

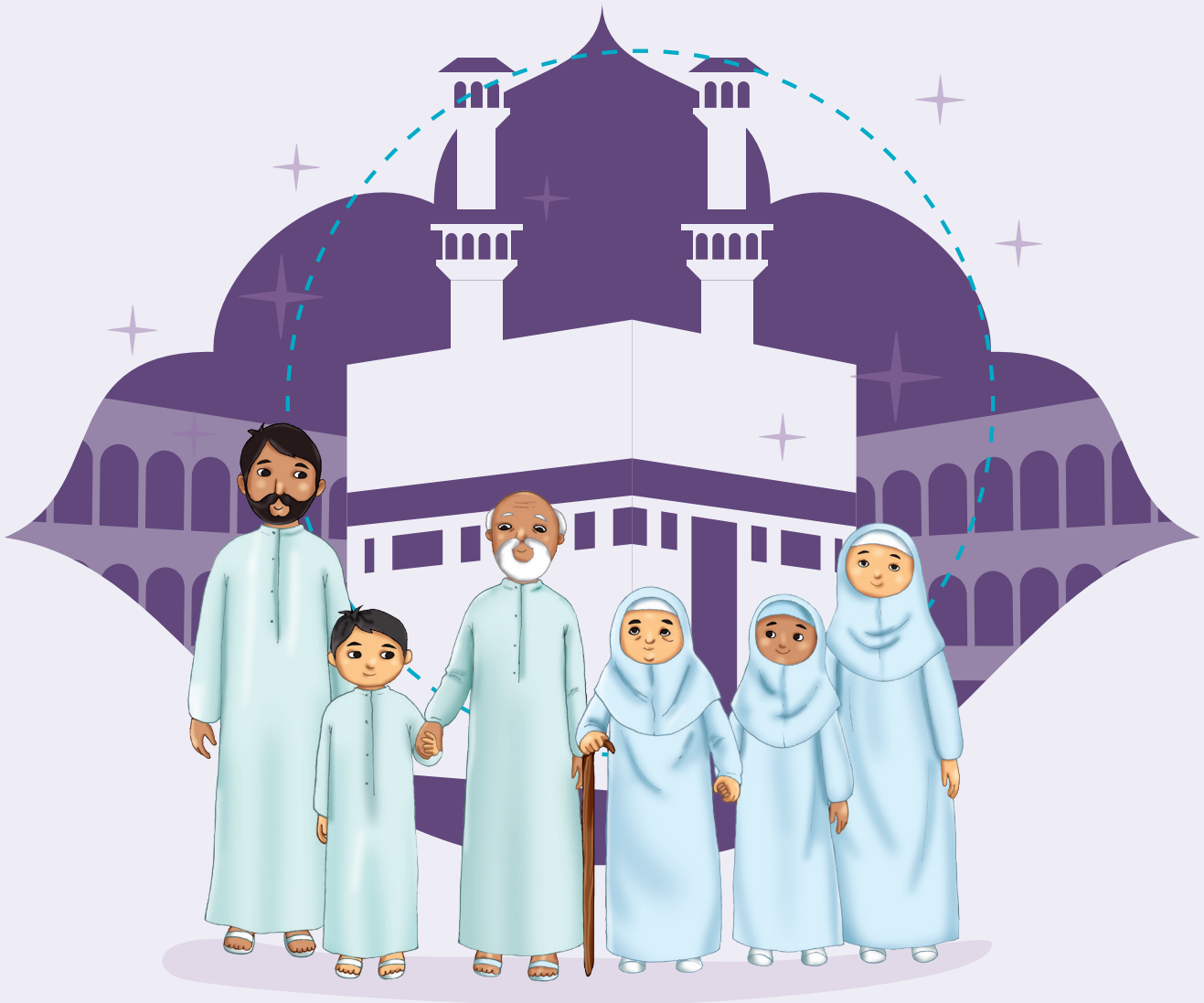
# STEPS TO PERFECTION

An Islamic Curriculum For Children

GRADE

# 5

STUDENT WORKBOOK



Under the Guidance of  
NABI R. MIR (ABIDI)



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Please remember all the people involved in this project in your prayers.

**Authors and Editors:** Moulana Nabi Raza Mir (Abidi) and Curriculum Committee

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[www.saba-igc.org](http://www.saba-igc.org)

[www.kisakids.org](http://www.kisakids.org)

[info@kisakids.org](mailto:info@kisakids.org)

# Preface

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*“All praise is for Allah (swt) whose worth cannot be described by speakers, whose bounties cannot be counted by calculators, and whose claim (to obedience) cannot be satisfied by those who attempt to do so; whom the height of intellectual courage cannot appreciate, and the diving of understanding cannot reach; He for whose description no limit has been laid down, no eulogy exists, no time is ordained and no duration is fixed. He brought forth creation through His Omnipotence, dispersed winds through His Compassion, and made firm the shaking earth with rocks.”*

- Nahj al-Balāghah, Sermon 1

Islamic Sunday schools and full-time Islamic schools in the West have struggled to create a dynamic curriculum for a long time. However, with the grace of Allah (swt), in the past few years, the Islamic educational field has experienced some great achievements. May Allah bless all those who have endeavored to put together Islamic information to help our children grow. This new edition is an attempt by Al-Kisa Foundation, School of Ahlul Bait (SAB), and RISE Academy to create a curriculum for children of today, which we hope is relevant, vibrant, and engaging. We referred to many different Islamic curricula throughout the course of developing this curriculum and are grateful to them for sharing their work.

As teachers, we are blessed to be able to inherit the honorable job of teaching from the Prophets. The Prophets’ main mission was to teach and nurture the human being. As Allah says in the Qur’ān, “It is He who has sent among the unlettered a Messenger from themselves reciting to them His verses and purifying them and teaching them the Book and wisdom” (Noble Qur’ān, 62:2). Thus, as individuals who strive for our students, we have two main jobs: to teach our students and to nurture them through these teachings, so that they can develop their souls and fulfill the purpose for which Allah has created us. While teaching is the most valued job in the eyes of Allah, it also comes with many challenges. As teachers, we must constantly remind ourselves of the value of this great job.

It is our responsibility to nurture our children and students through knowledge and help them become individuals that make good choices, which will lead them to become true and strong believers. In this path, as teachers, we must remember to be reliant only on Allah, be hopeful, be sincere, be responsible, be safe, and be flexible.

The present curriculum also has a teacher's guide portion that we pray will be a useful tool and resource for teachers to refer to and aid them in their job of teaching. Inshā’Allāh, the Teacher's Guide will help you engage students and provide suggestions and ideas for projects to help students better grasp the material.

The philosophy behind this revision of the curriculum was to establish a strong foothold on the guiding force of our religion: the Uṣūl ad-Dīn and Furū‘ ad-Dīn. That is why you will see that beginning from 1st grade, these two concepts are emphasized and gradually increase

# Preface (con't)

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in depth all the way until 6th grade. Furthermore, we wanted to incorporate a more project-based and story-based curriculum that engages students and allows them to develop a strong bond with Islam and the teachings of the Ahl al-Bayt (‘a).

We attempted to include general information that we felt children need to know in order to be educated and successful Muslims. Overall, the curriculum is divided into four core areas: Aqā’id, Fiqh, History, and Akhlāq. For grades 1-3, the Furū’ ad-Dīn are included in the ‘Aqā’id section, but for grades 4-6, it has been moved to the Fiqh section. This is to help students to first understand the basics of the Furū’ ad-Dīn and then gradually increase their understanding and practical application.

In each grade, we have covered all of the Uṣūl ad-Dīn and the Furū’ ad-Dīn, which are analyzed more extensively each year. It is our firm belief that a strong foundation gives way to a healthy growth, which is why there was great emphasis on this. We referenced many other curricula in developing this section and thank them for their contributions.

Furthermore, in the Fiqh section, we tried to incorporate those Fiqh topics that are relevant and integrate more stories in order to make it more interactive for students.

You will find that the History section has a greater emphasis on stories. By introducing the Ma’ṣūmīn through stories that highlight their characteristics, the hope is that children will be able to connect to them and develop a bond and unfaltering love that will take root in their hearts. The History section in Kindergarten focuses solely on the Ahl al-Bayt (‘a). In first grade, the students learn about the first seven Ma’ṣūmīn, and in second grade the last seven. Then, in third grade, they once again review all 14 Ma’ṣūmīn. In fourth grade, students will learn about the lives and messages of the Prophets. Finally, in fifth and sixth grades, students will take a comprehensive look at the life of the Noble Prophet (ṣ).

We attempted to make the Akhlāq section aesthetically-pleasing through colorful illustrations, ahadith, and ayahs from the Qur’ān. In the older grades, we attempted to include more relevant stories that would allow them to form tangible connections with the lessons.

Any Islamic school should feel free to use this curriculum. If you are using this curriculum, please do let us know so that we may keep in contact. Similarly, please let us know if you have found any errors or would like to give us feedback; this will definitely help us, and is appreciated.

I want to thank all of those who were involved in this great project. I pray that Allah (swt) accepts our efforts and gives us more strength to continue our mission.

With Du‘ās,  
Nabi R. Mir (Abidi)



# Transliteration Guidelines

Arabic terms in this textbook have been transliterated according to the following guidelines\*:

ء	a, i, or u (initial form)	ظ	z
ء	' (medial or final form)	ع	'
ا	a	غ	gh
ب	b	ف	f
ت	t	ق	q
ث	th	ك	k
ج	j	ل	l
ح	ḥ	م	m
خ	kh	ن	n
د	d	ه	h
ذ	dh	و	w
ر	r	ي	y
ز	z	ة	h (without idāfah)
س	s	ة	t (with idāfah)
ش	sh		
ص	ṣ	ـَ	a
ض	ḍ	ـِ	i
ط	ṭ	ـِ	u

\*Please note that due to limitations, the transliteration is not 100% accurate in capturing tajwīd rules. To read with proper tajwīd, please refer to the Arabic.

