pick one to work on this month. It could be very simple e.g. backbiting, procrastination, etc	Make a du'a list for Laylatul Qadr i.e. everything you want to overcome, everyone you know, where you want to be, etc
Share what you've learnt this month with somebody today	Double the joy of fasting by sharing your iftar with somebody	Complain less today	Learn 3 supplications from the Qur'an, memorize and share them with friends and family
Be extra kind and generous today	Look around you. Notice the little blessings and thank Allah for them e.g. a bed to sleep in, the plants, a house etc	Read the first 15 verses of Surah Mu'minoon to achieve success	Stop eating when you're getting full up upon breaking your fast
Make du'a before breaking your fast. It's the softest moment of the day for the heart	Donate an amount to a charitable cause to make a contribution to the world	Recite 2 units to thank Allah for the grand opportunity to see Ramadan again. Not everybody gets to	Declutter this month and give away everything you don't need. End the month clean and free of clutter
Recite 70 Istighfaar today. This is the month of forgiveness and reformation	Make a prayer for the person that sends you something, smiles at you or even walks by	Make that phone call to a family member you haven't spoken to in a while	Share Eid gifts and cards with neighbours and friends, muslim or non-muslim

Task

With your group members, write a one page essay about Fasting Ramadan.

Activity 2:0:6: Write a newsletter article about Ramadan using the frame below.

Imagine you are a journalist reporting for a local newspaper. You have been asked to research and write an article about Ramadan. Your article should:

- **Start with an eye-catching headline;**
- **Describe how Muslim people observe Ramadan;**
- **Explain the significance of this special month;**
- **Describe the main events of Eid-ul-Fitr;**
- **Use lively newspaper language and style.**

This writing frame suggests ideas for how each main paragraph could begin and what each section could contain. Remember, in a newspaper article your paragraphs should be very short. You might want to divide sections with mini-headlines.

Food: it's something most of us take for granted. Every day we gobble down mountainous meals, snacks and drinks. However, for Muslims in *[your local area]* and around the world this month is different, because it's Ramadan.

During Ramadan, Muslims...
[Now continue, describing what Muslims do during Ramadan. You could also explain why the dates of Ramadan are different each year. Remember to use short paragraphs!]

This month is special to Muslims because...
[Explain carefully what Muslims celebrate during this month. Then explain some of the reasons for abstinence during Ramadan.]

Ramadan ends with the festival of Eid-ul-Fitr. At this time...
[Now describe the celebrations. Then try to explain how the self-discipline of Ramadan will help people during the rest of the year.]

Whether we are Muslim or not, it's important to remember how fortunate we are, and to help those in need. We wish Muslims everywhere 'Ramadan Mubarak!'

1. Summarize your own understanding of fasting.
2. Explain the activities that take place during the period of fasting.
3. List down 3 things which a fasting person should not do.
4. The most important night in the Month of Ramadhan is Lailat al Qadr. In your groups, brainstorm about the importance of lailat al Qadr using Surat Qadar 97.

5. Outline the spiritual, health and social benefits of fasting the month of Ramadhan.

Good Practices of Ramadhan

It helps and promotes weight loss and detoxifies the body. This means that it helps reduce chances of contracting weight related diseases such as high blood pressure.

It also brings people together since at the break of the fast Muslims are advised to provide food for those who are needy but fast.

It also promotes the value of sharing.

Through changing routines, Muslims have a chance to establish healthier lifestyle habits particularly with regards to diet and smoking.

Through increased charity, Muslims develop feelings of generosity and good-will toward others. The Prophet Muhammad (peace be upon him) once said, "A man's wealth is never diminished by charity."

Through family and community gatherings, Muslims strengthen the bonds of brotherhood and sisterhood, in their own communities and throughout the world.

Much as it is compulsory that all adult Muslims fast, there are people who are exempted from fasting because it can be dangerous to their health. These include:

- pregnant mothers
- the elderly
- the sick
- people on medication

Sub-topic 7: Worship through Hajj

Study the picture below and do the activity that follows:

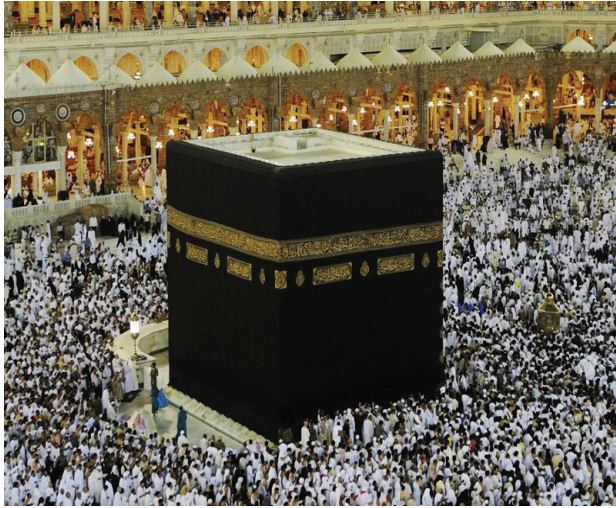


Figure 2.11

1. Identify the building in the picture.
2. Describe what you think is happening in the picture.
3. What occasion is being celebrated?
4. Mention rituals of Hajj.

In your groups, read the text below, discuss and copy information about Hajj in your notebooks.

Muslims go to Mecca a city in Saudi Arabia to visit the Kaaba at least once in their life time. This journey is undertaken during the 12th month of the Muslim calendar known as Dhul hajj. When they come back, people in Uganda normally give them the title of al Hajj of Hajjat. This journey is what is known as Hajj or pilgrimage which is the fifth and last pillar of Islam.

Good Practices in Making Pilgrimages

1. Exposure to the outside world and other cultures
2. Interaction with other people
3. Strengthening faith in Allah



Activity 3.11: Read discuss and answer

1. Using the good practices in the making of a holy pilgrimage, identify and discuss one example for each one of them.
2. Share the discussion findings with the class.

Other good practices in Islam include:

1. Decent dressing especially for women
2. Nutrition which involves prohibited foods
3. Express burial which reduces the vigil related expenses and also protects people from diseases like Ebola.
4. It further promotes hygiene because the longer the dead body remains the more decomposes and smells.
5. Avoiding alcohol which is healthy as it protects one from addiction and alcohol related health and social effects.
6. Circumcision which facilitates proper hygiene for men.
7. Inheritance of the property is also clearly stipulated and thus the surviving family members do not conflict.
8. Islam does not charge interest on money borrowed.
9. Celebrations of Eid bring people together as family but also promote charity work.

Assessment

Make a summary of the good practices you have learnt about in Islam.

Sub-topic 8: Worship through the Articles of Faith

By now, you have covered worship through the pillars of Islam such as Shahadah, Swalah or prayer, Zakat or charity, Swawm or fasting the holy month of Ramadhan and pilgrimage to Mecca which can be summarized as (practices). Here, you are going to consider worship through the articles of faith (beliefs)

Study the diagram below, identify the pillars of faith and copy them in your notebook.

