

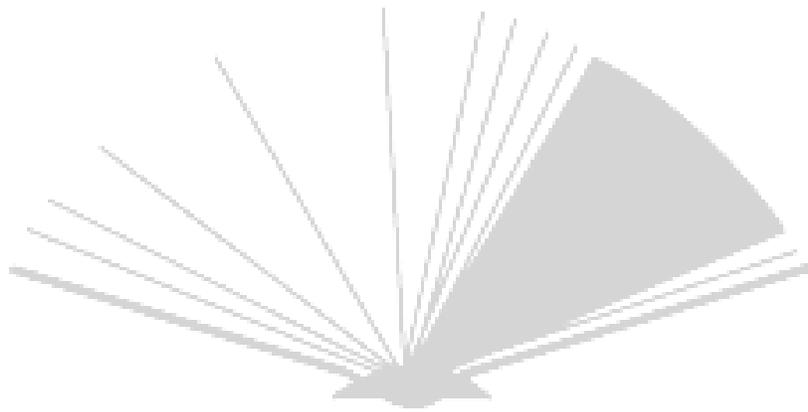
THE WAR WITHIN OUR HEARTS

HQEC

Teachers Edition

High Quality Education Consulting

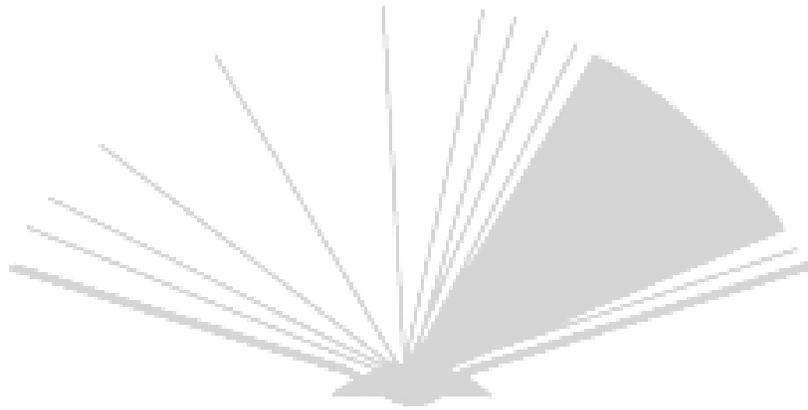
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“Our Lord! Accept from us (this act); indeed You are the All-Hearing, the All-Knowing.” (2:127)

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*To our parents and teachers: those who brought us from the heavens to this Earth,
and those who will help take us from this Earth to Heaven.*

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THE WAR WITHIN OUR HEARTS

Habeeb Quadri & Sa'ad Quadri

Teachers Edition

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INTRODUCTION

Alhamdulillah, this Teachers Edition serves as a supplemental text to *The War within Our Hearts: Struggles of the Muslim Youth*, expanded 2nd edition, published in 2009 by Kube Publishing. *The War within Our Hearts* was originally published by High Quality Educational Consulting (HQEC) in 2008. After receiving overwhelmingly positive feedback from various readers, including youth, teachers, activists, and professionals, HQEC was asked to facilitate a means through which this book could be used as a textbook. This Teachers Edition serves to fulfill that request through interactive activities, essential questions, and interdisciplinary lessons in the form of twenty-eight lesson plans and two UBD's (Understanding By Design).

Although the Teachers Edition covers the twenty-eight chapters of the book, there are other portions of the book that teachers should review with their class. Imam Zaid Shakir, a prominent scholar, lecturer, and religious leader, has written a beautiful introduction that eloquently summarizes the entire book in seven pages. Although there is not a lesson plan to accompany this section of the book, both the teachers and students who are using this text will find immense benefit by closely reading and implementing the knowledge and wisdom present therein. Furthermore, the preface also contains important strategies that will further facilitate understanding and growth. An epilogue and appendix, along with small sections for acknowledgements and information about our backgrounds, leave the readers with parting advice and statistics to reflect over.

As is the case with anyone involved with such work, we understand that both the text and the teachers edition may be filled with errors. Furthermore, through your experience and expertise you may be able to advise us on how to improve any upcoming editions. Thus, we ask that you feel free to e-mail us at habeebq@yahoo.com and saad.quadri@gmail.com with any suggestions, comments, corrections, or concerns. Whatever good that was taken from these texts is by the mercy of Allah (swt), the sacrifice of the Prophet (s), and the dedication of our teachers. Any errors and mistakes were from us, and we both ask that you forgive us and continue to make du'a for us.

Habeeb Quadri and Sa'ad Quadri
August 9, 2011

Subject: Islamic Studies	Time Frame: 19 weeks	Title: <i>The War within Our Hearts: Struggles of the Muslim Youth Part I: Problems</i>
Enduring Understandings – BIG IDEAS! 		
<p>◆ <i>What will students understand (about what big ideas) as a result of the unit? “Students will understand that…”</i></p> <ul style="list-style-type: none"> • The Islamic ideal of identity is one that has become blurred while living in a non-Muslim society. • Youth struggle with temptations that were introduced with various modern advancements, as well as struggles that have continued through the generations. • The problems faced by Muslim youth are not unique to the individual; rather, they are shared amongst the majority of the youth. • Keeping uncomfortable topics taboo to discuss will not solve the problems and will inevitably lead to greater harm in our youth. • Though the symptoms may manifest themselves in different ways, the underlying problem and disease lies in the heart. • Practical steps to alleviate and eventually rid oneself from the disease initially treat the symptoms directly, as evident in the practical solutions at the end of each chapter • An Islamic identity does not mean separation from Western norms, fashion, or culture. 		
Connections to Other Disciplines/Subjects 		
<p>◆ <i>As a result of this unit, what understandings will students have about the content's connection to other disciplines?</i></p> <ul style="list-style-type: none"> • Some chapters include subject matter and all chapters include assignments that may serve as a gateway into inter-disciplinary work: <ul style="list-style-type: none"> ○ Journal writing will allow Islamic Studies teachers to work with English teachers ○ Essay writing will allow Islamic Studies teachers to work with English teachers ○ Skits/Plays will allow Islamic Studies teachers to work with both English teachers and Theater teachers ○ Comparative historical research will allow Islamic Studies teachers to work with History teachers, Sociology teachers, and Political Science teachers ○ Sociological research and statistical studies will allow Islamic Studies teachers to work with both Sociology teachers and Statistics teachers ○ Nature-based experiments will allow Islamic Studies teachers to work with Science teachers ○ Physical experiments and exercises will allow Islamic Studies teachers to work with both Physical Education teachers and Science teachers ○ Art projects and student campaigns will allow Islamic Studies teachers to work with both Art teachers and Political Science teachers 		
Content (State) Standards: <ul style="list-style-type: none"> • Standards will vary based on state, subject, and grade level 		

Essential Questions – PURPOSE! 		Learning Objectives 	
<p>◆ <i>What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?</i></p> <ul style="list-style-type: none"> • What is the difference between Islam and a Muslim? • Is there such thing as an Islamic or Muslim identity? • Can Islam ever be free from cultural influence? • Can Islam and the West co-exist? 		<p>◆ <i>What is the key knowledge and skill needed to develop the desired understandings?</i></p> <p>◆ <i>What knowledge and skill relates to the content standards on which the unit is focused?</i></p> <ul style="list-style-type: none"> • Honestly when reflecting over spiritual states and involvement in sin. • Analysis and cross-referencing events from Western history to events from Islamic history. • Memorization of selections in both Arabic and English. • Note-taking strategies and close reading of both primary and secondary texts. 	
<p>◆ <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? Why have you chosen this particular assessment over others? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i></p>			
Performance Tasks 			
<ul style="list-style-type: none"> • Poetry analysis and creation • Essay writing • Reflective journal entries • Drug Awareness Campaign • Anti-Bullying Campaign • Abuse, Depression, and Suicide Awareness Campaign 			
Self-Assessments		Other Evidence, Summarized	
<ul style="list-style-type: none"> • Textual annotations • Journal entries • Group discussions • Exit tickets and quizzes 		<ul style="list-style-type: none"> • 	
<p>◆ <i>What sequence of learning activities and teaching will enable students to perform well at the understandings in Stage 2 and thus display evidence of the desired results in State 1? Use the WHERE TO acronym to consider key design elements.</i></p>			

TARGET SKILLS - (at least 1 for each)		
<u>Reading</u>	<u>Writing</u>	<u>Interdisciplinary Connection</u>
<ul style="list-style-type: none"> • Chapter reading of text • Selections from Jerry Mander’s <i>Four Arguments for the Elimination of Television</i> • Selections from Imam Ghazali’s <i>Book of Forty Principles in the Principles of the Religion</i> 	<ul style="list-style-type: none"> • Student illustrated mini-book project focusing on story from Qur’an or hadith on postponing leaving sin • Journal writing <ul style="list-style-type: none"> ▪ 5-10 page mini-biography on parents 	<ul style="list-style-type: none"> • US Prohibition and Islamic prohibition historical comparative-analysis project • Bullying, Drug, and Abuse/Depression/Suicide Awareness campaigns



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 1 | “Who Knows You Better?”: Introduction

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Provide a basic definition of the words Qur’an and sunnah.
- Create and explain an analogy that compares the Qur’an, sunnah, and our scholars to manuals for the uptake and well-being of humans.
- Memorize the following verses of the Qur’an with translation:
 - 7:11 (Please note there is an error in the book; on page four it mentions 14:30-31 where it should be 7:11).

Anticipatory Set

- Students will be divided into five groups.
- Students will assign an ameer (leader), a writer, a reader, a spokesperson, and the remaining students will participate in the discussion.
 - The leader will direct the group and its discussion.
 - The writer will write down all notes and conclusions.
 - The reader will read the case scenario.
 - The spokesperson will present the findings/conclusion to the class.
- Teacher will distribute the following case scenarios to each group:
 - Ahmed has been searching long and hard for a new laptop bag. Finally after months of searching he found what he thought was the perfect bag. Ahmed carried his bag in all of his travels, but eventually it came time to wash his bag. Ahmed is not sure the best way of doing this, as he does not want to ruin its material or appearance. What should Ahmed do?
 - Fatima recently graduated from high school. Her parents purchased a used BWI 330i for her. Fatima was thrilled and vowed to take care of it. Over the next three months Fatima drives her everywhere. She now notices that she is due for an oil change. In her excitement over her new car, Fatima decides to change the oil herself. Where is the best place for Fatima to start looking for this information? Who/where should she go to next?
 - Ruqayyah is working on a project on her desktop. Because of a storm that was raging outside the power went out. When the power came back on, Ruqayyah tried to reboot the computer but it would not start up again. She began to panic, as her project was saved only on the computer and not on any external hardware. What should Ruqayyah do?
 - Tariq will be getting married in three months. Like most brothers at the verge of marriage, Tariq wants to get into shape. He has repeatedly gone online since his engagement to research various workout plans and diets, but none of them seem to be working for him. Tariq is beginning to lose hope

and is trying to explain to himself that his wife will love him despite his shape. Tariq decides not to give up hope so quickly. What should he do?

- Adnan is not feeling well. He has been up late the past week studying for final exams and has not been eating well. Most of his food has comprised of coffee, caffeinated carbonated drinks, and fast food. Adnan decided that as a third-year pre-medical student studying Biology, he has enough knowledge of diagnosing himself. He walked over to his father's office in the basement and looked at a few medical books and came to a conclusion of what his illness was. He went to the local pharmacy and purchased medicine to make him feel better. However, he now feels worse. What should he do?

Recall Previous Learning

- Students will apply what they read in the introduction written by Imam Zaid Shakir, focusing on what he felt were the areas that lead to the downfall of youth in today's society and how to counter it.

New Information

- Allah (swt) created the entire world and has made human beings one of the two creations that are held accountable for their deeds (mankind and Jinn).
- Allah (swt) has revealed the Qur'an as a guidance to those who are seeking piety, and it acts as a manual for our success.
- The Prophet (s) embodied the Qur'an and left the practical example of human embodiment in his sunnah, as found in hadith.

Key Points

- Allah (swt) created us, so He is most knowledgeable of what is best for us.
- He revealed a book of guidance to mankind that serves as a manual for our upkeep and success.
- The Prophet (s) lived a life that was most pleasing and beloved to Allah (swt).
- The words of advice and example that was preserved for us as a manual for us so that we can mirror his actions and attain success.
- There are currently people existing today, the scholars, who have knowledge and training in these two manuals.

Application

- In-class activity of case studies/scenarios
- Lecture and discussion on chapter one
- Application and parallels of case studies/scenarios to the lectures

Homework

- Students will be asked to write a case study/analogy, similar to what they covered in class, to one of the following:
 - The role of the Qur'an in our lives
 - The role of the sunnah in our lives
 - The role of the scholars in our lives
- Students will complete their reading of chapter two

- Listen to the following lecture online:
http://www.sacredlearning.org/audio/general/2008/diagnosing_ourselves.mp3

Assessment

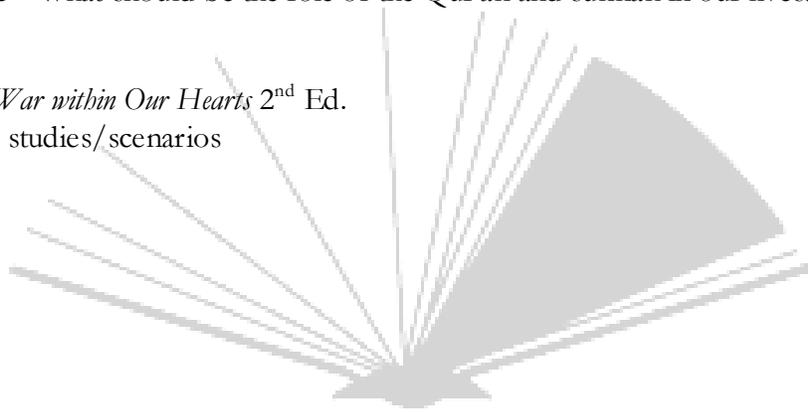
- Completion of in-class scenario
- Student participation in discussion
- Evaluation of student-created scenario

Closure

- Reflection questions will be placed on board for students to answer as an exit ticket
 - What should be the role of the Qur'an and sunnah in our lives?

Materials

- *The War within Our Hearts* 2nd Ed.
- Case studies/scenarios



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 2 | “Lessons from Adam and Iblis”: Lessons

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Relate the story of Azazil/Iblis
- Relate the story of Adam (a) and Hawa (a)
- Determine and differentiate between the actions of Adam (a) and Hawa (a), and Iblis after making their mistake
- Memorize the following verses of the Qur’an with translation:
 - 7:12
 - 7:19
 - 7:16
 - 7:23
 - 4:28
 - 4:17
 - 10:90-91
 - 10:93
- Memorize the following hadith (with Arabic, if possible):
 - “Every children of Adam is a sinner, but the best from amongst the sinners are those who repent.”

Anticipatory Set

- Teacher will post entrance question on the board:
 - Recall and write about a time where you angered someone close to you (e.g., a friend, a parent, a teacher) and what you did to appease their anger.
- Students will spend five minutes writing this short story in their notebooks/journals
- Teacher will take volunteers to read their story out loud in class

Recall Previous Learning

- Compare the essence of the lessons learned from the Introduction to the stories of Adam (a) and Hawa (a), and Iblis.

New Information

- Allah (swt) has created two creations that are accountable for their deeds: mankind and jinn.
- Before mankind, the jinn used to live on the Earth.
- A community of jinn became rebellious and disobedient, so Allah (swt) ordered that they be destroyed.
- The angels destroyed the jinn with the exception of an infant.
- The angels requested to keep the infant jinn and raise him.
- The jinn, Azazil, became a devoted worshipper of Allah (sw t).

- Allah (swt) decided to create a human being, Adam (a).
- Allah (swt) ordered the angels (and Azazil) to bow down to Adam (a), to which all the angels bowed down.
- Azazil refused feeling since he was made from fire and Adam (a) was made from dirt that he was better than Adam (a).
- Allah (swt) expelled Azazil (Iblis) from Heaven.
- Iblis blamed Allah (swt) for having been led astray and prayed for a reprieve until the end of time.
- Adam (a) lived in Heaven with his wife, Hawa (a).
- Allah (swt) ordered them to enjoy all that Heaven has but not to come close to the tree.
- Iblis misled Adam (a) and Hawa (a) to make the mistake of eating a fruit from the tree.
- Adam (a) and Hawa (a) immediately recognized their mistake, blamed themselves, and asked Allah (swt) to have mercy on them and forgive them.

Key Points

- Iblis made a mistake, and Adam (a) and Hawa (a) made a mistake; Iblis blamed Allah (swt) for his error and prayed for the chance to live forever in order to mislead mankind, while Adam (a) and Hawa (a) recognized their error and begged for forgiveness.
- Allah (swt) does not expect perfection from us; rather, He expects us to try to stay on the stray path and if we sin, to immediately seek forgiveness and rectify our way.
- Never assume that we can sin now and ask for forgiveness later, as we do not know when our lives will end.
 - e.g., Musa (a) and the Pharaoh

Application

- Comparison between personal stories and the stories of Adam (a) and Iblis
- Lecture and discussion on chapter two

Homework

- Students will be asked to identify where Iblis made his biggest mistake and compare it to Adam (a) and Hawa (a)'s response to their mistake
- Students will complete their reading of chapter three

Assessment

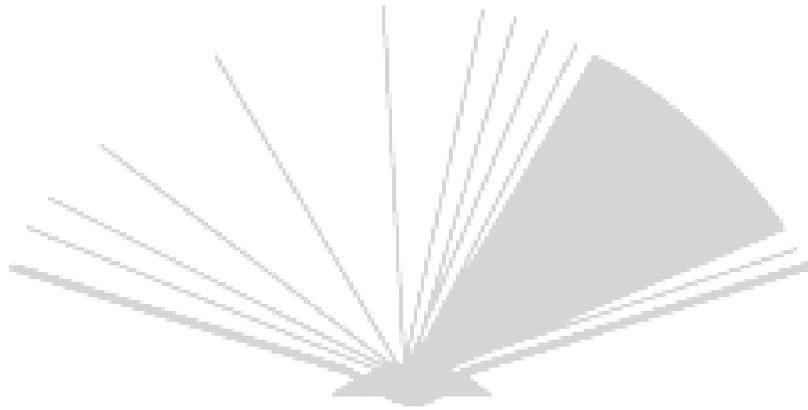
- Student participation in discussion
- Group work on:
 - Determining major mistake of Iblis
 - Comparing and contrasting Iblis' response to Adam (a) and Hawa (a)'s response

Closure

- Reflection questions will be placed on board for students to answer as an exit ticket
 - Based on the stories, what characteristic is most dominant of Allah (swt)?