# Transliteration Practice

For each of the Arabic letters below, write their English transliteration:

1. م \_\_\_\_\_
2. ص \_\_\_\_\_
3. ح \_\_\_\_\_
4. ط \_\_\_\_\_
5. ء \_\_\_\_\_

Match each of the Arabic words below with their English transliteration:

- |            |          |
|------------|----------|
| 6. إِمَام  | a. Raḥīm |
| 7. رَحِيم  | b. Wuḍū' |
| 8. عَظِيم  | c. Imām  |
| 9. عَلِي   | d. 'Alā  |
| 10. وُضُوء | e. 'Aẓīm |

Transliterate the following words:

11. نَبِي \_\_\_\_\_
12. حَج \_\_\_\_\_
13. حُمْس \_\_\_\_\_
14. جَنَّة \_\_\_\_\_
15. ذِكْر \_\_\_\_\_

**‘AQĀ’ID**  
**(BELIEFS)**



CHAPTER 1  
**TAWHĪD**

# Worksheet 1.1

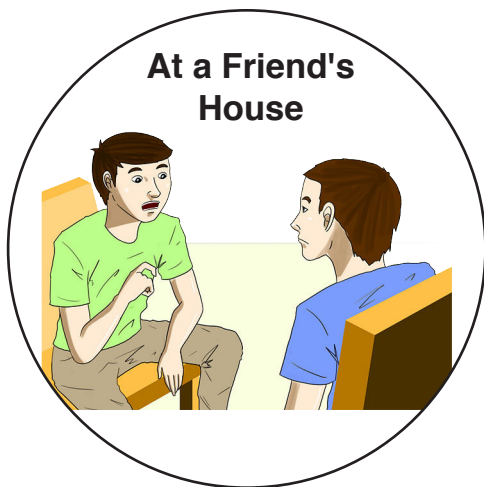
We have to think of Allah during all of our actions, even when we are at school, at our friend's house, or on vacation. Write down different ways we can do this under each picture and which level of Tawhīd they belong to.



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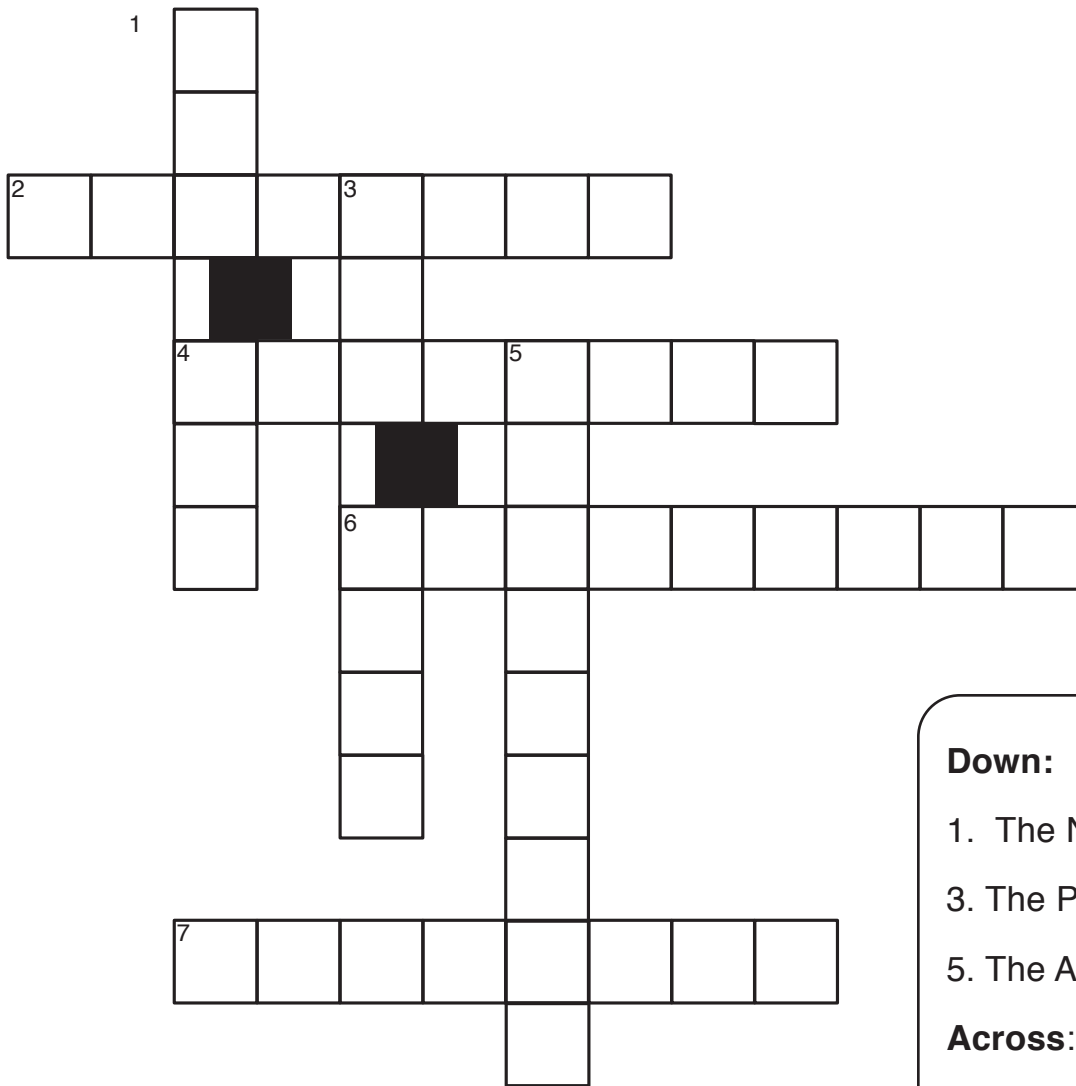
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CHAPTER 2  
**AL-ASMĀ' AL-  
ḤUSNĀ**

# Worksheet 2.1

## AL-ASMĀ' AL-ḤUSNĀ



### Key\*

- ar-Raḥmān
- ar-Raḥīm
- al-Mālik
- al-Karīm
- al-Quddūs
- ar-Rabb
- ar-Rāziq

### Down:

1. The Nurturer
3. The Provider
5. The All-Kind

### Across:

2. The All-Generous
4. The Owner
6. The All-Holy
7. The All-Mericful

\*Please note that for the crossword, diacritic marks (e.g., ā, ī, ḥ) are not used. Instead, just write the letter without the mark.

# Worksheet 2.2

## AR-RAḤMĀN AND AR-RAḤĪM

Answer the following questions in your own words by using complete sentences.

1. What is the difference between Allah's essential attributes and derived attributes?
2. List four attributes of a car: two essential and two derived.
3. Give 3 examples of how Allah is ar-Raḥmān and ar-Raḥīm

AR-RAḤMĀN	AR-RAḤĪM



# Worksheet 2.3

## AL-MĀLIK

1. What is the difference between partial ownership and total ownership?

PARTIAL OWNERSHIP	TOTAL OWNERSHIP

2. Can you think of anything (besides hunger) over which you have total ownership?

3. Why does Allah refer to Himself as the Master of the Day of Judgment?



CHAPTER 3  
**‘ADĀLAH**

# Worksheet 3.1

---

## ‘ADĀLAH

1. In your own words, explain the difference between justice and equality. Which does Islam practice?
2. Pick one reason why someone might be unjust, and explain how this cannot apply to Allah.
3. Explain how the race track picture is an example of justice. Can you think of anything else that seems unjust because it is not equal, but is actually just?



**CHAPTER 4**  
**NABŪWWAH**

# Worksheet 4.1

## NABŪWWAH

Pick two duties of Prophets, and for each one, give an example of a Prophet in history performing this duty.

**Name two miracles of each of the following Prophets:**

1. Prophet ʿĪsā (‘a)
2. Prophet Mūsā (‘a)
3. Prophet Dāwūd (‘a)
4. Prophet Sulaymān (‘a)
5. Prophet Muḥammad (ﷺ)



**CHAPTER 5**  
**IMĀMAH**



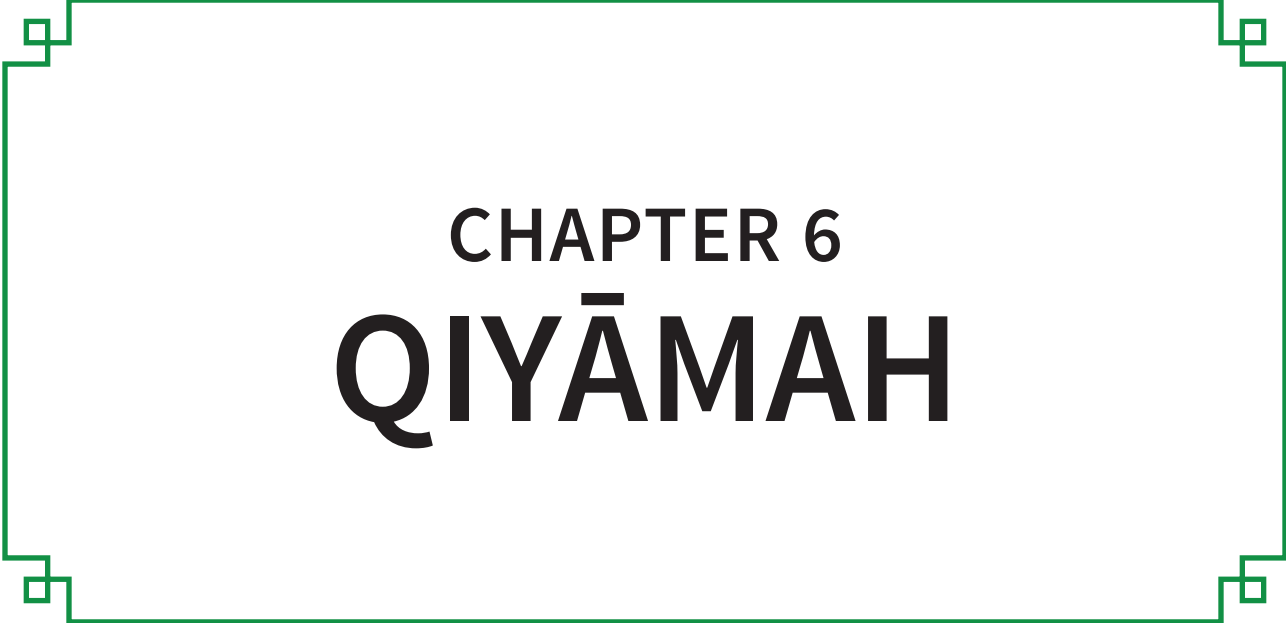
# Worksheet 5.2

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## THE LIVING IMĀM AL-MAHDĪ (‘AJ)

1. Which āyah from which sūrah did Imām al-Mahdī (‘aj) recite when he was born? Write the āyah below.
2. What does “Ghaybat aṣ-Ṣuḡhrā” mean? In which period did this occur?
3. What does “Ghaybat al-Kubrā” refer to? In which period did this occultation take place?
4. Which two people are still alive? How do we know that they still exist? How old are they believed to be?
5. What should we do while we await the return of the 12th Imām (‘aj)?





CHAPTER 6  
**QIYĀMAH**

# Worksheet 6.1

## QIYĀMAH

Make illustrations about the different stages of the Day of Judgment. Be sure to use an āyah of the Qur'ān for each illustration.