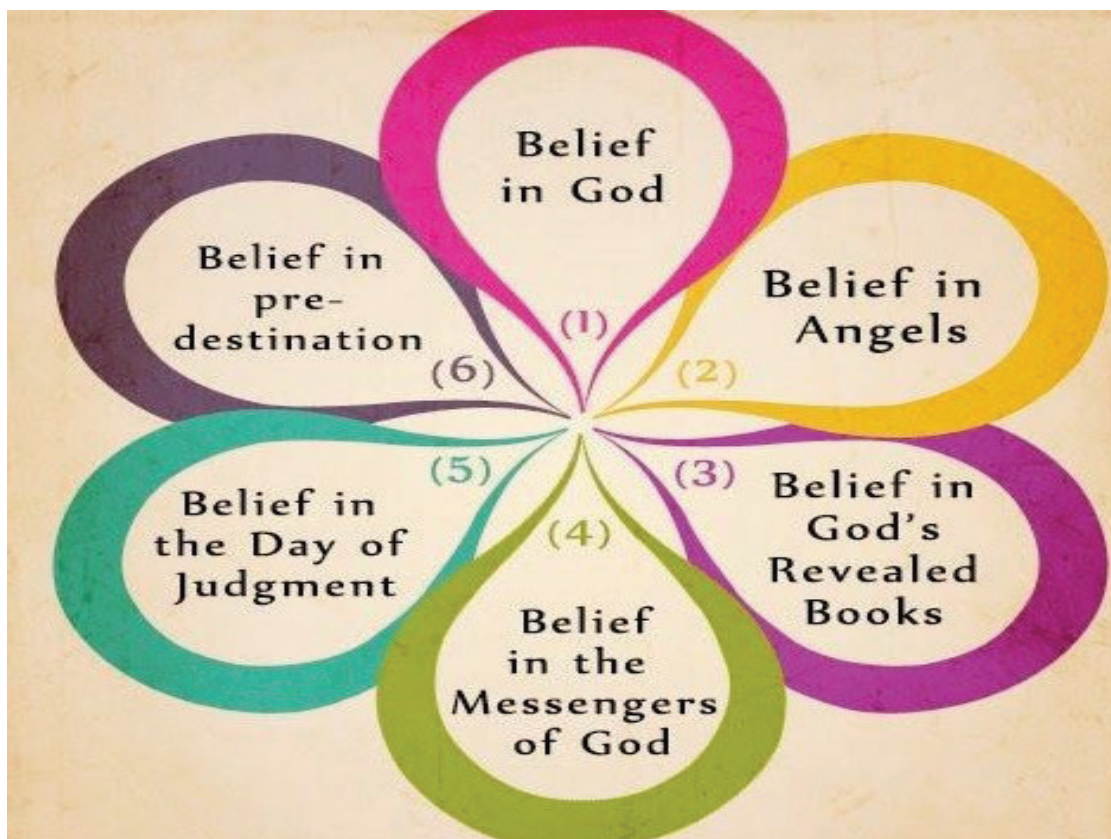


Figure 2.12

1. Look at the diagram carefully and read what you see.
2. Arrange the statements in order starting
3. Brainstorm the meaning of each statement.
4. In groups explain the value of believing in the above articles of faith.

Read the text below, discuss it with your friends and copy it in your notebook:

Faith (Imaan) according to Muslims is made of six articles commonly known as the six articles of faith. They include the following: Belief in Allah, in angels, in Holy Books, in Prophets, in the day of judgement and in Predestination or pre determination. In order for someone to be considered a believer, he/she needs to have faith in all the six articles. A person who has no faith even in one of them cannot be a believer because the articles of faith are related with each other.

Sub-topic 9: Worship through Belief in Allah (Allah)

Read the text below, discuss it and do the task that follows:

Muslims believe in one, unique, incomparable Allah, who has no son or partner, and that none has the right to be worshipped but Him alone. He is the true Allah, and every other deity is false. Allah describes Himself as being everlasting, eternal, independent and that nothing resembles Him. He has the most significant and beautiful names and perfect attributes. No one shares His Divinity or His attributes.

Task

1. Search the Internet/ library and list down 20 attributes of Allah.
2. Explain the first five attributes of Allah and show how they strengthen one's faith.
3. Identify 5 practices in your society which promote belief in one Allah.
4. Identify 4 practices in your society believers must avoid.
5. Trace and read Surat Al anbiyaa (21:25)
6. Explain the term 'belief in one Allah'.
7. Discuss in your friends the value of believing in Allah to an individual and a community.

Names and Attributes of Allah in Islam

S.No	Name of Allah	Name of Allah in Arabic	Meaning
6	Al Mu'min	المؤمن	The Guardian of Faith
7	Al Muhaymin	المهيمن	The Guardian, the Preserver
8	Al Aziz	العزیز	The Almighty, the Self Sufficient
9	Al Jabbaar	الجبار	The Compeller
10	Al Mutakabbir	المُتَكَبِّرُ	The Dominant one

Sub-topic 10: Belief in the Angels

Look at the pictures below and talk about what they represent.



Figure 2.13



Figure 2.14

Introduction

Muslims believe in the existence of the angels and that they are honoured creatures of Allah. Belief in angles is the second article of faith. The angels worship Allah alone, obey Him and act only by His command. Among the angels is Gabriel who brought down the Quran to Prophet Muhammad (PBUH).

Task

In your groups:

1. identify 5 angels you know and explain their duties.
2. explain the characteristics of the angels.
3. discuss the importance of belief in the angels.

Sub-topic 11: Belief in Allah's Books

Look at the pictures below and talk about what they represent.

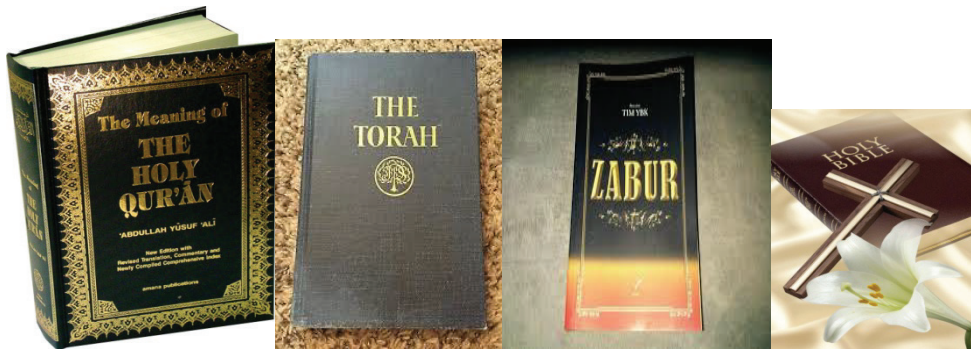


Figure 2.15

Introduction

Muslims believe that Allah revealed books to His messengers as proof for mankind and as guidance for them. Among those books is the Quran, which Allah revealed to Prophet Muhammad (PBUH). Allah has guaranteed the Quran's protection from any corruption or distortion. This is supported by Quran 15.9.

Task

In groups:

1. Identify the holy books and name the prophets who received each of them.
2. Explain the characteristics of the Holy Quran.
3. Search the Internet or school library and write an essay about the uniqueness of the Quran.
4. Using Surat Al Imran 3:81, discuss the importance of believing in holy books.
5. Search the Internet or do research from the library and explain the benefits of believing in the holy books.

Sub-topic 12: Belief in the Prophets and Messengers of Allah

Introduction

Muslims believe in the prophets and messengers of Allah, starting with Adam, including Nuh, Ibrahim, Ismael, Ishaq, Yaqub, Musa and Isa, peace be upon them. But Allah's final message to man, a reconfirmation of the eternal message was revealed to Prophet Muhammad (PBUH). Muslims believe that Muhammad is the last Prophet sent by Allah; this is mentioned in Quran 33:40

Muslims also believe that all the prophets and messengers were created human beings who had none of the divine qualities. Quran 21:7 confirms the sending of messengers by Allah.

Task

1. Search the Internet and the Holy Quran 101:1-11 and write the biography of each of the following prophets; Muhammad, Isa, Yusuf, Nuh, Ibrahim and Adam.
2. Explain their general characteristics.
3. Explain the importance of believing in Allah's messengers on shaping the character of a believer.
4. Identify at least ten prophets mentioned in the Quran.

