

Catch up work – LC2 - year 9 – Islamic belief.

1. List the five pillars of Islam

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2. Use the quote below to explain why Muslims follow the five pillars of Islam.

“Islam is founded on the five pillars: faith; regular prayer; almsgiving; fasting in Ramadan and going on pilgrimage.”  
Muhammad (pbuh)

3. Do Muslims follow the five pillars because of relativist reasons or an absolutist command?

4. Answer the following three questions. You will need to research the answers.

1) What did Muhammad Ali say about war?

2) Were his views absolute or relative?

3) What do you think the teachings on war and peace are in Islam?

### Catch up work – LC2 - year 9 – Islam and pacifism.

Pacifism - the belief that war and violence are unjustifiable and that all disputes should be settled by peaceful means.

1. Name as many famous pacifists as you can think of.

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A misleading image of Muslims engaged in conflict is frequently promoted in the western media.

- Islam seeks peace and harmony within a community, the **ummah** and also between countries. Islam teaches that **reconciliation** is of great importance.
- Peace is central to Islam and the religion aims to achieve a world without attack, conflict or unjust rulers. A peaceful solution to any situation of conflict must be sought and if an enemy offers peace Muslims should accept it.

2. What do you think the following quote teaches Muslims about pacifism? *'If the enemy inclines towards peace, then you should also incline towards peace and trust in Allah, for He is the One that hears and knows all'. Qur'an 8:61*

3. Who was Malcolm X and what did he teach about pacifism?



Catch up work – LC2 - year 9 – Islam and conflict.

1. Make a list of as many different causes of conflict as you can think of.

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Religious teachings tend to focus on how people can live alongside each other with love, understanding and compassion. However, there are many different religions and different beliefs, and this can sometimes lead to conflict.

2. There are 99 names given to Allah. These names help Muslims to understand the qualities of God. Research them and choose two that teach Muslims about how they should approach the issue of conflict.

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Most Muslims believe that if a war is just then they must fight in it. This means that Muslims must fight if they are being attacked. However, to fight in a war, Muslims must be very clear about the causes of the conflict. Any war in which they could be classed as the aggressor could not be fought by faithful Muslims. Muhammad also fought in three holy wars to defend his faith and his people. This example shows Muslims that war is sometimes just.

3. Can you think of some examples of conflicts that Muslims should not be involved in? Write a list below.

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Catch up work – LC2 - year 9 – just war theory.

1. Write a list of all the reasons that you believe justify the right to go to war.

2. Watch the following video on YouTube to learn about just war theory.

<https://www.youtube.com/watch?v=3F6vdlhXUCs>

3. Below is the list of criteria – originally developed by Thomas Aquinas. Write down some potential problems for each. One has been done for you.

<b>Just War Theory</b>	<b>Potential problems?</b>
The war must be declared by the government of a country.	
It must have a just cause.	People have different opinions on what is just and may state that their cause is just purely because it's what they want.
It should have a just intention (such as to correct evil and bring about good)	
It should be the last resort (everything else should have been tried first)	
It must have a good chance of being successful and bringing about peace	
Must be in proportion (it should not kill too many people, especially if they are not involved in the fighting)	

### Catch up work – LC2 - year 9 – holy war.

1. Read through the key information below and highlight the bits you find particularly interesting and important.

A religious **war** or **holy war** is a **war** primarily caused or justified by differences in religion.

#### Keywords

**Jihad:** struggle

**Lesser Jihad:** the struggle to build a good Muslim society; also Holy War (the struggle to defend against oppression; with force if necessary). (outward)

**Greater Jihad:** *the spiritual struggle within oneself against sin.* (inward)

Islam sets down clear guidelines as to when war is ethically right, and clear guidelines as to how such a war should be conducted.

#### In brief, war is permitted:

- in self defence
- when other nations have attacked an Islamic state
- if another state is oppressing its own Muslims

#### War should be conducted:

- in a disciplined way
- so as to avoid injuring non-combatants
- with the minimum necessary force
- without anger
- with humane treatment towards prisoners of war

2. Read the following quote and explain what it is teaching Muslims – does it link to the greater or lesser Jihad?  
'The greatest jihad is to battle your own soul, to fight the evil within yourself' Muhammad (pbuh)

Catch up work - LC2 - year 9 - weapons of mass destruction.

1. What are weapons of mass destruction?
2. What are the long-term effects of using weapons of mass destruction?
3. On 6<sup>th</sup> and 9<sup>th</sup> August 1945, US forces used atom bombs on Hiroshima and Nagasaki during the Second World War. Over 140,000 people died in Hiroshima alone.  
Due to the bombing, Japan then surrenders, thus ended the war. Due to this, some people say their use of the atom bomb was justified.
4. How do the following Christian and Muslim quotes teach that using weapons of mass destruction are wrong?
  - *"You shall not murder."* Exodus 20:13
  - *"Do not contribute to your destruction with your own hands, but do good, for God loves those who do good"* Qur'an 2:195
5. Mark on your opinion below and explain why you feel this way.



Catch up work – LC2 - year 9 – Muslim responses to conflict.

