



South Sudan

Primary CRE

Pupil's Book 6

Primary Christian Religious Education has been written and developed by Ministry of General Education and Instruction, Government of South Sudan in conjunction with Subjects experts. This course book provides a fun and practical approach to the subject of Christian Religious Education, and at the same time imparting life long skills to the pupils.

The book comprehensively covers the Primary 6 syllabus as developed by Ministry of General Education and Instruction.

Each year comprises of a Pupil's Book and a Teacher's Guide.

The Pupil's Book provides:

- Full coverage of the national syllabus.
- Clear presentation and explanation of learning points.
- A variety of activities that can be applied to real-life situations.
- Opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this primary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan.

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Learner's Book 6

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FOREWORD

I am delighted to present to you this textbook, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This textbook shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum and school textbooks for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum and the new textbooks. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my previous role as the Undersecretary of the Ministry, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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**Unit
1**

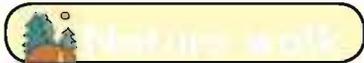
GOD THE FATHER AND OUR ENVIRONMENT

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 1.1

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



Go outside your classroom.

With the guidance of your teacher around the school compound, observing both living and non-living things.

Write down your observations.

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 1.2

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.
- 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.



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

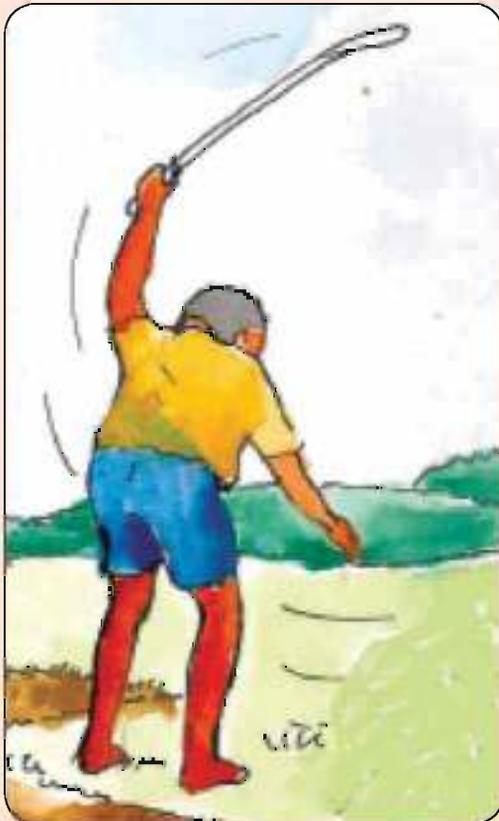
Look at the following pictures.

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

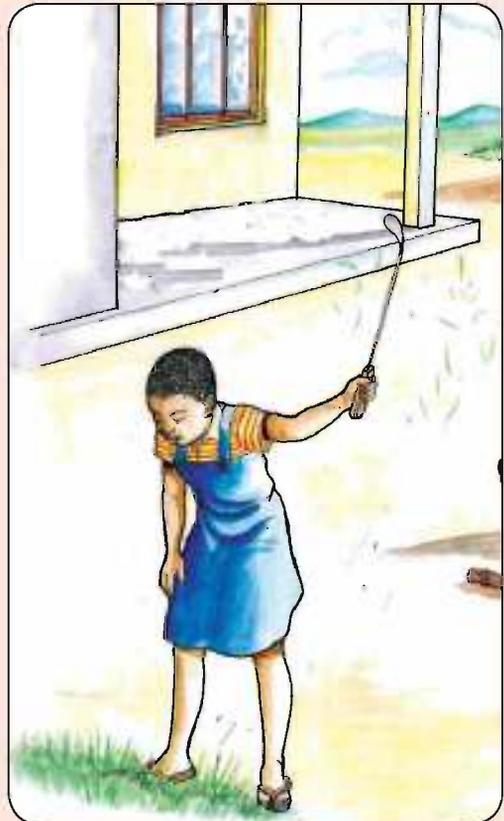
Picture 1



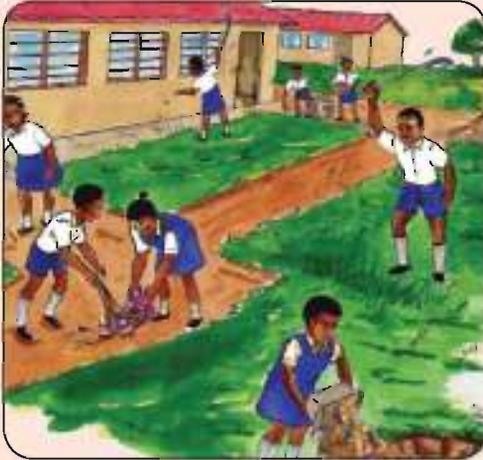
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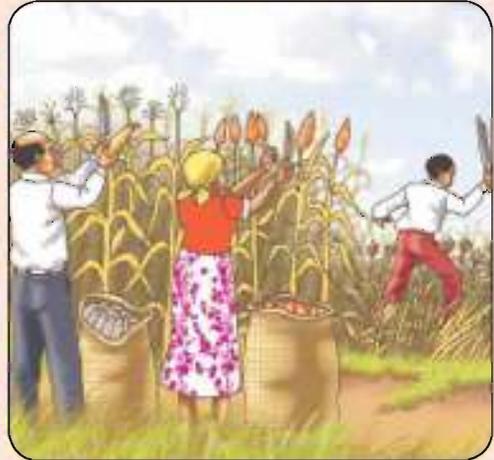
Picture 3



Picture 4



Picture 5



Individual work

Do you practise what is shown in the pictures above?
Write a short story about how you can protect the environment.