Prophets and Messengers of Allah Mentioned in the Quran

Prophets and messengers in the Qur'an									
Chronological Order	Name	Arabic (transliteration)	Judeo-Christian Equivalent	Prophet	Messenger	Ulul'Azm (Archprophet)	Book	Sent to	Law (Sharia)
1	Adam	آدم (Ādam)	Adam	✓ [77]					
2	Idris	ادريس	Enoch						
3	Nuh	نوح (Nūḥ)	Noah	✓ [78]	✓ [79]	✓ [80][81]		The people of Noah [82]	✓ [83]

4	Hud	هُود (<i>Hūd</i>)	Eber	✓ [84]	✓ [84]			'Ād [85]	
5	Saleh	صَالِح (<i>Ṣāliḥ</i>)	Salah	✓ [86]	✓ [86]			Thamud [87]	
6	Ibrahim	إِبْرَاهِيم (<i>Ibrāhīm</i>)	Abraham	✓ [88]	✓ [89]	✓ [90]	Scrolls of Abraham ^[64]	The people of Iraq [91]	✓ [83]
7	Lut	لُوط (<i>Lūṭ</i>)	Lot	✓ [92]	✓ [93]			The people of Lot [94]	
8	Ismail	إِسْمَاعِيل (<i>Ismā'īl</i>)	Ishmael	✓ [95]	✓ [95]				
9	Ishaq	إِسْحَاق (<i>Is'ḥāq</i>)	Isaac	✓ [96]					
10	Yaqub	يَعْقُوب (<i>Ya'qūb</i>)	Jacob	✓ [96]					
11	Yusuf	يُوسُف (<i>Yūsūf</i>)	Joseph	✓ [97]	✓ [98]				
12	Ayyub	أَيُّوب (<i>Ayyūb</i>)	Job	✓ [97]					
13	Shu'ayb	شُعَيْب (<i>Shu'ayb</i>)	Jethro	✓ [99]	✓ [99]			Midian [100]	
14	Musa	مُوسَى (<i>Mūsā</i>)	Moses	✓ [101]	✓ [101]	✓ [80][81]	Tawrah(Torah) Suhoof Musa (scrolls of Moses) ^[55]	Pharaoh and his establishment ^[102]	✓ [83]
15	Harun	هَارُونَ (<i>Hārūn</i>)	Aaron	✓ [103]				Pharaoh and his establishment	

The holy Quran mentioned several messengers and prophets of Allah. You need to know that all messengers mentioned in the Quran are also prophets, but not all prophets are messengers.

Task

In groups:

1. identify and write down the names of the messengers mentioned in the holy Quran.
2. discuss the difference between a messenger and a prophet.

Sub-topic 13: Belief in the Day of Judgement

Introduction

Muslims believe in the Day of Judgment, which will take place after resurrection of all human beings.

Study the picture below and identify the things that reflect the day of judgement in it.

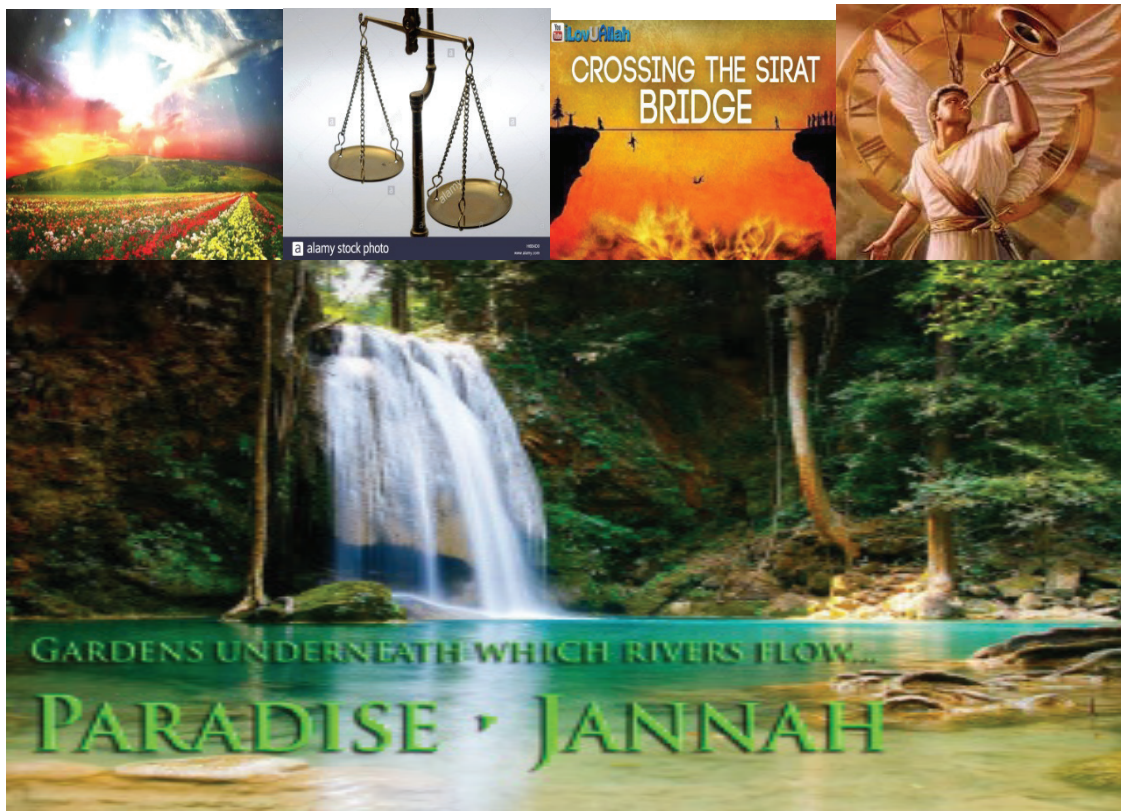


Figure 2.16

Task

In groups:

1. brainstorm the experiences of believers and non-believers after judgement.
2. share views about how belief in the day of judgement can promote one's faith and prevent believers from committing evil.
3. write a report on how one can prepare for the day of judgement.

Sub-topic 14: Belief in Al Qadar –Pre-Determination

Introduction

Muslims believe in Al Qadar, which is Divine predestination, but this belief in Divine predestination does not mean that human beings do not have freewill. This means that they can choose right or wrong and that they are responsible for their choices. The belief in Divine predestination includes belief in four things.

- Allah knows everything. He knows what has happened and what will happen.
- Allah has recorded all that has happened and all that will happen.
- Whatever Allah wills to happen happens and whatever He wills not to happen does not happen.
- Allah is the creator of everything.

Read the texts below and answer questions about belief in Al Qadar

Text 1

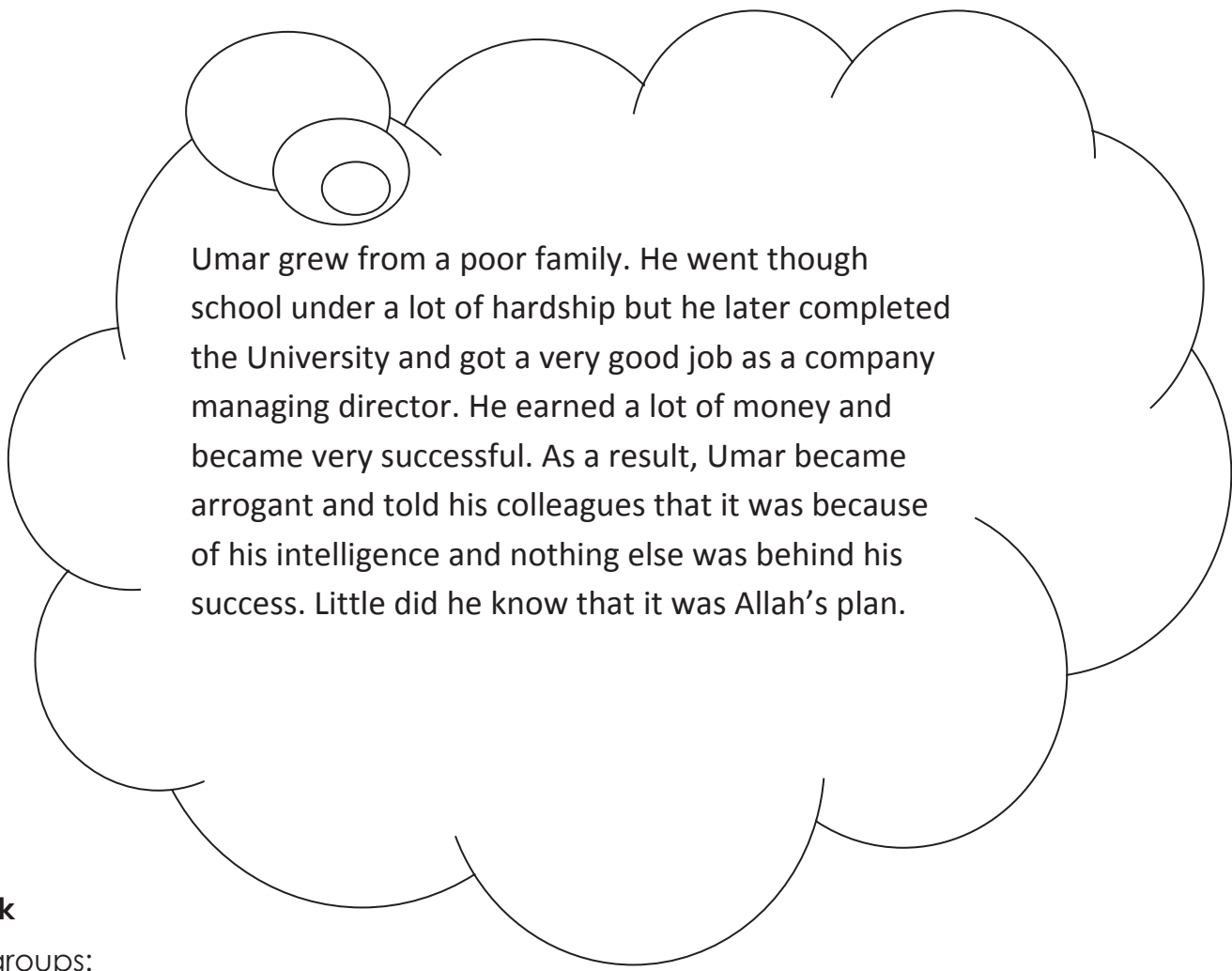
A man was travelling to Masaka to visit his relatives. He travelled with his wife, four children and a maid in his saloon car. Along the way, they collided with a heavy truck and the whole family died on spot. There were suggestions that if he had not put the whole family in one car, probably some family members would have survived. Those who blamed the head of the family forgot the fact that it was Allah's will. But because the man's relatives were faithful to Allah, they exercised patience and appreciated Allah's decision.

