

Year 5 Unit 2A: ISLAM
Title: Introduction: The Five Pillars

Week 1

Learning Intentions:

AT1: To draw together previous knowledge about Islam, to learn what are the Five Pillars and to begin to understand their significance.

AT2: To think about the importance of religion and the importance of 'pillars' in our own lives.

Assessment:

AT1 L3: I can begin to identify the impact of Islam on believers' lives.

AT2 L3: I can make links between Muslims' commitment to the Five Pillars and my own attitudes and behaviour.

Key Words:

Islam (pr. Isslam, not Izlam)
Muslim (pr. Musslim, not Muzlim)
The Five Pillars

Resources:

Any suitable introductory material on Islam, particularly where Muslims are talking about the importance of their religion eg 'I am a Muslim' type books on Islam.

http://news.bbc.co.uk/cbbcnews/hi/newsid_4180000/newsid_4188200/4188287.stm

Straightforward introductory material – useful for this Unit.

Information Sheet on the Five Pillars.

Pupils' Activity Sheet on the Five Pillars (AT1/2).

NB: This is an introductory lesson. Most of the Five Pillars are studied individually later in this unit and in Unit 6.

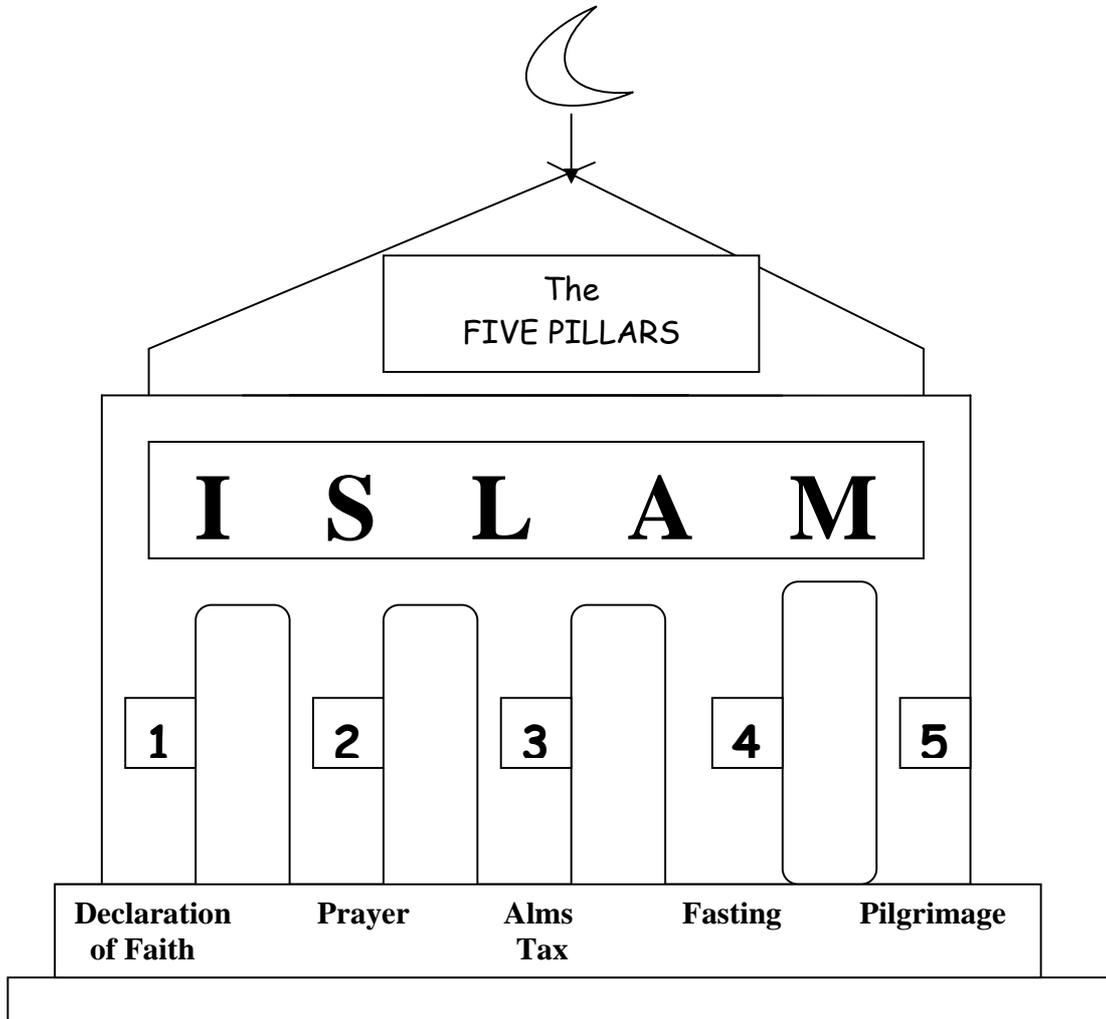
Activities:

