

# Truth Unlocked

Keys to reaching your Muslim neighbor

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**NOTE:** Electronic copies of the Leader's Guide, Workbook and pre-formatted session emails are included on the EXTRAS disc. These files are password protected . To access these files, you must use a computer.

**PASSWORD:** XXXXXXXX-XXXX-XXX

**LEADER'S GUIDE**  
[www.TruthUnlocked.org](http://www.TruthUnlocked.org)

# How To Use This Study

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## How To Use This Study

This is a video-based study designed to be used in a small group setting of 6-12 people where opportunity is given to discuss the contents of each video. However, the videos also stand on their own in terms of content and as such are also suitable for a larger audience with less emphasis on discussion. We do feel the greatest personal impact will come in a smaller group setting.

The first video serves as an overview of Islam and will touch on many points that are discussed in greater depth later in the series. As such, it can seem to be quite dense with information. Don't Panic! The series will return to many of these topics and provide more information at a slower pace. The broad overview of the first video makes it a great way to introduce the study or as a way to capture the interest of a larger group who may then choose further study in a small group setting.

Each lesson in the workbook provides a short introduction the leader may read that sets the Biblical context for what is coming up in the video and how it may apply to today's Christian context. This is followed by a series of questions that follow the content of the video sequentially and may be answered briefly while the video is playing in

order to help retain the information. At the conclusion of the video, each chapter provides a set of questions that challenge the participant to consider the implications of what was learned in the video. Some chapters contain additional information that provides clarity to what was presented in the video. Finally, each chapter offers a suggested homework task that will apply what was learned to the participant's life.

The appendixes contain a glossary of terms, additional resources and a bibliography that participants may find helpful for further study.

### A note on content and purpose:

Islam and Muslim culture is a vast topic. Although the video series provides a great deal of information in a very condensed form, we only provide an introductory view into the complexity of Islam and reaching Muslims with the gospel.

Also, this is not an evangelism training course, but an attempt to teach you how to take the pre-existing knowledge you possess of how to reach someone for Christ and tailor it for your Muslim neighbor.

# Introduction

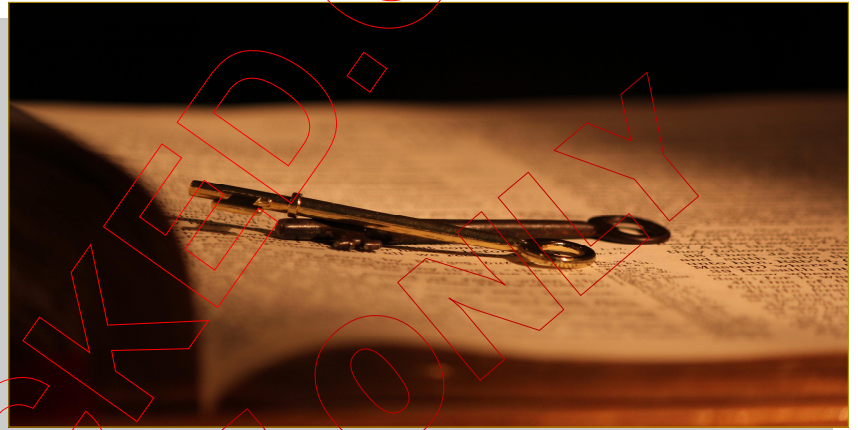
Jesus said, “If you hold to my teaching, you are really my disciples. Then you will know the truth, and the truth will set you free.” - John 8:31b-32

The absence of knowledge gives rise to uncertainty and uncertainty in the absence of knowledge often leads to unfounded fear. When a new Muslim neighbour moves into our neighborhood, many of us wonder how we should approach them as neighbors, and as Christians. The widespread presence of Muslims in North America is relatively recent, and apart from news stories and political headlines, we may be guilty of knowing very little about the faith of our Muslim neighbors and how to interact with them. (Will they react negatively toward Christians? Will we make a mistake and offend them if we invite them into our home? Can we be open about our Christian faith?)

