

BEYOĞLU ANATOLIAN  
IMAM-HATIP HIGH SCHOOL


# Papyrus

FALL  
2021-2022  
ISSUE:5



**MALCOLM X**  
**ENDANGERED**  
**ANIMALS**  
SPACE  
BIOGRAPHY  
HISTORY  
LITERATURE  
& MORE!

**COVID-19**  
**TEKNOFEST 2021**  
**TURKEY & THE**  
**MEDITERRANEAN**



**Abu Musa (narrated that he  
asked Allah's Messenger)  
Whose Islam is the best?  
(i.e. who is a good Muslim?).  
The Prophet (pbuh) replied:**

*“One who avoids harming  
Muslims with his tongue and  
hands.”*

*[Al-Bukhari]*



BEYOĞLU ANATOLIAN  
IMAM-HATIP HIGH SCHOOL

# Papyrus

# Foreword



The COVID-19 pandemic process has shaken the whole world deeply since its beginning. It brought along an intense testing process accompanied by restrictions and measures for all of us. There are many people who consider this process as an opportunity for all their plans and projects that they have postponed until now. We have also witnessed the existence of many who complained at every moment of the process due to the restrictions and could not increase anything other than their internet addiction in a period of approximately one and a half years. I am sure that all the teachers and students of our school and our magazine have left behind a productive process in accordance with the first of these two options seeing the process as an opportunity.

In this issue, we are primarily discussing the effects of the Covid-19 process on our society and the educational activities carried out in this process. We are examining this process, in which all educational institutions had to switch to the distance education model for a long time, for everyone who was caught unprepared, once again in depth and with the hope that it will not happen again. Ultimately, we are confident that educational activities take place in a process where teachers and students come together and interact in the most efficient way, in an environment dedicated to face-

to-face education. Again in such a process, we thank Almighty Allah for allowing us to prepare a new issue of our magazine together with our teachers and students.

Although the pandemic process deeply affected the course of many activities and works in the world, we also witnessed that some things never stood still in this process. For example, what happened in the Middle East and what has been happening in the Mediterranean region continued without a break during the pandemic process. Persecution and invasion preparations continued unabated in the close vicinity of our beautiful country and in the fertile lands that belonged to us a century ago. Since we cannot remain indifferent to what is going on in the world and in our immediate surroundings while our education continues, we have also included important articles that shed light on the events in the Middle East and the Mediterranean in this issue.

In our pages, where we follow scientific developments closely, we examined the constellations that remind us how small and limited we are in a world whose borders we do not know, black holes with their interesting creatures whose mystery has not been solved yet, the issue of global warming, which is the proof that we cannot share this huge world no matter what we do, and animals that are endangered for various reasons. We are sure that you will

BEYOĞLU ANATOLIAN  
IMAM-HATIP HIGH SCHOOL

# Papyrus

be able to read with interest the rich content presented on these pages.

In addition, we are happy to include Teknofest events in our magazine, which we participated in, with the hope of being directly involved in the developments, as well as following the technological developments closely. We also provide information that may interest you about our The Model Organization of Islamic Cooperation (MOIC) events, the preparations of which we are following closely, and we happily state that new MOIC events will start as soon as possible.

In our biography pages, we are talking about the great commander Tariq bin Ziyad, who established Muslim sovereignty in the lands of Iberian Peninsula, the Muslim martyr Malcolm X, who was the symbol of an exemplary search in the twentieth century America, and the legendary chess player Bobby Fischer, who passed away in 2008.

While preparing this issue of our magazine, we were all deeply shocked to receive the news of the death of the great name of Turkish literature, Sezai Karakoç. Undoubtedly, we can say that just as there became a great emptiness in our poetry and intellectual world after we lost the great poet Necip Fazıl exactly 38 years ago, we can say that a similar feeling has occurred with the loss of Sezai Karakoç. I pray to Almighty Allah that many new Sezai Karakoçs will be raised in our school and our magazine, and I wish you all a good reading.

**Mahmut YELEK**  
**Principal**





## BEYOĞLU ANATOLIAN İMAM-HATİP HIGH SCHOOL

Beyoğlu Anatolian Imam Hatip High School is one of the most influential high schools in Turkey. The history of Beyoğlu Anatolian Imam Hatip High School dates back to 2006. It first started functioning as a branch of Istanbul Anatolian Imam Hatip High School in 2006. Many students were transferred from other imam hatip schools from all over Turkey and officially started functioning as an individual high school in 2007. Since then we have been working constantly to actualize our vision and simultaneously increase our quality. The school is located in Sutluce Beyoğlu. Access to the school is open to students with a high Nationwide High School Entrance score. Education consists of a blend of Turkish, Arabic and English curricula.

Our mission is to raise individuals who acquire the knowledge rather than memorizing, who use the knowledge rather than storing it, who are successful not only at examinations, but also at interschool culture, art, sports, science events, who think freely and can express their ideas explicitly, who have an international vision, are committed to local values and open to universal ones, who have acquired a foreign language at the level of conducting scientific studies and who are the bright leaders of the future. At Beyoğlu there is a tradition of respecting the elder brothers. The elders protect the younger brothers while the younger ones respect the elders. After graduation, this relationship continues regardless of age, status or geographic location.

## CLUBS

**MUSIC CLUB :** The mission of the Music club is to give students the opportunity to exercise their musical talents with other students.

**DRAMA CLUB** improves our students' self-esteem, ability to work in a group, ability to give a speech and their personal development. It enables our students' to improve their skills and imagination.



## VISUAL ARTS CLUB

The idea behind the Visual Arts Club is to bring together all the students who love painting, photographing, designing, and other artistic skills.

*Calligraphy -Marbling Art -Software club*



## SPORTIVE ACTIVITIES

Beyoglu Imam Hatip High School students participate in many different sports including basket ball, football, volley ball, lounge football, wrestling, Ping-Pong, badminton, swimming and athletic sports.

## ARCHITECTURE

The building of the school was designed in Seljuk architecture style. The school includes a football field, a basketball field, a mosque and a cafeteria near the main building.



# Contents

FOREWORD	1
OUR SCHOOL	2
CONTENTS	6
THE IMPACT OF COVID IN OUR LIVES	8
TURKEY AND THE EASTERN MEDITERRANEAN	12
TEKNOFEST 2021	16
THROWBACK TO MODERN OIC 2019	20
BLACK HOLES AND SUPERMASSIVE BLACK HOLES	34
A CHESS GENIUS: BOBBY FISCHER	40
HOW TO START DRAWING	44
SHORT STORY	48



THROWBACK: MODEL OIC HIGH SCHOOL



COVID-19 & OUR LIVES



TEKNOFEST 2021





HOW TO START DRAWING



MALCOLM X



SHORT STORY



BOBBY FISCHER



NEBULAS AND TYPES OF NEBULAE

NEBULAS AND THE TYPES OF  
NEBULAE

50

POEM

54

IDIOMS

56

ENDANGERED ANIMALS &  
HABITAT DESTRUCTION

58

MALCOLM X AND KEY MOMENTS  
OF HIS LIFE

62

TARIQ BIN ZIYAD

64



BEYOĞLU  
ANATOLIAN  
İMAM-HATİP  
HIGH SCHOOL

**Publisher**  
Mahmut YELEK

**Workup**  
English Teachers

**Type of Publication**  
Annual Periodic Publication

**Graphic Design**  
Yasin Giray Demir

**Adress**  
Örnektepe District,  
İmrahor St. No:88  
Sütlüce  
Beyoğlu / İSTANBUL

**Contact**  
beyogluanadoluihl@hotmail.com  
<http://www.beyogluanadoluihl.k12.tr>



# **IMPACT OF COVID-19 ON OUR LIVES**

The COVID-19 pandemic has led to a dramatic loss of human life worldwide and presents an unprecedented challenge to public health, food systems and the world of work. The economic and social disruption caused by the pandemic is devastating: tens of millions of people are at risk of falling into extreme poverty, while the number of undernourished people, currently estimated at nearly 690 million, could increase by up to 132 million by the end of the year.

Millions of enterprises face an existential threat. Nearly half of the world's 3.3 billion glob-

al workforce are at risk of losing their livelihoods. Informal economy workers are particularly vulnerable because the majority lack social protection and access to quality health care and have lost access to productive assets. Without the means to earn an income during lockdowns, many are unable to feed themselves and their families. For most, no income means no food, or, at best, less food and less nutritious food.

The pandemic has been affecting the entire food system and has laid bare its fragility. Border closures, trade restric-



“  
*Millions of enterprises face an existential threat. Nearly half of the world's 3.3 billion global workforce are at risk of losing their livelihoods.*

tions and confinement measures have been preventing farmers from accessing markets, including for buying inputs and selling their produce, and agricultural workers from harvesting crops, thus disrupting domestic and international food supply chains and reducing access to healthy, safe and diverse diets. The pandemic has decimated jobs and placed millions of livelihoods at risk. As breadwinners lose jobs, fall ill and die, the food security and nutrition of millions of women and men are under threat, with those in low-income countries, particularly the most marginalized populations, which include small-scale farmers and indigenous peoples, being hardest hit.



Millions of agricultural workers – waged and self-employed – while feeding the world, regularly face high levels of working poverty, malnutrition and poor health, and suffer from a lack of safety and labour protection as well as other types of abuse. With low and irregular incomes and a lack of social support, many of them are spurred to continue working, often in unsafe conditions, thus exposing themselves and their families to additional risks. Further, when experiencing income losses, they may resort to negative coping strategies, such as distress sale of assets, predatory loans or child labour. Migrant agricultural workers are particularly vulnerable, because they face risks in their transport, working and living conditions and struggle to access support measures put in place by governments. Guaranteeing the safety and health

of all agri-food workers – from primary producers to those involved in food processing, transport and retail, including street food vendors – as well as better incomes and protection, will be critical to saving lives and protecting public health, people’s livelihoods and food security.



*We must rethink the future of our environment and tackle climate change and environmental degradation with ambition and urgency.*



In the COVID-19 crisis food security, public health, and employment and labour issues, in particular workers' health and safety, converge. Adhering to workplace safety and health practices and ensuring access to decent work and the protection of labour rights in all industries will be crucial in addressing the human dimension of the crisis. Immediate and purposeful action to save lives and livelihoods should include extending social protection towards universal health coverage and income support for those most affected. These include workers in the informal economy and in poorly protected and low-paid jobs, including youth, older workers, and migrants. Particular attention must be paid to the situation of women, who are over-represented in low-paid

jobs and care roles. Different forms of support are key, including cash transfers, child allowances and healthy school meals, shelter and food relief initiatives, support for employment retention and recovery, and financial relief for businesses, including micro, small and medium-sized enterprises. In designing and implementing such measures it is essential that governments work closely with employers and workers.

We must rethink the future of our environment and tackle climate change and environmental degradation with ambition and urgency. Only then can we protect the health, livelihoods, food security and nutrition of all people, and ensure that our 'new normal' is a better one.





# TURKEY AND EASTERN MEDITERRANEAN

Considering the size and the scope of Turkey's geopolitical struggle in the Eastern Mediterranean, Turkey's objective in its Eastern Mediterranean policy can be explained in two dimensions: the basic tactical dimension and the strategical dimension.

