

Students Learning Outcomes

After reading the lesson the students will be able to:

- use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- apply critical thinking to interact with text and use intensive reading strategies (while-reading) to
 - scan to answer short questions.
 - read silently with comprehension and extract main idea and supporting detail.
 - comprehend / interpret text by applying critical thinking.
- locate appropriate synonyms and antonyms in a thesaurus.
- write a persuasive/argumentative essay on a given topic:
 - distinguish fact from opinion.
 - state an opinion on the topic.
 - list ideas and arguments that support opinion.
 - organize ideas and supporting arguments in a clear, structured and logical manner.
 - distinguish between language used for persuasion and propaganda.
 - use persuasive language to enhance ideas.
 - use special devices to support arguments (e.g. appeal to logic through reasoning, appeal to emotion or ethical belief, relating a personal anecdote or analogy).
- anticipate and respond to opposing arguments by defending point of view with factual evidence, quotations, expert opinion, logical reasoning, and commonly held beliefs.
- use summary skills to extract salient points and develop a mind map to summarize a text.
- use active and passive voice appropriately in speech and writing according to the required communicative function.

Pre-reading

- Have you ever realized that peaceful co-existence is the secret of leading a happy life?

Reading

The Rasool of Islam (ﷺ) had left behind a band of selfless people who dedicated themselves with singleness of purpose to the service of new religion. One of these persons was Hazrat Umar Farooq (رضي الله عنه) who was great both in war and peace. Few persons in the history of mankind have displayed better qualities of head and heart than Hazrat Umar (رضي الله عنه).

Hazrat Umar (رضي الله عنه) was born in Makkah in 40 B.H (before Hijra). His lineage joins that of Rasool's (ﷺ) in the eighth generation. He was one of the seventeen literate persons of Makkah when Hazrat Muhammad (ﷺ) became Rasool. He entered the fold of Islam at the age of 27.

Hazrat Umar (رضي الله عنه) led a very simple life. His standard of living was in no case higher than an ordinary man. Once the Governor of Kufa visited him while he was taking meals comprising of barley bread and olive oil. The Governor said, "Amirul Momineen, enough wheat is produced in your dominions. Why do you not take wheat bread?" Feeling some what offended, the Caliph asked him, "Do you think that wheat is available to each and every person inhabiting my vast dominions?" "No", replied the Governor. "Then how can I take wheat bread unless it is available to all my people", added the Caliph.

Once the envoy of the Roman Emperor set out for Madina attended by a large retinue. He wanted to meet the caliph. He enquired of a passerby, "Tell me please where is the palace of the Caliph?" The Arab was surprised by this strange question. The envoy was escorted to the Masjid of the Nabi (ﷺ) and to his utter astonishment a person who was lying on the bare floor of the mosque was the caliph Umar Farooq (رضي الله عنه), the greatest ruler of his time, whose armies held sway over the three known continents of the world.

Everyone had easy access to Hazrat Umar (رضي الله عنه) and every person was free to question his actions. Once he said, "I have no more authority over the Bait-ul-mal than a custodian has over the property of an orphan. If I had been well-to-do, I would not accept an honorarium. If not, I would draw a little to meet the ordinary necessities of life. Brothers! I am your servant and you should neither unnecessarily hoard nor waste. I must work for the welfare and prosperity of our people". Once a person shouted in public meeting, "O Umar! fear Allah". The audience wanted to silence him but the Caliph prevented them from doing so. Saying "If such frankness is not exhibited by the people, they are good for nothing and if we do not listen to them, we would be like them".

He took particular care to emphasize that there should not be much distinction between the ruler and the ruled and the people should have an easy and free access to the highest authority of the state. Every Governor had to sign a bond on his appointment that he would put on coarse cloth and would eat coarse bread and that the complainant would have an easy access to his presence at any time.

Hazrat Umar (رضي الله عنه) was kind and sympathetic to the needy. Unstinted service to humanity was his foremost concern. He roamed about at night often under cover in order to acquaint himself with the condition of his people. One night as he was roaming outside Madina, he observed in a house a woman cooking something and two children sitting beside her crying for food. After waiting for some time, he asked the woman what the matter was. She told him that the children were hungry, that there was nothing in the kettle except water and a few pieces of stones and that she was lulling them to believe that food was being cooked for them. The Caliph without disclosing his identity hurried to Madina, three miles away, brought a bag of flour and was not content until the appetite was satisfied. The next day he called again to apologise to the woman for his negligence



and fixed a dole for her. Honesty and integrity were the highest virtues in the character of the second caliph. Once during his illness, his Physician prescribed honey for him. Tons of honey was kept in the Bait-ul-mal but he did not take a drop of it unless he was permitted by the people's committee. His wife, Umme Kalsum, once presented a few bottles of perfumes to the Empress of Rome. The Empress returned the bottles filled with precious stones. When Hazrat Umar (رضي الله عنه) learned of it, he deposited the jewels in the Bait-ul-Mal. Tradition makes the Rasool (ﷺ) of Islam say "if Allah had wished that there should have been another Nabi after me, he would have been none other than Umar (رضي الله عنه)".