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.



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.



Go outside your class.

Look around the school compound.

Write what you can see.

Write the uses of the various things you see.

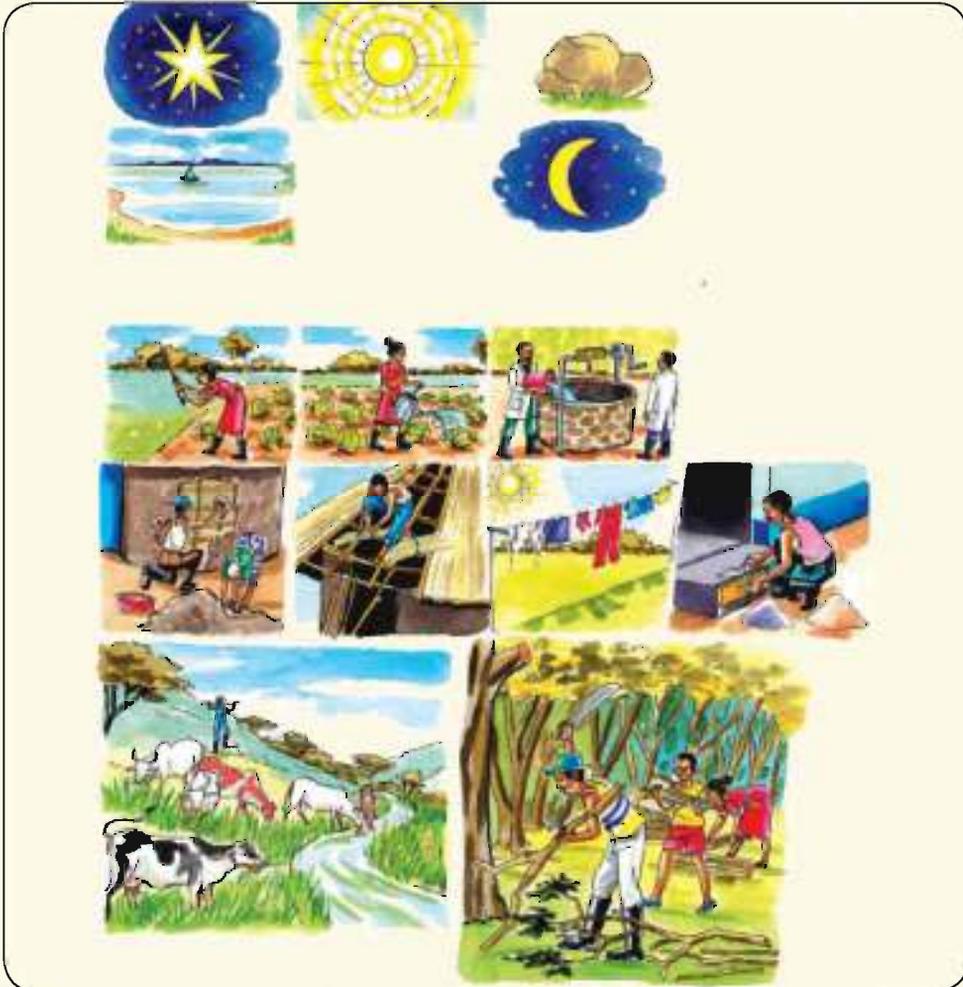
Pair work

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

Write short notes on each of the following pictures.



Read it to your friends in class.

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

Group work

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

Design posters with messages sensitising the community on the importance of the environment. Display your posters to the class.

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.



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.

