

## Unit 1

# Hazrat Muhammad ﷺ an Embodiment of Justice

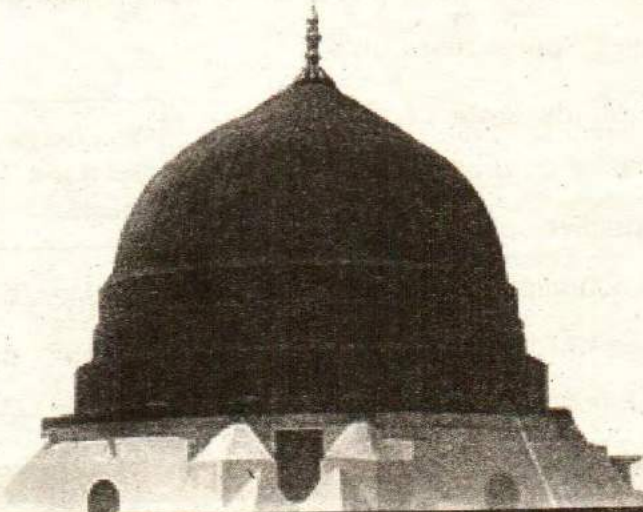
### Learning Outcomes

After completing this unit students will:

- recognize and practise values and attributes of justice for peaceful coexistence
- deduce the meanings of unfamiliar words from the context
- demonstrate the use of concrete and abstract nouns
- illustrate the use of regular and irregular verbs in writing
- write an effective essay on the given topic

### Pre-reading

- ◆ What do you understand by 'justice'?
- ◆ What is the importance of an independent judiciary in a society?
- ◆ Who is regarded as the true embodiment of justice? Why?



### For the Teacher:

Use pre-reading activity to help students predict the content of the text from the title, picture, and by using their prior knowledge.

- (1) Hazrat Muhammad's ﷺ life is a perfect model and example for the people who want to attain goodness, piety and success in their individual as well as social life. People can seek light from the message and guidance from his life to achieve perfection in the moral, spiritual and social areas of life. He has set very high and noble ideals through his practical example for all mankind to follow in every field of life.
- (2) Hazrat Muhammad ﷺ practically proved that no one could be more just and equitable than the Rasool of Allah Almighty. As a young trader, he earned the good reputation of being an honest, fair and just businessman. He always had fair and just dealings with all people. When the Ka'bah' was being constructed, there arose a dispute among the people regarding the Black Stone. He devised the most equitable plan for the setting of the Black Stone. This pleased everyone and saved them from a tribal conflict.
- (3) As head of the state of Madinah, he decided all cases on merit with justice and equity, irrespective of colour, creed, or race. Once a Quraish woman was found guilty of stealing. Some people wanted to save her from punishment in order to protect the honour of the family of the Quraish. They asked Hazrat Usama bin Zaid رضى الله تعالى عنه to intercede

How did the Rasool ﷺ resolve the issue?

Why did the Quraish think that the Rasool ﷺ would favour them?

#### For the Teacher:

While-reading activities given in the box may be conducted to help students interact with the text actively. More while-reading questions may also be generated for better comprehension of the Rasool's ﷺ justice and fair dealing.

on her behalf. Hazrat Usama رضى الله تعالى عنه requested the Rasool ﷺ to forgive her. The Rasool ﷺ very furiously said, "Bani Israil was ruined because of this. They applied law to the poor and forgave the rich."

During the Sermon, an Ansari seeing some men from the tribe of Banu (4) Tha'lba sitting there stood up and pointed toward them and said, "Oh Rasool of Allah! Their ancestors killed a member of our family. We appeal to you to get one of them hanged in exchange for that." Hazrat Muhammad ﷺ replied, "The revenge of the father cannot be taken on his son."

The Rasool ﷺ was so well-known for his justice that even (5) the Jews, who were his bitter enemies, brought their suits to him and he decided the cases in accordance with the Jewish law. He very strictly followed the Commandment of Allah: *"If they come to you, either judge between them, or decline to interfere. If you decline, they cannot hurt you in the least. If you judge, judge in equity between them. For Allah loves those who judge in equity."* (5:42).