Task

In groups:

1. read the above text and relate it to your daily lives.
2. explain the meaning of Al Qadar.
3. Brainstorm the lessons learnt from the text above.

Text 2



Umar grew from a poor family. He went through school under a lot of hardship but he later completed the University and got a very good job as a company managing director. He earned a lot of money and became very successful. As a result, Umar became arrogant and told his colleagues that it was because of his intelligence and nothing else was behind his success. Little did he know that it was Allah's plan.

Task

In groups:

1. discuss and share stories of how Allah's plans have affected your life.
2. explain how you would advise Umar based on the story.
3. explain the benefits of believing in Al Qadar.

Much as we have focused mainly on the pillars of Islam and articles of faith that is not all about worship in Islam. Instead, worship is all about whatever a Muslim does that pleases Allah. This may even involve abstaining from what is forbidden by Allah.

Task

1. Identify the forms of worship in Uganda before the introduction of foreign religions.
2. Explain some of the African religious practices before the coming of foreign religions.

Activity of Integration

Faith commonly known as Imaan in Islam is basically made up of belief in the Almighty Allah and doing good deeds. Unlike the five pillars of Islam which are practical, the articles of faith are based on belief. However, a combination of both prepares a Muslim to be obedient to Allah.

1. Summarise the pillars of Islam and the articles of faith.
2. Explain the role of faith (imaan) in promoting a sense of belonging and commitment.
3. Identify any three forms of worship and explain their importance to an individual and your community.

Read the activity of integration below and attempt the tasks that follow.

Yusuf is a farmer with a large plantation of coffee and a dairy farm. For the last two years he has been enjoying good harvests. The people around the village have turned his plantation and farm into a model for everyone else to learn from. Suddenly everything turns round when heavy rains set in and hailstorms destroy the coffee plantation. A few weeks later the animals suffer a strange disease caused by bad weather and die one after the other. Your family makes a decision to give support to Yusuf.

Support



Figure 2.17

Instruction

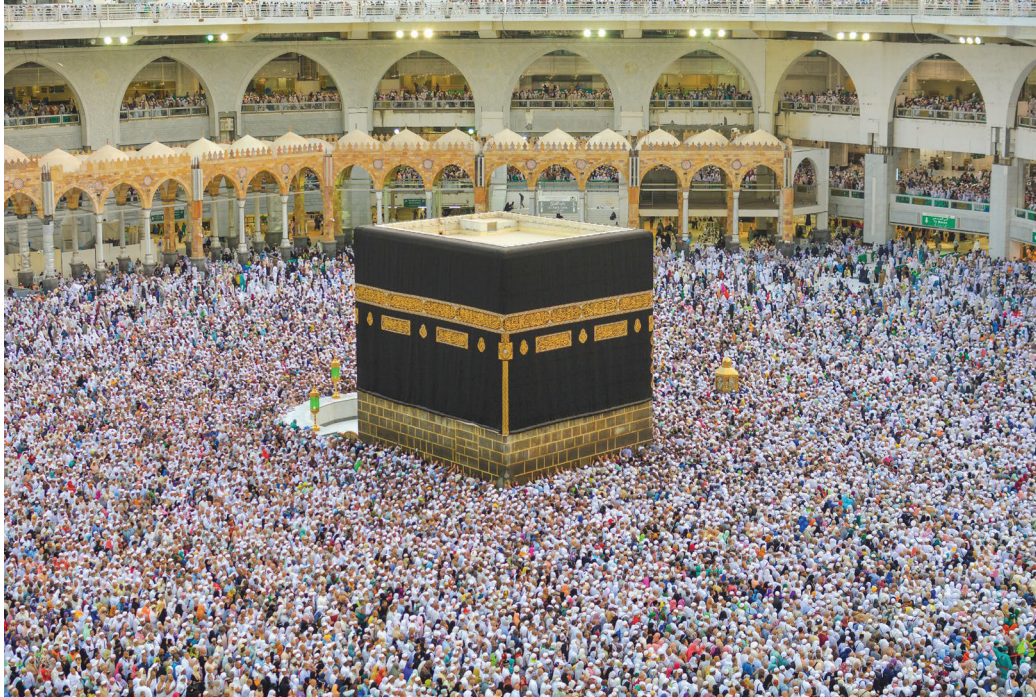
- i) Using your knowledge on worship, explain what the farmer's reaction would be in relation to belief and trusting in Allah.
- ii) Propose four ways in which Yusuf needs to be supported to remain faithful to Allah.
- iii) With specific reference from the Quran, make a write up of what you can do to help Yusuf.
- iv) Write a supplication of worship that Yusuf can use in such circumstances.

Chapter Summary

In this chapter you have learnt about worship, its purpose and different forms of worship and how they are conducted. You can now ably relate the Islamic teaching about worship to daily life.

Topic Two

Islamic Rituals and Celebrations



Key words

- Symbol
- Ritual
- Celebrations
- Sacrifice
- Ceremonies
- Divine
- Kaabah
- Aqiqah
- Minerat
- Crescent
- Zamzam
- Pilgrimage/hajj
- Ihram
- Tawaf
- Saa'y
- Arafah
- Umrah

By the end of this chapter you should be able to:

- understand the meaning and Importance of Divine symbols.
- understand the teachings of Islam about Aqiqah.
- realize the Muslim ceremonies trace the origin from Quran and Hadith.
- identify and explain the performance of various Muslim ceremonies.
- appreciate the value of Muslim ceremonies.

Introduction

Have you heard about rituals and celebrations? Do you know what is meant by a ritual? In the previous chapter you learnt about worship and its importance to mankind. In this chapter, you will be equipped with an understanding of Islamic rituals and celebrations as a means of promoting unity, love and commitment to Allah. This will also enable you to value different rituals and celebrations that take place in the Muslim community today.

Activity 10

1. Look at the following symbols and signs and explain what each one stands for.
2. Draw the following pictures in your notebook.
3. Draw other symbols known to you and explain their meaning.
4. Explain the importance of rituals and symbols in Islam.