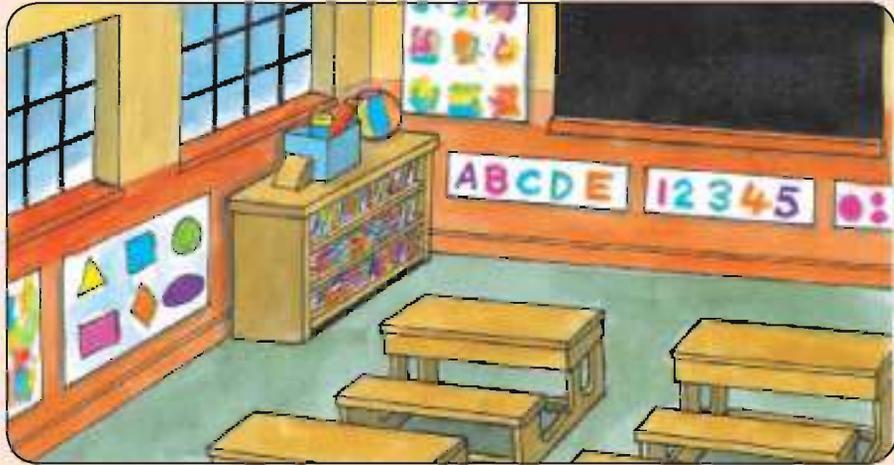
Picture 1



Picture 2



Picture 3



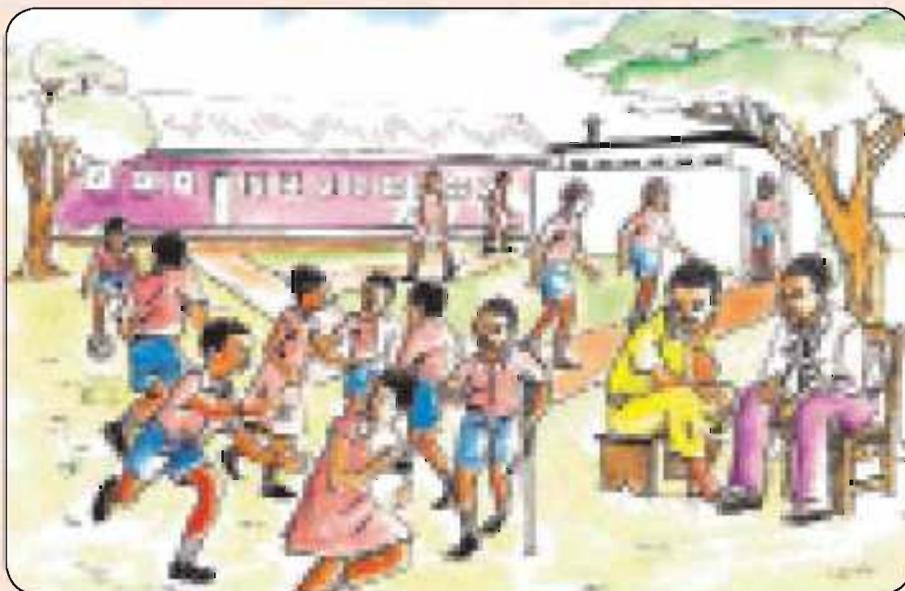
Picture 4



Picture 5



Picture 6



Picture 7

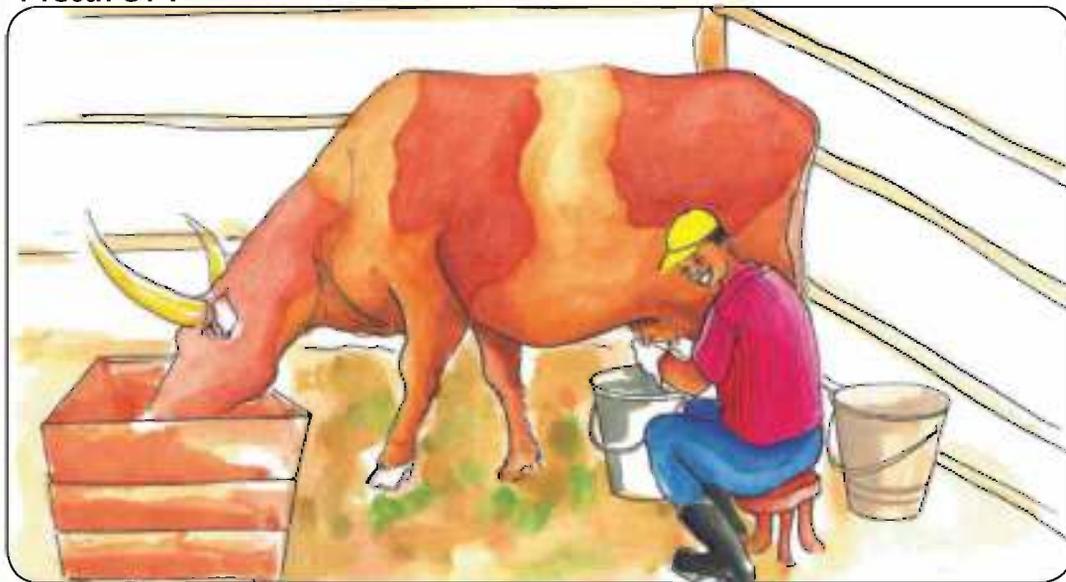


Importance of animals

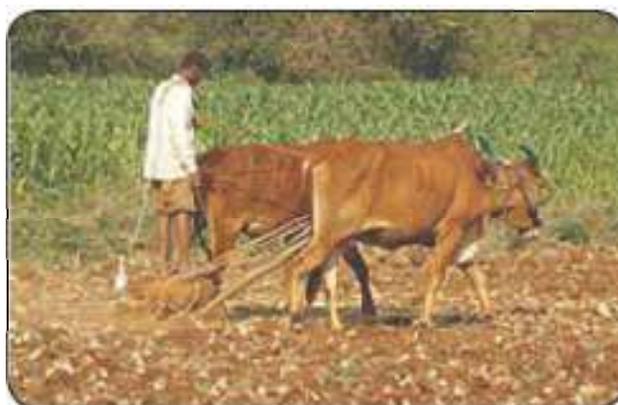
Activity 1.6

- 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