Why did the non-Muslims trust the Rasool ﷺ ?

Justice demands that it should be upheld in all the circumstances, (6) even if it goes against one's own self or one's family or relations. All of his life Hazrat Muhammad ﷺ judged other people's affairs with justice and told his companions to be just. It is reported by Hazrat Ali رضى الله تعالى عنه that Allah's Rasool ﷺ said to him: "When two

What advice did the Rasool ﷺ give to Hazrat Ali رضى الله تعالى عنه ?

### For the Teacher:

Discuss with students the social and political situation of Madinah during the time of the Rasool ﷺ.

men come to you for judgement, never decide in favour of one without hearing the arguments of the other; it is then most likely that you will know the truth." Hazrat Muawia رضى الله تعالى عنه reported Allah's Rasool صلى الله عليه وآله وسلم saying, "Any ruler (or judge) who closes his door on the poor, the needy and the destitute, Allah closes His door on him when he becomes needy and destitute."

- (7) While Hazrat Muhammad صلى الله عليه وآله وسلم was on his death bed, he proclaimed, "If I owed something to anyone; or if I wronged any person, or damaged anyone's property or honour, my person, my honour and my property are here; he may take revenge on me in this world." There was complete silence. Only one person demanded a few dirhams which were paid to him.

What does the word "proclaimed" mean?

- (8) Allah's Rasool صلى الله عليه وآله وسلم proved by his own example that no one could be more firm for justice than him, even if it was against his own interest or the interest of those who were near and dear to him. He decided every case brought to him, by friend or foe with justice, without fear or favour. A person of such magnitude transcends the barriers of time and space. People of all ages can find something in his life to provide them with guidance in their various fields of activity. The Holy Qur'an clearly mentions this aspect of his life, "*Indeed in the Rasool of Allah (Muhammad صلى الله عليه وآله وسلم) you have a good example to follow for him who hopes for (the meeting with) Allah and the Last Day, and remembers Allah much.*" (33:21).

(From MUHAMMAD Encyclopedia of Seerah (Vol. 1) by Afzal ur Rahman)

#### For the Teacher:

- Ask students to deduce the meanings of difficult words from context.
- Help them analyze passages in the text to identify theme, general subject and supporting details. Invite them to read one paragraph of the text and ask questions such as "What one idea in this paragraph is mentioned? What sentences add information to the most important idea?", etc.

## THEME

Allah's Rasool ﷺ is a great example to all of mankind. A number of incidents give evidence of the Rasool's ﷺ justice. He abided by Allah's commands, even with the non-Muslims, and never made any concessions in implementation of justice. The Rasool ﷺ dealing with the non-Muslims is the best example to follow for the Muslims.

## GLOSSARY

ancestor	.....	distant relation somebody is descended from
destitute	.....	with no money or possessions
equitable	.....	fair
firm	.....	definite
foe	.....	an enemy in battle or war
intercede	.....	to speak in support of somebody involved in a dispute
magnitude	.....	importance, or effect
owe	.....	have to give someone amount of money
revenge	.....	something that you do to hurt or punish someone because they have hurt you
seek	.....	to get

## VOCABULARY

A. Give the meaning of each word as used in the lesson.

model, piety, eternal, earned, sermon, revenge, commandment, upheld, destitute, proclaimed, transcends

B. Choose the appropriate synonyms of the following words.

- (i) equitable  
 (a) fair (b) just (c) equal
- (ii) ancestor  
 (a) antecedent (b) forefather (c) predecessor

## For the Teacher:

- **Vocabulary A:** Guide students to pick out contextualized meaning of a word from many meanings given in the dictionary for one word.
- Help students explore the use of synonyms with varying shades of meaning. Help them choose the synonym which is closest to the meaning of given word in context.