Sub-topic 2.0: Meaning of Symbols

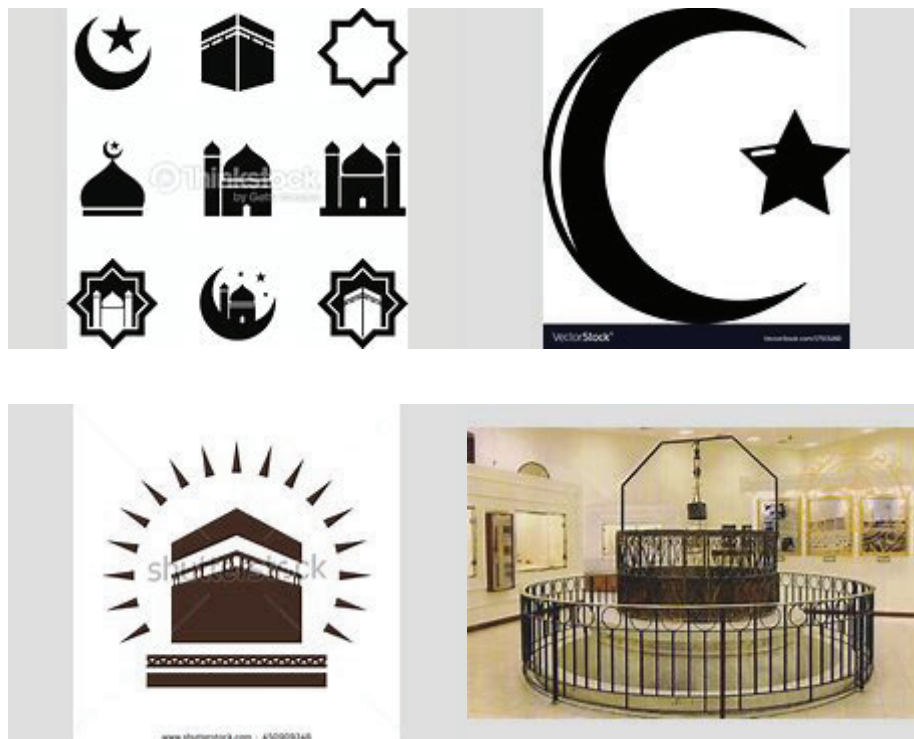


Figure 2.18

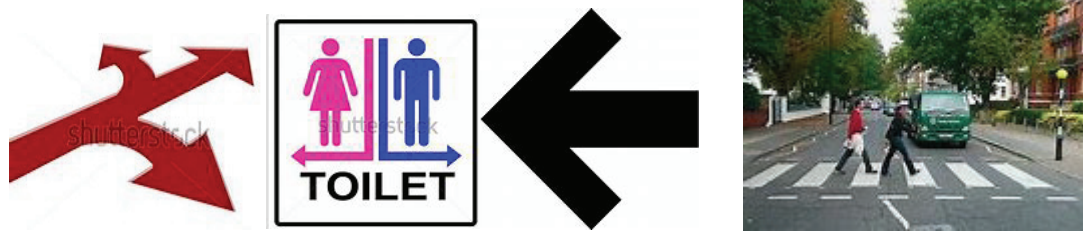


Figure 2.19

NOTE:

A symbol or a sign is not important in itself, what is important is what it stands for. For example, an arrow is not important in itself; what is important is the direction where the arrow is pointing.

Unlike a symbol which is static and stands for the same purpose, a ritual is an action of belief. It is also dynamic and its purpose is determined by intention. For example taking a bath, its purpose is determined by intention. One may bathe as a health routine, one may also take a bath in preparation for prayer particularly Juma and Eid prayers. This is a ritual which earns the doer rewards because of the intention. Therefore intention is important in determining whether an action is a ritual or not.

Most of the rituals and symbols in Islam are witnessed during the performance of Hajj. They include; Re-assuming Ihram and declaring intention to perform Hajj, heading to Mina, heading to Arafah and performing Waqf, praying in Muzdalifah, performing Dhuhur and Asr prayer combined in Mina and throwing pebbles at Jamarat, offering a sacrifice, cutting or shaving the hair, performing Tawaf and sa'ey. Muslims believe that rituals of Hajj have their origin in the time of Prophet Ibrahim. Other rituals include; circumcision, aqiqah

Activity 11

1. In groups brainstorm the meaning of Islamic symbols with a focus on Surat al Hajj (22:30-32).
2. Brainstorm the difference between a sign and a symbol.
3. Draw 5 Islamic symbols and explain what they stand for.

4. Explain the way performance of rituals (celebrations) creates a bond of love and togetherness among families.
5. Explain the importance of divine symbols to the Muslim community in reference to Quran 22:30-32, 30:22-24.
6. In groups, develop a list of other Muslim rituals.

Sub-topic 2.2: Muslim Celebrations – Aqiqah

Introduction

Each society has its own way of celebrating a new born baby. Some welcome boys with a lot of joy but become sad when the baby is a girl. Some societies give special attention to the birth of twins but Islam treats all babies the same way and recommends

Study the pictures below, discuss and relate them to the information that follows.

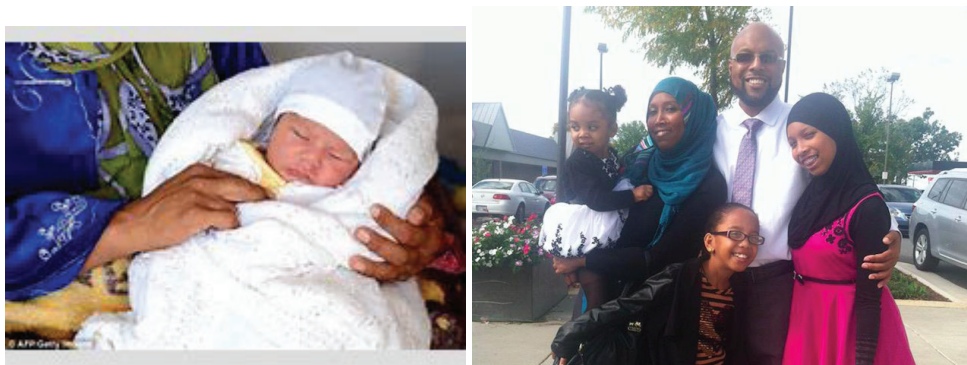


Figure 2.20

Activity 12

In groups:

1. share views about Aqiqah as an act of appreciating Allah for the gift of a new born child.
2. describe the activities carried out during the Aqiqah ceremony.
3. how do you welcome a new born baby in your community?
4. explain the importance of Aqiqah to the Muslim community.
5. list down five Muslim names of boys and girls that you would wish to give to your children and give reasons for your choice.
6. share opinions about how naming affects the character of a child.



Eid Celebrations

Introduction

Every community has a way of celebrating and honouring important events. When the Prophet (PBUH) migrated to Medina, he found the people in the area celebrating and feasting two important days in their traditional beliefs. He told them that Allah had substituted their days of celebration with the two Eids, Adhuha and Eid Fitri. Prophet Muhammad (PBUH) celebrated his birthday by fasting every Monday because it is the day he was born.

Study the pictures below and share views about the activities taking place therein.



Figure 2.21



Figure 2.22

Activity 13

In groups:

1. explain how Eid al Fitr and Eid al-Adhuha are celebrated
2. explain the purpose of celebrating Iddi al Adhuha with reference to Surat al- Khawthara Q (108:2) and Surat Al- Hajj.
3. describe the way Muslims in Uganda celebrate the birth of Prophet Muhammad.
4. with examples brainstorm and develop a list of celebrations in Islam.
5. trace verses from the Quran about the different types of ceremonies
6. explain how Muslim ceremonies promote love and unity among members in your community.

Sub-topic 2.3: Marriage in Islam

Introduction

Time comes when a man starts to live with a woman. In Uganda people normally start living together either casually, after an introduction ceremony, a church wedding or being joined together by courts of law. However, in Islam a man

and a woman start to live together after signing a contract during a ceremony known as Nikah (marriage ceremony).

Study the picture, discuss, relate it to the information below it and do the activity that follows.

Fig.3.08



Figure 2.23



Figure 2.24

Activity

In groups:

1. Describe the performance of a Muslim marriage ceremony(Nikah)
2. In what ways is Muslim marriage ceremony different from other types of marriage?
3. Brainstorm the benefits of marriage to an individual and the community.

