

# ALP CRE LEVEL 3

©2018, THE REPUBLIC OF SOUTH SUDAN, MINISTRY OF GENERAL EDUCATION AND INSTRUCTION.

All rights reserved. No part of this book may be reproduced by any means graphic, electronic, mechanical, photocopying, taping, storage and retrieval system without prior written permission of the Copyright Holder. Pictures, illustrations and links to third party websites are provided in good faith, for information and education purposes only.



This book is the property of the Ministry of General Education and Instruction.

Funded by:



**THIS BOOK IS NOT FOR SALE**

## FOREWORD

I am delighted to write the foreword for this book. The Ministry of General Education and Instruction (MoGE&I) has developed the Accelerated Learning Programme (ALP) textbooks based on the National Curriculum of South Sudan.

The textbook was written to help learners develop the background knowledge and understanding in the subject. It is intended largely to serve as a source of knowledge and understanding of the subject concerned, but not to be considered as a summary of what learners ought to study.

The National Curriculum is a competency based and learner-centered that aims to meet the educational needs and aspirations of the people of South Sudan. Its aims are manifold: (a) Good citizenship (b) successful lifelong learners, (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society.

This textbook was designed by subject panelists to promote the learners' attainment of the following competencies; critical and creative thinking, communication, cooperation, culture and identity.

No one can write a book of this kind without support from colleagues, friends and family. Therefore, I am pleased to register my thanks to Dr Kuyok Abol Kuyok, the Undersecretary of the Ministry, who emphasized the importance of Alternative Education System (AES) and approved the development of its textbooks.

I also want to record my thanks to Ustaz Omot Okony Olok, the Director General for Curriculum Development Centre (CDC) and Ustaz Shadrack Chol Stephen, the Director General for Alternative Education Systems (AES) who worked tirelessly with the subject panelists to develop the textbooks.

Lastly, but not least, my greatest thanks and appreciation must go to the Global Partnership for Education (GPE) and UNICEF-South Sudan for without their support and partnership this textbook would not have seen light.



---

Hon. Awut Deng Acuil, MP  
Minister,  
Ministry of General Education and Instruction  
Republic of South Sudan, Juba

# Table of Content

## **UNIT 1 : Abraham the Father of Faith..... 1**

Abraham and his relatives.....	1
The call of Abraham and the promises from God.....	4
The journey from Haran to Canaan.....	7
Importance of faith to Jewish people and Christians today.....	13
Sacrifice in Traditional African Society.....	14
Religious leaders in our society today.....	15
End of unit summary.....	19
Glossary.....	19

## **UNIT 2 : Moses and the Ten Commandments ..... 20**

The birth and early life of Moses.....	20
The call of Moses.....	23
Importance of the call of Moses to the people of Israel...	29
The Ten Commandments.....	29
The Ten plagues.....	33

End of Unit Summary.....	34
Glossary .....	35

**UNIT 3 :Jesus Christ and His Mission.....36**

Meaning of Jesus Christ.....	36
Jesus teaching on the virtues.....	40
Reasons for Jesus’ mission .....	42
The miracles of Jesus Christ.....	43
Importance of the miracles of Jesus.....	51
Prophet Muhammad .....	51
Gautama Buddha.....	53
End of Unit Summary .....	54
Glossary .....	55

**UNIT 4 : The First Apostles and Disciples.....56**

The twelve disciples of Jesus.....	59
Importance of the apostles and disciples to Christians.....	61
Followers of other faiths .....	61
End of Unit Summary .....	62

Glossary .....	63
<b>UNIT 5: God the Father and our Environment.....</b>	<b>62</b>
The environment.....	62
Protecting our environment.....	65
Importance of the environment.....	68
Importance of plants .....	71
Importance of animals .....	73
Importance of physical features .....	76
How other religions understand the environment .....	78
Human activities that pollute the environment .....	80
<b>UNIT 6: COMMUNAL WORK .....</b>	<b>84</b>
Importance of communal work in Africa .....	86
How communal work is misused.....	88
How to control misuse of communal work .....	90
<b>UNIT 7: IMPORTANT PEOPLE .....</b>	<b>92</b>
Who are the important religious people in South Sudan? .....	92
Saint Josephine Bakhita (1869–1947).....	93

Contributions of Josephine Bakhita to the church .....	94
Bishop Daniel Comboni (1831–1881) .....	95
Bishop Comboni missionary work.....	96
Contributions of Comboni Missionaries .....	97
Bishop Daniel Deng Atong (1912–1976).....	99
Contributions of Daniel Deng to Christianity .....	101
Challenges encountered by Daniel Deng in his ministry.....	101
The meaning of denomination .....	103
<b>UNIT 8: THE DENOMINATION HISTORY .....</b>	<b>103</b>
Christianity .....	105
Anglican Church .....	106
Islam.....	107
Teachings of the early church leaders on values .....	109
<b>UNIT 9: FESTIVALS AND SEASONS IN ALL RELIGIONS .....</b>	<b>111</b>
Christian Festivals and Seasons.....	112
Islamic Festivals and Seasons .....	115
Hindu Festivals and Seasons.....	118
Traditional African Religion .....	120

**Key words**

Faith, altar, apostle,  
Prophet, descendant, evangelist

In this unit we are going to discuss about Abraham. The relatives of Abraham. We are also going to discuss why Abraham is called the father of faith.

## Abraham and his relatives

**ACTIVITY 1.1**

1. As a class, read Genesis 11:27-32 with your teacher.

Genesis 11:27-32

*27 These are the descendants of Terah, who was the father of Abram, Nahor, and Haran. Haran was the father of Lot, 28 and Haran died in his hometown of Ur in Babylonia, while his father was still living. 29 Abram married Sarai, and Nahor married Milcah, the daughter of Haran, who was also the father of Iscah. 30 Sarai was not able to have children. 31 Terah took his son Abram, his grandson Lot, who was the son of Haran, and his daughter-in-law Sarai, Abram's wife, and with them he left the city of Ur in Babylonia to go to the land of Canaan. They went as far as Haran and settled there. 32 Terah died there at the age of 205.*

2. Write down:
  - a) The father of Abraham.
  - b) The wife of Abraham.
  - c) Where Abraham was travelling to when he left his homeland.
3. Exchange the papers with other groups. Confirm the answers with your teacher.



*Abraham and Sarah standing outside a tent*

Terah was the father of Abraham. Abraham had two brothers Haran and Nahor. They lived in the land of Ur in Babylonia. Abraham married Sarah. They had a son called Isaac. Abraham means the **father of faith**. Abraham was first called Abram. Then later his name changed to Abraham. Same case to Sarah wife of Abraham. At first, she was called Sarai. Then later her name changed to Sarah.

### Individual work

Match the following relatives of Abraham in A and their names in B from the table below.

The first one has been done for you.

A	B
Father	Isaac
Wife	Terah
Son	Nahor and Haran
Brothers	Sarah





## Group work

1. Abraham means the father of faith. Why do you think Abraham is referred to as the father of faith?
2. Share your ideas with the rest of the groups and write your points down.
3. Show your teacher what you have written.

## What is faith?



### ACTIVITY 1.2

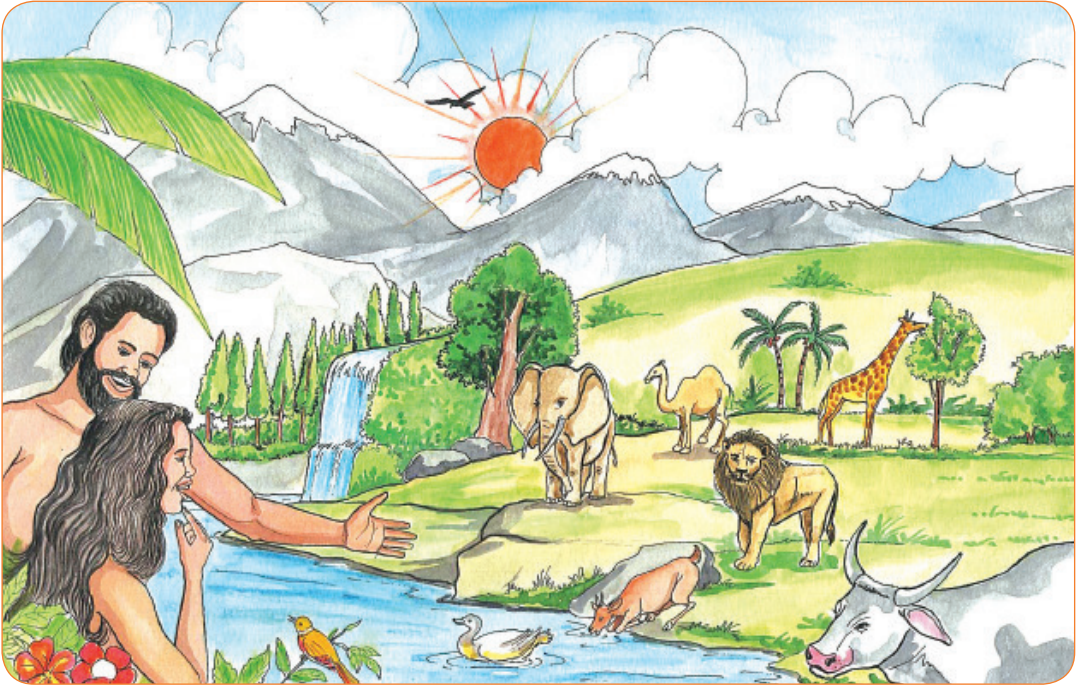
1. Take a nature walk outside your classroom.
2. In pairs, blindfold each other one at a time.
3. Tell your friend to look for a pen you have placed in a surrounding area.

### Answer the following questions

- a) How long did you take to find the pen?
- b) Were you sure that you will get the pen?
- c) Did you take the same period as your friend to find the pen?
- d) Why did one take a longer period than the other?

## According to Hebrews 11: 1;

To have faith is to be sure of the things we hope for, and to be certain of the things we cannot see. The Bible says that, no one can please God without faith. Therefore, we should have faith in God. He created us and the universe.



Plants, animals, rivers

## The call of Abraham and the promises from God



### ACTIVITY 1.3

1. With the help of your teacher, read Genesis 12: 1- 9 as a class.

Genesis 12:1-9

*The Lord said to Abram, “Leave your country, your relatives, and your father’s home, and go to a land that I am going to show you. 2 I will give you many descendants, and they will become a great nation. I will bless you and make your name famous, so that you will be a blessing. 3 I will bless those who bless you, But I will curse those who curse you. And through you I will bless all the nations.” 4 When Abram was seventy-five years old, he started out from Haran, as the Lord had told him to do; and Lot went with him. 5 Abram took his wife Sarai, his nephew Lot, and all the wealth and all the slaves they had acquired in Haran, and they started out for the land of Canaan. When they arrived in Canaan, 6 Abram traveled through the land until he came to the sacred tree of Moreh, the holy place at Shechem. (At that time the Canaanites were still living in the land.) 7 The Lord appeared to Abram and said to him, “This is the country that I am going to give to your descendants.”*

*Then Abram built an altar there to the Lord, who had appeared to him. 8 After that, he moved on south to the hill country east of the city of Bethel and set up his camp between Bethel on the west and Ai on the east. There also he built an altar and worshiped the Lord. 9 Then he moved on from place to place, going toward the southern part of Canaan.*

2. Recite the following verse:

The Lord said to Abraham, “Leave your country, your relatives, and your father’s home, and go to a land that I am going to show you.”

3. What have you learnt from the Bible verse that you have read?
4. Write down what you have learnt and share with your friend.

Abraham obeyed the call from God. He also believed the promises that God made to him. God told Abraham that he would bless those who bless him and curse those who curse him. Through him God would bless all nations.



### ACTIVITY 1.4

1. How does the call of Abraham and the promises from God relate to your own life? Discuss in groups of five.
2. Share in class with the rest of the group what you have discussed.
3. Show your teacher what you have discussed.

## Fun Point

Sing the following song

Father Abraham,  
Had many sons,  
Many sons of father Abraham,  
I am one of them,  
And so are you,  
So let us praise the Lord.  
Right hand, Left hand,  
Father Abraham,  
Had many sons,  
Many sons of father Abraham,  
I am one of them,  
And so are you,  
So let us praise the Lord.  
Right foot, left foot,  
Father Abraham,  
Had many sons,  
Many sons of father Abraham,  
I am one of them,  
And so are you,  
So Let us praise the Lord.

## *Homework*

Ask your parent or guardian to tell you;

1. A story about Abraham.
2. The promises of God to Abraham.
3. Summarise the story in your own words.
4. Share the story with the rest of the members in class.

## **The journey from Haran to Canaan**



*Abraham and Sarah travelling*

After a long stay in the land of Haran where they had settled, Abraham decided to move. Abraham was 75 years old during this time. He took his wife Sarah, his nephew Lot and all the wealth he had acquired in Haran. They started a journey to Canaan. After they reached Canaan, Abraham through the land to the Holy place at Shechem. At this holy place there was a sacred tree of Moreh. Here God appeared to Abraham.



### ACTIVITY 1.5

1. Recite this verse:

“This is the country that I am going to give to your descendants.”

2. Read Genesis 12:1-9 with your teacher.

Genesis 12:1-9

*1 The Lord said to Abram, “Leave your country, your relatives, and your father’s home, and go to a land that I am going to show you. 2 I will give you many descendants, and they will become a great nation. I will bless you and make your name famous, so that you will be a blessing. 3 I will bless those who bless you, But I will curse those who curse you. And through you I will bless all the nations.” 4 When Abram was seventy-five years old, he started out from Haran, as the Lord had told him to do; and Lot went with him. 5 Abram took his wife Sarai, his nephew Lot, and all the wealth and all the slaves they had acquired in Haran, and they started out for the land of Canaan. When they arrived in Canaan, 6 Abram traveled through the land until he came to the sacred tree of Moreh, the holy place at Shechem. (At that time the Canaanites were still living in the land.) 7 The Lord appeared to Abram and said to him, “This is the country that I am going to give to your descendants.” Then Abram built an altar there to the Lord, who had appeared to him. 8 After that, he moved on south to the hill country east of the city of Bethel and set up his camp between Bethel on the west and Ai on the east. There also he built an altar and worshiped the Lord. 9 Then he moved on from place to place, going toward the southern part of Canaan.*

3. What can you say about Abraham from the verse above.



*Abraham built altar for God*

Here Abraham built an altar for the Lord God. He built another altar between Bethel and Ai. He worshipped God in this altar.

### **Pair work**

1. With your friend, discuss where you normally go to worship.
2. Is your answer the same with the one of your friend?
3. Tell your teacher what your friend has told you.



## ACTIVITY 1.6

1. Why do you think God called Abraham? Discuss.
2. If you can access a library or internet, do a research on the promises that God gave to Abraham.
3. Present your findings in class.

### *Homework*

1. Ask your parents or guardian to explain to you why Abraham moved from Haran to Canaan.
2. Let them identify the reason why Abraham moved from the land of Haran to Canaan.
3. Will you interpret their explanation in your own words? Present in class.



## God commands Abraham to sacrifice his son

### Genesis 22:1-19

Genesis 12:1-9

1 Some time later God tested Abraham; he called to him, "Abraham!" And Abraham answered, "Yes, here I am!" 2 "Take your son," God said, "your only son, Isaac, whom you love so much, and go to the land of Moriah. There on a mountain that I will show you, offer him as a sacrifice to me." 3 Early the next morning Abraham cut some wood for the sacrifice, loaded his donkey, and took Isaac and two servants with him. They started out for the place that God had told him about. 4 On the third day Abraham saw the place in the distance. 5 Then he said to the servants, "Stay here with the donkey. The boy and I will go over there and worship, and then we will come back to you." 6 Abraham made Isaac carry the wood for the sacrifice, and he himself carried a knife and live coals for starting the fire. As they walked along together, 7 Isaac spoke up, "Father!" He answered, "Yes, my son?" Isaac asked, "I see that you have the coals and the wood, but where is the lamb for the sacrifice?" 8 Abraham answered, "God himself will provide one." And the two of them walked on together. 9 When they came to the place which God had told him about, Abraham built an altar and arranged the wood on it. He tied up his son and placed him on the altar, on top of the wood.