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Story of the Pharaoh handout



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 3 | “Are My Intentions Alright?": Intentions

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Learn how to make intention for all actions, even those that are considered minor
- Understand the four stages of sinning
- Memorize the following hadith (with Arabic, if possible):
 - “Verily actions are rewarded by intentions.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Students will be divided into five to eight groups.
- Students will assign an ameer (leader), a writer, a reader, and a spokesperson.
 - The leader will direct the group and its discussion.
 - The writer will write down all notes and conclusions.
 - The reader will read the case scenario.
 - The spokesperson will present the findings/conclusion to the class.
- Teacher will distribute the following list to every group:
 1. Prayer
 2. Basketball
 3. Swimming
 4. Sleeping
 5. Eating
 6. Studying
 7. Fasting
 8. Giving charity
 9. Going to the masjid
 10. Helping the elderly
- Teacher will ask groups to write down what all ten things on this list share
- Groups will share with the entire class after five minutes
- Teacher will explain that all actions on the list are considered worship if done with the correct intention

Recall Previous Learning

- The discussion will bring up stories of men like the Pharaoh who in their heart understood the truth of the religion but never accepted the religion/waited to believe and tie it into hadith of the three men judged on the Day of Judgment.

New Information

- Actions are rewarded based on intentions.
- Regular actions can be made into acts of worship through proper intention.

- Acts of worship can be turned into acts of sins with an improper intention.
- Four stages prior to sinning:
 - Sin crosses our mind
 - Feeling desire to commit the sin
 - Inclination to commit the sin
 - Intention to commit the sin

Key Points

- Reward of actions is determined by intention
- A good intention has the power to change a mundane act and turn it into worship
- A negative intention has the power to change a praiseworthy act/act of worship and change it into a sin

Application

- Analysis of what the list (from anticipatory set) has in common
- Lecture and discussion on chapter three
- Students will make a daily schedule (hourly)
- Students will individually write down what intention they can make for every action in their daily routine to make it worship
- Students will be partnered with another student and will review/give advice on each intention

Homework

- Students will type up daily schedule with intention supplications and bring three copies
 - To be given to the teacher
 - To be posted in their locker
 - To be carried on them
- Students will complete their reading of chapter four

Assessment

- Student participation in discussion
- Student individual schedule formation with intentions
- Student partner work, including recommendation and advice on partner's schedule

Closure

- Reflection over individual schedule and how each moment can be made into an act of worship

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals

Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 4 | “The Mirage Box”: TV

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Recognize the various effects of watching improper programs on television
- Identify the cultural and social influences television has over its viewers
- Memorize the following verses of the Qur’an with translation:
 - 24:30
 - 24:31
 - 83:14
 - 2:7
 - 24:35
 - 6:120
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Students will conduct a class-wide experiment
- Students will be given an official-looking document from the school (fake document) that asks for student discussion and input for school improvement
- Students will be divided into six groups
- Teacher will choose six students a day prior to this experiment and inform them of the purpose of this experiment
- Teacher will give the same information to four of the students and the opposite information to two of the students
 - None of the six student leaders will know what the other group has been given
 - Each piece of information will be slightly different than the others
 - e.g., four group leaders will be assigned why the school is good place to be (promoting school spirit)
 - Group #1: the environment in school is beneficial
 - Group #2: the environment and the academic program in school are beneficial
 - Group #3: the environment, the academic program, and the extra-curricular activities in school are beneficial
 - Group #4: the environment, the academic program, the extra-curricular activities, and social environment in school are beneficial
 - e.g., two group leaders will be assigned why the school is not a good place to be (not promoting school spirit)
 - Group #1: the environment in school is not beneficial

- Group #2: the environment and the academic program in school are not beneficial
- Teacher will divide up class into six equal groups, each group assigned to a student leader
- Student leaders will lead their groups holding a small discussion, using specific tactics to convince their groups of their stance
- Students will then answer the bottom of the “official” document asking them for their unbiased input on the school
- Teacher will collect student responses and show how the influence of one person’s words (representing the media) affected student thought

Recall Previous Learning

- Students will be asked to be honest (internally and in discussion, if the teacher feels it is appropriate) about their intentions when watching television. Many people make excuse that they are doing it for learning, or that they have no ill-desire when seeing a beautiful actor/actress in a television program.

New Information

- Media has a direct influence on our perception and composition of identity.
- Most people watch over one full/complete day per week of television (1/7 – 2/7) days per week go to watching television.
- Advertisers use celebrities during commercial time (which we deem to be insignificant) to sell products.
 - Our image and wants are directly influenced by these commercials
- The content on television has become increasingly promiscuous.
- The prohibition of looking at the opposite gender is often violated when watching television.
- Television portrays unrealistic ideals that directly affect our perception of beauty and ourselves.
- Television stations are controlled by a few elite of our society.
 - They disseminate their point of view on the masses
- The passive nature of television directly results in much of our consumption of knowledge being passive (unfiltered).
- There may be benefit in television if utilized correctly.

Key Points

- Even the most innocent of television has become promiscuous (only the most handsome/beautiful of our society become news anchormen/women)
- Much of our self-image and perception of beauty has been dictated to us by television
- A small amount of the population is deciding what is reaching and subsequently educating the masses
- Even the smallest exposure to haram has a direct effect on our hearts and a powerful negative effect on our soul
- Most people cannot achieve the “norm” that mass media establishes, causing problems with self-image and depression
- Television can be a great waste of time

Application

- Analysis of what the list (from anticipatory set) has in common
- Lecture and discussion on chapter four
- Students will make a daily schedule (hourly)
- Students will individually write down what intention they can make for every action in their daily routine to make it worship
- Students will be partnered with another student and will review/give advice on each intention

Homework

- Students will type up daily schedule with changes made to use a percentage of time from their viewing hours for religious and social benefit
- Students will write a one page response to anticipatory set
- Students will read a select portion of Jerry Mander's *Four Arguments for the Elimination of Television* and respond with their own chapter
 - Emulating the style of Mander
 - Including points he did not mention (from a religious perspective)
- Students will complete their reading of chapter five

Assessment

- Student participation in discussion
- Student participation and response (written) to “official” document/media-mass influence exercise
- Students will be given select passages from Jerry Mander's *Four Arguments for the Elimination of Television* to analyze and respond to via written response
- Student individual schedule creation and analysis regarding time spent watching television

Closure

- Students should sit down and write a schedule of their day and see how much time goes towards television, Internet media, and movies. Students will then decide how much of a percentage of this time should go towards more active, beneficial activities that will bring a positive change to society and to their relationship with Allah (swt).

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- “Official” school handout

Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 5 | “In Da Club”: Parties

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Draw parallels between how we approach questionable and sinful activity and the approach of the brothers of Yusuf (a) and see how it can be destructive
- Identify why Allah (swt) orders in various places of Qur’an to not go near the environment of sin instead of merely ordering us not to sin
- Memorize the following verses of the Qur’an with translation:
 - 2:35
 - 17:32
 - 12:9
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will place a food item very close to some students (try to make the item very pleasing to the senses: aromatic, decorative, etc.)
- Teacher will inform the class that they will have this item to eat at the end of class (or at the end of the day)
- Teacher will begin lecturing
- Teacher will stop lecture to ask students who is being distracted by food
- Teacher will show contrasting differences of distraction and temptation between those sitting close to the food and those far from it

Recall Previous Learning

- The teacher will draw a parallel to how merely viewing advertisements and lifestyles on television (being in its environment) became a catalyst for people wanting to make their identities in that manner to how clubbing and how it also has people change their appearance and circle of friends to fit that identity.
- The teacher will also reference the chapter of intentions and how the excuses we make try to mask our real intention when clubbing.
- The story of Prophet Adam (a) and Hawa (a) will again be discussed, highlighting the command to stay away from the tree and not merely prohibiting eating the fruit.

New Information

- The story of Prophet Adam (a) and Hawa (a) shows that Allah (swt) commanded them not to come close to the tree rather than not to eat from the tree.
- Allah (swt) ordered the believers not to come close to zina, instead of not to commit zina.
- People often attend parties/go clubbing out of curiosity.
- Those who initially attend clubs try to justify their actions to themselves.

- Clubbing is a lifestyle that calls for a certain style of dress, group of friends, and outlook on life.
- The brothers of Yusuf (a) planned to sin and become righteous after their sin (throwing Yusuf (a) into a well).

Key Points

- We are ordered to not come close to sin so that the false benefits and beauty that surrounds sin do not further attract us towards it
- Clubbing and attending parties has an appeal due to void that we feel needs to be fulfilled
- Clubbing is not an isolated act and needs a surrounding lifestyle to support it
- We need to be honest with ourselves when making excuses
- We often make the mistake of saying we will sin now and become better later
- Every good deed opens the door to another good deed, and every sin opens the door to another sin

Application

- Discussion of how the food/item of temptation distracted those who were closer to it
- Lecture and discussion on chapter five
- Student reflection over the void that clubbing tries to fill
- Student research of a story from Qur'an or hadith that highlight principles from this lesson

Homework

- Students will search for a story in Qur'an and/or hadith that highlights either:
 - Someone saying they will sin now and become righteous later
 - Refraining from the environment of sin (rather than the actual sin)
- Students will create a mini-book with the story (in their own words) as well as illustrations (no faces)
- Students will complete their reading of chapter six

Assessment

- Student participation in discussion
- Student journal reflection
- Student storybooks

Closure

- Students will write a reflective passage in their notebook highlighting what the void is in people's lives that causes them to club.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Food/item of temptation/distraction

Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 6 | “Who Dat”: Lowering Your Gaze

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Learn and relate the story of Barsisa
- Recognize the implicit social push towards sexuality (e.g., cologne and perfume names, pheromones in cologne and perfume, etc.)
- Identify who our fear and obedience is most directed towards
- Learn how to lower their gaze
- Employ the proper etiquettes in interacting with opposite gender
- Memorize the following verses of the Qur’an with translation:
 - 24:30
 - 24:31
 - 33:32
 - 33:53
- Memorize the following ahadith (with Arabic, if possible):
 - “Nothing will satiate the son of Adam except the dirt of his grave.”
 - “The two eyes, their zina is looking.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will divide students into three groups day before exercise:
 - Those who look around freely
 - Those who look only at the teacher
 - Those who look only at the ground (when walking) and at their desks when sitting
- Teacher will hang up various signs around the room prior to class
- Teacher will meet students outside of the door to class to remind them
- Students will spend entire class adhering to exercise
- Students will write down at the end of class the various signs they saw
- Teacher will connect this to the idea of lowering the gaze

Recall Previous Learning

- The teacher will draw the attention of the student back to the advice from the chapter on television given by Maulana Ashraf Ali Thanwi (r) that states from every illicit glance a desire for another glance is born.
- Compare the chapter of intention and compare it to the story of Barsisa, and how even good intentions that are not formulated on knowledge can be counterproductive.

New Information

- Society pushes sexuality on people in various forms
- People are never satisfied with one of something (e.g., one bite of food, one glance at the opposite gender, etc.)
- Any impermissible glances are stored in the heart and can become means of comparison later
- Speaking with the opposite gender may at times be necessary, but it has etiquettes to be followed

Key Points

- Society sexualizes various components of our life
- Barsisa had good intentions but was not careful to act with knowledge
- The importance of knowledge and its superiority over worship and submission without knowledge
- We need to identify and rectify, if necessary, who we are most afraid of displeasing
- We need to have a proper, formal tone when speaking to the opposite gender and not use soft, flirtatious speech
- Keep a type of barrier, if not physically at least in our demeanor with the opposite gender
- These etiquettes were revealed for the mothers of the believers (wives of the Prophet (s)) and the sahabah (r), who were more pure and better than us, so it is more necessary for us to follow it
- Lowering the gaze is very practical and has to be practiced in order to be perfected
- What we see in our unlawful glances are captured in our hearts and eventually when we are married we may begin to compare our spouses with those saved, photo-shopped images

Application

- Discussion of how those who:
 - Looked around without any restrictions saw most/every sign
 - Looked at a focused point that moved (teacher) saw some sign
 - Physically lowered their gaze did not see any of the signs (or maybe one or two)
- Lecture and discussion on chapter six
- Student reflection over one area that needs rectifying in lowering their gaze in their life
- Student notebook (steno pad)
 - Students carry steno pad for one week they write down where and when they do not lower their gaze
 - Students review their progress over the course of a week (try to reduce daily)
 - Students identify where they are weakest in lowering their gaze
- Teacher will divide students into groups of four
 - Ameer (leader)
 - Writer
 - Reader
 - Spokesperson
 - Teacher will give students following scenarios:

- Ahmed sees there is a new girl in his Calculus class. Having excelled in the subject all year, Ahmed's teacher asks if he can partner up with her on the upcoming project. Ahmed hesitantly agrees. After class the girl approaches him and asks to set up a time and place to meet. As Ahmed is talking to her she begins to notice that he is avoiding eye contact. The mood suddenly becomes awkward. What should Ahmed do? How would you handle the situation?
- Sumayya has been voted as the school's Muslim Students Association (MSA) vice-president her senior year. Her advisor has explained to her that her position will include the responsibility of being present at all meetings, conducting meetings in the absences of the president, helping and working with the executive board in organizing future activities, working with other faith-based organizations on campus in interfaith activities, and representing her faith to Muslims and non-Muslims in a respectful manner. In her first meeting with the board she finds that aside from her female advisor, three of the four positions are held by brothers. The majority of the positions in the other faith-based organizations are also held by males. What should Sumayya do? How would you handle the situation?

Homework

- Students will identify where they have the most difficult time in lowering their gaze and write a one-half page entry in their journal identifying that situation and how they plan on rectifying it
- Students will complete their reading of chapter seven

Assessment

- Student participation in discussion
- Student journal entry on identifying how to increase lowering their gaze in one area

Closure

- Students will write down the signs they saw during the anticipatory exercise as an exit ticket.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals

Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 7 | “Double Trouble”: Drinking and Drugs

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Learn the amount of people involved in drugs
- Learn the financial ramifications of drugs in society
- Define what a drug is
- Defend the permanent nature of Islam
- See substance abuse as a disease
- Memorize the following verses of the Qur’an with translation:
 - 2:219
 - 24:31
 - 33:32
 - 33:53
- Memorize the following ahadith (with Arabic, if possible):
 - “Alcohol is the gathering of sin.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will distribute small sheets that have written on them one solitary negative quality about substance abuse
 - e.g.,
 - This disease results in an impaired memory
 - This disease results in irreversible damage to the liver
 - This disease results in permanent brain damage
 - This disease results in a four-times higher risk of heart attack
 - This disease results in an increased risk of lung infections and obstructed airways
 - This disease results in hallucinations and states of delusion
 - This disease results in an impairment of the body’s immune system
- Students will stand up and read their sheet and give their guess and explanation for their assigned symptoms
 - e.g.,
 - For “This disease results in an impairment of the body’s immune system” the student may respond, AIDS
- Teacher will explain that all these symptoms are a result of substance abuse/addiction

Recall Previous Learning

- The previous mistakes/sins are easily committed as a result of having taken drugs or drunken alcohol.

- A comparison will be made with the idea that clubbing has a certain lifestyle that goes with it, just as a life with drugs and alcohol also has a certain lifestyle that surrounds it.
- Students will also compare television to a drug, based on its effects on people.

