

GENERAL INFORMATION FOR ALL GRADES

This week is devoted to studying the rise of a new religion: Islam. According to non-Muslims, Islam was first preached by Muhammad, a man who lived in the Arabian Desert in a town called Mecca. Devout Muslims believe Muhammad's claims that his message was first received from an angel, Gabriel, and that Muhammad was the last of many prophets (including Jesus) who had preached the same message. However, Muhammad claimed that those who preceded him had made errors in their teaching, and that he was the final and greatest prophet of the one god, Allah. The religion Muhammad started is called Islam, a word which means "submission" in Arabic. We do not call believers in Islam "Islamic," as this would offend them—followers of Islam prefer to be called "Muslims."

Before Muhammad preached and gained a wide following of converts to Islam, the Arabs were a disunited, poor people who usually lived as wandering tribesmen, working as shepherds or traders. Their land produced no abundant, steady food supply, and they were constantly at war with each other. Eventually, however, the teachings of Islam united these many different peoples into a common culture with a common religion and language.

This week we will study the life of Muhammad, and his basic teachings (older students will read them in the Qur'an). We will also discover the culture of Muslim countries, and the beautiful artwork and architecture they produced. Mosques, which are Muslim houses of worship, and Caliphs, the spiritual and military leaders of the Muslim world, will also be highlighted. The most important focus of this week's study, however, is to realize how many people today believe and practice Islam, and learn how we might better share the gospel of Jesus Christ with them.

Have you ever worked with papier-mâché before?

Papier mâché is a gooey, sticky paste in which you soak old newspapers, used to mold into models and other art projects. You can use it in two basic ways: as a paste and as a pulp. Either way, a batch of papier-mâché will only stay wet and useful for a couple of hours. Then, it will dry and harden in whatever shape it has been formed into, which makes it perfect for creating strong, lightweight modeling projects. Papier-mâché can be painted after it dries, too!

Here are the details:

1. First, you need the paste. You can buy a mix, but it is really easy to make it yourself. Here are three different recipes for the paste:
 - ☐ 3 parts water to 1 part flour. Mix thoroughly, adding flour slowly to avoid lumps. To make this recipe last longer, you can add a few drops of oil of wintergreen, which you can get at a local drugstore.
 - ☐ 1 part wallpaper paste mix to 3 parts water. Stir, and it is done!
 - ☐ 2 parts Elmer's glue to one part water. Note that this is the least desirable mixture for most projects because it sets so fast. However, because it is extremely strong, it is great for adding finishing touches to models.
2. Next, the question is strips or pulp? The answer for making a dome for a model mosque is "both."
 - ☐ Start with strips. Tear newspaper into strips about $\frac{1}{2}$ " to $\frac{3}{4}$ " wide. They should be of varying lengths (from 3" to 10" or so long). Using your fingers, wet the strips in the paste and then smooth them onto your balloon or bowl. (Remember, you need cover only half of a sphere-shaped mold to make a model dome. Before you begin, make sure your molding bowl is to scale in relation to your other gathered materials.) Your whole "dome" may need several layers of pasted strips; however, it is best to place no more than two layers at a time. Let your work dry for about ten hours in the open air between layers. Your project will dry faster if you place it in front of a fan or set it in the sun on a dry, sunny day.
 - ☐ At times, you'll probably need papier-mâché pulp, made from tiny pieces of old newspaper shredded really fine and then blended up. You can use a blender or hand mixer for this part, but not without adult supervision. To make pulp, fill a pail half full with 1" square (or smaller if you use a paper shredder) pieces of old newspaper. Fill the pail to the top with warm water, and let the paper soak overnight. Then, mix the paper and water. Squeeze out the water and place the pulp in a large container. Finally, squeeze papier-mâché paste into the pulp until the mixture feels like clay. This mixture can then be used like clay or to cover objects. You will want to use pulp to sculpt the finer details of your model mosque.

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Make a model mosque.