1. Using the key words below, try to create a sentence with each one. The sentence needs to explain a reason why Muslims are against violence which is not commanded by a legal authority.
- Ummah e.g., Islam teaches that all Muslims are part of the Ummah and should have equal treatment and respect.
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Sinful

Respect

Protect

Brother

Human rights

Who are the Muslim council of Britain?

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Who makes up the Muslim council of Britain?

What are some of their core aims?

2. Watch the following video and research the Muslim council of Britain to fill in the questions -->

<https://www.youtube.com/watch?v=sf3OYJniZss&t=457s>

Who do they want to improve society for?



When did they become established?

What did the Muslim Council of Britain say after the London terror attack?

How has the Muslim Council of Britain worked with schools?

How have they worked with other non-Muslims to improve Britain?

## Catch up work – LC2 - year 9 – Rwanda – what happened?

1. Define genocide.

### Who, What, Where, When, Why - Rwanda

**Rwanda** is located in central Africa, to the east of the Democratic Republic of the Congo



The Rwandan people are divided into two main groups: **the Hutu, traditionally farmers** ; and the Tutsi, traditionally cattle - owning pastoralists. A small third group, the Pygmy Twa, are hunters and potters.

5. How did it end what has happened since?

6. How would the Muslim Council of Britain respond to such acts of violence?

7. Refer back in your book to the just war theory – does this civil war fit the criteria of a just war?

2. Research the following questions and write down your answers:

1. Location – where is Rwanda?
2. What are the key dates of the events?
3. What happened during the genocide?
4. Why did the genocide happen?



### Catch up work – LC2 - year 9 – Reflecting on the Rwandan genocide.

1. Answer the following questions:

1) What did you find most shocking about the Rwandan genocide?

2) What parallels can you draw between the Rwandan genocide and other genocides such as the holocaust?

2. read the testimony below and select the following information from it and answer the questions.

1. Who is the testimony from?

2. What are three of their main memories?

3. What emotions do you think this person was feeling?

4. Do you think they would forgive the perpetrators?

**Uyisenga (34 years old). Taken in 2008**

I do not cry for justice because it is beyond my reach, the horrors of genocide have been reduced to a mere manslaughter; no justice can bring back my sanity and life.

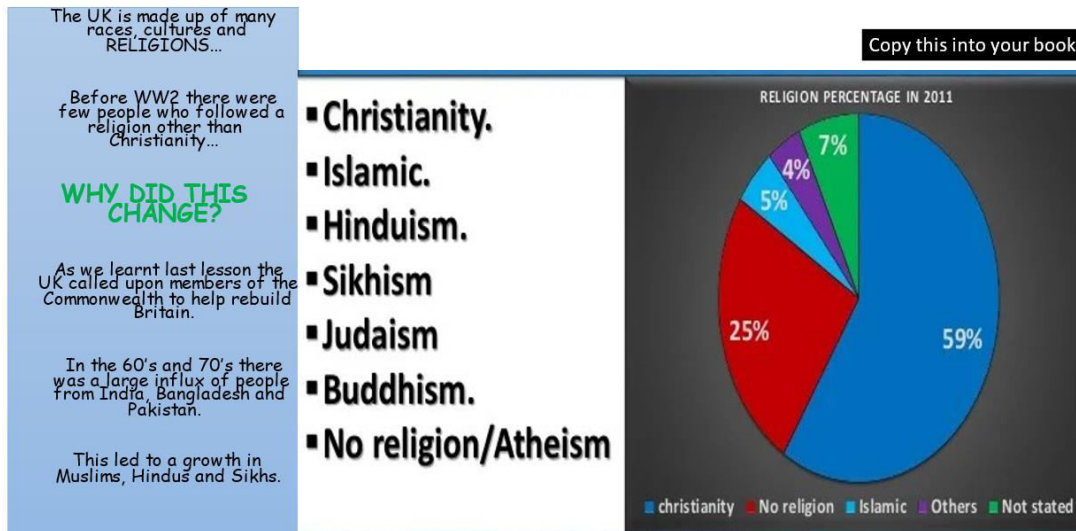
I was there when the madness struck. I was a child, and yet not really, I was only 14 years of age. I don't know how I lost my family, all I know is that wherever they lie, they have more peace than I can ever achieve; pain and sorrow can never reach them. I ran with different people in search of safety. Children, men, women, grandmothers, grandfathers, were struck with machetes, clubs and pangas. As they fell down, those with energy continued the journey, surrounded by heaps of mutilated and rotting bodies.

I don't know why I was being chased, but it felt the right decision to run. Now I know I should have stayed put, and joined the fate of my family. My body was struck with sticks and machetes, but I still ran on. I was raped and abused, but still had the courage to keep running. You may say that I am brave and courageous. Yes I have looked death in the face, and have paid a shocking price to survive. But in some ways, I was lucky. I did not see my family killed. Not knowing whether they were tortured or not, seeing babies shot and killed for target practice. This should never happen to anybody.

## Catch up work – LC2 - year 9 – Religious tolerance.

1. Create a list of examples of prejudice and discrimination

### The UK as a multi-faith society



Positives	Negatives

2. Type the following link into YouTube and use it to help you make a list of the positives and negatives of living in a multi-faith society. <https://www.youtube.com/watch?v=bZTVW6Y83Bs>