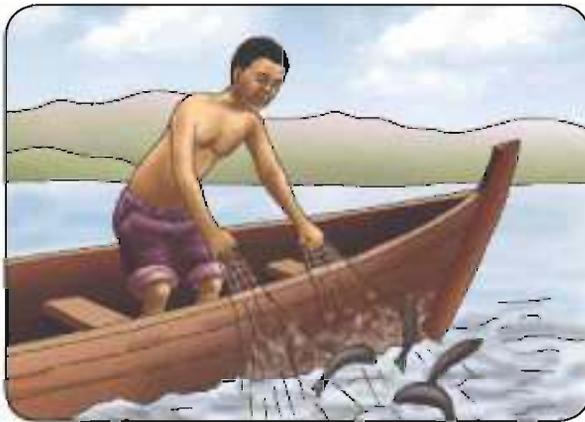
Picture C



Picture D



Picture E



Picture F



Picture G

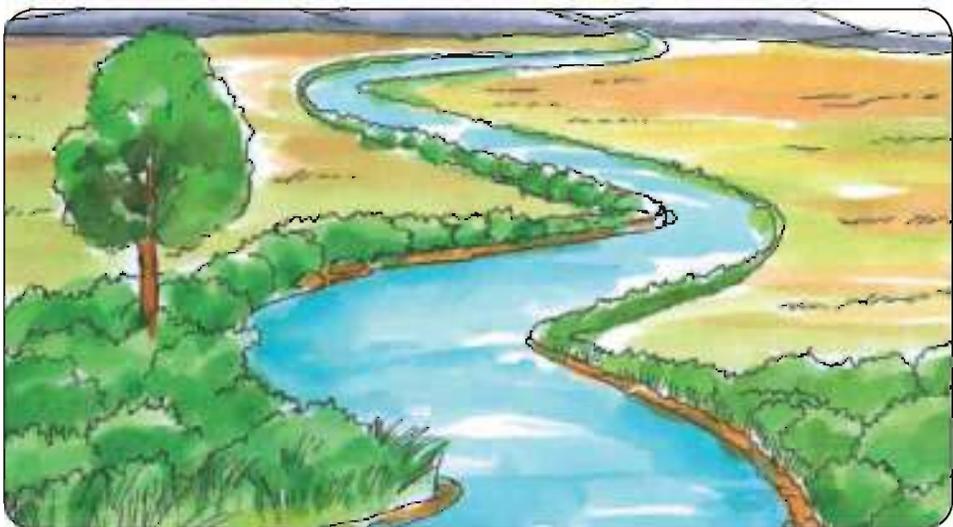


Importance of physical features

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.

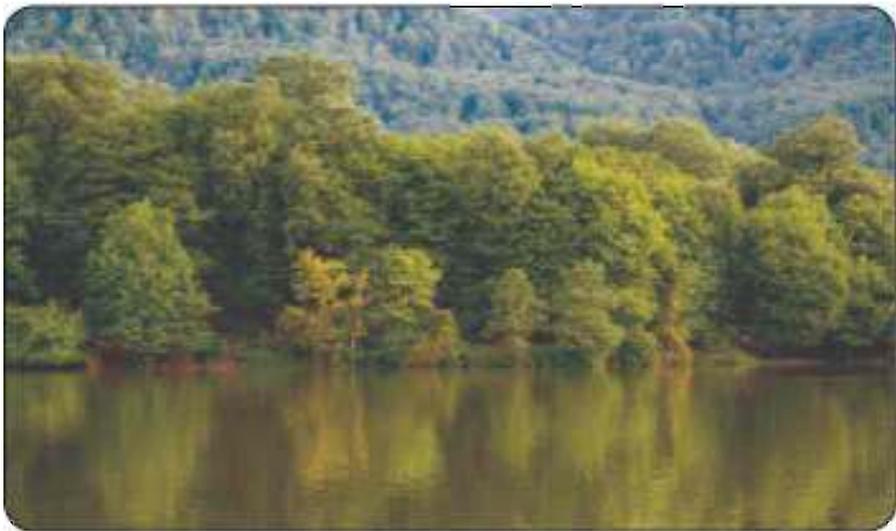
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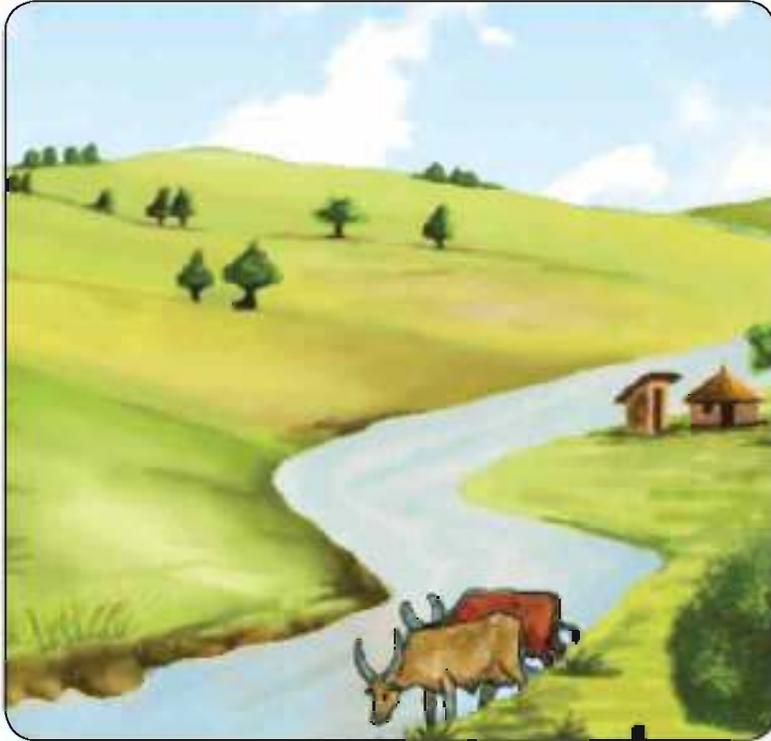
Picture 2