#### ACTIVITY 1.7

In small groups, role play the following conversation:

**God:** Abraham!

**Abraham:** Yes here I am.

**God:** Take your son, your only son, Isaac, whom you love so much, and go to the land of Moriah. There on the mountain that I will show you, offer him as a sacrifice to me.

**Abraham:** (To the servants) stay here with the donkey. The boy and I will go over there and worship, and then we will come back to you.

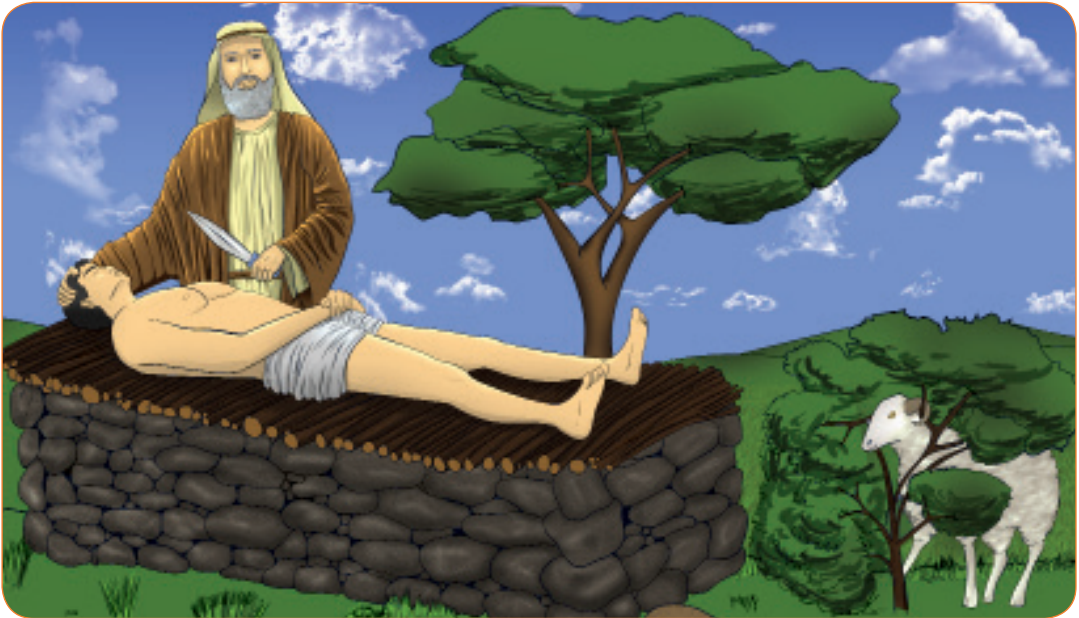
**Isaac:** (walking with his father) Father!

**Abraham:** God Himself will provide one.

**Angel of Lord:** Abraham, Abraham!

**Abraham:** Yes here I am.

**Angel of Lord:** Don't hurt the boy or do anything to him. Now I know that you honour and obey God, because you have not kept back your only son from Him.



*Abraham sacrificing his son Isaac*



### ACTIVITY 1.8

1. What could be your reaction to God's demand, if you were Abraham? Explain.
2. How do you relate God's commandments to Abraham to your own life today? Discuss.

The sacrifice of Isaac was the greatest test of Abraham's faith. He obeyed God because he had great faith in Him. Abraham put God first in everything he did. As Christians, we should obey God in everything we do. This will make us the children of God.

### **Fun Point**

Sing the following chorus

Trust and obey,  
For there is no other way,  
To be happy in Jesus,  
But to trust and obey.

### **Acts that shows Abraham is the father of faith**

Abraham obeyed God by moving to a new land that he did not know. Abraham believed that, he would get a child Isaac as God promised him. He obeyed God to sacrifice his only son Isaac. This was the greatest test of Abraham's faith. He built altars, one at Shechem and the other at Bethel for God.

### **Importance of faith to Jewish people and Christians today**

Faith strengthens their relationship with God. It enables Christians to obey God like Abraham did. Through faith, Christians are able to face trials with confidence just like Abraham who was told to sacrifice his only son Isaac.



## ACTIVITY 1.9

1. How would you show your understanding of faith through Abraham? Explain.
2. How would you use the importance of faith to Jewish people and Christians today to relate to your own life?

### Sacrifice in Traditional African Society



*Traditional people offering prayers under a tree*

In traditional African society, people offered sacrifices for many reasons. The following are some of the reasons; They offered sacrifices to appease their ancestors. This was done in sacred places such as shrines or on mountains. In slaughtering animals there was shedding of blood. Blood is thought to carry continuity of life.



*People worshipping in mountain*



### ACTIVITY 1.10

In groups of 5, discuss other reasons that you may know on why people offered sacrifices in traditional African society.

### *Homework*

Ask your parent or guardian to tell you;

1. How people used to worship God in your community.
2. Sacred places that people used to offer sacrifices in your community.
3. Why people used to offer sacrifices in your community.
4. Make a presentation in class of what you have learnt about your community.

## Religious leaders in our society today



### ACTIVITY 1.11

1. In small groups, write down the titles of leaders in your churches.
2. Exchange with other groups and compare the answers.
3. As a class, list the common titles and present in front of the class.

God has continued to call people even today.

God calls people to various missions.

## In Ephesians 4:11-12, Jesus Christ gave out various gifts

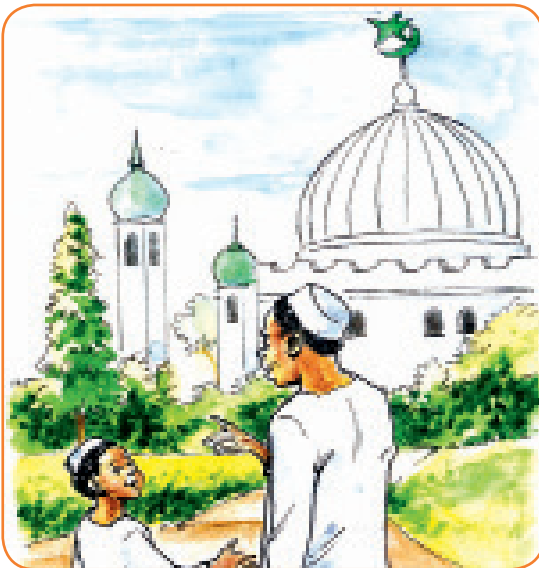
Read the following verse.

“And He Himself gave some to be apostles, some prophets, some evangelists and some pastors and teachers, for the equipping of the saints for the work of ministry, for the edifying of the body of christ.

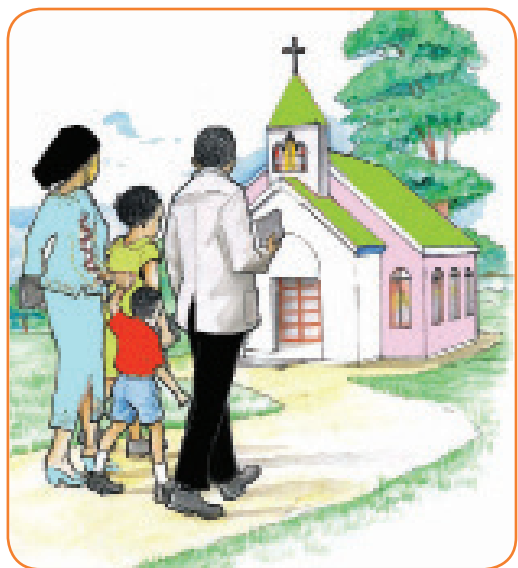
### individual work

1. What have you learnt from the Bible verse above?
2. Write down what you have learnt.
3. Share with the rest of the members in class.

Religious leaders in our churches today have titles such as; Reverend, Bishop, Father, Pastor, Sister or Brother. These titles are given depending on the churches you attend.



*Ali going to the mosque*



*Sandra going to church*

## Check your progress

1. Discuss in groups common titles given to religious leaders in our churches today.
2. Why do you think Jesus Christ appointed people? Explain.
3. Which work will you carry in your community if you are chosen as an ambassador of Christ.

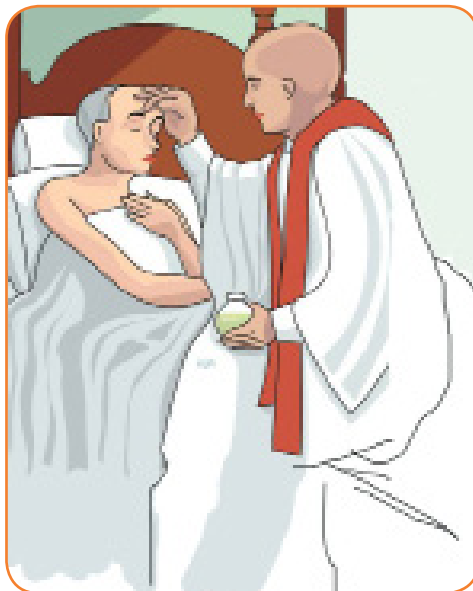
## The role of religious leaders in our society today



### ACTIVITY 1.12

Following the activity you did under religious leaders:

- a) Discuss roles that religious leaders do in your church?
- b) How does their roles make your life in church good for you?



*Pastor praying*

Religious leaders act as a link between God and human beings. They act as role models in the society. They also guide and counsel their members. When people are faced with various challenges they go to religious leaders for guidance. They teach and preach good news about the Kingdom of God.



*Worship in church*

### **Pair work**

1. With your friend, discuss the importance of religious leaders in our church today.
2. As young people, what can you do in church to make the work of the leaders easy?



## End of Unit Summary

Abraham is known to be the father of faith. You cannot please God without faith. Abraham became a friend of God because he obeyed God in everything he did. His greatest act of faith was when God demanded him to sacrifice his son Isaac. God made promises to Abraham. He promised to bless all nations through him.

### Check your progress

1. Discuss various titles given to religious leaders in our churches today.
2. Explain why Abraham is called the father of faith.
3. Why do you think Abraham was told to sacrifice his only son?
4. Explain why Abraham was told to travel to a new land.
5. Abraham was given several promises by God. Discuss.
6. Discuss places that traditional people used to offer sacrifices.
7. In your own understanding, why do you think people used to offer sacrifices in Traditional African Society?

### Glossary

<b>Faith:</b>	To be sure of the things we hope for and to be certain of the things we cannot see.
<b>Altar:</b>	A set place used to perform religious rites.
<b>Apostles:</b>	A missionary or a leader of religious mission especially in the early Church.

## Unit 2

# Moses and the Ten Commandments

### Key words

Covenant, Commandment, Tablet

In this unit we are going to learn about Moses and the Ten Commandments. It was God's plan to save the children of Israel and the entire human race. This led to the call of Moses. The Israelites had stayed in slavery in Egypt for over 400 years. God decided to free them. The Israelites going to Egypt was God's plan.

## The birth and early life of Moses



### ACTIVITY 2.1

1. In pairs write down what happens when a new baby is born in a family.
2. Why is it that people are happy to see a new born baby?
3. Share with your friend the first experience you had when a child was born. It can be either in your family or in your neighbour's family.

While the Israelites were suffering in Egypt, God continued to bless them and increase their number. When a new pharaoh came to power in Egypt he was against them. He then passed a law to enslave the Israelites.

While they were suffering in Egypt, they kept crying for God to help them. In the process of their suffering, another law was passed. The law said that every Israelite boy that was born had to be thrown into River Nile to die. It was around this period that Moses was born. The mother of Moses decided to hide him, but after three months she could not hide him anymore. She therefore decided to make a basket made of reeds put him inside and put him in River Nile.



*Moses in River Nile*

Pharaoh's daughter was walking along the riverbank. She saw a baby inside the basket. She then adopted him. She named him Moses and brought him up in the palace.



## ACTIVITY 2.2

1. With the help of your teacher, read Exodus 2:1-10.

Exodus 2:1-10

*1 During this time a man from the tribe of Levi married a woman of his own tribe, 2 and she bore him a son. When she saw what a fine baby he was, she hid him for three months. 3 But when she could not hide him any longer, she took a basket made of reeds and covered it with tar to make it watertight. She put the baby in it and then placed it in the tall grass at the edge of the river. 4 The baby's sister stood some distance away to see what would happen to him. 5 The king's daughter came down to the river to bathe, while her servants walked along the bank. Suddenly she noticed the basket in the tall grass and sent a slave woman to get it. 6 The princess opened it and saw a baby boy. He was crying, and she felt sorry for him. "This is one of the Hebrew babies," she said. 7 Then his sister asked her, "Shall I go and call a Hebrew woman to nurse the baby for you?" 8 "Please do," she answered. So the girl went and brought the baby's own mother. 9 The princess told the woman, "Take this baby and nurse him for me, and I will pay you." So she took the baby and nursed him. 10 Later, when the child was old enough, she took him to the king's daughter, who adopted him as her own son. She said to herself, "I pulled him out of the water, and so I name him Moses."*

2. From the verse above, explain the birth of Moses.
3. What have you learnt from the verse above? Tell your teacher.

### Homework

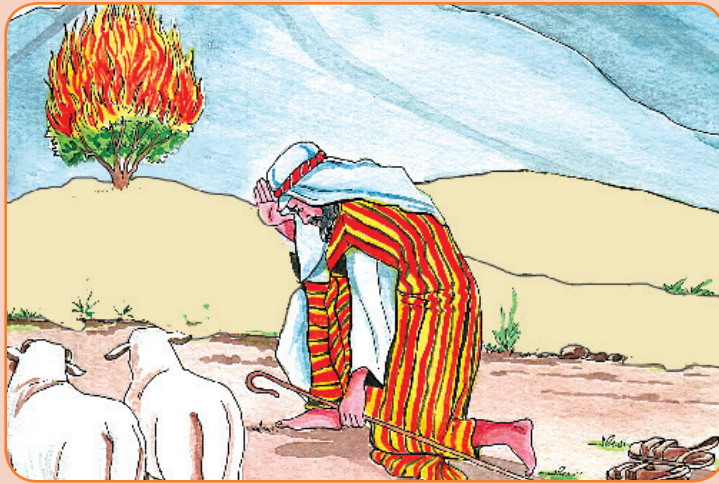
Ask your parent or guardian to tell you;

1. The mother of Moses from the Bible.
2. The father of Moses from the Bible.
3. Tell your teacher what you were told by your parents or guardian.

## The call of Moses

### Pair work

1. With your friend, look at the picture below.



2. Tell your teacher what is in the picture.
3. What do you think is happening in the picture? Explain.

Moses was taking care of the animals of his father-in-law. He encountered a call from God. God appeared to him in form of a burning bush near Mount Sinai. The bush was burning but it was not being consumed. When Moses saw it, he drew near to see what was happening. God called him by name. He told him to remove his sandals because he was standing on a holy ground.

God then told Moses that He was the father of his ancestors, Abraham, Isaac and Jacob. Then God told him that He wanted to use him to rescue the Israelites. Moses refused because he felt he was not worthy to take up God's plan. He feared Pharaoh and the response from the Israelites. God told him that it was through His power that he would get the Israelites out of Egypt.