Glossary

Words	Meaning
lineage	the series of families that somebody comes from originally; ancestry or pedigree.
dominion	authority to rule; control
retinue	a group of people who travel with an important person to provide help and support
astonishment	a feeling of very great surprise
sway	to move slowly from side to side
honorarium	a payment given for professional services that are rendered nominally without charge.
custodian	a person who has responsibility for taking care of or protecting something
hoarded	accumulate (money or valued objects) and store away
unstinted	given or giving generously in a way that does not stop and is always generous
lull	calm or send to sleep, typically with soothing sounds or movements

dole	benefit paid by the state to the unemployed
negligence	the failure to give somebody/something enough care or attention
appetite	physical desire for food

Exercise

Comprehension

A. Answer the following questions.

- Why did Hazrat Umar Farooq (رضي الله عنه) deposit the jewels, given by the empress of the Rome to Hazrat Umar's (رضي الله عنه) wife, in the Bait-ul-Mal?
- Hazrat Umar (رضي الله عنه) was one of those people who served the new religion with singleness of purpose. Describe the services of Hazrat Umar (رضي الله عنه) to Islam in the context of this statement.
- Humility and simplicity were the hallmarks of Hazrat Umar's (رضي الله عنه) rule. Support this view by giving evidences from the given text.
- Why did Hazrat Umar (رضي الله عنه) not eat wheat bread?
- How did Hazrat Umar (رضي الله عنه) ensure his own accountability and the accountability of his governors before the public during his government?

B. Choose the correct option.

- "Hazrat Umar's (رضي الله عنه) standard of living was in no case higher than an ordinary man". This shows that as caliph his lifestyle was _____.
a) opulent b) luxuriant c) austere d) lavish
- Hazrat Umar (رضي الله عنه) felt offended when the governor of Kufa proposed eating wheat instead of barley because _____.
a) he did not like wheat b) barley was his favourite food
c) the poor could not afford wheat d) the poor did not like wheat

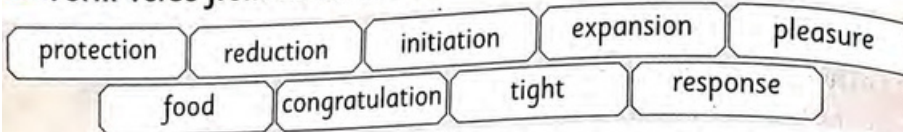
- What according to the text was not the part of Hazrat Umar's (رضي الله عنه) personality?
a) humbleness and simplicity b) luxury and display of wealth
c) justice and impartiality d) bravery and modesty
- Feeding the hungry children of the old woman is an excellent example of _____.
a) humanism and social welfare of disadvantaged
b) political vigilance and bravery
c) fearlessness and courage
d) criminal justice
- After reading the text of the lesson "Hazrat Umar Farooq (رضي الله عنه)", it can be concluded that the central point of Hazrat Umar's (رضي الله عنه) rule was _____.
a) welfare of people b) expansion of his dominion
c) amassing wealth in bait-ul-mal d) punishing the wrong-doers

Vocabulary

A. Scan the text for five adjectives. Consult a thesaurus for the synonyms that are closest in meaning to the contextual meaning. Now change these synonyms into adverbs of manner and use them in your own sentences as per the following table.

Adjectives from the text	Synonyms closest in meaning to contextual meaning	Adverb of manner	Sentences

B. Form verbs from these words:



C. The word "unique" demonstrate the following spelling rule.

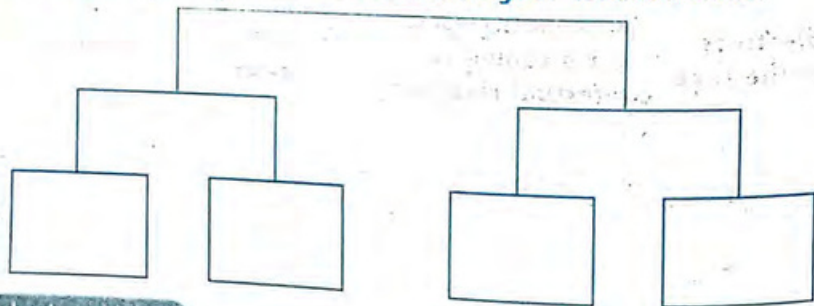
When using "qu" to make the "k" sound at the end of the word, add an "e".

Write these words in your notebook and complete them with correct spelling of "qu" producing 'k' sound. Then use each word in a sentence.

1. mysti _____
2. physic _____
3. techni _____
4. bouti _____

D. Family tree is talking about your family history. It is like you start telling from your grandfather and grandmother. How many children they have (male and female)? Their children come after them. Then your father and mother. Their children (your siblings). Now try to make a family tree. Take help from your teacher.

Make your family tree and show it to your teacher/class.



Teacher's guideline

The teacher should guide the students to make the family tree.

Writing

- A. Write a summary of the lesson "Hazrat Umar Farooq (رضي الله عنه)".
- B. Write a persuasive essay, having a thesis sentence, "Hazrat Umar (رضي الله عنه) devoted himself to the welfare of his countrymen - not as a ruler but as a servant".
- C. Translate the text of the incident of feeding the hungry children of the the old woman by Hazrat Umar (رضي الله عنه) into Urdu.

Listening and speaking

Consult some authentic sources from library and prepare a class presentation on the topic, "comparison and contrast of Hazrat Umar's (رضي الله عنه) administration with the present day administration of Pakistan". Present it before the class with clarity and support the topic with effective factual information.

Grammar

Active and Passive Voice

Active voice describes a sentence where the subject performs the action stated by the verb. In passive voice sentences, the subject is acted upon by the verb.

Examples:

- Saleem changed the flat tyre. (active)
The flat tyre was changed by Saleem. (passive)
- I ran the obstacle course in record time. (active)
The obstacle course was run by me in record time. (passive)
- Mom read the novel in one day. (active)
The novel was read by Mom in one day. (passive)
- I will clean the house every Saturday. (active)
The house will be cleaned by me every Saturday. (passive)
- Tahir painted the entire house. (active)
The entire house was painted by Tahir. (passive)