New Information

- The drug industry in only the US and the UK is worth billions of dollars
- There are over one hundred thousand deaths resulting from substance abuse in the UK
- Millions of people in the US and the UK are addicted to drugs
- Thousands of people begin smoking cigarettes everyday
- A large percent of society drinks heavily
- Millions of cases of domestic violence occur annually as a result of alcohol abuse
- Many celebrities could not find contentment in their wealth, status, or fame and turned to alcohol for comfort
- The failed attempt of prohibition in the US compared to the prohibition of alcohol amongst the sahabah (r)

Key Points

- Most societal ills result from intoxication/substance abuse
- Illegal substances brings people to financial self-destruction
- People think they know their limits with illegal substances
- Peer pressure drives many people to illegal substances who would otherwise not have indulged in it
- The Qur'an recognizes that alcohol may have benefits, but its harm outweighs its benefits
- The intent of substance abuse is to feel an elation that is not found in life
 - The greatest elation comes from the submission to Allah (swt)

Application

- Discussion of how the purpose of drugs and alcohol:
 - Why do people take it?
 - What does it provide for them?
 - Can something replace the high/feeling of elation gained from drinking and taking drugs?
- Analysis of what drug sales do to neighborhoods and families
 - Invite a police officer
 - Invite a Muslim prison chaplain or inner-city imam
- Comparison between the US prohibition and the prohibition of alcohol in Islam
- Lecture and discussion on chapter seven

Homework

- Students will be required to interview one of the following to see the harmful of substance abuse:
 - A doctor (preferably an emergency room doctor)
 - A nurse
 - A law enforcement official

- A former drug dealer
- A drug rehabilitation therapist
- Inter-disciplinary research project about US prohibition
 - History teacher will teach about the prohibition period
 - Islamic Studies teacher will teach about steps to prohibition
 - Students will also research tafsir of verses mentioning
 - There is good in alcohol, but harm is greater than good
 - Not to approach prayer while drunk
 - Banning alcohol
- Students will complete their reading of chapter eight

Assessment

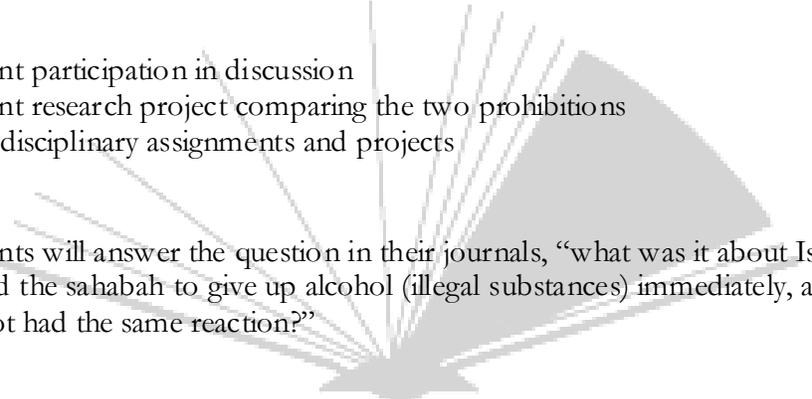
- Student participation in discussion
- Student research project comparing the two prohibitions
- Inter-disciplinary assignments and projects

Closure

- Students will answer the question in their journals, “what was it about Islam that caused the sahabah to give up alcohol (illegal substances) immediately, and why have we not had the same reaction?”

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 8 | “The Rhythm’s Gonna Get You”: Music

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Recognize music as being an inclusive activity, thus it can be far reaching and included in most situations
- Recognize that music can alter emotions and feelings
- Practically compare their interaction with music to their interaction with Qur’an
- Identify what is impermissible in most lyrics
- Find and implement replacement for music
- Memorize the following verses of the Qur’an with translation:
 - 17:70
 - 4:145
- Memorize the following ahadith (with Arabic, if possible):
 - “Bells (music) are the instruments of Satan.”
 - “Music causes hypocrisy to grow in the hearts as water causes plants to grow.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher should purchase white carnations (tulips can also work) and place them in various clear vases around the room
- Teacher should fill the vases with water colored with different water, with one vase with clear water
- Students will observe the colored water affect the plant petals such that the petals take on the color of the water
- Teacher will explain whatever is the source of (spiritual) nourishment will have a direct affect on the human, both physically and spiritually, just as the (colored) water has affected the plant

Recall Previous Learning

- Refer back to the chapter on intentions and being true to ourselves when making intentions. People often attribute the need to listen to music in order to have spiritual benefit and growth, and this is often a lie to ourselves.
- It is also important to realize one of the things that makes clubs so spiritually detrimental is the music in the clubs.
- Students will compare the story of Imam Shafi (r) to how they react after having listened to music.

New Information

- Music is utilized as a means for people to remember and recall things, as seen in jingles for advertisements
- Music has an affect on physical movements, feelings, and emotions
- Aside from lyrics of songs without music potentially being impermissible, they often speak on the most denigrated parts of society
- Music causes hypocrisy to grow in the hearts

Key Points

- Music is utilized to bring messages to our subconscious
- Lyrics with the aide of music become embedded in our hearts
- Lyrics can be impermissible based on:
 - Content
 - Foul language
- Music to the heart is likened to water to crops
 - Crops are sowed to receive a return
 - Music causes the heart to produce hypocritical actions
- Analyze proper replacement for music

Application

- Discussion of how music is prevalent in our lives
 - Why is it so relevant?
 - Why does music have to be used in everything from games to selling products?
 - How does it draw our memories back to certain occasions?
 - People talk about “our song,” etc.
- Analysis of what carnations in colored water and how it affected flower
 - Comparison to human beings and our nourishment
 - Physical nourishment: food
 - Spiritual nourishment: things consumed through
 - Seeing
 - Hearing
 - Smelling
 - Touching
 - Tasting
- Watch a clean music video with the sound on mute to watch the ridiculous ways people react to music (try *We Will Rock You* by Queen)
- Students will be divided into groups and given four-eight song lyrics to analyze
 - Students will list main ideas that are mentioned in songs and form a list of main topics in songs
 - Teacher will place main topics with amount of songs next to it on board for class to see
- Lecture and discussion on chapter eight

Homework

- Students will be required to write a reflection in their journals as to why these specific topics (as seen in the group work) are covered so regularly in songs

- Reflection of negative affects seen in life after listening to music
- Students will complete their reading of chapter nine

Assessment

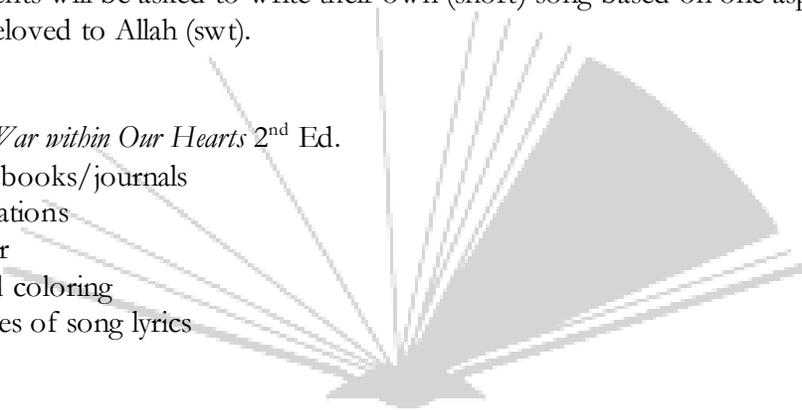
- Student participation in discussion
- Student-written analysis of flower project
- Group analysis of distributed songs
- Student-written replacement song

Closure

- Students will be asked to write their own (short) song based on one aspect that may be beloved to Allah (swt).

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Carnations
- Water
- Food coloring
- Copies of song lyrics



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 9 | “Parents Just Don’t Understand”: Parents

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Act out an example of conversation between a young child and parents in comparison to an older child and parents
- See life through their parents eyes/perspective
- Memorize the following verses of the Qur’an with translation:
 - 8:28
 - 17:23
 - 46:15
 - 46:16
- Memorize the following ahadith (with Arabic, if possible):
 - “You will be (in the hereafter) with those whom you love.”
 - “Paradise is under the feet of your mother.”
 - “The pleasure of your father is the pleasure of your Lord, and the anger of your father is the anger of your Lord.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will divide students into groups of two (pairs)
 - Group one will be a parent and an elementary school student (3rd grade) and parent
 - The student playing the role of the elementary school child should have a sibling currently in that grade (or near that grade so they will be able)
 - Group two will be a parent and a junior high school student
 - The student playing the role of the junior high school child should have a sibling currently in that grade (or near that grade so they will be able)
 - Group three will be a parent and a high school student (12th grade) and parent
 - The student playing the role of the high school child should have a sibling currently in that grade (or should be in that grade)
- Teacher will give a similar script prompt to all groups
- Students will meet with partners and plan out script
- Teacher will review script
- Students will perform skit in front of class
- Sample short skit -- high school (found on page 54):
 - Parent: “How was your day?”
 - HS Student: “Good.”

- Parent: “How was school?”
- HS Student: “Boring.”
- Parent: “What did you do today at school?”
- HS Student: “Nothing.”
- Parent: “What would you like for dinner?”
- HS Student: “Anything.”

Recall Previous Learning

- A conscious understanding of the arrogance of Shaytan should be made, especially while considering how he refused to listen and follow the commands of the One greater than him. A connection should be made to how our arrogance prevents us from obeying the ones whom Allah (swt) ordered us to listen to.

New Information

- The vices and social ills overseas were not the same as our social ills today
- Children are tests for their parents
- Allah (swt) has commanded children to show kindness to their parents, especially in old age

Key Points

- It is natural to feel annoyed with parents
- Think of how this society may be alien to our parents
- Parents want what everyone else wants, information on what is going on, especially in their children’s lives
- No matter what we can do we can never repay our parents
- Allah (swt) has placed kindness to parents after obedience to Him

Application

- Students will carry on their backs heavy loads/heavy backpacks (consent forms should be attained) for one week through school
 - Teacher will determine weight
 - Students will compare difficulty of this task to the ṣahabi (r) that carried his mother on his back to and through Hajj and still could not fulfill her right over him
- Skit projects and presentation in front of class
 - Comparison and contrast of responses based on differences in age
- Students will be required to do a one week analysis of their interaction with their parents and write a plan to improve their relationships with their parents
- Students will interview their parents about a selected area of their life, preferably how they migrated here or struggles they underwent, in order to gain a deeper appreciation
 - Students will write a 5-10 page mini-biography on their parents
- Lecture and discussion on chapter nine

Homework

- Students will be required to write a reflection on the assignment of carrying their bags on their backs and comparing it to the sahabi (r) who carried his mother to/through Hajj
- Students will write a reflection on their skits and see if they also have reduced communication with their parents
- Students will analyze their communication and interaction with parents and write a plan for improvement
- Students will be required to go to their parents, kiss their hands, ask for their forgiveness, and tell them they love them
- 5-10 page mini-biography on parents
- Students will complete their reading of chapter ten

Assessment

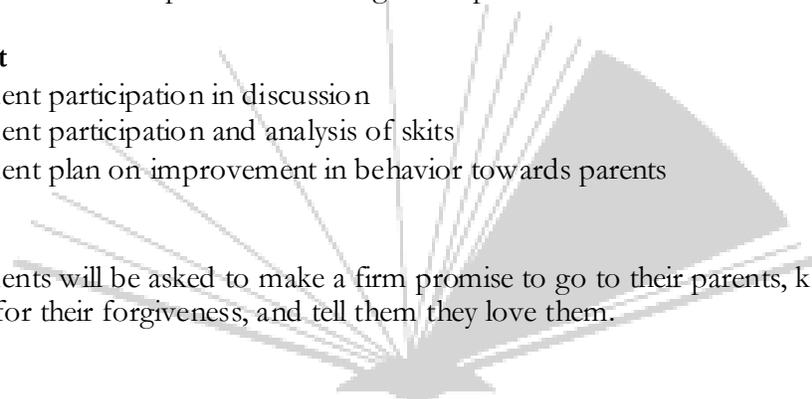
- Student participation in discussion
- Student participation and analysis of skits
- Student plan on improvement in behavior towards parents

Closure

- Students will be asked to make a firm promise to go to their parents, kiss their hands, ask for their forgiveness, and tell them they love them.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Heavy backpacks



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 10 | “My Clique, My Crew, My Peeps”: Keeping Company

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Distinguish between the characteristics of good company and bad company
- Visualize the scene on the Day of Judgment in relation to relationships in this world
- Compare practical positive relationships to positive negative relationships
- Memorize the following verse of the Qur’an with translation:
 - 80:34-37
- Memorize the following hadith (with Arabic, if possible):
 - “A person will be with whom he loves.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will have two students lead a discussion (the topic itself will be unnecessary)
- Teacher will give first group a dry-erase board to use
- Teacher will give second group a chalkboard to use
- Student leaders will call classmates to board to do problems, write comments, etc.
- Teacher will call students back and show how students from dry-erase do not have dust on them but students from chalk board have dust from chalk on them or clothing

Another anticipatory set a teacher may use

- Teacher will divide class into four groups
- Teacher will assign student-leaders to lead a discussion (the topic itself will be unnecessary)
- Teacher will assign ambassador to each group
- Teacher will assign one student in each group to wear or carry something with a strong smell
- Teacher will rotate ambassadors to visit other group after fifteen minutes to give input on discussion
- Teacher will discuss with students how
 - The traces of the group’s assigned scent was now found on the other students (especially those closest of the one carrying the scent) of the group
 - Effect of how deeds spread between people, both good and bad, on those in a group
 - Group members became desensitized to scent after a period of time but ambassadors were immediately able to pick up on scent
 - People become desensitized to groups efforts after period of time
- Teacher may need to obtain permission slips for this activity

Recall Previous Learning

- Teacher will draw attention to students about the effects of using information from the chapters on clubbing/parties and drinking and drugs, especially the statistics from smoking, to see how company has an effect on people.
- Students will examine how the media has influenced their and their friend's identity/image and perspective on life.

New Information

- It is human nature to keep company with people of like-mindedness
- The men surrounding the Prophet (s) were known as his companions
- The closeness of relationships in this world may provide great worry on the Day of Judgment

Key Points

- The Prophet (s) took two main journeys in his lifetime, each with the greatest companion for that journey
 - Earthly journey (Hijrah): Abu Bakr (r), the greatest companion from the Earth
 - Heavenly journey (Isra and Mi'raj): Jibreel (a), the greatest companion from the heavens
- Reflect over our company and see the practical influence they have had on us
- People will flee from even their closest friends and relatives on the Day of Judgment out of fear of wronging them
- People will be raised on the Day of Judgment with whom they love

Application

- Student involvement in group project with chalkboard/scent
- Students will be asked to make a list:
 - five good deeds
 - five praiseworthy qualities
 - five sins
 - five blameworthy qualities
- Students will be given a handout from Imam Ghazali (r)'s *Book of Forty Principles in the Principles of the Religion* to help identify praiseworthy and blameworthy qualities
 - identify where they learned each habitual deed and quality
 - Students will analyze list and see where they need to make changes in company
- Lecture and discussion on chapter ten

Homework

- Students will be asked to write a reflection in their journal focusing on the following ideas:
 - While I seek good company, am I good company for others?
 - What have I taught my companions? Was it good or bad?
 - For the good, how can I increase the good?
 - For the bad, how can I makeup for the bad?
- Students will complete their reading of chapter eleven

Assessment

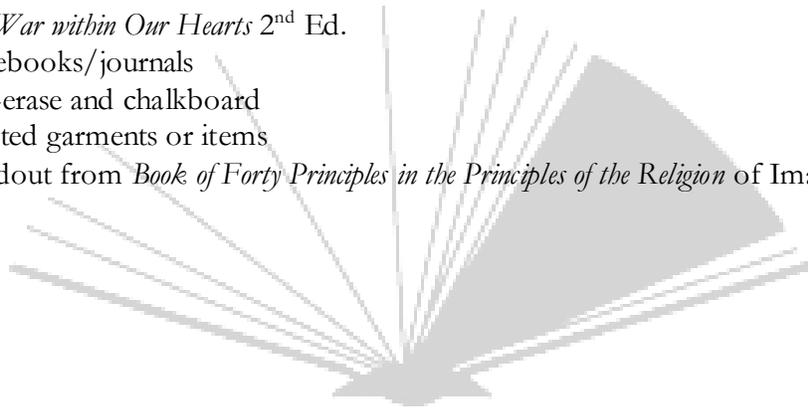
- Student participation in discussion
- Student list of habitual deed and qualities
- Student journal reflection on being good company for others

Closure

- Students will be asked to answer the following question: If the sahabah (r) were warriors, scholars, etc., why were they labeled as sahabah?

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Dry-erase and chalkboard
- Scented garments or items
- Handout from *Book of Forty Principles in the Principles of the Religion* of Imam Ghazali (r)



Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 11 | “Dress to Impress”: Clothing

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Identify religiously appropriate clothing
- Understand the purpose of clothing
- Distinguish between the Islamic principles of dress and cultural dress
- Learn to be not only tolerant, but accepting of the clothing of others
- Define zuhd
- Memorize the following verses of the Qur’an with translation:
 - 7:26
 - 2:214
- Memorize the following ahadith (with Arabic, if possible):
 - “Modesty is a branch of faith.”
 - “No one who has an atom’s weight of pride in his heart will enter Paradise.’ A man said, ‘And if a man likes his clothes to be good and his sandals to be good?’ The Prophet replied, ‘Allah is beautiful and loves beauty. Pride means renouncing the truth and belittling truth.’”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will split the class into four groups, two brothers groups and two sisters groups:
 - Group #1: first half of the males in class
 - Group #2: second half of the males in class
 - Group #3: first half of the females in class
 - Group #4: second half of the females in class
- Teacher will invite two speakers
 - One male
 - One female
- Group #1 will meet male speaker in a separate room
 - He will speak to the brothers on the need for men to wear thawb or shalwar/qamees, kufi, turban, and have long beards
 - He will be very harsh about dress and mention how most men do not dress Islamically and are sinning
- Group #3 will meet female speaker in a separate room
 - She will speak to the sisters on the need for women to wear niqab, jilbab, hijab, and gloves
 - She will be very harsh about dress and mention how most women do not dress Islamically and are sinning
- Group #2 will meet (same) male speaker in a separate room

- He will speak to the brothers on the need for men to dress like those in society and to fit in
- He will be very harsh, criticizing dressing like those back home and will heavily encourage assimilation in dress to our society
- Group #4 will meet (same) female speaker in a separate room
 - He will speak to the sisters on the need for women to dress like those in society and to fit in
 - He will be very harsh, criticizing dressing like those back home and will heavily encourage assimilation in dress to our society
- Speaker will address according to part for each lecture and not let other group of students see him/her in different dress
- Teacher will be covering some miscellaneous work with group that is in regular class
- Students will return to class and will begin to give feedback on the speakers
 - Students will not know same speaker was there for both groups (per gender)
- Teacher should ask very ambiguous questions
 - What did you think of the speaker?
 - Did you agree with the speaker?
 - Teacher will try to show the negative of being extreme and not accepting
- Teacher will then invite speakers into class (they will be dressed as they prefer to be dressed)
 - Speakers will explain the reason for this exercise, to deter people from being judgmental and forcing their opinion on others
 - Speakers will illicit responses from students about how they felt

Recall Previous Learning

- Teacher will remind students about intentions and try to make students recognize their intentions when purchasing and wearing clothing.
- Students will also be asked to look at how lifestyles and media affect clothing and choice of clothing, with influences from clubbing to music to television.