- ☐ Find a picture of a mosque you would like to copy. The most famous mosque (and one of the easiest to model) is the Dome of the Rock. (Detailed pictures of this building can be found in your History resource book, on the Internet, and in most encyclopedias.) Read about the mosque you will make a model of, and then start making your model.
- ☐ You will need the following supplies:
 - ☐ A square-shaped box, about 8" x 8" x 5"
 - ☐ Extra corrugated cardboard
 - ☐ A small balloon or bowl
 - ☐ Papier-mâché paste
 - ☐ Shredded newspaper
 - ☐ Gold spray paint
 - ☐ Markers and a ruler, or printed wallpaper (either scraps, or computer graphics) to decorate your model
- ☐ Start by making the dome of your mosque out of papier-mâché, since it will take the longest. Follow the directions on page 11 of this week's Student Activity Pages.
- ☐ While your dome is drying, construct and decorate your square box, which will act as the building that your dome will rest on.
 - ☐ Use extra cardboard to make the *mihrab* and the dome supports.
 - ☐ Trace and cut out window-sized shapes, and glue them to your building. You can make your windows look indented by pasting a few layers of thin cardboard strips around their edges.
 - ☐ For the pillars on the front of your mosque, place tightly rolled newspaper columns on top of block bases made from papier-mâché pulp.
- ☐ After your dome has dried, form the finial decoration for the top out of aluminum foil and attach it with papier-mâché pulp.
- ☐ When the pulp securing the finial decoration is dry, spray paint the entire dome gold.
- ☐ Decorate the rest of your mosque. You can use markers and a ruler to draw designs on paper, and then paste them on. You could also use computer clip art, or copied pictures of stone work, brick, or marble to wallpaper the outside of your mosque. Work hard at the detail, remembering from your reading why this kind of decoration was chosen by Muslims.
- ☐ When you are finished with your model, mount it on a base, and then label its parts and/or write a one-page description of your model, telling viewers about what it represents.
- ☐ Make sure to take a picture of your project for your portfolio!

NOTE: If you are constructing another different type of mosque, the directions above are the same, but keep in mind that you may need different base materials, such as paper towel tubes for minarets, etc.



2. Make a model scimitar (a traditional curved sword) out of cardboard. Spray paint it or cover it with aluminum foil to make it look authentic.
3. Using an encyclopedia or atlas, see how many flags you can find with scimitars on them. Draw illustrations of these flags and label them with the names of the countries that they represent. Are these countries predominantly Muslim?
4. Muslim art incorporates very distinctive intricate geometric patterns. Learn the characteristics of geometric art, and then draw and color some of your own! (Use links on the Year 2 Arts/Activities page of the *Tapestry* website.)

LITERATURE

Worksheet for *Sindbad: From the Tales of the Thousand and One Nights*, by Ludmila Zeman

Answer the following questions about your reading this week.



1. Where does this story take place in the beginning?
2. What does “lamentation” mean?
3. How does Sindbad learn the customs of a foreign land?
4. What does Sindbad cut open with his dagger?
5. What is growing on the gigantic whale’s back?
6. What is the giant bird clutching in its claws?
7. How does Sindbad get away from the bird?
8. What are the snakes and vipers protecting?
9. How does Sindbad get out of the valley?
10. For what does Sindbad exchange the diamonds?

LOWER AND UPPER GRAMMAR LEVELS

GEOGRAPHY

1. Look for or label the following on a map, according to your teacher's directions:
 - ☐ Baghdad
 - ☐ Jerusalem
 - ☐ Medina
 - ☐ Mecca
 - ☐ Arabia
2. Use Internet links or printed resources to do the following:
 - ☐ Shade the region controlled by Muslims at the death of Muhammad (in 632) orange.
 - ☐ Shade the Muslim Empire at its fullest extent (in 750) light red or pink.
 - ☐ On a different world map, shade the areas that are currently still under Muslim domination dark red.
3. As you color your map, pray for Muslims, asking God to have mercy on their souls and to send brave missionaries to share the good news of the gospel with them.



UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Make a diorama of Arabian marketplace booths (see the picture on page 14 for an example).
 - ☐ Decide what wares your booths will display, and research what Arabic homes in the city looked like. As you can see, Arabic marketplaces were usually extensions of homes and other buildings. Your diorama should give the feeling of crowded booths under awnings suspended from tall, rectangular buildings built close together.
 - ☐ If you are working alone, plan to make at least three buildings out of shoeboxes. If you are working on this project as a group (family or co-op), decide who will make which buildings.
 - ☐ Make your models such that on one side, the viewer will see a marketplace and windows of the homes above, while on the other side, or from the back, they can peek inside of the homes.
 - ☐ You will need the following, depending on which building you are constructing:
 - ☐ Shoe box(es)
 - ☐ Extra cardboard
 - ☐ Pieces of brown fabric for awnings
 - ☐ Sticks or skinny dowels to hold up awnings
 - ☐ Markers and paper and/or tempera paints to decorate the outside of the buildings
 - ☐ Bits of fabric to dress cardboard people who are shopping and living amongst your models
 - ☐ Fimo™ or Sculpy™ modeling clay to make donkeys and wares in the marketplaces and homes
 - ☐ Beads, other fabrics, or cross-stitch work to represent booth wares or rugs, etc.
 - ☐ Construct your buildings first, both inside and out. Craft exterior architectural embellishments and make the floors of the home out of cardboard. Simulate plaster exteriors with paper coverings, using markers to make decorations. Mount the “buildings” on a base.
 - ☐ Make and attach awnings to create booths.
 - ☐ Make wares for booths using clay, fabric, or beads.
 - ☐ Make model people out of clay or cardboard and dress them with fabric scraps.
 - ☐ Add a clay donkey or two to your set up.
 - ☐ Write a one-page explanation of your model.
 - ☐ Don't forget to take a picture for your portfolio.
 - ☐ For ideas of what your project can look like, go to the Year 2 Gallery page of the *Tapestry* website to view other students' work.
2. Using an encyclopedia or atlas, see how many flags you can find with scimitars on them. Draw illustrations of these flags and label them with the names of the countries that they represent. Are these countries predominantly Muslim?
3. Muslim art incorporates very distinctive intricate geometric patterns. Learn the characteristics of geometric art, and then draw and color some of your own! (Use links on the Year 2 Arts/Activities page of the *Tapestry* website.)

LITERATURE

Worksheet for *Tales of King Arthur*, retold by Felicity Brooks

Sequence the following events from this week's reading in the correct order.

Morgan steals Excalibur from Arthur as he is sleeping.

Gawain enjoys the Christmas festivities next to the most beautiful woman he has ever seen.

King Arthur greets Sir Gawain upon his return to the castle.

The Green Knight makes three attempts to cut off Gawain's head.

The host's wife offers Gawain a green silk sash, which he accepts.

The maid wears the spectacular cloak and immediately bursts into flames.

Morgan attempts to kill her husband with a sword but is stopped by Uwain.

Gawain accepts the challenge and cuts off the Green Knight's head.

The Green Knight acknowledges the reasons behind the three attempts at cutting off Gawain's head.

The host's wife requests a kiss from Gawain, which he grants.

Morgan receives the body of Sir Accolon on a cart.

Gawain hears the grinding sound of an ax being sharpened.

The Green Knight challenges the Knights of the Round Table to exchange one blow for another.

A guide suggests to Gawain that he turn back from the chapel.

Gawain keeps the green silk sash as a reminder of his weakness.

DIALECTIC LEVEL

HISTORY

Accountability Questions

1. Write a summary of Muhammad's life. Include where he lived, what he did, and how he founded Islam.
2. Summarize the teachings of Muhammad. What was his central message?
3. What three places on the earth do Muslims consider most holy? Why?

Thinking Questions

1. Why do you think the Arabs became a force to be reckoned with so quickly?
2. How many people are Muslims today? Where do they live? (Look at a map that shows regions of world religions. See the Year 2 Church History page of the *Tapestry* website for links.)
3. What were the arguments on both sides of the Iconoclast Controversy in Byzantium in the ninth and tenth centuries? How did the controversy end?
4. In what ways did both the Muslims and the Byzantines preserve Western culture from total loss?

FINE ARTS AND ACTIVITIES

The Muslims created wonderful, unique works of art. Do some research this week to find out what limitations the Qur'an places on art forms that Muslims may or may not use.