## ACTIVITY 2.3

### 1. Read Exodus 3:1-22 with your teacher.

Exodus 3:1-22

1 One day while Moses was taking care of the sheep and goats of his father-in-law Jethro, the priest of Midian, he led the flock across the desert and came to Sinai, the holy mountain. 2 There the angel of the Lord appeared to him as a flame coming from the middle of a bush. Moses saw that the bush was on fire but that it was not burning up. 3 “This is strange,” he thought. “Why isn’t the bush burning up? I will go closer and see.” 4 When the Lord saw that Moses was coming closer, he called to him from the middle of the bush and said, “Moses! Moses!” He answered, “Yes, here I am.” 5 God said, “Do not come any closer. Take off your sandals, because you are standing on holy ground. 6 I am the God of your ancestors, the God of Abraham, Isaac, and Jacob.” So Moses covered his face, because he was afraid to look at God. 7 Then the Lord said, “I have seen how cruelly my people are being treated in Egypt; I have heard them cry out to be rescued from their slave drivers. I know all about their sufferings, 8 and so I have come down to rescue them from the Egyptians and to bring them out of Egypt to a spacious land, one which is rich and fertile and in which the Canaanites, the Hittites, the Amorites, the Perizzites, the Hivites, and the Jebusites now live. 9 I have indeed heard the cry of my people, and I see how the Egyptians are oppressing them. 10 Now I am sending you to the king of Egypt so that you can lead my people out of his country.” 11 But Moses said to God, “I am nobody. How can I go to the king and bring the Israelites out of Egypt?” 12 God answered, “I will be with you, and when you bring the people out of Egypt, you will worship me on this mountain. That will be the proof that I have sent you.” 13 But Moses replied, “When I go to the Israelites and say to them, ‘The God of your ancestors sent me to you,’ they will ask me, ‘What is his name?’ So what can I tell them?” 14 God said, “I am who I am. You must tell them: ‘The one who is called I AM has sent me to you.’ 15 Tell the Israelites that I, the Lord, the God of their ancestors, the God of Abraham, Isaac, and Jacob, have sent you to them. This is my name forever; this is what all future generations are to call me. 16 Go and gather the leaders of Israel together and tell them that I, the Lord, the God of their ancestors, the God of Abraham, Isaac, and Jacob, appeared to you. Tell them that I have come to them and have seen what the Egyptians are doing to them. 17 I have decided that I will bring them out of Egypt, where they are being treated cruelly, and will take them to a rich and fertile land - the land of the Canaanites, the Hittites, the Amorites, the Perizzites, the Hivites, and the Jebusites.

18 “My people will listen to what you say to them. Then you must go with the leaders of Israel to the king of Egypt and say to him, “The Lord, the God of the Hebrews, has revealed himself to us. Now allow us to travel three days into the desert to offer sacrifices to the Lord, our God.’ 19 I know that the king of Egypt will not let you go unless he is forced to do so. 20 But I will use my power and will punish Egypt by doing terrifying things there. After that he will let you go. 21 “I will make the Egyptians respect you so that when my people leave, they will not go empty-handed. 22 Every Israelite woman will go to her Egyptian neighbors and to any Egyptian woman living in her house and will ask for clothing and for gold and silver jewelry. The Israelites will put these things on their sons and daughters and carry away the wealth of the Egyptians.”

2. Let your teacher tell you the story of Moses.
3. How would you use the story of Moses to apply it to your own life?

## God supported Moses in the following ways

God gave him assurance, ‘I AM’ which means Yahweh. This cannot be explained in human language. He also gave him his brother, Aaron to speak on his behalf because he was a stammerer. God gave Moses power to perform miracles to make the Egyptians believe.



### ACTIVITY 2.4

Match the following words in A with their meaning in B.

A	B
Covenant	A divine rule
Commandment	A flat slab of stone, wood or clay mostly used for an inscription
Tablet	A sacred agreement between God and an individual or a group of people

## Promises that God gave to Moses

Read the following words loudly.

1. I will fight against all your enemies
2. I will send an angel to protect you
3. I will bless you with food and water
4. I will take away all your illness
5. I will give you long lives



### Group work

1. Discuss the importance of the promises given to Moses by God.
2. How would you apply promises given to Moses to your own life? Explain.





## ACTIVITY 2.5

### 1. Read Exodus 23:20-33 with your teacher.

Exodus 23:20-33

20 “I will send an angel ahead of you to protect you as you travel and to bring you to the place which I have prepared. 21 Pay attention to him and obey him. Do not rebel against him, for I have sent him, and he will not pardon such rebellion. 22 But if you obey him and do everything I command, I will fight against all your enemies. 23 My angel will go ahead of you and take you into the land of the Amorites, the Hittites, the Perizzites, the Canaanites, the Hivites, and the Jebusites, and I will destroy them. 24 Do not bow down to their gods or worship them, and do not adopt their religious practices. Destroy their gods and break down their sacred stone pillars. 25 If you worship me, the Lord your God, I will bless you with food and water and take away all your sicknesses. 26 In your land no woman will have a miscarriage or be without children. I will give you long lives.

27 “I will make the people who oppose you afraid of me; I will bring confusion among the people against whom you fight, and I will make all your enemies turn and run from you. 28 I will throw your enemies into panic; [a] I will drive out the Hivites, the Canaanites, and the Hittites as you advance. 29 I will not drive them out within a year’s time; if I did, the land would become deserted, and the wild animals would be too many for you. 30 Instead, I will drive them out little by little, until there are enough of you to take possession of the land. 31 I will make the borders of your land extend from the Gulf of Aqaba to the Mediterranean Sea and from the desert to the Euphrates River. I will give you power over the inhabitants of the land, and you will drive them out as you advance. 32 Do not make any agreement with them or with their gods. 33 Do not let those people live in your country; if you do, they will make you sin against me. If you worship their gods, it will be a fatal trap for you.”

### 2. What have you learnt?

### 3. Share with your deskmate what you have learnt.

## Importance of the call of Moses to the people of Israel

Moses was a very important person.

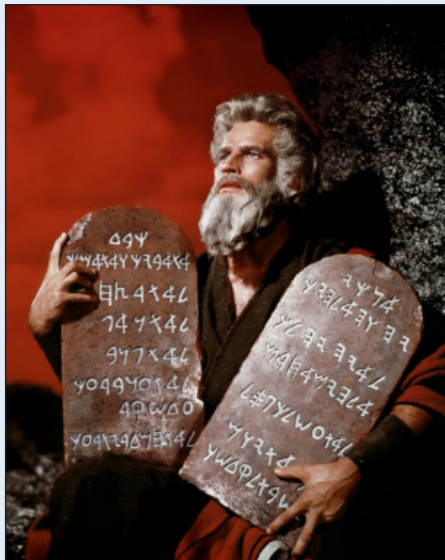
He helped the children of Israel out of slavery.

## The Ten Commandments



### ACTIVITY 2.6

1. With your friend look at the picture below.



2. Tell your teacher what is in the picture.

The Ten Commandments were given to Moses on Mount Sinai.

Moses received them on behalf of the people of Israel.

## The Ten Commandments as contained in the book of Exodus

1. Worship no other God but me.
2. Do not worship idols.
3. Do not use God's name in vain.

4. Observe the Sabbath and keep it holy.
5. Honour your father and mother that you may live long.



*Children helping their mother*

We should respect, obey and love our parents.

6. Do not kill.
7. Do not commit adultery.
8. Do not steal.
9. Do not accuse anyone falsely.
10. Do not covet other people's property.



### **Group work**

1. Discuss in details the Ten Commandments above and their meaning.
2. How would you apply the Ten commandments to your own life.
3. Share with the rest of the groups what you have discussed.
4. Make a presentation of your discussion in class.



## ACTIVITY 2.7

1. With the help of your teacher, read Exodus 20:1-17.

Exodus 20:1-7

20 God spoke, and these were his words: 2 “I am the Lord your God who brought you out of Egypt, where you were slaves.

3 “Worship no god but me.

4 “Do not make for yourselves images of anything in heaven or on earth or in the water under the earth. 5 Do not bow down to any idol or worship it, because I am the Lord your God and I tolerate no rivals. I bring punishment on those who hate me and on their descendants down to the third and fourth generation. 6 But I show my love to thousands of generations[a] of those who love me and obey my laws.

7 “Do not use my name for evil purposes, for I, the Lord your God, will punish anyone who misuses my name.

2. Let your teacher interpret for you each commandment.
3. What have you learnt? Share with your friend.

### Individual work

1. Write down the first five commandments as they are in the book of Exodus.
2. Show your friend what you have written.
3. What have you learnt from the 5<sup>th</sup> commandment? Tell your teacher.
4. How can you use the 4<sup>th</sup> commandment to apply it to your own life?

## The greatest commandments (Matthew 22: 36-40)

The greatest commandments are found in Matthew's Gospel. They are a summary of the Ten Commandments given to Christians by Jesus.

### Pair work

Read the following verse. Matthew 22:36-40

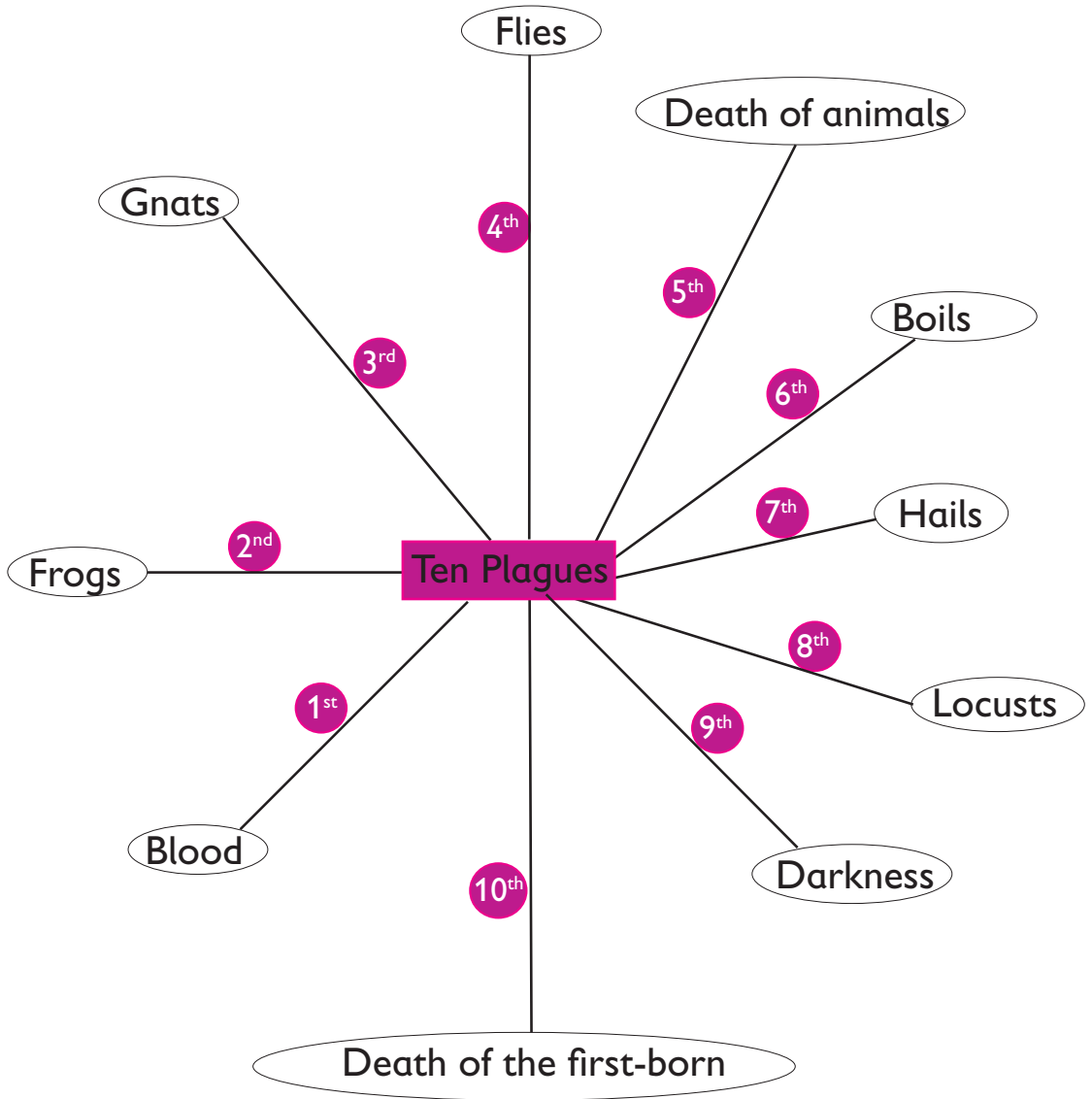
Matthew 22:36-40

36 "Teacher," he asked, "which is the greatest commandment in the Law?"

37 Jesus answered, "Love the Lord your God with all your heart, with all your soul, and with all your mind.' 38 This is the greatest and the most important commandment. 39 The second most important commandment is like it: 'Love your neighbor as you love yourself.' 40 The whole Law of Moses and the teachings of the prophets depend on these two

1. Discuss with your friend the two greatest commandments from the verse above.
2. Tell your teacher what you have discussed.
3. How can you demonstrate love to your neighbour as the Bible says?

# The Ten plagues



## The following are some of the Importance of the Ten Commandments and plagues to the Israelites

God wanted a personal relationship with the Israelites. He also wanted the Israelites to obey and trust Him. The commandments showed that the Israelites had to set a good example to the other nations. It taught the Israelites on how to relate with one another.



### ACTIVITY 2.8

1. Why do you think God gave Israelites the Ten commandments?
2. Why do you think God decided to send plagues to the Israelites?
3. Which lessons have you learnt from the Ten plagues that God send to the Israelites? How will you apply it to your own life?

### End of Unit Summary

The call of Moses was God's divine plan to save the Israelites and the entire human race. God gave the Israelites the Ten Commandments and other laws to follow. These enabled them to have good relationships among themselves and with God.

## Check your progress

1. Narrate the call of Moses.
2. Explain promises that God gave to Moses.
3. Why is it that Moses was a very important person?
4. Identify the two greatest commandments.
5. Which is the 5<sup>th</sup> commandment? How do you obey your parents and teachers?
6. Explain how God punished the Israelites.
7. Name some of the plagues that God used to punish the Israelites.

## Glossary

**Covenant:** A sacred agreement between God and an individual or group.

**Commandment:** A divine rule.

**Tablet:** A flat slab of stone, wood or clay mostly used for an inscription.



## Unit 3

# Jesus Christ and His Mission

### Key words

Miracle, Prophet, Annunciation, Capernaum

In this unit we are going to learn about Jesus Christ and His mission. God sent Jesus to save us from our sins. We are going to discuss several things that He did before He ascended into heaven.

## Meaning of Jesus Christ

**Jesus** means Saviour.

**Christ** means the anointed one or the chosen one.



Birth of Jesus

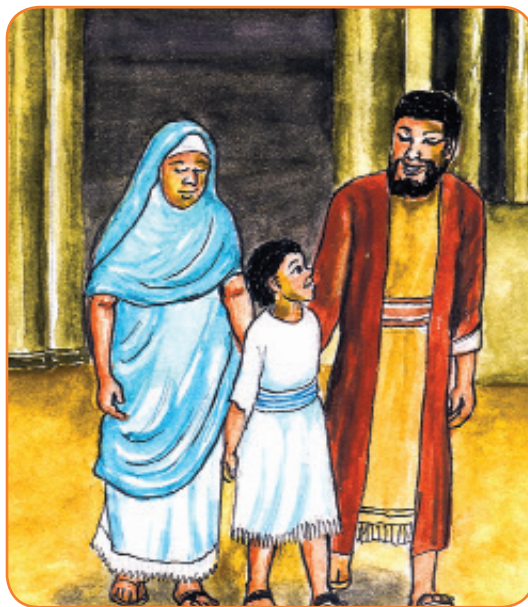
Jesus was born in Bethlehem. He was placed in a manger. Jesus grew up in Nazareth. Nazareth was his home place.



Dedication of Jesus

Jesus was taken to the temple on the 8th day. He was taken for naming and circumcision ceremony.

At the age of 12, Jesus was taken to the temple. The temple was his father's home.



Jesus with his Parents going to the temple



Jesus with Elders in the temple

At the age of 30, Jesus was baptised by John the Baptist. He received the Holy Spirit. The Holy Spirit came in form of a dove.

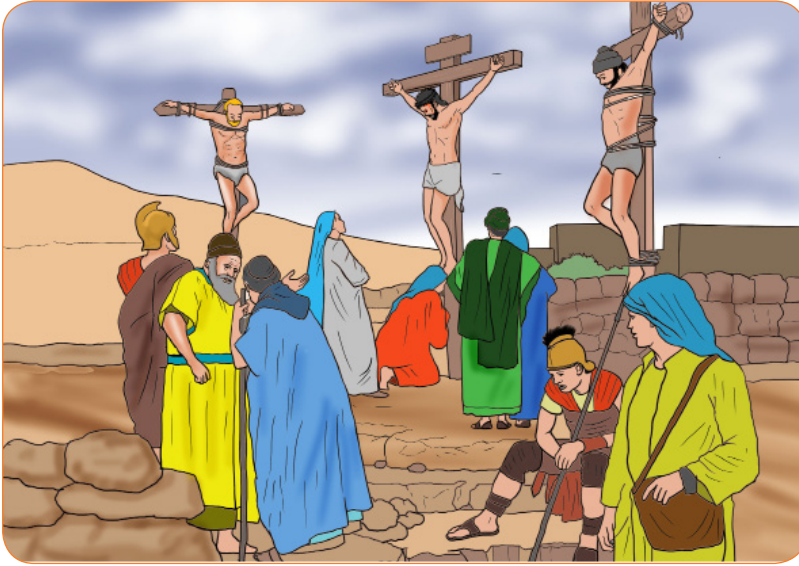
### **ACTIVITY 3.1**

1. With your friend, look at the picture below.



2. Tell your teacher what is in the picture.
3. Can you explain what is happening in the picture?

Mission of Jesus was to save human kind from sins.



