

Unit

1

Introduction to Islamic History and Culture

Introduction

The first unit 'Introduction to Islamic History and Culture' deals with historiography in general and Islamic historiography in particular. The history of historical writing, the basic sources of history and Islamic history are mentioned here. The early sources such as palm leaves, coins, inscriptions and archaeological sources are analysed. The Quran and Hadith are also used as historical sources. The unit also discusses the origin of Islam and its historical development through the Prophet and gives a general glimpse of the modern Islamic world.

As an introductory chapter it traces the origin of the word 'Islam' its meaning, tenets and its importance. The advent of Islam to India and Kerala is also described. In Kerala Islam came through 'Arab traders'.

The importance of this unit is that it helps the students to understand the importance of the study of history, scientific method of writing history and the contributions of great historians. Students realise that no people can exist without knowing their history and culture. Every nation has its history and understanding of the history of other peoples is essential for the co – existence of different nations in peace and co – operation.

Values and attitude

1. Historical awareness
2. Morality
3. Tolerance
4. Ethics
5. Secular outlook

Concepts/ Ideas	Process/Activity with assessment	Learning outcome
<p>The Concept and definition of history</p>	<ul style="list-style-type: none"> • Teacher shows the book "What is history" by E.H. Carr and ask some questions like "What is history" What are the definitions of history and why do we study history? The students respond to the questions differently. They try to define history as it is the written record of the past events etc. • After discussion with the students, teacher introduces different historians their definitions and their important works (P-12) <p>Product : Collection of definitions. Assessment : what is the definition given</p>	<ul style="list-style-type: none"> • Develops positive attitude towards historical monuments, stamp collections, coin collection etc.
<p>Sources of history</p>	<p>to history by E.H Carr?</p> <ul style="list-style-type: none"> • Using I.T, teacher presents video of the Palakkad fort of Tippu Sulthan. Discusses how it helps to prepare the history of Tippu Sulthan. • Teacher asks how old coins, stamps, tools helps to reconstruct the history of a people. • Teacher asks to prepare a list of articles that can be used as sources of history in consultation with his peers. • Teacher directs students to find out example of people whose history is reconstructed on the basic of historical sources. Eg: Harappa, Mohenjo-Daro • Student collect the review of what is History? <p>Products : chart, note related to the survces of history. Assessment : "History is the systematic record of past events" justify.</p>	

Concepts/ Ideas	Process/Activity with assessment	Learning outcome
Historiography	<ul style="list-style-type: none"> • Split the terms geography Geo + graphy = Science of Earth • Split up the term historiography History + graphy = Science of history ie: Science / art of writing history. Product (i): Teacher asks the students to collect the name of famous historians and their works. Product (ii): List out different sources of history in a chart and display in the class room. Assessment : What is the importance of historiography in the study of history? 	<ul style="list-style-type: none"> • Develops interest in studying history.
Sources of Islamic history	<ul style="list-style-type: none"> • Teacher quotes some verses from the Quran related to the importance of the study of history. Teacher also refers some historical events from in the Quran and Health eg: Quran - Surah : Anfan 8(7 to 17) • Teacher asks how they help the students in the study of Islamic history. eg: Saheehul Buhari Volume 5 Hadeeth 3649 - Badar • Students recognize the importance of the Quran and the Hadith as sources of Islamic history. • Teacher asks students to find out other sources of Islamic history. • Define each source and give examples to them Product : • Prepare the chart listing the literary sources of Islamic history • Prepare a three column chart containing the names of important Muslim historiographers their works and the content of each work in three or four sentences using net sources and exhibit it in the class room 	<ul style="list-style-type: none"> • Realises the importance of sources in the study of Islamic history.