- Gather information from pupils on anything they already know about Islam. (AT1)

Contd.

- Input some information, particularly in audio-visual form, to draw out the importance of Islam to Muslims. (AT1)
- Discuss with pupils how important religion is in your school, and possibly how important it is to them or to people they know – and compare this to the importance of religion for Muslims. (AT2)
- Using the Information Sheet, explain the Five Pillars of Islam ie why they are called 'pillars' and (briefly) what they are. (AT1)
- Using the Pupils' Activity Sheet, ask pupils to fill in information about the Islamic Five Pillars and the corresponding column with their own ideas. NB You may need to help some pupils by giving them the following answers (muddled up), to be filled in appropriately in the first column: God - pray - charity - fast - pilgrimage. (AT1/2)
- Check that pupils know and can spell the key words: Islam – the name of the religion; Muslim (adjective) eg 'the Muslim religion'; a Muslim/ Muslims – people who follow this religion. (AT1)

THE FIVE PILLARS OF ISLAM



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|----|----------|------------------------|
| 1. | SHAHADAH | Declaration of Faith |
| 2. | SALAT | Five Daily Prayers |
| 3. | ZAKAT | Alms Tax |
| 4. | SAWM | Fasting during Ramadan |
| 5. | HAJJ | Pilgrimage to Makkah |

NB 3 and 4 are sometimes reversed. The order is not important except that the first is the most important and all the others depend upon this belief in Allah, the One God and in Muhammad as the Messenger of Allah.

Pupils' Activity Sheet

ISLAM: The Five Pillars

Learning about the Five Pillars	Learning from the Five Pillars
<u>All the time</u> Muslims believe in ...	<u>All the time</u> I believe in ...
<u>Five times a day</u> Muslims ...	<u>Every day</u> I do an important thing, which is ...
<u>Every week</u> (or when they get paid) Muslims give ...	If I chose to be generous with my money I would give ...
<u>Once a year</u> , for self discipline, Muslims ...	My ambition <u>for the next year</u> is ...
<u>Once in a lifetime</u> Muslims hope to go on ...	<u>In my lifetime</u> I hope to ...

(This idea comes from QCA's non-statutory guidance on RE, 2000.)

Year 5 Unit 2A: ISLAM Week 2 Title: Muhammad	
Learning Intentions: AT1: To gain an overview of events in the life of Muhammad and to weigh up their significance. AT2: To think about the importance of special events in our own lives.	
Assessment: AT1 L3: I can use a developing religious vocabulary to describe the key events in Muhammad's life. AT1 L4: I can use a developing religious vocabulary to describe and show understanding of the key events in Muhammad's life. AT2 L3: I can identify significant events in my own life and in the lives of others. AT2 L4: I can explain the significance of events in my own life and the lives of others.	
Key Words: Angel Gabriel Islam Madinah Makkah Muhammad PBUH (Peace Be Upon Him) Qur'an	Resources: Any suitable material on the life of Muhammad e.g. <i>BBC Active Worship and Sacred Places: Prophet Muhammad and the Qur'an</i> Fortune-line activity on the life of Muhammad (supplied). Photocopy, laminate and cut out to make 10 small cards for each group.