*Jesus on the cross with two thieves*

### Pair work

1. Tell your friend who baptised Jesus.
2. Tell your friend if you have been baptised.
3. Why do you think people get baptised? Explain.

### Group work

1. Discuss when did Jesus received the Holy Spirit.
2. Explain your opinion on the work of the Holy Spirit.
3. Tell your teacher what you have discussed.

## *Homework*

Ask your parent or guardian to;

1. Tell you about baptism in your church.
2. Tell you why do people get baptised.
3. Present in class what you were told by your parent or guardian.

## **Jesus teaching on the virtues**

### **Recite the following poem**

Love, love, love,  
Love is a good virtue,  
We are taught to love all people,  
Love is a good virtue.

Kindness, kindness, kindness,  
Kindness is a good virtue,  
We are taught to be kind to everyone,  
Kindness is a good virtue.

Forgiveness, forgiveness, forgiveness,  
Forgiveness is a good virtue,  
We are taught to forgive others,  
If we also want to be forgiven,  
Forgiveness is a good virtue.

Generosity, generosity, generosity,  
Generosity is a good virtue,  
We are taught to be generous to others,  
Generosity is a good virtue.

## Pair work

1. In pairs, identify the virtues from the poem.
2. Write them down.
3. Show your teacher what you have written.



## ACTIVITY 3.2

1. Read Luke 6:27 with your teacher.

Luke 6:27

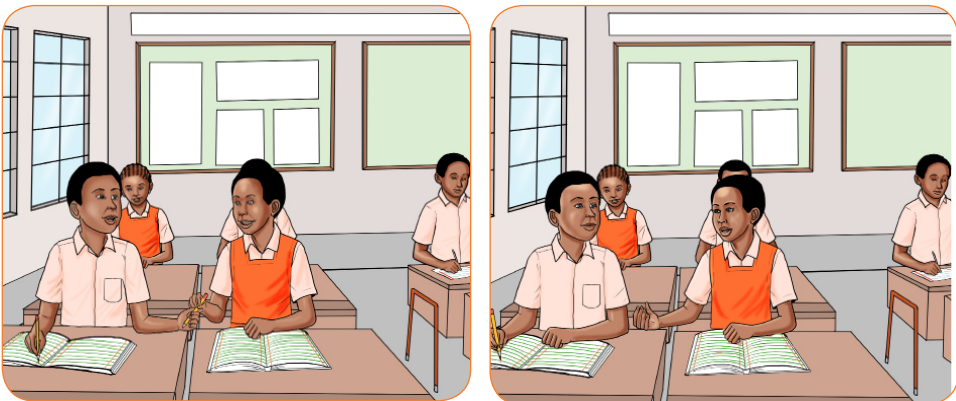
Love for Enemies

27 “But I tell you whoever hears me: Love your enemies, do good to those who hate you,

2. Tell your friend what the Bible says.

## Jesus teaching on the Christian virtues

Jesus taught us that we should love all people. We should love our enemies and treat them well. Jesus taught us that we should be kind to everyone. Jesus taught us not to judge or condemn others. He thought that we should forgive others if we also want to be forgiven. He taught us that we should be generous to others.



Values we learn at school



### ACTIVITY 3.3

1. Tell your teacher what you will do when your friend offends you.
2. Explain what you do to show your generosity.

### Check your progress

1. Explain some of the virtues that you know.
2. Discuss the teachings of Jesus.

## Reasons for Jesus mission



### ACTIVITY 3.4

1. Read Isaiah 61:1-3 and Luke 4:18-19 with your teacher.

Isaiah 61:1-3

1 The Sovereign Lord has filled me with his Spirit.

He has chosen me and sent me  
To bring good news to the poor,  
To heal the broken-hearted,

To announce release to captives  
And freedom to those in prison.

2 He has sent me to proclaim  
That the time has come  
When the Lord will save his people  
And defeat their enemies.

He has sent me to comfort all who mourn,

3 To give to those who mourn in Zion  
Joy and gladness instead of grief,

A song of praise instead of sorrow.  
They will be like trees  
That the Lord himself has planted.  
They will all do what is right,  
And God will be praised for what he has done.

2. Identify the mission of Jesus.
3. What have you learnt from the Bible verse above?

Jesus came to bring good news to the poor, give hope to those who were hopeless. He came to give freedom to those who were oppressed. Jesus came to announce salvation of God to his people.

## The miracles of Jesus Christ



### ACTIVITY 3.5

#### As a class, read Luke 18: 35-43.

Luke 18:35-43

35 As Jesus was coming near Jericho, there was a blind man sitting by the road, begging. 36 When he heard the crowd passing by, he asked, "What is this?"

37 "Jesus of Nazareth is passing by," they told him.

38 He cried out, "Jesus! Son of David! Have mercy on me!"

39 The people in front scolded him and told him to be quiet. But he shouted even more loudly, "Son of David! Have mercy on me!"

40 So Jesus stopped and ordered the blind man to be brought to him. When he came near, Jesus asked him, 41 "What do you want me to do for you?"

"Sir," he answered, "I want to see again."

42 Jesus said to him, "Then see! Your faith has made you well."

43 At once he was able to see, and he followed Jesus, giving thanks to God.

When the crowd saw it, they all praised God.

1. In small groups, role-play how Jesus raised the son of a widow at Nain.
2. Tell your friend the things that Jesus did that other people could not do.



There are some things done but cannot be explained easily. These are called **miracles**.

When Jesus was on earth He performed many miracles.

1. Jesus calm the storm.



*Jesus calm the storm*

2. Jesus fed 5 000 people with five loaves of bread and two fish.



*Jesus feeding 5000 people*

3. Changing water into wine.
4. Raising of the death.

(a) Jesus raised Lazarus.



### ACTIVITY 3.6

1. With the help of your teacher, read John 11:1-44.

John 11:1-44

The Death of Lazarus

11 A man named Lazarus, who lived in Bethany, became sick. Bethany was the town where Mary and her sister Martha lived. (2 This Mary was the one who poured the perfume on the Lord's feet and wiped them with her hair; it was her brother Lazarus who was sick.) 3 The sisters sent Jesus a message: "Lord, your dear friend is sick."

4 When Jesus heard it, he said, "The final result of this sickness will not be the death of Lazarus; this has happened in order to bring glory to God, and it will be the means by which the Son of God will receive glory."

5 Jesus loved Martha and her sister and Lazarus. 6 Yet when he received the news that Lazarus was sick, he stayed where he was for two more days. 7 Then he said to the disciples, "Let us go back to Judea."

8 "Teacher," the disciples answered, "just a short time ago the people there wanted to stone you; and are you planning to go back?"

9 Jesus said, "A day has twelve hours, doesn't it? So those who walk in broad daylight do not stumble, for they see the light of this world. 10 But if they walk during the night they stumble, because they have no light." 11 Jesus said this and then added, "Our friend Lazarus has fallen asleep, but I will go and wake him up."

12 The disciples answered, "If he is asleep, Lord, he will get well."

13 Jesus meant that Lazarus had died, but they thought he meant natural sleep. 14 So Jesus told them plainly, "Lazarus is dead, 15 but for your sake I am glad that I was not with him, so that you will believe. Let us go to him."

16 Thomas (called the Twin) said to his fellow disciples, "Let us all go along with the Teacher, so that we may die with him!"

Jesus the Resurrection and the Life

17 When Jesus arrived, he found that Lazarus had been buried four days before. 18 Bethany was less than two miles from Jerusalem, 19 and many Judeans had come to see Martha and Mary to comfort them about their brother's death.

20 When Martha heard that Jesus was coming, she went out to meet him, but Mary stayed in the house. 21 Martha said to Jesus, "If you had been here, Lord, my brother would not have died! 22 But I know that even now God will give you whatever you ask him for."

23 "Your brother will rise to life," Jesus told her.

24 "I know," she replied, "that he will rise to life on the last day."

25 Jesus said to her, "I am the resurrection and the life. Those who believe in me will live, even though they die; 26 and those who live and believe in me will never die. Do you believe this?"

27 "Yes, Lord!" she answered. "I do believe that you are the Messiah, the Son of God, who was to come into the world."

### Jesus Weeps

28 After Martha said this, she went back and called her sister Mary privately. "The Teacher is here," she told her, "and is asking for you." 29 When Mary heard this, she got up and hurried out to meet him. (30 Jesus had not yet arrived in the village, but was still in the place where Martha had met him.)

31 The people who were in the house with Mary comforting her followed her when they saw her get up and hurry out. They thought that she was going to the grave to weep there.

32 Mary arrived where Jesus was, and as soon as she saw him, she fell at his feet. "Lord," she said, "if you had been here, my brother would not have died!"

33 Jesus saw her weeping, and he saw how the people with her were weeping also; his heart was touched, and he was deeply moved. 34 "Where have you buried him?" he asked them.

"Come and see, Lord," they answered.

35 Jesus wept. 36 "See how much he loved him!" the people said.

37 But some of them said, "He gave sight to the blind man, didn't he? Could he not have kept Lazarus from dying?"

### Lazarus Is Brought to Life

38 Deeply moved once more, Jesus went to the tomb, which was a cave with a stone placed at the entrance. 39 "Take the stone away!" Jesus ordered.

Martha, the dead man's sister, answered, "There will be a bad smell, Lord. He has been buried four days!"

40 Jesus said to her, "Didn't I tell you that you would see God's glory if you believed?" 41 They took the stone away. Jesus looked up and said, "I thank you, Father, that you listen to me. 42 I know that you always listen to me, but I say this for the sake of the people here, so that they will believe that you sent me." 43 After he had said this, he called out in a loud voice, "Lazarus, come out!" 44 He came out, his hands and feet wrapped in grave cloths, and with a cloth around his face. "Untie him," Jesus told them, "and let him go."

2. What have you learnt from the verse above?
3. Explain what Jesus did.



*Jesus raising Lazarus*

Lazarus was a brother to Mary and Martha. Jesus was their family friend. Lazarus became sick and died. Lazarus had been in the tomb for four days when Jesus came. He was deeply moved when He came to the tomb. He told the mourners to move the tombstone. He thanked God and called out in a loud voice, 'Lazarus, come out.' The dead man came out. Then Jesus said to them, 'take off the grave clothes and let him go.'

## Pair work

1. Read the text above with your friend.
2. What have you learnt?
3. Tell your friend.
4. Write down what you have learnt and show your teacher.

## Raising of the son of a widow at Nain (Luke 7:11-17)

### Pair work

1. With your friend, look at the picture below.



2. Tell your friend what Jesus is doing.

### Healing of the Centurion's servant

As Jesus entered Capernaum a centurion came to him. He had a sick servant. He requested Jesus to speak a word and his servant will be healed. Jesus told those who were following him that he had never seen such faith not even in Israel. Jesus told him that let it be done for you, as you have believed. Then immediately the servant was healed.

## Healing of the blind Bartimaeus

Jesus and His disciples went to the town of Jericho. As they were leaving the town, a blind man called Bartimaeus heard that Jesus was passing. Then he began to shout, 'Jesus, Son of David, have mercy on me' then Jesus asked him what he wanted. The blind man said that he wanted to see. 'Go,' Jesus said, 'your faith has healed you.' Immediately he received his sight.

**(Matthew 20:29-34, Mark 10:46-52, Luke 18:35-43)**

Matthew 20:29-34

29 As Jesus and his disciples were leaving Jericho, a large crowd was following. 30 Two blind men who were sitting by the road heard that Jesus was passing by, so they began to shout, "Son of David! Have mercy on us, sir!"

31 The crowd scolded them and told them to be quiet. But they shouted even more loudly, "Son of David! Have mercy on us, sir!"

32 Jesus stopped and called them. "What do you want me to do for you?" he asked them.

33 "Sir," they answered, "we want you to give us our sight!"

34 Jesus had pity on them and touched their eyes; at once they were able to see, and they followed him.



*Jesus healing blind man*



### ACTIVITY 3.7

Role-play in class the healing of the blind man. One of you to be Jesus and others to be the disciples. One of you to be the blind man.

#### Group work

1. Discuss miracles that Jesus Christ performed.
2. Discuss people that Jesus Christ raised from the death.
3. What other miracles of Jesus do you know?

#### Importance of the miracles of Jesus

Why do you think Jesus performed miracles? The following are some of the reasons.

Jesus performed miracles to reveal to us more about the kingdom of God. He performed miracles so as to increase the faith of His followers. He also wanted to show the greatness of the power of God. Miracles of Jesus reveal the nature of God. It showed that there is life after death.

#### Homework

1. Ask your parents or guardian to tell you more about the miraculous catch of fish.
2. Tell your teacher what your parent or guardian told you.
3. How can you relate the importance of the miracles of Jesus to your own life?

## Prophet Muhammad

He was the founder of the Islamic religion. He is considered by Muslims to be a messenger and Prophet of God. Muslims believe he was the last prophet.



*Muhammad praying*

Angel Gabriel showed Muhammad some words believed to be



from God. He therefore started preaching what God had told him. People did not like his message. He and his followers were treated harshly but he did not hate his enemies.

## Gautama Buddha

Buddha was a spiritual leader and a teacher whose teachings of Buddhism were founded.



*Gautama under a Bodhi tree meditating*

**Buddha** means, “awakened one” or “the enlightened one”. He found the complete insight of the cause of suffering. He summarised his teachings into ‘four noble truths’.

## What you should know

The truths were about;

suffering,

cause of suffering,

state of mind free from suffering, and the way to end suffering.

### End of Unit Summary

The birth of Jesus was foretold by Prophet Isaiah. Jesus was born of the Holy Spirit by the Virgin Mary. He performed great miracles in His life. For example, He healed the sick and raised the dead. This confirmed that He had authority from God. There are other religions such as Islam and Buddhism. The founder of Islam is Muhammad. The founder of Buddhism is Gautama Buddha. Founders of all these religions supported their religions to grow. These enabled them to have good relationships among themselves and with God.

### Check your progress

1. What does the word Jesus mean?
2. Identify the place where Jesus was born \_\_\_\_\_.
3. Explain why Jesus was laid in a manger.
4. During baptism of Jesus, there was a dove. What does a dove signify.
5. Why do you think Jesus died?
6. Discuss virtues that Jesus taught during His mission.
7. Discuss miracles of Jesus.

## Glossary

**Miracle:**

Something done but cannot be explained easily.

**Prophet:**

Someone who predicts the future

**Annunciation:**

Announcement by Angel Gabriel to Mary that she will give birth to a son.

**Capernaum:**

Place where Jesus healed Centurion's servant.