Concepts/ Ideas	Process/Activity with assessment	Learning outcome
	<p>Assessment</p> <ul style="list-style-type: none"> Name famous Arab historians and their works. 	
<p>Islam and Tawheed (oneness of God)</p>	<ul style="list-style-type: none"> Name the important religions? What is the basic principle of Islam? What is the opposite of the term tawheed? Shirk (polytheism) <p>Assessment: How do you distinguish Islam from other religions? What are the prerequisites of a religion.</p> <p>Product :</p> <p>Discussion note</p>	<ul style="list-style-type: none"> Respect to all religions
<p>Fundamentals of Islam</p>	<ul style="list-style-type: none"> Teacher shows a video of congregational prayer. Teacher asks about the mode of prayer (Namaz) and its timings Teacher asks to tell other important principles of Islam. With the support of ICT conducts a power point presentation of the five principles of Islam. <ol style="list-style-type: none"> Profession of faith Prayer Arms giving Fasting Pilgrimage Teacher asks students to find out the Arabic terms of the five principles. What is the importance of pillars in the construction of a building? Strength and existence of a building depend on its pillars. Students recognize the principles as five pillars of the edifice of Islam. Teacher divides the class into five groups and asks them to collect information about each one of these principles and conduct a discussion on the signiience of these principles. <p>Product : - Note on the principles of Islam and their importance.</p> <p>Assesment : How do the principles shape the life of a Muslim?</p> <ul style="list-style-type: none"> Students present chart showing five pillars and its importance. 	<ul style="list-style-type: none"> Realize the influences of religious principles on the life and conduct of a believer.

Concepts/ Ideas	Process/Activity with assessment	Learning outcome
Spread of Islam in India	<ul style="list-style-type: none"> Teacher shows a picture of Charman Perumal Mosque of Kodungalloor. Students identify that Cheraman Prumal was one of the rulers of ancient Kerala who went to Makka and met Prophet Muhammed; accepted Islam sent Malik - Ibn - Dinar and his companions to Kerala and who built the Cheraman Perumal Mosque and nine other Mosques in different parts of Kerala. They conducted missionary activities with the help of local Kings and people. Thus they spread Islam in Kerala. <p>Product</p> <ul style="list-style-type: none"> Collect pictures of historical monuments in India during the Islamic period. <p>Assessment: Locate the 10 Mosques built by Malik Ibn Dinar and his friends What were the favourable conditions that existed in Kerala for the propagation of Islam?</p> <ul style="list-style-type: none"> Locate the Cheraman Mosque in the map of Kerala. 	<ul style="list-style-type: none"> Appreciates religious tolerance that existed in ancient Kerala.
Muslim population in the World	<ul style="list-style-type: none"> Teacher asks the name the countries where the Muslims constitute a considerable population. Students name about 40 countries. <p>Students collect the population status of Muslims in Indonesia, India, Saudi Arabia, Pakistan and Turkey and prepare a bar digram or by using the data provided in the Text Book (Page No. 17)</p> <p>Product:</p> <ul style="list-style-type: none"> Bar diagram <p>Assessment:</p> <ul style="list-style-type: none"> Write the percentage of the Muslim population in India? Find out the service rendered by the Kings of Kerala is the spread Islam. 	<ul style="list-style-type: none"> Awareness of population

Entry Activities

The concepts and definition of history

1. To show the book of famous historian E.H. Carr “What is history”. Teacher asks question about what is history. The students respond differently. Students give several definitions like “History as a written record of the past” etc. After that teacher correct the definitions. Then conduct a discussion about some historians and their definitions. E.H Carr characterized history as a continues process of interaction between the present and the past. Text book page no. 7, 8. Students point out other names of historians and their works and definitions.

Sources of history

2. Conduct a video of the Palakkad fort of Tipu Sulathan. How to prepare history of Tipu Sulthan and students prepare note about Palakkad fort. Teacher conducts a demonstration class about coins they understand the various aspects of coin. They discuss about numismatics. Then classify the coins and prepare coin albums. Coins are clear evidence in writing history. Articles can be used as sources of history. Teacher directs students to find out examples of people whose history is reconstructed on the basic of archacological sources. Example is the Indus valley civilization. Students collect the names of historians and their works and definitions given by them making use of net.