On the tactical level, the aim is the rejection of the maritime limitation envisaged by Greece and the Greek Cypriot Administration, and ensuring that all the involved parties recognize a sea border suitable for the declared Turkish continental shelf. In order to achieve this objective, Turkey's

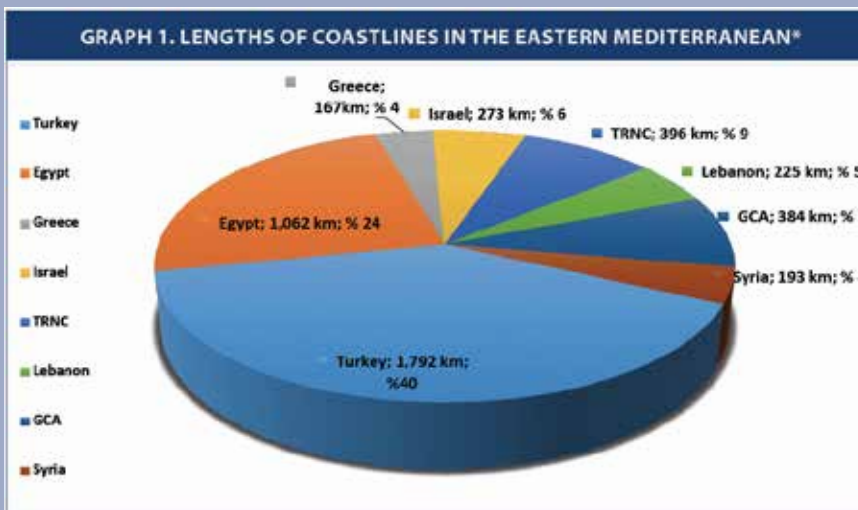
Eastern Mediterranean policy has been put into action in the frame of three goals.

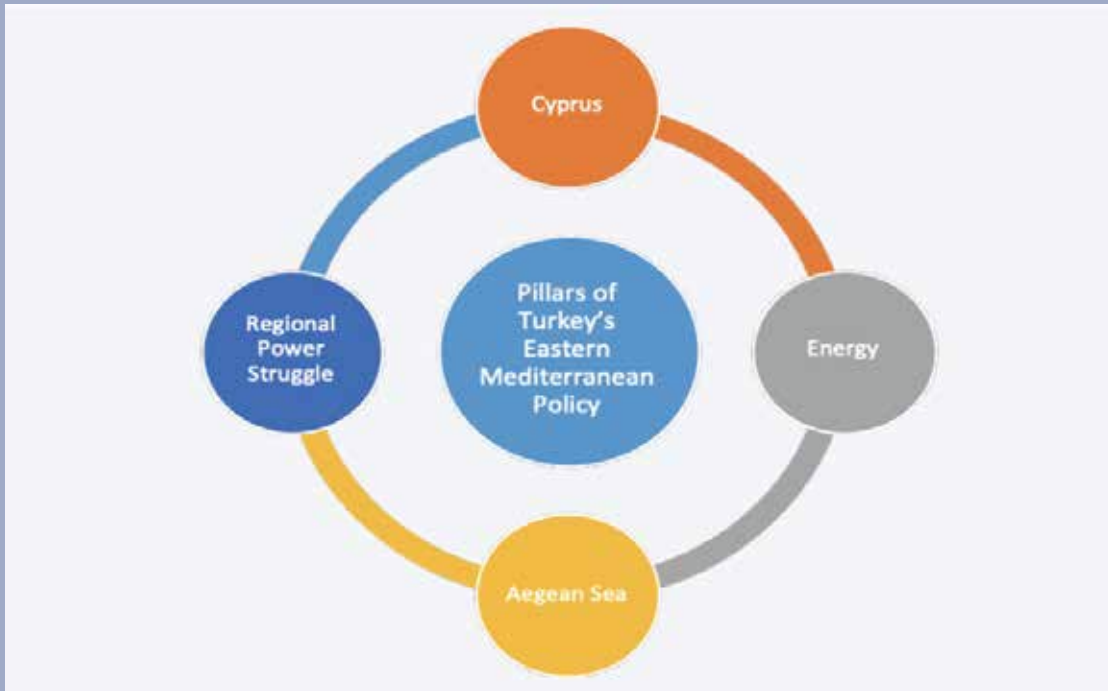
The first of these goals is to block Greece's maximalist policy and prevent it from harming Turkey's rights and interests in the Eastern Mediterranean. Greece aims to ensure uninterrupted unity with the Greek Cypriot Administration in the maritime jurisdictions of the Eastern Mediterranean by, on occasion, taking advantage of the good course of bilateral relations and, at other occasions, taking advantage of regional and global dynamics. This is



*The first of these goals is to block Greece's maximalist policy and prevent it from harming Turkey's rights and interests in the Eastern Mediterranean.*

exactly how Greece acted in its territorial expansion and against the balance of the Lausanne Treaty in the Aegean Sea.<sup>15</sup> The Seville Map, which was put into effect and has been opened for discussion although it has no official status, is, in a sense, a written version of this Greek purpose. Having realized that it is less likely to achieve this goal by itself, Greece is trying to limit the influence of Turkey in different ways. First, Greece has made an attempt to raise the issue from a bilateral level to an international level and, in particular, is trying to turn it into an issue between Turkey and the EU, as opposed to an issue between Greece and Turkey. Greece is also trying to win the support of the U.S.





by using the Greek lobby and taking advantage of the problems in the Turkey-U.S. relations. On the other hand, Greece seeks cooperation with the parties that are against Turkey in the regional and global power struggle taking place in the Eastern Mediterranean or outside the Eastern Mediterranean. The latter is an effort to balance out Turkey.

Turkey, on the other hand, displays two kinds of reactions. First, by issuing NAVTEXs, Turkey carries out seismic research activities at the outer boundaries of the continental shelf and at some points deemed strategic with offshore drilling ships that will be discussed. By carrying out seismic research activities in the field, which can be defined in a sense as power demonstration, Turkey shows that the areas that Greece

has not announced yet but over which has claimed ownership are part of the Turkish continental shelf. At this stage, ships of the Turkish Naval Forces accompany the seismic research vessels to prevent any obstruction and for deterrence. Neither Greece nor any other actor has dared to take any step to prevent these seismic research activities yet.



*In other words, the success of one actor in these regions, and particularly in the Eastern Mediterranean, is perceived as a loss for the others.*





Turkey's second reaction is constantly to repeat that it is open to negotiations with Greece without any preconditions.

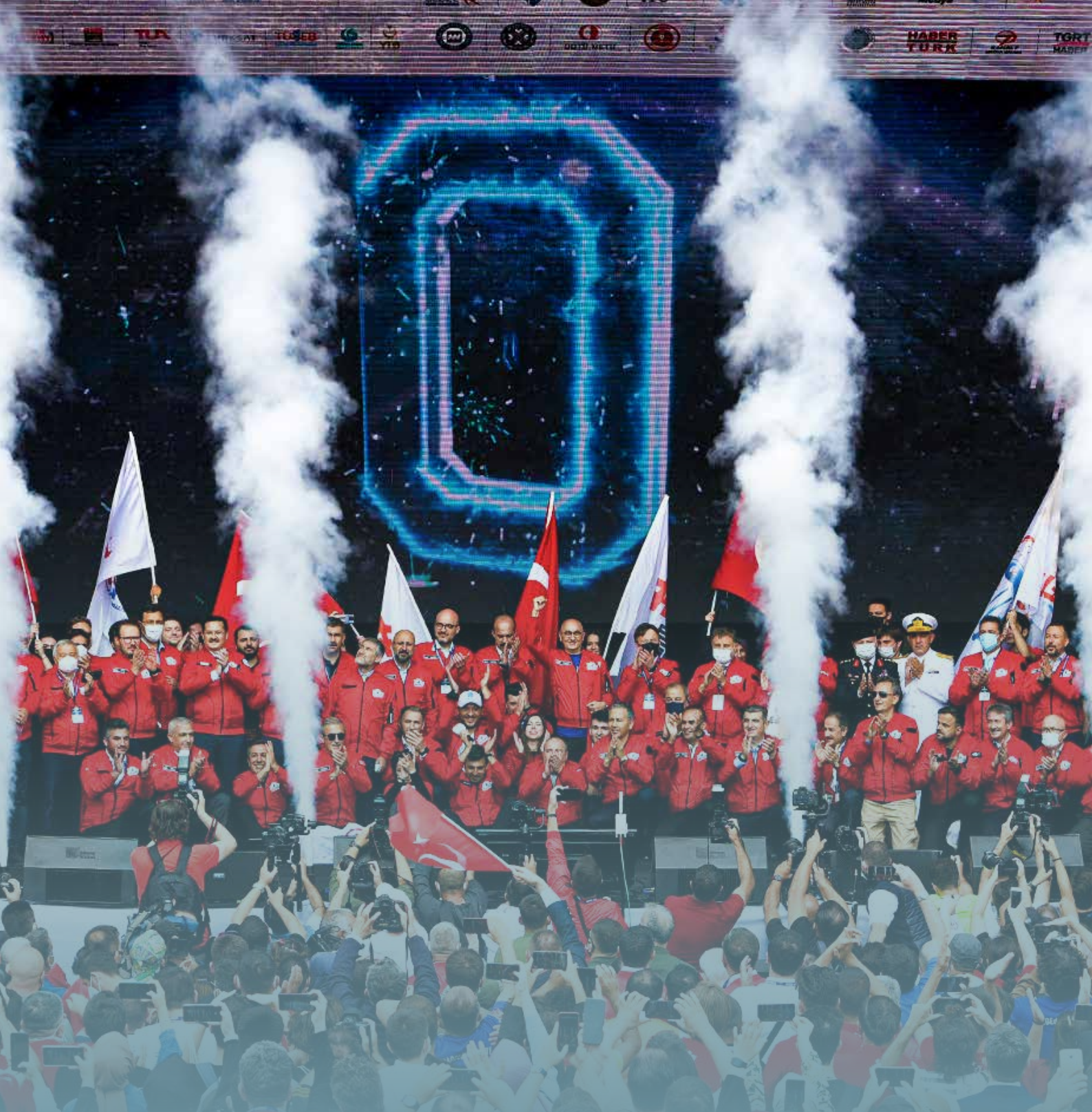
Turkey's statements that it does not have any intention to create tension or escalate the tension are a sign that the problems with Greece can be resolved through negotiations. The strategic level of Turkey's East Mediterranean policy aims to prevent any attempt by any country, whether it is regional or global power, to restrict Turkey's increasing influence in the region, narrow its maneuverability, and besiege or contain the country within its Anatolian shores.

In fact, the geopolitical shocks that have occurred in the Middle East and North Africa in the last decade have caused

the emergence of power vacuum, and regional/global actors have entered into a fierce struggle to fill them. As emphasized earlier, this struggle is not limited to the Eastern Mediterranean, but covers the entire region including North Africa, the Horn of Africa, the Persian Gulf, and even South Caucasia. However, the Eastern Mediterranean embodies a key focal point of the struggle.

The struggle to fill power vacuum continues primarily as a zero-sum relationship between the parties. In other words, the success of one actor in these regions, and particularly in the Eastern Mediterranean, is perceived as a loss for the others. The reason for this is that the parties have mainly conflicting interests.





# TEKNOFEST 2021

TEKNOFEST is Turkey's first and only Aerospace and Technology Festival organized with the participation of many institutions playing a critical role in developing national technology in Turkey.

TEKNOFEST Aerospace and Technology Festival, which is organized in 2018 for the first time, aims to arouse the interest in technology in the society and raise awareness regarding Turkey's transformation into a national technology developing society with such activities as technology competitions, air shows, concerts, interviews on various topics, and events.

Technology competitions in various disciplines and categories are held within the scope of TEKNOFEST in order for thousands of young people to realize their dreams. A total of 4333 teams and 20 thousand young competitors applied for the technology competitions organized in 14 different categories in 2018, while 17,373 teams and 50 thousand competitors from 81 provinces and 122 countries applied for the technology competitions, which were held in 19 different categories in 2019. 20,197 teams and 100 thousand young people from 81 provinces and 84 countries applied



*TEKNOFEST Aerospace and Technology Festival, which is organized in 2018 for the first time, aims to arouse the interest in technology in the society and raise awareness regarding Turkey's transformation into a national technology developing society.*

for the technology competitions organized in 21 different categories within the scope of TEKNOFEST hosted in Gaziantep in 2020. 44,912 teams and 200,000 people from 81 provinces and 111 countries applied for the technology competitions organized in 35 different categories within the scope of the TEKNOFEST Aerospace and Technology Festival, which took place for the fourth time this year at Ataturk Airport between 21 and 26 September 2021. 2,200 teams and 13,000 competitors out of all applicants competed as finalists.

