



South Sudan

Secondary CRE

1

Student's Book

Secondary CRE 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 students.

The book comprehensively covers the Secondary 1 syllabus as developed by Ministry of **General Education and Instruction**.

Each year comprises of a Student's Book and Teacher's Guide

The Student's Books provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of Christian Religious Education.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how Christian Religious Education can be applied to real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this secondary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan. The books have been designed to meet the secondary school syllabus, and at the same time equipping the students with skills to fit in the modern day global society.



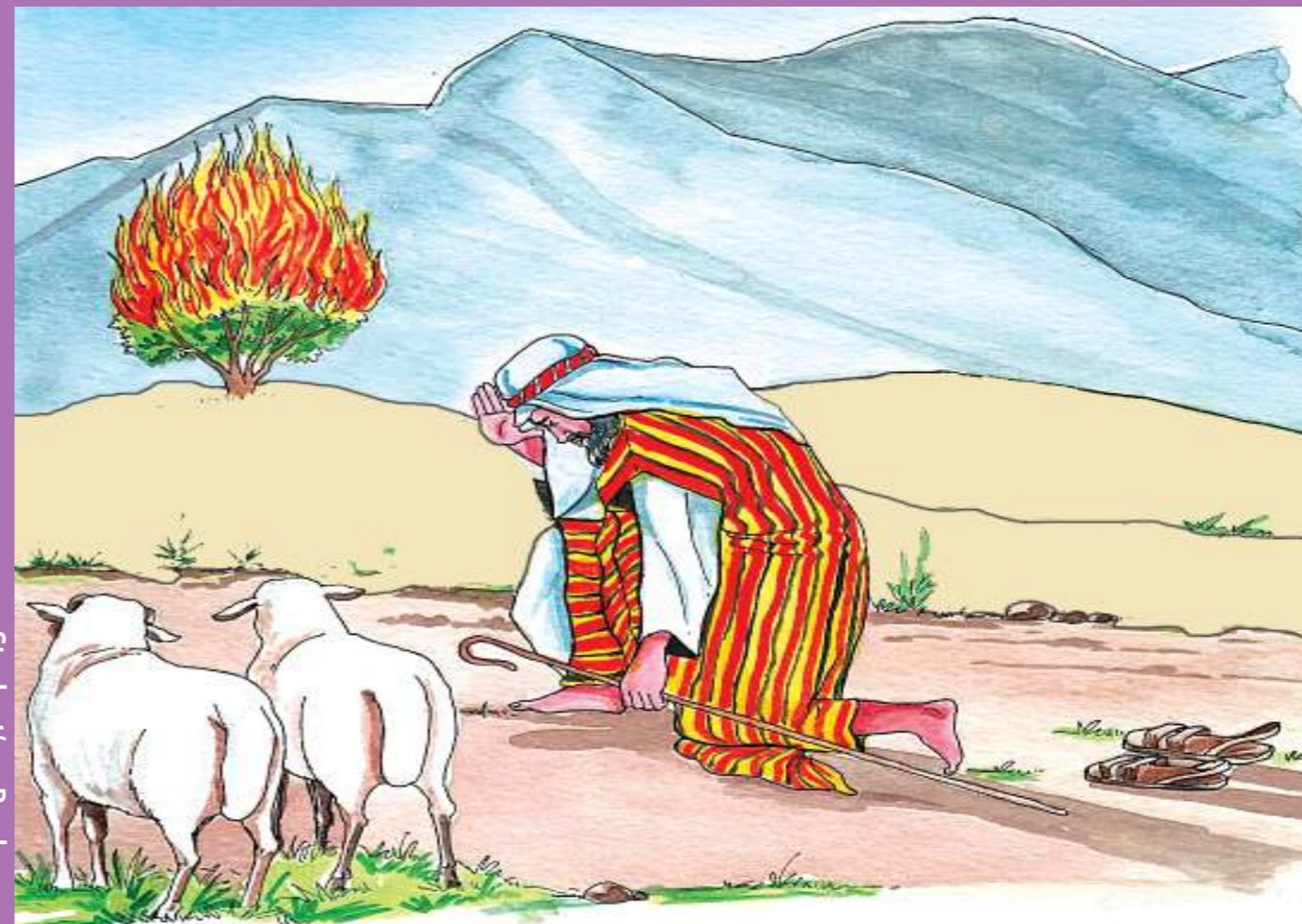
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Student's Book

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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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Key Words

Faith, belief, salvation, septuagint, apologise, apocrypha

Introduction

In this unit, we are going to discuss about **Faith** and **Belief** and their relevance to christians. We will discuss the challenges that the modern society poses to faith and belief, in addition, we will explore the versions of the Bible, the reasons why the Bible was translated and the importance of the Bible to Christian faith and belief.

Activity 1.1

1. Look at the following picture.



- a. What is the importance of the structure above?
 - b. List the rituals that take place in the structure above.
 - c. How important are these activities in our daily lives?
 - d. Can you relate the structure and activities done in it to faith and belief?
2. Share your answer with the rest of the class

Definitions

Faith is defined as complete trust in something or somebody without having a logical proof. In a Christian context, faith is the trust which Christians have about God and His teachings as well as in His son Jesus. For one to inherit the Kingdom of God, he or she must have faith in Him. Having faith in God is the only way to salvation. From **Hebrew 11:1-6**, “faith is an assurance of things hoped for, the conviction of things not seen”.

Belief is closely related to faith as it is accepting something as true without having any proof. Belief is having confidence in someone or something with or without evidence.

Pair work

1. In pairs, identify some cases in our society in which people demonstrate their faith in God.
2. How do you know that you have faith and belief in God?

The Concept of Faith from the Bible

Jesus wondered where the faith of the disciples was because they failed to command the storm to stop (Matthew 8:26, Mark 4:40).



Jesus calming the storm.

Jesus healed a number of people due to the faith they had. For example the healing of the Blind beggar (Mark 10: 52).

The Pharisees, hypocrites had abandoned weightier things of the law; judgment, mercy and faith (Mathew 23:23). Jesus taught that a faithful servant is appointed by his Lord over his family in due time (Mathew 24:45). Those who have been faithful over small things can be given control over many things by the Lord (Mathew 25:23). Jesus forgave the sinners who had faith in him (Mark 2:5, Luke 5:20).

Faith also brings salvation according to Jesus (Luke 7:50). It enables people to recognise Jesus in their lives. In (John 20:27); Thomas who had doubted the risen Christ believed.

The leaders of the early church were kept obedient by the faith. It also makes the number of faithful increase (Acts 6:7).

Due to the faithfulness of God, Christians have been called into the fellowship of His son Jesus (1 Corinthians 1:9). The resurrection of Christ strengthened the faith of the believers (1 Corinthians 15:17). Through faith, Christians are united as son's of God (Galatians 3:26).

Significance of faith in the modern world

Faith enables Christians to face difficult situations in life. Christians should therefore be very strong in faith. Through faith, Christians learn to trust God who fulfills His promises. Patience is needed for one to get the promises God made to them. Abraham and Zechariah waited for appropriate time to get the blessings of God through children (Gen 21: 1-8, Lk 1:1-20, Lk 1:57-64).

Through faith, Christians are able to give all they have to prove their love for God. Abraham was willing to sacrifice his only son Isaac. This shows that he had trust and confidence in the provision of God (Gen 22:1-5).



Through faith, Abraham accepted to sacrifice Isaac.

Pair work

1. In groups of five, read Romans 5:2, 10:17.
2. Explain how Christians can access the grace of God through faith.
3. Why do you think faith is enhanced through hearing the word of Christ? Explain.

When Christians have complete faith in God, they are assured of eternal life. Faith enables Christians to be accepted by God and this forms an intimate relationship with God who will in turn give his blessings to an individual. The foundation of Christianity is faith. One must accept in totality the Messiahship of Jesus and believe in His teachings.

Challenges of faith in the morden world

Christians are often attracted to worldly pleasure like too much drinking of alcohol and sexual immorality. Some Christians are so tied up to their imperfections that they feel God cannot be merciful to them whatsoever. They feel like the kingdom of God is not attainable.

Christians are persecuted and humiliated. Some Christians fear the bit of suffering hence would rather stay away from the faith and fail to defend their faith to his adversaries. Some Christians are so much committed to their work where they spend much of their time without sparing time to worship. This in turn makes them lose their faith.

Formal education is also a challenge to Christian faith in that some Christians upon education come up with the belief that they can survive without the help of God. This weakens their faith. Some church leaders make Christians lose their faith. They involve themselves in a lot of immoralities that make the faithful to lose focus in pursuit of Christ-like nature. Some leaders are known to sexually molest Christians, others swindle money meant for development as well as extort Christians.

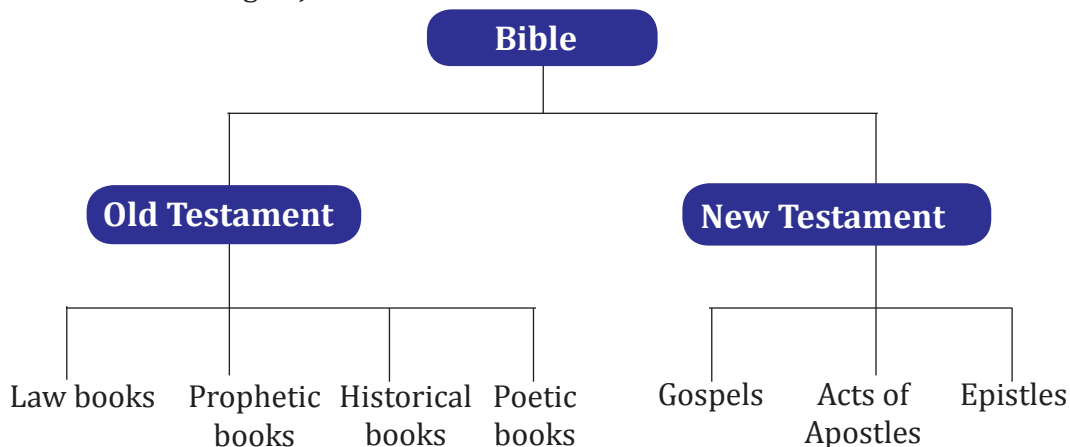
Science and technology is a threat to Christian faith. With many innovations, some Christians feel that they are self-sufficient and they can do without help that comes from God. They think that science is everything. Christians lack patience. When their prayers are not answered, they tend to lose their faith. They would want their prayers to be answered promptly. The difference in religious doctrines and practices. These brings confusion to Christians who do not know which is the best one to be followed.