In this study we hope to “unlock” the truth about Islam simply by asking questions, providing a comparison to the teachings of Christ, and offering suggestions on how to interact, as evangelical Christians, with Muslims. We have asked some leading writers, pastors and theologians, several of whom were formerly Muslim themselves, a broad spectrum of questions that will reveal many practical truths about Islam and the worldview of its followers. Their an-

swers will help you to understand the differences between Islam and Christianity, know better how to interact one-on-one with Muslims, and be aware of, and supportive in, the very real challenges that occur when a Muslim becomes a follower of Christ.

A note on content: Although this video series provides a great deal of information in a very condensed form, we are only providing an introductory view into



the Islamic faith and Muslim culture. This series will not make anyone an “expert” on Islam, but hopefully will meet the objectives outlined above. This series is also not specifically an evangelism training course, but rather provides information that can be applied to your existing relationships with Muslims who are in your sphere of influence.

A note on pluralism and diversity:

In the study of Islam, just as in Christianity, it can become difficult to differentiate between culture and faith. Also, in our modern political climate in North America, pluralism and diversity have become heavily-weighted topics that are loaded

## Introduction (cont'd)

with meaning for many people. As we study the faith of Islam we also strive to gain an understanding of our Muslim neighbour as a person participating in their culture, remembering that diversity is God-ordained, God-honoring and eternal.

A God-honoring cultural pluralism recognizes the positive qualities and intent of diversity and values human dignity, allowing people with different backgrounds to co-exist. Pluralism values every person as created in the image of God and equal in worth.

Yet, pluralism does not mean that every idea is of equal worth. It is possible to value and honor every person while retaining discernment in our acceptance of ideas, morals and faith.



*“After this, I looked, and there before me was a great multitude that no one could count, from every nation, tribe, people and language, standing before the throne and in front of the Lamb. They were wearing white robes and were holding palm branches in their hands.”*

*Revelation 7:9 (NIV)*



*“The fullest expression of Christian living has to be a combination of God’s truth entering the head, igniting the heart, and outworking through the hands. If we’re going to enjoy the fullness of his grace more perfectly, there has to be an entrance of the truth into the head that affects the heart and comes out through the hands.”*

Tabiti Anyabwile

# Session 1

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## Understanding Islam

**Note to Leader:** The video for Session One has been designed as an introduction or orientation to the study. As there is a great deal of information packed into this video segment, encourage your small group to just sit back and relax as they watch. Let them know that the information covered during the video will be touched on in more detail in the following sessions.

### Session Intro

The first video provides us with an overview of the religion of Islam, its history, holy books and structure. As you hear Islam described in the video there may be a number of areas where the beliefs of Islam sound similar to that of Christianity, and you will also see some important differences. One key to unlocking the truth about Islam will be the application of careful discernment.

Is Allah the same as God? When a Muslim claims that their faith is based on “submission,” do they mean the same thing as a Christian’s submission to Christ? In the first and following videos we will be unlocking these and many more truths about Islam and Christianity.

### Instructions for the group:

- Remind group of session format – video then discussion.
- Describe video content as a “high altitude fly over.”
- Encourage group to sit back and relax.

### Play Video..... 28 minutes

### Following the video

### Instructions for the group:

Take a few minutes to answer the following questions as a group. This will help the group retain what they are learning.

*“Solid food is for those who are mature, who through training have the skill to recognize the difference between right and wrong.”*

*Hebrews 5:14 (NLT)*

## Video Follow-up Questions

### **Muhammad**

#### **Timeline**

*570: Birth of Muhammad.*

*595: Muhammad marries Khadija (approximate date).*

*610: The first declared revelation of the Qur'an in the cave at Hira.*

*622: Hijra—migration to Medina. First year of Islamic calendar.*

*629: Muhammad pilgrimage to Mecca.*

*632: Death of Muhammad.*

*Abu Bakr is chosen as caliph by consensus of the majority of the prophet's companions.*

*650: Caliph Uthman has the Qur'an compiled from the various manuscripts (approximate date).*

Why is it important that we understand Islam?

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What is Islam?

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What parts of life does Islam touch in the Muslim community?

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What is the purpose in life as described in Islam?

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What was Muhammad's family responsible for?

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## Video Follow-up Questions (cont'd)

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Where did Muhammad claim to get his inspiration as a prophet?

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What is the significance of Mecca in the life of Muhammad?

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What is the Qur'an the source of?