Having the inspiration it has drawn from its past, TEKNOFEST continues its journey on National Technology Initiative with confident steps. With-



# TEKNOFEST 2021 PHOTO GALLERY





*throwback*

# MODEL OIC 2019 HIGH SCHOOL

*In cooperation with Beyoğlu Foundation for Education and Culture and the ICYF, under the coordination of Beyoğlu Imam Hatip High School, we organized the International Model Organization for Islamic Cooperation Summit at the high school level in Arabic. Our program was held with the participation of hundreds of students from various high schools in Turkey and dozens of different nationalities.*





## THEME

*Preservation of  
the international  
status and Islamic  
character of  
Jerusalem*





# WHAT IS OIC?



The Organisation of Islamic Cooperation (OIC) is the second largest inter-governmental organization after the United Nations with a membership of 57 states spread over four continents. The Organization is the collective voice of the Muslim world. It endeavors to safeguard and protect the interests of the Muslim world in the spirit of promoting international peace and harmony among various people of the world.

The Organization was established upon a decision of the historical summit which took place in Rabat, Kingdom of Morocco on 12th Rajab 1389 Hijra (25 September 1969) following the criminal arson of Al-Aqsa Mosque in occupied Jerusalem.

In 1970 the first ever meeting of Islamic Conference of Foreign Minister (ICFM) was held in Jeddah which decided to establish a permanent secretariat in Jeddah headed by the organization's secretary general. Dr. Yousef Ahmed Al-Othaimeen is the 11th Secretary General

who assumed the office in November 2016.

The first OIC Charter was adopted by the 3rd ICFM Session held in 1972. The Charter laid down the objectives and principles of the organization and fundamental purposes to strengthen the solidarity and cooperation among the Member States. Over the last 40 years, the membership has grown from its founding members of 30 to 57 states. The Charter was amended to keep pace with the developments that have unraveled across the world. The present Charter of the OIC was adopted by the Eleventh Islamic Summit held in Dakar on 13-14 March 2008 to become the pillar of the OIC future Islamic action in line with the requirements of the 21st century.

The Organization has the singular honor to galvanize the Ummah into a unified body and have actively represented the Muslims by espousing all causes close to the hearts of over 1.5 billion Muslims of the world. The Organization has consultative and cooperative

relations with the UN and other inter-governmental organizations to protect the vital interests of the Muslims and to work for the settlement of conflicts and disputes involving Member States. In safeguarding the true values of Islam and the Muslims, the organization has taken various steps to remove misperceptions and has strongly advocated elimination of discrimination against Muslims in all forms and manifestations.

The Member States of the OIC face many challenges in the 21st century and to address those challenges, the Third Extraordinary Session of the Islamic Summit held in Makkah in December 2005, laid down the blue print called the Ten-Year Program of Action. It successfully concluded with the close of 2015. A successor programme for the next decade (2016-2025) has since then been adopted.

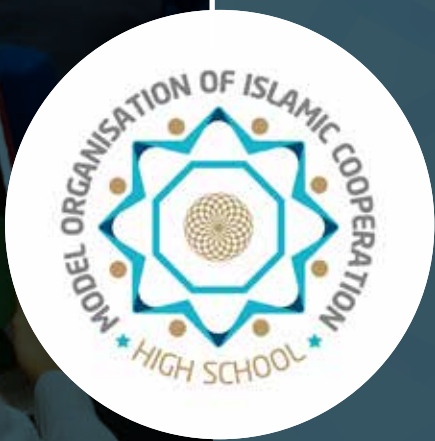
The new programme OIC-2025 is anchored in the provisions of the OIC Charter and focuses on 18 priority areas with 107 goals. The priority areas include

# WHAT IS MODEL OIC?



Model OIC is an authentic simulation of the OIC Summit or Council of Foreign Ministers, or any other multilateral body, which catapults students into the world of diplomacy and negotiation. In Model OIC, students step into the shoes of Ambassadors/Ministers/Presidents of OIC Member States to debate current issues on the Organization's vast agenda. The students, better known as "delegates" in Model OIC, prepare draft resolutions, plot strategy, negotiate with supporters and adversaries, resolve conflicts, and navigate the OIC's rules of procedure-all in the interest of mobilizing "international cooperation" to resolve problems that affect almost every country on Earth.

First ever International Model OIC High School summit was organized by Beyoğlu Anatolian Imam Hatip High School-Beyoğlu Education and Culture Foundation and Islamic Cooperation Youth Forum on April 27-30, 2018, with the aim of increasing the awareness of the high school students about the problems of Islamic Geography by also giving them the opportunity to develop their foreign language skills and help them make international friendships.





# MODEL OIC 2019 HIGH SCHOOL

The conference, which was held on 27-30 April 2018 and lasted for 4 days, began on 27 April 2018 Friday with the opening program at Beyoğlu Anatolian Imam Hatip High School Conference Hall.

17 Anatolian Imam Hatip High Schools that have Arabic prep class, 8 International Anatolian Imam Hatip High Schools and secondary level students from member countries of the Organization of Islamic Cooperation have taken part in the conference.

4 committees in the conference dealt with the following topics; the position of the Organization of Islamic Cooperation against the proclamation of Jerusalem as the capital of the occupying country, the development of economic integration among member states and the establishment of common policies, the necessity of working in the international arena for the protection of Palestinian fundamental rights in Jerusalem, and the necessity of developed activism and



empathy for Jerusalem and Palestine were discussed.

At the conference, students from various countries in the Muslim World discussed the issues determined by the organizing committee with the perspective of the countries they represent and discussed the issues in Arabic.

Some distinguished guests attended the closing ceremony such as Yusuf Tekin, undersecretary of

the Ministry of National Education, Nazif Yılmaz, the Religious Education Director, and academicians from Istanbul, Istanbul Sehir, and Ibn Khaldun Universities. Also delegates and delegations were awarded for outstanding success.

The participants organized international political debates and organized various activities to raise awareness of the problems of the world and the Ummah,

to offer solutions to the problems according to the policy of the country they represent, to understand modern global politics and to develop foreign language skills.

The program, the International Model Organization for Islamic Cooperation Summit (High School) which started with the opening program on 27.04.2018 Friday jointly organized by the Beyoğlu

# MODEL OIC 2019 SCHEDULE

## DAY 1

Registration  
Opening Ceremony  
1st Panel Discussion  
2nd Panel Discussion  
3rd Panel Discussion  
Model OIC Diplomatic Training Session

## DAY 3

1. General Assembly Session  
2. General Assembly Session  
Istanbul Tour



*During the 4-day intensive program, participants, had an amazing experience in an international environment, and additionally, they had the opportunity to know Istanbul and Turkey through various social activities.*



## DAY 2

Simulation session 1  
2nd Session  
3rd Session  
4th Session  
Bosphorus Tour

## DAY 4

Closing Ceremony



# MODEL OIC PHOTO GALLERY

*Here are some moments shared together in the 1st International Model OIC High School. We are looking forward to seeing you again here in Istanbul this year!*









# MODEL OIC PHOTO GALLERY





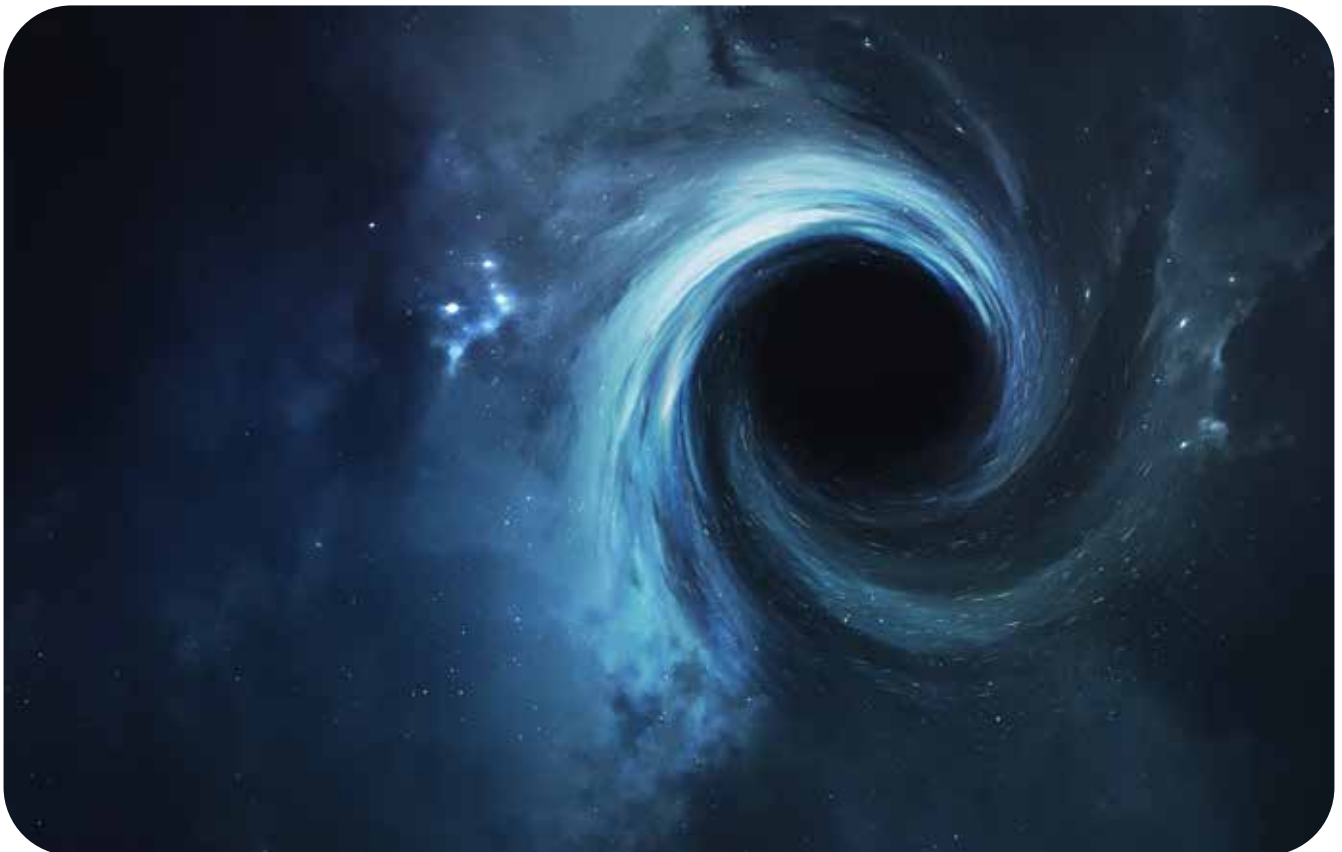


# *BLACK HOLES*

# **AND SUPERMASSIVE BLACK HOLES**

**Yusuf Ali Yılmaz**

A black hole is a region of spacetime where gravity is so strong that nothing — no particles or even electromagnetic radiation such as light — can escape from it. The theory of general relativity predicts that a sufficiently compact mass can deform spacetime to form a black hole. The boundary of no escape is called the event horizon. Although it has an enormous effect on the fate and circumstances of an object crossing it, according to general relativity it has no locally detectable features. In many ways, a black hole acts like an ideal black body, as it reflects no light. Moreover, quantum field theory in curved spacetime predicts that event horizons emit Hawking radiation, with the same spectrum as a black body of a temperature inversely proportional to its mass. This temperature is on the order of billionths of a kelvin for black holes of stellar mass, making it essentially impos-



“

*There is consensus that supermassive black holes exist in the centers of most galaxies.*

sible to observe directly.