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

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.

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.



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



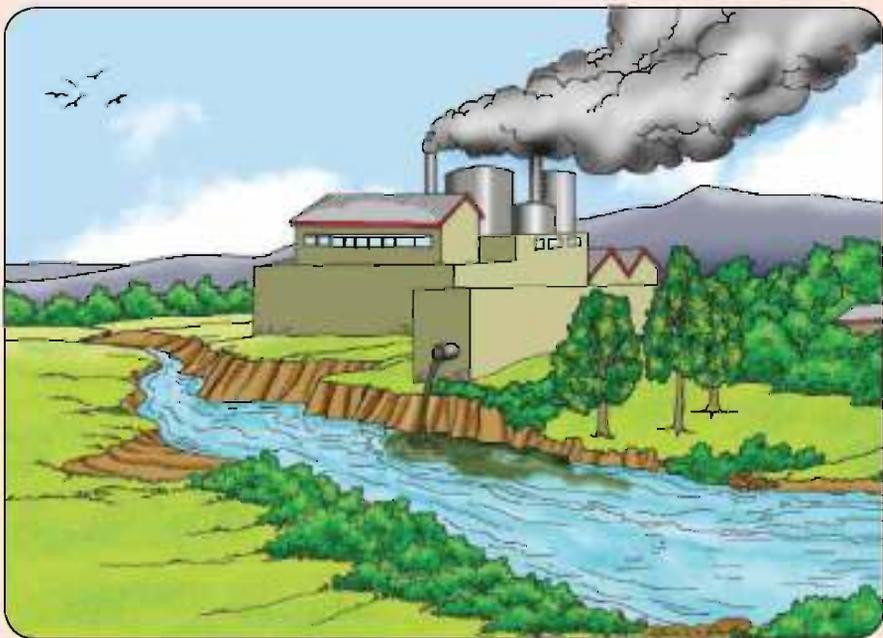
Picture 2



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

“Human activities are the major cause of environmental; pollution.” Debate.

Discuss human activities that destroy the following:

a) Lakes, rivers and oceans

b) Plants

c) Wild animals

d) Land

e) Air

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

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

Unit 2

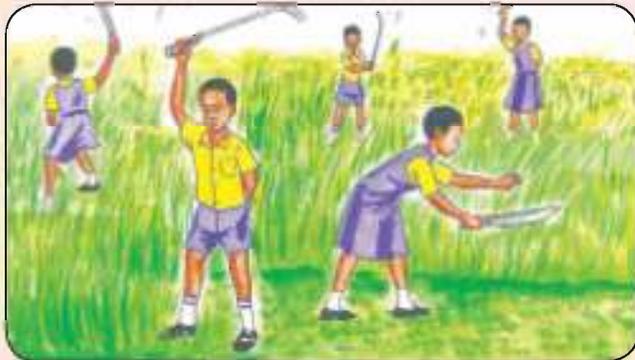
COMMUNAL WORK

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.

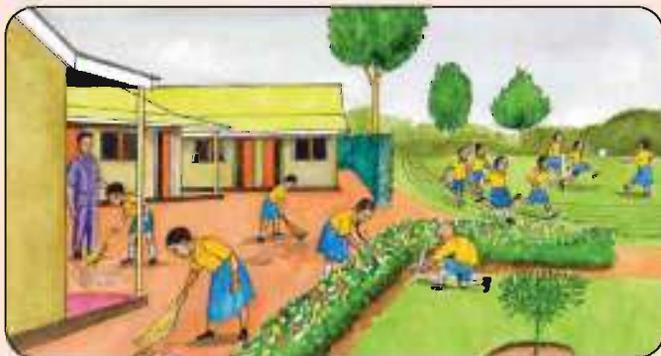
Activity 2.1

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 2.2

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

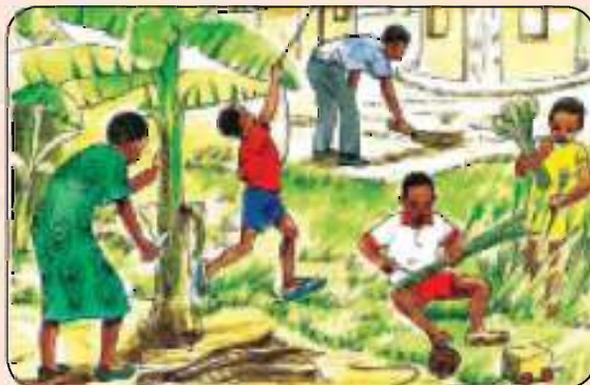
Activity 2.3

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

Organise for a communal work at school. You can clean the class, library, school compound and kitchen store.