NB: Sensitivity: Out of respect for Islam, do not ask pupils to draw pictures of Muhammad.

Activities:

- Present the life-story of the Prophet Muhammad. (AT1)
- Divide the class into groups to do the fortune-line activity. Initially pupils should sequence the cards correctly along the foot of an A3 sheet (landscape) to tell the life-story of Muhammad. Check together that this is in the correct order. (They are in the correct order on the template, reading across each column from left to right as you go down the page.) (AT1)

- Then ask pupils to discuss each card and move them to show how happy (top half of page) or sad (bottom half of page) an occasion this was for Muhammad. They should judge where on the spectrum each card should be. (AT1)
- Discuss outcomes in class eg. where should they place the death of Muhammad, considering that Muslims believe that he went to heaven? (AT1)
- Ask pupils to make their own time-lines along the foot of a page and to plot a similar graph to show how happy or sad particular events were for them. Allow them to discuss their graphs with their friends/ adults if they wish. (Sensitivity: Some pupils may not want to share very personal events. Some memories may be upsetting.) (AT2)

ACTIVITY SHEET

ISLAM: The Life of Muhammad

570 Muhammad was born in Makkah	He was orphaned	He was called 'The Trust- worthy'	610 He had a vision of Angel Gabriel
He made Muslim converts	He made enemies	622 He left Makkah	He ruled Madinah
He conquered Makkah	632 He died in Madinah		

<p>Year 5 Unit 2A: ISLAM Week 3 Title: Allah</p>	
<p>Learning Intentions (spiritual development): AT1: To consider the names Muslims use for God and to compare these with Christian examples. AT2: To think about what I believe about God and which name best expresses this.</p>	
<p>Assessment: AT1 L3: I can recognise similarities and differences between Muslim and Christian beliefs about God. AT1 L4: I can describe similarities and differences between Muslim and Christian beliefs about God. AT2 L3: I can describe my own beliefs about God. AT2 L4: I can describe and explain my own beliefs about God.</p>	
<p>Key Words: Allah (mn. 'The God') Arabic The 99 Beautiful Names The Shahadah</p>	<p>Resources: Activity on the 99 Beautiful Names (supplied). A string of Muslim prayer beads with 99 or 33 beads. BBC <i>Active Worship and Sacred Places</i>: What do Muslims believe about Allah?</p>

Activities:

- Start by drawing attention to the Muslim creed ie their statement of belief: 'There is no god but Allah, and Muhammad is the Messenger of Allah.' This declaration is known as the Shahadah and is the first Pillar of Islam. Explain that 'Allah' is Arabic for 'The God' and is the Muslim name for 'God.' Pupils should record this important statement. (AT1)
- Discuss the similarities with Christianity (both believe in only One God); and the differences (Muhammad, unlike Jesus for Christians, is not believed to be God). (AT1)

Contd.

- Explain that Muslims believe God is so great that they do not make pictures or statues of Allah, but they do have lots of ways of describing him, known as the 99 Beautiful Names from the Qur'an. In groups, spread out the green cards with some of the 99 Names on them. Each pupil chooses one card and explains the meaning of the words. Then the group discusses how this could apply to God. Draw this together with the whole class. (AT1)
- In groups again, spread out the white cards with some Christian names for God and ways in which he is described from the Bible. Now pair together any of the green and white cards that contain similar ideas. (AT1)
- On their own, pupils should now write down what they believe God is like and why, choosing a 'name' that best fits this (either from those already considered or a new 'name'). NB If a pupil doesn't believe in God, this exercise will help them explain what idea of God they are rejecting, and why. (AT2)
- Muslims often use prayer beads to remember the 99 Names of God. These have 99 beads on them, or 33 that they go round three times. Pupils could make their own prayer beads, choosing beads of particular shapes and colours to represent their most important names/ideas for God. (AT2)

ACTIVITY SHEET on ISLAM

Names for God

Instructions: Photocopy the first two pages on green card and cut up (& laminate). These are from the Qur'an.