- (iii) foe  
 (a) relative (b) enemy (c) friend
- (iv) firm  
 (a) expensive (b) powerful (c) persistent
- (v) glorious  
 (a) lustrous (b) splendid (c) fabulous

**C. Give meanings of the following phrasal verbs and use these phrasal verbs in sentences.**

guilty of, belong to, exchange for, in accordance with

**D. Translate paragraph 1 of the lesson into Urdu.**

**READING COMPREHENSION**

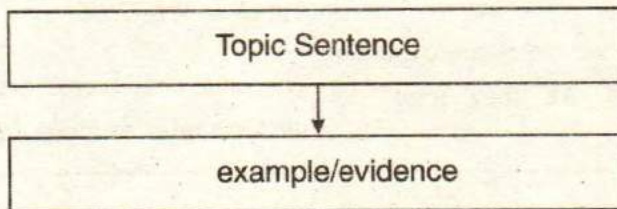
**Analysis of patterns of text organization**

**A. Choose the correct option.**

- In Paragraph 1 \_\_\_\_\_ details of the Rasool's ﷺ characteristics are given.  
 a. general                      b. specific                      c. chronological
- The key idea of paragraph 2 is that \_\_\_\_\_.  
 a. Hazrat Muhammad ﷺ was a great orator  
 b. Hazrat Muhammad ﷺ was a just head of the state  
 c. Hazrat Muhammad ﷺ was just and fair even before his Nabuwat
- Examples given in paragraphs 3 and 4 show that \_\_\_\_\_.  
 a. Hazrat Muhammad ﷺ was a just head of the state  
 b. Hazrat Muhammad ﷺ was a simple man  
 c. Hazrat Muhammad ﷺ was fair in his dealing

4. Paragraph 5 shows that \_\_\_\_\_.
- Hazrat Muhammad ﷺ was a just head of the state.
  - The justice of Hazrat Muhammad ﷺ was a source of peace and security for the non-Muslims.
  - Hazrat Muhammad ﷺ was just and fair even before his Nabuwat.
5. To whom did the Rasool ﷺ give the following advice?  
"When two men come to you for judgement, never decide in favour of one without hearing the arguments of the other; it is then most likely that you will know the truth."
- Hazrat Abu Bakr Siddique رضی اللہ تعالیٰ عنہ
  - Hazrat Ali رضی اللہ تعالیٰ عنہ
  - Hazrat Umar Farooq رضی اللہ تعالیٰ عنہ

**B. Identify the topic sentence and supporting details in paragraph 3.**



**For the Teacher:**

- Guide students to read the lesson silently to extract main/key ideas and supporting details of paragraphs. As each paragraph carries separate thought, help students analyze each paragraph to identify its main/key idea and supporting details.

**C. Answer the following questions.**

1. How can people achieve perfection in the moral, spiritual and social areas of life?
2. How did the Rasool ﷺ set high and noble ideals for all mankind?
3. How were people of Makkah convinced of the Rasool's ﷺ justice even before his Nabuwat?
4. What standards of justice did the Rasool ﷺ practise as head of the state of Madinah?
5. What made the non-Muslims bring their suits to the Rasool ﷺ ?
6. How does the Holy Quran describe the personality of the Rasool ﷺ ?

## GRAMMAR

### Concrete Nouns

**Example:**

The revenge of the father cannot be taken on his son.

The underlined words are concrete or material nouns, as they refer to concrete things.

### Abstract Nouns

**Example:**

He decided their case with equity and justice.

The underlined words are abstract nouns, as they refer to ideas, qualities or states.

**A. Identify whether each underlined word is a concrete or an abstract noun.**

1. She puts much effort into her studies as she wants to score good marks.

### For the Teacher:

- Recapitulate students' previous knowledge of concrete and abstract nouns. Help them demonstrate the use of more concrete and abstract nouns from their immediate surrounding.



2. They recommended him for his justice and truthfulness.
3. Keep the balls in that basket.
4. The dishonest trader is losing the trust of his customers.
5. He did not take good care of his pet.

**B. Choose whether each sentence needs an indefinite article (a, an), a definite article (the), or no article.**

1. He asked me \_\_\_\_\_ very hard question.
2. \_\_\_\_\_ question that he asked me was easy.
3. Have you seen \_\_\_\_\_ my scarf?
4. Could you please pass me \_\_\_\_\_ salt?
5. Is there \_\_\_\_\_ good restaurant around here?
6. \_\_\_\_\_ restaurant that my friend owns is very good.
7. I have several \_\_\_\_\_ good friends.
8. \_\_\_\_\_ UAE is a beautiful country.
9. I'll see you in \_\_\_\_\_ week!
10. I'm on \_\_\_\_\_ vacation until Monday.