Historiography

3. Teacher shows two cards listing geo and graphy. One card shows geo and other card graphy. Students read geo + graphy = geography. Then gives the word historiography and split in the same way. They split the word history + graphy. So historiography means the science of history. The art of writing history is historiography. Students list out in a chart showing the material sources and literacy sources. Then displathe chart in the classroom.

Sources of Islamic history

4. Teacher reads the translated verses from the Quran. Which it contain the importance of the study of history. Teacher quotes the words of the Prophet and asks how they help the students in the study of Islamic history. Students recognize the Quran and Hadith as sources of Islamic history. Define each sources and give examples to them. Prepare the chart listing the material and

literary sources of Islamic history. Prepare a three column chart containing the name of important Muslim historiographers, their works and the content of each work in three or four sentence using internet sources.

Islam and Tawheed

5. Teacher asks the student the names of important religions and what are the basic principles of Islam. What is the opposite of the term Tawheed and shirk How do you distinguish Islam from other religions? What are the pre – requisites of a religions? Prepare discussion notes.

Principles / pillars of Islam

6. Teacher shows videos of a congregational prayer and asks the importance of prayer (Namaz) in the life of a Muslim. The teacher asks to tell other important principles of Islam. With the support by ICT,Tr. conducts a power point presentation of the five principles of Islam. Teacher then asks students to find out the Arabic terms of the five principles. What is the importance of a building? Strength and existence of a building depends on its pillars.

Spread of Islam in India

7. Shows the picture of Cherarman Perumal mosque at Kodungallor and describes its importance. Then teacher gives the book Keralolpathi and asks to read loudly the Cherarman Perumal’s tradition who went to Makka and met Prophet Muhammad and converted to Islam. Teacher again shows different views of the Cheraman Perumal mosque especially the kindled Nilavilakku as a part of cultural Symbioses. It indicates the communal harmony of Keralites. Another picture is a chart which shows that the list of Malik – ibn – Dinar’s mosques in Kerala (Text p - 119). Students know that the Cheraman Perumal mosque was the first mosque in India.

Muslim population in the world

8. Muslim population in the world represented by a bar diagram The data are collected from the textbook page no 17, 18.

Teacher inputs

I.

1. E.H Carr “What is History” – Book
2. Std – IX “Islamic history and Culture” – Text book
3. Charts.

II. Sources of History

1. Video records
2. Coins
3. Stamps
4. Pictures of Harappa and Mohenjo-Daro
5. Charts

III. Historiography

1. Paper cards
2. Chart
3. Coins

IV. Sources of Islamic history.

1. Translation of of Quran and Hadith
2. CD of Makkah and Ka’aba
3. Old coin and stamps
4. Historical works of Ibn Khaldun, Tabari, Masudi etc.
5. Charts.

V. Islam and Tawheed

1. Charts
2. Std. XI – Text book

VI.

1. CD of the congregational prayer
2. ICT Support
3. Debate notes Discussion notes

VII. Spread of Islam in India

1. Photos of Cheraman Perumal mosque
2. Photos of historical monuments during medieval India
3. Old coins
4. Tuhafatul mujahideen and Kerololpathi
5. Charts

VIII. Muslim Population in the world

1. Std. XI – Text book
2. Bar diagram

CE Questions

1. Collect as many definitions of History as possible Develop your own definitions.
2. Collection of coins, stamps, picture etc.
3. Try to write the history of the locality where your school is situated.

Areas:

- a. Occupation of the people
 - b. Urbanization
 - c. Customs and Rituals
 - d. Educational development
 - e. Religions, Mosques, Churches and Temples, Festivals
 - f. Art form
 - g. Agriculture
4. Collect coins of different countries and different periods categorize the coins in the chronological order and write a historical report.