Blowing the Trumpet	The Resurrection
Maḥshar - The Gathering Place	Questioning of the Prophets and Their Nations

# FIQH

(ISLAMIC LAW)

CHAPTER 1  
**FURŪ<sup>ʿ</sup> AD-DĪN**

# Worksheet 1.1

## FURŪ‘ AD-DĪN

Number each star with its correct meaning:

1. Fasting during the month of Ramaḍān



Ḥajj

2. Giving away 1/5 of your savings to your marja‘ to be divided in a special way



Amr bil Ma‘rūf

3. Praying 5 times a day



Zakāt

4. Guiding others to good



Khums

5. Performing the pilgrimage in Mecca



Ṣalāh

6. Struggling or defending in the way of Allah



Jihād

7. Staying away from the enemies of the 14 Ma‘ṣūmīn (‘a) and their teachings



Tawallī

8. Giving charity on certain items



Nahī ‘anil Munkar

9. Stopping others from doing bad



Tabarrī

10. Loving the 14 Ma‘ṣūmīn (‘a) and following their teachings



Ṣawm



**CHAPTER 2**  
**RITUAL PURITY**

# Worksheet 2.1

## NATURAL MUṬAHHIRĀT

### Fill in the blanks:

1. Something that is \_\_\_\_\_ is inherently impure (impure from the beginning).
2. List the seven things that are ‘ayn an-najis:
3. Things that used to be pure, but have become \_\_\_\_\_ can be purified.
4. The agents or things that can purify these things are called the \_\_\_\_\_.
5. There are \_\_\_\_\_ (how many) purifying agents.

# Worksheet 2.1 (con't)

---

## True or False:

6. There are different types of muṭahhirāt.

True

False

7. Blood of all kinds is ‘ayn an-najis, whether it belongs to a human or mosquito.

True

False

## Answer the following questions in complete sentences:

8. Name the muṭahhirāt that can be found in nature.

9. What types of water can be used to purify things that have become najis?

10. Why are the sun and earth considered to be limited muṭahhirāt?



# Worksheet 2.2

## PHYSICAL MUṬAHHIRĀT

1. What does muṭahhirāt mean?
  
2. If someone buried his dead dog in their backyard, and the dog decayed and became earth:
  - a. Would that earth still be najis?
  
  - b. What kind of change has taken place?
  
  - c. Give another example of a similar change (i.e., change of ‘ayn an-najis item).
  
3. If my pet cow drank a little bit of najis water, would I be able to drink the cow’s milk? In other words, would the milk of the cow be ṭāhir?
  
4. What thing becomes ṭāhir through inqilāb?

# Worksheet 2.2 (con't)

---

5. While Yasmin is camping in the woods, a mosquito lands on her hand. Before it starts sucking her blood, she slaps it, and some blood comes out.
- Is the blood on her hand najis?
  - What kind of change has taken place?
6. If Zahrā's mouth starts to bleed while she is chewing gum, and she spits her gum out:
- Is her mouth ṭāhir? Please explain your answer.
  - If there was a tiny amount of blood that became mixed with her saliva, would she need to spit out her saliva? Please explain your answer.
7. Zaynab is visiting Pakistan for her summer holidays with her parents and 14-month-old baby brother. She is at her aunt's home when her brother urinates on a rug. Her aunt asks the maid to remove the rug from the house and put it out in the sun to dry. Zaynab expected her aunt to take the rug and have it washed and dried. The rug dries out in a day and the maid deodorizes it and puts it back in the room. Zaynab feels uncomfortable as she feels that the rug is still najis. Is the rug najis or ṭāhir? Explain your answer below.





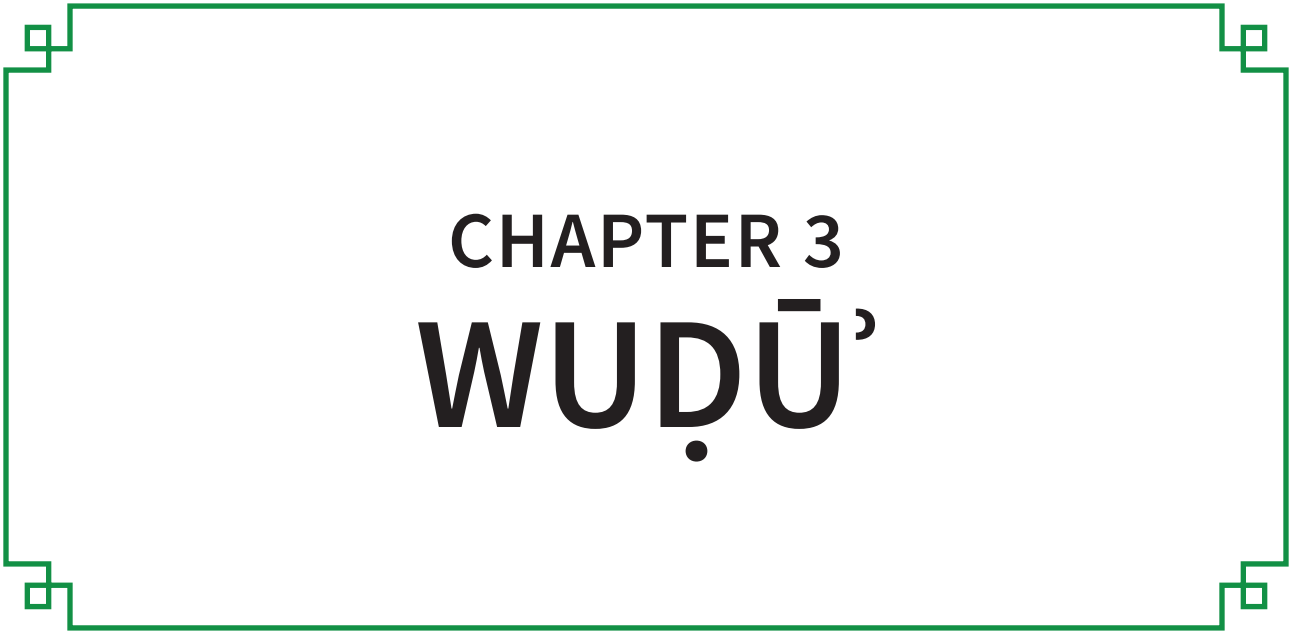
# Worksheet 2.3 (con't)

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10. Name the first 6 muṭahhirāt.

11. How can Islam make someone ṭāhir?

12. How would you explain Ghaybat ul-Muslim in your own words?



CHAPTER 3  
**WUḌŪ'**

# Worksheet 3.1

## WUḌŪ'

1. When we wash our face and arms, and wipe our head and feet in wuḏū', what does it symbolize?
  
  
  
  
  
  
  
  
  
  
2. Which of the following is NOT a condition for wuḏū'?

  - a. You must perform wuḏū' by yourself
  - b. Your wuḏū' body parts must be ṭāhir
  - c. You must brush your teeth before wuḏū'
  - d. You must do it in the correct order

  
  
  
  
  
  
  
  
  
  
3. List the 4 mubṭilāt of wuḏū' (things that make wuḏū' bāṭil):
  
  
  
  
  
  
  
  
  
  
4. You do your wuḏū' and lie down on your bed since there are 10 minutes left until ṣalāh. You are not sure if you fell asleep or not, but it is now time for ṣalāh. Do you have to perform wuḏū' again in order to offer your prayer? Why or why not?
  
  
  
  
  
  
  
  
  
  
5. You are performing wuḏū' when the phone rings. You answer the phone and then go back to finish performing your wuḏū' from where you left off. Is your wuḏū' valid? Why or why not?



**CHAPTER 4**  
**GHUSL**



# Worksheet 4.1

## GHUSL

1. Ablution means:
  - a. to wash oneself for a religious ritual
  - b. to clean your clothes
  - c. to perform wuḍū'
  - d. to perform ghusl
2. Explain how niyyah is done for ghusl.
3. What are the two ways to perform ghusl?
4. Tartībī means:
  - a. to submerge
  - b. to do in sequence
  - c. to wash oneself
  - d. none of the above
5. What are the three stages in which you must wash yourself when performing ghusl at-tartībī?
6. List two conditions for performing ghusl:



**CHAPTER 5**  
**TAYAMMUM**

# Worksheet 5.1

## TAYAMMUM

1. Write in the correct order the thing on which you would perform tayammum in order of preference.

Dry Mud

Earth

Dust or Stone

2. Tayammum must be performed when there is not enough water to perform wuḍū'/ghusl.

TRUE

FALSE

3. Tayammum can be done if the time remaining to offer the prayer is so short that if one performs wuḍū'/ghusl the prayer will become

\_\_\_\_\_.

4. The part of the body on which tayammum is done must be free from any

\_\_\_\_\_.

5. Write the correct order of performing tayammum. Number each corresponding box:

Wipe down from the top of the forehead to the top of your nose

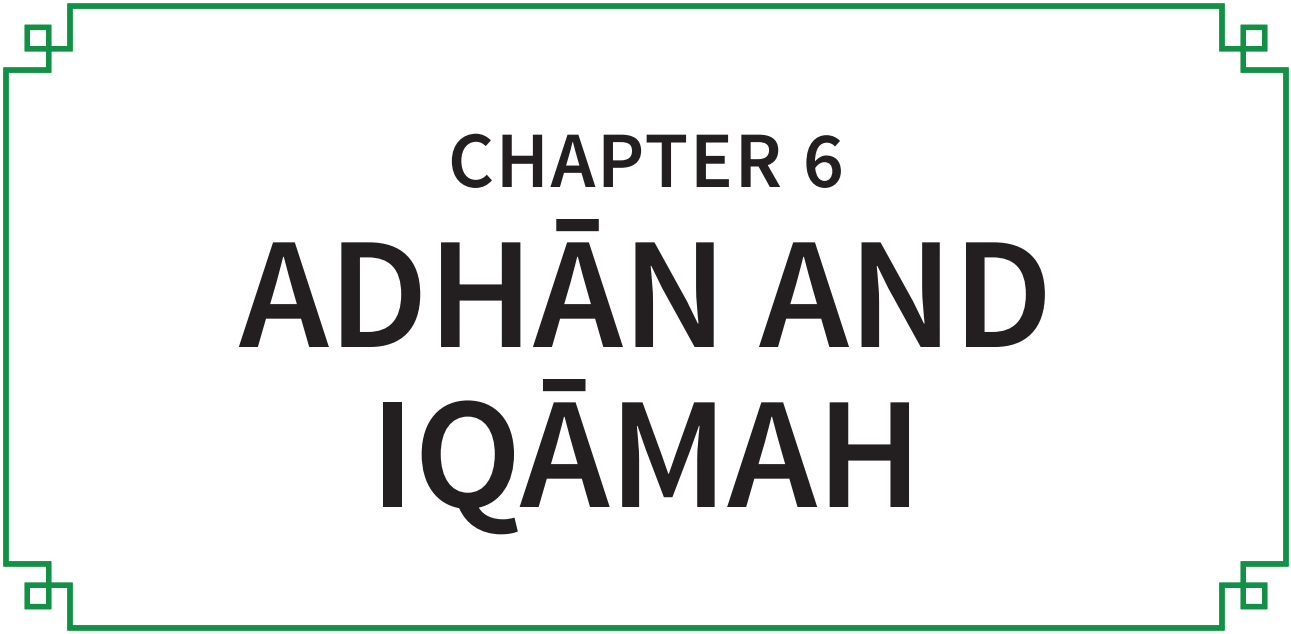
Wipe back of left hand

Wipe back of right hand

Strike both hands on earth

6. What is tartīb?





CHAPTER 6  
**ADHĀN AND  
IQĀMAH**

# Worksheet 6.1

## ADHĀN AND IQĀMAH

1. Sana is offering ṣalāh on her own. Is it still recommended for her to recite the adhān and iqāmah?
2. Give one case where adhān and iqāmah are not needed.
3. Explain three conditions for the adhān and iqāmah to be correct.
4. Pick one line of the adhān or iqāmah and explain what it means.
5. One day, Zain and his friends get together to play baseball. When it is ṣalāh time, they decide to stop their game to offer ṣalāh. Zain's friends ask him to recite the adhān and iqāmah so that they can all pray together in jamā'ah. Zain recites the adhān, and at the end says, "Qad qāmatiṣ-ṣalāh" two times. Is his adhān correct?
6. What does tartīb mean when it comes to adhān and iqāmah?