New Information

- Clothing was revealed to beautify and guard modesty
- Clothing should not imitate that of the opposite gender
- Just as people look down upon those who do not dress modestly, so too do people look down upon those who dress traditionally

Key Points

- Clothing must be loose such that the body parts cannot be seen
- Clothing should not imitate that of the opposite gender
- Brothers should be sensitive to the sisters who are going through discomfort by covering themselves
- Fashion cannot overtake modesty
- Religious/modest dressing does not mean sloppy dressing

Application

- Guest speakers will address students in highlighted format with discussion
- Students will design Islamic clothing

- Follows principles of Islam
- Fashionable
- Modest
- Male students will be asked to
 - walk through the school day completely covered head to toe (in male garments, not female) -- some including their faces -- on a warm day to learn to sympathize with sisters (covering even in the heat)
 - spend the weekend wearing culturally-Islamic garments through the mall and other populated areas to learn to sympathize with sisters (feeling different than the norm)
- Lecture and discussion on chapter eleven

Homework

- Students will be asked to design a fashionable Islamic set of clothes
- Students will complete their reading of chapter twelve

Assessment

- Student participation in discussion
- Islamic fashionable clothes project
- Student participation in guest speaker project

Closure

- Students will work with Home Economics department of school to design and sew one garment (top and bottom) they feel fulfills the Islamic principles and is fashionable.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Sketch pad
- Cloth
- Sewing equipment

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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 12 | “Bling Bling”: Showing Off

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Showing off creates jealousy and/or envy
- Learn the stories of those who elevated themselves in the past and Allah (swt) humbled them
- Recognize obvious and subtle ways of having pride
- Memorize the following verses of the Qur’an with translation:
 - 79:24
 - 10:91-92
 - 28:76
 - 28:18
 - 28:82
 - 17:37
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will show following examples
 - Shaykh Khaled Grand Mosque
 - Information about the mosque’s construction and value
 - <http://szgmc.ae>
 - <http://szgmc.ae/en/general-architecture> (mosque website with many pictures)
 - Football
 - <http://www.youtube.com/watch?v=Ow0StvvDGYc>
 - Focus on 12-20 second marks
 - <http://www.youtube.com/watch?v=rt2wCNWO2AM&feature=related> (for a guys-only class)
 - Motorcycle
 - <http://www.youtube.com/watch?v=y97eHTyIDW0>
 - Money, jewelry, cars
 - Boxer, Floyd Mayweather showing off his extravagant lifestyle
 - <http://www.youtube.com/watch?v=geLimQXvbCA> (there is some music in the background, so you may want to mute it, although what they say is very indicative of what a lifestyle of showing off produces)
 - Teacher should ask class to focus on the groupies and their comments
 - <http://www.youtube.com/watch?v=0Z9roLgr5C8&feature=related> (lower the volume around 2:06 and 2:16, he curses)

- <http://www.youtube.com/watch?v=UK4eIy1LDRA&NR=1&feature=fvwp>

- Teacher will ask students
 - Which is an example of showing off and why
 - Are any of these harmless

Recall Previous Learning

- The story of Iblis and how he was proud of an achievement that Allah (swt) gave him out of His mercy can be directly related to how people show off and display pride for things that are not even their own.
- Looking back at the chapter of intentions, students will have to analyze why a person shows off and what will be the result of their intention.

New Information

- Showing off brings about jealousy and/or envy
- Showing off not only occurs through showing something of our own that may be noteworthy, but also by putting down others who have less
- Pharaoh used to refer to himself as god and was swallowed by the sea and preserved for everyone to see
- Qarun attributed his wealth to himself and was arrogant, so Allah (swt) had the Earth swallow him

Key Points

- A problem with showing off is people begin to think they attained goods/fortune by their own hands
- Allah (swt) made examples of those who were not grateful and did not appreciate His favor upon them, such as the Pharaoh and Qarun
- Showing off is not restricted only to wealth, it can be with certain skills and positions
- Purpose of showing off to elevate the self and lower others
- The subtlety of pride sometimes makes it indiscernible

Application

- Students will:
 - View videos
 - Discuss which were considered showing off and which were not
 - Discuss if there is a negative side to showing off
- Students will write a journal reflection analyzing their lives and identifying one area they show off and how the plan on removing that from their lives
- Students will make a video presentation depicting one scenario two ways:
 - Main character showing off
 - Main character not showing off
 - What are the pros/cons of both
- Lecture and discussion on chapter twelve

Homework

- Students will be asked to write a reflection analyzing and identifying one area of showing off

- Students will make a video on showing off vs. not showing off
- Students will complete their reading of chapter thirteen

Assessment

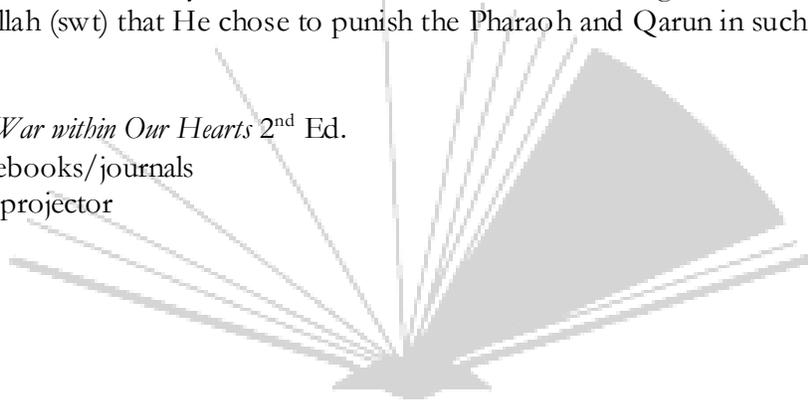
- Student participation in discussion
- Student reflection entry
- Student participation in anticipatory video analysis
- Student video presentation

Closure

- Students will identify the inherent characteristic of showing off that is so displeasing to Allah (swt) that He chose to punish the Pharaoh and Qarun in such ways.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- TV/projector



Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 13 | “Yo Mama Is So...”: Insulting People

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Recognize the harms of insults and bullying
- Implement an anti-bullying campaign in the school
- Establish one way they will personally fight against bullying
- Memorize the following verse of the Qur’an with translation:
 - 49:11
- Memorize the following ahadith (with Arabic, if possible):
 - “Whoever makes fun of his brother because of a sin of which he has already repented, will surely commit the same sin during his life.”
 - “The Muslim is one whom other Muslims are safe from his tongue and his hand.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will show the following videos:
 - Student who was bullied and fought back:
<http://www.youtube.com/watch?v=QzhFan3kk0E>
 - Teacher should discuss the idea of a “breaking point” and see how different people react differently
 - The other side of the story:
http://www.youtube.com/watch?v=_IjclVBBYc
 - Teacher should discuss how sometimes the victims become the perpetrators and how to stop this cycle
 - Cyber-bullying: <http://www.youtube.com/watch?v=iDBiqUWRtMo>
 - Teacher should show how his death affected others and not just himself
 - More about cyber-bullying:
<http://www.youtube.com/watch?v=2owK4tpMUrK&feature=related>
 - Teacher should show how his death affected others and not just himself
 - Teacher should discuss how “it’s only a joke” and “ I was just joking” and other phrases and ideas that we have sometimes do not yield innocent results
- Teacher will divide students into groups to answer:
 - What are some common “breaking points” that result from insults and jokes?
 - Why would the victim become the perpetrator?
 - How does bullying affect others? Bystanders? Family?
 - How do we justify jokes and insults?

- Students will be divided into groups of four
- Students will assign an ameer (leader), a writer, a reader, and a spokesperson..
 - The leader will direct the group and its discussion.
 - The writer will write down all notes and conclusions.
 - The reader will read the case scenario.
 - The spokesperson will present the findings/conclusion to the class.
- Students will share responses with class

Recall Previous Learning

- Students will be asked to reflect over where they learned such insults, such as TV and music, and what type of company really thrives off of the degradation and insulting of others.
- Students should also think about what their intentions are when they begin to make jokes, even if it is “just a joke” and not bullying.

New Information

- Bullying refers to saying or doing things to influence power/intimidate others
- People often say they do not mind being made fun of our “bullied” in order not to seem uncool
- It is impermissible to call people by names that they do not like
- Shaytan loves most from his shayatin those who prompted relationships to be strained and broken apart, often by virtue of the tongue and its improper use

Key Points

- Bullied often become the bullies
- Bullied students do anything to stop being bullied
- Making fun of others is indirectly insulting Allah (swt), as He created them
- Others, both Muslims and non-Muslims, should be safe from our tongues and our hands

Application

- Students will view videos and respond to questions in group
- Students will be addressed by school psychologist on the effects of jokes, insults, and bullying
- Teacher will review <http://www.stopbullying.gov/> with students in class
- Students will start an anti-bullying campaign in the school
- Students will take pledge to stand up against bullying and not be a bystander
- Students will decide one way they can stop bullying in the school and post that decorated decision/pledge on the classroom anti-bullying wall
- Lecture and discussion on chapter thirteen

Homework

- Students will decide one way they can stop bullying in the school and post that decorated decision/pledge on the classroom anti-bullying wall
- Students will complete their reading of chapter fourteen

Assessment

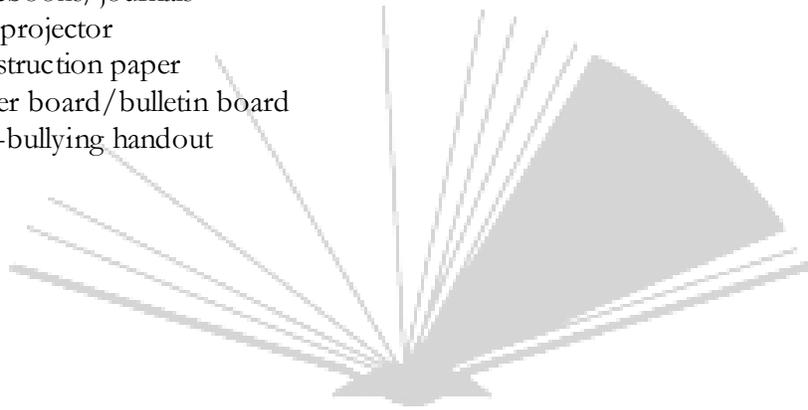
- Student participation in discussion
- Student group response to videos and questions
- Student contribution to anti-bullying wall

Closure

- Students will think of three ways they can help stop bullying, and take those three home to narrow down into one way bullying in the school.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- TV/projector
- Construction paper
- Poster board/bulletin board
- Anti-bullying handout



HQEC

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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 14 | “Playa’ Haterz”: Envy & Jealousy

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Identify and distinguish between jealousy and envy
- Recognize the blessings in their own lives
- Direct their concerns and efforts on themselves
- Identify areas that we excel in order to use it for the din
- Memorize the following verses of the Qur’an with translation:
 - 7:42
 - 14:7
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will distribute a questionnaire for students to answer
- Students will complete questionnaire
- Teacher and students will go over responses focusing on:
 - How everyone reacts differently when the situation involves
 - Different things
 - Someone we
 - are friends with
 - dislike
 - don’t know
- Why You Hatin’?
 1. Your best friend just purchased a new pair of shoes/sneakers that you wanted to get. You:
 - a. don’t care
 - b. wish you had those shoes, but also wish your friend has those shoes
 - c. wish you had those shoes first and your friend didn’t
 2. Someone you don’t like just purchased a new pair of shoes/sneakers that you wanted to get. You:
 - a. don’t care
 - b. wish you had those shoes, but also wish your friend has those shoes
 - c. wish you had those shoes first and that person didn’t
 3. Someone you don’t know just purchased a new pair of shoes/sneakers that you wanted to get. You:
 - a. don’t care
 - b. wish you had those shoes, but also wish your friend has those shoes

- c. wish you had those shoes first and that person didn't
4. You see a friend with a lot of money. You:
 - a. don't care
 - b. wish you had that much money, but also wish that person has that much money as well
 - c. wish you had that much money and that person didn't have that much money
5. You see someone you don't like with a lot of money. You:
 - a. don't care
 - b. wish you had that much money, but also wish that person has that much money as well
 - c. wish you had that much money and that person didn't have that much money
6. You see someone you don't know with a lot of money. You:
 - a. don't care
 - b. wish you had that much money, but also wish that person has that much money as well
 - c. wish you had that much money and that person didn't have that much money
7. You're listening to a speech and you:
 - a. are happy for the opportunity to be learning about Islam
 - b. feel like you could've done a better job
 - c. want to become a speaker one day
8. You're listening to your friend give a speech and you:
 - a. are happy for the opportunity to be learning about Islam
 - b. feel like you could've done a better job
 - c. want to become a speaker one day
9. You're forced to listen to someone you dislike give a speech and you:
 - a. are happy for the opportunity to be learning about Islam
 - b. feel like you could've done a better job
 - c. want to become a speaker one day
10. You're listening to a recitor of Qur'an (imam in prayer) and you:
 - a. enjoy the Qur'an recitation
 - b. wish you were in his place
 - c. want to learn to recite Qur'an beautifully
11. You're listening to your friend, a recitor of Qur'an (imam in prayer) and you:
 - a. enjoy the Qur'an recitation
 - b. wish you were in his place
 - c. want to learn to recite Qur'an beautifully
12. You're forced to listen to someone you dislike, a recitor of Qur'an (imam in prayer) and you:
 - a. enjoy the Qur'an recitation
 - b. wish you were in his place
 - c. want to learn to recite Qur'an beautifully
13. You're watching your school's basketball team when the star point guard hits the game winning shot. You:
 - a. stand up and cheer

- b. wish you were in his place and he was in yours
 - c. wish you could also learn to play basketball that well
14. You're watching your school's basketball team when the star point guard, your friend, hits the game winning shot. You:
- a. stand up and cheer
 - b. wish you were in his place and he was in yours
 - c. wish you could also learn to play basketball that well
15. You're watching your school's basketball team when the star point guard, someone you dislike, hits the game winning shot. You:
- a. stand up and cheer
 - b. wish you were in his place and he was in yours
 - c. wish you could also learn to play basketball that well
16. The person you desire to marry has just become engaged to someone else. You:
- a. make du'a for their happiness and well-being
 - b. wish you got engaged to him/her instead of that person
 - c. hope their marriage ends in divorce so you can swoop in for the rebound
17. The person you desire to marry has just become engaged to someone you dislike. You:
- a. make du'a for their happiness and well-being
 - b. wish you got engaged to him/her instead of that person
 - c. hope their marriage ends in divorce so you can swoop in for the rebound

18. The person you desire to marry has just become engaged to your friend. You:
- a. make du'a for their happiness and well-being
 - b. wish you got engaged to him/her instead of that person
 - c. hope their marriage ends in divorce so you can swoop in for the rebound

Recall Previous Learning

- Students will examine what their intentions truly are when someone else receives something they do not have.
- Students will determine if company influences how they respond to those who have things they do not.

New Information

- Human nature dictates always wanting something better/the best
- Different types of jealousy and envy
- The evil eye is a real thing
- The power of du'a and making du'a for others

Key Points

- Amount of effort exerted on "hating", if used properly, would have resulted in attaining desired item/result
- Say "mashaAllah" to attribute everything to Allah (swt)

- The need to use our existing strong points to grow closer to Allah (swt)
- A secret to attaining good is to make du'a for others, especially those we do not like

Application

- Students will respond to questionnaire individually
- Students will respond to teacher inquiry and review of responses
- Teacher will show clip of lecture by Shaykh Sulaiman Mulla on jealousy:
<http://www.youtube.com/watch?v=xQuxAsI5Pd8>
- Teacher will show clip of lecture by Shaykh Zahir Mahmood on religious “hating”:
<http://www.youtube.com/watch?v=z4QRxtn34n4>
- Students will make a list of people they do not look at favorably and make one du'a for them every night for one week
- Students will write a reflection on this activity in their journals to see if that rancor was:
 - justified
 - overcome
- Lecture and discussion on chapter fourteen

Homework

- Students will complete their reading of chapter fifteen
- Students will make a list of people they do not look at favorably and make one du'a for them every night for one week

Assessment

- Student participation in discussion
- Students will write a reflection after completing a week of du'a for those they do not look at favorably
- Student response to questionnaire and ensuing discussion

Closure

- Students will make a list of those people on whom they hate the most and respond to the question, “Why do I hate so much on people? Is there something I am jealous of?”

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Questionnaire
- Projector/TV/Computer

Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 15 | “I Got the Hookup”: Scamming & Cheating

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Identify cheating and scamming on all levels
- Recognize the harm that such practices cause
- Associate cheating on tests to the Islamic principle of cheating in the marketplace
- Identify the excuses given to justify cheating
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will distribute a questionnaire for students to answer
- Students will complete questionnaire
- Teacher and students will go over responses focusing on:
 - How everyone reacts differently when the situation involves
 - Merchandise
 - Friends
 - School

What a Rip-off!