### Noun Phrase

A Noun phrase is a group of words that does the work of a Noun.

#### Example:

As a young trader, he earned reputation of being an honest, fair and just businessman.

#### For the Teacher:

- Help students apply rules for the use of articles 'a', 'an' and 'the' wherever applicable in speech and writing.

**C. Underline the noun phrases in the following sentences.**

1. This is an old-fashioned hat.
2. We discovered Fahad's plans.
3. A rolling stone gathers no moss.
4. The recent flood caused heavy damage.
5. An oral presentation can be interesting.

**Past Indefinite and Past Continuous Tenses**

**D. Fill in each blank with past indefinite or past continuous tense of the verb in brackets.**

1. What \_\_\_\_\_ (you / do) when I \_\_\_\_\_ (call) you last night?
2. I \_\_\_\_\_ (sit) in the café when you \_\_\_\_\_ (call) me.
3. When you \_\_\_\_\_ (arrive) at the bus stand, who \_\_\_\_\_ (be) there?
4. Shamsa \_\_\_\_\_ (watch) a film when she \_\_\_\_\_ (hear) the noise.
5. We \_\_\_\_\_ (play) tennis when Javed \_\_\_\_\_ (hurt) his ankle.

**E. Punctuate the following paragraph.**

during the sermon an ansari seeing some men from the tribe of banu tha'iba sitting there stood up and pointed toward them and said O rasool of Allah ﷺ their ancestors killed a member of our family we appeal to you to get one of them hanged in exchange for that the rasool ﷺ replied the revenge of the father cannot be taken on his son

**For the Teacher:**

**Grammar D:** Recapitulate students' previous knowledge of past indefinite and past continuous tenses. Help them illustrate use of these tenses and encourage them to relate these tenses to everyday situations.

## Pronunciation Key

## Consonants

p	pen	/pen/	s	see	/si:/
b	bad	/bæd/	z	zoo	/zu:/
t	tea	/ti:/	ʃ	shoe	/ʃu:/
d	did	/dɪd/	ʒ	vision	/'vɪʒn/
k	cat	/kæt/	h	hat	/hæt/
g	get	/'get/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	now	/naʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/
f	fall	/fɔ:l/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

The symbol (r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly at the beginning of the next word, as in **far away**; otherwise the /r/ is omitted. For American English, all the /r/ sounds should be pronounced.

/x/ represents a fricative sound as in /lɔx/ for Scottish **loch**, Irish **lough**.

## Vowels and diphthongs

i:	see	/si:/
ɪ	happy	/'hæpi/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	cat	/kæt/
ɑ:	father	/'fɑ:ðə(r)/
ɒ	got	/gɒt/ (British English)
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
u	actual	/'æktʃʊəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	fur	/fɜ:(r)/
ə	about	/ə'baʊt/
eɪ	say	/seɪ/
əʊ	go	/gəʊ/ (British English)
oʊ	go	/goʊ/ (American English)
aɪ	my	/maɪ/
ɔɪ	boy	/bɔɪ/
aʊ	now	/naʊ/
ɪə	near	/nɪə(r)/ (British English)
eə	hair	/heə(r)/ (British English)
ʊə	pure	/pjʊə(r)/ (British English)

- F. Which words in the pronunciation key have the same pronunciation as that of the words given below? Also find the symbol of each underlined sound in your dictionary.

Words	Words with same pronunciation	Symbols used in your dictionary
l <u>if</u> e      l <u>igh</u> t		
f <u>am</u> ily      b <u>ar</u> riers		
c <u>as</u> e      for <u>gav</u> e		
de <u>stit</u> ute      su <u>it</u> s		



## For the Teacher:

Help students illustrate the use of punctuation marks learnt earlier.

Give students good practice to understand the pronunciation key given in their dictionaries.

## ORAL COMMUNICATION SKILLS

Form groups and discuss the following.

- (i) What reforms did the Rasool ﷺ bring to the judicial system of Arab?

Use the following expressions to explain your point of view clearly.