# Worksheet 6.1 (con't)

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7. The adhān and iqāmah are mustaḥab to recite.

True

False

8. It is alright to recite the adhān before the iqāmah or the iqāmah before the adhān, as long as both of them are recited before ṣalāh.

True

False

9. “Lā illāha illallāh” is recited once at the end of iqāmah, not twice.

True

False

CHAPTER 7  
**ŞALĀH**  
**[PRAYERS]**



# Worksheet 7.1

## WĀJIBĀT OF ṢALĀH

1. Name the eleven wājib parts of ṣalāh.
2. What is the difference between qirā'ah and dhikr?
3. What are the rukn parts of ṣalāh?
4. If I leave a rukn part of ṣalāh out by mistake, is my ṣalāh correct?



# Worksheet 7.2

## NIYYAH, TAKBĪRAT UL-IḤRĀM, AND QIYĀM

1. Niyyah is important for prayers because
  - a. We have to have full awareness of what we are doing
  - b. We don't want our ṣalāh to be just a habit
  - c. It is also a rukn of ṣalāh
  - d. All of the above
2. Things that are important in the niyyah are
  - a. The ṣalāh that you're praying must be specified
  - b. Your intention should be to sincerely please Allah
  - c. Both a and b
  - d. None of the above
3. If you miss a niyyah or a takbīrat ul-iḥrām, then your prayers
  - a. Become qaḍā'
  - b. Become bāṭil
  - c. Are still okay
  - d. None of the above
4. If you sit down by mistake while saying the sūrahs in qiyām, then your ṣalāh is correct.
  - a. True
  - b. False
5. One of the wājibāt of qiyām is that
  - a. Your whole body, except the arms, should be motionless
  - b. Part of your body has to be motionless
  - c. Your eyes can look around
  - d. None of the above
6. Takbīrat ul-iḥrām is also a rukn.
  - a. True
  - b. False





# Worksheet 7.3 (con't)

---

6. If I miss two sajdahs by mistake, is my ṣalāh still correct?
  - a. Yes
  - b. No
  
7. What is one thing we can say in dhikr of sajdah?
  
  
  
  
  
  
  
  
  
  
8. What are the seven parts of our body that must touch the ground during sajdah?
  
  
  
  
  
  
  
  
  
  
9. If I am offering ṣalāh on a very steep slope, is my ṣalāh correct?
  - a. Yes
  - b. No

# Worksheet 7.4

## Mubtilāt of Ṣalāh

1. Examples of things that make one's wuḍū' bāṭil are sleeping and passing wind. These also make one's ṣalāh bāṭil.
  - a. True
  - b. False
2. Zaynab is offering ṣalāh and turns away from the direction of qiblah on purpose to look at her little sister. Is her ṣalāh bāṭil?
3. Lana is 12 years old and is offering ṣalāt ul-jamā'ah with all the other children at Sunday School. She notices a child crying to her right because his mother is praying in the congregation. She starts smiling and making faces at the baby to quiet him down, but continues with the congregation. Is her ṣalāh valid?
4. Zahra's sister is not concentrating on her ṣalāh. She is crying because her mother refused to buy her one of her favorite Yu Gi Oh card game. Her ṣalāh is valid because she is human, and sometimes, it is hard to control your emotions as a human.
  - a. True
  - b. False
5. Ali was chewing gum while he was doing his wuḍū'. It was still fresh in his mouth and he decided to continue chewing it during ṣalāh. His ṣalāh is valid.
  - a. True
  - b. False

# Worksheet 7.4 (con't)

6. Folding the arms intentionally, just as some other Muslims do during their ṣalāh makes it bāṭil.
  - a. True
  - b. False
7. Saying "Āmīn" after Sūrah al-Fātiḥah makes one's ṣalāh bāṭil.
  - a. True
  - b. False
8. Amin realizes that his clothes are najis while praying ṣalāh, because he was playing out in the yard with the neighbor's dog, who licked him. Since he had forgotten that his clothes were najis before ṣalāh and has already started praying, his prayers are valid.
  - a. True
  - b. False
9. Doubts about the number of raka'āt completed in the first two raka'āt of Ṣuḥr, 'Aṣr, and 'Ishā' prayers, and also anywhere in the Fajr or Maghrib prayers, will make one's ṣalāh bāṭil.
  - a. True
  - b. False





# Worksheet 7.6

## ŞALĀT UL-ĀYĀT

**True or False: Circle either “T” for True or “F” for False.**

1. Āyāt means signs.
2. Şalāt ul-Āyāt can become wājib when a house burns down.
3. Şalāt ul-Āyāt consists of five raka‘āt with two rukū’s in each.
4. We should pray Şalāt ul-Āyāt at the end of an eclipse.
5. Şalāt ul-Āyāt is wājib even if no one is injured during an earthquake.

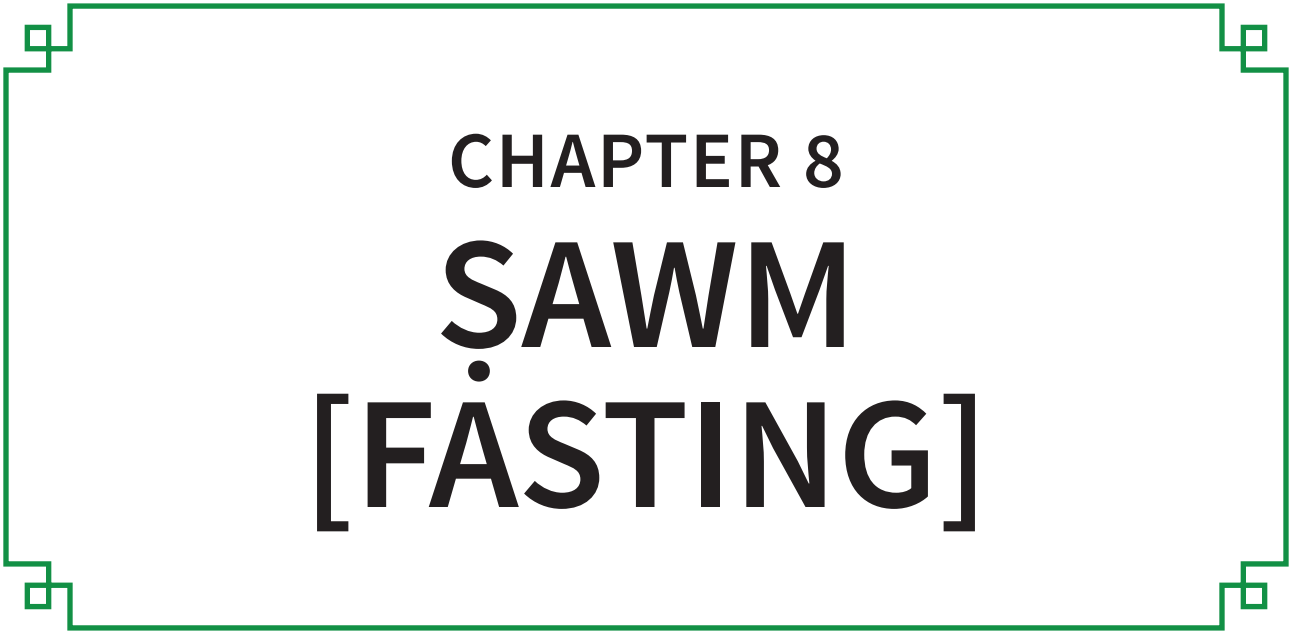
**Multiple Choice: Circle the letter of the best answer.**

6. If an earthquake and a solar eclipse happened at the same time, what should I do?
  - a. Offer one Şalāt ul-Āyāt.
  - b. Offer two Şalāt ul-Āyāt.
  - c. Pray that it doesn’t happen again.
7. Suppose a tornado happens in another city. What should we do?
  - a. We should offer Şalāt ul-Āyāt.
  - b. We should call someone in that city to offer Şalāt ul-Āyāt on our behalf.
  - c. There is no obligation regarding Şalāt ul-Āyāt for us.

**Short Answer Questions: Answer the following questions.**

8. Why do we offer Şalāt ul-Āyāt?





**CHAPTER 8**  
**ŞAWM**  
**[FÅSTING]**

# Worksheet 8.1

## OBLIGATORY FASTS

1. What does the term muḥṭirāt mean?
  - a. Traveling outside one's hometown after Ḍuhr
  - b. Unintentionally vomiting
  - c. Actions that make a fast void
  - d. An insane person
  
2. Name the six common muḥṭirāt.
  - 1)
  - 2)
  - 3)
  - 4)
  - 5)
  - 6)
  
3. If I do any of the muḥṭirāt accidentally, will my ṣawm be correct?
  - a. Yes
  - b. No
  
4. An example of doing a muḥṭirāt accidentally is:
  - a. Becoming more ill after keeping a fast despite being sick
  - b. Being pushed head-first into a swimming pool
  - c. Traveling out of town and staying for less than 10 days
  - d. Taking a quick drink of water because you feel thirsty

# Worksheet 8.1 (con't)

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5. If Husayn jumps into a swimming pool and goes underwater diving, will his ṣawm be correct (according to Āyatullāh Khamenei)?
  - a. Yes
  - b. No
  
6. Which of the following would *not* be a muftir (something that would invalidate one's fast)?
  - a. Leaving town before Ṣuhr
  - b. Intentionally inhaling thick dust
  - c. Unintentionally eating a candy and then spitting it out
  - d. Making up something about the Ma'ṣūmīn that is untrue
  
7. Batul was very sick, but she still decided to fast such that she became more sick. Is her ṣawm correct?
  - a. Yes
  - b. No



**CHAPTER 9**  
**HAJJ**  
**[PILGRIMAGE]**

# Worksheet 9.1

## ḤAJJ

1. In order for Ḥajj to be wājib on someone, he/she must be bāligh, be \_\_\_\_\_, and have istitā'ah.
2. To have istitā'ah means to have the finances, health, and time available to do all the wājibāt of Ḥajj.  

