THE STRIVING

# MUSLIM ACADEMY

Islamic and Academic Education

STUDENT WORKBOOK · SEMESTER ONE

# Aqeedah Semester One

*The three questions, tawhid and what breaks it, the pillars of iman, and the hadith that holds the whole religion in one answer.*

WHAT IS INSIDE


- How to use this workbook
- What this semester builds, unit by unit
- Twelve weekly pages, one lesson on each
- Key terms to write in your own words
- Evidence to find and record
- Four end of unit reviews
- An end of semester self assessment against the curriculum
- A record sheet for the teacher



**The Striving Muslim Academy**

Name _____ Class _____

Built on the Academy's own Islamic Education Curriculum. Nothing else is needed to use it.

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## Key terms, in your own words

| TERM | WHAT IT MEANS |
|---|---|
| Tawhid ar-Rububiyyah تَوْحِيد الرُّبُوبِيَّة | |
| Tawhid al-Uluhiyyah تَوْحِيد الأُلُوهِيَّة | |
| Tawhid al-Asma wa's-Sifat تَوْحِيد الأَسْمَاء وَالصِّفَات | |

## Questions

1. Set out the threefold division and give one example of each category.

2. This division is a way of *arranging* the evidence, not three separate beliefs. Explain the difference, and say which scholars are known for teaching it this way.

3. Other scholars arrange the same material differently and object that this division is not found in the earliest generations. State that objection fairly, then write what both sides actually affirm. You are not asked to choose.

### Find the evidence

Write one verse for each of the three categories, with its reference. The verses are agreed even where the arrangement is not.

### Apply it

Write five lines explaining to a Muslim who has never heard of this division what it is for, and why two scholars can disagree about an arrangement without disagreeing about Allah.

**Self check:** I can explain the division and state the objection to it fairly. ☐ Yes ☐ Nearly ☐ Not yet

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# Unit 2 review

Notes shut. Pencil first, then mark your own work in a second colour. What you had to correct is the point.



1. State what all three Sunni schools affirm about the oneness of Allah.

2. Set out the threefold division, and state fairly the objection some scholars make to it.

3. Why was the idolaters' belief in Allah as Creator not enough?

4. State the difference between greater and lesser shirk, with an example of each.

5. Define taghut, and show the denial and the affirmation in *la ilaha illa Allah*.

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## After marking

| Q | RIGHT | PARTLY | REVISE |
|---|---|---|---|
| 1 | ☐ | ☐ | ☐ |
| 2 | ☐ | ☐ | ☐ |
| 3 | ☐ | ☐ | ☐ |
| 4 | ☐ | ☐ | ☐ |
| 5 | ☐ | ☐ | ☐ |

### THIS UNIT WAS FOR THESE THREE

- ☐ State what all three schools affirm about the oneness of Allah
- ☐ Explain the threefold division and name scholars who use another arrangement
- ☐ Identify lesser shirk in ordinary speech and habits, including my own

Tick only what you can do without help. These are the Academy's own outcomes for the unit, and they are what is actually being tested.

## For the teacher

Two things to watch. A student who can define lesser shirk perfectly and cannot find one instance of it in their own speech has memorised a definition. And a student who cannot state the objection to the threefold division fairly has not understood it either, because they do not yet know what it is an arrangement OF.

# Unit 3 review

Notes shut. Pencil first, then mark your own work in a second colour. What you had to correct is the point.



1. List the six pillars of iman in the order of the hadith of Jibril.

2. What do we believe about the earlier revealed books, and what do we not take from them?

3. Name four events of the last day, in order.

4. State the four levels of qadar.

5. Answer this: "If it is all written, why should I try?"

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## After marking

| Q | RIGHT | PARTLY | REVISE |
|---|---|---|---|
| 1 | ☐ | ☐ | ☐ |
| 2 | ☐ | ☐ | ☐ |
| 3 | ☐ | ☐ | ☐ |
| 4 | ☐ | ☐ | ☐ |
| 5 | ☐ | ☐ | ☐ |

### THIS UNIT WAS FOR THESE THREE

- ☐ List the six pillars and give a Qur'anic proof for each
- ☐ Answer the commonest objection to qadar without denying either text
- ☐ Explain what belief in the last day changes about how a person lives today

Tick only what you can do without help. These are the Academy's own outcomes for the unit, and they are what is actually being tested.

## For the teacher

Qadar is the chapter where a weak teacher either silences the question or speculates. Do neither. The correct answer to "how" here is that we were not told, and the correct answer to "so why act" is in the Sunnah, not in reasoning.

SAMPLE PAGES

# You have read a few pages. The book is longer.

What you are holding is a short sample, taken from different parts of the book so that you can see the teaching, the exercises and the standard of the Arabic before you decide.

The complete book, and the rest of the set, are on our website. Nine subjects, four semesters each: a textbook that teaches the week and a workbook that examines it.

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**If your child studies with us, you do not buy these.**
Families enrolled in our Islamic Education classes, and members of the homeschool community, are given the current semester's books at no cost, inside the classroom their teacher already uses.

Our Islamic Education classes are free. These books are what pays the teachers who teach them.