Activity 1.2

1. In groups, research on other challenges of faith in the modern world.
2. Discuss your findings in class with your teacher.

The Division of the Bible

The Bible is divided into two major sections Old Testament and New Testament. Old Testament section comprises of books written before the coming of Jesus Christ. While New Testament comprises of books written after the coming of Jesus Christ.



There are 66 books in the Bible.

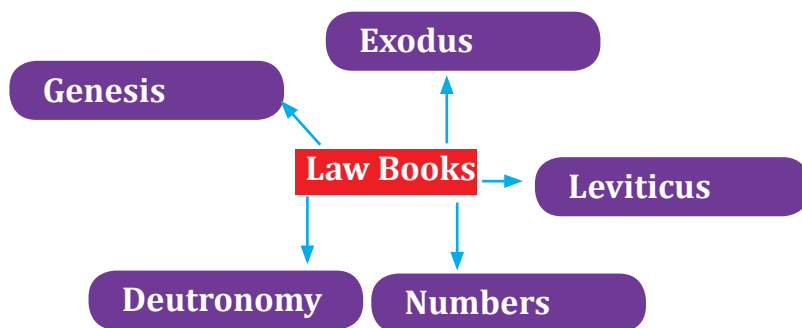
A. Old Testament Books

The Old Testament has 39 books, a collection of ancient religious writings by the Israelites and are believed to be sacred word of God.

The Old Testament books are divided into four groups.

1. Law books

They are believed to have been written by Moses. They are also known as **Pentateuch** or **Torah**. These books contain the creation stories up to the time the Israelites entered the Promised Land, Canaan. They are the first five books of the Old Testament. These include:



2. Historical books

This section has 12 books in number. They contain the history of the Israelites from the time they entered the Promised Land up to the time after the exile of the kingdom of Israel and Judah.

Activity 1.3

1. The following are some of the historical books of the Bible;

Joshua	1st Samuel
Judges	2nd Samuel
Ruth	1st Kings

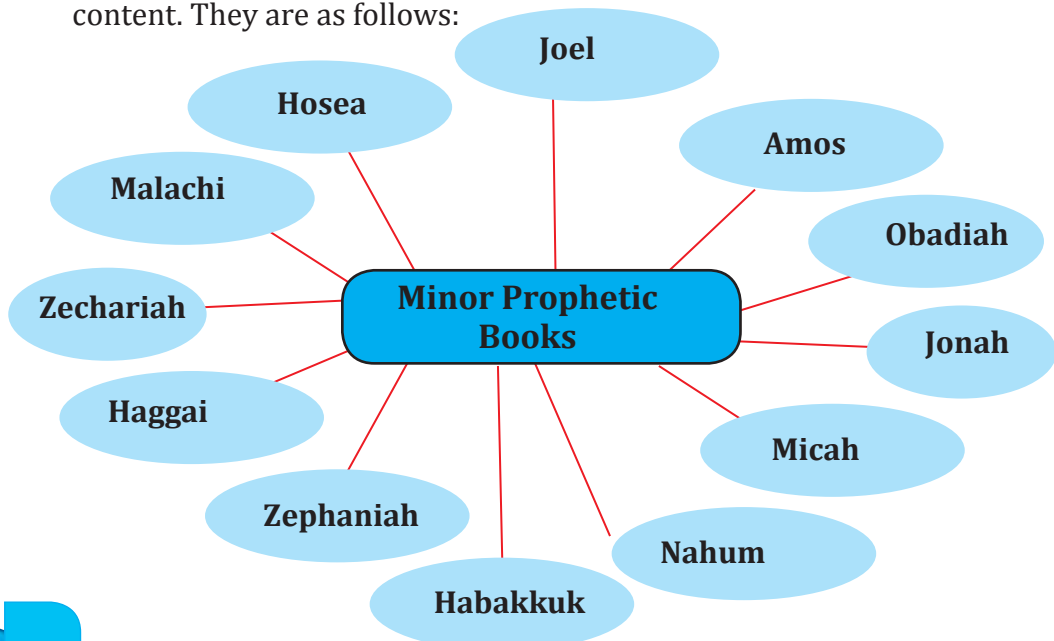
2. Identify other historical Books of the Bible.
3. Share your findings with the rest of the members in class.
4. Let your teacher confirm if you identified the right books.

3. Prophetic Books

This category contains prophecies of both major and Minor Prophets. The difference between the major and Minor Prophets is the length and volume of the prophecies.

(a) Minor prophetic books

These are 12 books. They are called minor because they are shorter in content. They are as follows:



(b) Major Prophetic books

These are 5 books in number. They are called major because they have a longer content.

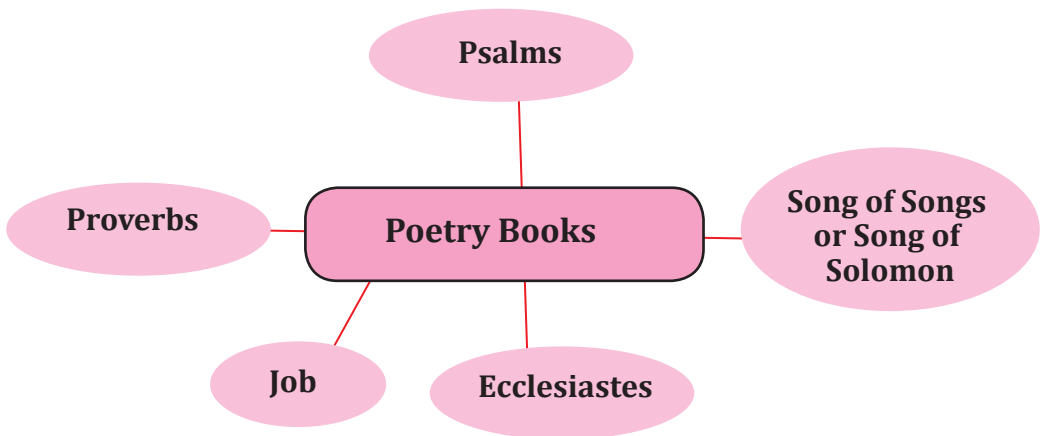
WORD SEARCH

Look for the five Major Prophets in the word search table below

L	J	E	R	E	M	I	A	H
A	D	C	V	Z	P	S	Y	D
M	A	H	C	E	Z	A	H	Y
E	N	H	F	K	A	I	J	T
N	I	E	A	I	D	A	O	G
T	E	P	S	E	E	H	D	O
A	L	S	D	L	L	Y	F	L
T	L	B	J	M	H	Y	U	L
I	K	M	T	J	D	H	O	H
O	Y	N	Y	K	T	K	L	N
N	T	F	G	M	G	D	E	F
S	F	D	Y	Y	Y	Y	G	K

4. Poetry books

These are 5 books and they are also referred to as writings or books of wisdom. They include;

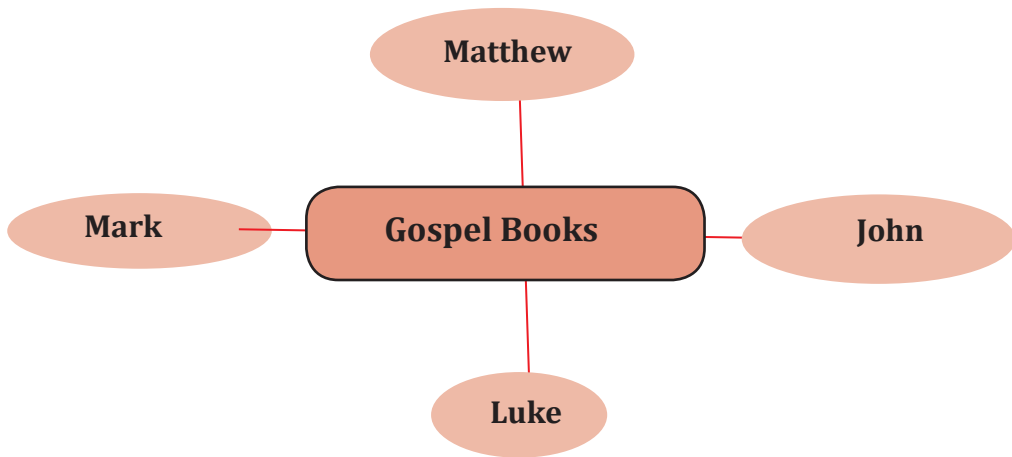


(b) The New Testament Books

There are 27 books in this section of the Bible. They are subdivided into four major groups as follows:

1. Gospel books

The Gospel books the Good News of salvation through the life and teachings of Jesus Christ. They are also known as biographical books. There are Synoptic Gospel books. These are Matthew, Mark and Luke. They are called synoptic because they contain similar way of recording the life and teaching of Jesus. The book of John is different from the rest of the three as it records the life and teaching of Jesus in a different manner. The books are as follows:



2. Historical book or Acts of Apostles

The Acts of Apostles was written by St. Luke, the author of Luke's Gospel. This book contains the history of the early church which involved the missionary work of spreading the gospel of God to the ends of the world. It begins with the ascension of Jesus Christ and the coming of the Holy Spirit on the day of Pentecost.

3. The Epistles or Letters

These were letters addressed to individuals or a certain group of people. The letters are 21 in number and are categorised into three: Disputed Letters or Deute-Pauline Letters, understand or authentic Letters and Pastoral Letters.

Of the thirteen New Testament letters attributed to Paul, most scholars

today distinguish between two groups; those written by Paul himself and those written by his followers.

1. **Undisputed Letters or Authentic Pauline Letters;** These can be put into three subgroups chronologically:
 - a. The Earliest Letter; 1 Thessalonians
 - b. The Middle Letters; 1 Corinthians, 2 Corinthians, Philippians, Philemon, and Galatians.
 - c. The Latest Letter; Romans
2. **Disputed Letters or Deutero-Pauline Epistles**
 - a. Pauline Letters; 2 Thessalonians and Colossians .
 - b. Pastoral letters written by a follower of Paul; Ephesians (cover letter for an early collection of Pauline letters).
 - c. The Pastoral Epistles; 1 Timothy, 2 Timothy, Titus, 1 Peter, 2 Peter, 1 John, 2 John, 3 John, Jude, James (They were from Pauline School who wanted to adapt his teachings to changing circumstances).
3. **Epistle to the Hebrews** is definitely not written by Paul, and is not even explicitly attributed to him.