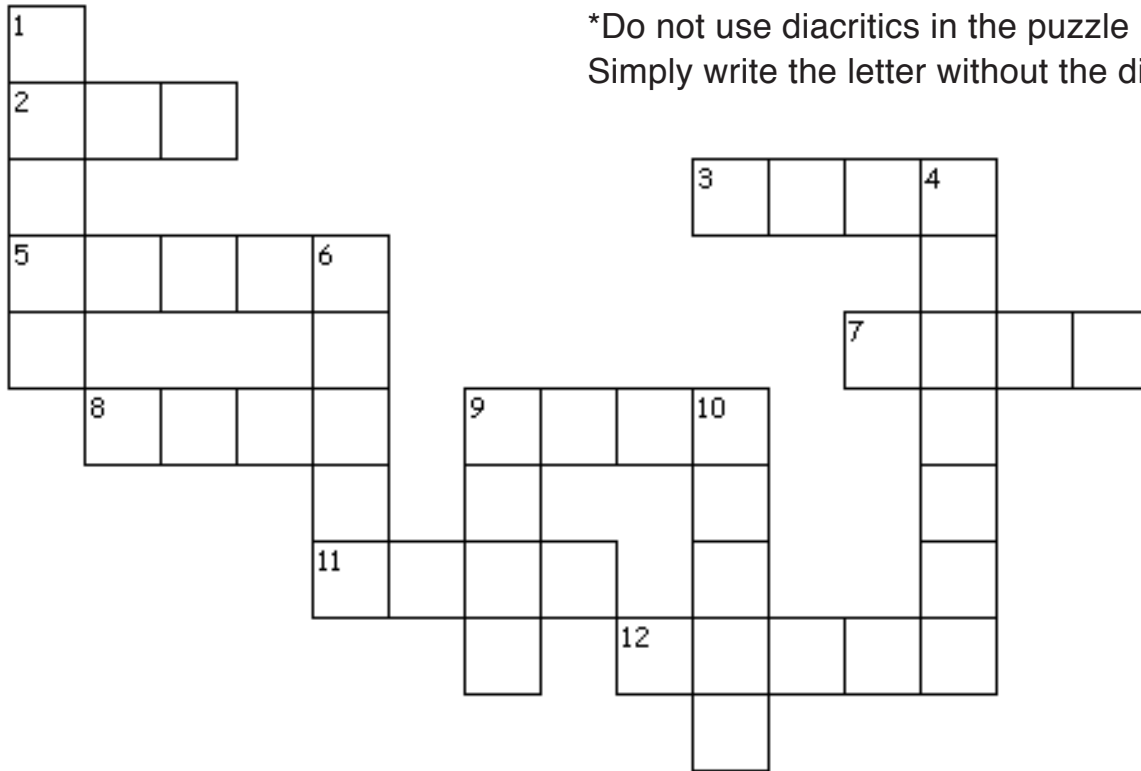
TRUE                  FALSE
3. Before you go to Ḥajj, you should make sure your money is clean, that you have no debts, and that you have given any outstanding \_\_\_\_\_ and \_\_\_\_\_.
4. Before going to Ḥajj, it is good to prepare a \_\_\_\_\_ and give some \_\_\_\_\_ for your journey.
5. The name of the minor pilgrimage is \_\_\_\_\_.
6. Before reaching Mecca, people stop at a boundary known as \_\_\_\_\_.
7. To enter Mecca, you must be in iḥrām.  

TRUE                  FALSE
8. Iḥrām is the name of the clothes worn by a pilgrim.  

TRUE                  FALSE
9. Iḥrām must not be made of \_\_\_\_\_.
10. The niyyah for wearing iḥrām should always be \_\_\_\_\_.



# Ḥajj Crossword



\*Do not use diacritics in the puzzle (e.g., ā, ī, etc.).  
Simply write the letter without the diacritic mark.

## ACROSS

2. While in Iḥrām, a ḥajji cannot kill any animal, not even an \_\_\_\_\_.
3. A ḥajji walks and sometimes \_\_\_\_\_ between Ṣafā and Marwah.
5. Al-Ḥajar al- \_\_\_\_\_ is the black stone sent from Heaven for the Ka'bah.
7. A part of your hair or a \_\_\_\_\_ can be cut when performing taqṣīr.
8. Ḥajj is wājib only \_\_\_\_\_ in a lifetime.
9. According to the Prophet (ṣ), one who performs Ḥajj becomes free of \_\_\_\_\_.
11. This is the place where pilgrims throw stones at Shayṭān and do their sacrifice.
12. The ṭawāf of the Ka'bah means going around it \_\_\_\_\_ times.

## DOWN

1. \_\_\_\_\_ Ibrāhīm, near the Ka'bah, has the footsteps of Nabī Ibrāhīm (‘a).
4. \_\_\_\_\_ came three times to stop Nabī Ibrāhīm (‘a) from sacrificing his son.
6. Nabī Ibrāhīm (‘a) had a \_\_\_\_\_ in which Allah told him to sacrifice his son.
9. Ismā‘īl (‘a) and Ishāq (‘a) are the \_\_\_\_\_ of Nabī Ibrāhīm (‘a).
10. One of the animals that can be sacrificed at Ḥajj is a \_\_\_\_\_.

**CHAPTER 10**  
**A CLOSER LOOK AT**  
**THE REMAINING FURŪ<sup>ʿ</sup>**  
**AD-DĪN**

# Worksheet 10.1

## KHUMS

In the following scenarios, decide if you would have to pay khums once your khums date arrives. If yes, calculate how much.

1. You buy some sports equipment for \$20. You play with that equipment almost everyday.
2. For you birthday, your grandma gives you \$50. You keep that money safe in your piggy bank until your next birthday.
3. You have \$20, which you will use to buy lunch at school this week.
4. Last year, you bought a sweatshirt you really liked for \$20. You never got a chance to wear it because it was always too hot.
5. Calculate how much khums you would have to pay if you had the following amount saved up:
  - a. \$100:
  - b. \$500:



# Worksheet 10.3

## AMR BIL MA'RŪF AND NAHĪ 'ANIL MUNKAR

Answer the following questions in complete sentences.

1. Why should you do amr bil ma'rūf and nahī 'anil munkar?
2. What four conditions must be in place for you to do amr bil ma'rūf and nahī 'anil munkar?
3. Your friend sits behind the best speller in the fifth grade! You find out that whenever your teacher gives a spelling test, your friend looks at that girl's paper and copies her answers. What should you do?
4. If someone is doing something wrong and you want to do nahī 'anil munkar, but you know that he will hurt you if you tell him anything, should you still say something?
5. In the previous example, what can you do instead?

# Worksheet 10.4

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## TAWALLĪ

1. In your own words, what is tawallī?
2. Why should we love what Allah loves?
3. In order to truly become a Shī‘ah, what does one need to do, according to Imām al-Bāqir (‘a)?
4. If you love the Ahl al-Bayt (‘a), is it enough to just say so with your tongue? Why or why not?
5. List two examples of how we can practice tawallī.

# Worksheet 10.5

---

## TABARRĪ

1. In your own words, what is the meaning of tabarrī?
2. In order to practice tabarrī, whom must we stay away from?
3. In order to truly dislike the enemies of Ahl al-Bayt (‘a), what should we do?
4. Why do you think it is so important to stay away from the enemies of the Ahl al-Bayt (‘a)?



CHAPTER 11  
**HIJĀB**



# Worksheet 11.1

## ḤIJĀB

Answer the following questions in complete sentences, using your own words.

1. What is meant by modesty?
2. What body parts does a woman need to cover while observing ḥijāb?
3. What does it mean when someone is maḥram to you?
4. List three people who are maḥram to you.
5. What could be a reason for the wisdom behind a woman being asked to cover herself while offering ṣalāh?

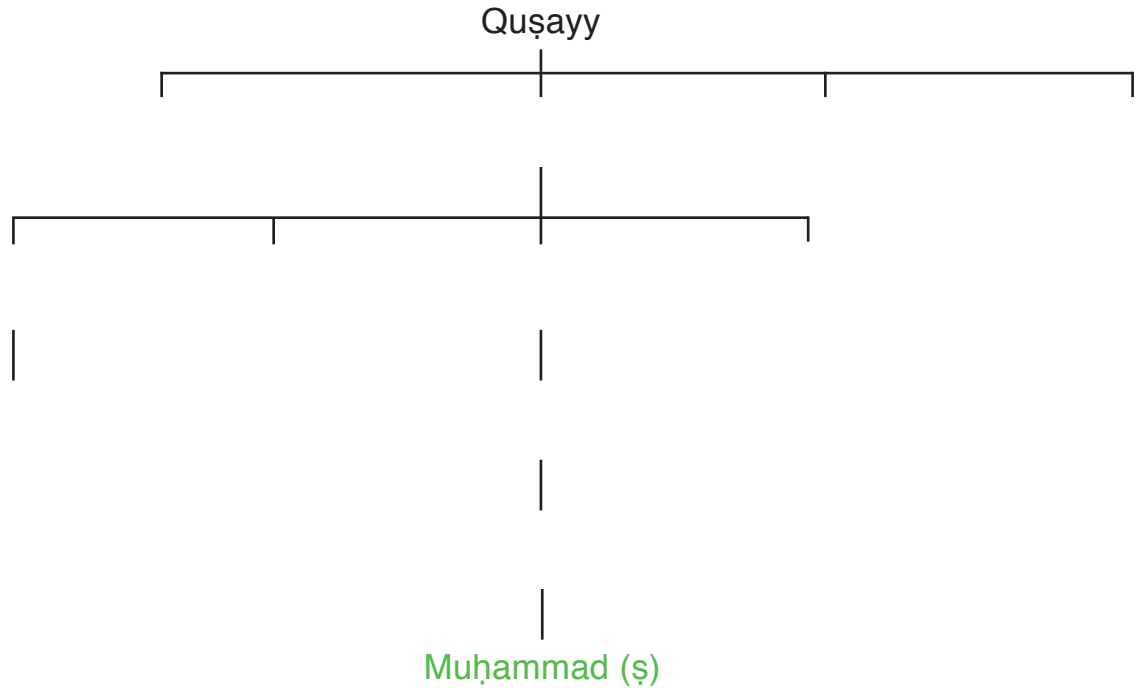
**HISTORY  
&  
ISLAMIC  
KNOWLEDGE**

**CHAPTER 1**  
**ANCESTORS & LIFE OF**  
**THE NOBLE PROPHET (ﷺ)**  
**BEFORE ADULthood**

# Worksheet 1.1

## PROPHET MUḤAMMAD'S (ﷺ) FAMILY TREE

Complete the family tree:



1. Write down four responsibilities of Qusayy as the Chief of Quraysh?

2. What was Dār un-Nadwah?

# Worksheet 1.1 (con't)

3. What was the agreement between Hāshim and the thieves on the trade routes?

4. How did the Banī Umayyah become the enemies of Banī Hāshim?

## Choose from the words below and fill in the blanks

1. Hāshim was the son of \_\_\_\_\_.
2. Hāshim was the great \_\_\_\_\_ of the Noble Prophet (ﷺ).
3. He had a twin brother named \_\_\_\_\_.
4. At that time, there was a practice among the Arabs called iḥtifād. When members of a family could not earn enough to feed themselves, they would leave Mecca and go to the desert, where they would live in a tent until they died of hunger and thirst. He ended this practice by uniting one \_\_\_\_\_ family with one \_\_\_\_\_ family.
5. Hāshim's nephew, \_\_\_\_\_ (son of 'Abd Shams) was jealous of the respect his uncle received. He challenged his uncle for the leadership of the \_\_\_\_\_.