Objects whose gravitational fields are too strong for light to escape were first considered in the 18th century by John Michell and Pierre-Simon Laplace. The first modern solution of general relativity that would characterize a black hole was found by Karl Schwarzschild in 1916, and its interpretation as a region of space from which nothing can escape was first published by David Finkelstein in 1958. Black holes were long considered a mathematical curiosity; it was not until the 1960s that theoretical work showed they were a generic prediction of general relativity. The discovery of neutron stars by Jocelyn Bell Burnell in 1967 sparked

interest in gravitationally collapsed compact objects as a possible astrophysical reality. The first black hole known as such was Cygnus X-1 (Cygnus X-1 (abbreviated Cyg X-1) is a galactic X-ray source in the constellation Cygnus and

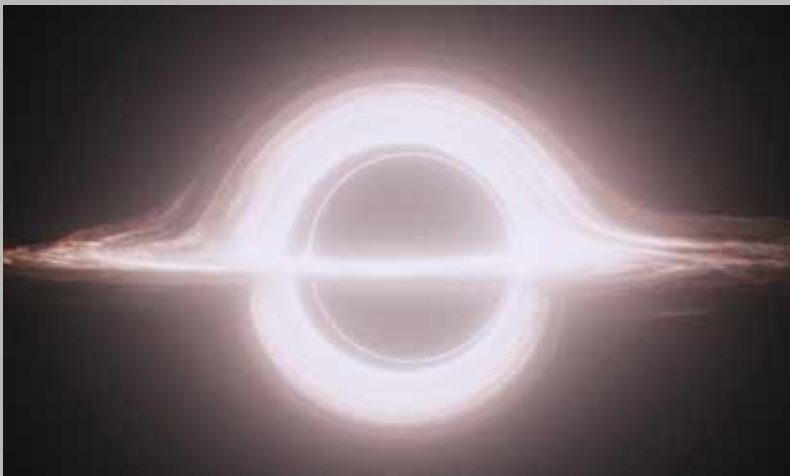
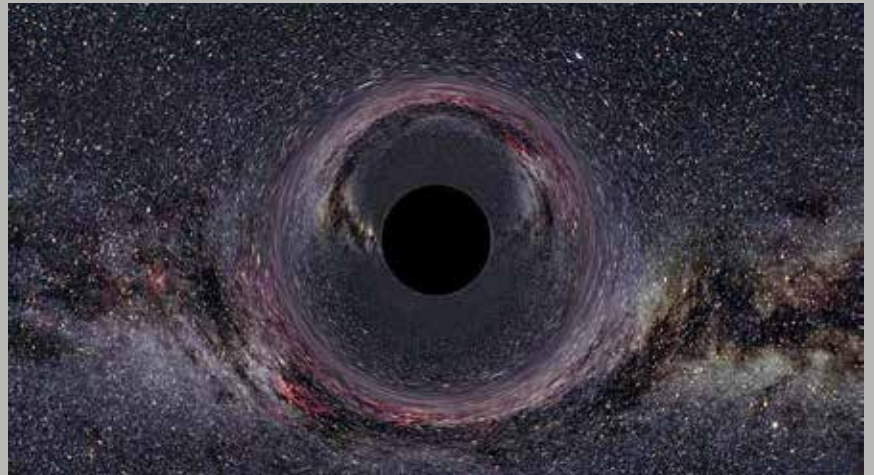
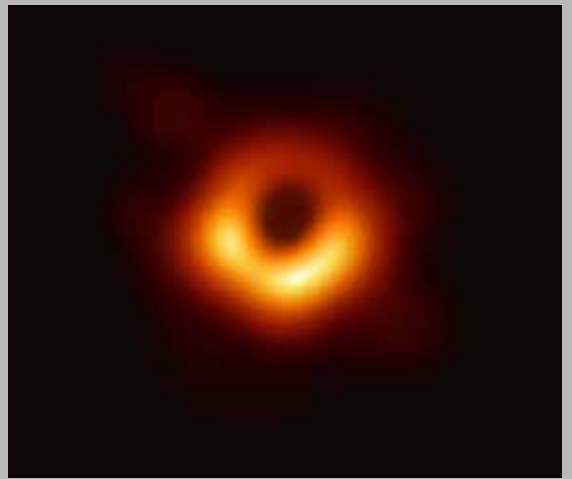
“

*After a black hole has formed, it can continue to grow by absorbing mass from its surroundings. By absorbing other stars and merging with other black holes, supermassive black holes of millions of solar masses may form.*

was the first such source widely accepted to be a black hole. It was discovered in 1964 during a rocket flight and is one of the strongest X-ray sources seen from Earth, producing a peak X-ray flux density of  $2.3 \times 10^{-23} \text{ W m}^{-2} \text{ Hz}^{-1}$  ( $2.3 \times 10^3$  Jansky). It remains among the most studied astronomical objects in its class. The compact object is now estimated to have a mass about 21.2 times the mass of

the Sun and has been shown to be too small to be any known kind of normal star, or other likely object besides a black hole. If so, the radius of its event horizon has 300 km “as upper bound to the linear dimension of the source region” of occasional X-ray bursts lasting only for about 1 ms), identified by several researchers independently in 1971.

Black holes of stellar mass form when very massive stars collapse (supernova) at the end of their life cycle so result of the supernova the stars massive weight shrinks into a tiny dot compared to the star before the supernova because of a super massive weight shrinks into a tiny dot the black holes (collapsed star) gravity get so much that even light can't escape from the gravity of the black hole so we can't see because it doesn't reflect light and that's why we call it BLACK HOLE. After a black hole has formed, it can continue to grow by absorbing mass from its surroundings. By absorbing other stars and merging with other black holes, supermassive black holes of millions of solar masses ( $M_{\bullet}$ ) may form. There is consensus that supermassive black holes exist in the centers of most galaxies.



## QUASARS

A quasar (/ˈkwɛzər/; also known as a quasi-stellar object, abbreviated QSO) is an extremely luminous active galactic nucleus [An active galactic nucleus (AGN) is a compact region at the center of a galaxy that has a much-higher-than-normal luminosity over at least some portion of the electromagnetic spectrum with characteristics indicating that the luminosity is not produced by stars.], powered by a supermassive black holes with mass ranging from millions to tens of billions times the mass of the sun, surrounded by a gaseous disc. Gas in the disc falling towards the black hole heats up because of friction and releases energy in the form of electromagnetic radiation. The radiant energy of quasars is enormous; the most powerful quasars have luminosities thousands of times greater than a galaxy such as the Milky Way. Usually, quasars are categorized as a subclass of the more general category of AGN. The redshifts of quasars are of cosmological origin.

The term quasar origina-

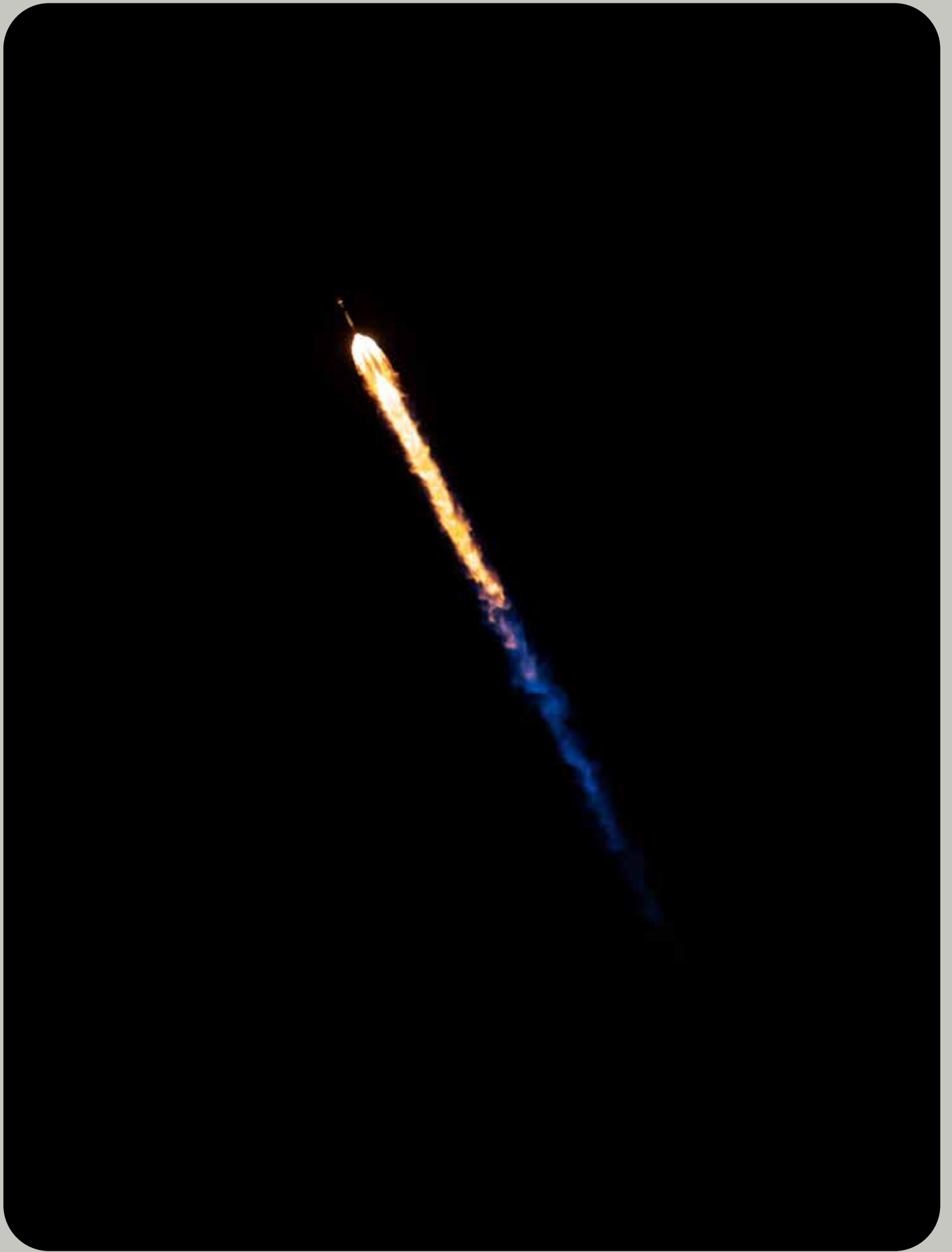
ted as a contraction of “quasi-stellar [star-like] radio source”—because quasars were first identified during the 1950s as sources of radio-wave emission of unknown physical origin—and when identified in photographic images at visible wavelengths, they resembled faint, star-like points of light. High-resolution images of quasars, particularly from the Hubble Space Telescope, have demonstrated that quasars occur in the centers of galaxies, and that some host galaxies are strongly interacting or merging galaxies. As with other categories of AGN, the observed properties of a quasar depend on