Hebrews

4. Prophetic Book

In this category, there is only one book. The book of Revelation, which is also known as **Apocalypse**, a Greek word meaning revelation or disclosure. This is the book of Revelation in the New Testament written by John the disciple of Jesus Christ. It is the last book in the Bible. It talks about the will of God in future. It is at times very difficult to understand and interpret. It has very many metaphors and symbols.

Activity 1.4

1. What are the the divisions of the Bible?
2. Talk about the significance of faith in the modern world.
3. How would you explain the challenges of faith in the modern world?

Reasons why the Bible is referred to as the Word of God

Activity 1.5

In groups;

1. Explain why the Bible is referred to as the word of God.
2. Give reasons why the Bible is a library of books.

The following are some of the reasons why the Bible is referred to as the word of God:

- (i). It is an inspired word of God. Those who wrote the Bible were inspired by God, for example the prophets and apostles.
- (ii). The Bible contains the history of salvation. This is realised from the time of creation, the fall of man into sin, the coming, ministry, death and resurrection of Jesus.
- (iii). The Bible contains the words directly spoken by God Himself. Genesis 1.
- (iv). God Himself took part in the writing of the Bible. For example, in the Ten Commandments the words He wrote are captured.
- (v). The Bible guides Christians in their day-to-day life because it touches all aspects of life. It explains how God wants us to behave.
- (vi). The Bible contains prophecies that came to pass. Old Testament prophecies were fulfilled in the New Testament.
- (vii). The Bible describes the nature of God.

Reasons why the Bible is a collection of books or library of books

Just as a library, the Bible contains many books. It has 66 books but the Roman Catholic Bible has 72 books. Different people from different backgrounds wrote the books of the Bible. They were written at different times in history. They were targeted different audience. They were written using different literary styles such as Gospel, love songs, prayer and poetry. The books have been arranged in order starting from Old Testament to New Testament. Biblical books were written at different times in history of God's salvation to the world.

Versions of the Bible

Activity 1.6

1. Find out the versions of the Bible that you know.
2. Compare your answers with your friend and make presentations in the class.
3. Looking at the picture below, identify versions of the Bible.



A version is a style used to convey the message of the Bible. Some versions are simple to understand due to the language used while others are difficult to understand.

The Bible was written in different versions based on the understanding and cultures of people. Some versions have also been authored to pass on the doctrines.

In South Sudan today, there are various versions that are used. These include:

- | | |
|--|--|
| <ul style="list-style-type: none">• The African Bible• Good News Bible• Revised Standard Version• Common Bible• King James Version• New King James Version• The Authored Version | <ul style="list-style-type: none">• The Gideon's International Version• Jerusalem Bible• New International Version• The Living Bible• The English Bible• The American Bible |
|--|--|

The Translation of the Bible

Group work

1. Why do you think the Bible was translated?
3. Explain the effects of translation of the Bible and write an essay about Bible translation.

Translation of the Bible is a process of writing a Bible in another language without changing the original meaning. The Bible was originally written in two languages; Hebrews and Greek.

The Old Testament was originally written in Hebrew around 2,000 B.C. with a few passages in Aramaic. The New Testament was originally written in Greek around the 1st Century AD. The Old Testament was translated into Greek and called **Septuagint**. So by this time, the whole Bible was in Greek.

In the 4th Century AD, the Bible was translated from Greek into Latin and was called **Vulgate** (meaning common use). This translation was done by a Christian scholar known as Jerome. Wycliffe translated the Bible into English in 1384 for the first time. During the period of Reformation in the 16th Century, it was translated into the national languages of Europe for instance into German language.

In Africa, European missionaries did the work of translation into vernacular languages in the 19th Century AD. The Bible had to be translated into vernacular languages in order to facilitate evangelisation. The task of translating the Bible in South Sudan is under the Bible Society of South Sudan.

Reasons for Bible translation

- i) To enable people familiarise with the Bible and the message it contains as it could be read in a language that they could understand.
- ii) To facilitate the spread of the Gospel to areas that it had not reached. Translation of the Bible into vernacular help in taking a foreign content into a local context. Translation of the Bible into the local languages, encourage the locals to take up church leadership.

Effects of the translation of the Bible

Translation of the Bible has brought several benefits to the missionaries as well as Africans themselves.

- i) It has led to the development of local African languages. Translation of the Bible into vernacular languages has led to development of various languages in Africa.
- ii) Translation of the Bible has led to the spread of the Gospel as many people get it in a language they understand. This has led to the expansion of the church as well as stimulation of emergency of Bible societies in South Sudan.



Bible society of Juba.

- iii) The translation of the Bible has led to the emergence of African independent movements that has established schools and churches. These movements oppose western influence on Christianity but support the infusion of African practices and cultures in Christian worship.
- iv) Translation of the Bible has facilitated research and studies in African Religious Heritage.
- v) The translation of the Bible resulted to high demand for formal education by Africans so that it could enable them read the Bible by themselves.
- vi) Translation of the Bible into local African languages made Africans read some teachings of the Bible such as equality and brotherhood. This eventually led to the rise of African nationalism.

- vii) Translation also led to employment opportunities as Africans were involved to translate and print the Bible.
- viii) It led to growth and expansion of printing industry since many Bibles were being printed.

Glossary

Faith:	a belief that something is true and real without having evidence.
Belief:	accepting something as true without having any proof.
Storm:	any disturbed state of the atmosphere affecting the earth surface.
Salvation:	the process of being saved.
Apocrypha:	hidden/secret.
Apocalypse:	revelation or disclosure.
Septuagint:	Greek language translation of the Bible.

UNIT 2

The Story of Creation and the Fall of Man and Woman

Key Words

Sin, creation, fall, omnipotent, omnipresent

Introduction

In this unit, we are going to learn about the story of creation. We will discuss about the fall of man and woman. There are two accounts of creation in the Bible. In the first creation account, God created the whole world in six days and rested on the seventh day. God just spoke some words and whatever He said came into existence. For instance, He said 'Let there be light' and it happened. The creation was out of a spoken word.

Therefore God created the universe 'ex – nihilo'. This means God created the universe 'out of nothing'. Everything God created was good. These include the sun, moon, stars, oceans, rivers, lakes, vegetation, animals and human beings. To create is to bring something into existence.

The second account shows that God created living and non-living things. He then placed Man in the Garden of Eden. God gave man a helper (woman). The second story does not mention how long it took God to create the universe.

Creation refers to God's act of bringing the universe into existence. The universe includes all living and non – living things.

Biblical accounts of creation

Pair work

1. In pairs, explain the following picture.
2. How did the things in the picture come to existence?



Adam and Eve in the Garden of Eden.

The first account of creation (Gen 1:1-2:4)

Activity 2.1

- 1 With your classmate, read the following Bible extract from Genesis 1:1-2:4). After reading it, answer the following questions.
2. Write down a summary of what God created on each day.
3. Discuss with your classmate how God created the things listed above.
4. How can you describe God?

The Beginning

1In the beginning God created the heavens and the earth. 2Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters.

3And God said, “Let there be light,” and there was light. 4God saw that the light was good, and he separated the light from the darkness. 5God called the light “day,” and the darkness he called “night.” And there was evening, and there was morning—the first day.

6And God said, “Let there be a vault between the waters to separate water from water.” 7So God made the vault and separated the water under the vault from the water above it. And it was so. 8God called the vault “sky.” And there was evening, and there was morning—the second day.

9And God said, "Let the water under the sky be gathered to one place, and let dry ground appear." And it was so. 10God called the dry ground "land," and the gathered waters he called "seas." And God saw that it was good.

11Then God said, "Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds." And it was so. 12The land produced vegetation: plants bearing seed according to their kinds and trees bearing fruit with seed in it according to their kinds. And God saw that it was good. 13And there was evening, and there was morning—the third day.

14And God said, "Let there be lights in the vault of the sky to separate the day from the night, and let them serve as signs to mark sacred times, and days and years, 15and let them be lights in the vault of the sky to give light on the earth." And it was so. 16God made two great lights—the greater light to govern the day and the lesser light to govern the night. He also made the stars. 17God set them in the vault of the sky to give light on the earth, 18to govern the day and the night, and to separate light from darkness. And God saw that it was good. 19And there was evening, and there was morning—the fourth day.

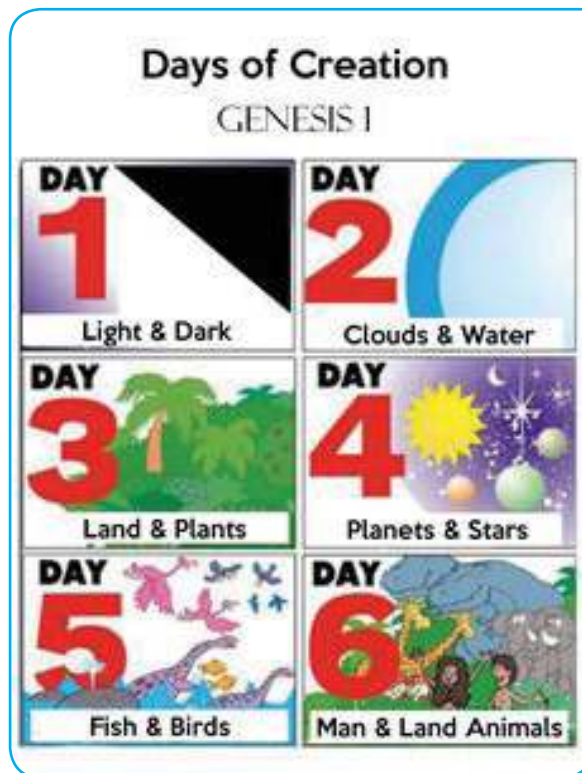
20And God said, "Let the water teem with living creatures, and let birds fly above the earth across the vault of the sky." 21So God created the great creatures of the sea and every living thing with which the water teems and that moves about in it, according to their kinds, and every winged bird according to its kind. And God saw that it was good. 22God blessed them and said, "Be fruitful and increase in number and fill the water in the seas, and let the birds increase on the earth." 23And there was evening, and there was morning—the fifth day. 24And God said, "Let the land produce living creatures according to their kinds: the livestock, the creatures that move along the ground, and the wild animals, each according to its kind." And it was so. 25God made the wild animals according to their kinds, the livestock according to their kinds, and all the creatures that move along the ground according to their kinds. And God saw that it was good. 26Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals,^{1:26} Probable reading of the original Hebrew text (see Syriac); Masoretic Text the earth and over all the creatures that move along the ground." 27So God created mankind in his own image, in the image of God he created them; male and female he created them. 28God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground." 29Then God said, "I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food. 30And to all the beasts of the earth and all the birds in the sky and all the creatures that move along the ground—everything that has the breath of life in it—I give every green plant for food." And it was so. 31God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day. Genesis 2:1-4

1 Thus the heavens and the earth were completed in all their vast array.

2 By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. 3 Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done.

4 This is the account of the heavens and the earth when they were created, when the Lord God made the earth and the heavens.