1. Look at websites linked to the Year 2 Arts/Activities page of the *Tapestry* website in order to observe beautiful art that Muslims have created. Try sketching some arabesque designs.
2. Have you ever heard of oriental rugs? The patterns on them are often arabesque. Research how these rugs are designed and woven. If you're handy with counted cross-stitch, you might try making a model oriental rug for a doll house or diorama.
3. The Muslims excelled at carving. Do some research, and then try to carve something distinctively arabesque in its design.
4. Like their Western counterparts, Muslim bookmakers illuminated their books (that is, they illustrated their books with hand-drawn pictures and decorations). At the right is an illuminated copy of the first chapter of the Qur'an. Try to reproduce a drawing similar in design, perhaps framing a Bible verse, or recreate letters from Arabic calligraphy.
5. You may also choose to make one of the models suggested for younger students this week.



GEOGRAPHY

1. Look for or label the following on a map, according to your teacher's directions:
 - ☐ Baghdad
 - ☐ Jerusalem
 - ☐ Medina
 - ☐ Mecca
 - ☐ Arabia
2. Use Internet links or printed resources to do the following:
 - ☐ Shade the region controlled by Muslims at the death of Muhammad (in 632) orange.
 - ☐ Shade the Muslim Empire at its fullest extent (in 750) light red or pink.
 - ☐ On a different world map, shade the areas that are currently still under Muslim domination dark red.

3. As you color your map, pray for Muslims, asking God to have mercy on their souls and to send brave missionaries to share the good news of the gospel with them.

CHURCH HISTORY

The Church in History, by B.K. Kuiper

Your recommended resource, *The Church in History*, has questions for discussion listed in each chapter. After you finish reading chapter 8, answer questions 1-12 on page 68. Questions 5-11 require outside reading, so we have assigned pages in Usborne's *World Religions* to help you answer them. In question 10, Kuiper suggests making a detailed study of the actual text of the Qur'an. Your teacher will tell you whether or not you are to do this.

When you have finished, check your answers in the book. Then ask your teacher to look over your work, and discuss with her anything you didn't understand.

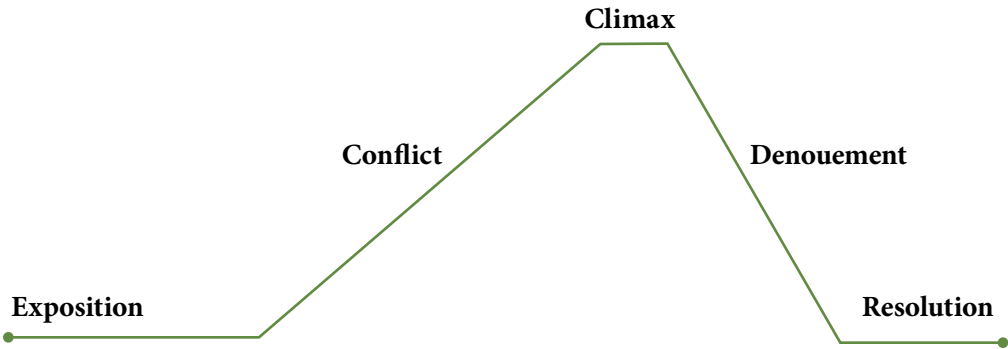
NOTE: Again, the analysis of events in this chapter reflects the author's strong bias. Be sure to discuss section 6 with your teacher in light of what you have studied about Byzantium and the Eastern Orthodox Church. Do you agree that the blame for the rise of Islam rests mostly on the Eastern church?



LITERATURE

Worksheet for *Aladdin and Other Tales from the Arabian Nights*, retold by N.J. Dawood

This week, we will learn about the terminology used when discussing plot. Study the diagram below, and then use a dictionary to define each word. Tell how these terms apply to your reading of “Aladdin and the Enchanted Lamp” by filling out the chart below with specific information about the plot.



WORD	DEFINITION	IN “ALADDIN AND THE ENCHANTED LAMP”
EXPOSITION		
CONFLICT		
CLIMAX		
DENOUEMENT		
RESOLUTION		

RHETORIC LEVEL

HISTORY

Accountability Questions

1. When did Islam start? Who started it?
2. What does “Islam” mean? What does “Muslim” mean? What is the proper use of these terms?
3. What does “Qur’an” (or “Koran”) mean? Who wrote the Qur’an, and approximately when was it written?
4. What countries are predominantly Muslim today?
5. In what year did Muhammad flee to Medina? Why is this date significant to all Muslims today?
6. What is *jihad*?
7. How did God use Muslim culture for the good of mankind?
8. What does “Moorish” mean?
9. What was the principal reason that Islamic art developed as it did?
10. What does “arabesque” mean?
11. In what forms of artwork did Muslims excel?