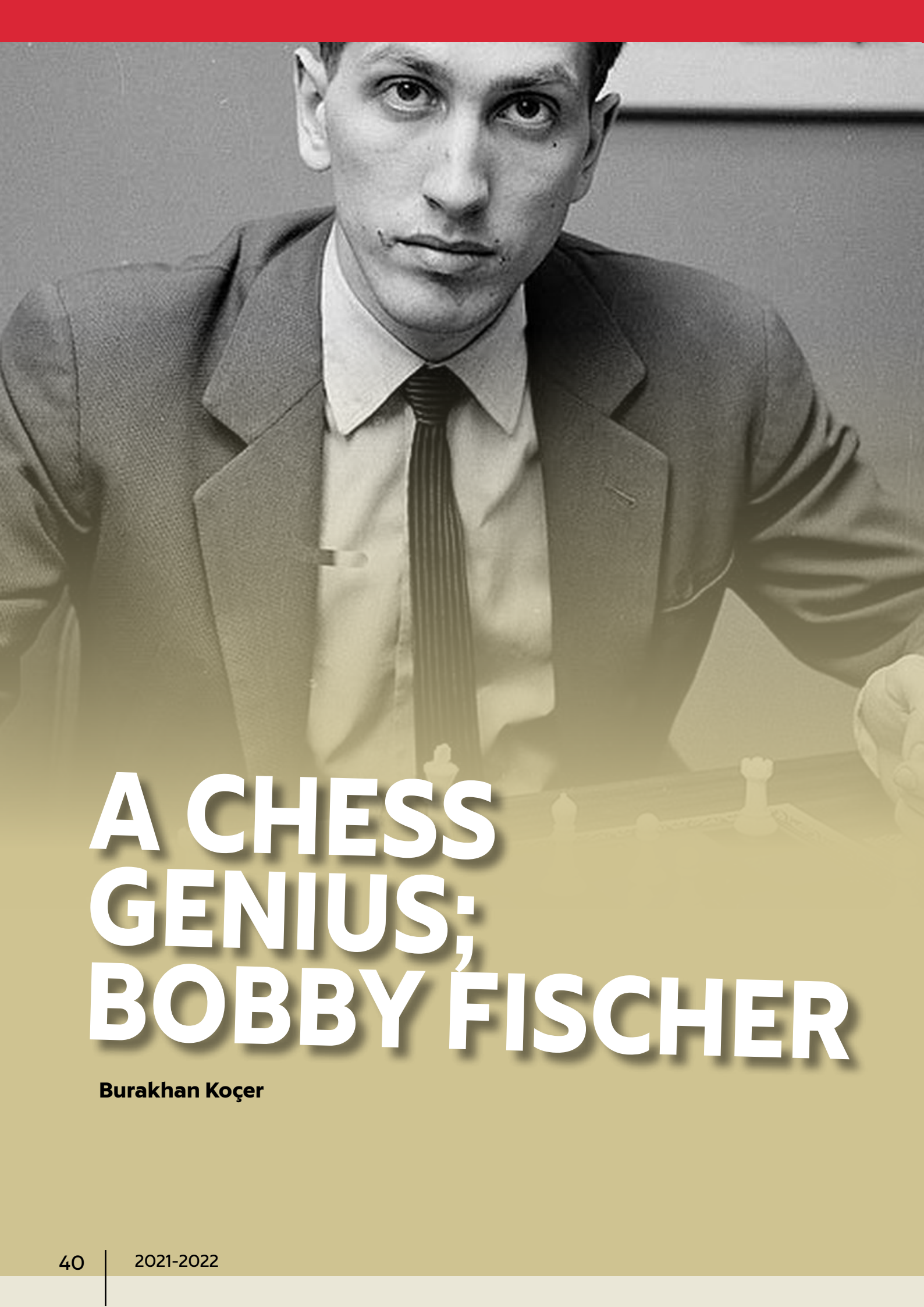
many factors, including the mass of the black hole, the rate of gas accretion, the orientation of the accretion disc relative to the observer, the presence or absence of a jet, and the degree of obscuration by gas and dust within the host galaxy.

Quasar discovery surveys have demonstrated that quasar activity was more common in the distant past; the peak epoch was approximately 10 billion years ago. Concentrations of multiple gravitationally-attracted quasars are known as large quasar groups and constitute some of the largest-known structures in the universe.









# A CHESS GENIUS; BOBBY FISCHER

**Burakhan Koçer**



This article will be about an incredible man, who became the youngest international grandmaster at age of 15 and the first American player to win the World Chess Championship.

#### Early Years;

Robert James Fischer was born in Chicago, on March 9, 1943. Fischer's parents divorced when he was a toddler. He began learning chess at age of six after his older sister Joan bought him a chess set. Then Fischer started to improve his own chess skills at the Brooklyn Chess Club and Manhattan Chess Club.

Fischer continued his interest in chess day by

day. In 1957 he became the youngest player to win the U.S. Chess Championship. At the age of fifteen he became the youngest international grandmaster in history by placing sixth at a tournament in Portoroz, Yugoslavia.

#### Chess Success;

In 1972 the arrangements were made for the match to be held at Reykjavik, Iceland, and chess fans were excited about this historic challenge. Fischer had to defeat many of the best chess masters until he came to this impressive final match. He was very excited before this game and sometimes he was making strange movements. Because he was affecting

negatively by the light of cameras and some voices so he wanted to play in a place without cameras and fans but the authorities did not accept this. After these events Bobby Fischer lost the first match of the series against world champion Boris Spassky at that time. Then he did not go to the second match because his requests were not fulfilled. After that the series became 2-0 and everyone thought everything was over. Fischer no longer thought of going to the matches, but the US foreign minister came to his feet and spoke to him and changed his mind. Fischer came back and won the series 12.5-8.5 in this way he became world chess champion. After this victory, the whole of



*He began learning chess at age of six after his older sister Joan bought him a chess set. Then Fischer started to improve his own chess skills at the Brooklyn Chess Club and Manhattan Chess Club.*



America experienced the happiness of defeating the Soviets for the first time in this game, and even the mayor of New York declared September 22 as Bobby Fischer day.

Next Years;

Fischer, who was asked to play with Anatoli Karpov in 1975 for championship title, provided FIDE some conditions for the game to be played, otherwise he said he would not play. FIDE refusing Fischer's conditions and declared Karpov as the new champion even though the match was not played. Fischer disappeared after this case and was not seen for 20 years therefore Fischer is considered the most mysterious champion in chess history. Many different things happened in Fischer's life. In 2004 he married with

Japanese chess grandmaster Miyoko. In 2005 he became a citizen of Iceland. He died at the age of 65 in Iceland. Fischer, who works to provide better opportunities for professional chess players, is considered one of the best chess masters in the world.



*FIDE refusing Fischer's conditions and declared Karpov as the new champion even though the match was not played. Fischer disappeared after this case and was not seen for 20 years therefore Fischer is considered the most mysterious champion in chess history.*





**Prophet Muhammad  
(peace be upon him) said:**

*“Whoever does not show  
affection to the young and  
respect to the old is not  
one of us.”*

*[Tirmidhi, Birr (Piety), 15;  
Aboo Dawood, Adab  
(Manners) 66]*



# HOW TO START DRAWING

Furkan TARHAN

As you know so many countries struggle with Covid-19 and in that case we have to stay in house. But that isn't annoying thing that makes you feel bad because we can create our own spaces, so we can improve ourself according to our interest. So many people want to draw but they're actually afraid of making mistakes, and their heads are full of questions. So I would like to shed some light on questions about how to start drawing.

First of all anyone can learn drawing. But you have to start from somewhere like any artist you look up to. Whether it's your favorite Italian renaissance

man or your favorite Japanese anime man. They were not bestowed gift of talent. They worked for it. Nobody really was born knowing how to draw magically. They worked for it and they worked really really hard. They studied every single day of their lives. So if you want to be next Bob Ross or you want to draw cute anime girls, you have to understand some technique. Let's get into what it takes to make a good picture.

Everything has its basis in "The Fundamentals of Art". The fundamentals are like the basis to drawing your picture. You could compare it to need-



*Everything has its basis in "The Fundamentals of Art". The fundamentals are like the basis to drawing your picture. You could compare it to needing a foundation before you construct a building.*

ing a foundation before you construct a building. And in drawing your sketch is your foundation. The fundamentals are often said to consist out of these things: Construction, Perception, Gesture, Anatomy, Color theory, Rendering, Perspective and Composition. I know these look scary but do not be scared. Because you have to learn this stuff. You can not put off.

Let's go through the three most important things as a beginner, and then we can quickly go through the rest.

#### PERCEPTION

When you draw hands, do they look like bush or something similar? Well, that's because of you're not actually drawing what you see in front of you. You're drawing the symbols



that you see in your head. This is called symbol drawing. It means that you need to let go of what you see in your head when someone tells you to draw a hand. When you draw an eye or human do not use symbol drawing. Instead draw what you actually see in front of you with your own eyes. Next time you draw an eye, try let go of all preconceived ideas of what an eye looks like because it's not a ball inside another ball. It's just a "thing".

#### CONSTRUCTION

A lot of people start drawing by drawing the outlines but that's not very helpful. When you instead construct things using shapes, by using construction you will understand the structure of what you are drawing, and it will be easier for you to draw the same thing again from memory. Everything can be built up using construction. If you draw a square, a ball

and a cylinder then you can basically draw anything that exists.

#### GESTURE

If you want to draw a character then the gesture will make or break whether the actually looks alive or not. If you draw character who stands up straight like robots, then it will just weird. Real people don't actually stand like that. So by



*A lot of people start drawing by drawing the outlines but that's not very helpful. When you instead construct things using shapes, by using construction you will understand the structure of what you are drawing, and it will be easier for you to draw the same thing again from memory*





practicing gesture and figure drawing, you will be able to understand how humans act or interact with each other.

#### ANATOMY

By using what you have previously learned from construction, perception and gesture you will be able to draw a human body. Maybe it won't look good but as long as you push yourself, you will be able to improve yourself.

#### COLOR THEORY

Color theory can be quickly summarized as understanding how color combination works. As you started painting or maybe doing master studies of great works of art, you might find that colors are not always how we perceive them to be. You can get better at color theory by observing nature or studying your favorite art or

your favorite photos.

#### RENDERING

This is commonly called shading. This is the act of painting and making something look like a form. You can get a bit lost and just start painting things over and over again. And try to think each stroke you do.

#### PERSPECTIVE

Perspective is being able to represent a three-dimensional object. Everything is perspective and it isn't just being able to draw the depth of a building or a landscape. Perspective should also be applied to any character in that space as well.

#### COMPOSITION

Composition is the arrangement of the image. It's organizing how the viewer sees the painting or drawing. The flow of how the viewer's eye moves from object to object or imme-

diately sees the focal point. The object that is meant to draw attention. Composition is also arranging the image.

I know all of this can be really hard to take in at first. You don't need to attack everything at the same time. And you don't need to practice all of this stuff at the same time. You can take on by one. Practice one thing and then move on to the next. There's no hurry. A lot of people just jump into drawing without understanding these fundamentals. Now you are ahead of all of those people. Even if you have never picked up a pencil before, now you know better than some people who already have. So go and get your pencil and show us the next Michelangelo.



# A SHORT STORY

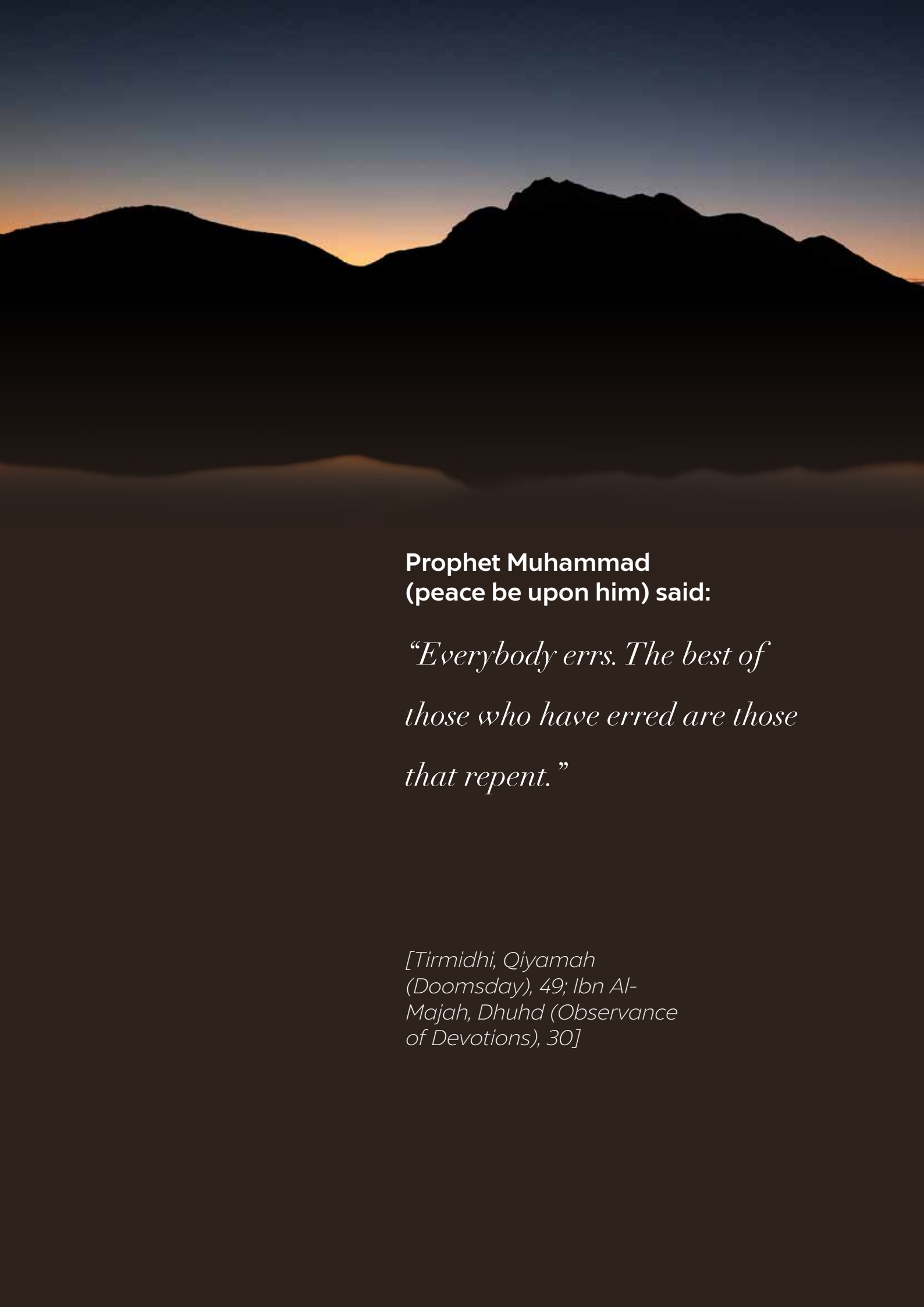
An old stonemason was chiseling a rock on the beach. The sun burnes him. So he invokes to god with all the pain of the years to become the great shining sun.