T. E Questions

1. History is an unending dialogue between the present and the past. Substantiate?
2. What is meant by sources of history? Mention its classification with examples?
3. Islamic history deals with the life and culture of Muslims. Explain?

Arabia, The Cradle of Islam

Introduction

The second chapter 'Arabia the cradle of Islam' contains two distinct parts.

- I. The geographical conditions of the Arabian peninsula and its influence on the life of its inhabitants.*
- II. History and culture of the Bedouin people prior to the prophetic period. The topics such as Arabia as the home land of the Semitic people, the flora and fauna etc. are discussed in the chapter. The influence of poetry and poets in the cultural life of the Bedouins are also probed in the second part of the chapter.*

Knowledge of geography is the pre-requisite for the study of history and culture of any people. Contribution of the Pre-Prophetic Arabs in the field of poetry was the wonder of the age. Study of pre-Islamic poetry develops literary appreciation among the student. Study of the tribal life of the Bedouins, their political set-up, social structure and personal virtues help the students to develop social amity, personal values and good virtues.

Values and attitudes

- Attachment to the nature and environment.*
- Nurturing a sensitive attitude towards animals.*
- Social cohesion and solidarity*
- Nationalism and group feeling*
- Literary creativity*

Concepts/ Ideas	Process/Activity with assessment	Learning outcome
Geographical features of the Arabian peninsula	<ul style="list-style-type: none"> • Teacher shows the video clippings of palm tree and camel using ICT and enquires the students where we can see both of these? • Photo of an Arab man and enquires about his ethnicity • The students locate the Arabian peninsula in the map and Glob and identify its outline, position and features of the Arabian peninsula using ICT. • Discussion of the students on the course of monsoon wind. • The student mark the course of the south western monsoon in the outline map • The students explain the monsoon wind and its influence on the vegetations and climate of India and Arabia (especially on South Arabia) • The class room discussion on the different geographical divisions of Arabia using ICT (satellite view) • The students prepare a list of the major divisions of the Arabian desert. • Teacher explains the different geographical division using ICT - Plateaus, mountain, range, coastal areas, desert division low lands, steppes, Oases and Harrah <p>Assessment</p> <ul style="list-style-type: none"> • The students compare the geographical divisions of India with the Arabian Peninsula and find out the similarities and 	<ul style="list-style-type: none"> • The students evaluate that the geographical condition of the land influence on the life of its inhabitants.
Flora and Fauna of the Arabian Peninsuala	<p>dissimilarities between them.</p> <ul style="list-style-type: none"> • Teacher enquires the previous knowledge of the students using ICT (photo of Data palmand camel) • Name the tree from which the term Kerala derived. • Teacher asks which is the dominnt tree in Arabia. 	<ul style="list-style-type: none"> • The students understand that the adaptability of the animals and growth of plants depend on the geographical nature of the land.

Concepts/ Ideas	Process/Activity with assessment	Learning outcome
	<ul style="list-style-type: none"> • Classroom discussion on the characteristics of the Arabian flora and the importance of date palm in the Bedouin life. <p>Chart</p> <p>Three icons of the pre - Islamic Arabia</p> <ul style="list-style-type: none"> • Bedouins • Date palm • Camel <ul style="list-style-type: none"> • The student discuss: “camel, the ship of the desert” and characteristics of camel <p>Assessment</p> <ul style="list-style-type: none"> • List out the uses of coconut tree and date palm and compare its similarities • Name the common fruits used in Arabia date, grapes, almond, figs, pomegranate etc. 	
<p>The Semitic race</p>	<ul style="list-style-type: none"> • Using ICT teacher displays the chart of the different groups belonging to the Semitic race. • Students collect the information from NET about the different Semitic languages and conduct discussion on its similarities • Teacher asks the students to collect information from website about the important semitic groups and there religions. • The student trace the origin of the word Semitics • The students find out common ancestry and homeland of the Babylonians, chaldians, Iranians, Phoenicians, Hebrons and Arabs. • Students locate the courses of the Semitic Migration to Iraq, Egypt, Palestine in the out line map provided. 	<ul style="list-style-type: none"> • The students evaluate that the excess population is the major cause for the migrations of the people. • The student understand the rational of migration.