Activity of Integration

At the end of every 9th Month and on the 10th day of the 12th month of the Muslim calendar, all Muslims in the whole world celebrate the two festivals of Eid at Fidir Eid al Adhuha. The two festivals are associated with happiness and praising Allah the Almighty. Many people get a lot of money while others spend in the way of pleasing Allah. The first festival is connected to end of the Holy Month of Ramadhan while the second one is associated with pilgrimage to the holy city of Mecca and Madina. Many Muslims in Uganda would have loved to visit Mecca during the Month of Ramadhan known as Umurah and Hajj. However due to poverty many people cannot make it thereby missing the rewards. Others still even fail to legalise their marriages only to hurriedly do it towards the fasting period.

Tasks

1. Using your knowledge of Islamic Religious Education, explain the meaning of Eid celebrations.
2. Describe the activities which take place during the festivals.
3. Propose four possible ways to help the poor Muslims to participate actively in the festivals.
4. Explain the general characteristics of Muslim ceremonies.
5. In what ways do Muslim festivals benefit members of your community?

Assessment

Write an essay explaining how you spend your day during Eid celebration.

Topic Summary

In this chapter you have learnt about rituals and celebrations in Islam. You have also learnt about Aqiqah and marriage ceremony and how they strengthen brotherhood and harmony in society.

Topic Three

Islam and Values in Christianity and African Traditional Religion



Introduction

This chapter introduces you to the Islamic view of the divine faiths and the values they treasure. It also exposes you to the African Traditional beliefs and values.

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

Appreciate the beliefs and moral practices in other religions to develop tolerance to other faiths in order to live in harmony with them in a diverse world.

You will:

- know the characteristics of other religions other than their own.
- appreciate values of other religions.
- understand the diversity of religion.
- respect beliefs of other religions.
- form opinions about other religions to promote tolerance.
- live in harmony with people of other religion.

You learnt about some of the rituals practised in the Islamic Faith. You also discussed the importance of each one of them. The focus of this unit is learning about two other religions other than Islam. Before discussing the details of other religions read through the activity below, discuss and do the tasks that follow.



Activity 3.1: Read, discuss and answer

I stop and think

I imagine and end

I wonder and wander

In search for meaning of what you are

What it is that is taught

Religion, Religion, Religion!

Christianity, Islam, ATR, Hinduism,

Buddhism, Baha'ism, Judaism Sikhism,

Confucianism, Shinto,

those are just a few of the religions in the world

Religion, Religion, Religion!

Is it about Allah, Is it about beliefs

Is it about objects, is it about books

The answer is wide, It is all about faith

Religion, religion, religion!

Promoting different values

Providing a living hope

Limitless discipline

Religion, religion, religion!

What exactly are you?

A. Nanfuka



Questions

1. *How does the writer define religion?*
2. *What is the importance of religion?*
3. *What comprises religion?*
4. *Suggest a suitable title to the poem.*
5. *In your opinion why does the writer make religion so difficult to understand?*
6. *Name any five world religions known to you.*

In the world, the religions are countless. They all have followers and believers. Religion is an organized set of beliefs, cultural systems, and world views that relate humankind to an order of life.

Many religions have narratives, symbols, and sacred stories that aim to explain the meaning of life, the origin of life and the universe. Each community in the world has some kind of religion they subscribe to.

Activity

1. Describe the social, economic and religious evils of the jahiliya period.
2. Compare the evils of the jahiliya period to the evils in Uganda today.

Look at the pictures below and identify the faiths they represent.

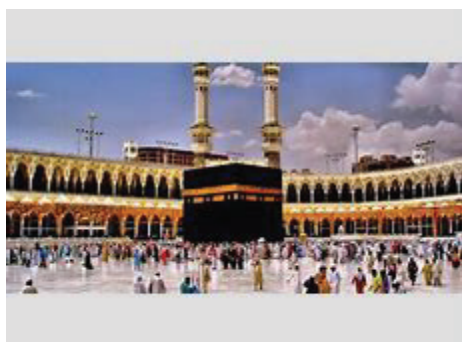


Figure 2.24

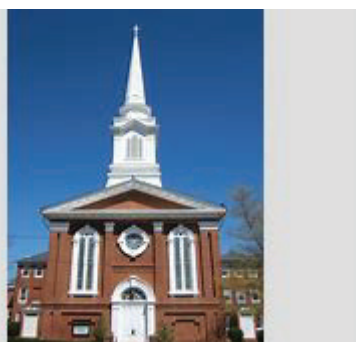


Figure 2.25

Sub-topic 3.1: Origin of Islam

Read the passage and do the activity that follows.

The origin of religion as taught in Quran (22:78 and 5:3)

It is important to note that Islam is as old as man, it was not founded by Prophet Muhammad PBUH but he simply revived it. He was sent by Allah to remind mankind of laws that had been sent to the previous prophets and if possible make additional laws.

Before the coming of Prophet Muhammad, there was a lot of immorality throughout the world but Arabia was the worst at the time. Prophet Muhammad's mission started 610 years after the end of the prophet Isa's mission. Due to long period that had passed, most people had lost track while others had changed Allah's message to suite their interests.

Muhammad was therefore born in Arabia in 570 AD during the period of darkness, ignorance commonly referred to as Jahiliyya. As a child and youth Muhammad's character was very different from other children for example, he was kind, trustworthy, hardworking, honest, charitable, peace loving, never got involved in idol worship, fighting, gambling, fornication and adultery which were the common evil practices of the time.

The political, social, economic, moral and religious life of people particularly in Arabia was characterized by evil practices and disrespect of human rights.

When Muhammad PBUH became a Prophet in the year 610 AD, he embarked on changing the different aspects of life of the Jahiliyya Arabs and by the end of his prophethood in 632 AD he had greatly transformed the society.

Activity

In groups:

1. identify the circumstances that took place before the coming of Islam.
2. give reasons for the coming of Prophet Muhammad (PBUH).
3. mention 3 prophets that existed before the coming of Prophet Muhammad (PBUH).
4. write about the situation of Makkah by the time of the birth of Prophet Muhammad (PBUH).
5. summarize the events that led to the birth of Islam in the year 610 AD.
6. compare the religious life in Arabia before 610 AD to the religious ways of people in your community.
7. trace and recite Q22:78 and 5:3 about the origin of Islam.

Pre-Islamic Arabia

In this unit you will learn about Islam. Before you learn about Islam you will need to first understand the period before Islam in Arabia. This period is also known as Jahilliya.



Activity 3.8

- i) Research and draw the map of the Arabian Peninsula before the coming of Islam.
- ii) What are the current countries in the Arabian Peninsula?
- iii) Comment on their current Islamic practices.

Activity

Read the passage and attempt the tasks that follow:

The Pre-Islamic Period

The pre-Islamic period was the darkest age in human history. It was a time of ignorance and disorder in the religious and social life in the world. The political, social and cultural life developed by the peoples of the ancient world was shattered by the barbarians. The social and religious order organized by Judaism, Christianity and Zoroastrianism had disintegrated. The people had forgotten the ideal of their religion. Morality was at its lowest.

Corruption, intolerance, persecution and wrangling of beliefs and sects existed everywhere. Greatest disorder existed in the social life of the Arabs. There was no ideal morality or discipline in the society. Corruption, vices, superstition, unrestrained freedom and unrestricted enjoyment ruled supreme in the Arab society. Plurality of wives and husbands was the order of the day.

Adultery was common among the pre-Islamic Arabs. Step sons could marry their step-mothers and even the brothers sometimes married their own sisters. Men and women could have full freedom with their opposites. Human beings were sacrificed to false Allahs. Fathers sometimes killed their children also for fear of poverty.

The position of the women was very degrading in the Arab society. They were treated as property and with disrespect. The birth of a female child was considered as a great curse and she was often buried alive by the heartless

father. Women could not have any share of the property of the husbands or the fathers; in other words no status in the society. Slavery, in its worst form, prevailed in the Arab society; the master could even put his slave to death.

Economically, pre-Islamic Arabian society was very much in the primitive stage, the soil being barren; there was little of agriculture in the country.

Before the rise of Islam, worst disorder and confusions prevailed in the religious life of the Arabs. There were some Jews and Christians in Arabia, but they had become corrupt and could not hold any higher religious ideal to the Arabs. With the exception of the Jews and Christians, the rest of the Arabs followed the most primitive form of religious beliefs; they were idol worshipers, adoring many Allahs and Allahdresses.

