



# The necessity of prophethood

LESSON PLAN 1 PRESENTATION



# Scenario cards

Form a group and select a card:

- ① College
- ② Driver's ed
- ③ Barista job

**Discuss and record answers.**

Imagine you are in the example scenario. ***What would you do?***



# Discussion

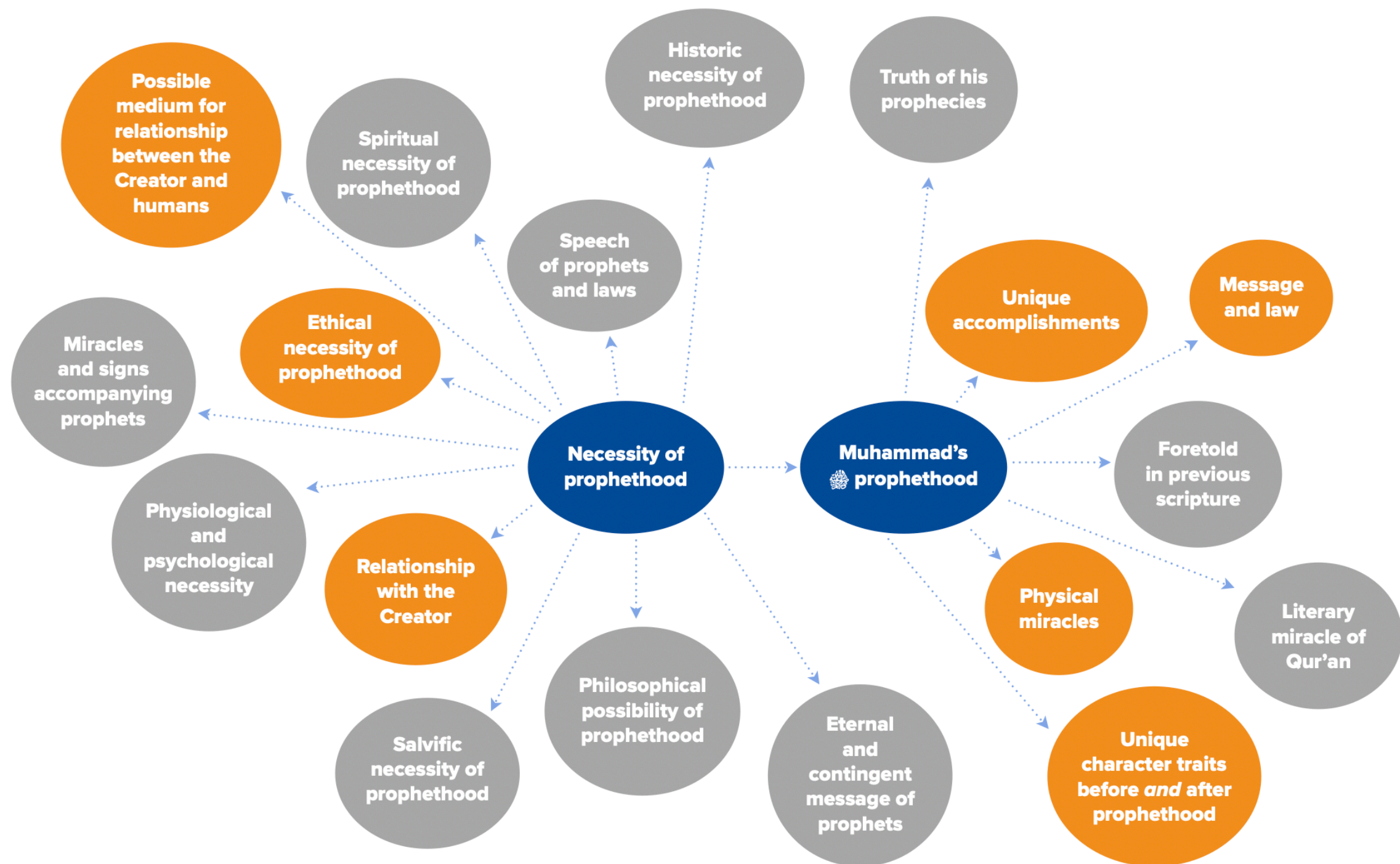
- 1 If you were placed in a testing situation—filled with uncertainty, challenges, and pending accountability—do you expect to thrive and succeed without proper guidance?
- 2 What would you want from the authority figure in your scenario to ensure your future success?