Concepts/ Ideas	Process/Activity with assessment	Learning outcome
	<ul style="list-style-type: none"> The students conduct a class room debate on the home land of the semitic race and their migration. <p>Assessment</p> <ul style="list-style-type: none"> What similarities do you see among the semitic religions 	
<p>Poetry and 'seven mu'allaqat' of the pagan Arabs</p>	<ul style="list-style-type: none"> Students discuss Makkah as the meeting place of the goods from the East and the West. Class room debates on the evil practice of the contemporary India. Class room debate on the influence of the climate and geography and economic practices of the Arabian peninsula with the contemporary West- Asian economic system. <p>Assessment</p> <ul style="list-style-type: none"> Collect the trade contact of the UPA government with Soudi Arabia from 2009-2014. Students' discussion on the different types of literature. Students discuss the advantages and characteristics of poetry as the medium of expression. ICT projection of Imrul Qay's poetry and others. Students discuss the characteristics, similarities, structure and style of Mu'allaqat. Students develop definitions of Qasida and Mu'allaqa. Student discuss the subject matter of the Jahiliyya poetry. Students list out the important themes of Jahiliyya poetry. Students discussion on ' poetry as the register of the pagan Arabs'. 	<ul style="list-style-type: none"> The students evaluate that the literature is the best medium of expression every-thing regarding a so-ciety.

Concepts/ Ideas	Process/Activity with assessment	Learning outcome
	Assessment <ul style="list-style-type: none"> • Assignment on ‘ poet as messenger and historian of the Bedouin tribes. • Compare Qasida with ‘Ramanan’ of Changampuzha . 	
Makkah and Ka'ba	<ul style="list-style-type: none"> • Using ICT map of Ka’ba the students discuss on the importance of Ka’ba. • Studen discussion on the religious performance of the Hajj • The student explains the aim of the Hajj performance- brotherhood, solidarity, equality, and unity of the world Muslims 	<ul style="list-style-type: none"> • Students understand that the performance of Hajj is the symbol of universal brotherhood and Makkah is the land of solidarity and security.

Entry Activities

1. Geographical factures of the Arabian peninsula

Enquiring the previous knowledge of the student – Name the state in which you live. Kerala state includes in the nation of? In which continent India is situated? Which are the boundaries of India? By what name we describe the nation which was surrounded by water in three sides? What are the other peninsulas lay in the Asian continent.

Teacher Input

ICT – Sate live view of the Arabian peninsula

- Latitude – Longitude position of the Arabian Peninsula or the Globe.
- Sate live view of the Mansoon wind and Ocean currents.
- Sate live view of the Desert divisions, Dune wind
- Display of chart of geographical divisions of Arabian peninsula

Entry Activities

2. Flora and Fauna of the Arabian Peninusala

ICT – display of the pictures of the plant which grow in the desert area – (picture of Date palm) – enquiring their pervious know ledge through the class room discussion. – The students come to the conclusion that the Date palm grows afflorencely in the desert area.

The teacher displays the photo of camel in the class room and enquires the previous knowledge of the student and leads the students to the concept through the discuss on “ship of the Desert”

Teacher Input

- ICT – Photos and video, Clippings of Camel.
- Date palm tree and different kinds of Dates.
- Photo of the Frankincense tree.
- Chart - display on the plants and animals of the Arabians of peninsula

Entry Activities

3. The Semitic race

The teacher shows the photo of a Negroe man, and asking the ethnicity and characteristic of the Negroes – The students respond to the question – The teacher enquiring the previous knowledge of the students by asking the symbols of the Arab people – then the teacher reads the students the possibility to have a ancestral relation with the Arabs – and leads them to the concept of the Semitic race,

Teacher input

ICT – Map representation of the Semitic migration.