From the first account of creation, we can see that God created all living and non living things in six days. God then rested on the seventh day. God just spoke His word and brought things into existence.



The second account of creation (Genesis 2:4-25)

Activity 2.2: Bible Reading

1. With your classmate, read out the following Bible verses from Genesis 2:4-25.
2. Compare and contrast the first account of creation and the second account of creation.

Genesis 2:4-25

4This is the account of the heavens and the earth when they were created, when the Lord God made the earth and the heavens. 5 Now no shrub had yet appeared on the earth^{2:5} Or land; also in verse 6 and no plant had yet sprung up, for the Lord God had not sent rain on the earth and there was no one to work the ground, 6but streams^{2:6} Or mist came up from the earth and watered the whole surface of the ground. 7Then the Lord God formed a man^{2:7} The Hebrew for man (adam) sounds like and may be related to the Hebrew for ground (adamah); it is also the name Adam (see verse 20). from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. 8Now the Lord God had planted a garden in the east, in Eden; and there he put the man he had formed. 9The Lord God made all kinds of trees grow out of the ground—trees that were pleasing to the eye and good for food. In the middle of the garden were the tree of life and the tree of the knowledge of good and evil. 10A river watering the garden flowed from Eden; from there it was separated into four headwaters. 11The name of the first is the Pishon; it winds through the entire land of Havilah, where there is gold. 12(The gold of that land is good; aromatic resin^{2:12} Or good; pearls and onyx are also there.) 13The name of the second river is the Gihon; it winds through the entire land of Cush.^{2:13} Possibly southeast Mesopotamia 14The name of the third river is the Tigris; it runs along the east side of Ashur. And the fourth river is the Euphrates. 15The Lord God took the man and put him in the Garden of Eden to work it and take care of it. 16And the Lord God commanded the man, “You are free to eat from any tree in the garden; 17but you must not eat from the tree of the knowledge of good and evil, for when you eat from it you will certainly die.” 18The Lord God said, “It is not good for the man to be alone. I will make a helper suitable for him.” 19Now the Lord God had formed out of the ground all the wild animals and all the birds in the sky. He brought them to the man to see what he would name them; and whatever the man called each living creature, that was its name. 20So the man gave names to all the livestock, the birds in the sky and all the wild animals. But for Adam^{2:20} Or the man no suitable helper was found. 21So the Lord God caused the man to fall into a deep sleep; and while he was sleeping, he took one of the man’s ribs^{2:21} Or took part of the man’s side and then closed up the place with flesh. 22Then the Lord God made a woman from the rib^{2:22} Or part he had taken out of the man, and he brought her to the man. 23The man said, “This is now bone of my bones and flesh of my flesh; she shall be called ‘woman,’ for she was taken out of man.” 24That is why a man leaves his father and mother and is united to his wife, and they become one flesh. 25Adam and his wife were both naked, and they felt no shame.

The two accounts of creation show that God existed before creation. He is the only creator, the source and sustainer of life. Unlike other living things, human beings were created in God's image and likeness. God created both male and female to keep each other company, to increase God's creation and to take care of His creation.

The first account shows that everything God created is good. The second account does not mention this.

Group work

1. Explain the meaning of the word "creation"! Can you mention some words in your local languages which have similar meanings with creation?
2. Write down a story from your local community about how the first man and the first woman came into existence?
3. In pairs, write down the Bible verses that reveal specific attributes of God in Genesis 1 and 2.

Comparison of the Biblical Creation Stories with African Traditional Stories of Creation

Activity 2.3

1. In groups, find out some stories from your local communities about how the first man and the first woman came into existence. Write down your findings and share in class.
2. Explain the similarities and differences between the Biblical accounts of creation and African Traditional Stories of Creation.

Every African traditional community has some ways of explaining its origin. In most cases Africans believe that their first ancestors were created by God. Such beliefs may be expressed in the form of stories called myths.

African stories of creation vary from one community to another. Some are detailed, others are sketchy and may not even be stories in strict sense. Each community traces its origin from their first ancestors and the names of those ancestors differ from one community to another.

This is unlike in the Bible where Adam and Eve are presented as the first ancestors of the whole human race. Furthermore, the names of Adam and Eve are not found in the African traditional stories of creation.

The detailed order of creation described in Genesis 1 is not provided in African stories. Despite the differences, African stories of creation show there are some common views shared by Africans. For example Africans believe that God is the only creator of the universe. God created male and female to live together, to marry and to procreate. They were given land to settle on and to produce food. From the first ancestors, the population increased and became a community.

Both the Bible and African stories of creation place human beings at a higher level compared to other creatures. Human beings are able to communicate with God. They have a duty to conserve and sustain the environment it for present and future use.

Activity 2.4

1. In groups find out some stories or beliefs from your local communities about how the first man and the first woman came into existence. Share your findings in class.
2. Explain similarities and differences between the Biblical accounts of creation and the African traditional stories of creation.

Lessons learnt from the stories of creation in Genesis 1 and 2

Class work

1. Hold a debate on the motion: Human beings should bear many children as they were commanded by God during creation.
2. In groups, suggest activities that you can carry out to conserve your environment.
3. Match the following attributes of God with the correct meaning.

Attribute	Meaning
Omnipresent	All – knowing
Omniscient	All – powerful
Omnipotent	Everywhere

There are many lessons that can be learnt from the Biblical accounts of creation. Some of these are about the nature of God. For example, we learn that God is the only creator, everything else is His creation.

God is omnipotent, hence He just spoke and His word brought things into existence. He is omnipresent and omniscient, hence Adam and Eve could not hide from Him. God is eternal because He was in existence before creation and exists forever.

Human beings were created in a special way compared to other creatures. They were created in the image and likeness of God. They were given authority to control other creatures and the environment as a whole. This shows human beings have a duty to use the environment responsibly for the benefit of the present and future generations. Careless cutting of trees without planting others should be avoided because it causes destruction of the environment.

Human beings should obey God and worship Him. God blessed the Sabbath day to give humankind a chance to devote their time to honour Him. The Sabbath is a day of rest.

We learn that marriage is God – given. A husband and wife are allowed to engage in sex for procreation (reproduction). They should continue with God’s work of creation. They should procreate or give birth to ensure the human race continues to survive.



Wedding is a formalised marriage.

Human beings should live with one another, to keep each other company, to support and care for one another. They should relate peacefully with one another because they depend on each other. No one can live alone without other people in the society.

Creation accounts in Genesis also reveal that all human beings are created and are hence united, in God’s own image. Therefore we have equal dignity

before God regardless of our ethnicity, religions, political and gender differences because we were all created by God. We have common ancestors, Adam and Eve. People should therefore love and respect one another.

Class work

In what ways can the Biblical accounts of creation and African Traditional Stories help promote peace in the society?

Responsibilities given to Adam and Eve

Activity 2.5

1. In groups, discuss your responsibilities to your parents and guardians.
2. Discuss the responsibilities of parents towards their children in today's society.
3. Read Genesis 1 and 2 from your Bible. Identify the responsibilities given to Adam and Eve. Explain how relevant those responsibilities are in today's society.

Read Genesis 1:26 – 31 and Genesis 2

When God created Adam and Eve, He gave them responsibilities which were the mandate over the creation.

'Responsibilities' are duties or obligations that one is required to perform in a given situation, in order to achieve some objectives. The person who is given a responsibility is answerable to the one who has assigned him or her that responsibility. This means whoever fails to carry out the responsibility given, has to face some consequences.

Adam and Eve were given various responsibilities. They were given responsibilities towards God, towards one another as human beings, and towards the environment in which they lived. Adam and Eve for instance, were placed in the Garden of Eden by God. They were given some instructions. They were told not to eat the fruit of the tree of knowledge of good and evil. Woman was to be a helper to man. They were also to take care of the Garden of Eden. They were told to be fruitful and multiply (reproduce). This called for their obedience.

Activity 2.6

1. From the Bible passages that you have read, find out other responsibilities given to Adam and Eve.
2. How did Adam and Eve carry out their responsibilities?

How responsibilities given to Adam and Eve apply to today's society

We all live together in a society. This means there are many things that we share. For example, the environment in which we live is a home to all of us. We also believe in God as our Creator. As such, we have responsibilities towards one another and towards God. We have responsibilities within the family, in places of work, in school and in the Church and Mosques. These are in some ways connected with Adam and Eve's responsibilities.

We have seen that Adam and Eve were instructed not to eat the forbidden fruit. They were given the responsibility to choose to do what is right. This responsibility rests with all human beings. Every day we have to make choices between right and wrong. Whatever we do, God expects us to obey Him.

When God rested on the seventh day after creation, He expected human beings to do the same. It is our responsibility to worship and serve God on the Sabbath day, which He blessed and set apart as a Holy Day. It is also our responsibility to communicate with God through prayers on a daily basis.



Singing is a way of praising God.

Adam and Eve were also given authority to control the earth, to plant and to take care of the Garden of Eden. It is our responsibility today to work in order to obtain food and other needs. We are also expected to protect and conserve our environment. We should avoid destructive activities such as careless tree cutting which leads to desertification. This can help reduce the effects of climate change.

Human beings were also given the responsibility to obtain food from their environment. This requires that we work as God did. People have to work hard to get food to satisfy other needs and to sustain the environment.