# Worksheet 1.1 (con't)

6. He lost the challenge, and had to sacrifice \_\_\_\_\_ camels to feed the Ḥajj pilgrims and leave Mecca for 10 years. From then on, the Banī Umayyah became the enemies of the Banī Hāshim.
7. ‘Abd ul-Muṭṭalib was the son of \_\_\_\_\_.
8. ‘Abd ul-Muṭṭalib was the \_\_\_\_\_ of our Noble Prophet (ﷺ).
9. His real name was \_\_\_\_\_, but because he was once mistaken as the slave of his uncle Muṭṭalib, he was called ‘Abd ul-Muṭṭalib.
10. The well of \_\_\_\_\_ has existed since the time of Prophet Ibrāhīm (‘a). In its early days it was overused, and it dried up.
11. By the mercy of Allah, \_\_\_\_\_ discovered the water of the well.
12. ‘Abd ul-Muṭṭalib dug the well further and discovered some treasure. From his share, he donated \_\_\_\_\_ in the way of Allah.
13. ‘Abd ul-Muṭṭalib made a nadhr that if he got \_\_\_\_\_ sons, he would sacrifice one in the way of Allah.
14. To fulfill his nadhr, he decided to pick which son he would sacrifice by casting lots. His son \_\_\_\_\_ came up. He was ‘Abd ul-Muṭṭalib's youngest and most beloved son.

‘ABDULLĀH	HĀSHIM	ZAMZAM	10
ONE-FIFTH	GRANDFATHER	SHAYBAH	100
UMAYYAH	‘ABD MANĀF	‘ABD UL-MUṬṬALIB	RICH
GRANDFATHER	‘ABD SHAMS	QURAYSH	POOR

# Worksheet 1.2

## BIRTH OF THE NOBLE PROPHET (ﷺ)

Match the numbers in the box to the corresponding statements below:

The day of the week the Prophet (ﷺ) was born

The date and month of his birthday

He was born in the Year of the \_\_\_\_\_

His father

His mother

Meaning of Muḥammad (ﷺ)

He is also mentioned by this name in the Noble Qur'ān

She was a slave and nursed him for four months

His second foster mother

The number of years he stayed with his second foster mother

1. One who is worthy of praise
2. Suwaybah
3. Friday
4. Five
5. 'Abdullāh
6. Elephant
7. Aḥmad
8. Ḥalīmah
9. Āminah
10. 17th Rabī' ul-Awwal

# Worksheet 1.3

## CHILDHOOD OF THE NOBLE PROPHET (ﷺ)

1. The Noble Prophet (ﷺ) lived in the desert with \_\_\_\_\_. When he was \_\_\_\_\_ years old, she returned the Noble Prophet (ﷺ) to the care of his mother \_\_\_\_\_.
2. On the way back from \_\_\_\_\_, Ḥaḍrat Āminah fell ill and \_\_\_\_\_.
3. The Noble Prophet (ﷺ) was now an orphan and \_\_\_\_\_ took him under his wing.
4. The Noble Prophet (ﷺ) was only \_\_\_\_\_ years old when his grandfather died.
5. Before his death, ‘Abd ul-Muṭṭalib made his son \_\_\_\_\_ responsible for taking care of our Noble Prophet (ﷺ).
6. When the Noble Prophet (ﷺ) was 12 old, his uncle \_\_\_\_\_ took him on a trade journey into \_\_\_\_\_ with a caravan of the Quraysh.
7. In Basrah, the caravan stopped to stock up on supplies for the rest of the journey. There was an old Christian monk named \_\_\_\_\_, who lived in an old monastery there.
8. The monk said, "This boy has a brilliant future. He is the same \_\_\_\_\_ whose coming has been foretold in the \_\_\_\_\_ Books."



# Worksheet 1.4

## THE YOUTH OF THE NOBLE PROPHET (ﷺ)

Fill in the blanks:

1. When the Noble Prophet (ﷺ) was 15 years old, the Arabs became involved in a series of \_\_\_\_\_. The Noble Prophet (ﷺ) participated in the last of these, but not in the actual \_\_\_\_\_.
2. In his youth, the Noble Prophet (ﷺ) accompanied his uncle Abū Ṭālib on \_\_\_\_\_ to Syria and Yemen. He soon gained a reputation in Mecca for his good \_\_\_\_\_ sense, \_\_\_\_\_, and \_\_\_\_\_.
3. People were so impressed by the qualities of the Noble Prophet (ﷺ) that they began to call him \_\_\_\_\_ and \_\_\_\_\_.
4. The Prophet (ﷺ) spent part of his youth as a \_\_\_\_\_.
5. Why did even the enemies of Islam leave their belongings with the Prophet (ﷺ) when they went away on trips?

CHAPTER 2

**ADULTHOOD OF  
THE PROPHET (ﷺ)**

# Worksheet 2.1a

## ḤAḌRAT KHADĪJAH (‘A)

1. Ḥaḍrat Khadijah (‘a) was called the Princess of Arabia because:
  - a. She was the most successful trader in Arabia
  - b. She was the most beautiful person at that time
  - c. She was the daughter of a king
  - d. All of the above
  
2. Ḥaḍrat Khadijah (‘a) was influenced by her cousin’s religious ideology. Which ideology was this?
  - a. That the Quraysh’s beliefs were correct
  - b. That there was one God
  - c. That the trading business needed some more work
  - d. That women should not do business
  
3. What work did the Noble Prophet (ṣ) do for Ḥaḍrat Khadijah (‘a)?
  - a. He would travel with her caravans as her agent
  - b. He was the person who gave her financial advice
  - c. He was the person who decided what to do with the business
  - d. None of the above
  
4. Why do you think Ḥaḍrat Khadijah (‘a) accepted the proposal of the Noble Prophet (ṣ)?
  - a. She was impressed with the Prophet’s (ṣ) manner, character, and personality
  - b. She thought he would make her richer
  - c. She had already known of the Prophet’s (ṣ) trustworthiness and honesty before she even hired him
  - d. Both a and c

# Worksheet 2.1a (con't)

5. Why did Ḥaḍrat Khadījah (‘a) begin to lose interest in her business?
  - a. Her relatives told her not to work anymore
  - b. Her business had brought her enough wealth, and she now wanted to settle down in her new role as a wife
  - c. Her husband told her not to work
  - d. Her business started to decline
  
6. What happened to the two sons of the Noble Prophet (ṣ) and Ḥaḍrat Khadījah (‘a)?
  - a. They were killed by the enemies of Islam.
  - b. They grew up and ran away.
  - c. By the will of Allah, they died very young.
  - d. None of the above
  
7. The name that the enemies of the Noble Prophet (ṣ) called him was:
  - a. Holy
  - b. Unholy
  - c. Abtar
  - d. None of the above
  
8. The sūrah in the Noble Qur’ān that was revealed as an answer to this behavior was:
  - a. Sūrah al-Ḥamd
  - b. Sūrah at-Tīn
  - c. Sūrah ash-Shams
  - d. Sūrah al-Kawthar
  
9. This sūrah promised the Prophet (ṣ) that:
  - a. His enemy would be abtar
  - b. He would not be childless
  - c. He would have 5 more children
  - d. Both a and b

# Worksheet 2.1b

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1. Who recited the marriage ceremony of the Noble Prophet (ﷺ) and Ḥaḍrat Khadījah (‘a)?
2. Describe Ḥaḍrat Khadījah’s (‘a) character and how she made the “perfect” wife for the Prophet (ﷺ).
3. Why did the enemies of Islam call the Prophet (ﷺ) Abtar?
4. Explain how Allah kept His promise that He made to the Noble Prophet (‘a) in Sūrah al-Kawthar.
5. Some words that can be used to describe Ḥaḍrat Khadījah (‘a) are selfless, generous, and supportive. For each of these adjectives, give an example from the reading that supports these characteristics.

# Worksheet 2.2

## THE FIRST REVELATION

### Guess my name:

1. I am the place where the Prophet (ﷺ) often came to pray and think. The first revelation took place here.

---

2. I was chosen to bring the Prophet's (ﷺ) first revelation to Him.

---

3. I was the wife of the noble Prophet (ﷺ) and was the first woman to become Muslim.

---

4. I lived under the guidance of the Noble Prophet (ﷺ) and although I have been a Muslim since the beginning of time, I announced that I was a Muslim, too.

---

5. I was a slave and then the adopted son of the Noble Prophet (ﷺ). I became a Muslim when Prophet Muḥammad (ﷺ) returned from the cave and told us of the first revelation.

---

### Short answer questions:

6. Why did only a few people become Muslims in the first three years after the first revelation?

7. Why were the Quraysh relaxed about the Prophet's (ﷺ) activities at this time?

# Worksheet 2.3

## DHUL 'ASHĪRAH AND THE GENERAL INVITATION TO ISLAM

Answer the following questions:

1. Why did the Noble Prophet (ﷺ) only invite the sons of 'Abd ul-Muṭṭalib to the occasion of Dhul 'Ashīrah?
2. What did the Prophet (ﷺ) want to do at this occasion?
3. Who was the person who kept on wanting to prevent the Prophet (ﷺ) from carrying out his mission?
4. Who was the only one to stand up and declare support for the Prophet (ﷺ)?
5. The Quraysh wanted to force their slaves to denounce Islam, but the early Muslims stood by their faith. If a school friend insists that you do something that is unacceptable in Islam, what would you say to them?
6. How did they make life difficult for the Prophet (ﷺ)? Give one example.