**Would God create humans on this Earth, filled with uncertainty, challenges, and accountability, and leave them ‘roaming at will’?**

# The necessity of prophethood

## mind map



# Turn and talk

**Humans, as individuals and as a collective, have a need for guidance.**

Discuss the following with your elbow partner:

- To what degree can we determine on our own what is right and wrong?
- What happens when individuals in a society try to determine what is correct and acceptable on their own without any recourse and reference back to the Creator?”





# Human zoos



In 1878 and 1889, the Parisian World Fair in France drew crowds of 28 million people to their constructed “Negro villages,” where 400 black men, women, and children were on display in their “primitive habitat.” Decades later in 1931, the ‘human zoo’ exhibition in Paris attracted 34 million visitors in six months.



# Caste system



In India's caste system, "*dalits*" ("untouchable outcastes") are the lowest class of society. They are subject to poor living conditions/ forced segregation from other members of society. 79% of *dalit* children are banned from school lunch with their classmates. 69% of them are illiterate after dropping out from discrimination. *Dalits* are allowed only janitorial work for little to no pay.



# Gladiators



In ancient Roman civilization, gladiators were slaves, former slaves, or condemned prisoners who fought to the death in organized games before the public. These games attracted 30-50 thousand spectators at a time; they sought entertainment in the bloody sport, where wild and exotic animals were hunted, prisoners executed, gladiators thrown to the lions, and more.

# Female infanticide



In pre-Islamic Arabia (and in parts of China and India today), families sometimes practiced female infanticide with baby girls they did not want to raise. “Male bias” has families believe that “sons carry the family name,” provide security to aging parents, do not financially burden their parents as girls would, and are better for safeguarding the family’s social standing.

# Women's value



In most of Europe, women were perceived inferior to men (until at least the 17th century). Prominent thinkers such as Aristotle argued that women cannot “control themselves physically and psychologically through the exercise of reason the way men can,” therefore, they should be bound to the domestic sphere. This philosophy dominated Western civilization for centuries and contributed to the rise of feminism in the early 20th century.



# Filial piety

In ancient Chinese religion, people displayed filial piety (respect and veneration to parents and ancestors) by deifying them after their death. The deceased ancestors were fed through sacrificial food offerings and prayed to regularly. The Chinese believed that these deified ancestors could harm or benefit their living family members as part of their divine power.