Adam and Eve were told to be fruitful and multiply and fill the earth. This means sex is a sacred gift from God to be used responsibly. It is only allowed between married couples for procreation and expression of mutual love.



Wedding ceremony.

Class work

1. Suggest ways in which the responsibilities given to Adam and Eve may be categorised.
2. In small groups, discuss ways in which responsibilities of Adam and Eve apply to today's society.
3. How can you keep your environment clean at school and at home?
4. Do parents always meet their responsibilities towards their children?
Give reasons for your answer.

The Fall of Man

The fall of humankind refers to their broken relationship with God. This relationship was broken due to sin.

Activity 2.7

1. With your classmate, read the following Bible extract as from (Genesis 3:1-13).
2. After reading, discuss with your friend what the Bible tells us about the fall of humankind. Share your findings in class.

1Now the serpent was more crafty than any of the wild animals the Lord God had made. He said to the woman, "Did God really say, 'You must not eat from any tree in the garden?'" 2The woman said to the serpent, "We may eat fruit from the trees in the garden, 3but God did say, 'You must not eat fruit from the tree that is in the middle of the garden, and you must not touch it, or you will die.'" 4"You will not certainly die," the serpent said to the woman. 5"For God knows that when you eat from it your eyes will be opened, and you will be like God, knowing good and evil." 6When the woman saw that the fruit of the tree was good for food and pleasing to the eye, and also desirable for gaining wisdom, she took some and ate it. She also gave some to her husband, who was with her, and he ate it. 7Then the eyes of both of them were opened, and they realised they were naked; so they sewed fig leaves together and made coverings for themselves. 8Then the man and his wife heard the sound of the Lord God as he was walking in the garden in the cool of the day, and they hid from the Lord God among the trees of the garden. 9But the Lord God called to the man, "Where are you?" 10He answered, "I heard you in the garden, and I was afraid because I was naked; so I hid." 11And he said, "Who told you that you were naked? Have you eaten from the tree that I commanded you not to eat from?" 12The man said, "The woman you put here with me—she gave me some fruit from the tree, and I ate it." 13Then the Lord God said to the woman, "What is this you have done?" The woman said, "The serpent deceived me, and I ate."

It is clear from the Bible text that the first man and woman broke their relationship with God due to their disobedience. Adam blamed his wife for his sin. Eve blamed the serpent for causing her to sin. They chose to disobey God hence they had to face the consequences.

Origin of sin

Activity 2.8

1. In small groups, brain storm what you think brought about sin in the world.
2. Why did Adam and Eve eat the forbidden fruit even though God had warned them against it?
3. What made Adam and Eve hide themselves from God? Why did they not succeed in hiding?
4. List examples of sins that people commit against each other in society today. What Christian advice can you give to discourage such sins?

We are familiar with the word 'sin'. In ordinary use sin refers to a misconduct, misbehaviour or an offence against another person or against God.

In the Bible, 'sin' means disobedience to God. Sin is a failure to obey God. The first sinners were Adam and Eve who disobeyed God's command when they ate the forbidden fruit. From then on, sin spread into the world.

African traditional communities also believe sin involves disobedience to God and the ancestral spirits. People also sin against each other, and they can be punished. Generally Africans believe that sin was brought about by evil spirits. Such spirits made people commit offences to destabilise peace and order in the community.

Consequences of sin according to Genesis 3

In our daily lives, we make choices. Whatever we choose to do or not to do bring about some results. The results may be good or bad. Therefore, the case we have to face the results of our choices.

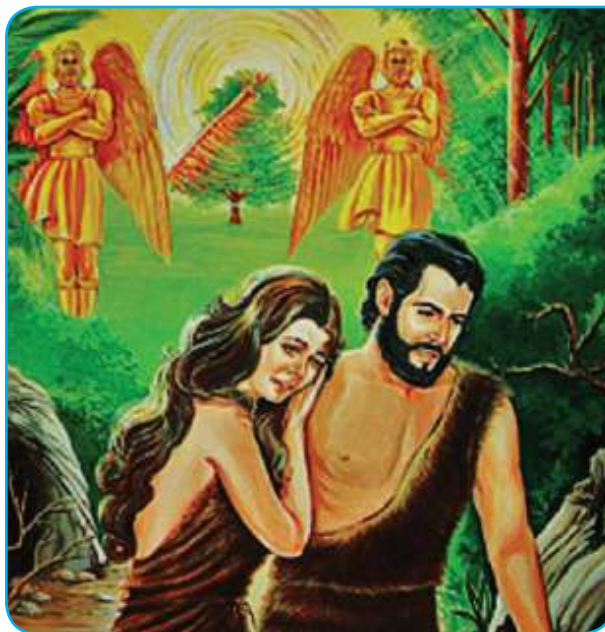
When Adam and Eve disobeyed God they were punished. After eating the forbidden fruit, they realised they were naked so they sewed fig leaves together and made covering for themselves (Genesis 3:7). Then Adam and Eve heard the voice of the Lord, God as he was walking in the garden in the day, and they hid from the Lord God among the trees of the garden. But the lord God called to man, where are you? He answered, "I heard you in the garden, and I was afraid because I was naked, so I hid" (Genesis 3:8-10).

So God knew that Adam and Eve had eaten the forbidden fruit. Adam told God that it was his wife who gave him the fruit to eat. Eve, on the other hand blamed serpent for deceiving her to eat the fruit. Consequently, God cursed the serpent and said it would crawl on its belly forever. Genesis 3:15 says

that God put the enmity between the woman and the snake as well as their offsprings.

To the woman God said, “I will greatly increase your pains in the childbearing, with pains you will give birth to children. Your desire will be for your husband, and he will rule over you, (Genesis 3:16). Then God turned to Adam and told him since he had eaten the forbidden fruit, cursed is the ground because of you through painful toil you will eat of all days of your life. It will produce thorns and thistles for you, and you were taken for dust you are and to dust you will return (Genesis 3:17-19).

In Genesis 3:21-24, we read that God chased Adam and Eve from Eden but gave them another ground or land to work on. God did not want them to continue living in Eden because, he did not want them to eat the tree of life, since this would make them live forever (verse 22). Before Adam and Eve were chased away, God clothed them with clothes He had made of animal skin.



God sent Adam and Eve from Eden.

Thus, we see that even though Adam and Eve were punished for their sins God still cared for them. He did not abandon them completely. That is where God’s salvation history began.

In African traditional communities, there are varied beliefs about how sin came into the world. The consequences of sin also depended on the type of sin committed and varied from one community to another. It is therefore

important to research on these issues to get a better understanding of African beliefs.

Generally, sin involved offences to God, spirits, ancestors and fellow human beings. Failure to offer human sacrifices to ancestors, murder and rape were among serious offences that were punishable in different ways. In some cases, serious offenders or criminals were excommunicated, cursed or forced to pay heavy fines in the form of livestock.

Sin disrupted peace and harmony in the community. It also made God and the ancestors angry. Therefore, from early childhood, people were taught values such as obedience, respect, honesty and fairness to enable them make the right choices. This would help to prevent them from acts of misconduct.

Class work

1. Refer to your textbook and explain the consequences of sin according to Genesis 3. If you have a Bible you can read the chapter as well.
2. In pairs, look up for evidence or Bible verses which show that God still cared for Adam and Eve ever after they sinned. What does this show about God? Share your answers in class.
3. Work in small groups to research on stories about your local communities in South Sudan. You can identify resource person such as elders to visit. Share your findings in class.

Glossary

Creation: The act of making a new thing or the thing that is made or created.

Fall: To go down on ground accidentally or to come down from a higher position to a lower position.

Sin: Misconduct, offence or disobedience to God.

Omnipotent: All powerful.

Omniscient: All knowing.

Omnipresent: All present, present everywhere.

Key Words

Faith, promises, Exodus, plague, Judaism, mana, quails, altar

Introduction

In this unit, we will learn about Faith and Gods Promises. How God demonstrated His faithfulness to his promises. We will look at Abraham and Moses during their call and the role they played in the lives of the Israelites in relevance to the Christian faith.

The call of Abraham (Genesis 11:24, 12:1-9)**Activity 3.1**

1. In groups, if you can have access to the internet or a dictionary, discuss the meaning of 'faith and promise' (refer to Unit 1).
2. Discuss, write and present in class the call of Abraham.
3. Based on what you have discussed, explain the life of Abraham before, during and after the call?

Genesis 11:24, 12:1-9

Abram was born in Ur. His father was named Terah, the son of Nahor. Abram had two brothers Nahor and Haran. Haran had a son called Lot.

Nahor had wife called Milcah while Abram married Sarai. Sarai was barren and therefore had no children. Abram lived among the people who worshiped the moon, A polytheistic religion.

Terah and his family left Ur after the death of Haran and settled in Haran. He died and was buried there. It is while in Haran that God appeared to Abram. God told Abram to leave Haran and go to the land that He would show him. He was seventy five years old when God called him. God changed the name of

Abram to Abraham and Sarai to Sarah at the time of his call by God. Abraham took his wife Sarai, his brother's son Lot together with their animals and property and left Haran. They then headed to Canaan. At Shechem, God appeared to Abraham and promised him that He would give the land of Canaan to his offspring. Abraham then built an altar to the God who had appeared to him.



Abram, Sarai and their nephews going to Canaan.

Abraham moved to the mountain which was opposite the East of Bethel. He pitched his tent there to the west of Bethel and on the East side of Ai. He also built an altar of God and called on His name. Abraham continued traveling towards the South.

Activity 3.2

1. Identify the actions of Abraham that shows he had faith in God (Genesis 12:1-9, 15:1-6, 17:23-24, 21:1-7, 22:1-19).
2. From the story of the call of Abraham, what are the reasons why and called him?
3. Discuss in groups and make presentations in class.

Promises God gave to Abraham

Activity 3.3

1. In groups discuss and present the following questions in class.
2. Have you ever promised someone something ?Did you fulfill your promise?
3. Have you ever been promised something by someone? Were you given?
4. Do you think that all the promises should be fulfilled?

What happens if the promises are not fulfilled as agreed? How would you feel? A promise is a vow or an oath. Due to his unwavering faith in God, Abraham was rewarded by God by a series of promises which were fulfilled during his life time and others later. Abraham as well as his descendants were direct beneficiaries of the promises God gave. The promises therefore were as follows:

God promised Abraham that He would give him and his descendants land to dwell in and also make Abraham's name great.