# Worksheet 2.3

## Fill in the blanks:

7. After introducing Islam to his relatives, the next people our Prophet (ﷺ) introduced Islam to were \_\_\_\_\_.
8. The Banī \_\_\_\_\_, who had always been the enemies of the Banī Hāshim, started to \_\_\_\_\_ the Noble Prophet (ﷺ).
9. From aṣ-Ṣādiq (the truthful one), our Prophet (ﷺ) was now being called a \_\_\_\_\_ and \_\_\_\_\_.
10. When the number of Muslims slowly began to increase, the threatened chiefs went to \_\_\_\_\_.
11. \_\_\_\_\_ was one of the early Muslims. When he declared that he had accepted Islam, the Quraysh beat him up so badly that he was half dead.
12. When \_\_\_\_\_ accepted Islam, his cruel master was very angry and began to torture him mercilessly. He would make him lie barebacked on the hot sands of the desert and place a large stone on his chest so that he could not escape the burning sand.
13. \_\_\_\_\_ and his parents \_\_\_\_\_ and \_\_\_\_\_ were amongst the first Muslims.



# Worksheet 2.4

## THE HIJRAH TO ABYSSINIA

### Fill in the blanks:

1. A group of Muslims were told by the Prophet (ﷺ) to leave for Abyssinia, also known as \_\_\_\_\_.
2. The group was led by Ja'far bin Abū Ṭālib, the \_\_\_\_\_ of the Prophet (ﷺ).
3. When they reached Abyssinia, the King, named \_\_\_\_\_, wanted to find out more about \_\_\_\_\_.
4. Ja'far talked to him and recited some verses from Sūrah \_\_\_\_\_.
5. The king was very happy, and said the \_\_\_\_\_ were free to live in his country for as long as they liked.

### Short-answer questions:

6. What were the chiefs of Mecca worried about when they found out that the Muslims were living peacefully in Abyssinia?
  
  
  
  
  
  
  
  
  
  
7. What did they want to do by sending gifts to the king and ministers?



# Worksheet 2.5

## THE BOYCOTT OF BANĪ HĀSHIM

1. The uncle of the Prophet (ﷺ), \_\_\_\_\_, advised all the Muslims to move to the Valley of \_\_\_\_\_.
2. The Muslims remained here for \_\_\_\_\_ years.
3. The chiefs decided to tear down the agreement. When they brought it down from the Holy \_\_\_\_\_, they noticed that the entire sheet had been eaten away by termites and only the words "In the name of our Lord" remained.

### Make up a question for each of the answers:

1. QUESTION:

ANSWER: The Quraysh

2. QUESTION:

ANSWER: The Holy Ka'bah

3. QUESTION:

ANSWER: Nobody is allowed to marry the Muslims.

4. QUESTION:

ANSWER: Valley of Abū Ṭālib

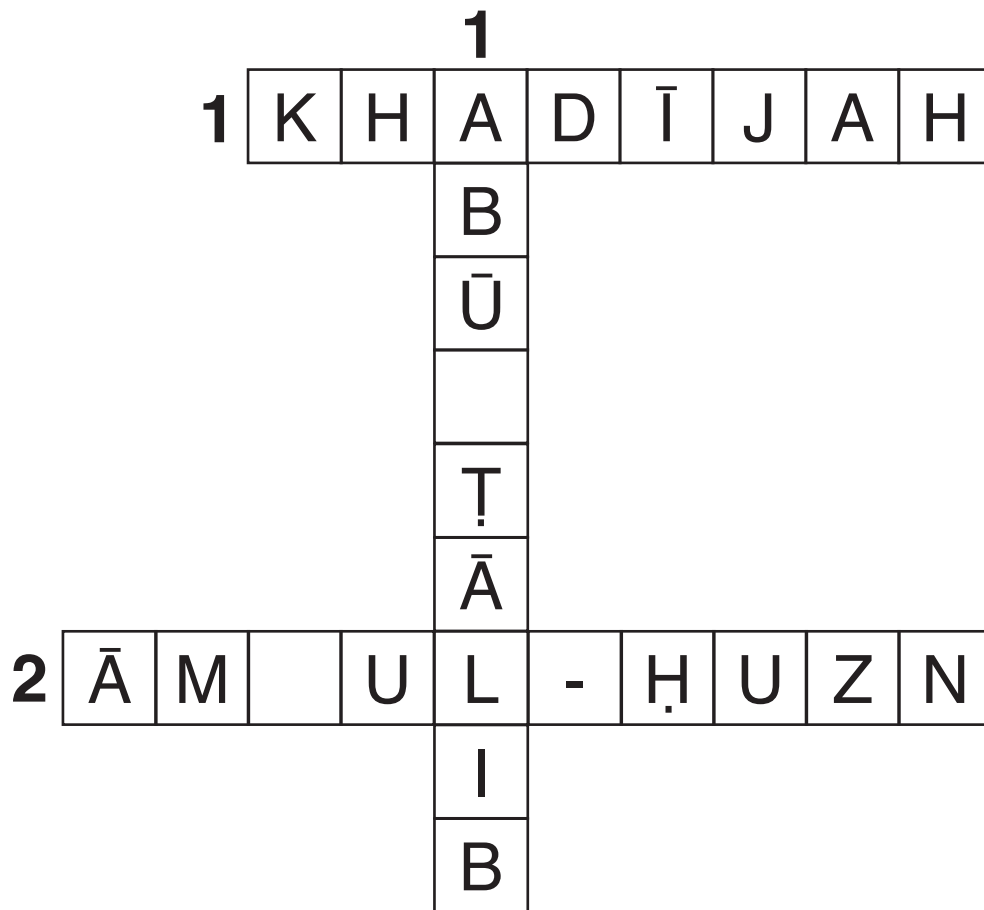
5. QUESTION:

ANSWER: Only the words "In the Name of our Lord" remained.



# Worksheet 2.6b

## CROSSWORD PUZZLE



Make up your own clues for the crossword puzzle:

Across:

1. \_\_\_\_\_

2. \_\_\_\_\_

Down:

1. \_\_\_\_\_

# Worksheet 2.8

## JOURNEY TO ṬĀ'IF

Fill in the blanks:

1. After the death of \_\_\_\_\_, Prophet Muḥammad (ṣ) was faced with more problems in Mecca.
2. Prophet Muḥammad (ṣ) therefore decided to preach in a town called \_\_\_\_\_.
3. The tribe of Banū Thaḳīf lived in this town. They \_\_\_\_\_ the message of Islam.
4. Prophet Muḥammad (ṣ) asked for them to keep his presence there a \_\_\_\_\_ to protect himself.
5. The Banū Thaḳīf did not cooperate. As a result, a group of people from the tribe started to \_\_\_\_\_ the Prophet (ṣ) by throwing \_\_\_\_\_ at him.
6. The Prophet (ṣ) took refuge in the \_\_\_\_\_ of some wealthy people of the \_\_\_\_\_ who were also idol worshippers.
7. These people sympathized with the Prophet's (ṣ) situation and asked their slave to serve him a plate of \_\_\_\_\_.
8. The Prophet (ṣ) said \_\_\_\_\_ before he ate these.
9. The slave was \_\_\_\_\_ to see that Prophet Muḥammad (ṣ) did not mention the names of any \_\_\_\_\_.
10. Since the slave was Christian, Prophet Muḥammad (ṣ) told him about \_\_\_\_\_ ('a), whom he also called his brother.

# Worksheet 2.9

## HISTORY AND PRESERVATION OF THE QUR'ĀN

1. The longest Sūrah in the Qur'ān is Sūrah al-\_\_\_\_\_, and the shortest is Sūrah al-\_\_\_\_\_.
2. There are \_\_\_\_\_ sūrahs in the Qur'ān.
3. There are \_\_\_\_\_ juz (parts) of the Noble Qur'ān.
4. The Qur'ān begins with Sūrah al-\_\_\_\_\_.
5. The Qur'ān was revealed over a period of \_\_\_\_\_ years.
6. Imām \_\_\_\_\_ ('a) and \_\_\_\_\_ bin Thābith were ordered by the Prophet (ﷺ) to memorize the Qur'ān and write it down as it was being revealed.
7. It took Imām 'Alī ('a) \_\_\_\_\_ years to finish the compilation.
8. The two khalīfahs who refused to publish the compiled Qur'ān were:
  - a. Abū Bakr and Mu'āwiyah
  - b. Abū Bakr and 'Umar
  - c. 'Uthmān and 'Umar
9. The person who finally accepted the Qur'ān compiled by Imām 'Alī ('a) and published it was:
  - a. 'Umar
  - b. Abū Bakr
  - c. 'Uthmān
10. The entire Muslim world uses the version of the Qur'ān originally compiled by Imām 'Alī ('a).
  - a. True
  - b. False

CHAPTER 3

**ISLAM AFTER THE  
NOBLE PROPHET  
(ﷺ)**



# Worksheet 3.2

## KARBALA AND IMĀM ḤUSAYN (‘A)

Choose the correct answer:

1. Who nominated Mu‘āwiyah as governor of Syria?
  - a. Abū Bakr
  - b. ‘Umar
  - c. ‘Uthmān
  - d. Imām ‘Alī (‘a)
2. Under what conditions did Imām ‘Alī (‘a) agree to become the khalīfah?
  - a. He wanted to rule the Islamic way
  - b. He wanted to have all governors pledge loyalty
  - c. Both a and b
  - d. None of the above
3. Items included in the peace treaty of Imām Ḥasan (‘a) were:
  - a. Mu‘āwiyah would follow Islamic rule and ensure protection of the people of Islamic territories.
  - b. Mu‘āwiyah would not be responsible for the lives or honor of the Shī‘ah.
  - c. Mu‘āwiyah would not have the right to nominate a successor and would not harm any of the Prophet’s (ﷺ) family members.
  - d. Both a and c
4. Mu‘āwiyah broke the treaty by:
  - a. Not ruling according to the Qur’ān
  - b. Nominating his son as successor
  - c. Having Imām Ḥasan (‘a) poisoned
  - d. All of the above
5. When Mu‘āwiyah died, who became khalīfah? Did Imām Ḥusayn (‘a) revolt now to become successor?
  - a. Yazīd; yes, the Imām (‘a) argued it was his right to become khalīfah.
  - b. Yazīd; no, but the Imām (‘a) refused to accept Yazīd as the religious leader.
  - c. Yazīd; yes, the Imām (‘a) was waiting for this moment.
  - d. ‘Uthmān; no, the Imām (‘a) knew ‘Uthmān was the rightful successor.