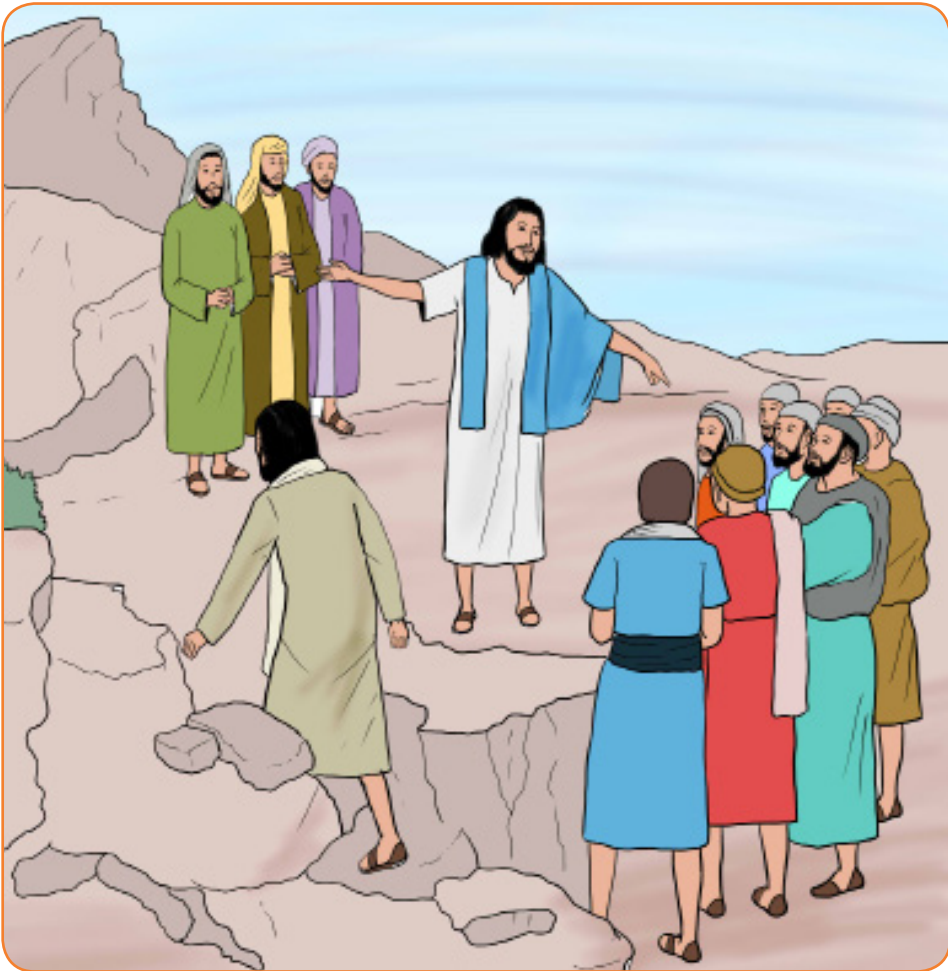
## Unit 4

# The First Apostles and Disciples

### Key words

Apostle, Disciple, Resurrection,  
Persecution

This unit is about the first apostles and disciples. Jesus chose His disciples to assist Him in His work. We are also going to discuss the work of the apostles and disciples.



*Disciples of Jesus*

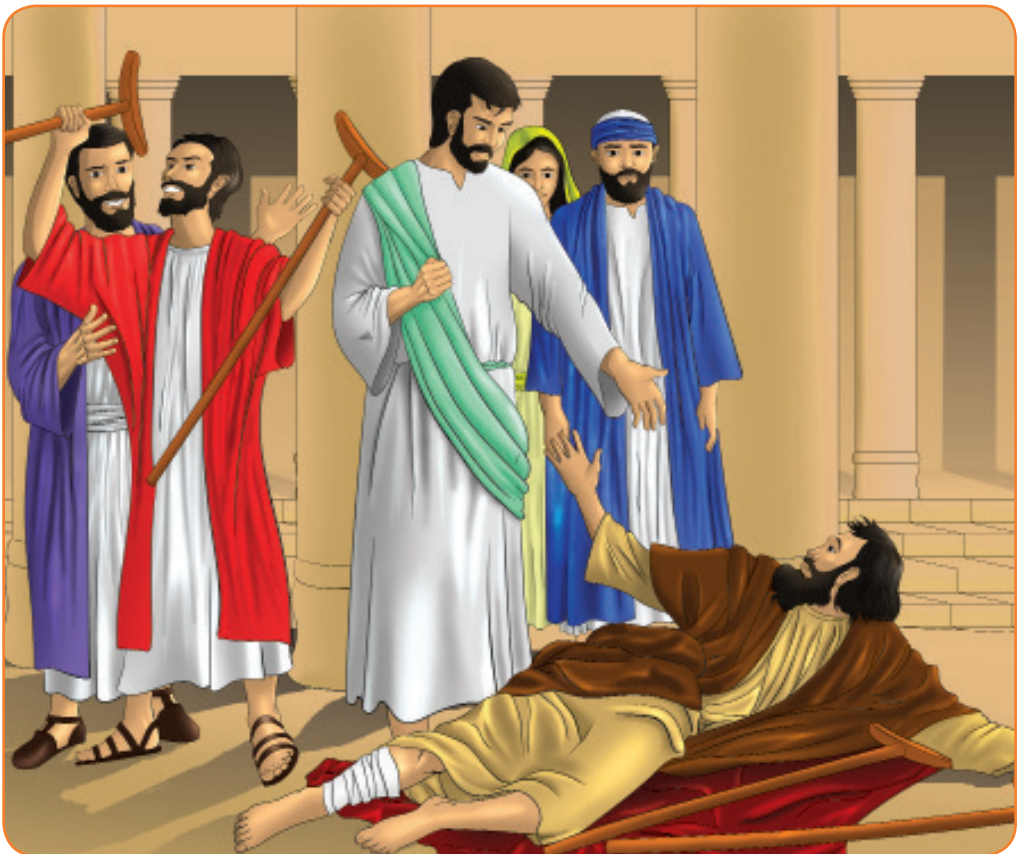


## ACTIVITY 4.1

In Grade Four we learnt about the disciples of Jesus.

1. Write down the disciples of Jesus.
2. Write down any help they gave Jesus in His work.

Jesus wanted the disciples to preach good news to the whole world. The apostles and disciples were to continue with the ministry of Jesus. Witnesses of the teaching of Jesus. Jesus wanted them to be witness of His teachings, to be role models of the society, and also heal the sick.



*John and Peter healing crippled man*



## ACTIVITY 4.2

1. Write an essay about the disciples of Jesus.
2. Share your essay with your friend.
3. Show your teacher what you have written.

### Fun Point

Sing the following song.

I will make you fishers of men,

Fishers of men x2

I will make you fishers of men,

If you follow me.

### Role - play

1. Organise learners to role play the call of the first disciple.
2. Few to act as if they are in the river catching fish.
3. Another to be Jesus.

# The twelve disciples of Jesus



Simon Peter  
(Rock)



Andrew



James



John



Philip



Bartholomew



Matthew



Thomas



Simon son of Alphaeus



Simon the Zealot



Judas son of James



Iscariot

## Check your progress

1. Discuss about the early disciples and apostles of Jesus.
2. Explain how the calling of the early disciples and apostles apply to our daily lives.

## The roles that disciples and apostles play

### Group work

1. In groups of 4, discuss the roles that disciples and apostle play.
2. As a disciple of Jesus, which role can you play in your church? Tell your teacher.



*Preaching in church*





### ACTIVITY 4.3

1. In small groups, role-play how Peter and John healed a Crippled Beggar at the Beautiful Gate.
2. Tell a friend any other thing that the disciples did to the people.

### *Homework*

#### **Ask your parents or guardian to tell you**

1. Who was Simon Peter?
2. Who was Judas Iscariot?
3. Share in class what your parents or guardian told you.

### **Importance of the apostles and disciples to Christians**

Christians should repent their sins. They should be committed to the work of God like apostles and disciples. Christians should also serve God by helping the needy the way disciples did.

### **Followers of other faiths**



### ACTIVITY 4.4

1. Tell your friend the other religions that you know.
2. Write them down.
3. Exchange them with other groups in class and see what they have written.

Let the teacher tell you the major religions in the world.

## The other faiths are

Hindu, Buddhism, Islam

## Islam

Islam is founded on the teachings of Prophet Muhammad.

Muhammad was the last prophet. He had many companions who helped him in spreading the word of Allah.

### Check your progress

1. Who was the last prophet of Islam? Tell your teacher.
2. Explain who Simon Peter was before he was called by Jesus.
3. I betrayed Jesus. Who am I?

### End of Unit Summary

Jesus called his disciples to do many things. These include spreading the good news and healing the sick. Jesus is the foundation of the teachings of Christianity. There are also other religions in the world. They include Islam, Buddhism and Hindu.

## Glossary

- Apostle:** An apostle is a missionary or a leader of religious mission especially in the early church.
- Disciple:** A disciple is a follower.
- Resurrection:** The act of arising from the dead and becoming alive again.
- Persecution:** A program or campaign to eliminate a specific person or group.

# Unit 5

## GOD THE FATHER AND OUR ENVIRONMENT

### The environment

In this unit, we shall learn about God the father and our environment. We will explore about the environment and its importance. In addition, we will discuss what other faiths understand of the environment and the human activities that influence the environment.

#### **ACTIVITY 6.1**

1. What is the meaning of the term environment?
2. Who created the environment?

#### **Nature walk**

1. Go outside your classroom.
2. With the guidance of your teacher around the school compound, observing both living and non-living things.
3. Write down your observations.
4. Identify things that were created by God and those that are made by human beings.

Write them down in a table similar to the one shown below. The first one has been done for you.

Those created by God	Those made by human beings
Grass	Classes

## Pair work



1. With your friend, talk about things found in your home.
2. Discuss them in class.
3. Why do you think God created the environment?



## ACTIVITY 6.2

1. If you can access the Bible read chapters Genesis 1 and 2.
2. Discuss what the Bible says in chapters Genesis 1 and 2.
3. What did God do according to Genesis 1 and 2?



## Group work

1. Work in groups to look for information about creation.
2. Approach the available teachers within the school compound.
3. Ask them about the story of creation in the Bible.
4. Write the main points to discuss in class.

## Learning point

**Environment** refers to everything around us. It consists of all the things in the surrounding.

We refer to God as our father because he created human beings and provides. God created the universe and everything that exists in it. The creation was everything out of nothing. The creation of the universe was in six days.

On the first day, God created day and night.

On the second day, God created heaven and earth.

On the third day, God created land, seas and all kinds of vegetation.

On the fourth day, God created sun, moon and stars. They illuminate the environment.

On the fifth day, God created birds, fish and all the sea creatures. These include all types of birds in the air and fish in the water bodies.

On the sixth day, God created all kinds of animals. God also created human beings on the sixth. The creation of human beings was from His own image. Human beings were given mandate to take care of God's creation.

Being pleased with what He had done for the six days, God rested on the seventh day.



### Fun point

Recite the verse below from Genesis 1:24.

Then God commanded, "Let the earth produce all kinds of animal life; domestic and wild, large and small." (Genesis 1:24).

### Home assignment

1. When you go home, take a walk around your home.
  - a) Identify things created by God. Write them down.
  - b) Identify things made by man. Write them down.
2. Compare and contrast between (a) and (b) above.

## Protecting our environment

### Activity 1.3

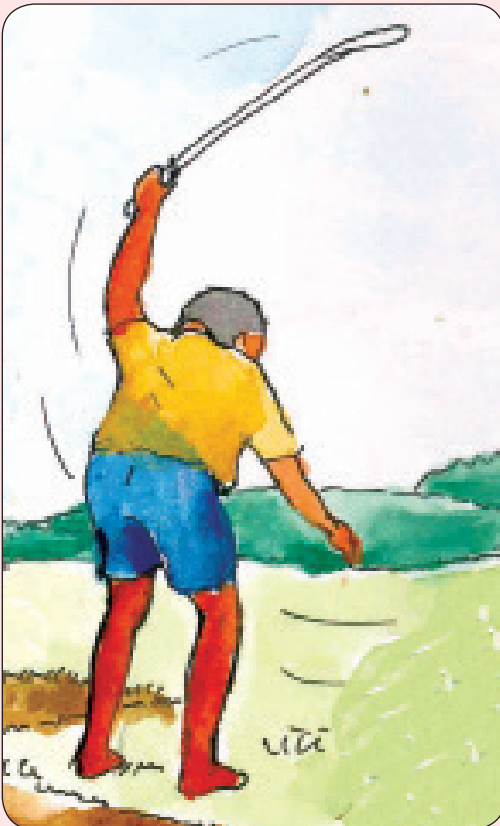
Look at the following pictures.

1. What do you think is happening in each picture?
2. Discuss how we protect our environment based on the pictures.

Picture 1



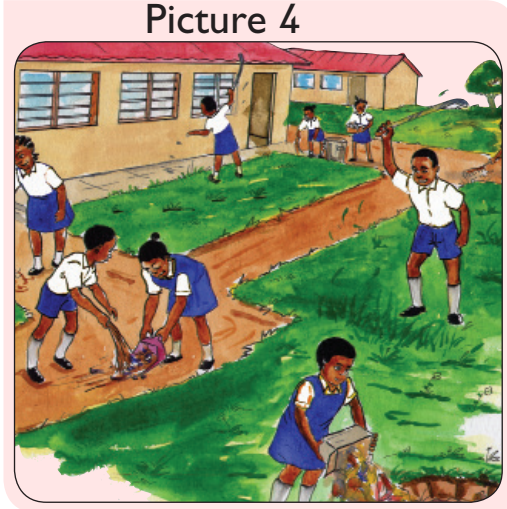
Picture 2



Picture 3



Picture 4



### Individual work

1. Do you practise what is shown in the pictures above?
2. Write a short story about how you can protect the environment.
3. Which other ways do you protect the environment?

### Pair work



With your friend, talk about how you can protect the environment in your home and community.

### Group work

1. In groups design posters with messages of environmental protection. For example, **KEEP OUR SCHOOL CLEAN** or **KEEP OUR COUNTRY LITTER FREE**.
2. Each group to display its posters in class.
1. Organise a community clean up or market clean up on a weekend.
2. Under the guidance of your teacher, carry out the cleaning of the chosen place.



## Learning point

God is the universal creator. He created the earth which form our environment. The environment is God's gift to human beings

God commanded human beings to take care of the creation. Therefore the human race has mandate over the environment.

We can to protect the environment by cleaning, planting more trees and avoid cutting them, watering plants and cutting long grass around buildings.

We should take care of animals to ensure their good health and status.

The environment is very important to us. We plant crops from which we get food.



### Fun point

**Recite the poem below.**

*Human beings, human beings*

*Do not throw rubbish around, Throw them in a rubbish bin*

*Do not leave your school compound dirty, Clean it or sweep it.*

*Do not cut down trees, Plant more,*

*Do not relieve yourself in the bush, Relieve yourself in the toilet*

*Do not throw plastics bags and bottles in water bodies.*

*Human beings, human beings,*

*Take care of the environment,*

*Keep it clean*

*Plant more trees*

*Fence water sources*

*Stop poaching*

*Human beings, God commanded us to take care of His creation.*

*Keep the environment clean, neat and tidy.*

## **Importance of the environment**

### **Activity 1.4**

1. What is the importance of the environment to human beings?
2. Discuss the relationship between human beings and animals in the environment.
3. How are plants beneficial in the environment? Explain.

### **Nature walk**

Go outside your class.

Look around the school compound.

Write what you can see.

Write the uses of the various things you see.