1. I am working at a convenience store when my friend comes in to buy a can of soda and/or chips. I:
 - a. give it to him/her for free
 - b. sell it to him/her for a discounted price
 - c. sell it to him/her for full price
 - d. ask him/her to come back later
2. I am working at a convenience store when my friend comes in to buy a can of soda and/or chips. My manager is standing nearby. I:
 - a. give it to him/her for free
 - b. sell it to him/her for a discounted price
 - c. sell it to him/her for full price
 - d. ask him/her to come back later
3. My friend is working at a convenience store when I come in to buy a can of soda and/or chips. I:
 - a. expect him/her to give it to me for free
 - b. expect him/her to sell it to me for a discounted price
 - c. expect him/her to sell it to me for full price
 - d. leave and come back later
4. My friend is working at a convenience store when I come in to buy a can of soda and/or chips. My manager is standing nearby. I:
 - a. expect him/her to give it to me for free
 - b. expect him/her to sell it to me for a discounted price

- c. expect him him/her to sell it to me for full price
 - d. leave and come back later
5. I am working at a retail store when my friend comes in to buy a shirt and/or pants. I:
 - a. give it to him/her for free
 - b. sell it to him/her for a discounted price
 - c. sell it to him/her for full price
 - d. ask him/her to come back later
6. I am working at a retail store when my friend comes in to buy a shirt and/or pants. My manager is standing nearby. I:
 - a. give it to him/her for free
 - b. sell it to him/her for a discounted price
 - c. sell it to him/her for full price
 - d. ask him/her to come back later
7. My friend is working at a retail store when I come in to buy a shirt and/or pants. I:
 - a. expect him/her to give it to me for free
 - b. expect him him/her to sell it to me for a discounted price
 - c. expect him him/her to sell it to me for full price
 - d. leave and come back later
8. My friend is working at a retail store when I come in to buy a shirt and/or pants. My manager is standing nearby. I:
 - a. expect him/her to give it to me for free
 - b. expect him him/her to sell it to me for a discounted price
 - c. expect him him/her to sell it to me for full price
 - d. leave and come back later
9. I am working at a retail store when my friend comes in to buy a DVD player. I:
 - a. give it to him/her for free
 - b. sell it to him/her for a discounted price
 - c. sell it to him/her for full price
 - d. ask him/her to come back later
10. I am working at a retail store when my friend comes in to buy a DVD player. My manager is standing nearby. I:
 - a. give it to him/her for free
 - b. sell it to him/her for a discounted price
 - c. sell it to him/her for full price
 - d. ask him/her to come back later
11. My friend is working at a retail store when I come in to buy a DVD player. I:
 - a. expect him/her to give it to me for free
 - b. expect him him/her to sell it to me for a discounted price
 - c. expect him him/her to sell it to me for full price
 - d. leave and come back later
12. My friend is working at a retail store when I come in to buy a DVD player. My manager is standing nearby. I:
 - a. expect him/her to give it to me for free
 - b. expect him him/her to sell it to me for a discounted price

- c. expect him him/her to sell it to me for full price
d. leave and come back later
13. I am finishing my homework when my friend mentions during lunch that he/she forgot to do it. I:
- a. give it to him/her to copy at that moment
b. give it to him/her to copy at a later time
c. answer any questions he/she may have while he/she works on it and help him/her through it
d. am not involved at all while he/she do his/her homework
14. I am finishing my homework when my friend mentions he/she forgot to do it. A teacher is standing nearby. I:
- a. give it to him/her to copy at that moment
b. give it to him/her to copy at a later time
c. answer any questions he/she may have while he/she works on it and help him/her through it
d. am not involved at all while he/she do his/her homework
15. My friend is finishing his/her homework when I mention I forgot to do it. I:
- a. expect him/her to give it to me to copy at that moment
b. expect him/her to give it to me to copy at a later time
c. expect him/her to answer any questions I may have while I work on it and help me through it
d. expect him/her not to be involved at all while I do my homework
16. My friend is finishing his/her homework when I mention I forgot to do it. A teacher is standing nearby. I:
- a. expect him/her to give it to me to copy at that moment
b. expect him/her to give it to me to copy at a later time
c. expect him/her to answer any questions I may have while I work on it and help me through it
d. expect him/her not to be involved at all while I do my homework
17. I am breezing through a test when my friend gets my attention and indicates to me that he/she is having a hard time on it. I:
- a. show him/her the answers to copy at that moment
b. show him/her the answers to copy at a later time
c. do not show him/her the answers to copy at that moment
18. I am breezing through a test when my friend gets my attention and indicates to me that he/she is having a hard time on it. A teacher is standing nearby. I:
- a. show him/her the answers to copy at that moment
b. show him/her the answers to copy at a later time
c. do not show him/her the answers to copy
19. My friend is breezing through a test when I catch his/her attention and indicate to him/her that I am having a hard time on it. I:
- a. expect him/her to show me the answers to copy at that moment

- b. expect him/her to show me the answers to copy at a later time
 - c. I do not expect him/her to show me the answers to copy
20. My friend is breezing through a test when I catch his/her attention and indicate to him/her that I am having a hard time on it. A teacher is standing nearby. I:
- a. expect him/her to show me the answers to copy at that moment
 - b. expect him/her to show me the answers to copy at a later time
 - c. I do not expect him/her to show me the answers to copy

Recall Previous Learning

- Teacher will draw attention to how company and friends influence decisions and even cause such decisions to be a struggle in the first place.
- Students will reflect over the excuses they make when cheating/stealing/scamming and compare it to their intentions.

New Information

- There are ways to help and give discounts that are lawful
- Cheating and scamming take various forms
- Cheating compromises everyone involved, putting friendships into serious jeopardy

Key Points

- People attempt to justify their (wrong) actions through any rational means necessary
- The Prophet (s) refused to cheat even those who tried to kill him
- Islamically, the ends do not justify the means
- We should always put forth our best, as all our actions are for the sake of Allah (swt)

Application

- Students will respond to questionnaire individually
- Students will respond to teacher inquiry and review of responses
- Students will make a list of places they stole from/cheated and return to apologize to owner/manager and pay back item (if possible)
- Students will create an anti-cheating campaign in school
- Students will create turnitin.com accounts
- Lecture and discussion on chapter fifteen

Homework

- Students will complete their reading of chapter sixteen
- Students will reflect over areas they may have scammed/cheated in the past and create a checklist

Assessment

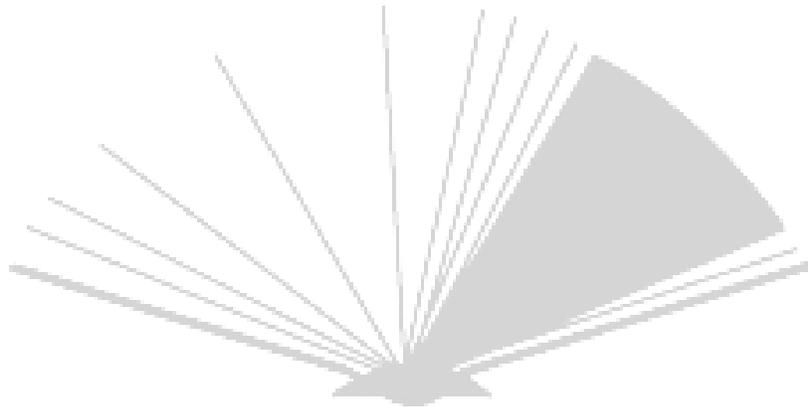
- Student participation in discussion
- Student response to questionnaire and ensuing discussion
- Students completion of checklist of places they stole from/cheated

Closure

- Students will come up with signs, posters, and/or slogans for the anti-cheating campaign.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Questionnaire
- Student scamming checklist



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 16 | “Chats, Blogs, Facebook, Oh My!”: Internet

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Identify that the Internet has both positive and negative qualities
- Recognize how people gain confidence due to the barrier the computer provides
- Identify what is considered appropriate material for public view
- Understand what khalwa is
- Give time its proper importance
- Understand the importance of hiding sins
- Recognize the signs for Internet predators
- Memorize the following verses of the Qur’an with translation:
 - 103:1-3
 - 23:99-100
 - 2:54
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will introduce the tribe of the Nacirema
 - Teacher will distribute *The Body Rituals of the Nacirema*:
<http://www.ohio.edu/people/thompsoc/Body.html>
 - Students will read the article on *The Body Rituals of the Nacirema*
 - Teacher will ask students’ for their opinions of this tribe and their outrageous rituals
 - Teacher will distribute *The Mysterious Fall of the Nacirema*:
<http://www.cynthiaclarke.com/powerpoint/updown.htm>
 - Students will read the article on *The Mysterious Fall of the Nacirema*
 - Teacher will ask students’ for their opinions as to why this tribe fell
- Teacher should unveil that this the Nacirema is “American” spelled backward
- Students will be divided into groups of four
- Students will assign an ameer (leader), a writer, a reader, and a spokesperson..
 - The leader will direct the group and its discussion.
 - The writer will write down all notes and conclusions.
 - The reader will read the case scenario.
 - The spokesperson will present the findings/conclusion to the class.
 - Students will reword rituals of Nacirema to fit modern descriptions
- Student groups will be asked to write about the Internet and social networking through the eyes of an anthropologist or aliens
 - Teacher will show how although this instant access and information sharing is very common today it is strange to other societies today and something very strange throughout history

Recall Previous Learning

- As with most topics, the idea of intentions will also be brought up. Students will need to focus on why they are sharing all of this information about themselves and what their use of the Internet is.
- Students will also see that others, especially Internet predators, do not have pure intentions when using the Internet.

New Information

- Internet allows for identity manipulation
- A large amount of people are accessible through various means from the Internet
- Internet consumes large periods of time
- People post about themselves and others without permission

Key Points

- Identity manipulation is usually done only if a person is trying to achieve something that is not praiseworthy
- The idea of “friends” has been belittled due to excessive superficial communication
- Khalwa is directly applicable in person, but the theory behind exists even in electronic communication
- The nafs likes to spend its time in a manner it prefers
- People will be held accountable for their use of time
- Hiding a sin shows the existence of modesty
- Exposing people’s sins through pictures or posts can lead to their being open about sinning

Application

- Teacher will display humorous cartoons on Internet use/predators to introduce unit
 - <http://www.cartoonstock.com/newscartoons/cartoonists/dde/lowres/dden35l.jpg>
 - http://3.bp.blogspot.com/_nM3jPDZLLHg/TMtmVJzKK8I/AAAAAAAAAABI/ns6Z55abExM/s1600/internet+chat+rooms.jpg
 - <http://www.cartoonstock.com/newscartoons/cartoonists/jha/lowres/jha1353l.jpg>
 - <http://www.offthemarkcartoons.com/cartoons/1996-11-22.gif>
 - <http://www.cartoonstock.com/newscartoons/cartoonists/mgr/lowres/mgrn228l.jpg>
- Teacher will follow up cartoons with serious links with information on Internet safety
 - <http://www.netsmartz.org/Presentations>
 - <http://www.netsmartz.org/StreamingPresentations/InternetSafetyBasics>
(and the subsequent video chapters)
- Teacher will ask students to shut down their social networking sites, e-mail, and IM for one week
 - Students will be asked to keep a diary/log of life without social networking
 - Students will be asked to only use their cellular phones for making phone calls

- Students will be asked to only use the Internet for necessary work (school/work related)
- Lecture and discussion on chapter sixteen

Homework

- Students will complete their reading of chapter seventeen
- Students will reflect over how life without social networking was for one week

Assessment

- Student participation in discussion
- Students will reflect over how life without social networking was for one week
 - Students will compare their initial response, (anxiety, etc.) to their latter response
 - Students will comment on what they did with extra free-time
 - Students will respond to how life was without the constant barrage of information and if they plan on returning to their previous lifestyle or finding a balance in between
- Student response to cartoons and websites
- Student group re-creation of Nacirema tribe project

Closure

- Students will form a chapter in the study of the Nacirema based on the Internet and social networking.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Nacirema handouts
- TV/projector
- Computer

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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 17 | “The Deadliest Weapon”: The Tongue

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Differentiate between active listening and passive listening
- Learn and implement proper communication skills
- Recognize the disastrous affects the tongue has on the reputation of people
- Learn the story of the rumor spread about Aisha (r)
- Memorize the following verses of the Qur’an with translation:
 - 24:24
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will play a game of telephone with the entire class
- Teacher will arrange chairs of students in a circle
- Teacher will write down a complicated story in notebook
- Teacher will whisper that complicated story in the ear of the first student
 - e.g., “The imam at the masjid led Isha salah last night. While he was reciting beautifully, he made two mistakes in the first of the four rakahs and four mistakes in the second of the four rakahs. I’m not sure how the third and fourth rakah went, because I could not hear him recite, but judging by how he recited in the first two rakahs I’m sure there were more mistakes. The people in the congregation also noticed. One elderly uncle in vest stood up and shook his fist. He demanded that the imam be replaced. Another young man in a suit stood up and held his cane and demanded that he be the imam. It got so bad that a sister came downstairs from the balcony and demanded she be imam. She began reciting the portions the imam made mistakes on to prove that she was worthy of the position. Had it not been for all of that screaming and her young infant in her arms people may have let her lead because of her beautiful voice.”
 - Teacher will only whisper this passage to the student once
 - Students will whisper it to the student next to them only once, repeating is not allowed
 - If there are boys and girls in the class there can be two circles
 - Final student will stand up and repeat the story
 - Students will compare final version of story to initial version of story
- Teacher will play same game (with different passage) with students in computer lab
 - Students will be asked to check e-mail, chat on their IM, etc., while playing this game
 - Same process will occur with final student repeating story to class
 - Students will compare final version of story to initial version of story

- Class will compare difference between active listening (first game) to passive listening (second game)

Recall Previous Learning

- The nature of good and bad company will be brought up as students will analyze the result of such company on the conversations they have and the language used.
- Students will again reflect over their intentions and see why they have to share such information with others.

New Information

- The tongue can be an organ used for good or for evil
- Two people are necessary for gossiping to take place
- All limbs will bear testimony for or against us on the Day of Judgment

Key Points

- People can say something and want to take it back, but the damage is done
- Both the person speaking and the person listening are held accountable for gossip
- All limbs will bear testimony for or against us on the Day of Judgment

Application

- Teacher will play game of telephone with students actively and passively listening
- Teacher will distribute handout on proper communication skills:
http://peer.hdwg.org/sites/default/files/ActiveListening-CommunicationSkills-Peer_Training.pdf
 - Teacher will show the importance of proper communication skills in Islam and to avoid misunderstandings
- Teacher will show video by Shaykh Yasir Qadhi on the rumor spread about Aisha (r): <http://www.halaltube.com/the-story-of-ifk>
 - Students will identify for whom the story had potential disastrous repercussion
- Students will receive and read handout: <http://redmondfamily.com/Family-Resources/Stories-Collection/Thought-Provoking-Stories/Nails-in-the-Fence?printPreview=1>
 - Students will spend one week thinking of and making a list of all of the people they may have harmed through their tongues
 - Students will approach this people and ask for their forgiveness
- Students will watch a lecture on watching the tongue by Nouman Ali Khan: <http://www.youtube.com/watch?v=57ZTxPRKHQ>
- Lecture and discussion on chapter seventeen

Homework

- Students will complete their reading of chapter eighteen
- Students will form a list of names of people whom they harmed verbally (spoke to inappropriately) to seek forgiveness

Assessment

- Student participation in discussion

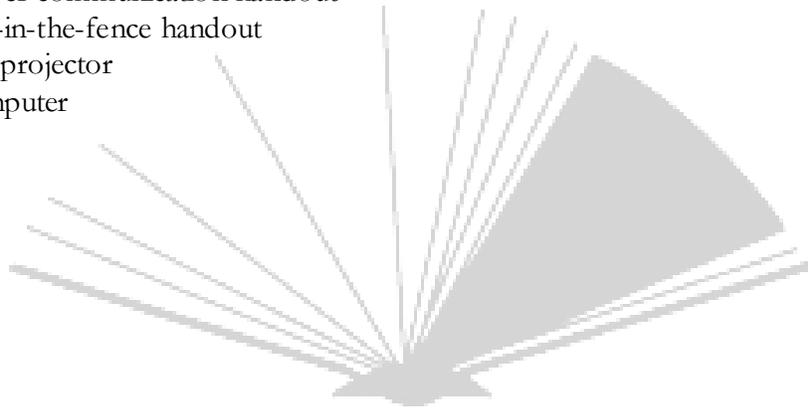
- Student journal stories of whom they verbally harmed/were harmed by
- Students forgiveness list

Closure

- Students will write one personal (true) story in their journal of when their tongues had harmed someone and when someone else's tongue harmed them.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Proper communication handout
- Nail-in-the-fence handout
- TV/projector
- Computer



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 18 | “Fantasy World”: Pornography

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Understand that viewing pornographic materials is something also plaguing the Muslim community
- Learn the amount of time and money people spend on pornography
- View pornography as an addiction
- Learn the statistics of pornography use in this country and world-wide
- Memorize the following verses of the Qur’an with translation:
 - 17:32
- Memorize the following hadith (with Arabic, if possible):
 - “The eyes, their fornication is an illicit sight.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will bring a paper shredder to class and keep it in the back of the classroom (indiscernible)
- Teacher will ask students to write down the worst sin they have ever committed in their lives
- Teacher will ask students to raise their hands to volunteer to share
- Teacher will then explain that no one will share in class
- Teacher will then draw the parallel:
 - that just as no one wanted to share their sins here no one will want to show their sins on the Day of Judgment
 - the same way as everyone hid their sins now and it was almost exposed, so too our sins that we think we are doing in hiding may be exposed later in this world and/or in the hereafter
- Teacher will ask students to come individually to the back of the classroom to shred their papers so no one will see them
- Teacher will then draw the parallel between the shredder and repentance

Recall Previous Learning

- The teacher will remind students about the lesson on lowering of the gaze, in particular how it hurts marriages and how it leaves long lasting impressions on the heart.
- A reference to company will be made again, as this habit is often encouraged by others.
- The chapter of the Internet will also be brought up, as easiest manner to attain pornographic material is currently through the Internet.