ICT – Slide show of the different Semitic languages Inscription, Hebrew Syriac, Aramee, Heroglatic, Arabic cuniform etc

Entry Activities

4. Asabiyya

The teacher casting a photo of the independence day celebration – and asks. Students about the activities in the independence day celebrations – what is the emotional feeling that form in our mind when we see or engaging in the celebration of the independence. What you mean by ‘the unity then the teacher leads the students to the ‘tribal unity’(Asabiya) of the Bedouin Arabs

Teacher Input

- ICT – Clippings from film “Lawrence of the Arabia” showing the tribal unity.
- Photo of a tribal leader
- Chart showing the importance of the group activity.

- Picture of Ibn - Khaldun's Mukkaddima social theory of Asabiyya.

Entry Activities

5. Period of Jahiliyya of the pagan Arabs

The teacher enquires the previous knowledge of the student regarding the war. What are the causes and results of the two world Wars? Why does the nation engage in the war? What was the political structure of the tribal society of the Bedouins? As modern nations, the pagan Arab tribes engaged in the inter tribal war.

Teacher Input

- ICT – Picture of the Bedouin war troops.

Chart display of the different Bedouin wars

Entry Activities

6. Ayyamul Arabs (Inter- tribal wars of the Bedouin Arabs)

The teacher enquires the previous knowledge of the student regarding the war. What are the causes and result of the two world Wars? Why does the nation engage in the war? What was the political structure of the tribal society of the Bedouins? Like the competition of the nations, the pagan Arab tribes had engaged in the inter tribal war.

Teacher Input

- ICT – Picture of the Bedouin war troops.
- Chart display of the different Bedouin wars

Entry activity

7. Religious beliefs and economic practices of the Bedouin Arabs

The teacher asks the students about the different religion? What are the important religious festivals? What are the common religious practices that we can see in the religion of the pagan Arabs? Religious believes are the major components of the culture of a society.

Teacher Out put

- ICT – Photos of the idols like “Af Lat, Ussah, and manah” and the location of their sanctuaries.

Chart presentation of their religious practices.

Entry Activity

8. Poetry and 'seven mu'allaqat' of the pagan Arabs

The teacher enquires the previous knowledge of the student regarding the literature – what are the major competition items in the youth festival of the school? What is the importances of the poems over novel? We can express even a vast Idea in the simple words and simple languages of poetry within the fraction of time. – The students respond to the statement of the teacher in the same manner, and discuss the statement.

Teacher out put

- ICT – MP3 play of the seven Mu'alagat
- Chart presentation of the different themes of the Qasida and Mu'llaqat

Diagrammatic representation of the duties of the poet in the tribe.

Entry Activity

9. Makkah and Ka'ba

The teacher exhibit the photo of the Hajj ceremony – then enquires the students previous knowledge regarding Haji? Which is the place and Nation, where the Hajj ceremony is being held at? Then the teacher leads the students to topic Makkah and Kaba

Teacher Out put

- ICT – Map location of Makkah and Kaba.
- Satlete view of Makkah and Kaaba
- Chart presentation of the importance of Hajj

C.E. Evaluation

1. The characteristic and Life of the inhabitants are influenced by the geography of the nation and locality – Evaluate the statement with the geography of the Arabian peninsula
2. Assignment on 'poetry as the register of the Arabs'.
3. Describe the origin and expansion of the Semitic race in the world.
4. The pagan Arabs were know n as “the people of the camel” Describe

T.E. Questions

1. Which is the largest peninsula in the world? (Arabia, Spain, India)

Ans. Arabia

2. The poet of the Jaliliyya period.....?

(Jarir, Imrul Qays, Muthunabhi)

Ans. Imrul Qays

3. As far as the pagan Arab is concerned what you mean by “Two black Gold”?

Ans. Water and Dates

4. Mukkah, Madina, and taif are situated in the Mountain rage of.....?

Ans. Hijas