# Worksheet 3.3

## ‘AWN AND MUḤAMMAD

Answer the following questions:

1. Why were the mothers of Karbala ready to sacrifice their children?
2. Describe the lineage of ‘Awn and Muḥammad.
3. Why do you think Imām Ḥusayn (‘a) was hesitant in giving Sayyidah Zaynab’s (‘a) children permission to fight?
4. How were the children targeted by the army of Yazīd?
5. What was Sayyidah Zaynab’s (‘a) reaction to the martyrdom of her sons?

# Worksheet 3.4

---

## IMĀM ḤASAN'S (‘A) SONS

Answer the following questions:

1. How many sons of Imām Ḥasan (‘a) were martyred in Karbala?
2. What are the names of the two sons who are better known?
3. Describe the circumstances of each of their deaths.
4. How do you think fighting for Imām Ḥusayn (‘a) was the same as fighting for Islam?
5. How do you think Imām Ḥusayn (‘a) won in Karbala?



**CHAPTER 4**  
**ISLAM TODAY**

# Worksheet 4.1

## Muslims in America

### Fill in the blanks:

1. The first Muslims in America entered the country as \_\_\_\_\_.
2. Muslim immigrants entered the country in the \_\_\_\_\_s.
3. There are Muslims in America that are natives of America. One out of \_\_\_\_\_ Muslims in America is African American.
4. The percentage of African American Muslims in America is \_\_\_\_\_% of the total Muslim population.
5. The first masjid built in America is in the state of \_\_\_\_\_.
6. Islam is the \_\_\_\_\_ largest religion in America.

### Questions:

7. Who are immigrants and why did they come to America?
8. What was the English and Arab name of a famous African American Muslim?
9. Which ethnic group of Muslims is present in highest percentage in America?
10. Do you think we could spread Islam through our behavior? How?

# End of Unit Project

## End of Unit Project: Board Game

### Objective:

The objective of this project is to help young students review history content.

### Assignment:

You are a board game manufacturer, and you have been assigned the task of creating a board game that will help students review history topics in a fun and interesting way!

### Requirements:

- Choose a lesson from the history section.
- Create at least 25 questions and answers for your game that relate to the content of that lesson. The questions must be somehow incorporated into playing the game.
- Relate the format and purpose of your game to the review topic in some way. Example: the game board is in the shape of the history period that you have chosen.
- Type directions for your game that clearly describe how to play the game.
- Make sure the content and difficulty of your game are appropriate for your age group.
- The games will be presented in class and will be tested by your fellow students who will evaluate the games. We may have a Game Showcase Day with other students, perhaps a lower grade.
- Your game board must have the following components:
  - Name of game and team members
  - Rules and detailed directions for the game (typed)
  - Minimum of 25 questions related to the review topic, as well as the answers to the game questions
  - Playing board with at least three original graphics used to give the cards and game board visual appeal
  - Game pieces
  - Box for game (illustrated) (optional)
  - Dice or spinner (if appropriate)
- Presentation: Your team will present your final product and discuss how you came up with the idea.

# End of Unit Project Rubric

## Board Game Rubric

History Lesson: \_\_\_\_\_

Team Members: \_\_\_\_\_

Final Score: \_\_\_\_\_/24

Your game will be graded according to the rubric below. By default, the game will get a single grade for the group.

CATEGORY	4	3	2	1
<b>Creativity</b>	A lot of thought went into making the game interesting and fun to play as shown by creative questions, game pieces, and game board.	Some thought was put into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters.	Students tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game.	Little thought was put into making the game interesting or fun.
<b>Teamwork</b>	It is evident that excellent effort was put into creating the game. Evidence includes a neat presentation, complete detailed information, and fulfillment of all requirements	It is evident that good effort was put into creating the game. Evidence includes a neat presentation, complete information, and fulfillment of most requirements	It is evident that some effort was put into creating the game. Evidence includes a neat presentation, most information, and fulfillment of some requirements.	It is evident that little effort was put into creating the game. Evidence includes a neat presentation, and fulfillment of some requirements.
<b>Rules</b>	Rules were written clearly enough that all could easily participate. Neatly written or typed and edited for errors.	Rules were written, but one part of the game needed slightly more explanation. Typed or neatly written, but some errors.	Rules were written, but people had some difficulty figuring out the game. Typed or handwritten, many typos.	The rules were not written/typed and/or very confusing/conflicting to players
<b>Accuracy of Content</b>	All information cards made for the game are correct.	All but one of the information cards made for the game are correct.	Two of the information cards made for the game are correct.	More than 2 information cards made for the game are not accurate.
<b>Knowledge Gained</b>	Game creation demonstrates strong knowledge of the unit of study. Created a game that could challenge everyone.	Game creation demonstrates knowledge. Good ideas for questions to help students review the unit of study.	Game creation demonstrates adequate knowledge. Questions/answers need more work.	Game creation does not demonstrate knowledge of the unit of study or the questions are off-topic/inappropriate.
<b>Team contribution</b>	Everyone contributed equally in creating the game. They fulfilled all of their parts of the project.	Everyone contributed equally in creating the game. They fulfilled most of their parts of the project.	Everyone contributed some in creating the game. They fulfilled some parts of the project.	Everyone contributed little or not at all in creating the game. They fulfilled little of their part of the project
<b>Total Score:</b>				



**AKHLĀQ**  
(ETIQUETTE)

# Worksheet 1.1

## MERITS OF AKHLĀQ

1. What are the three guidelines of akhlāq given to us by our scholars? Define them in your own words.

GUIDELINE	DEFINITION

2. Write two examples of al-Mushāraṭah for yourself.

3. Try doing al-Muḥāsabah for one week. Use the table below to help.

DAY	TODAY, I ACTED IN ACCORDANCE WITH MY MUSHĀRAṬAH (Y/N)	TOMORROW, I WILL TRY TO IMPROVE BY

# Worksheet 2.1

## GOOD INTENTIONS

1. What does it mean to be sincere in your intentions?
2. How can you purify your intentions?
3. Choose one ḥadīth from Imām ‘Alī (‘a) or the Noble Prophet (ṣ) and explain what you think it means.
4. For each action below, give an example of a sincere niyyah and insincere niyyah. The first one has been done for you.

Action	Sincere Niyyah	Insincere Niyyah
Pick up trash in the masjid	This is the house of Allah, and I should keep it clean	Everyone will think I'm such a great helper
Sharing your lunch		
Helping someone with homework		
Lending an outfit to a friend		



# Worksheet 4.1

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## MOCKERY

1. Why is it wrong to mock/make fun of others?
2. How did Imām al-Bāqir (‘a) react when someone mocked him? What can we learn from this story?
3. A new student comes to school, and kids at the school start to make fun of him/her for being overweight, which makes the new student feel very hurt and disrespected. What can you do to help fix this situation?
4. You are hanging out with your friends joking and laughing. All of a sudden, one of your friends starts making a joke about you. At first, you laugh along, but then they continue laughing, and you don't find it funny any more. What can you do in this situation?



# Worksheet 6.1

## BACKBITING AND SLANDER

1. Decide if the following scenarios are ghībah or tuhmah:
  - a. When Mrs. Ali handed back math tests, Ibrahim peeked at Yusuf's test and saw that he got an F. So, he secretly told everyone that Yusuf failed math and is really bad at it.

This is an example of:

- b. Maryam and Khadijah don't like the new girl, Aliyah, so they spread a rumor that Aliyah eats pork and does other ḥarām activities.

This is an example of:

- c. Husayn was walking by a bar and saw his friend Yahya going inside it. So, he texted his other friend Ayub and told him what he saw.

This is an example of:

2. If you hear someone doing ghībah or tuhmah, what should you do?

# Worksheet 7.1

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## SWALLOWING ANGER

1. Whom does the Qur'ān describe as the “Kāẓimīn al-Ghayḏ?”
2. What does Imām Mūsā al-Kāẓim's (‘a) title mean? Why was he given this title?
3. What are some things you can do to control your anger?
4. You spend weeks creating the perfect project for the science fair at school. Your solar system is perfect, and you are sure that you will win the prize this year. You wake up the morning of the science fair and find that your little sister decided to use your model as a toy and destroyed your entire project. You don't have enough time to fix it. You're so angry at her. What should you do in this situation?



# Worksheet 8.1

## JEALOUSY

1. In the boxes below, write the different groups of people.



2. How can your jealousy of someone show your distrust in Allah?
  
  
  
  
  
  
  
  
  
  
3. Write down three ways jealousy can harm you.
  
  
  
  
  
  
  
  
  
  
4. Write down what you may be envious of or jealous of when you see your friends. Don't feel shy, since many of us have these feelings. Talking about them and becoming aware of them is the first step toward helping yourself correct them .

# Worksheet 9.1

1. The Noble Prophet (ﷺ) said that ṣabr is divided into three parts. In the table below, write the three parts, and give an example of each:

PART	EXAMPLE

2. What did Prophet Ayyūb (‘a) do when he was faced with hardships? What lesson can we take away from this?
3. What did Imām as-Sajjād (‘a) say about the dogs of Medina? How can we make our characteristics different than the characteristics of these dogs?

# Worksheet 10.1

## HARD WORK

1. Why is laziness discouraged in Islam?
2. Why does a true believer work harder?
3. How can working hard be the same as praying to Allah?
4. Write 5 tasks that you will work harder at, and explain how you will form your niyyah to turn these tasks into an act of worship.

TASK	Niyyah
Math Homework	I am doing my math homework so that I can learn more to help and serve others and Allah.

# Worksheet 11.1

## MANNERS OF EATING AND DRINKING

Fill in the blanks using the words below (you may use a word twice):

1. Before you start eating, you should \_\_\_\_\_ your hands.
2. It is ḥarām to sit at a table that has \_\_\_\_\_ on it.
3. Before you start eating, you should take a pinch of \_\_\_\_\_.
4. You should wait for food to \_\_\_\_\_.
5. You should not eat \_\_\_\_\_ food.
6. You should not \_\_\_\_\_ at other people's food when eating.
7. You should always eat with your \_\_\_\_\_ hand.
8. When you have finished you should \_\_\_\_\_ and \_\_\_\_\_ your hands.

Salt

Right

Dry

Look

Wash

Alcohol

Cool down

Too much

# Worksheet 12.1

## THINKING OF THE UNDERPRIVILEGED

In the chart below, write down how you could help someone who has the following challenges.

<b>CHALLENGE</b>	<b>HOW WE CAN HELP</b>
<b>BEING POOR</b>	
<b>MISSING A LIMB</b>	
<b>HAVING A LEARNING DISORDER</b>	
<b>HAVING SPECIAL NEEDS</b>	









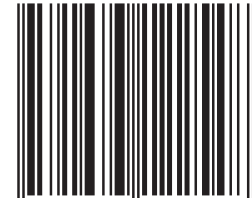
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