The Merciful

The One Who Rules

The Judge

The One Who Answers

The Light

The Perfect

Also on green card:

The Generous

The Guide

The Patient

The Creator

The Powerful

The Peace

Instructions: Photocopy these pages on white card and cut up (& laminate). These are from the Bible.

Almighty (Psalm 50:1)

My Shepherd (Psalm 23:1)

Heavenly Father (Matthew 6:9)

Creator (Genesis 1:1)

Lord (Psalm 8:9)

My Shield (Psalm 3:3)

Also on white card:

My Helper (Psalm 54:4)

King (Psalm 24:8)

A Righteous Judge (Psalm 7:11)

Most High (Psalm 7:17)

My Light (Psalm 27:1)

Good (Mark 10:18)

<p>Year 5 Unit 2A: ISLAM Week 4 Title: The Qur'an</p>	
<p>Learning Intentions: AT1: To learn some key facts about the Qur'an and understand its importance for Muslims. AT2: To consider my own response to some moral teachings in the Qur'an.</p>	
<p>Assessment: AT1 L3: I can describe some key features of the Qur'an. AT1 L4: I can show understanding of the key features of the Qur'an. AT2 L3: I can give my own views on some moral teachings in the Qur'an. AT2 L4: I can discuss the influence of some moral teachings in the Qur'an on people's behaviour.</p>	
<p>Key Words: Arabic Qur'an</p>	<p>Resources: Copy of the Arabic Qur'an Information Sheet on the Qur'an Activity Sheet on moral teachings in the Qur'an. BBC Active <i>Worship and Sacred Places:</i> Prophet Muhammad and the Qur'an</p>

Activities:

- What do pupils remember about the first revelation of the Qur'an to Muhammad? This explains the name of this holy book, which means 'recitation' ie Muhammad couldn't read and write, but he was told to recite it from memory. (AT1)
- After washing their hands, pupils explore a copy of the Qur'an. What do they notice about the Qur'an? (AT1)
- Reinforce and develop some of these points by using the Information Sheet. Focus on why it is important to Muslims and how they show this by the way they treat it. (AT1)

- Consider the ten teachings from the Qur'an on how God wants people to behave. Pupils could prioritise the list and explain their first choice. Higher attaining pupils will consider the influence of these moral teachings on themselves and others. (AT2)
- Play Keyword Bingo to reinforce the key words from this unit on Islam.
(ie Write up on the board all the Muslim words in this unit and remind pupils of their meanings. Tell pupils to draw a large square with 9 smaller squares inside and to choose any 9 of the Muslim words from the class list to write in any of the squares. Picking words at random, give the definition only to the pupils. If it describes one of their words, they should cross it off. The winner is the first to get a whole line correct or the 4 corners or a full house.) (AT1)

The Islamic holy book.

Believed by Muslims to be the final and complete Word of God for all people.

Revealed through the Prophet Muhammad

Written in Arabic (the language of Muhammad). Genuine Qur'ans are always in Arabic and not in translations.

Arabic is written from right to left. Arabic books therefore open the other way round to English books.

Qur'an means 'recitation'. Muslims learn to recite it by heart. Someone who has memorized the entire Qur'an is called a *Hafiz*.

THE QUR'AN

The Qur'an is treated with respect in Islam.

It is usually wrapped when not in use, and is kept higher than other things in the room. It is only opened when it is being read. Muslims wash before handling it (at least their hands, and sometimes performing the ritual washing that they normally do before prayer). They are not allowed to eat or talk in the same room where it is being read, as people should give it their full attention.

The Qur'an as an RE artefact

You can buy a new copy of the Qur'an for use in school, but Muslims would not like a Qur'an they have used to be displayed in school. Teachers should treat it with respect in the way that they store and use it eg. without other books on top of it, and making sure that pupils wash their hands before touching it.

Activity Sheet
Islam: Moral Teachings

Keep your promises	Be generous
Give to charity	Be patient in difficulties
Don't boast	Don't make fun of people
Be willing to forgive	Don't listen to gossip
Be kind in words and deeds	If someone is nasty, be nice in return