New Information

- Pornography is a rampant problem but not discussed openly
- It is impermissible to speak about acts of intimacy with others as well as view others performing such acts
- Pornography is scripted
- People are exposed to pornography before adolescence
- Viewing pornography molds a certain behavior and way of thinking

Key Points

- As a community topics should never be kept taboo
- People will learn about such topics somewhere, whether through us or through others
- A habit/sin should be cut at the root and not allowed to fester and grow
- Those who view pornography forget it is scripted and expect their personal lives to mirror such filth
- Degradation of women is directly related to viewing pornography
- Leaving sin is a slow process

Application

- Teacher will distribute article from *Newsweek*:
<http://www.thedailybeast.com/newsweek/2011/07/17/the-growing-demand-for-prostitution.html>
 - Article highlights that more than 75% of men who pay for prostitution were taught much of their knowledge about sex and sexuality through pornography
- Teacher distribute handout on:
 - the computer as a fitna by Shaykh Faraz Khan:
<http://seekersguidance.org/ans-blog/2011/03/28/my-computer-is-a-fitna-for-me-should-i-get-rid-of-it/>
 - “Climbing Mount Purgatorio” by Shaykh Hamza Yusuf
 - Students will watch the accompanying talk by Shaykh Hamza Yusuf on Social costs of pornography:
<http://seekersguidance.org/blog/2010/10/video-shaykh-hamza-yusuf-at-the-social-costs-of-pornography-event/>
- Lecture and discussion on chapter eighteen

Homework

- Students will complete their reading of chapter nineteen
- Students will be responsible for spreading the links to these articles and videos to their friends and others who may need it
- Students will type a two page essay based on the material covered in class and answer the following question: “What is the emptiness in people that pornography is an attempt to fill that void?”

Assessment

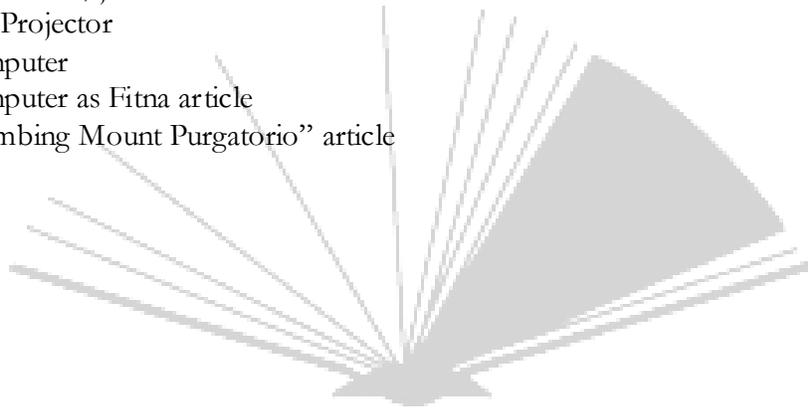
- Student participation in discussion
- Student journal response

Closure

- Students will write a response to the following questions in their journals:
 - What would I do if my spouse discovered I have/had a problem with pornography?
 - What would I do if I discovered my spouse have/had a problem with pornography?

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- TV/Projector
- Computer
- Computer as Fitna article
- “Climbing Mount Purgatorio” article



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 1: Problems

Chapter 19 | “I Can’t Fight This Feeling Anymore”: Suicide, Depression & Abuse

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Understand the role of trials and tribulations in this world
- Understand that depression is not something to be ashamed of
- Recognize the difference between medical and spiritual depression
- Identify the signs of depression
- Identify the signs of suicide
- Know what to do when finding out someone has suicidal thoughts/tendencies
- Recognize abuse of all types exists in the Muslim community
- Identify the signs of abuse
- Learn about agencies that can help
- Memorize the following verses of the Qur’an with translation:
 - 2:214
 - 33:21
 - 2:216
 - 55:9
 - 38:41
 - 38:43
 - 38:44
 - 39:53
 - 2:286
 - 4:29
 - 2:214
 - 17:70
 - 69:4
- Memorize the following ahadith (with Arabic, if possible):
 - “Whoever purposely throws himself from a mountain and kills himself will be in the Fire, falling down into it and abiding therein perpetually forever; and whoever drinks poison and kills himself with it he will be carrying his poison in his hand and drinking it in the Fire, wherein he will abide eternally forever; and whoever kills himself with an iron weapon will be carrying that weapon in his hand and stabbing his abdomen with it in the Fire, wherein he will abide eternally forever.”
 - “None amongst you should make a request for death, and do not call for it before it comes, for when any of you dies, he ceases (to do good) deeds and the life of a believer is not prolonged but for goodness.”
 - “The most severe tests are for the prophets, then those closest to them, then those closest to them.”
 - “Verily I have been sent to perfect moral character.”

- “The Prophet never beat any of his wives or servants; in fact, he did not strike any living being with his hand except in the cause of Allah or when the prohibitions of Allah had been violated, and he retaliated on behalf of Allah.”
- “Abusing a Muslim is a sin.”
- “A Bedouin came to the Prophet (s) and asked, ‘Do you kiss your children? We do not kiss them.’ The Prophet (s) said, ‘Can I put mercy in your hearts after Allah has removed it from them?’”
- “The Messenger of Allah (s) kissed Hasan ibn ‘Ali while al-Aqra’ ibn Habis at-Tamimi was sitting with him. Al-Aqra’ observed, ‘I have ten children and I have not kissed any of them.’ The Messenger of Allah (s) looked at him and said, ‘Whoever does not show mercy will not be shown mercy.’”
- “The best of you or those who are best to their families (wives). And I am the best towards my families (wives).”
- “The best who show the most perfect faith are those who have the best behavior, and the best of you are those who are best to their wives.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will show following posters to class:
 - <http://theinspirationroom.com/daily/print/2008/3/childwise-girl-with-doll.jpg>
 - http://www.bestadsonstv.com/files/print/2007/May/FINAL-NSPCC3_sm.jpg
 - <http://theinspirationroom.com/daily/print/2008/5/aware-verbal-abuse-fist.jpg>
 - <http://www.safernorthdevon.co.uk/images/this%20is%20love%20poster.jpg>
 - http://newsimg.bbc.co.uk/media/images/42364000/jpg/42364793_domesticabusead203.jpg
 - <http://www.siobhanhooper.co.uk/images/depression-mask-poster-1.jpg>
 - http://4.bp.blogspot.com/_PB2d83eHlcA/TCwrbTxYOGI/AAAAAAAAAAdg/UR_OENBRicU/s1600/teddy+a4.jpg
 - <http://media.photobucket.com/image/poster%20campaign%20%20%20suicide%20prevention/suicidenotecampaign/PosterCampaign1.jpg>
- Teacher will ask students for their feedback about the graphic nature of the posters
- Teacher will draw parallel to how the turmoil shown in posters is not comparable to what is actually being experienced

Recall Previous Learning

- The importance of company, not necessarily good or bad religiously, but vigilant and caring individuals who can recognize a change in behavior, etc.
- The chapter of the tongue had exercises and a handout on listening skills. These skills become increasingly important when someone is in need.

New Information

- Depression is both a medical and spiritual illness
- Depression is a treatable illness

- Social stigma on depression is slowly leaving
- Suicide is impermissible in Islam
- Punishment for suicide is a continuous recurrence of the method of suicide in Hell
- All forms of abuse exist in the Muslim community
- Victims of abuse often become the perpetrators

Key Points

- Islam does not look down upon depression
- Allah (swt) never places a burden upon us with more than we can bear
- Physical and spiritual depression exist, both with specific treatments
- Medical depression needs to be treated by a professional
- Spiritual depression is often experienced when the body is given more focus than the soul
- Never despair in the mercy of Allah (swt)
- No one has the right to abuse others

Application

- Teacher will invite school/local counselor to class to discuss issues of abuse, depression, and suicide
- Counselor will teach students the types of abuse: physical, sexual, verbal, psychological and what is considered abuse
- Counselor will teach students signs of abuse, depression, and/or suicide
- Counselor will educate students on how they can help
- Counselor and teacher will use websites like SAVE (Suicide Awareness Voices of Education: www.save.org) to
 - educate students on these issues
 - show how these issues affect not only the victims but their families as well
 - <http://www.youtube.com/watch?v=Aoza6WxNij0&feature=related>
 - class will read suicide survivor stories
- Students will start an Abuse, Depression, and Suicide Awareness campaign between the school and the local masjid
- Lecture and discussion on chapter nineteen
-

Homework

- Students will complete their reading of chapter twenty
- Students will make pamphlets and posters on recognizing the signs of abuse, depression, and suicide awareness
- Students will make pamphlets and posters how to help victims of abuse, depression, and suicide awareness

Assessment

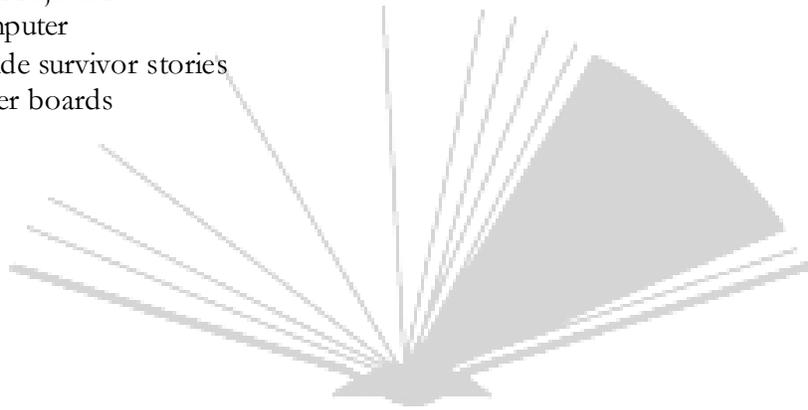
- Student participation in discussion
- Student journal response
- Student poster/brochure creation
- Student Abuse, Depression, and Suicide Awareness Campaign

Closure

- Students will write a response to the following questions in their journals:
 - What would I do if my spouse discovered I have/had a problem with pornography?
 - What would I do if I discovered my spouse have/had a problem with pornography?

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- TV/Projector
- Computer
- Suicide survivor stories
- Poster boards

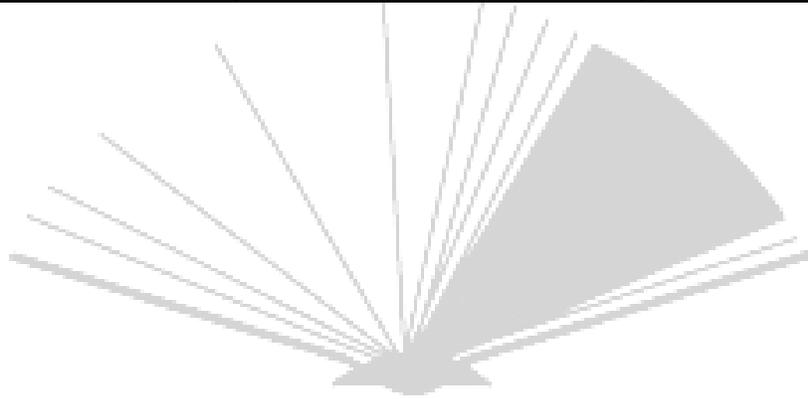


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Subject: Islamic Studies	Time Frame: 10 weeks	Title: <i>The War within Our Hearts: Struggles of the Muslim Youth Part II: Solutions</i>
Enduring Understandings – BIG IDEAS! 		
<p>◆ <i>What will students understand (about what big ideas) as a result of the unit? “Students will understand that…”</i></p> <ul style="list-style-type: none"> ● While the initial part of the book may have had practical solutions that dealt directly with spiritual symptoms, the chapters in second part help establish long-term habits and practices that will eradicate the disease. ● Professional expertise and training is highly valued in Western society; similarly, Islamic scholarship should be just as valued as it helps provide a balance to Muslim communities and gives deference to those who are qualified ● Acts that are physical in nature have a direct impact on the heart and our spiritual existence. ● The physical inputs of the senses lead and directly alter the existence of the spiritual heart. ● Spiritual success is dependant on consistent implementation of religious prescription from the diagnosis of trained individuals. 		
Connections to Other Disciplines/Subjects 		
<p>◆ <i>As a result of this unit, what understandings will students have about the content's connection to other disciplines?</i></p> <ul style="list-style-type: none"> ● Some chapters include subject matter and all chapters include assignments that may serve as a gateway into inter-disciplinary work: <ul style="list-style-type: none"> ○ Journal writing will allow Islamic Studies teachers to work with English teachers ○ Essay writing will allow Islamic Studies teachers to work with English teachers ○ Skits/Plays will allow Islamic Studies teachers to work with both English teachers and Theater teachers ○ Comparative historical research will allow Islamic Studies teachers to work with History teachers, Sociology teachers, and Political Science teachers ○ Sociological research and statistical studies will allow Islamic Studies teachers to work with both Sociology teachers and Statistics teachers ○ Nature-based experiments will allow Islamic Studies teachers to work with Science teachers ○ Physical experiments and exercises will allow Islamic Studies teachers to work with both Physical Education teachers and Science teachers ○ Art projects and student campaigns will allow Islamic Studies teachers to work with both Art teachers and Political Science teachers 		
Content (State) Standards: <ul style="list-style-type: none"> ● Standards will vary based on state, subject, and grade level 		

<p>Essential Questions – PURPOSE! </p>	<p>Learning Objectives </p>
<p>◆ <i>What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?</i></p> <ul style="list-style-type: none"> • Are religious practices outdated and irreconcilable with a Western lifestyle? • Can physical practices and worship effect the metaphysical or spiritual realm? • Can certainty in the unseen exist? 	<p>◆ <i>What is the key knowledge and skill needed to develop the desired understandings?</i></p> <p>◆ <i>What knowledge and skill relates to the content standards on which the unit is focused?</i></p> <ul style="list-style-type: none"> • The ability to analyze and reflect over spiritual states. • Background of revelation and prescription of acts of worship. • Memorization of selections in both Arabic and English. • Note-taking strategies and close reading of both primary and secondary texts.
<p>◆ <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? Why have you chosen this particular assessment over others? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i></p>	
<p>Performance Tasks </p>	
<ul style="list-style-type: none"> • Poetry analysis and creation • Essay writing • Small Deeds Campaign 	
<p>Self-Assessments</p>	<p>Other Evidence, Summarized</p>
<ul style="list-style-type: none"> • Textual annotations • Journal entries • Group discussion • Entrance questions • Exit tickets and quizzes 	<ul style="list-style-type: none"> •
<p>◆ <i>What sequence of learning activities and teaching will enable students to perform well at the understandings in Stage 2 and thus display evidence of the desired results in State 1? Use the WHERE TO acronym to consider key design elements.</i></p>	
<p>TARGET SKILLS - (at least 1 for each)</p>	

<u>Reading</u>	<u>Writing</u>	<u>Interdisciplinary Connection</u>
<ul style="list-style-type: none">• Sunnah adkhar and ad'iyah taken from books such as <i>Reflections from Pearls</i>• Selections from Imam Ghazali's <i>Remembrance of Death and the Afterlife</i>	<ul style="list-style-type: none">• 3-5 page essay on the importance of remembering death• Reflective journal entries• Fieldtrip response entry	<ul style="list-style-type: none">• Masjid designing and building project• Small Deeds School Improvement Campaign



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 2: Problems

Chapter 20 | “The Best Seller from the Greatest Author”: Qur’an

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Experience the beauty of the Qur’an
- Choose a favorite Qur’an recitor and tafsir
- Incorporate and monitor daily reading of Qur’an
- Memorize the following verses of the Qur’an with translation:
 - 1:6-7
 - 2:2
- Memorize the following ahadith (with Arabic, if possible):
 - “The most beloved actions to Allah are those that are consistent, even if little.”
 - “The Qur’an will be a proof for you or against you.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will distribute copies of *Harry Potter* (any book from the series), *Twilight* (any book from the series), or another long book series
- Teacher will hand out survey
 1. Did you read this book?
 2. How long did it take for you to finish this book?
 3. How many times did you read it?
 4. Did you read any other books in this series?
 5. How long did it take you to finish the other books (time per book)?
 6. How many times did you read it?
 7. On average, how many pages are in one book of this series?
 8. How much Qur’an do you read daily?
 9. In a fifteen line Qur’an there are approximately 611 pages. When was the last time you completed the entire Qur’an?
 10. Why is this disparity present?
- Teacher will ask students to fill out the survey anonymously (do not put name on it)
- Teacher will ask students to turn in surveys
- Teacher will mix up and distribute the completed surveys to the students
- Students will read over results and compare their answers to that of the anonymous survey they received
- Teacher will post results on board

Recall Previous Learning

- Students will reflect over how the heart absorbed negative influences through various inputs (ears: music, eyes: TV, nose: cologne) and will see how positive inputs have positive influence on the heart.