Someday "become" says God. And he becomes the great star sun. He lights and shines to everywhere. He think that nothing can go wrong now. But than, a cloud showess up and covers all the sun up. So he can't shine anymore. Because of that he want to become a cloud. "Become" says God. He relaxes. But at the first second a wind comes and drags him away. So he want to become the powerfull wind. God can't say no to that again so he turnes into wind.He think that he is the most powerfull thing in the World. He blowes and blowes all over the ground. He destroyes everhing what is standing on his way. But a rock showes up. Rock doesnt even feel him. So he want to become a rock. God accepptes it again and he becomes a rock. He standes straight against allworld. He becomes so druable. Nothing can hurt him anymore. He feeles like he is unbeatable.

One day, while he was sleeping deeply he wakes up with a pain on his stomach: An old stonemason chieseling a rock.

Love your destiny. Maybe it is the best.

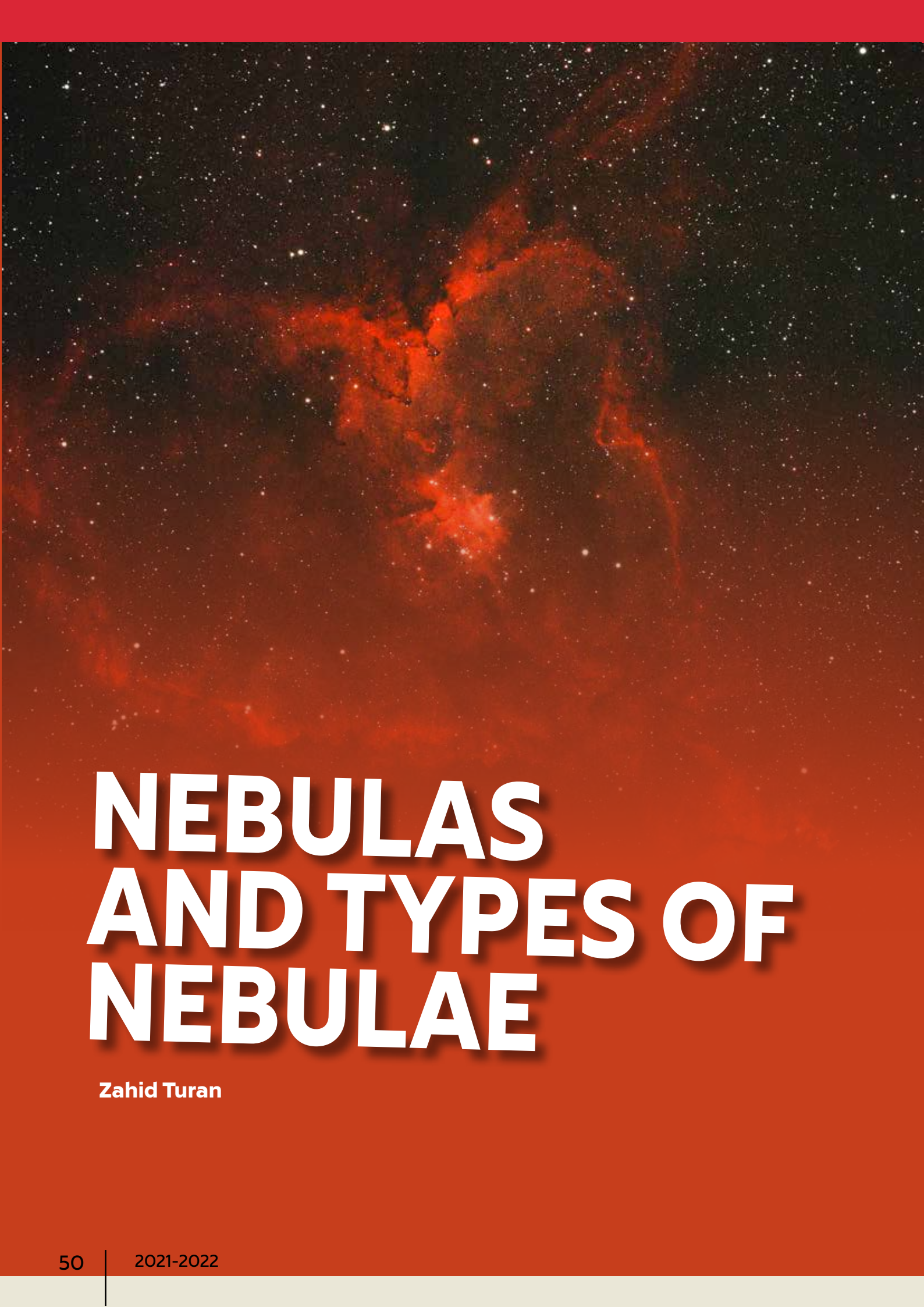
Translated from Frederick Nietzsche by **Kerem Çalışkan**

A background image showing the dark silhouettes of mountain ranges against a sky transitioning from a deep blue at the top to a warm orange and yellow glow near the horizon, suggesting a sunset or sunrise. The mountains are reflected in a misty or foggy valley below.

**Prophet Muhammad  
(peace be upon him) said:**

*“Everybody errs. The best of  
those who have erred are those  
that repent.”*

*[Tirmidhi, Qiyamah  
(Doomsday), 49; Ibn Al-  
Majah, Dhuhd (Observance  
of Devotions), 30]*

A large, vibrant nebula with a mix of red and orange hues, set against a dark, star-filled background. The nebula's structure is complex, with various filaments and clumps of gas and dust. The overall scene is a striking representation of interstellar space.

# NEBULAS AND TYPES OF NEBULAE

Zahid Turan

### What Is A Nebula:

A nebula is a giant cloud of dust and gas in space. Some nebulae (more than one nebula) come from the gas and dust thrown out by the explosion of a dying star, such as a supernova. Other nebulae are regions where new stars are beginning to form. For this reason, some nebulae are called "star nurseries."

### Types Of Nebulae:

#### Reflection Nebulae:

These are those interstellar clouds that can reflect the light from the nearby stars or from a nearby emission nebula. They

are illuminated by B type stars that are very luminous but their temperature is less than 25,000 K, not sufficient enough to ionize the gas but sufficient to start scattering to make dust particles visible.

Example: Witch Head Nebula

#### Emission Nebulae:

If there is a star earlier than B1 near the galactic plane, then a diffuse emission nebula is associated with it. The strong ultraviolet radiations of these hot stars are energetic enough to ionize the gas, which leads to the fluorescence effect, eventually emitting visible light.



IC2118 - The Witch Head Nebula

Data from the STScI Digitized Sky Survey, Blue, Red, and Infrared Plates. Processed into a Full Color Image by Noel Carboni.

“

*A nebula is a giant cloud of dust and gas in space. Some nebulae (more than one nebula) come from the gas and dust thrown out by the explosion of a dying star, such as a supernova.*

#### H II Region:

An H II region is a large low-density cloud of partially ionized gas in which star formation has recently taken place. The short-lived blue stars emit enough amount of UV radiations that ionize the surrounding gas. Their name is related to a large amount of ionized hydrogen they contain. H II regions may give birth to thousands of stars over a period of thousand million years. In the end, supernova explosions and strong stellar winds from the most massive star in the resulting star cluster may disperse the gases of the H II region, leaving behind a cluster of birthed stars.

The example includes Heart and Eagle Nebula.



The Heart Nebula in RGB, Hydrogen Alpha, and Oxygen III. Imaged with the Celestron 9.25" EdgeHD with the Hyperstar V4. (Image by Tim Connolly @astronorth.com)

Although not necessarily visible at the optical wavelengths, supernova remnants tend to be powerful X-Ray and radio emitters due to interaction with surrounding ISM. The thrown off debris sweep away the surroundings ISM suffering a deceleration and mingling its rich abundance of heavy nuclei with the interacting medium. Then the next generation of stars uses the mixture as a material.

#### Dark Nebulae:

Dark nebula refers to an interstellar dust cloud that is dense enough to obscure the visible light from the background. The clouds appear to be dark due to the micro dust particles covered with carbon dioxide and

frozen nitrogen which blocks the background light in the visible wavelength. They possess an average density of 100-300 molecules per cubic centimeter and an internal temperature of 7-15K. The cloud cores are completely undetectable except for the microwave radiations from their constituent molecules. Examples include the Horsehead nebula.



*Dark nebula refers to an interstellar dust cloud that is dense enough to obscure the visible light from the background.*



## Planetary nebula

If the diffuse nebulae are associated with the birth of stars, planetary nebulae are the remnants of stars. The name “planetary nebula” comes from the first observations of these objects sometimes have a circular aspect. End of life a star shines especially in the ultraviolet. This radiation illuminates the previously expelled gas by ionizing radiation, and thus forms a planetary nebula. The colors observed from the various elements more or less ionized emitting each in a very specific wavelength. The hydrogen atoms emit a red light, while the oxygen glows green.

The Helix Nebula is a cosmic star often photographed by amateur astronomers for its vivid colors and its resem-

blance to a giant eye. Discovered in the 18th century, is located about 650 light years away in the constellation Aquarius.

It belongs to the class of objects of planetary nebulae. Planetary nebulae are remnants of stars similar in their past to our Sun.



*The Helix Nebula is a cosmic star often photographed by amateur astronomers for its vivid colors and its resemblance to a giant eye.*





# A SHORT POEM

## I AM AFRAID

*You say that you love rain,  
But you open your umbrella when it rains.  
You say that you love sun,  
But you find a shadow spot when the sun shines.  
You say that you love wind,  
But you close your windows when wind blows.  
This is way I am afraid;  
You say that you love me too.*

*William Shakespeare  
Curated by Kerem Çalışkan*





**Prophet Muhammad  
(peace be upon him) said:**

*“Give workers their wages  
before their tears (on their  
foreheads) have dried.”*

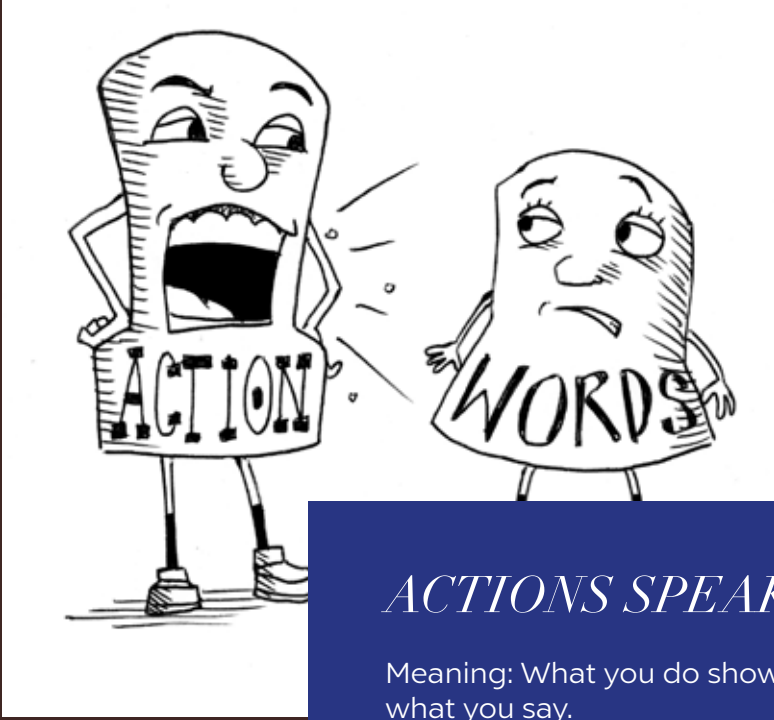
*[Ibn Majah, Ruhun, 4]*

# IDIOMS

Eymen ÇATAKLI

## *BETTER LATE THAN NEVER*

Meaning: Of course it's better to do things on time, but doing something late is better than not doing it at all. It can also mean you are never too old to do something you want to do.