## Pair work

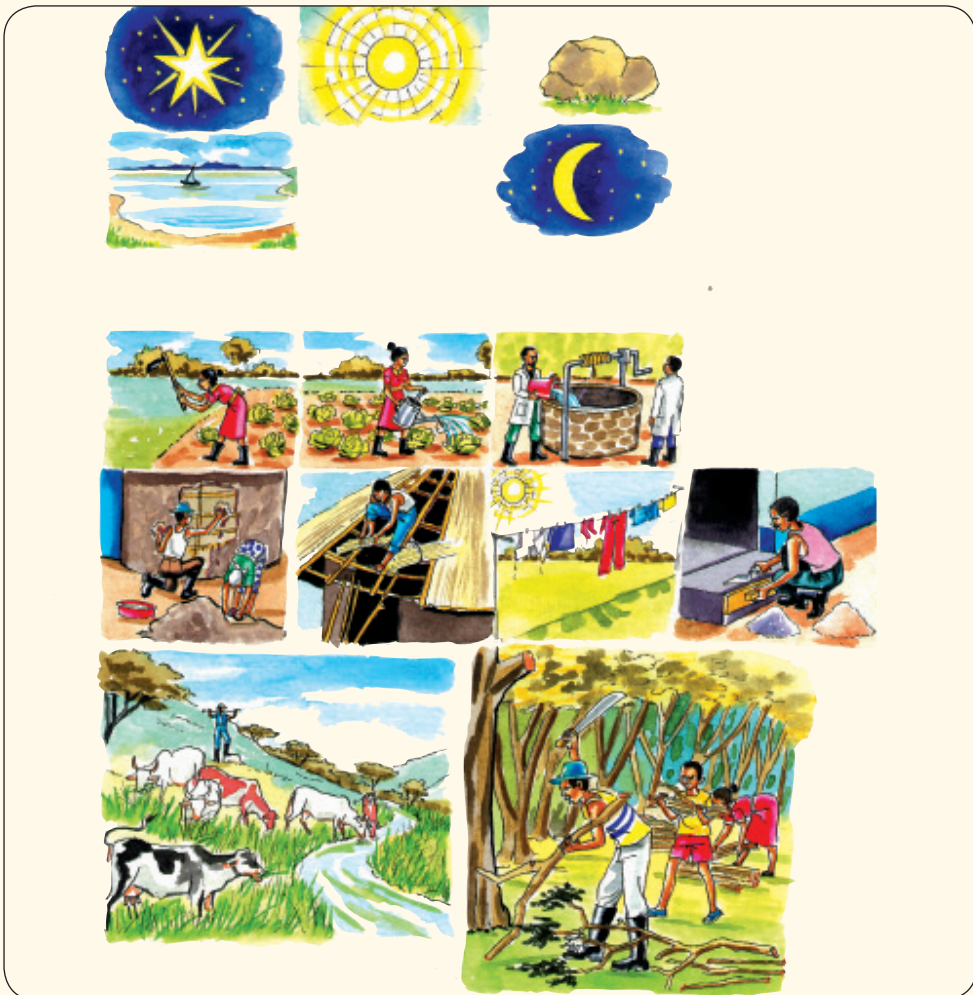
With your friend, write down the importance of the things found in your immediate environment.

Compose a poem on the importance of trees.



## Group work

1. Write short notes on each of the following pictures.



2. Read it to your friends in class.

3. Compare and contrast the importance of the environment based on the above pictures.



## Group work

1. Discuss the importance of the following and share your answers in class.
  - a) Lakes and rivers
  - b) Mountains and hills
  - c) Plants
  - d) Wild animals
  - f) Land
  - g) Air
  - h) Domestic Animals
2. Design posters with messages sensitising the community on the importance of the environment. Display your posters to the class.
3. Carry out awareness campaign in the whole school on the importance of the environment and why it should be protected.

### Learning point

Environment plays an important role in the healthy living of human beings. Environment provides food, water, air and other needs. Human beings need to protect and conserve the environment for sustainability.



### Fun point

**Recite the poem below.**

*Write a poem on the importance of the environment.*

*Recite the poem in class.*

# Importance of plants

## Activity 1.5

- 1 Can you assess the value of plants in the environment?
2. Can you explain what is in the following pictures?  
Write short notes on each picture about the importance of plants.

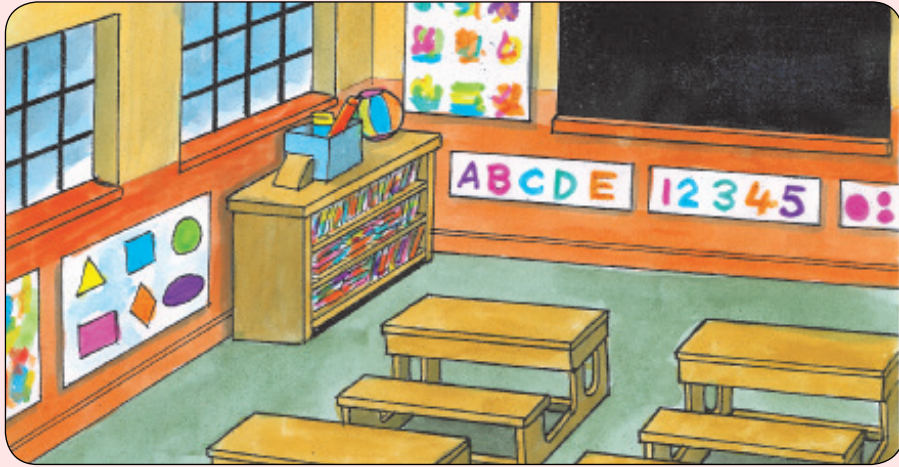
Picture 1



Picture 2



Picture 3



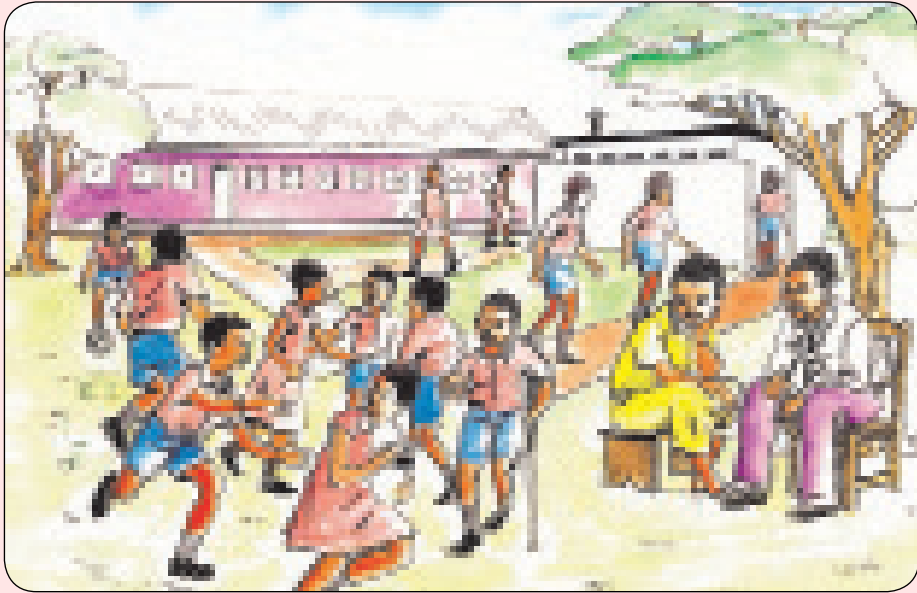
Picture 4



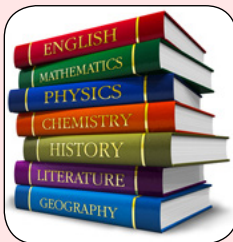
Picture 5



Picture 6



Picture 7

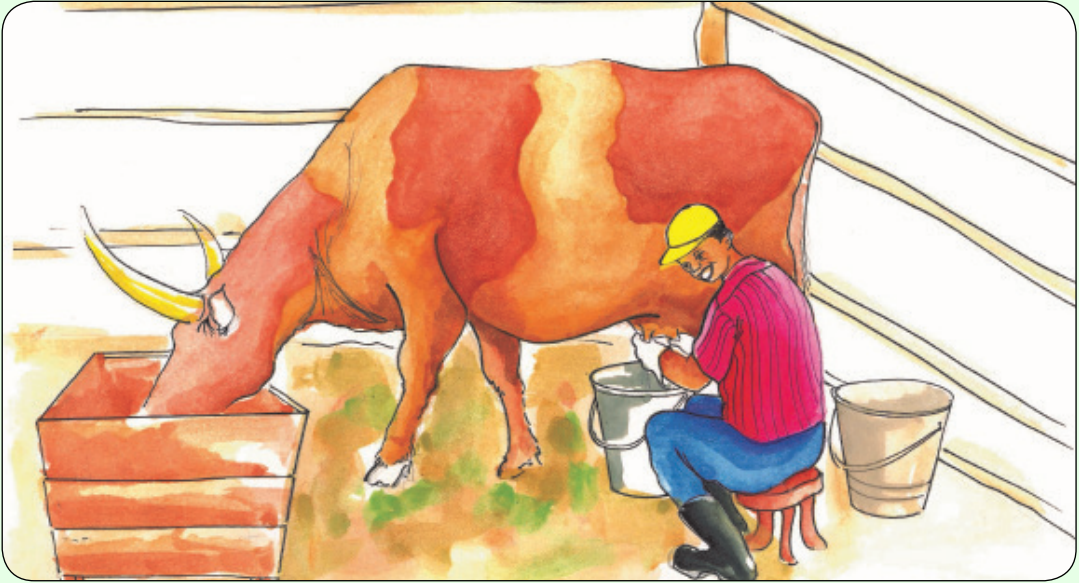


## Importance of animals

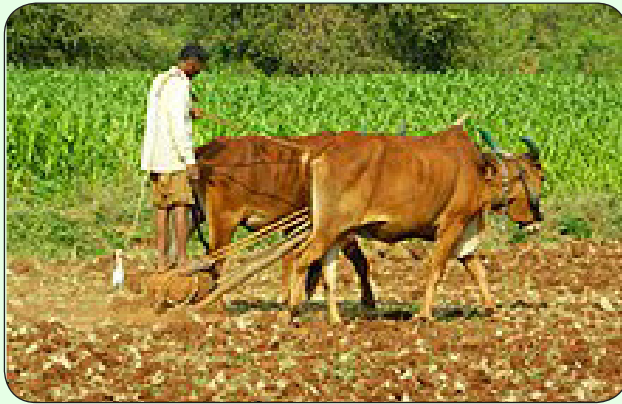
### Activity 1.6

1. Look at A, B, C, D, E, F and G pictures. Write the relationship between the animals and environment.
2. Based on what you know, what is the value of animals to human beings?
3. Write short notes on each of the following pictures.

Picture A



Picture B



Picture C





Picture D



Picture E



Picture F



Picture G

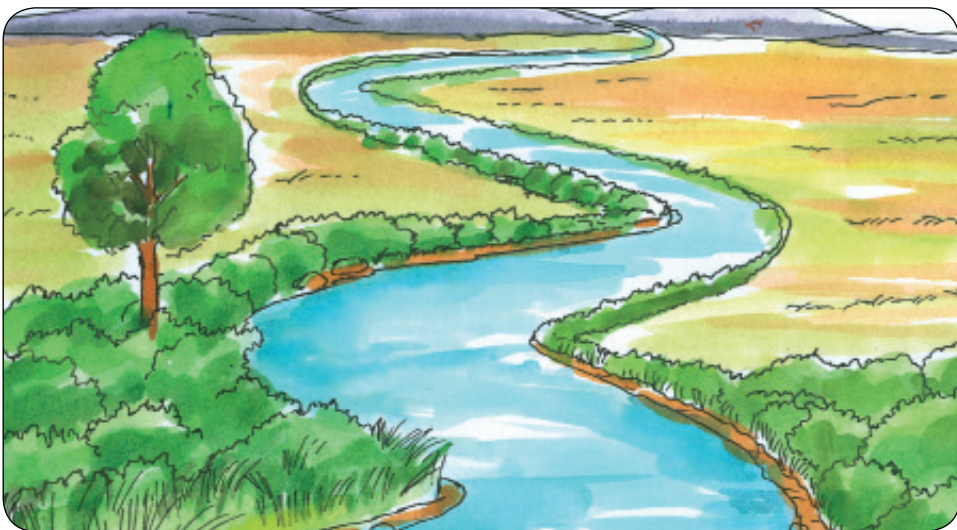


## Importance of physical features

### Activity 1.7

1. What do you understand by the term physical features?
2. Discuss the importance of rivers, mountain and trees.
- 3 Explain the importance of the physical features in the pictures. Write short notes on each picture.

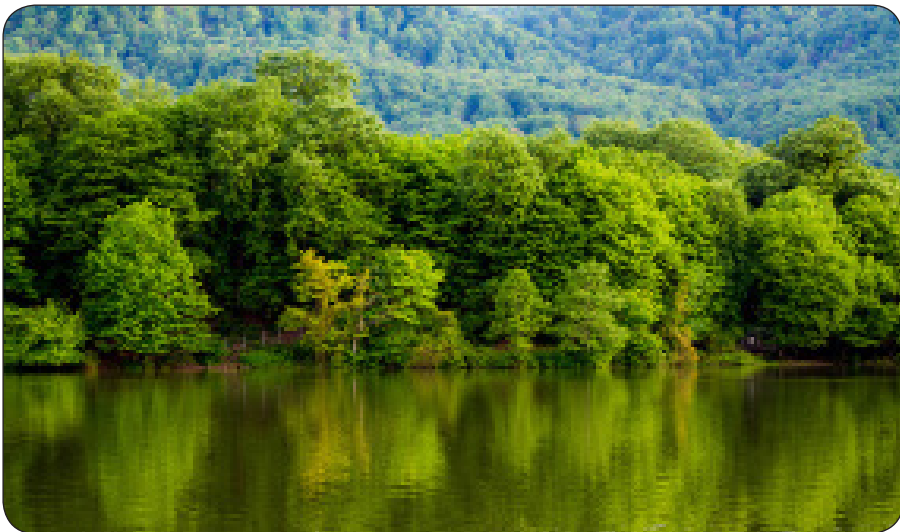
Picture 1



Picture 2



Picture 3



Picture 4



## How other religions understand the environment

### Activity 1.8

1. Review the concept of creation in other religions like Muslims as learned in the previous classes.
2. Explain the views of African communities on the environment.

## Pair work

With your friend, discuss how your community understands the environment.

Share the creation myth of your community.



## Group work

1. Discuss how the following religions understand the environment.
  - a. Islam
  - b. Hindu
  - c. African Religion

You can do research from the internet or talk to religious resource persons.

2. Compare and contrast their views on the environment with those of Christianity.

## Learning point

Other religions like Muslims believe that God created the universe and everything in it. They also believe that it is their responsibility to take care of the environment.

All African communities believe that God existed from the beginning of time. The names used to describe God in African communities are the creator, master of the universe and the potter. They believe that human beings were given responsibility to take care of the environment.



## Home work

Ask your parents about their understanding of the environment.

Share with your classmates.

## Human activities that pollute the environment

### Activity 1.9

1. Identify what is in each of the pictures 1, 2, 3 and 4.
2. How do these human activities cause environmental pollution?
3. Write short notes on the effects of each of the following pictures.

Picture 1



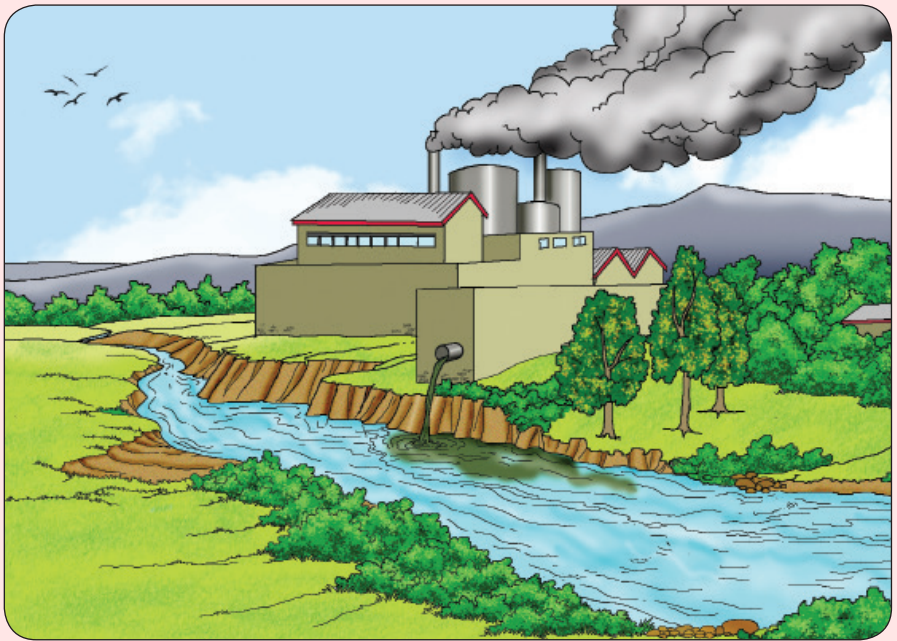
Picture 2



Picture 3



Picture 4



## Pair work

1. Talk about the things that make our environment clean.
2. Share experiences of how keeping our environment clean has helped in improving our lives.
3. Discuss the effects of human activities on the environment.



## Group work

1. “Human activities are the major cause of environmental; pollution.” Debate.
2. Discuss human activities that destroy the following:
  - a) Lakes, rivers and oceans
  - b) Plants
  - c Wild animals
  - d) Land
  - e) Air
3. Generate a table showing human activities that pollute the environment and their conservation measures.