New Information

- Qur'an is most widely read book
- Shaytan will try to fool us to stop reading Qur'an
- Qur'an was sent as a guidance to mankind

Key Points

- Allah (swt) loves consistency in our acts
- Reward for reading Qur'an in Arabic is given with or without understanding
- One who has difficulty in reading will receive double the reward
- Reading translation and/or tafsir separately will help facilitate understanding

Application

- Teacher will distribute surveys
- Teacher will show beauty of Qur'an by playing different mp3s or audio/video files of accomplished Qur'an recitors
- Students will determine a favorite recitor to listen to every night for ten minutes
- Teacher will distribute Qur'an chart or ask students to create one in their journals
- Students will track their nightly reading
- Teacher will do activity with class
 - Teacher will distribute current, popular lyrics with missing words to class
 - Students will fill in blanks
 - Teacher will distribute larger surahs from 30th juz with missing words to class
 - Students will fill in blank
- Lecture and discussion on chapter twenty

Homework

- Students will complete their reading of chapter twenty-one
- Students will research (listen) and find/determine a favorite Qur'an recitor
- Students will listen to this recitor every night for ten minutes
- Students will record nightly reading of Qur'an

Assessment

- Student participation in discussion
- Student journal response
- Student completion of Qur'an recitation/monitoring chart

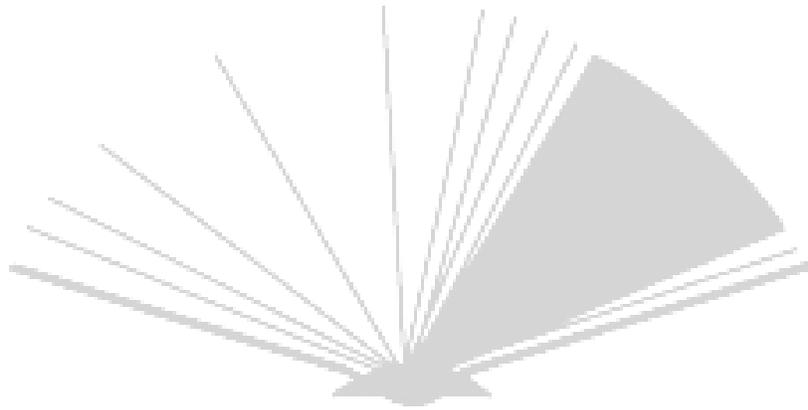
Closure

- Students will go to library or computer lab to look over English tafsirs and choose one to read weekly.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals

- Computer
- Surveys
- Qur'an mp3s/videos
- Qur'an recitation monitoring chart



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 2: Problems

Chapter 21 | “First Question on the Day of Judgment”: Prayer

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Understand the importance of prayer and its role in the life of a believer
- Recognize the benefits they should be gaining from prayer if it is being performed properly
- Learn and perform the physical acts of prayer properly
- Learn the supplications and adhkar said in the prayer
- Memorize the following verses of the Qur’an with translation:
 - 114:5
- Memorize the following hadith (with Arabic, if possible):
 - “Salah is the Mi’raj of the believer.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will ask students from another class to perform a skit on prayer
 - Two students will be walking to prayer while overhearing the end of the adhan
 - They will join one student imam and two student muqtadis (followers) standing for prayer
 - Student imam will begin reciting Surah Fatiha and around the fourth or fifth verse of Surah Fatiha will lower his voice until it becomes silent
 - “...iyyaka na’budu wa iyyaka nasta’een. Ihdinas siraatual mustaqeem...” (voice will quite down/ fade out)
 - The first student muqtadi will begin to speak (it is actually what is going on in his mind in the prayer) by counting the tiles on the ceiling
 - “Hey, this new ceiling is really nice. I really like the tiles... there seems to be a lot of them. I wonder how many there are. 1, 2, 3, 4, 5, 6, 7!..” (voice will quite down/ fade out)
 - The second student muqtadi will begin to speak by complaining how much the person next to him smells
 - “*sniff sniff* Man, what smells? *sniff* Whoa, it’s the guy next to me. What did he eat for lunch? Man, is that smell coming from his socks or his arm pits? BO...” (voice will quite down/ fade out)
 - The third student muqtadi will begin to speak by repeating a line/chorus from a famous song while bobbing his head
 - “Bang to the beat of the drum. Bang to the beat of the drum. Bang to the beat of the drum.” (voice will quite down/ fade out)
 - The fourth student muqtadi will begin to speak by complaining that he has to use the restroom

- “*squirming* Aw man, I knew I should’ve used the bathroom before prayer. I gotta go I gotta go...why is this guy reading so long?!”
(voice will quite down/fade out)
 - Student imam will then go into ruku and the remaining of the first rakah
 - Student imam will begin reciting Surah Fatiha and around the second or third verse of Surah Fatiha will lower his voice until it becomes silent
 - “...ar-rahmanir raheem. Maaliki yaumid deen...” (voice will quite down/fade out)
 - The first student muqtadi will continue counting while closely examining the ceiling
 - “...46, 47, 48, 49, 50, 51...”
 - The second student muqtadi will continue gagging and making motions
 - “...seriously, does this guy use onion deodorant?”
 - The third student muqtadi will continue singing
 - “Bang to the beat of the drum. Bang to the beat of the drum.”
 - The fourth student muqtadi will continue squirming to use the bathroom
 - “Oh man, I don’t think I can hold this anymore. I hope he reads a short surah during this rakah.”
 - Student imam will then recite
 - “Ya-Seen. Wal Qur’anil Hakeem...”
 - The fourth student muqtadi will say
 - “What!? Forget this!” and will break away from the jam’ah, quickly perform the remainder of his prayer, and run out to use the restroom
 - The first student muqtadi will see this and say
 - “87, 88-...uh, 78...uh...man! 1, 2, 3...”
 - The imam will take the jam’ah into ruku and then to qawma
 - The third student muqtadi will raise his hand (rafa’ yadayn) for the qawma
 - The second student muqtadi will take a big sniff and fall unconscious
 - The imam will take the jam’ah into the qa’idah akhira (last sitting) when he suddenly looks up and says
 - “Oh man! I don’t have wudu”
 - The imam will get up and leave leaving everyone sitting there
- Teacher will explain to students about the general lack of care for and focus in prayer as one of the big problems in prayer
 - Teacher will ask students to break up into groups of four-five and make a skit on the importance of prayer or about common mistakes in the prayer
 - Students will perform skits in front of the class

Recall Previous Learning

- Teacher will show the important connection between Qur’an and Salah, explaining how the communication with Allah (swt) is based on the Qur’an we recite.
- Teacher will also explain how intentions aide in determining the reward and result of prayer.

New Information

- Salah is a gift given to the ummah and the Prophet (s) at the most difficult time of his life

- Focus in prayer is dependent on what is in the heart
- Prayer as certain etiquettes associated with it
- Shaytan will try to deceive us and lead us away from prayer by any means
- Prayer intrinsically purifies

Key Points

- Prayer provides ease in times of hardship
- A heart that is constantly remembering Allah (swt) outside of prayer will indulge in His remembrance in prayer
- The process of preparing for the prayer and the prayer itself purifies the believer

Application

- Teacher will show skit on prayer and focus in prayer
- Teacher and students will formulate a list of potential benefits from prayer (practical)
- Teacher will highlight benefits as mentioned in Qur'an and hadith
- Teacher and students will discuss why a person may be praying yet not feeling those positive effects
 - Lack of focus in wudu (ablution)
 - Lack of performing wudu properly
- Teacher will distribute worksheet with supplications and adhkar to be said within prayer
- Teacher will divide students into group and appoint group leader (group leader must know the physical and verbal/internal acts of prayer)
 - Group leader will evaluate everyone's wudu
 - Group leader will listen to everyone's recitation of adhkar and supplications
 - Group leader will review everyone's physical positions of the prayer
- Students will view video on prayer:
http://www.youtube.com/watch?v=xD_Sytz6Kbs
- Students will view video on wudu:
<http://www.youtube.com/watch?v=13VfnqrcBSs&feature=related>
- Students will make estimation of prayers missed and form a chart and schedule to begin making up these prayers
- Lecture and discussion on chapter twenty-one

Homework

- Students will complete their reading of chapter twenty-two
- Students will create a qadah (make-up) prayer chart
- Students will review practical video on salah at home:
http://www.youtube.com/watch?v=xD_Sytz6Kbs
- Students will review practical video on wudu at home:
<http://www.youtube.com/watch?v=13VfnqrcBSs&feature=related>

Assessment

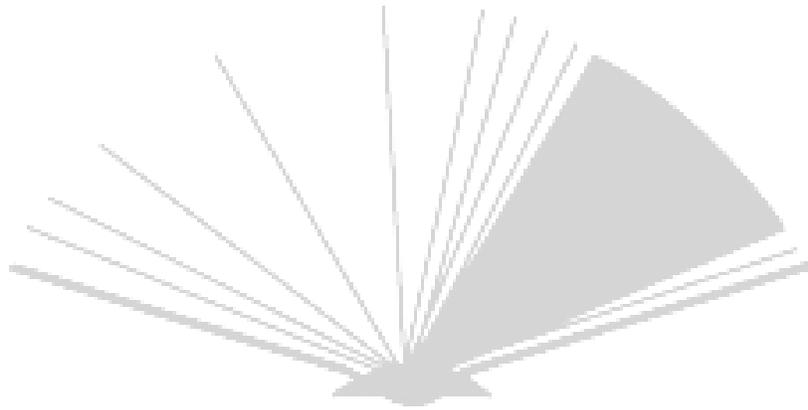
- Student participation in discussion
- Student journal response
- Student prayer chart
- Student qadah prayer chart

Closure

- Students will view a video on wudu:
- <http://vimeo.com/16985097> and perform wudu from a bottle of water.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Make-up prayer chart
- Bottle of water



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 2: Solutions

Chapter 22 | “Help! I Need Somebody!”: Supplication

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Understand the power of du’a (supplication)
- Understand why du’a is the essence of worship
- Learn the various forms in which du’a is accepted
- Learn the timings of acceptance of du’a
- Learn the conditions that increase the acceptance of du’a
- Learn the du’as from the sunnah attached to regular daily actions
- Memorize the following verses of the Qur’an with translation:
 - 2:186
 - 2:127
- Memorize the following hadith (with Arabic, if possible):
 - “Supplication is the essence of worship.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will instruct students to take five minutes to write a poem about a du’a they made when they were younger that was never accepted
 - e.g., a toy they really wanted, a game they really wanted, a place they wanted to go for vacation, etc.
 - Students will write about:
 - what the du’a was
 - how they felt when making du’a
 - how they felt when they realized it was not accepted
- Teacher will instruct students to take five minutes to write a poem about a near-catastrophic incident they experienced
 - e.g., near death accident, close call on the road, getting lost in a very busy place and somehow finding parents, etc.
 - Students will write about:
 - why they think they were saved
 - how they felt when they realized they survived/were unharmed
- Teacher will ask students to share their poems with the class
- Teacher will then draw the potential connection as according to hadith that one way in which du’a is accepted is by removing a hardship/catastrophe
- Students will write a poem of gratitude with this realization for homework

Recall Previous Learning

- Students will bring back the emotions and thought process experienced from the chapter on hopelessness (depression, suicide, abuse) and see the role of du'a in aiding in that process.

New Information

- Du'a is the essence of worship
- Du'a is accepted:
 - Immediately
 - At a later time
 - Through something better
 - In the hereafter in the form of rewards
- There are times in which the acceptance of du'a is increased
- There are methods to increase the acceptance of du'a

Key Points

- Making du'a for others is a means to have acceptance for ourselves
- Du'a should be made after acts of worship
- Du'a should be surrounded by praise of Allah (swt) and peace upon the Prophet (s)
- Allah (swt) draws near those who call upon Him
- Allah (swt) has taught us appropriate names to call upon Him by for the various du'as we make

Application

- Teacher will direct students to complete poetry project
- Teacher will ask students to reflect over the content of their du'as and advise them what more to add to it
 - Du'as for success in dunyah
 - Du'as for success in akhira
 - Duas for parents
 - Du'as for family members
 - Du'as for teachers
- Students will be given du'as for various acts to memorize in order to compliment acts throughout the day with their sunnah du'a
- Lecture and discussion on chapter twenty-two

Homework

- Students will write poetry combining poems from anticipatory set
- Students will be asked to memorize one du'a a day from the sunnah
- Students will complete their reading of chapter twenty-three

Assessment

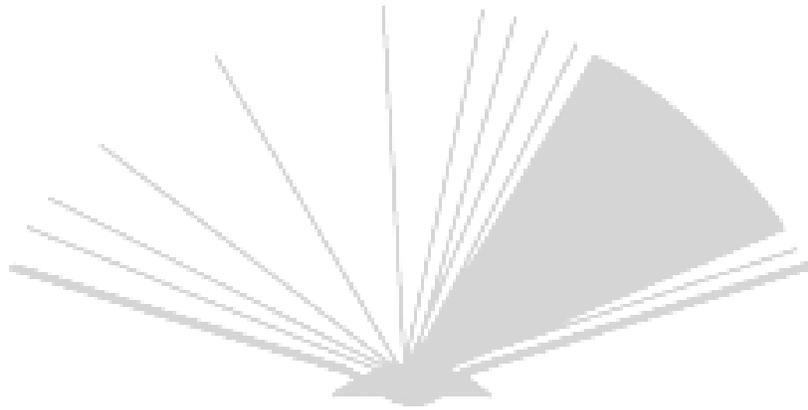
- Student participation in discussion
- Student journal response
- Student poems
- Student memorization of du'as from sunnah

Closure

- Students will be asked to write a list of du'as they make regularly and then analyze what their heart is more inclined towards. If it is du'a about religion, then the heart is inclining towards deen, etc.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Du'a book



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 2: Solutions

Chapter 23 | “I’ve Been Thinkin’ About You”: Dhikr

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Recognize the power of tranquility brought by dhikr
- Learn the appropriate times to mention specific adhkar
- Understand the ease of doing this specific act of worship
- Analyze the effect of dhikr in our lives
- Memorize the following verses of the Qur’an with translation:
 - 8:45
 - 13:28
- Memorize the following ahadith (with Arabic, if possible):
 - “How strange is the affair of the believer, everything is good. If a test were to befall him he says ‘alhamdulillah’ and if something good were to befall him he says ‘alhamdulillah.’”
 - “His eyes may sleep, but his heart is awake in the remembrance of Allah.”
 - “My eyes may sleep, but my heart is awake with the remembrance of Allah.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will distribute a setting to students of a soldier in battle whose diary was found after battle and ask them to continue the story from there:
 - Finally, I can see the horizon darken and the trembling of the ground under me. They are approaching. I cannot see their faces; they are but a swarm in a distance. But I know they are coming. I look around and see my friends, wide-eyed, with lumps of coal replacing where their apples once were. The dust begins to rise. I grab my arrow and settle on one knee. They are approaching. My ears begin to pulsate with the sound of my sons laughing and my eyes begin to fill with the tears of my mothers eyes. I shake my head. Those are all realities in a world of a dream. I can hear my heart and fear my enemies can hear it as well. I...
- Students should write for five minutes in the voice of the soldier
- Teacher will ask students to share
- Teacher will ask students why they chose those actions/thoughts for themselves as soldier on the brink of battle
- Teacher will then mention the verse of Qur’an where Allah (swt) mentions:
 - When facing an enemy strengthen through dhikr of Allah (swt)
 - Dhikr brings tranquility to the hearts

Recall Previous Learning

- Teacher will draw the students' attention to the chapter on the tongue as the deadliest weapon and show how it can also be the most favored organ for a person as well.

New Information

- Dhikr brings tranquility to the heart
- Dhikr is the only act of worship that can be done in all/any positions and states

Key Points

- Being abundant in dhikr brings about yaqeen (certainty) in the heart
- It is difficult to commit sin while remembering Allah (swt)

Application

- Teacher will give students story intro to continue writing
- Students will share their writing
- Teacher will discuss with students the phenomenon of how children convince themselves of lies by telling the lie repetitiously
 - Teacher will connect idea of children believing things they say regularly to constant dhikr and how it establishes belief and yaqeen
- Teacher will distribute (if the school, class, and students are familiar with it) tasbeehs (dhikr beads) to the class
 - If students are uncomfortable then there are:
 - finger counters
 - iPhone application
- Teacher will mention various adhkar that should be in a person's life:
 - Dhikr Fatimi (SubhanAllah 33x, Alhamdulillah 33x, Allahu Akbar 34x) after prayer and before sleeping
 - Adhkar at time of waking/sleeping
- Lecture and discussion on chapter twenty-three

Homework

- Students will complete their reading of chapter twenty-four

Assessment

- Student participation in discussion
- Student journal response
- Student memorization of adhkar from sunnah

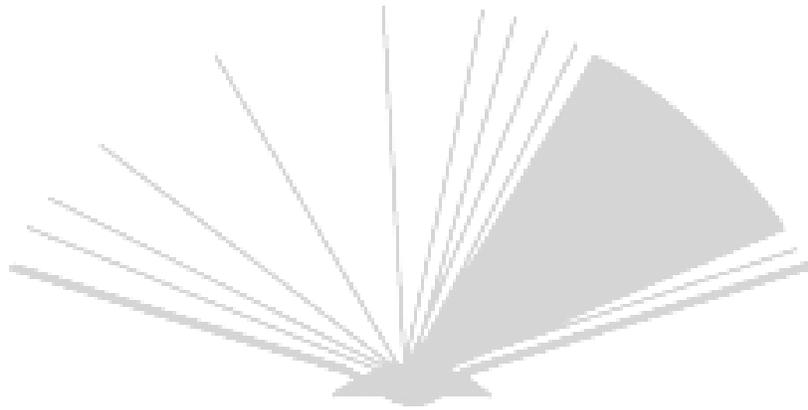
Closure

- Teacher will place following question on the board, "How much should a person remember Allah (swt) throughout the day?" Students will write down the answer and show it to the teacher as an exit ticket. Answer: abundantly (katheera)

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Du'a/adhkar sheet/book

- Tasbeehs



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 2: Problems

Chapter 24 | “Lean on Me”: Good Company

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Recognize the role of friends in forming our persona
- Understand the benefit of halaquas (learning circles)
- Learn how to establish a youth group
- Analyze their current company
- Memorize the following verses of the Qur’an with translation:
 - 4:69
 - 25:28
- Memorize the following ahadith (with Arabic, if possible):
 - “A person is with whom he loves.”
 - “The scholars are the inheritors of the prophets.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will present students with following scenarios:
 - Going to a wedding
 - Going on a road trip
 - Going to play basketball
 - Going to the masjid
 - Going to study
 - Going to listen to a lecture
- Students to list five people (friends) next to each scenario
- Students will write an explanation as to if/why they chose different people for each scenario
- Teacher will lead discussion on good company and its effect on us
 - Is there a specific difference between choice of friends or religious activities and non-religious activities?
 - Why?
 - Do we act differently when with/after leaving each group of friends?

Recall Previous Learning

- Teacher will tie in this chapter directly to the earlier chapter on keeping company.
- Students will also review the various chapters from the “problems” and “solutions” section to see how certain company invites towards certain actions.