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The Qur'an is not primarily a story; how is its writing better described?

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Who is speaking through the Qur'an?

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## Video Follow-up Questions (cont'd)

### **Holy books of Islam**

**Qur'an** – The word of God revealed to Muhammad according to the Islamic faith. Divided into Sura (chapters) and verses.

**Hadith** – A set of narratives written and collected after Muhammad, concerning his words and deeds. The Hadith is important in understanding the Qur'an and applying Islamic law.

**Sunnah** – The words, practices and approvals of Muhammad, partially contained in the Hadith, but including a wider set of traditions. There are several schools of thought on the Sunnah, what they are and how they compare to the Hadith.

**See the glossary for more definitions.**

What is the Hadith?

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What are the two major groups of Islam?

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What is the cause of the divide between these two groups?

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**Additional Notes:**

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## Truth Unlocked Group Discussion

**Note to Leader:** At this point in the session, begin to change the focus from the video content, to understanding why they are interested in learning more about Islam and reaching Muslims. The intent of the following questions is to create an environment of ownership in the study.

**Instruction for Leader:** Facilitate a discussion using the following questions and challenges.

**Group Interaction:**

Share with the group about one Muslim or Muslim family in your life; how you know them, for how long, and the type of relationship (co-worker, neighbor, relative, etc.).

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**Note to Leader:** Use a whiteboard, flip chart or large piece of paper to write down the answer to the following question.

**Instructions for group:**

Your answers to the next question will help to steer the following sessions. We will have these questions present at each session, and as each question is answered, we will cross them out until all our questions are answered.

**Group Question:**

Please share with the group any questions or information that you have, as it relates to the study. These are questions you hope the rest of the video series will cover in more detail.

**Additional question if time permits:**

Identify and share one thing you learned from the video that will affect how you interact with Muslims in the future.

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## Homework/Action Items:

Take a few minutes this week to learn more about Muslim culture. See the resources listed in the appendix or the on-line resources at [www.truthunlocked.org](http://www.truthunlocked.org).

### Homework Notes:

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## More Truth Unlocked (Optional)

Islam is divided into two main groups of followers, Sunni and Shia, with the Sunni followers forming the vast majority (85% -90%) of Islam. The sudden death of Muhammad left no clear successor to carry on the leadership of the faith; thus some Muslims followed Muhammad's cousin Ali, believing him to be the first true Imam and rejecting the first three Caliphs that are accepted as authentic by the Sunni.

In Shia Islam, the Imams for the first 200 years are seen as having a special influence because they are of the bloodline of the prophet. The line of the Imam came to an end in the middle of 9<sup>th</sup> century, and lesser Imams and Ayatollahs stand in their place today.

Sunni Islam is divided into four main schools of interpretation of Islamic law. These are the Hanafi, the Maliki, the Shafi'i and the Hanbali schools of jurisprudence; they offer differing views on interpretation of the Qur'an to arrive at specific rulings (*fiqh*).

The Hanbali school comes from the conservative sect known as Wahhabi. Wahhabism is a conservative Sunni Islamic sect based on the teachings of Muhammad ibn Abd-al-Wahhab who lived in present day Saudi Arabia in the 18<sup>th</sup> century.



### A deeper look into the significance of Shari'a Law:

*Shari'a* Law forms the constitution of an Islamic community. For Muslims immigrating from a predominantly Muslim country, one more adjustment they must make will not only be becoming an ethnic minority, but also operating under a foreign set of legal and cultural laws. Our new Muslim neighbors are accustomed to being in the majority, and to their society being governed by Shari'a – that is, the application of the Qur'an, the Hadith and the Sunnah to every area of life as directed by the consensus of religious leaders. Shari'a governs worship (*ibadat*), marriage and family (*ahwal shakhsiyya*), crime and punishment (*ta'zir* and *hudud*) and every other area of life both private and public. Shari'a refers to the divine law of right human conduct and is supplemented by *fiqh*, or the interpretation of the law given by a council. There is no single standard of Shari'a law; although there is general agreement, differences exist in interpretation. There is a fiqh council of North America ([www.fiqhcouncil.org](http://www.fiqhcouncil.org)) which consists of 17 members providing counsel on the application of Shari'a in North America.