Explain the value of working together as a group at school and home.

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 2A

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 2B

- 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

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

Who are the important religious people in South Sudan?

Activity 3.1

- 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

Identify various Christian denominations in South Sudan.

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:

Saint Josephine Bakhita

Bishop Daniel Comboni

Daniel Deng Atong

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

Saint Josephine Bakhita (1869–1947)

Activity 3.2

- 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.

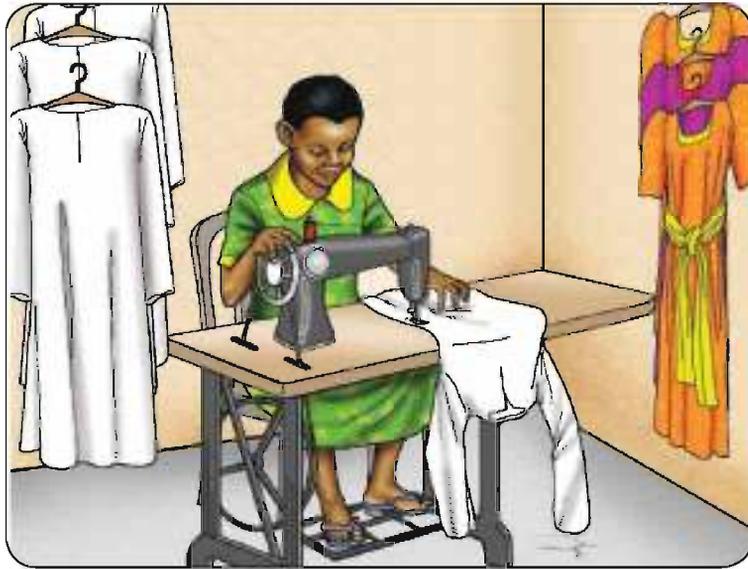
She was brought up by an Italian Consul, Callisto Legnani. As Callisto and his friend Michieli travelled back to Italy, he took Bakhita with him. On arrival, Michieli's wife requested Callisto to allow Bakhita to go with them. While in Michieli's home she was introduced to the Canossian Sisters of the 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 3.3

- 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 14th 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 15th 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;

Research on the institute of Verona fathers and sisters in South Sudan.

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

The South Sudanese politicians expected him to offer political direction. This was because of the political challenges around this time.

He made many Christian journeys both local and international. This came with a lot of responsibilities from the areas he visited.

Due to the natural defect he had, he could not have his own children.

He took over church leadership when civil war in Sudan started and it took a long time to end.

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

Group work

Discuss the similarities and differences in the teachings of the early church leaders to the current church leaders.