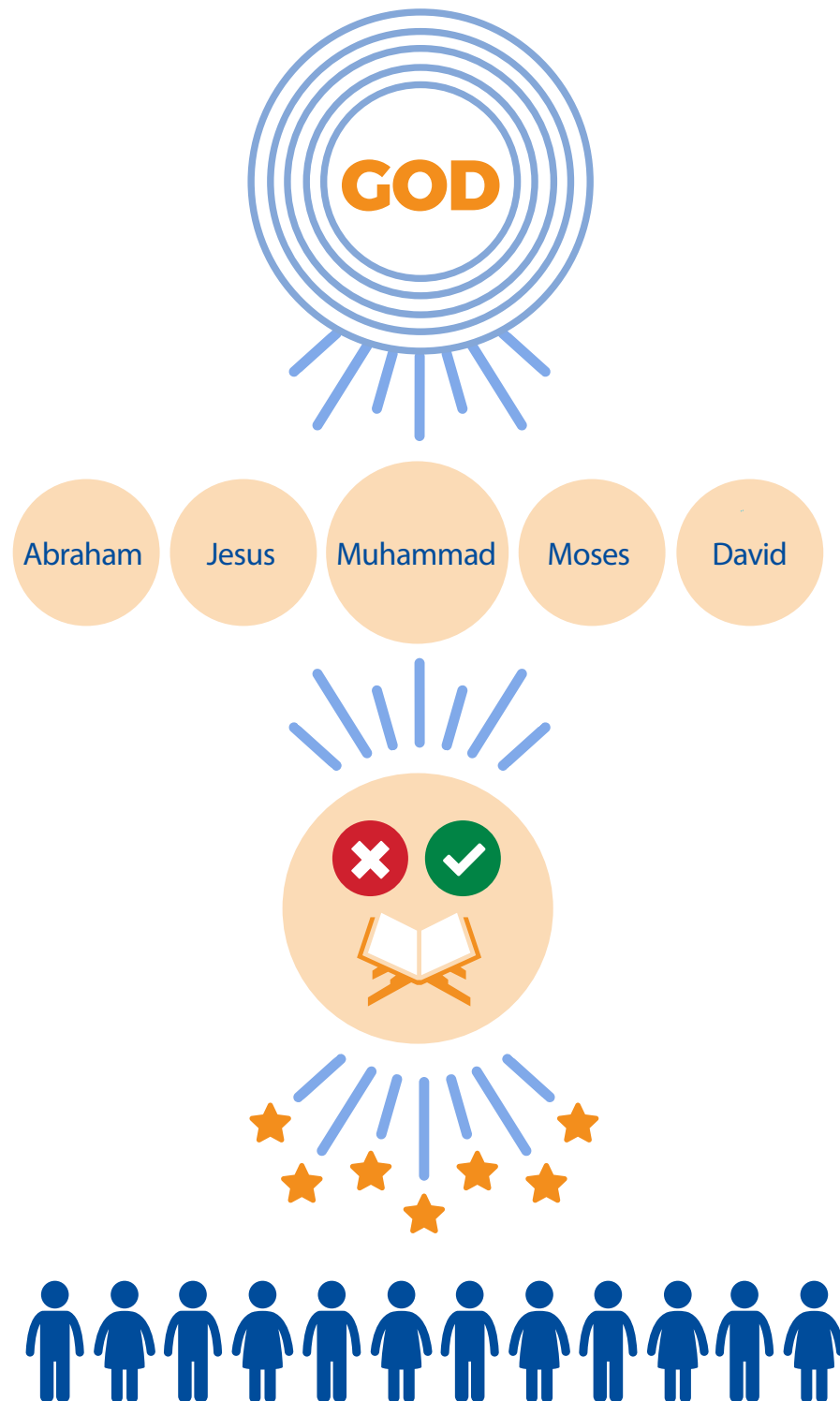


# Wall splash

Humans have an innate need for guidance: to know what is good and correct, as well as what is harmful and incorrect.

**To what degree can we as humans determine what is right and wrong? What happens when individuals in a society try to determine what is good without recourse and reference back to the Creator?**

# An ethical necessity



**Only the messengers** can define good via the inspiration they receive from God, protecting humanity from shortsightedness and misguided beliefs.

To know and trust in the one true God is the supreme form of good, and that **would be impossible without the messengers.**

Humanity cannot know God, or His beauty and grandeur, or His promises and threats, or His legislative will which He lovingly ordained **for the betterment of His creation,** without the prophets and messengers.



# An ethical necessity

**Extreme violence, misogyny, oppression and idolatry** were more than common in the pre-Islamic world...



It is **unfathomable** that an **All-Merciful, Almighty God** would leave the situation without any intervention.



By sending the final **Prophet Muhammad** ﷺ, **God did not fail humanity**, but instead provided a message that echoed throughout time.



# Other options?

How will we connect with our Creator?

**Option ①** Allah communicates with **every human being** individually through revelation or inspiration.

**Option ②** Allah communicates with us through **select angels** sent as prophets and messengers.

**Option ③** Allah communicates with us through **chosen human** prophets and messengers.

# Final reflection

① What is the necessity for humankind to have a **relationship** with their Creator?

② What is our moral and ethical imperative for seeking **guidance** from our Creator?

③ Why are **human prophets** the appropriate medium to facilitate our relationship with the Creator?