## Class debate

“Human beings do more harm to themselves than to the environment.” Debate on this statement.

## Learning point

Human activities are things that people do or carry out on a daily basis. Sometimes people involve themselves with process which result in pollution of the environment.



Human activities that cause pollution to the environment include:

Clearing of vegetation for farming.

Cutting down trees for building and charcoal.

Burning of the grass, trees and other materials.

Use of chemicals and fertilisers in farming.

Dumping wastes into the rivers and on land.

Use of body sprays pollutes the air.

Industries release fumes and gases into the air.

### **Glossary**

<b>Environment</b>	What surrounds us.
<b>Pollute</b>	To make something harmful.
<b>Factory</b>	A building where manufacturing takes place.
<b>Industry</b>	Businesses that produce goods.
<b>Dumping</b>	Throwing away something that is no longer needed.
<b>Vegetation</b>	Plants.
<b>Farming</b>	The business of cultivating land.

In this unit, we shall learn about communal work. We will discuss the types of communal work and their importance in the community. We will also discuss misuse of communal work and how to control it.

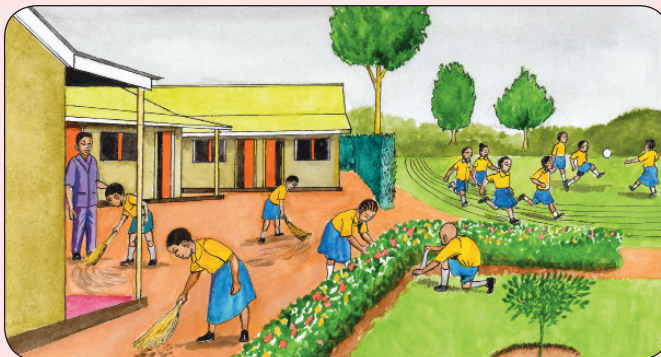
## Activity 7.1

1. What is the communal work?
2. Explain how you involve yourself in communal work at school and home.
3. In pairs, explain what is happening in the following pictures?

Picture A



Picture B



## Pair work

1. What is the value of working as a group?
2. With your friends, share your experiences of working together in your families.



## Group work

1. Talk to local people about communal work and types of communal work.
2. In groups, discuss the types of communal work in Africa.
3. Share your findings with the class.

## Research work

1. If you can access the internet and the library, research on how communal work is practiced in different African societies.
2. Present your findings in class.

## Learning point

Communal work refers to work shared by all members of a community and working together. In the community, people come together for a mutual task to be accomplished.

It is always done with a common goal. For example, cleaning the market to prevent diseases and maintaining cleanliness in the community.

## Types of communal work

### Activity 7.2

1. What are the types of Communal work you know?
2. Discuss the following types of communal work:  
Cleaning, Clearing land, Planting, Weeding, Harvesting, Building, Fishing

## Importance of communal work in Africa

### Activity 7.3

Look at the following pictures with your friend. Discuss the communal work.

Picture A



Picture B



## Pair work

With your friend, share experiences on why communal work is important.

## Group work

1. Organise for a communal work at school. You can clean the class, library, school compound and kitchen store.
2. Explain the value of working together as a group at school and home.
3. Looking at the following pictures, explain what is happening.

Picture 1



Picture 2



### Learning point

Communal work brings people together, promotes peace, love and harmony in the society. It also makes work easier, as it contributes to community development. Moreover, working together promotes socialisation and co-operation. In addition, communal work brings about reconciliation among community members.

Christians make good use of their leisure by getting involved in communal work. Working together makes us children of God.

### How communal work is misused

#### Activity 7.4

Hold a class debate on the topic, “ Communal work is better than individual work”.

## Pair work



With your friend, talk about the advantages and disadvantages of working as a group.

### Learning point

Communal work can be misused in many ways. Example of instances where communal work can be misused include; Lack of commitment among members in the society. Some community members may not be committed. So they might not do a good job. Some members give excuses not to participate in the community work.

In case of building work, some community members might steal building materials for their personal use. During harvesting others might hide the harvested food for their own use.

There is a tendency of mismanagement of funds meant for community work. The leaders in charge of community work sometimes misuse money meant for different community projects.

Community work may encourage in laziness among some members.

Some members of the community may not participate in the work because they know that other people will do it.

In communal work, it is almost difficult for one to take responsibility for any wrong undertaking.

## How to control misuse of communal work

### Activity 7.5

1. What do you think are possible ways to control misuse of communal work?
2. Explain the following means to control misuse of communal work in the society.
  - (a) Proper management of funds.
  - (b) Allocating each member a role to play.
  - (c) Ensure that community members understand the importance of the communal work.
  - (d) Raise awareness about the abuse and how the community people can benefit from the communal work.
  - (e) Address the effect of social exclusion and isolation through involving everyone in communal work.



## Glossary

<b>Environment</b>	Everything around us.
<b>Poaching</b>	The illegal killing of protected wild animals.
<b>Overgrazing</b>	To allow animals to excessively graze land.
<b>Oxen</b>	An adult male cattle used for ploughing.
<b>Plough</b>	Is the preparation of land in readiness for planting.
<b>Dump site</b>	A place where waste, ashes are thrown after collection.
<b>Communal work</b>	Work done together by the community members.
<b>Misuse</b>	Wrong use of something.

## Who are the important religious people in South Sudan?

### Activity 8.1

1. What do you understand by the term important people?
2. How do you think Christianity began in South Sudan?
3. Based on the above explanation, identify the early missionaries who contributed to Christianity in the country.



### Group work

1. Identify various Christian denominations in South Sudan.
2. Seek information from your teacher about their denominations.
  - (a) Ask for their history; from start to their present status.
  - (b) Ask for the individuals who were on front line for these churches.
  - (c) Ask for the mission of these churches.
  - (d) Write down to discuss in class.

## Learning point

Majority of the people in South Sudan are Christians. Christianity has a long history. It was first introduced to South Sudan by European missionaries. These missionaries were the early church leaders. The growth of the church in South Sudan has been a contribution from various Christian personalities both local and foreigners. Some of these personalities are:

1. Saint Josephine Bakhita
2. Bishop Daniel Comboni
3. Daniel Deng Atong

These important people brought religion, values, enlightenment and preached unity to the natives.

## Saint Josephine Bakhita (1869–1947)

### Activity 8.2

1. Who do you think was Josephine Bakhita?
2. Why do you think Josephine Bakhita is a saint?
3. How did Josephine Bakhita influence the church in South Sudan?



Saint Josephine Bakhita was born in Darfur, Sudan in 1869.

In 1877, she was kidnapped by Arab slave traders. She was given the name 'Bakhita', an arabic word for lucky. In 1889 after 12 years of slavery she found herself control over her destiny. It was when the Italian court ruled because it did recognise slave trade. Bakhita was freed and joined Canossian sisters in Venice.

She was brought up by an Italian Consul, Callisto Legnani. As Callisto and his friend Michieli travelled back to Italy, he took Bakhita with him. On arrival, Michieli's wife requested Callisto to allow Bakhita to go with them. While in Michieli's home she was introduced to the Canossian Sisters of the Institute of the Catechumens in Venice. Bakhita got interested with the Catholic Church.

Then she was baptised and took up the name Josephine Margaret Bakhita. She was also confirmed and received the Sacrament of the Holy Communion. She had a feeling that she had found the real love of God that she had been looking for. She used to refer to God, the Master!

### **Contributions of Josephine Bakhita to the church**

Sometimes later, Michieli returned from one of his trips in Africa. He went to take Bakhita from the church. Bakhita refused to go with him. Instead she joined the Canossian Sisters where she got involved in the local church activities. For example:

She got involved in cooking, sewing clothes, door to door evangelism, taking care of the poor and working as a porter.



For a long time, she worked at the door of the Conossian Sisters of the Institute. While at the door she used to lay hands on the heads of children and sing to them. They loved her songs so much that they loved to be with her.

She used to say, “Be good, love the Lord, pray for those who do not know Him. What a great grace it is to know God!”

In her last years, she experienced long, painful years of sickness. She died at the Canossian Convent in Schio, Italy.

### **Bishop Daniel Comboni (1831–1881)**



### Activity 8.3

1. Who is Daniel Comboni?
2. If you can access the internet, search for the biography of Daniel Comboni. Read about his life from birth to death.
3. Write short notes on his:
  - (a) Birth and ordination.
  - (b) Missionary endeavours.
  - (c) Legacy and death.
4. Identify the Comboni Missionary Institute in South Sudan.

Daniel Comboni was an Italian Roman Catholic bishop who served in missions in Africa.

Bishop Daniel Comboni says he had an inspiration from God. This prepared him for a plan to save Africa from Africa. He became much concerned especially when he first came to Sudan in 1858. Here he experienced slavery and human suffering under colonialism. This experience gave him the desire to fight for the rights of Africans. Bishop Comboni established fathers and sisters in his evangelical work to spread Christianity in Africa.

Later when he came to Central Africa, he was concerned with helping people to be free from slavery and colonisation.

### **Bishop Comboni missionary work**

Bishop Daniel Comboni arrived in Khartoum, Sudan on 14<sup>th</sup> February 1858. There were difficulties including an unbearable climate and sickness from tropical diseases like Malaria as well as the deaths of several of his fellow missionaries; this added with the poor and homeless conditions that the population faced made the situation all the more difficult. He witnessed the death of one of his companions. Instead of getting discouraged he remained determined to continue in his mission. He wrote:

“Either Africa or death”

He taught at Mazza’s institute from 1861 until 1864. He soon worked out fresh strategies for the missions while back in his native land in 1864. He visited Saint Peter’s tomb in Rome on 15<sup>th</sup> September 1864. It was while reflecting before the tomb that he came upon the idea of a “Plan for the Rebirth of Africa.” This was a project with the slogan “Save Africa through Africa”.

He advocated for spiritual and material aid for the African missions from monarchical families as well as bishops and nobles.

He launched a magazine – the first in his homeland to look into the missions. This magazine was designed exclusive for those in the missions.

He founded Verona Fathers and Verona Sisters in aid of evangelisation. Bishop Daniel Comboni was the first to bring women into this form of work in Africa and he founded new missions in El Obeid and Delen amongst other Sudanese cities. Bishop Comboni was well-versed in the Arabic language and also spoke in several African dialects (Dinka, Bari and Nubia) as well as six European languages.

Among Comboni’s early companions during his early years in Africa was Catarina Zenab, a Dinka who would go on to serve as a missionary in Khartoum later in her life.

## **Contributions of Comboni Missionaries**

Comboni Missionaries are mostly referred to as Verona Fathers and Verona Sisters or Verona Missionaries. In their mission of spreading the Gospel, Comboni missionaries chose remote areas. They mostly targeted slums of major cities in Africa like Khartoum and Kinshasa. However, in 1881 Daniel Comboni died of cholera in Khartoum. Canonisation and beautification

began in 1996 in Saint Peter's Basilica and became fruitful in 2003.

*The Comboni Missionaries influenced greatly to evangelism in South Sudan*

1. They assist and support the minority groups who are fighting for their rights.
2. They are also much concerned with educating the youth.
3. They are also concerned with the establishment and management of schools.



4. They have also set up centres of theology, catechism and social training in Africa. The centres are established to prepare more people who are ready to spread the Gospel.





5. They are also ready to listen to the new and emerging issues. This enables them to respond positively.
6. Looking at the work of the missionaries in spreading the Gospel Comboni wrote:

“Missionaries will have to understand that they are stones hid under the earth, which will perhaps never come to light, but which will become part of the foundations of the vast, new building.”



### Group work

If you can access the internet, or a Catholic resourceful person;

1. Research on the institute of Verona fathers and sisters in South Sudan.
2. Discuss the role of Verona fathers and sisters in evangelism in South Sudan.

## Bishop Daniel Deng Atong (1912–1976)



### Activity 3.4

1. Have you ever heard of Bishop Daniel Deng Atong? Who was he?
2. If you can access the internet, find out the history of Daniel Deng Atong or Anglican Church leader in South Sudan from birth to death.
3. What roles did Daniel Atong play in Christianity in South Sudan?



Daniel Deng Atong was born in 1912 in Central Equatorial Province, South Sudan. He came from Mundari tribe. He was born with a natural defect that required him to be given away to the evil spirits. He was therefore thrown into the forest.

Fortunately, a poor woman found him and took care of him for a while. Then she started fearing that any danger may strike her family for keeping such a child in her family. She therefore decided to give out the boy to strangers. These strangers were missionaries of the Church Missionary Society (CMS), at Malek.

He became the son of the Missionary, Archdeacon Archibald Shaw. He was an intelligent child and could easily relate to different cultures. With the introduction of Christian teachings early in his life, he was baptised by Shaw in 1921.

He started his school in Malek, then to Juba Training Centre where he finished his education. He later became the head teacher of Nugent School at Loka. While at Loka he experienced spiritual renewal and became an evangelist.

### **Contributions of Daniel Deng to Christianity**

Daniel Deng got a spiritual renewal while being the head teacher at Loka. This made him a strong evangelist. There was a Revival Movement around this period. He was therefore among the first people to receive and support the movement.

His message was well received by the local people. This was largely because he understood the language and the culture of the people in the area.

After hard work of spreading the Gospel, he was ordained in 1943. Later, as Sudan was fighting for independence, Daniel was the Bishop to take care of the diocese of Sudan.

He acted as a leader who took over leadership from the Europeans.

### **Challenges encountered by Daniel Deng in his ministry**

1. The South Sudanese politicians expected him to offer political direction. This was because of the political challenges around this time.
2. He made many Christian journeys both local and international. This came with a lot of responsibilities from the areas he visited.
3. Due to the natural defect he had, he could not have his own children.
4. He took over church leadership when civil war in Sudan started and it took a long time to end.

5. The father who adopted him as his son died a few months after he took over leadership in South Sudan.



### Group work

1. Discuss the similarities and differences in the teachings of the early church leaders to the current church leaders.
2. Can you relate to the Christian values brought by early church leaders to the Christian values practised today?

### Glossary

**Missionary**

A person sent on a religious mission, especially to promote Christianity.

**Slavery**

A practise of owning human beings and forcing them to work.

**Saint**

A person recognised with exceptional holiness, closeness to God.

**Slums**

Place where many people live in a state of poverty.

**Minority**

Smaller group.

**Colonisation**

Process of establishing a colony.

**International**

Many nations combined together.

**Canonisation**

Act and process of declaring a dead person who was holy to be saint.

**Beautification**

A declaration by the pope that a date person is a saint.

# Unit 8

## THE DENOMINATION HISTORY

### Key words

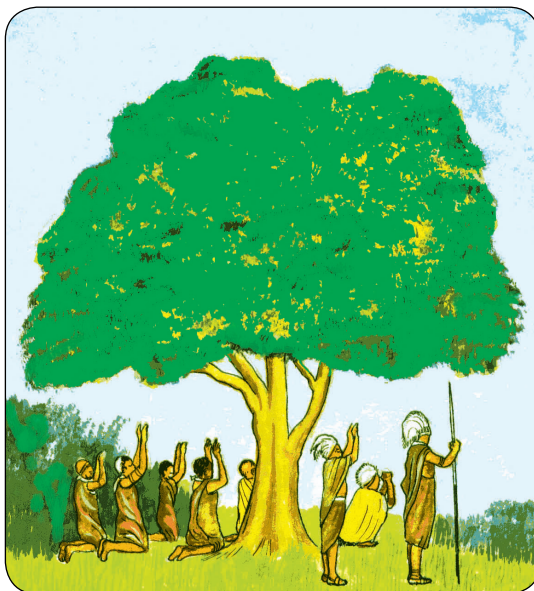
Denomination, sect, commemorate

### The meaning of denomination

#### Activity 9.1

1. If you can access the dictionary, define the term denomination?
2. Discuss the main denominations found in South Sudan that you know.
3. Explain the following pictures citing the people who worship in each picture.

Picture 1



Picture 2



*Catholic church Kator Juba*

Picture 3



*Mosque Juba*

Picture 4



*Temple*

## Explain the following denominations in South Sudan

1. Christianity
2. Islam
3. Hinduism

### Christianity

#### i) The Catholic Church

Roman Catholic Church is the largest denomination in South Sudan. The word Catholic means universal. The Roman Catholic Church was founded in Rome, Italy.