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 4

THE DENOMINATION HISTORY

Key words

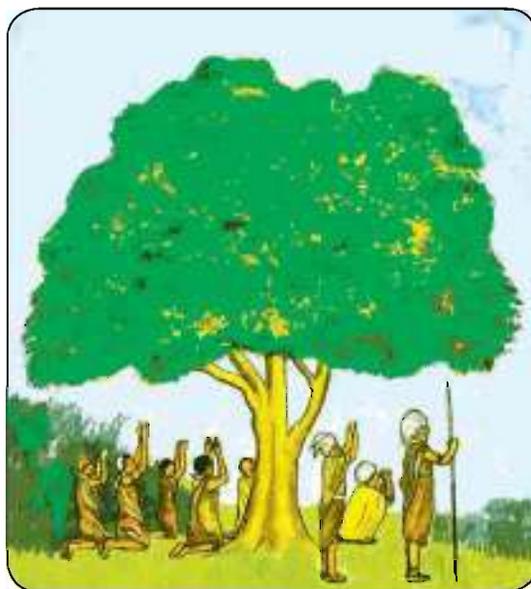
Denomination, sect, commemorate

The meaning of denomination

Activity 4.1

- 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

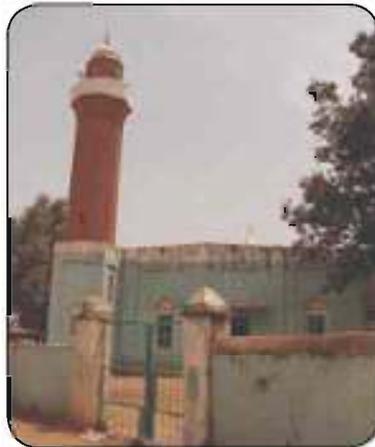


Picture 2



Catholic church Kator Juba

Picture 3



Mosque Juba

Picture 4



Temple

Explain the following denominations in South Sudan

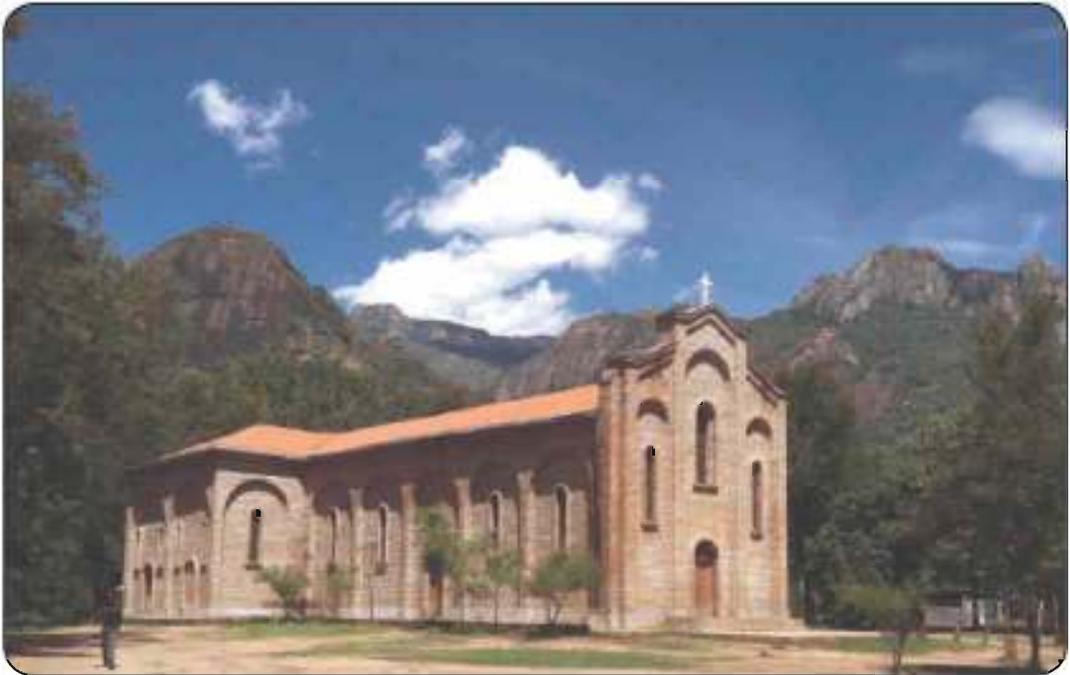
1. Christianity
2. Islam
3. Hinduism

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 4.2

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 4.3

- 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:

In our transitional constitution we have the freedom to worship.

This gives people an opportunity to get information from any source. Therefore, when people come with different teachings people listen to them.

Therefore most people will believe in what they hear most.

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 4.4

- 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 4.5

- 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:

Christians today should love one another without looking at their tribe, colour or religion.

They should be ready to share what they have with those who are in need. For example, the street children and the orphans.

Christians should be in the forefront in fighting for peace and justice in their society.

Christians today should live simple lives like the early church leaders.

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 5

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 5.1

- 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



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 5.3

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

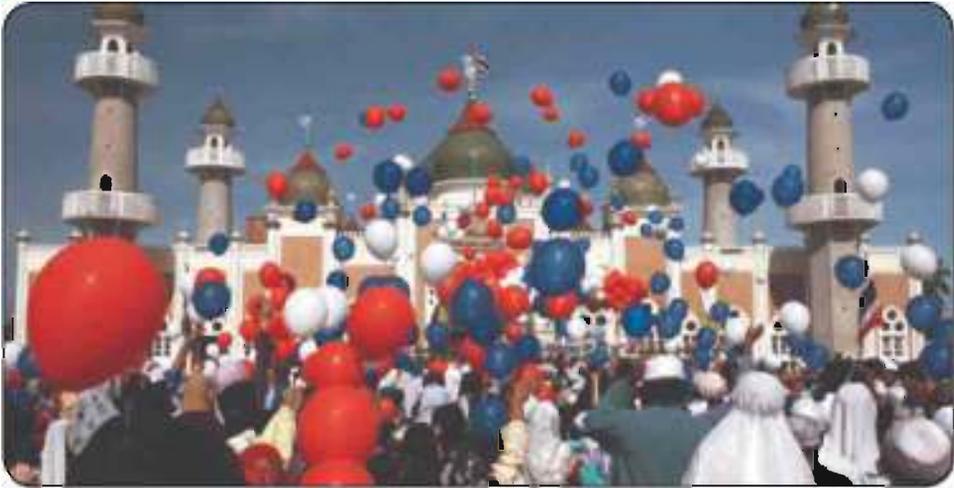
In Islam there are two major festivals, Eid-Al-Fitr and Eid Ul-Ad'ha.