The above mentioned evils not only existed among Arabs but in most of the world civilizations at that time. There were no basic human rights and the rich ruled the poor and imposed whatever laws they wanted. The world society was primarily divided into ruling class and the ruled.

Activity

In groups:

1. brainstorm the changes, the mission of the Prophet Muhammad (PBUH) made on the life of the people in Arabia.
2. identify the changes brought by Prophet Muhammad (PBUH)'s mission that can apply in the Uganda situation.

Islam



Activity 3.9

Read the text and answer the questions that follow:

Islam is a monotheistic religious tradition that originated in the Middle East in the 7th century. The Quran, the sacred text of Islam, contains the teachings that were revealed to Prophet Muhammad (PBUH) from Allah. Essential to Islam is the belief that Allah is the one and true Allah with no partner or equal. Islam has several branches and much variety within those branches.

The two divisions within the tradition are the Sunni and Shia, each of which claims different means of maintaining religious authority.

The five Pillars are key in Islam. They include the profession of testimony, ritual prayer, the zakat (charity), fasting, and the hajj (a pilgrimage to Mecca).

Many Muslims are characterized by their commitment to praying to Allah five times a day. One of the defining characteristics of Islam is the primacy of sacred places including Mecca, Medina, and Jerusalem. Muslims gather at mosques to worship Allah, pray, and read the Quran. All aspects of a Muslim's life are to be directed towards serving Allah. Islam spread beyond its birthplace in the Arabian Peninsula, and now has significant influence in Africa, throughout Asia, Europe, and America.

Questions

1. What is monotheism?
2. Who revived Islam in the Arabian Peninsula?
3. Where did the Religious tradition begin?
4. What are the sources of the Islamic teachings?
5. What are two divisions of Islam?
6. Explain the five pillars that hold Islam.
7. Draw a world map showing the distribution of Islam.

Islam Timeline

570 AD Birth of Prophet Muhammad		610 AD Muhammad becomes a prophet
610 AD The mission of Islam begins		632 AD Prophet Muhammad dies
632 AD Caliphate period starts		661 AD End of Caliphate period
661 AD Hereditary rule starts		750 AD
1229 AD Ottoman Empire begins		

The Islamic values are based on the pillars of Islam which are the structure of the Muslim life. They are the testimony of faith, prayer, giving zakat (support of the needy), fasting during the (revisit) month of Ramadan, and the pilgrimage to Mecca once in a lifetime for those who are able.

When a Muslim observes the five pillars he/she gets spiritual benefits. Apart from spiritual benefits there are also other good practices that are associated with the pillars of Islam.

Sub-topic 3.2: Fundamental Teachings of Islam

The fundamental teachings of the Islam faith are made up of the pillars of Islam and the articles of faith. These influence the life of a Muslim. The pillars of Islam and faith are regulated by the concept of Ihsan. Ihsan concerns itself with perfecting all that a Muslim does in terms of the pillars of Islam or faith. The major sources of guidance to a Muslim are the Quran and teachings of Prophet Muhammad (PBUH).

Activity

In groups:

1. explain the changes that prophet Muhammad introduced in Arabia.
2. show how the fundamental teachings of Islam improved on the lives of people in Arabia after the year 610 AD.
3. suggest ways for applying the fundamental teachings of Islam in your community.

Study the picture and do the activity



Figure 2.26



Activity

1. Identify the personalities in the picture
2. Explain the importance of working together as members of the different faiths.

Christianity



Activity 3.2

In this section you will learn about the origin of Christianity. Read the text and answer the questions that follow:

Christianity developed out of Judaism in the 1st century. It is based on the life, teachings, death, and resurrection of Jesus Christ, and those who follow him are called "Christians."

Christianity has many different branches and forms with accompanying variety in beliefs and practices. The three major branches of Christianity are Roman Catholicism, Eastern Orthodoxy, and Protestantism, with numerous subcategories within each of these branches.

Christianity became legal by the pronouncement of Milan in 313. Emperor Constantine the Great of the Roman Empire converted to Christianity. He convened the First Council of Nicaea (325) where Early Christianity was consolidated into what would become the state religion of the Roman Empire (380).

Until the latter part of the 20th century, most followers of Christianity were in Europe. It has spread to every continent and is now the largest religion in the world.

Questions

1. Where did the Christianity evolve from?
2. Who is the founder Christianity?
3. What are the divisions of Christianity?

5. Explain the three beliefs that Christian pillars hold dearly.
6. Draw a world map showing the distribution of Islam.

The missionary work of Paul was very important to the spread of Christianity at that time. He travelled tens of thousands of miles around the Mediterranean spreading the Word of Allah. Paul also wrote books of the New Testament which include Romans, 1 Corinthians, 2 Corinthians, Galatians, Colossians, Philippians, Philemon, and 1 Thessalonians.

Activity: Summarize the Christian beliefs below in your notebook

Christian Beliefs

Christians believe that there is only one Allah, whom they call Father as Jesus Christ taught them. They recognise Jesus as the son of Allah and believe Allah functions as a Trinity

They believe in the death, descent into hell, resurrection and ascension of Jesus Christ. They also believe in the holiness of the Church and the communion of saints, Christ's second coming, the Day of Judgement and salvation of the faithful.

Christian worship involves praising Allah in music and speech, readings from scripture, prayers of various sorts, a sermon, and various holy ceremonies such as the Eucharist.

The cross is the main Christian symbol. The Christian Bible has two sections, the Old Testament and the New Testament. The Old Testament is the original Hebrew Bible, the sacred scriptures of the Jewish faith, written at different times between about 1200 and 165 BC. The New Testament books were written by Christians in the first century AD

Sub-topic 4: Common Beliefs in Islam and Christianity

Muslims	Christians
Holy day- Friday	Holy day-Sunday
Ramadhan is the month of fasting 29 or 30 days	Observe Lent- period of fasting for forty days
Perform Juma prayers on Friday	Have Sunday service

Celebrate the two Eids - I al Fitir and Eid al Aduha	Celebrate Easter and Christmas
Perform Aqjiqa to the new born	Initiate the young ones through Baptism
Follow the laws and guidance from the Quran	Follow the laws and guidance from the Bible-Injir

Activity

Form groups and brainstorm about things Muslims and Christians do differently.

Activity**In groups:**

1. Brainstorm the meaning of modernity.
2. Discuss the effects of modernity on Islam, Christianity and ATR.
3. Write your findings and share with the rest of the learners.

Activity

In groups:

1. Brainstorm the meaning of:
 - i) monotheism
 - ii) omnipotence
 - iii) omnipresent
 - iv) omniscience
2. Consult the area Imams/School Sheiks about the dangers of believing in ancestors and intermediaries.

African Traditional Religion

Key terms

- celebration
- ritual
- ancestor

You learnt about Islamic values that are based on the pillars of Islam. You also learnt about the good practices in Christianity. In African Traditional Religion there are no written records, however, there are good practices that can be appreciated. The good practices are found in the different aspects of African Traditional religion.



Activity 3.12

Look at the picture below and answer the questions that follow:



Figure 2.28

1. Describe what you think is happening in the picture.
2. Why do you think it is done?
3. Who takes part in such activities?
4. What are the good practices involved in the celebration above?
5. Share the findings with the teacher.



Activity 3.13

The picture below shows a religious activity among the Africans.



Figure 2.28

1. Describe what is happening in the picture.
2. Give 3 benefits of participating in such a Religious ritual.
3. What do you think should be changed in that African religion practice?



Activity 3.14: Read, discuss and write

The passage below reflects the day-to-day activities of the people in the Buganda traditional society.

“The Baganda are a group of people in central Uganda. Before the coming of missionaries and Muslim traders, they had their traditional religion. They believed in one Allah “Katonda” who was the respected creator. They had divinities who would intercede for them and these were known as “Lubaale.” These were once people who in their lifetime excelled in particular activities. The living then would call upon them before that particular activity for blessings. Dungu was for the hunters; Mukasa for the lake; Musoke for rain; Nabuzaana for mothers; Kawumpuli for epidemics to mention but a few.

