

# ICI Lesson Plans



<b>Strand title</b> <b>Palestinian Olive Tree Heritage, Forced Famine, and Food Security</b>	<b>Grade: 7 - 9</b>  <b>Team Members:</b> <b>Mohammed Vahed,</b> <b>Uzma Ahmed</b>
<b>Topic:</b> Understanding Just Leadership  Case Study: Sultan Abdul Majeed's aid to Ireland - an analysis of prospects and an understanding of the responsibilities of a just ruler	<b>Lesson 2 of 2</b>
<b>Key Concepts:</b> To alleviate hunger for all.	
<b>Learning Objectives:</b> Learners will be able to <ul style="list-style-type: none"> <li>● Learn about historical events by reading articles and understanding the context.</li> <li>● Use critical thinking by considering different perspectives on a historical event.</li> <li>● Develop research and presentation skills by working in groups to explore different perspectives.</li> <li>● Explore how just rulers provide food security regardless of religion or ethnicity.</li> </ul>	<b>Vocabulary - Key Terms</b>
<b>Learning Outcomes:</b> Learners will <ul style="list-style-type: none"> <li>● Understand why the Ottoman Sultan helped Ireland in the 19th century.</li> <li>● Share what they have learned about the Sultan's aid through creative projects, telling the story from different perspectives.</li> <li>● Understand how the Sultan's aid made a difference to the lives of the Irish people in the 19th century.</li> <li>● Discuss how Islamic ethics ensure food security.</li> </ul>	
<b>Cross-curricular links:</b>	
<b>Teaching Methods</b>	

## Part 1 - Understanding just leadership

**Read and discuss the Hadith stated below.**

### 1. Leadership as Guardianship:

- Discuss the metaphor of the shepherd in the Hadith. What does it say about the role of leaders? How can leaders be seen as shepherds in their responsibility to those under their care?

### 2. Hierarchy of Responsibilities:

- Explore the hierarchy presented in the Hadith, from the leaders to individuals in their households. How does this hierarchy emphasize the varied responsibilities of leaders at different levels?

### 3. Accountability and Trust:

- Focus on the theme of accountability. How does the Hadith stress that leaders will be questioned about their subjects, family members, or entrusted property? What does this concept teach about the accountability of the leadership?

### 4. Fulfilling Responsibility:

- Examine the second Hadith about a ruler striving for the betterment of the community. What qualities should a leader possess, according to the Hadith, to be deserving of Paradise? How does this align with the principles of service and sincerity in leadership?

### 5. Reflecting on Islamic Values:

- Explore the values of sincerity, service, and accountability in leadership presented in the Hadith. How do these values align with Islamic teachings, and why are they crucial for effective leadership?

## Part 2

### 1. Reading:

- Read the article "**Ireland Remembers How 19th-century Aid from Ottoman Sultan Changed Fate of Thousands**" together as a class.

### 2. Discussion:

- Have a class discussion about the key points in the article. Discuss the historical context, reasons for the Sultan's aid, and the impact it had on Ireland.

### 3. Group Activity: Perspectives

- Divide the Learners into small groups.
- Assign each group a different perspective related to the historical event. For example:
  - Group 1: Irish Citizens who received aid.
  - Group 2: Ottoman officials involved in providing aid.
  - Group 3: British authorities' perspective.
  - Group 4: Modern historians reflecting on the event.

## 4. Analysis and Presentation:

- Each group prepares a short presentation summarizing their findings. Encourage them to use visuals or role-play to enhance their presentations.

## 5. Class Reflection:

- After each group presents, facilitate a class discussion on the diverse perspectives. Discuss how understanding different viewpoints enhances our understanding of historical events.

## Conclusion:

How does the Hadith teach us that every individual, whether leading or belonging to a family, is entrusted with responsibilities?

Why does Islam stress the importance of accountability, sincere service and striving for the welfare of the community?

How would a just leadership ease the problems of Palestine and the world at large?

## Activity:

Written Assignment Reflection on Leadership Responsibilities in Islam

Title: Understanding Just Leadership

*Shepherd Metaphor:* Explain the shepherd metaphor in the Hadith and its importance in Islamic leadership.

*Hierarchy of Responsibilities:* Discuss the different levels of responsibilities outlined in the Hadith, from community leaders to individuals in their households.

*Accountability and Trust:* Explore the themes of accountability and trust, focusing on how leaders will be questioned about their subjects, family members, or entrusted property.

*Qualities of a Deserving Leader:* Analyze the second Hadith about a ruler striving for the betterment of the community. Identify the qualities that make a leader deserving of Paradise according to the Hadith.

*Examples:* Provide examples from everyday life, community experiences, or historical events to illustrate the principles discussed in the Hadith.

*Values in Leadership:* Reflect on the values of sincerity, service, and accountability in leadership, connecting them to Islamic teachings.

*Conclusion:* Summarize the main points discussed and express understanding of the responsibilities of just leaders.

Note: Organize your writing clearly, use examples to explain concepts, and aim for a length of approximately 500 words.

## **Qur'an and Sunnah links:**

It has been narrated on the authority of Ibn 'Umar that the Prophet (saw) said, “Beware. Every one of you is a shepherd, and everyone is answerable to his flock. The Imam is a shepherd over the people and shall be questioned about his subjects (as to how he conducted their affairs).

A man is a guardian over the members of his family and shall be questioned about them (as to how he looked after their physical and moral well-being). A woman is a guardian over the household of her husband and his children and shall be questioned about them (as to how she managed the household and brought up the children). A slave is a guardian over the property of his master and shall be questioned about it (as to how he safeguarded his trust). Beware, every one of you is a guardian, and every one of you shall be questioned about his trust.

“A ruler who, having obtained control over the affairs of the Muslims, does not strive for their betterment and does not serve them sincerely shall not enter Paradise with them.”

References for Hadith:

[https://www.iium.edu.my/deed/Hadith/muslim/020\\_smt.html#:~:text=I%20heard%20the%20Me%20senger%20of,not%20enter%20Paradise%20with%20them](https://www.iium.edu.my/deed/Hadith/muslim/020_smt.html#:~:text=I%20heard%20the%20Me%20senger%20of,not%20enter%20Paradise%20with%20them).

## **Assessments:**

**Formative Assessment**

## **Resources and Materials:**

**PPT**

<https://www.dailysabah.com/history/2020/02/16/ireland-remembers-how-19th-century-aid-from-ottoman-sultan-changed-fate-of-thousands>

Video about Sultan Abdul Majeed I

<https://www.youtube.com/watch?v=TQgAgecflqA>

## **Additional notes:**