Thinking Questions

1. Prepare to discuss the interactions between Muslims and the cultures they encountered. Specifically, what effect did Muslims have on Europe, Africa, and Asia as they multiplied?
2. In what ways did Muhammad and Paul encourage conversions to Islam and Christianity, respectively. Gather primary data from the Qur’an and the Bible.
3. What and when was the Iconoclast Controversy in Byzantium, and how did it end?

GEOGRAPHY

1. Look for or label the following on a map, according to your teacher’s directions:

<input type="checkbox"/> Baghdad	<input type="checkbox"/> Mecca
<input type="checkbox"/> Jerusalem	<input type="checkbox"/> Arabia
<input type="checkbox"/> Medina	
2. Use Internet links or printed resources to do the following:
 - ☐ Shade the region controlled by Muslims at the death of Muhammad (in 632) orange.
 - ☐ Shade the Muslim Empire at its fullest extent (in 750) light red or pink.
 - ☐ On a different world map, shade the areas that are currently still under Muslim domination dark red.
3. As you color your map, pray for Muslims, asking God to have mercy on their souls and to send brave missionaries to share the good news of the gospel with them.

LITERATURE

The subject for recitation or reading aloud this week is the story of the “Third Night” (*Norton Anthology of Western Literature* bottom of page 1785 to middle of page 1786, not including the italicized text).

Defining Terms

Continue your index card bank of literary terms this week with cards for whichever of these terms you do not already have. Be sure to write down exactly what you see here. Your teacher may give you a quiz on these terms (or any of your old ones) at any time during the rest of the year, so be sure to review them before class.

- ☐ Experiment in Living: An experiment in living is a choice that a character makes to act and live according to particular beliefs.
- ☐ Fairy Tale: A sub-genre of Folk Literature that includes fantastic elements such as miraculous events, magical characters, strange creatures and settings, or magical powers.
- ☐ Folk Literature: A story couched in the language of everyday speech and appealing to the common person (Ryken, *Words of Delight* 515).

- ☐ Plot Frame: A literary technique used to introduce and provide a framework for a story, usually by enveloping it in another story.

Beginning and Continuing Levels

1. Thinking Question: Is “The Tale of the Merchant and the Demon” a work of folk literature? Is it a fairy tale? If so, how so?
2. Describe the experiments in living of the demon and the three old men, and explain how each one turns out.
3. Thinking Questions:
 - ☐ How do the experiments in living of the demon and the old men connect to the story’s intended message?
 - ☐ How might the message of this story relate to Shahrazad and her reason for telling it?
 - ☐ What can we learn from this story about the author’s view of morality, reality, and values?
4. What kind of fairy (if any) is the demon in “The Tale of the Merchant and the Demon”? Or is it a daemon?

CHURCH HISTORY

This week, we will read selections of the Qur’an as we study the Muslim people in hopes of finding better ways to communicate the gospel of grace to Muslims we may meet in our lives. Before starting, consider these questions with your teacher:

1. How should we view a book that is the authority on a major world religion and that we believe to promote both heresy and bondage unto hell?
2. What do I already know about the teachings of Islam? What do I want to find out?

The selections listed for the Qur’an are available in online translations for free, linked to the Year 2 Church History page of the *Tapestry* website for your convenience. You can most likely borrow a copy of the Qur’an from your public library as well, if needed.

Complete the following chart as you read from the Qur’an this week. Make as many copies of this page as necessary, or simply copy this chart in your notebook and expand it there.