- ◆ *In my opinion, ...*
- ◆ *I have read that ...*
- ◆ *I believe one can (safely) say ...*
- ◆ *As far as I understand / can see, ...*
- ◆ *As far as I know ... /*
- ◆ *From what I know ...*

- (ii) What measures should we take to bring justice in our society?

Use the following expressions to support your opinion with reasons.

- ◆ *First of all, I think ...*
- ◆ *Not only that, but I also think that ...*
- ◆ *There are various/several/many reasons for this.*
- ◆ *First, ... / Firstly, ...*
- ◆ *Second, ... / Secondly, ...*
- ◆ *Moreover, ... / Furthermore, ... / In addition, ...*
- ◆ *Another important point is that ...*
- ◆ *Finally,*



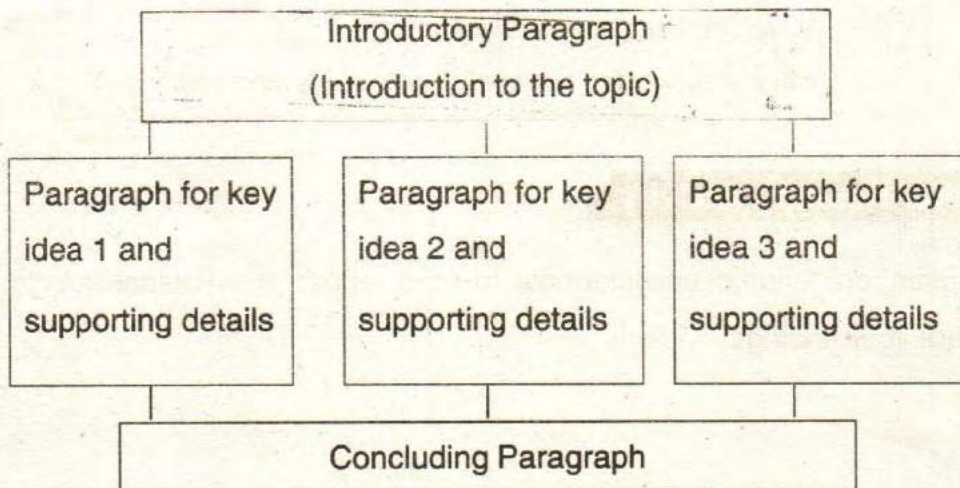
### For the Teacher:

**Oral:** Help students use appropriate expressions to present and explain their point of view clearly and to support their opinion with reasons.

Guide them to summarize main points of discussion for the benefit of the whole group.

## WRITING SKILLS

- A. Write a précis of paragraph 5.
- B. Write an essay on “Hazrat Muhammad ﷺ as an Exemplary Judge”. (220-250 words)



### For the Teacher:

**Activity A:** Recapitulate students' knowledge of writing a précis of a paragraph/passage. Ask them what is this passage about. Ask them to read the passage at least thrice to find its message, then rewrite that message in their own words. Tell them the length of the précis may be one-third of the given paragraph.

**Activity B:** Guide students to use a variety of pre-writing strategies such as brain storming, mind mapping, outlining, etc. for writing a composition.

Guide students to divide their essay into paragraphs e.g. an introductory paragraph with a clear central thought, separate paragraphs for each key idea and a general closing paragraph with a synthesis of each key idea and a general concluding statement.

Students' essays may be evaluated according to the sample rubric given at the end of the book.

- C. Form groups to proofread and edit the written work for the following points.

#### Check List

- *Have you used correct sentence structure?*
- *Have you avoided errors of subject/verb agreement?*
- *Have you used clear pronoun reference?*
- *Have you used correct word form?*
- *Have you avoided errors of punctuations and spellings?*

#### Further Reading Activity

Consult an Islamic encyclopedia to read about the Rasool ﷺ and share your findings.

#### For the Teacher:

Help students plan and draft their writing, revise and edit it for logical flow of ideas through flexible and clear signal and reference words, point of view, supporting evidence, overall effect, appropriate punctuation and vocabulary. Students may be encouraged to proofread each others writings for the errors mentioned in the check list.

**Further Reading:** Encourage students for further reading activity as it will develop their reading habit and critical thinking.