## *ACTIONS SPEAK LOUDER THAN WORDS*

Meaning: What you do shows how you actually feel more than what you say.

# *DON'T JUDGE A BOOK BY ITS COVER*

Meaning: Don't judge people (or for that matter, places or things) solely on their appearance.

**DON'T JUDGE A BOOK  
BY ITS COVER**



# *THE EARLY BIRD GETS THE WORM*

Meaning: People who act promptly will have more opportunities available to them, and will ultimately be more successful.

You'll catch more  
flies with honey



...than with  
vinegar



# *YOU CATCH MORE FLIES WITH HONEY THAN WITH VINEGAR*

Meaning: If you have a sweet disposition you will get more from people than if you are rude to them.



# **ENDANGERED ANIMALS & HABITAT DESTRUCTION**

**Yusuf Erdođan ARSLAN**

Human beings have existed for just 200,000 years, yet our impact on the planet is so great that scientists around the world are calling for our period in the Earth's history to be named the 'Anthropocene' – the age of humans.

Since life appeared on Earth, there have been several mass extinctions in which many species were wiped out because of catastrophic climate change, volcanic activity, the impact of an asteroid or other reasons we have not yet discovered.

The plants and animals which currently live on Earth have continued to evolve over the 65 million years since the last

mass extinction. But many scientists consider the huge reduction in biodiversity since the emergence of humans is now on the scale of another mass extinction. This is known as the Anthropocene extinction or sixth mass extinction.

Up to one million plant and animal species face extinction, many within decades, because of human activities, says the most comprehensive report yet on the state of global ecosystems.

WWF's latest Living Planet Report estimates that we have lost 68% of all vertebrate wildlife populations since 1970. That's more than half of all



*Since life appeared on Earth, there have been several mass extinctions in which many species were wiped out because of catastrophic climate change, volcanic activity, the impact of an asteroid or other reasons we have not yet discovered.*

birds, mammals, reptiles, amphibians and fish gone in just 50 years. During that time, our population has more than doubled, increasing from 3.7 billion to over 7.8 billion today. Invertebrates, while understudied, aren't faring any better. A German study found that flying insect populations (including pollinators) have crashed by three-quarters since 1989, reflecting similar trends around the world.

In its landmark 2019 report, IPBES (Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services) reported that one million species are now at risk of disappearing for good and according to the IUCN Red List of Threatened Species, 41% of amphibians, 25% of mammals,



34% of conifers, 13% of birds, 31% of sharks and rays, 33% of reef-building corals, and 27% of crustaceans are threatened with extinction.

Biodiversity loss is attributable to several causes but by far the biggest culprits are habitat destruction and overexploitation of species, driven by our exploding numbers and unsustainable consumption.

#### Habitat Destruction

Damaging human activity continues to encroach on natural environments, thereby destroying the habitats of countless species. According to IPBES, about 75% of land and 66% of ocean areas have been “significantly altered” by people.

#### Overexploitation

Humankind’s relentless consumption of resources such as timber, oil and minerals are continuing to destroy natural habitats around the globe.

#### Climate Change

Our planet is on the verge of a climate crisis which causes glaciers to melt, sea levels to rise, species to go extinct and severe weather events such as floods, droughts, and hurricanes to increase; due to our endless production of greenhouse gases including carbon dioxide and methane. An estimated 5% of all spe-



*Damaging human activity continues to encroach on natural environments, thereby destroying the habitats of countless species. According to IPBES, about 75% of land and 66% of ocean areas have been “significantly altered” by people.*



“

*As populations increase, the disposal of waste from households, agriculture and industry, becomes an increasingly serious issue. The Ellen MacArthur Foundation estimates that by 2050, there will be more plastic than fish in the sea.*

cies would be threatened with extinction by 2 °C of warming above pre-industrial levels — a threshold that the world could breach in the next few decades, unless greenhouse-gas emissions are drastically reduced. Such damage to ecosystems would undermine

global efforts to reduce poverty and hunger and promote more-sustainable development.

#### Pollution

As populations increase, the disposal of waste from households, agriculture and industry, becomes an increasingly serious issue. The Ellen MacArthur Foundation estimates that by 2050, there will be more plastic than fish in the sea.

#### Agricultural Intensification

Agriculture deserves a special mention here as it is a primary driver of habitat destruction, climate change and pollution. Agriculture takes up 50% of all habitable land on Earth, 80% of extinction threats to mam-

mal and bird species are due to agriculture, and our modern food systems are also the biggest contributor to climate change, responsible for around a third of all greenhouse gas emissions.

#### Invasive Species

Human travel across the world has a very large emissions footprint but it has also allowed the spread of invasive species, both accidental and intentional. The IPBES report finds that the average abundance of native plants, animals and insects has fallen in most major ecosystems by at least 20% since 1900 because of invasive species.





*MALCOLM X*

**AND KEY  
MOMENTS OF  
HIS LIFE**

**Muhammed Ali ÖZDEMİR**



1925• Malcolm X's name is Malcolm Little, He was born in Nebraska on 19 May.

1931• His priest father, Earl Little was killed by assassination and his mom hospitalized because she was lost her sanity. And Malcolm's 7 sibling was given to Protector Families.

1946• Malcolm settled in Harlem County, New York, and he was joined some cases. And one day he sentenced to 10 years for theft blame.

While he was prison, he adopted "Nation of Islam" Group's views and he selected Islam.

1952• Malcolm X was liberated, and he has been the most person of Nation of Islam. He was struggled for racism, equality and justice. And he was red listed from FBI, he was followed.

He left the 'Little' surname and he was take 'X' surname to symbolize that the is an unnamed hero of his cause.

1959• Malcolm organized travels to Ghana, Sudan, Nigeria, Iran, Syria, Egypt and United Arab Emirates and he talked to religious and political leaders.

1960• He had a the most effective period in 'Nation of Islam'.

1964• As the Group's national representative, In USA he has been the most mediatic person.

As the FBI and police pressure on him increased, problems began to surface within the movement due to jealousy and interest concerns.

1964• He left from 'Nation of Islam' and he went to Hajj. He started using "El Hajj Malik Shahbaz" name. And threats against Malcolm X increased.

1965• His house in New York where he lived with his wife Betty and 4 daughter was bombed on February 15. Fortunately, nobody was injured.

He was killed as a result of armed attack on 21 February while he was speaking in Audubon Prom Hall, Harlem.





*THE LIFE OF*

# TARIQ BIN ZIYAD

Muhammed Ali ALTINÖZ

Tāriq ibn Ziyād, also known simply as Tarik in English, was a Berber Umayyad commander who initiated the Muslim Umayyad conquest of Visigothic Hispania (present-day Spain and Portugal) in 711–718 AD. He led a large army and crossed the Strait of Gibraltar from the North African coast, consolidating his troops at what is today known as the Rock of Gibraltar. The name “Gibraltar” is the Spanish derivation of the Arabic name Jabal Tāriq, meaning “mountain of Tāriq”, which is named after him.

#### Origin

Medieval Arabic historians give contradictory data about Tāriq’s origins and nationality. Some

conclusions about his personality and the circumstances of his entry into al-Andalus are surrounded by uncertainty. The vast majority of modern sources state that Tāriq was a Berber mawla of Musa ibn Nusayr, the Umayyad governor of Ifriqiya.

#### History

According to Ibn Abd al-Hakam (803–871), Musa ibn Nusayr appointed Tāriq governor of Tangier after its conquest in 710-711 but an unconquered Visigothic outpost remained nearby at Ceuta, a stronghold commanded by a nobleman named Julian, Count of Ceuta.

After Roderic came to power in Spain, Julian had, as was

“

*The name “Gibraltar” is the Spanish derivation of the Arabic name Jabal Tāriq, meaning “mountain of Tāriq”, which is named after him.*

the custom, sent his daughter, Florinda la Cava, to the court of the Visigothic king for education. It is said that Roderic raped her, and that Julian was so incensed he resolved to have the Muslims bring down the Visigothic kingdom. Accordingly, he entered into a treaty with Tāriq (Mūsā having returned to Qayrawan) to secretly convoy the Muslim army across the Straits of Gibraltar, as he owned a number of merchant ships and had his own forts on the Spanish mainland.[citation needed]

On or about April 26, 711, the army of Tāriq Bin Ziyad, composed of recent converts to Islam, was landed on the Iberian peninsula (in what is now Spain) by Julian. They debarked at the foothills of a mountain which was henceforth named after him, Gibraltar (Jabal Tariq).



Ṭāriq's army contained about 7,000 soldiers, composed largely of Berber stock but also Arab troops. Roderic, to meet the threat of the Umayyads, assembled an army said to number 100,000, though the real number may well have been much lower. Most of the army was commanded by, and loyal to, the sons of Wittiza, whom Roderic had brutally deposed. Ṭāriq won a decisive victory when Roderic was defeated and killed on July 19 at the Battle of Guadalete.

Ṭāriq Bin Ziyad split his army into four divisions, which went on to capture Córdoba under Mughith al-Rumi, Granada, and other places, while he remained at the head of the division which captured Toledo. Afterwards, he continued advancing towards the north, reaching Guadalajara and Astorga. Ṭāriq was de facto governor of Hispania until the arrival of Mūsā a year later. Ṭāriq's success led Musa to assemble 12,000 (mostly Arab) troops to plan a second invasion, and within a few years Ṭāriq and Musa had captured two-thirds of the Iberian peninsula from the Visig-