God promised to establish an everlasting covenant with Abraham and his descendants. He promised to be their God.

God told Abraham that He would protect him from his enemies. Being barren and advanced in age without a child of their own to inherit their property, God promised them a son and that Abraham's descendants would also be a great nation.

God also said that the descendants of Abraham would be enslaved for four hundred years in a foreign land. However, God would free them and deliver them back to their land with great possessions. God also promised to punish the nation that enslaves Abraham's descendants.

Some of the descendants of Abraham would also be made kings by God. Abraham was also promised blessings by God.

God would bless those that blessed Abraham and curse those that cursed Abraham.

God also promised to make all the families of the earth receive blessings through Abraham and let Abraham live for long and die in peace.

Activity 3.4

1. We have learnt that God fulfils what He promises just like He did for Abraham. As a Christian, what can you learn from God's promises to Abraham? Discuss with your friend.
2. Share your findings with others through presentations in class.

The importance of God's Call of Abraham to Judaism and Christianity (Hebrew 11: 1-6)

- i) Christians learn to have a strong faith in God, just like Abraham believed in the fulfillment of the promises God gave.
- ii) Christians through faith can testify of the goodness of God. Abraham was able to benefit from the promises God gave him and could testify His goodness.
- iii) Christians understand that the world is fashioned by the word of God so that the visible might be made by the invisible. Through Abraham, a generation was created. God also gave Abraham a son in the hardest of the circumstance.
- iv) Christians should offer a better sacrifice to God through faith just like Abel offered a better one than that of Cain.
- v) Christians are able to get special favors from God through faith. Enoch did not see death because he had pleased God with his testimony.
- vi) It is only possible to please God through faith. God only rewards those who seek Him.

Class work

1. Outline the promises that God made to Abraham.
2. Discuss the importance of the promises of God to Abraham to Judaism and Christianity.

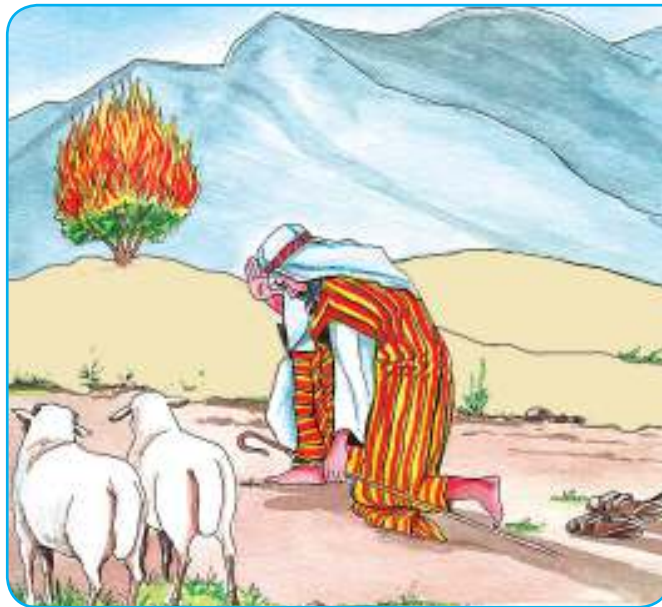
The call of Moses (Exodus 3:1-22)

Activity 3.5

In groups;

1. Role play the call of Moses in reference to Exodus 3:1-22.
2. Explain the significance of the call of Moses to Judaism and Christianity.

Moses was looking after the sheep of his father-in-law Jethro, a priest of Midian. He drove the sheep into the interior of desert and got to the Mountain of Horeb. God then appeared to him in form of a flame of fire from the bush that was not being consumed. Moses was surprised by that great sight. He therefore decided to move closer and see why the bush was not getting burnt. God then called him from the burning bush and said, "Moses!, Moses!," and Moses responded "Here I am." God told Moses not to approach the burning bush. God asked Moses to remove his sandals from his feet for the place he was standing on was a holy ground.



Call of Moses at mount Sinai.

God identified Himself to Moses as the God of his ancestors. God had seen the suffering of His people in Egypt and wanted Moses to lead them out of Egypt into the Promised Land.

God promised to protect Moses, he would have a rod as a sign that God had sent him.

Even though Moses was afraid to go and face king Pharaoh, God assured him that he would perform His wonders until the Pharaoh releases the Israelites.

Bible study

1. Read exodus 3:1-22
2. Explain the verses in reference to the call of Moses.

The significance of the Call of Moses to Judaism and Christianity

Activity 3.6

1. In your groups, discuss the call of Moses as outlined in the book of Exodus 3:1-22. Discuss how significant it is to Christianity.
2. Share with the rest of the groups.
3. Select a member from each group to present your findings in class.

From the call of Moses, Christians learn that God is loving and caring. He loved the people of Israel and wanted to free them from slavery in Egypt.

God is transcendent. He is beyond human understanding and cannot be limited to time and space. He had been with the forefathers of the Israelites earlier on and was still with them when He called Moses. He also appeared to Moses in the wilderness far away from the rest of the Israelites.

God chooses whoever He wills to carry out His plans. He chose Abraham, an old man who lived among the moon worshippers and now Moses, a murderer, a fugitive and a stammerer.

God expects total obedience from those He chooses. Moses followed all instructions God told him and also accepted the mission God was sending him to lead the Israelites to Canaan.

The Ten Plagues (Exodus 7:14-11:1-10)

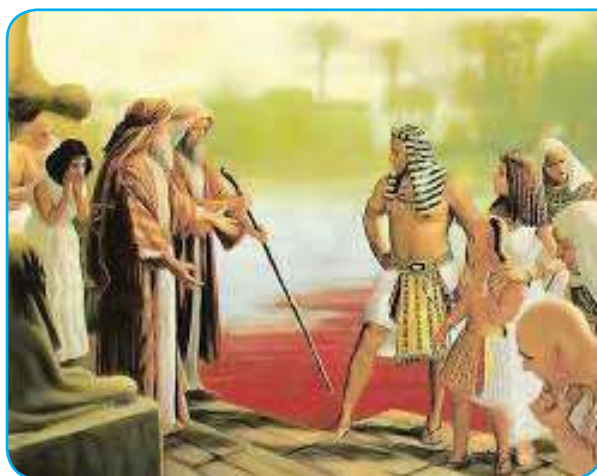
Activity 3.7

1. Brainstorm the meaning of the plague.
2. How would you summarise the ten plagues.
3. State the significance of the ten plagues to Judaism and Christianity.

The term **plague** refers to a disease or an unfortunate occurrence in one's life. The plagues were meant to soften the stubborn heart of Pharaoh to let go of the Israelites who had been in slavery in Egypt for more than 400 years. The plagues were also to show the Israelites that Yahweh was a powerful God. The Lord God sent ten plagues to the Egyptians. The following are the plagues God sent to the Egyptians.

1. Turning water into blood (Exodus 8:14-25)

God commanded Moses to strike the waters of the Nile River with his rod. He did this in the presence of Pharaoh and the waters of River Nile turned into blood. River Nile is the lifeline of Egypt as it was used for domestic and irrigation purposes. By turning it into blood, the water became contaminated. Therefore, it was unsafe for use in Egypt.



Plague of water turning to blood.

2. The plague of frogs (Exodus. 8:1-15)

In this plague, frogs came seven days after the first plague. God told Moses to tell Aaron to hold out his stick over the streams, ponds and canals. Aaron did as he was instructed and there were frogs all over the land of Egypt. Pharaoh then asked Moses to pray for the removal of frogs in Egypt. All the frogs died when Moses prayed.



Plague of frogs.

3. The plague of gnats (Exodus 8:16-19)

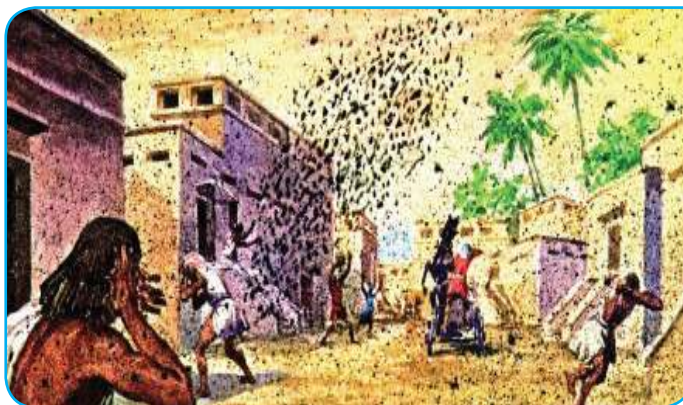
Gnats are small two-winged biting flies that attack anything living. Gnats covered land, people and animals. When the gnats became very severe, Egyptian magicians were called in to pray for their removal. The magicians acknowledged the mighty hand of God when they failed to remove the gnats. Still God hardened Pharaoh's heart. Pharaoh refused to let go the people of Israel.



Plague of gnats.

4. The plague of flies (Exodus 8:20-32)

Flies came in swarms in the land of Egypt. They invaded Pharaoh's house and the houses of other Egyptians. To show that was a plague from God, the flies did not invade the houses of the Israelites. Pharaoh persuaded Moses to remove the flies then he would release the Israelites. Moses prayed to God and they were withdrawn from the land of Egypt. Pharaoh's heart was hardened so that even at that point he would not release the Israelites.



Plague of flies.

5. Death of animals (Exodus 9:1-7)

God sent a plague that killed all the animals of Egyptians but those of Israelites were not affected. Pharaoh's heart was still hardened and he did not release the Israelites.

6. The plague of boils (Exodus 9:8-12)

The sixth plague was that of sores and swellings on Egyptians and their animals. God told Moses and Aaron to take some ashes and sprinkle them in the air in the sight of Pharaoh. When Moses did this, all the Egyptians and their animals were affected by sores and swellings on their bodies. Still Pharaoh's heart was hard to release the Israelites.



Plague of boils.

7. The plague of hails (Exodus. 9:13-35)

Moses raised his hands towards the sky as instructed by God. God sent thunder, hail and lightning across the entire land of Egypt. The hail was of such high magnitude. It struck everything that was in the fields from man to animals, plant of the field and broke every tree of the region. The hail did not fall in the land of Goshen where the sons of Israel were dwelling. Pharaoh asked Moses and Aaron to pray to God to stop the hail so that he could release the Israelites. Moses prayed to God and the hail as well as thunders ceased but Pharaoh still refused to release the Israelites.