It first came to Sudan in 1842. After introduction by the Catholic missionaries like Daniel Comboni. The Catholic Missionaries built schools and hospitals. Among the churches include: Wau Cathedral chapel.



## ii) Anglican Church

The Anglican Church came through the Church Missionary Society (CMS) which had their base in Oundurman. It is the second largest christian denomination in South Sudan. People accepted the Anglican Church because of her missionary activities.

### Activity 9.2

Explain the following Christian denominations in South Sudan:

- Africa Inland Church
- Apostolic Church
- Coptic Orthodox Church of Alexandria
- Eritrean Orthodox Tewahedo Church
- Ethiopian Orthodox Tewahedo Church
- Greek Orthodox Church
- International Church of the Nazarene
- Jehovah's Witnesses
- New Apostolic
- Presbyterian Church of the Sudan
- Seventh Day Adventist Church
- Sudan Presbyterian Evangelical Church
- Sudan Pentecostal Church
- Sudan Interior Church
- Sudan Church of Christ





## Group work

Compare and contrast the different Christian denominations in South Sudan in terms of:

- a) Formation
- b) Way of worship
- c) Leadership in the churches
- d) Learning and training institutions began by these churches.

## Islam



### Activity 9.3

1. Explain the spread of Islamic religion in the North of South Sudan.
2. Explain the following sects in Islam:
  - (a) Shia Muslim sect
  - (b) Sunni Muslim sect

### Learning point

South Sudan has different denominations. This situation can be explained by the following reasons:

1. In our transitional constitution we have the freedom to worship.
2. This gives people an opportunity to get information from any source. Therefore, when people come with different teachings people listen to them.
3. Therefore most people will believe in what they hear most.

4. Most of the original denominations came and settled in a particular place. Therefore people around that place receive and embrace that denomination as their own.



### Group work

What are the similarities and differences between the two sects in Islamic religion?



### Activity 9.4

1. Discuss the role of different denominations in promoting peace and co-existence.
2. What is the role of the church in South Sudan?

### Learning point

Different denominations act as a unifying factor in our country. Especially during the period of civil war, different denominations have always come together to heal the nation.

Leaders of denominations have always welcomed negotiations for us to have peace.

They have always engaged in missionary work such as building of schools. In schools, people from different places come and share many things.

## Teachings of the early church leaders on values

### Activity 9.5

1. Which are the values learnt from the early church leaders?
2. Compare and contrast value missionaries and the current church leaders.
3. What are the ways christians apply the teachings of the early church leaders?

### Learning point

The early church leaders such as Deng preached for peace when South Sudan was involved in civil war. They taught more about the importance of leaving in peace and harmony.

They taught people about loving one another and being compassionate to the needy. They taught from the teachings of Jesus. Jesus taught that we should love all people including our enemies.

The early church leaders taught people on the importance of being humble. Those who are humble shall be exalted and those who exalt themselves shall be made humble.

The early church leaders taught their people on sharing with those who did not have.

The early church leaders taught about forgiveness. For example, Josephine Bakhita forgave those who tortured her. We should forgive and reconcile with those who have wronged us in the past.

However, Christians today can apply teachings of early church leaders to their daily life practices:

1. Christians today should love one another without looking at their tribe, colour or religion.
2. They should be ready to share what they have with those who are in need. For example, the street children and the orphans.
3. Christians should be in the forefront in fighting for peace and justice in their society.
4. Christians today should live simple lives like the early church leaders.
5. Just like early church leaders, Christians should fight for the rights of others. For example, fighting against slavery and oppression.

## Glossary

### Denomination

A recognised branch of Christian church.

### Sect

A group of people with different religious beliefs.

### Commemorate

To mark by celebration.

# Unit 9

# FESTIVALS AND SEASONS IN ALL RELIGIONS

## Key words

Festival, Season, Shawwa

In this unit, we will learn about festivals and seasons. We will discuss various festivals in Christianity, Islamic and Hinduism. We will compare and contrast various festivals as celebrated in other faiths.

## Activity 10.1

1. What do you understand by the terms festival and seasons?
2. Review what you learned in Primary 4 about religious and non-religious festivals in South Sudan. Write in your books.
3. In groups, identify;
  - a) Christian festivals and their seasons.
  - b) Islamic festivals and their religions.
  - c) Traditional African festivals and their seasons.

# Christian Festivals and Seasons

## Pair work

1. Identify the various types of Christian festivals?
2. Explain the significance of the Christian festivals to Christians.

### i) Christmas



## Activity 10.2

### 1. Read and explain Luke 2: 2-19

1 At that time Emperor Augustus ordered a census to be taken throughout the Roman Empire. 2 When this first census took place, Quirinius was the governor of Syria. 3 Everyone, then, went to register himself, each to his own hometown.

4 Joseph went from the town of Nazareth in Galilee to the town of Bethlehem in Judea, the birthplace of King David. Joseph went there because he was a descendant of David. 5 He went to register with Mary, who was promised in marriage to him. She was pregnant, 6 and while they were in Bethlehem, the time came for her to have her baby. 7 She gave birth to her first son, wrapped him in cloths and laid him in a manger—there was no room for them to stay in the inn.

*The Shepherds and the Angels*

8 There were some shepherds in that part of the country who were spending the night in the fields, taking care of their flocks. 9 An angel of the Lord appeared to them, and the glory of the Lord shone over them. They were terribly afraid, 10 but the angel said to them, “Don’t be afraid! I am here with good news for you, which will bring great joy to all the people. 11 This very day in David’s town your Savior was born—Christ the Lord! 12 And this is what will prove it to you: you will find a baby wrapped in cloths and lying in a manger.”

13 Suddenly a great army of heaven’s angels appeared with the angel, singing praises to God:

14 “Glory to God in the highest heaven, and peace on earth to those with whom he is pleased!”

15 When the angels went away from them back into heaven, the shepherds said to one another, “Let’s go to Bethlehem and see this thing that has happened, which the Lord has told us.”

16 So they hurried off and found Mary and Joseph and saw the baby lying in the manger. 17 When the shepherds saw him, they told them what the angel had said about the child. 18 All who heard it were amazed at what the shepherds said. 19 Mary remembered all these things and thought deeply about them.

2. Why do we celebrate Christmas festivals?

3. When do we celebrate Christmas day?

4. What are the activities Christians do during Christmas?

## ii) Easter



St. Theresa Cathedral Church, Kator Juba

### Activity 10.3

#### 1. Read Luke 23:44-56, Luke 24:1-12

44 It was about twelve o'clock when the sun stopped shining and darkness covered the whole country until three o'clock; and the curtain hanging in the Temple was torn in two. 46 Jesus cried out in a loud voice, "Father! In your hands I place my spirit!" He said this and died. 47 The army officer saw what had happened, and he praised God, saying, "Certainly he was a good man!" 48 When the people who had gathered there to watch the spectacle saw what happened, they all went back home, beating their breasts in sorrow. 49 All those who knew Jesus personally, including the women who had followed him from Galilee, stood at a distance to watch. 50 There was a man named Joseph from Arimathea, a town in Judea. He was a good and honorable man, who was waiting for the coming of the Kingdom of God. Although he was a member of the Council, he had not agreed with their decision and action. 52 He went into the presence of Pilate and asked for the body of Jesus. 53 Then he took the body down, wrapped it in a linen sheet, and placed it in a tomb which had been dug out of solid rock and which had never been used. 54 It was Friday, and the Sabbath was about to begin. 55 The women who had followed Jesus from Galilee went with Joseph and saw the tomb and how Jesus' body was placed in it. 56 Then they went back home and prepared the spices and perfumes for the body. On the Sabbath they rested, as the law commanded.



Luke 24:1-12

1 Very early on Sunday morning the women went to the tomb, carrying the spices they had prepared. 2 They found the stone rolled away from the entrance to the tomb, 3 so they went in; but they did not find the body of the Lord Jesus. 4 They stood there puzzled about this, when suddenly two men in bright shining clothes stood by them. 5 Full of fear, the women bowed down to the ground, as the men said to them, "Why are you looking among the dead for one who is alive? 6 He is not here; he has been raised. Remember what he said to you while he was in Galilee: 7 "The Son of Man must be handed over to sinners, be crucified, and three days later rise to life.'" 8 Then the women remembered his words, 9 returned from the tomb, and told all these things to the eleven disciples and all the rest. 10 The women were Mary Magdalene, Joanna, and Mary the mother of James; they and the other women with them told these things to the apostles. 11 But the apostles thought that what the women said was nonsense, and they did not believe them. 12 But Peter got up and ran to the tomb; he bent down and saw the grave cloths but nothing else. Then he went back home amazed at what had happened.

2. From the above Biblical text, explain the origin of the Easter Festival in church.
3. When do we celebrate Easter?
4. What is the significance of Easter to a Christian?

## Islamic Festivals and Seasons

In Islam there are two major festivals, Eid-Al-Fitr and Eid Ul-Ad'ha.



## Activity 10.4

1. Explain the Islamic festivals you know.
2. What is the significance of Islamic festivals to Muslims?

### i) Eid Al-Fitr



The term fitr means **breaking the fast**.

Eid Ul-Fitr festival is celebrated to mark the end of the month of Ramadhan. Ramadhan is the Islamic holy month of fasting. It marks the end of fasting. It is on 1<sup>st</sup> of Shawwa (10<sup>th</sup> month). The day of Eid varies based on the observation of new moon by local religions authorities.

Muslims also thank God for giving them an opportunity to complete the fasting.

Eid Ul-Fitr has a particular prayer with two units, generally offered in an open field or large hall. It might be performed only in congregation by raising of hands to the ears. During the prayer time, Muslims say, “Allah Akbar” which means “God is the greatest.”

Eid prayer is followed by the sermon and then a supplication asking for forgiveness, mercy, peace and blessings of the living beings.



## ii) Eid Ul-Ad'ha

Ad'ha means slaughtering. It is also called a day of the Feast of sacrifice.

It is celebrated to commemorate Prophet Ibrahim's willingness to sacrifice his son as commanded by God.

This was an act of obedience to God and It is held on 10th of DhulHijjah. (12<sup>th</sup> month). It begins with a prayer and then a sermon. The feast is celebrated after the descent of Hujjaj, the pilgrims performing the Hajj in Mecca.

The festival also shows how Muslims are ready to sacrifice for the sake of God.



The Eid Ul-Adha prayer is performed any time after the rise of the sun but before mid-day. In the event of a natural disaster, the prayer may be delayed to the 11<sup>th</sup> to 12<sup>th</sup> of Dhu-Hijjah.

During the festivals, Muslims make ablution and offer pre-sunrise prayers. They prepare for personal cleanliness, smart dressing and putting up new clothes if available.



### Group work

Compare and contrast the two Islamic festivals.

## Hindu Festivals and Seasons

There are a great number of Hindu Religious Festivals held throughout the world. A festival may be observed with acts of worship, offerings to deities, fasting, feasting, vigil, rituals, fairs, charity, celebrations, Puja, Homa, aarti. The festivals typically celebrate events from Hindu mythology, often coinciding with seasons. The following are Hindu festivals you should know about:

1. Diwali. The festival of lights—Diwali or Deepavali—is the most popular festival in the Indian sub-continent.
2. GudiPadwa
3. Holi
4. Onam

5. Maha Shivaratri
6. Krishna Janmashtami
7. Makar Sankranti
8. Ganesh Chaturthi
9. Navratri-Dussehra-Durga Pooja

### **Activity 10.5**

1. Identify the various Hindu Festivals you know.
2. Explain the importance of Hindu Festivals to Hindus.

#### **i) Diwali**

Diwali is also called the festival of lights. It is celebrated to honour the day Lord Rama returned to Ayodha after 14 years of exile. It also marks the end of the harvest season.

It shows the victory of light over darkness, good over evil, knowledge over ignorance and hope over despair.



#### **ii) Gudi Padwa**

GudiPadwa is celebrated to commemorate the first day of the Hindu New Year. This is the day Rama defeated Ravana.

People welcome him by raising flags on their homes. The festival marks the beginning of the New year to the Maharashtrians. The advent of a new year heralds new hopes, new dreams and greater chances of prosperity and wish fulfillment. It is celebrated with a lot of joy and prosperity.



### Group work

1. Compare and contrast the two main Hindu festivals.
2. Compare and contrast Christian festivals and other religious festivals.



## Traditional African Religion

### Individual work

Looking at the picture below, explain what is going on.



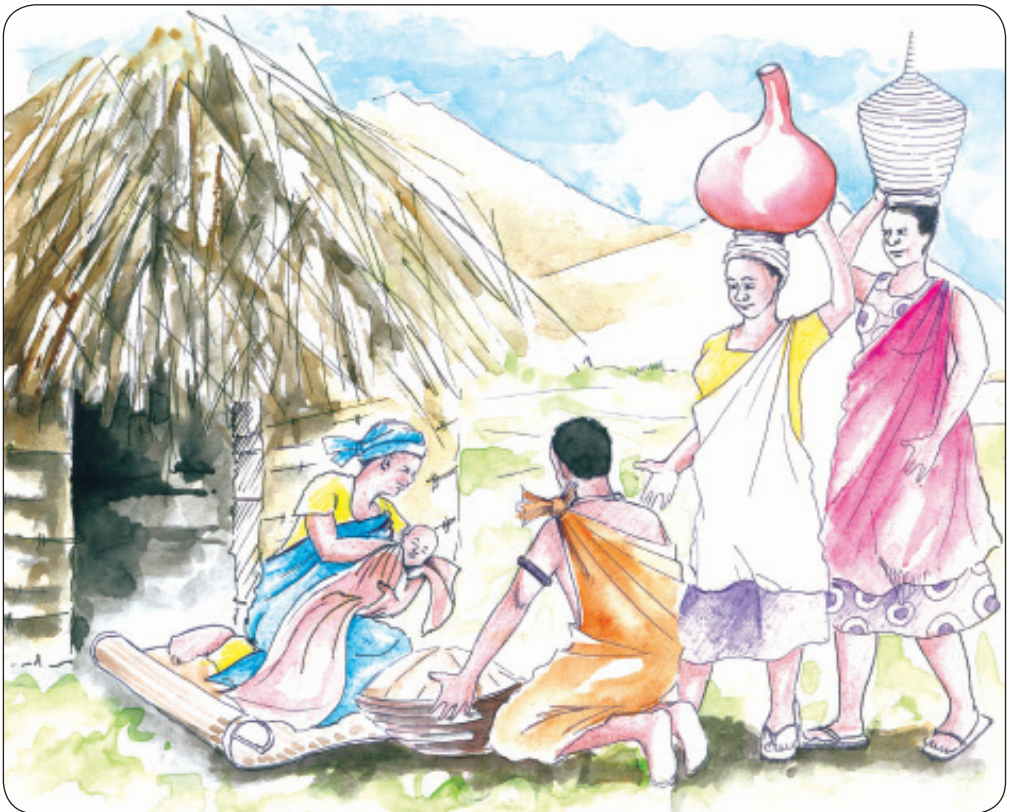
## Activity 10.6

Based on what you learnt in primary 4:

1. Identify the various festivals celebrated in Traditional African society.
2. What is the relevance of festivals in Traditional African Religion?

### 1) Naming festivals

Explain naming as a festival based on the picture below



## 2) Planting festival

Explain what is happening in the picture below.



During the time of preparing a field in readiness for planting, people especially in our traditional African communities, came together as a group to till the land. They often involved God in their preparation. They came together to dance and sing such that God could hear them. They also prayed such that the plants could grow well. There were celebrations to please the gods of crops.

## 3) Harvesting Festival



### Group work

1. Explain what is happening in the following picture.







2. Explain the significance of harvesting festivals in the community.

Harvesting brings people together as a communal work. People come together to celebrate and thank God for the good harvest.

Harvest festival reminds Christians of all the good things God gives them. After harvesting they share food with others who are not fortunate.

In school and churches people bring food from home to a harvest festival service. After service, the food that has been put on display is usually given to the needy.

### Glossary

**Festival**

An event celebrated by community on some characteristic aspects of that community.

**Christmas**

A day to celebrate the birth of Jesus.

**Fasting**

The period of time during which one stops from eating or eat less food for religious reasons.