Activity 5A

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 1st of Shawwa (10th month). The day of Eid varies based on the observation of new moon by local religious 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. (12th 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 11th to 12th 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

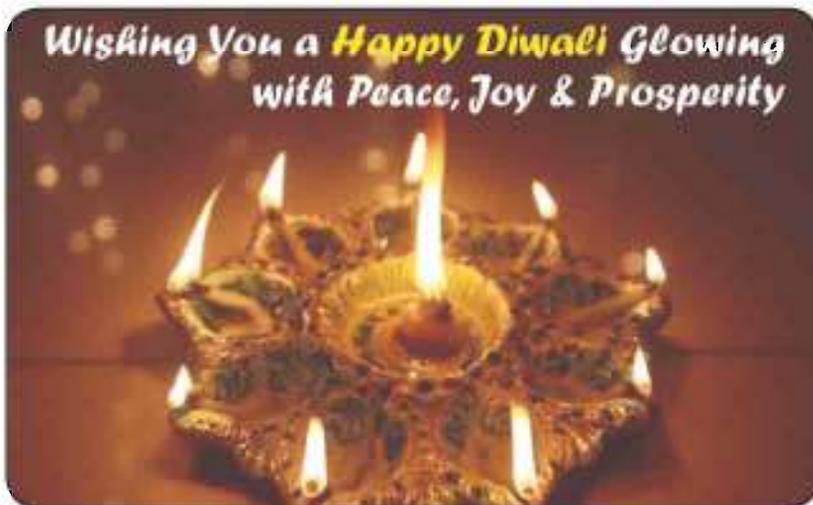
Activity 5.5

- 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

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



Traditional African Religion

Individual work

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



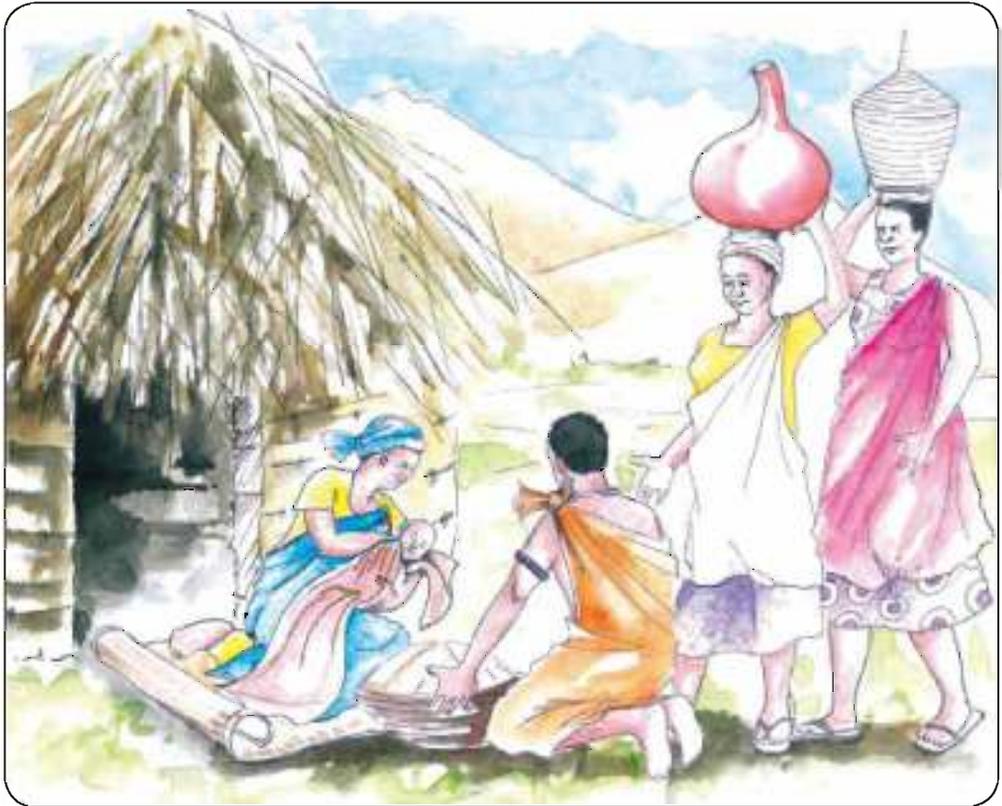
Activity 5.6

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.



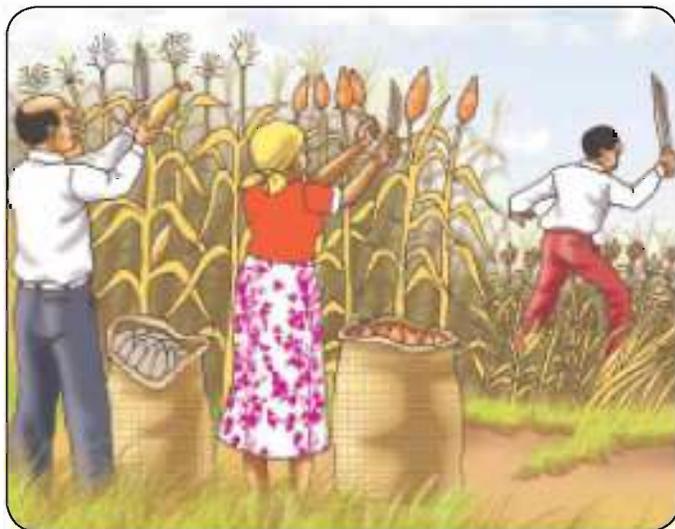
During the time of preparing a field in readiness for planting, people especially in our traditional African communities, came together as a group to till the land. They often involved God in their preparation. They came together to dance and sing such that God could hear them. They also prayed such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

3) Harvesting Festival

Group work

Explain what is happening in the following picture.





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.