Plague of hails

8. The plague of locust (Exodus 10:1-20).

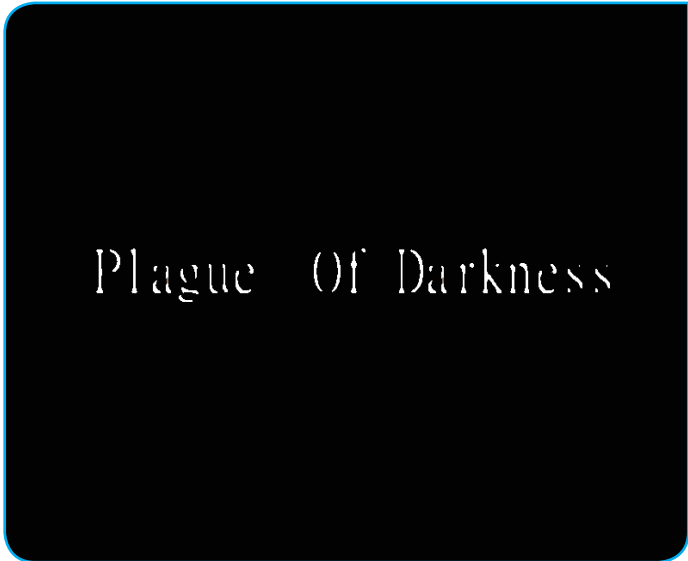
After the plague of hails, the Egyptians started pressurising Pharaoh to release the Israelites but he was still resistant to release them. Moses extended his hands over the land of Egypt as instructed by God and God brought a burning wind all that day and night and when morning came, the burning wind lifted up the locusts. The locusts ascended over the entire land of Egypt. They ate all the plants and fruits which had been spared by the hail. Pharaoh asked Moses and Aaron to pray to God to take away the locusts from Egypt so that he could release the Israelites. Moses prayed to God to remove the locusts from Egypt. Once the locusts were cleared, Pharaoh still refused to release the Israelites.



Plague of locusts

9. The plague of darkness (Exodus 10:21-29)

The ninth plague was that of darkness. Moses extended his hand into the sky as instructed by God. God sent darkness in the entire land of Egypt which lasted for three days. However there was light where the Israelites were living. Pharaoh called Moses and Aaron. He allowed them to go to sacrifice to the Lord but leave their animals behind. Moses told Pharaoh that they had to leave with all their animals so that they could go and sacrifice to their God in the wilderness. Pharaoh's heart was hard and he was not willing to release them. Pharaoh told Moses to leave and never to appear before him anymore and if he did, he would have him killed. Moses agreed never to appear before him again.



Plague Of Darkness

Plague of darkness.

10. Death of the Egyptians' first born males. (Exodus 11:1-7,12:29-31)

God said to Moses, "The heart of Pharaoh has been hardened. Therefore He is not willing to release the people". He further told him that he will touch Pharaoh and Egypt with one more plague. After that, Pharaoh would release them and compel the Israelites to go. The angel of God entered into Egypt at the middle of the night and every firstborn male in the land of Egyptians died, from the firstborn of the Pharaoh to the firstborns of servants and all the firstborn of their animals. There was a great outcry throughout the entire land of Egypt. All the Israelites were safe together with their animals.

Word search

The word search below contains the plagues that hit Egypt before Pharaoh could release the Israelites. Find and circle them.

V	O	O	B	O	K	A	T	R
I	J	S	A	D	K	J	P	N
K	T	S	A	D	K	J	P	N
Y	P	B	S	K	L	F	P	E
X	T	V	U	J	O	S	Q	S
B	O	I	L	S	C	G	H	S
Z	B	O	Q	R	U	S	O	P
F	L	I	E	S	S	D	A	T
A	B	K	I	J	T	Q	O	V

The significance of the Ten Plagues to Judaism

The plagues were significant to the Egyptians and Israelites in the following ways:

- i) It revealed that Yahweh is more powerful than the Egyptian gods.
- ii) It showed that God was aware of the suffering that the Israelites were undergoing in Egypt.
- iii) God fulfills His promises and was determined to rescue the Israelites.
- iv) Moses was the God-chosen leader of the Israelites.
- v) God communicates His will through natural events including disasters and miracles.
- vi) God punishes the enemies of His people thus He is a caring God.

The Passover (Exodus 12:1-31)

Activity 3.8

1. Can you recall the Passover and what happened?
2. State the relevance of the Passover to Judaism.
3. Give the significance of activities carried out by the Israelites on the night of Exodus.

Passover refers to the act of an angel of death passing over the houses of the Israelites but killing the first born males of the Egyptians.

God asked Moses and Aaron to instruct the Israelites what to do on the night of Passover.

On the tenth day of that month, each man had to choose either a lamb or a young goat for his household. If his family was too small to eat a whole animal, then he and his next door neighbour were to share the animal. The animal chosen was to be a male, one-year old and without blemish.

The animal chosen was to be killed on the evening of the fourteenth day of that month. The animal's blood was to be smeared on the door posts and the lintel of the Israelites' houses.

The lamb or animal for sacrifice was to be roasted whole, that is, with its head, legs and inner parts. The meat was to be eaten that night with unleavened bread and bitter herbs.

They were to eat the sacrificed meat after they had dressed up and packed their luggage. The Israelite women were to ask for jewellery, silver and clothing from the Egyptian women on the eve of departure.

Everyone was to remain indoors until morning in order to be protected from the angel of death.

The passover was to be commemorated annually and its significance taught to the coming generations.

On the night of Exodus, an angel of the Lord crossed through the Egyptians' doors killing all the male first-borns.



The smearing of the blood of the lamb on the doorpost of Israelites.

The blood of the lamb was a sign in the buildings where the Israelites dwelt. Once the Angel of God sees the blood, would pass over them and the plague will not destroy the Israelites when striking the land of Egypt. They would have that day as a memorial and they would celebrate it as a solemnity to the Lord in their generations as an everlasting devotion. For seven days, they would eat unleavened bread.

The significance of the Passover to Judaism

- i) It marked the end of slavery in Egypt. The Israelites had been in slavery for more than 400 years.
- ii) Passover marked the beginning of exodus of Israelites to the promised land of Canaan in which they travelled for 40 years in the wilderness.
- iii) Israel was a pure race that is why God insisted on them taking the unleavened bread to signify purity.
- iv) Preserving Israelites showed that they were God's chosen people who had a purpose to achieve for the kingdom of God.

- v) The killing of the Egyptian sons and animals indicates that God does not spare those who harm the people He loves.
- vi) By borrowing Egyptian jewelry and clothing, God shows that people should be rewarded for the work they offer.
- vii) Eating bitter herbs marked the end of their suffering in Egypt.

Pair work

Fill the following table.

Event	Symbolic meaning
One year old lamb without blemish	
Unleavened bread	
Smearing blood on Israelites doors	
Eating roasted meat with bitter herbs	
Burrowing jewelleries	

Key events during exodus

Exodus means going out. It refers to the departure of the Hebrews from Egypt under the leadership of Moses.

These key events are ways in which God showed concern and love for His people. We are going to discuss only three.

(a) Crossing the Red Sea (Exodus 14:5-31)

Moses led the Israelites out of Egypt. He wanted to get them out of Egypt as fast as possible. Moses led Israelites out through the wilderness towards the Red Sea where they would be safer. God continued being with them in their journey. He went before them during the day in the form of a pillar of cloud and during the night in the form of a pillar of fire.

When Pharaoh realised that the Israelites had left, his heart changed. He took his six hundred chariots and other chariots in Egypt. He mobilised the leaders of the whole army and pursued the Israelites. When the Israelites saw the Egyptians behind them, they cried out to the Lord and they told Moses in anger that it would have been better for them to serve the Egyptians other than to die in the desert.



Moses divided the Red Sea.

God asked Moses to lift up his stick and hold it over the sea. When Moses did as he was instructed by God, a strong wind parted the water and the Israelites crossed on dry ground to the wilderness. The Lord told Moses to extend his hand opposite the sea. When he did so, the sea returned to its former place. All the Egyptians were swept by the waters and was left alive. Finally the Israelites were free from the Egyptians to the wilderness. They feared the Lord and believed in Him and in His servant Moses.

(b) Provision of water(Exodus 15:22-27: 17:1-7)

Moses led the Israelites from the Red sea into the desert of Shur. They wandered through the wilderness for three days without water. They finally arrived at Marah. They were unable to drink the water of Marah because it was bitter. The people started complaining to Moses asking for what they could drink. Moses cried to God who showed him a tree. He cast the tree into the water and it became sweet for drinking.

At Rephidim, God told Moses to strike a rock with his staff he used while in Egypt and water flowed from it. God established instructions and judgments for Moses. He also promised not to bring any distress to them if they obeyed Him because He was their healer. The Israelites arrived in Elim, where there were twelve fountains of water and seventy palm trees. They camped next to the waters. The place was named Massah and Meribah because the Israelites taught the presence of God. Moses and Aaron taught God's instruction to speak to the brook so as water to come out. Therefore, they were detest from reaching the promised land. Moses committed a sin of disobedience before the Israelites by taunting God.



God provided water at Rephidim.

(c) Provision of manna and quails (Exodus 16:1-35)

The Israelites set out from Elim and arrived in the desert of Sin, which was between Elim and Sinai. The people were hungry and started complaining to Moses and Aaron. God said to Moses “I have heard the murmuring of the sons of Israel. Tell them in the evening, you will eat flesh, and in the morning, you will be filled with bread. And you shall know that I am the Lord your God.” God provided manna (white seed like substance that tasted like biscuits made with honey). Each morning the Israelites gathered the day’s portion. God also provided quails (a rounded bodied bird with a small tail) came in large flocks.



Israelites collecting manna.

The people were instructed to take enough manna to serve them for a day only. Some did not listen and took more storing some bit of what they gathered. The following morning, they found the food attacked by a swarm of worms. Moses became angry with them. Then each one collected in the morning sufficient for the day. In the day when sun became hot, what they had collected melted away.



Israelites collecting quails

On the day before Sabbath, they were supposed to collect more to be used the following day. This did not attract a swarm of worms since God had agreed with its collection. On the Sabbath day, they were not supposed to work that is why they had to keep the collected food to be used on Sabbath day. Those who went out on the Sabbath day to collect food did not find any.