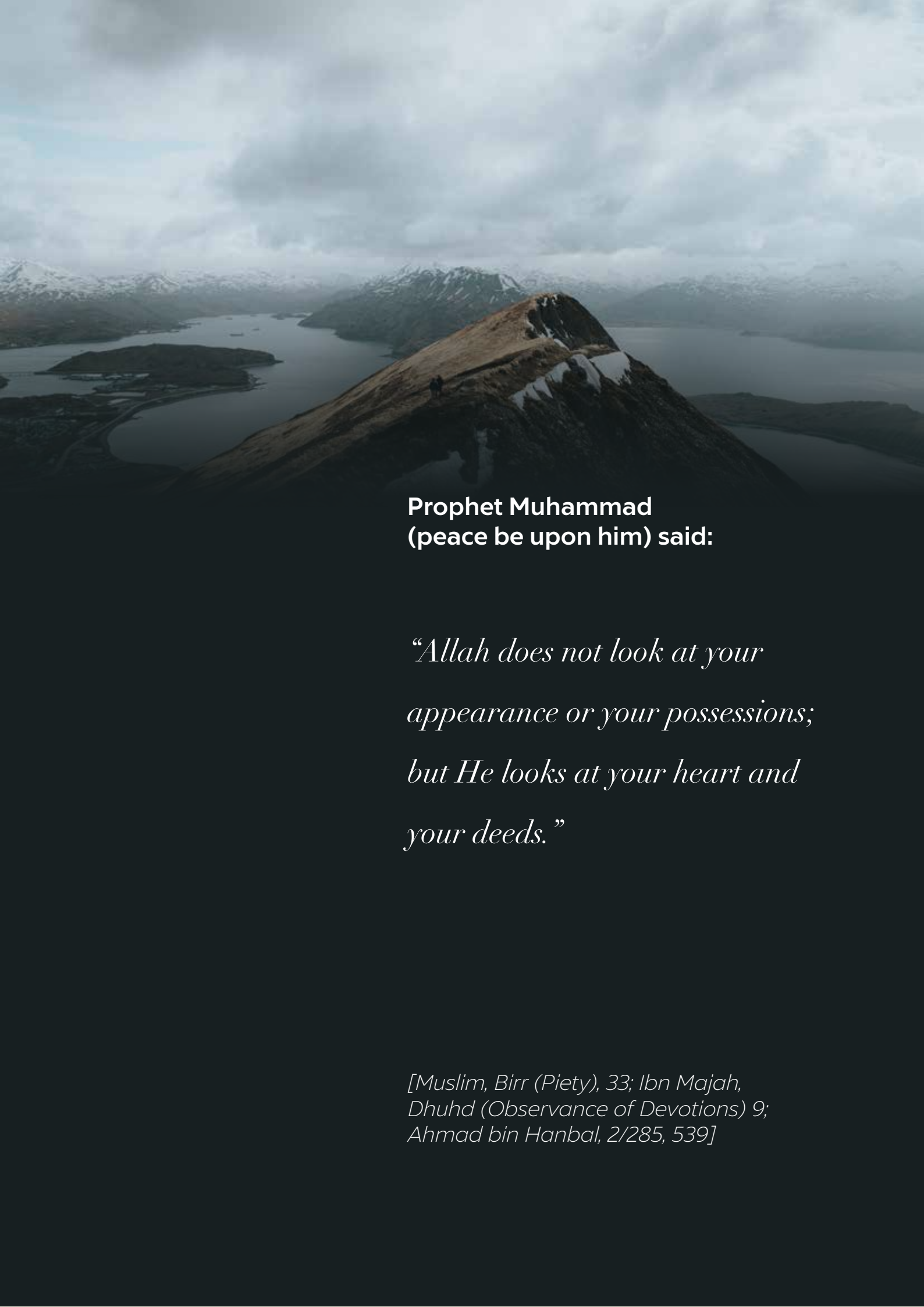
oths.

Both Ṭāriq and Musa were simultaneously ordered back to Damascus by the Umayyad Caliph Al-Walid I in 714, where they spent the rest of their lives. The son of Musa, Abd al-Aziz, who took command of the troops of al-Andalus, was assassinated in 716. In the many Arabic histories written about the conquest of southern Spain, there is a definite division of opinion regarding the relationship between Ṭāriq and Musa bin Nusayr. Some relate episodes of anger and envy on the part of Mūsā that his freedman had conquered an entire country. Others do not mention, or play down, any such bad blood. On the other hand, another early historian, al-Baladhuri, writing in the 9th century, merely states that Mūsā wrote Ṭāriq a "severe letter" and that the two were later reconciled.



*Ṭāriq Bin Ziyad split his army into four divisions, which went on to capture Córdoba under Mughith al-Rumi, Granada, and other places, while he remained at the head of the division which captured Toledo.*





**Prophet Muhammad  
(peace be upon him) said:**

*“Allah does not look at your  
appearance or your possessions;  
but He looks at your heart and  
your deeds.”*

*[Muslim, Birr (Piety), 33; Ibn Majah,  
Duhd (Observance of Devotions) 9;  
Ahmad bin Hanbal, 2/285, 539]*



**Prophet Muhammad  
(peace be upon him) said:**

*“Do not quarrel with your  
(Muslim) brothers. Do not make  
them such jokes as they will not  
like. Do not make promises to  
them that you will not keep.”*

*[Tirmidhi, Birr (Piety), 58]*

# Comics

ITCHY FEET

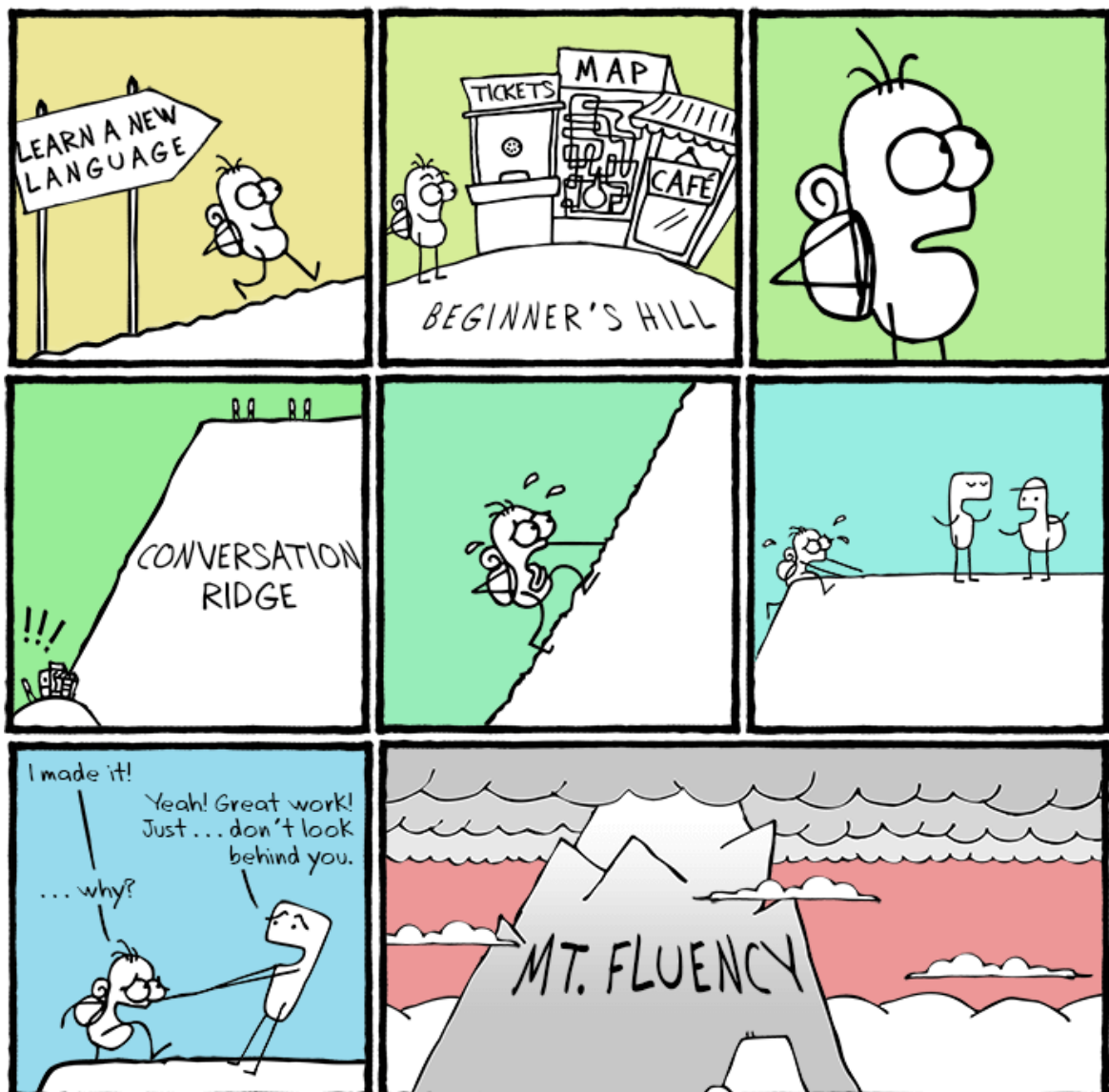


© 2018 Malachi Ray Rempen

[www.itchyfeetcomic.com](http://www.itchyfeetcomic.com)

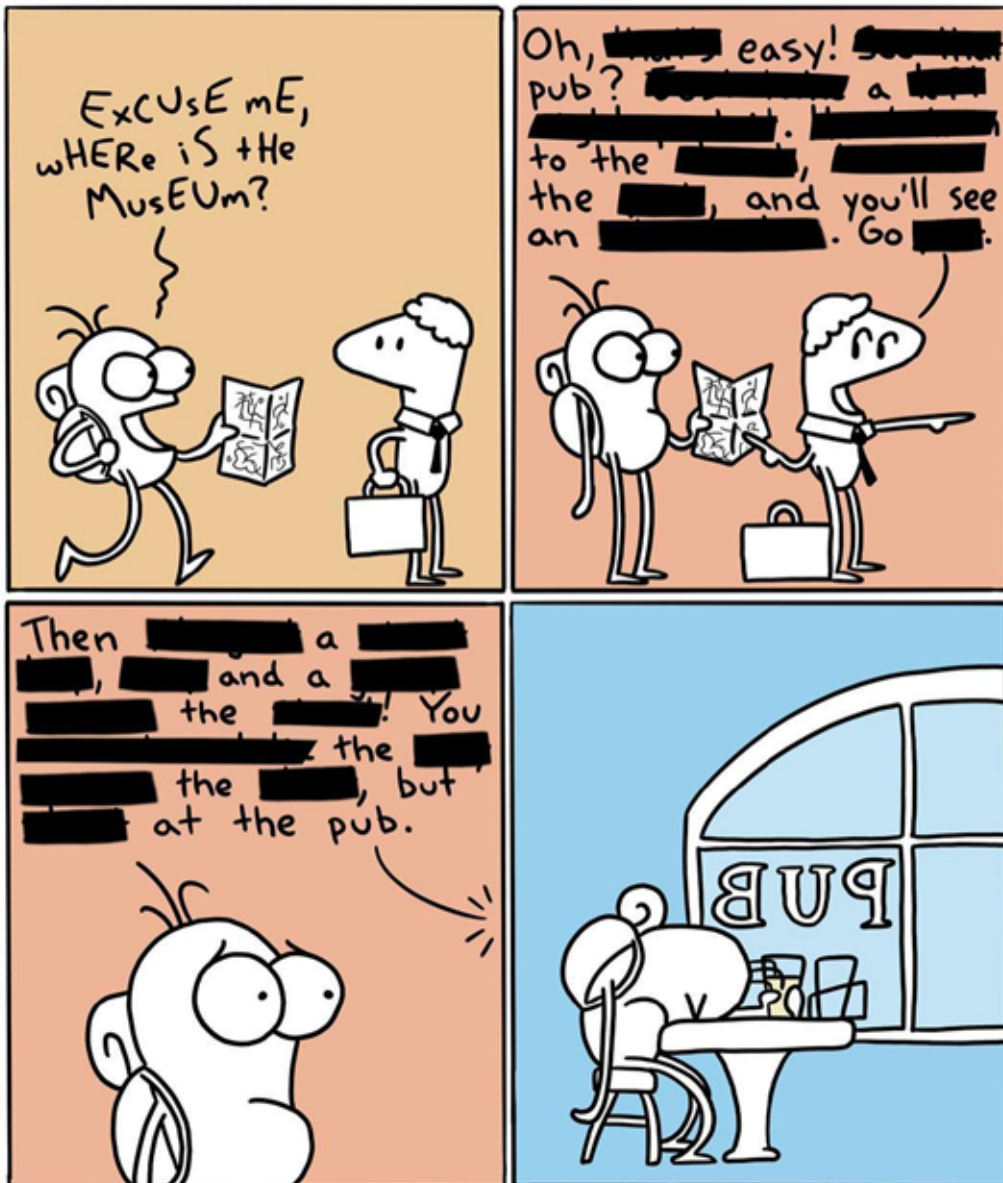
# Comics

## ITCHY FEET





# ITCHY FEET



# Comics

## ITCHY FEET



© 2018 Malachi Ray Rempen

[www.itchyfeetcomic.com](http://www.itchyfeetcomic.com)



**Prophet Muhammad  
(peace be upon him) said:**

*“Those who cheat  
are not of us.”*

*[Muslim, Iman (Faith), 164]*