New Information

- People are representations of the groups they belong to
- The Prophet (s) never traveled except with a companion

- Learning circles and youth groups help facilitate good company

Key Points

- Not only do we represent our groups but our groups represent us
- The two greatest journeys of the Prophet (s) were accompanied with the two greatest companions
- Story of ‘Utbah bin Mu’it and Abu Jahl

Application

- Teacher will present scenarios of company with students
- Students will analyze their own friends by listing them out and their good qualities
 - Students will plan how to benefit from their good characteristics
- Students will analyze their own friends by listing them out and the qualities that need improvement
 - Students will plan how to benefit their friends from their own good characteristics
- Lecture and discussion on chapter twenty-four

Homework

- Students will make a list of friends and determine what qualities to benefit from and what to stay away from
- Students will complete their reading of chapter twenty-five

Assessment

- Student participation in discussion
- Student journal response
- Student friend list with characteristic description

Closure

- Students will answer the following question in their journals:
 - “While I want to be around good company, how can I become good company for others?”

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals

Lesson Plan

The War within Our Hearts 2nd Ed.

Part 2: Problems

Chapter 25 | “There’s No Place Like Home”: Masjid

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Understand the role of the masjid (mosque) in the life of a believer
- Recognize the masjid as the house of Allah (swt) and entry therein is invitation based
- Memorize the following ahadith (with Arabic, if possible):
 - “The most beloved places to Allah are the masjid (mosques).”
 - “Whosoever prays ‘Isha in congregation will receive half of the night as reward. And whosoever prays the dawn prayer (Fajr) in congregation will receive (the other) half of the night as reward.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will take students to visit a local masjid as a field trip
- Students will see the various roles of masjid
 - Prayer
 - Spiritual retreat
 - Community meeting place
 - Education
 - Recreation
- Students will return to class and comment on pros and cons of masjid they visited

Recall Previous Learning

- Teacher will tie in the type of company that would encourage people to go into the masjid.
- Students will reflect over the type of activities from the “problems” and “solutions” sections that do and do not take place in the masjid.

New Information

- Both locations of the Prophetic mission had a main masjid
- The first thing the Prophet (s) did after the migration was establish a masjid
- Every prayer in the masjid is worth twenty-five times more in reward

Key Points

- A believer outside of the masjid is like a fish out of water
- Construction and establishment of masjid should be community-relevant
- Good company can be found in masjid
- Reward of prayer in masjid is greater for men
- Reward of prayer at home is greater for women
- Women should not be prevented from coming to masjid

Application

- Teacher will take students on field trip to masjid
- Students will be divided into groups of four
 - Groups will list out needs of Muslim ummah today
 - Groups will incorporate those needs into a masjid plan
 - Groups will design
 - brochure for masjid
 - blueprints/computer generated design
 - physical masjid model
 - Groups will write final paper on what they included in masjid and why
- Students will use their schedules from previous unit and see where they can regularly visit masjid
 - Students will chart their weekly masjid attendance
- Lecture and discussion on chapter twenty-five

Homework

- Masjid project
 - Students will create a brochure about the new masjid
 - Students will design a masjid
 - Students will build a model masjid
 - Students complete a final write-up on masjid project
- Students will complete their reading of chapter twenty-six
- Weekly masjid attendance chart

Assessment

- Student participation in discussion
- Student masjid project
 - Brochure
 - Blueprint
 - Physical model
 - Write-up

Closure

- Teacher will bring a gold fish to class and have students surround tank. The gold fish will be removed from the tank in a net for a few seconds before being placed back in. The teacher will explain the hadith of how the believer out of the masjid is like a fish out of water, and how we should be tranquil in the masjid and uneasy outside of it.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Attendance chart
- Building/arts and crafts materials for masjid project
- Gold fish
- Fish tank/bowl

Lesson Plan

The War within Our Hearts 2nd Ed.

Part 2: Problems

Chapter 26 | “Never Give Up”: Hope

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Understand the difficulties the Prophet (s) underwent in his life
- See they are not alone in their frustrations of not religiously progressing
- Recognize the role of tests and trials in spiritual progression
- Understand that the level of iman fluctuates
- Learn the stories of forgiveness and mercy from hadith
- Memorize the following verses of the Qur’an with translation:
 - 51:56
 - 3:14
 - 66:8
 - 39:53
 - 89:27-30
- Memorize the following ahadith (with Arabic, if possible):
 - “If there was a prophet to come after me, it would be ‘Umar.”
 - “I am as My servant thinks I am. If he remembers Me to himself, I remember him to Myself. If he makes mention of Me to a group, I make mention of Him to a group greater than his. If he draws near to Me a hand’s length, I draw near to him an arm’s length. If he draws near to me an arm’s length, I draw near to him a fathom’s length. If he comes to me walking, I go to him running.”
 - “The world is a prison for the believer and a Heaven for the disbeliever.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will show video that was the motivation for the chapter title:
<http://www.youtube.com/watch?v=HuoVM9nm42E>
 - Speech delivered by Jimmy Valvano, former college basketball coach, just eight weeks before he died of cancer
- Teacher will discuss with students how much hope was in that speech despite the fact that:
 - He could not walk his own
 - His body was filled with tumors
 - He was in physical pain
 - He was potentially tormented with the reality of death

Recall Previous Learning

- Teacher will discuss how each of the areas causes a level of guilt and loss of hope and how this hope can be debilitating at times.

- Teacher will remind students how Shaytan was named Iblis because “ab-la-sa” he despaired.
- Students will try to relate to or at least sympathize with those who have suffered from abuse, depression, and/or suicidal thoughts based on the anxiety and despair felt after sinning.

New Information

- Shaytan encourages the feeling of despair in believers
- Sahabah (r) also felt similar feelings
- Iman/motivation fluctuates

Key Points

- Challenges and tests sent as a means of forgiveness of sin or elevation of rank
- Allah (swt)’s mercy is His dominating characteristic
- Even those who created the worst problems for the Prophet (s) were guided to the deen

Application

- Teacher will show Jimmy V video
- Students will keep a diary for the remainder of unit
 - Diary will consist of emotional state and religious state
 - Students will make a direct connection between emotional and spiritual states
- Teacher will make students responsible for finding one story from Islamic history of keeping hope
- Students will use this story as a foundation for formulate their own story on not losing hope
 - Typed
 - Minimum five pages
 - Choice of being fiction or non-fiction

Homework

- Student spiritual/emotional diary
- Students will complete their reading of chapter twenty-seven
- Students will research story from Islamic history on hope
- Student created story on hope

Assessment

- Student participation in discussion
- Student spiritual/emotional diary

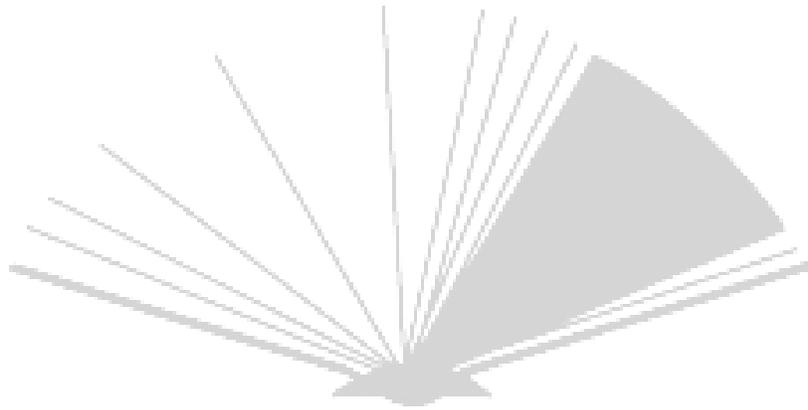
Closure

- Students will create outline on hope-story as exit ticket.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- TV/projector

- Computer



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Lesson Plan

The War within Our Hearts 2nd Ed.

Part 2: Problems

Chapter 27 | “Small Deeds That Are Overlooked”: Small and Consistent Actions

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Learn the story of Salman al-Farsi (r)
- Identify and implement ways of attaining deeds that may have seemed mundane before
- Understand no need is too small
- Recognize the power of consistency
- Memorize the following verses of the Qur’an with translation:
 - 99:7-8
- Memorize the following ahadith (with Arabic, if possible):
 - “The most beloved actions to Allah are those that are consistent, even if they are small.”
 - “Every Muslim has to give sadaqah.’ The people asked: ‘ O Prophet of Allah, what about the one who has nothing?’ He said: ‘He should work with his hands to give sadaqah.’ They asked: ‘If he cannot find [work]?’ He replied: ‘He should help the needy who ask for help.’ They asked: ‘If he cannot do that?’ He replied: ‘He should then do good deeds and shun evil, for this will be taken as sadaqah.’”
 - “Sadaqah is prescribed or every person eve day the sun rises. To administer justice between two people is sadaqah. To assist a man upon his mount so that he may ride is sadaqah. To remove harm from the road is sadaqah. A good word is sadaqah. Each step taken toward prayer is sadaqah.”
 - “Every good deed is sadaqah. To meet your brother with a smiling face and to pour out from your bucket into his container are sadaqah.”
 - “Your smile for your brother is charity. Your removal of stones, thorns, or bones from the paths of people is charity. Your guidance of a person who is lost is charity.”
 - “Allah shall say on the Day of Judgment: ‘O son of man! I was will and you did not visit me.’ He will reply: ‘O my Lord! How could I visit You? You are the Lord of the Worlds!’ Allah shall say: ‘Did you not know that My slave, so-and-so, was ill and you did not visit him? If you had visited him, you would have found Me with him. O son of man! I asked you for food and you did not give it to me.’ He will reply: ‘O my Lord! How could I give You food? You are the Lord of the Worlds!’” Allah shall say: ‘Did you not know that My slave, so-and-so, asked you for food and you did not give it to him? Did you not know that if you had given the food, you would have found that with Me?’ O son of man! I asked you to quench My thirst and you did not.’ He will say: ‘O my Lord! How could I quench Your thirst? You are the Lord of the World!’ Allah shall say: ‘My slave, so-and-so, asked you to quench his

thirst and you did not. If you had given him to drink, you would have found that with Me.”

- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher take students to two faucet of water
- Teacher will cover both surrounding counters with paper towels and cover the floor with towels
- Teacher will plug both drains
- Teacher will turn one faucet on to a small dripping of water
- Teacher will turn the second faucet on to high
- Teacher will continue class
- Students will observe the results at the end of class
 - Both faucets will fill with water
 - Water from first faucet will not have splashed on surrounding counter top
 - Water from second faucet will have splashed on surrounding counter top
 - Water from first faucet would not have spilled on to the floor
 - Water from second faucet would have spilled on to the floor
 - Water from first faucet (if left on long enough) will have left mark on place of initial consistent dripping on sink
 - Water from second faucet (if left on long enough) will not have left mark on place of initial consistent dripping on sink
- Teacher will liken water to deeds
 - Deeds done consistently (first faucet) will not expend/waste energy
 - Deeds done consistently will have same result
 - Deeds done consistently will leave a lasting mark

Recall Previous Learning

- Teacher will remind students of the exercise of adding an intention to every act, both their own and through the sunnah du'as and adhkar they have learned.
- Teacher will direct students back to the frustration covered in the previous chapter on hope and show small, consistent deeds as a means to overcome and avoid that frustration.

New Information

- Allah (swt) loves actions that are consistent, even if they are small
- Wisdom behind eternal reward and/or punishment in the hereafter
- Small acts that are done regularly can be sadaqah
- Story of Salman al-Farsi (r)

Key Points

- A deed does not have to be large or overwhelming to be accepted and loved by Allah (swt)
- Intentions can change small acts into rewarded acts
- Consistency helps avoid burnout
- Good character and virtuous interaction with people can be small but effective

Application

- Teacher do faucet project with students
- Students will identify and list small areas in their lives where they can do good deeds
- Students will make a list of areas of interaction with people they can improve
- Students will research and choose one charity to donate to
 - Students will collect pennies/loose change in a jar/bank/bottle
 - Students will not use that money for anything
 - Students will count send that loose change monthly to charity
 - Students will calculate total amount at end of year
- Students will start a Small Deeds Campaign
 - Students will hang signs as reminders
 - e.g.,
 - Du'as before doing basic acts
 - e.g., drinking from water fountain, etc.
 - Say “SubhanAllah”
 - Say Salam to Your Brother/Sister!
 - Smile! It's Charity!
 - Help Keep the School Clean, Pick Up Trash
 - Adopt-a-Hallway Program
 - Grades or student organizations/clubs/teams “adopt” one hallway in the school
 - Responsible to decorate and keep it clean

Homework

- Student list of good deeds
- Student sadaqah penny jar
- Students will complete their reading of chapter twenty-eight

Assessment

- Student participation in discussion
- Student small deeds checklist
- Student penny jar calculation
- Student Small Acts Campaign

Closure

- Students will think of and write down one good deed they can do daily and implement it.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- Two faucets
- Towels
- Paper towels
- Art supplies

Lesson Plan

The War within Our Hearts 2nd Ed.

Part 2: Problems

Chapter 28 | “See You at the Crossroads”: Remembering Death

State Standards

*Standards will vary based on state, subject, and grade level

Objectives

SWBAT:

- Understand that this life is one of many of the lives of man
- Recognize the role of death as a bridge to the hereafter
- Identify the effects of remembering death on softening the heart
- Memorize the following verses of the Qur’an with translation:
 - 4:78
 - 85:13
 - 2:7
 - 3:185
 - 18:107-108
- Memorize the following ahadith (with Arabic, if possible):
 - “Make much remembrance of the destroyer of delights.”
 - “Death is a gift for the believer.”
- Memorize the practical solutions provided at the end of the chapter

Anticipatory Set

- Teacher will take students on field trip to (Muslim) cemetery and/or funeral services
- Students will observe how a body is washed and wrapped
- Students will ask questions to Muslim scholar/funeral director on process
- Students will observe Muslim burial ritual from the sunnah
- Students will write a one page reflection entry in journal on how they felt

Recall Previous Learning

- Teacher will explain to students how everything learned in this book culminates to this chapter, as all of it was a preparation for the return journey to Allah (swt).

New Information

- Death is one of the few guarantees of life
- Mentioning and/or remembering death solemnizes the mood
- Process of dying is painful or easy based on deeds

Key Points

- Despite death being the only guarantee people are least prepared for it
- Remembering death eases the process of doing goods as people remember the brief nature of this world and the permanent nature of the hereafter
- Remembering death softens and purifies the heart
- Death is nothing to be scared of for the believer as it is the bridge into the hereafter and Jannah

Application

- Teacher will take students to cemetery and body washing
- Students will learn what should be done at the time of death
- Teacher will mention importance of visiting cemeteries regularly
- Teacher will show video on reality of death and deception of this world by Shaykh Zahir Mahmood: http://www.youtube.com/watch?v=q_Js4mYE1oE
- Students will be given selected passages from Imam Ghazali's *Remembrance of Death and the Afterlife*

Homework

- Student reflection on field trip
- Students will be required to listen to lecture on death by Shaykh Ahmad Ali (eight parts) and write a 3-5 page typed paper on the importance of remembering death:
 - <http://www.youtube.com/watch?v=8u1YEEeEsw34&feature=related>
 - <http://www.youtube.com/watch?v=vIEHrIKpqko&feature=related>
 - <http://www.youtube.com/watch?v=gM2gqIg6TTA&feature=related>
 - <http://www.youtube.com/watch?v=Fr8TuSjMyZs&feature=related>
 - http://www.youtube.com/watch?v=0CgCnxhpo_w&feature=related
 - http://www.youtube.com/watch?v=ZytCQB_W8_g&feature=related
 - <http://www.youtube.com/watch?v=cwMSgrfoouU&feature=related>
 - <http://www.youtube.com/watch?v=TBCkdj5uKLg&feature=related>

Assessment

- Student one page reflection on the field trip to the cemetery
- 3-5 page paper on remembering death

Closure

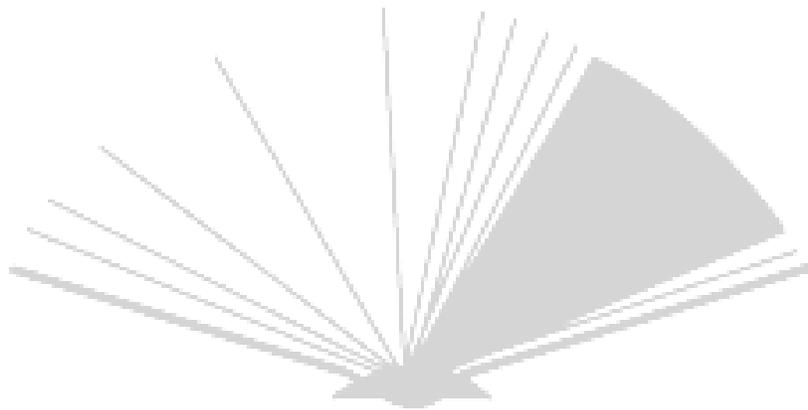
- Students will be asked to lie on the ground in the cemetery, close their eyes, and reflect as if they had just died. Think of the angels coming to question and ending life, and imagine what their responses will be and if they are prepared to take this journey.

Materials

- *The War within Our Hearts* 2nd Ed.
- Notebooks/journals
- TV/projector
- Computer
- Imam Ghazali's *Remembrance of Death and the Afterlife*

ABOUT HQEC

High Quality Educational Consulting (HQEC) is devoted to empowering educators with quality information and resources to help guide your institution to reach its goals. HQEC follows a three-step plan that develops new and redesigns existing structures, evaluates core-curricula and school governance, and provides easy-to-follow improvements that ensure the success of your organization. Our website aims to be a “one-stop-shop” for all your educational needs. Please visit us at www.hqec.net.



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