PARTS OF THE QUR’AN THAT SEEM SIMILAR TO THE BIBLE	VERSES FROM THE BIBLE THAT SHOW THESE SIMILARITIES

Answer the following questions about the Qur'an:

1. Why do Christians not regard the Qur'an as sacred scripture?
2. What do you think is the central error of Muhammad's religion?
3. How would you reach out to a Muslim neighbor, friend, or co-worker?
4. Speculate: Why do you think so many people believe in Islam?
5. Was Muhammad really so wrong in his teachings? God gave us His infallible, unchanging Word to help us separate truth from lies, so be sure to use specific Scriptures in your answer.
6. What should our attitude be towards Muslim unbelievers? See Proverbs 24:11-12.
7. Below are some verses that may be helpful to memorize this week:

Galatians 1:8-9

But even if we or an angel from heaven should preach a gospel other than the one we preached to you, let him be eternally condemned! As we have already said, so now I say again: If anybody is preaching to you a gospel other than what you accepted, let him be eternally condemned!

1 John 2:22-23

Who is the liar but the one who denies that Jesus is the Christ? This is the antichrist, the one who denies the Father and the Son. Whoever denies the Son does not have the Father; the one who confesses the Son has the Father also.

John 14:6

Jesus answered, "I am the way and the truth and the life. No one comes to the Father except through me."

GOVERNMENT

***The Basis of Legislation in an Islamic State*, by G.A. Parwez**

Islamic law, called *Sharia*, is one of three multi-national systems of law, along with Roman law (the foundation in most European nations and their former colonies) and common law (the basis of law in the United States and the British Commonwealth).

Sharia starts with the Qur'an, writings which Muslims believe to be the unchangeable words of Allah. To this they add the *Hadith* (the sayings of Muhammad, collected after his death) and the *Sunnah* (the traditions of Muhammad and, for Shiites, of the early Muslim leaders). Some Muslims believe that *Sharia* also includes the legal precedents from classical Muslim history, known as *fiqh*. Other Muslims believe that these legal precedents are not really part of the law, but merely apply the law to earthly situations.

This week we will study an essay by a relatively liberal Muslim scholar who argues that Muslim legal systems should faithfully apply the teachings of the Qur'an itself but should not be bound by every saying or tradition of Muhammad.

Section 1

1. Parwez says the concept of life shapes the law of any people. Which concept of life does he contrast with the Muslim concept?
2. How would Parwez define the aim of life? How does he think this aim can be achieved?
3. Parwez says that man, according to the Muslim concept of life, is "an integrated combination of permanence and change." According to Parwez, what else should display this combination of permanence and change?
4. Parwez contrasts Intellect with Revelation. Does he think Intellect can comprehend Personality? Why or why not?

Sections 2-3

5. What does Parwez see as the basic problem in the matter of legislation in an Islamic state like Pakistan? What are some of the possible answers?
6. What does the Arabic word *ijtihad* mean? How does it fit into Parwez's argument?

Sections 4-7

7. Parwez cites passages from the Qur'an and respected Muslim thinkers to support his point. Do you think this is likely to convince Muslims who disagree with him? Why or why not?

8. In Section 7, Parwez speaks about his “orthodox” critics. What does he see as the “tragic part” of their opposition? What impact do you think this would have on the development of Muslim society?

Sections 8-10

9. Parwez quotes a prominent Muslim scholar who says, “We ought to be spiritually one of the most emancipated peoples on earth.” What does he see as the choice for Muslim legal scholars? What are the stakes?
10. Do you think modern Muslims really face the dilemma Parwez describes? Why or why not? Do Christians have the same problem?

PHILOSOPHY

Five centuries after Christ, Muhammad was born into an idolatrous Arab tribe that was only dimly aware of Jewish and Christian teaching. He taught his followers to serve one God, Allah, and united them into a religious community that conquered all Arabia, North Africa, and parts of India and Europe. Muhammad is undoubtedly one of the most influential figures in world history. How are we to assess such a man? Here are just a few of the possibilities:

- ☐ He was a prophet.
- ☐ He was sincere.
- ☐ He was a reformer.
- ☐ He was a liar.
- ☐ He was insane.
- ☐ He was possessed by demons.

Pick three different possible views of Muhammad and write a short paragraph for each. Include the following:

- ☐ Reasons why people might think this way about Muhammad
- ☐ How such a person would view Muslims today
- ☐ What message such a person would offer to modern Muslims

Rehearse *Muhammad’s Revelation*, which is this week’s *Pageant of Philosophy* material in the gray pages. Did you include your father? If he is available, make an effort to have him rehearse with you at least one time.