The Baganda called upon Allah before taking on any activity. They knew that on their own they were weak and therefore turned to Allah for help and protection. They offered sacrifices of thanksgiving to Allah. Before they took any food or drink, they poured some of it on the ground for the ancestors. They also sang as part of the worship in their places of worship.

The Buganda celebrated the rites of passage that included birth, naming, initiation, marriage, and death. At all these occasions, religious rituals were performed to invite Allah in their midst.

They had religious leaders who were both men and women. These were not by training but choice from Allah. They included mediums, rainmakers, medicine men and women, to mention but a few.

Evil people existed but these were not part of the religious practices and they included witches and sorcerers. These were always sent away from the villages the moment they were proved to be evil."

Questions

1. Identify the good religious practices reflected in the passage.
2. How are the practices in Buganda similar to the ones in Christianity?
3. Explain how the evil people are treated and why?

African traditional religion refers to the religions of the African people. It deals with their cosmology, ritual practices, symbols, arts, society, and so on. Religion is a way of life, and relates to culture and society as they affect the worldview of the African people.

African Traditional Religion is found in every life aspect of the people. Rituals like prayer bring Africans together as a community and foster togetherness. Through the worship songs people's talents are developed. Sacred symbols are found in Art help people develop an appreciation.

It is dynamic and therefore not stagnant. It is constantly reacting to various shifting influences such as old age, modernity, and technological advancements.

It is less of faith traditions and more of lived traditions. They are not so concerned with doctrines. They instead are focused on rituals, ceremonies, and practices.

Though many Africans have converted to Islam and Christianity; African religion still informs the social, economic, and political life in African societies.

There are quite a number of revival groups and movements whose main aim is to ensure that the tenets and practices of African indigenous religion that are threatened survive. These can be found all over the Americas and Europe.

African traditional religion has concerns for health, wealth, and procreation at the core. That is why they have developed institutions for healing, for commerce, and for the general well-being of their own practitioners and adherents of other religions as well.

African religion is not based on conversion like Islam and Christianity. It spreads through peaceful coexistence. It promotes good relations with members of other religious traditions that surround them.

Women play a key role in the practice of these traditions. There are many female religious leaders along with their male counterparts. There are female priestesses, diviners, and other figures.

Activity

1. Basing on the story above explain the characteristics of ATR.
2. Identify Allah's intermediaries.
3. Search the Internet for the concept of ancestors and mediators in ATR.

Activity

Read and answer questions about the 10 commandments that follow.

1. In groups, identify the 10 commandments given to Prophet Musa.
2. Explain the benefits of the 10 commandments in shaping one's character.
3. How far do members in your society fulfil the 10 commandments?

What makes Christianity, Islam, and African Traditional Religion similar?

You learnt about some of the rituals practiced in the Christian Church. You also discussed the importance of each one of them. The focus of this unit is learning about two other religions other than Christianity. Before discussing the details of other religions, work through this activity.


Activity 3.15

Imagine you are invited as the guest of honour to speak about the importance of religion in society to people from various religious groups. Write a short speech for that occasion.

Characteristics of other Religions

All religions have characteristics that are similar. These include belief in the supernatural, beliefs, practices, ceremonies, festivals, religious objects, religious places, values, morals, founders, and religious leaders among others.


Activity 3.16

In groups or pairs use the characteristics of religion mentioned above to fill the table with two examples of each for the religions provided.

SN	CHARACTERISTICS	ISLAM	CHRISTIANITY	AFRICAN TRADITIONAL RELIGION
1	Belief in the supernatural	1. 2.	1. 2.	1. 2.
2	Beliefs	1. 2.	1. 2.	1. 2.
3	Practices	1. 2.	1. 2.	1. 2.
4	Festival	1. 2.	1. Christmas 2.	1. 2.
5	Religious objects	1.	1.	1.

		2.	2.	2.
6	Religious places	1.	1.	1. Shrines
		2.	2.	2.
7	Values	1.	1.	1.
		2.	2.	2.
8	Morals	1.	1.	1.
		2.	2.	2.
9	Founders	1.	1.	1. No founder
		2.	2.	2.
10	Religious leaders	1. Sheik	1.	1.
		2. Imam	2.	2.
11	Holy writing /books	1. Bible		
		2.		

1. Share your table with the rest of the class.
2. Ask your teacher for guidance.
3. Are there some of the given examples that are similar? Write them down.
4. Find out why.
5. Draw a Venn diagram to represent your findings as a group.
6. Put the Venn diagrams on the walls.

For any religion to be recognised as religion, it should have majority of the mentioned characteristics.

Similarities across Religions

Key Terms

- universal
- morals
- generation

You have worked through the different examples of the characteristics of each religion. Read the text below and explore more about Religions.

How different are the Religions

You have read about similarities across the characteristics of the three religions.

Activity3.17

1. Think about the similarities in the characteristics of religions you have read about.
2. Exchange ideas on how the examples of the characteristics differ.
3. Draw a table indicating the differences.
4. Share them with the class and the teacher.

Assessment

If you were given a chance to be a religious leader, how best would you teach about other religions?

Living in Harmony with other People

Key terms

- Harmony
- Tolerance
- Prejudice

We all use the same shops, markets, hospitals, and roads among others. There is need therefore to respect the differences. In order to respect the differences, people need to accept and learn more about what others believe in. This does

not mean that they get converted to other beliefs but rather know about them. This will then create a peaceful and harmonious society.



Activity 3.20

In order for people to attain peace and harmony there should be respect for each other's opinion. Read the passage below and give your opinion in regard to harmonious living.

Do Not Pass Judgment on One Another

As for the one who is weak in faith, welcome him, but not to quarrel over opinions.² One person believes he may eat anything, while the weak person eats only vegetables.³ Let not the one who eats despise the one who abstains, and let not the one who abstains pass judgment on the one who eats, for Allah has welcomed him.⁴ Who are you to pass judgment on the servant of another? It is before his own master⁵ that he stands or falls. And he will be upheld, for the Lord is able to make him stand.

⁵ One person esteems one day as better than another, while another esteems all days alike. Each one should be fully convinced in his own mind.⁶ The one who observes the day, observes it in honour of the Lord. The one who eats, eats in honour of the Lord, since he gives thanks to Allah, while the one who abstains, abstains in honour of the Lord and gives thanks to Allah.⁷ For none of us lives to himself, and none of us dies to himself.⁸ For if we live, we live to the Lord, and if we die, we die to the Lord. So then, whether we live or whether we die, we are the Lord's.⁹ For to this end Christ died and lived again, that he might be Lord both of the dead and of the living.

¹⁰ Why do you pass judgment on your brother? Or you, why do you despise your brother? For we will all stand before the judgment seat of Allah; ¹¹ for it is written,

"As I live, says the Lord, every knee shall bow to me, and every tongue shall confess to Allah."

¹² So then each of us will give an account of himself to Allah.

Activity

All religions in the world are in a way or the other related to worshipping the Almighty Allah. This implies therefore, that there are some virtues shared

amongst such religions especially in terms of promoting goodness in communities.

Using your knowledge of Islam, Christianity and African Traditional Religions, suggest the virtues which the above religions have in common.

Activity of Integration

Mustapha, Musoke and John have joined university from different schools. They have to share a hostel room. They also share TV, fridge, cooking utensils, plates and cups. Musoke takes alcohol every once in a while. John enjoys pork as a delicacy at least once a week. Mustapha has a special jerry can he uses for cleansing before prayers. He also has a prayer mat he uses to pray five times a day. Musoke loves African Traditional music during his free time. John listens to gospel music while Mustapha loves Arabian music. They enjoy European football although they support different teams. They have to live together for the next three years despite their diversity.

Instruction

- i) How can the three boys live together harmoniously?
- ii) What do the three young men have in common that make them depend on one another?
- iii) Using the knowledge acquired, what can be done to help them live in respect of one another?
- iv) What do you think would be the causes of disagreement and disharmony amongst the three young men?
- v) Draft a set of rules that can help govern the three young men in order for them to live harmoniously.

Chapter Summary

After interacting with the chapter, you can appreciate beliefs and moral practices of other religions. You now can tolerate people of other faiths and live harmoniously with them.





National Curriculum
Development Centre,
P.O. Box 7002, Kampala.
www.ncdc.go.ug