God then instructed Moses to tell the people to fill an Omer of Manna and keep it for future generations so that they may know the bread that nourished them while in the wilderness. Aaron placed an Omer of Manna in the tabernacle as instructed by God. The Israelites ate manna for forty years until they arrived in Canaan.

(d) Defeat of the Amalekites (Exodus 17:8-16)

The Amalekites came up to fight against Israel at Rephidim. Moses told Joshua to choose men to fight the Amalekites and him to go the top of the hill to hold his staff of God in his hand as they fought. Joshua did as instructed and Moses and Aaron went on top of the hill.

Now, as the fight went on, Israelites prevailed in the war, when he lowered his hands, Amalekites prevailed. The hands of Moses became heavy and so they took a stone for him to sit on it. Aaron and Hur supported the hands from both sides and the hands did not tire until the setting of the sun.



Moses holding his staff as Israelites fight the Amalekites.

Joshua and his men made the Amalekites to flee the war. God then told Moses to write what had happened in a book to serve as a memory to them. Moses then built an altar there and called its name, **“The Lord, my exaltation”**.

(e) Protection from snake bites

The Israelites were suffering from snakes bites in the wilderness. They cried to Moses and God instructed Moses to make a bronze snake to which whenever one was bitten, would look at it and get well from the snake bite.



Moses made a bronze snake.

Class work

Discuss the lessons Christians learn from the events that took place during exodus.

The Sinai Covenant

Activity 3.9

In groups:

1. Describe the making of Sinai covenant.
2. Outline the significance of the Ten Commandments.

(a) The making of the Sinai Covenant (Exodus 19; 24:1-8)

A covenant is a binding agreement between two or more parties.

Israelites arrived in Sinai after three months. Moses went up the mountain to seek guidance from God. God told Moses to tell the Israelites that if they would obey Him and keep His commandments, He would make them:

1. His people.
2. A kingdom of priests.
3. A Holy nation.

Moses came down from the mountain and told the Israelites what the Lord had said. The Israelites promised to do what the Lord had said. God asked Moses to tell the Israelites that He would come down in a mist of cloud to meet them so that they could hear Him speaking to them and that they may believe in him as God's chosen ones. God instructed Moses to tell the Israelites to prepare for the covenants by:

1. Washing their garments.
2. Abstaining from sexual relations.
3. Putting a mark or boundary around the mountain so that no animal or person was to cross it. If anyone set his or her feet on the boundary, he was to be put to death. This applied to animals also.

On the third day, Moses took the Israelites to meet God. God manifested Himself in the form of:

1. Thunder
2. Lightning
3. Earthquake
4. A thick cloud

5. A loud trumpet blast
6. Smoke
7. God's voice



God appearance to the Israelites.

The following morning Moses prepared a ceremony to seal the covenant. He built an altar at the foot of the mountain.

He set up twelve stones each representing the twelve tribes of Israel. He then sent young men to sacrifice oxen as burnt and peace offering to God. Moses took half of the blood of the animals and put it in basins.

The other half he poured it on the altar. He took the book of the covenant and read out the laws that were written. The people agreed to obey the divine laws. Moses then took the blood in the basins and sprinkled it on the people. He dedicated the people to God and implied that the covenant was binding the Israelites to God. This signified the sealing of the covenant. God concluded the covenant ceremony by giving Moses the two stone tablets on which the laws were written.

(b) The breaking of the Sinai Covenant (Exodus 32:1-35)

It did not take long before the Israelites broke the covenant. This happened when Moses went up the mountain to receive the Ten Commandments. The Israelites became impatient because he was taking long to come back. They approached Aaron who had been left in charge and forced him to make them a god to lead them. Aaron asked them to give him their rings of gold. He melted them and made a young golden calf. The Israelites wanted a form of god that they could see as they did when they were in Egypt. The Israelites

had forgotten the teachings of Moses that Yahweh was their only God. Aaron built an altar in front of the idol and he announced that they were to celebrate and honor the god they had made. The people brought animals which they burnt as sacrifices and ate some. They indulged themselves in eating, drinking and sex.

God revealed to Moses that the Israelites had broken the covenant. God threatened to destroy them but Moses pleaded with God to spare the Israelites and God changed His mind.

When Moses came down the mountain, he found them singing and dancing around the calf. This annoyed him. He threw down the stone tablets on which the Ten Commandments were written. Moses took the golden calf, burnt it, grounded it into powder and mixed it with water and made the Israelites to drink it. Moses then ordered those who were on God's side to kill those who did not repent. Those who were on God's side included all the Levites who were from that day on consecrated as priests.

(c) The renewal of the Sinai covenant (Exodus. 34:1-35)

The renewal of the covenant happened after Moses pleaded with God not to destroy the Israelites after breaking the covenant. God agreed to spare the Israelites. He told Moses to cut two stone tablets like the previous ones which he had broken and go up the mountain. God then told Moses that He would renew the covenant with the Israelites.

God revealed His character as they were all hearing. He declared that He is:

1. He is merciful and gracious
2. Slow to anger
3. He is a jealousy God
4. He punishes the guilty
5. He is a faithful God
6. He is a loving God
7. He is a forgiving God

Activity 3.9

1. Read and summarise Exodus 20.
2. What was the significance of the Ten Commandments to the Israelites?
3. Based on what you know, categorise the Ten Commandments elaborating each category.

Moses was to write down all that God had said for it became the basis on which He made a covenant with the Israelites.

After all these commands God promised the Israelites that He would:

1. Protect and preserve them.
2. Bless them.
3. Make them prosper so much that the surrounding nations would wonder about their source of success and wealth.

The Ten Commandments (Exodus 20: 1-17)

Activity 3.9.1

1. Read Exodus 20.
2. Categorise the ten commandments under the guidelines below:
 - (a) Our relationship with God.
 - (b) Our relationship with others.

These were the main laws from which the Mosaic laws were derived. They are also referred to as Decalogue which is a Greek name for ten laws.

They are divided into two:

1. The laws that guide our relationship with God.
These are the first four commandments.
2. The laws that show how people should relate with one another.
These are the last six commandments.



1: Do not worship
any other gods
2: Do not make
any idols
3: Do not misuse
the name of God
4: Keep the
Sabbath holy



5: Honour your
father and mother
6: Do not murder
7: Do not commit
adultery
8: Do not steal
9: Do not lie
10: Do not covet

The following are the Ten Commandments

1. You shall have no other God before me (Exodus 20:1-3).
2. You shall not make for yourself a graven image or likeness of God (Exodus 20:4).
3. You shall not take the name of the Lord your God in vain (Exodus 20:7).
4. Remember the Sabbath day and keep it holy (Exodus 20:8).
5. Honor your father and mother (Exodus 20:12).
6. You shall not kill (Exodus 20:13).
7. You shall not commit adultery (Exodus 20:14).
8. You shall not steal (Exodus 20: 15).
9. You shall not bear false witness against your neighbor (Exodus 20:16).
10. You shall not covet your neighbor's possession (Exodus 20:17).

Class work

1. Discuss how Christians demonstrate their respect towards the Sabbath.
2. Describe ways through which God manifested Himself to the Israelites during the making of the covenant.
3. Outline reasons why the Israelites broke the covenant they made with God.

Significance of the Ten Commandments today

- i) Christians are urged to worship only Yahweh the true God
- ii) Christians are reminded that God cannot be compared to anything else moulded in any form.
- iii) Christian are warned against casual and careless use of the name of God.
- iv) Christians are reminded to keep the Sabbath holy. God rested on seventh day during creation, therefore it was a day dedicated to worship God.
- v) Christians have a duty to guide and counsel their children in the society.
- vi) Christians are reminded that God is the giver of life and only Him can take it away. Human beings are precious to God and their life is sacred.
- vii) Christians are taught to respect their bodies by controlling their sexual desires.

They teach Christians to be content with what they have and they should depend on God's provision.

- viii) Christians are reminded to love one another. They should be truthful in what they do and say about others.
- ix) Christians should not desire to have what belongs to others. Such as power, material possession among other things. They should be happy and satisfied with what they have.

Glossary

Covenant:	A binding agreement between God and people in the Bible.
Promise:	To commit to something or action or make an oath or avow.
Plague:	A disease or unfortunate occurrence in one's life.
Judaism:	A religion of Israelites as a nation.
Miracle:	A wonderful event occurring in the physical world attributed to supernatural powers.
Exodus:	Moving out.
Slave:	A person who is forced to work for another person with limited rights to bargain.
Mana:	Food that was miraculously produced for the Israelites in the desert.
Quails:	A type of birds that were provided for the Israelites in the wilderness.
Altar:	Structure upon which Eucharist is celebrated.

Key Words

Heritage, marriage, courtship, custom, polygamy, monogamy, divorce.

Introduction

In this unit, we are going to learn about African traditional heritage practices in the society and belief about marriage and childbirth. We shall also discuss the importance of traditional practices and beliefs in society today. We shall further study the hierarchy of beings and the roles of spirits and ancestors in African traditional society.

African traditional heritage and its importance to modern day society

What does African traditional heritage mean? What does it involve? African traditional heritage refers to aspects of African culture that have been inherited from the past. These include past customs, beliefs, religious practices, tools and objects. Examples are traditional initiation rites such as circumcision, removal of teeth, tattooing and female genital mutilation. Others are traditional songs, dances and dressing.

In order to know more about African Traditional Heritage, we have to look for different sources of information. The main source is oral traditions. Oral traditions consists of information that was passed by word of mouth from old people to other generations over a long period of time. Oral traditions may be in the form of songs and dances, proverbs and wise saying. We can also get information from other sources such as talking to experts who include elders and teachers. Today the internet has also become a major source of information.

In unit 2, we learnt that African traditional communities have stories and beliefs about creation. Such stories are part of African Heritage. They help to explain the origin of African communities. Different African communities have different stories and beliefs about their origins.

African people also share many aspects of life in common. Indeed, the name 'African' implies there are some common things among African people. They help Africans identify with one another.

For example, the practice of polygamy and circumcision are observed in many African communities; which are the part of African traditional heritage.

Today, some aspect of the past cultures have been abandoned or have declined. These include witchcraft and female genital mutilation(FGM). People need to make informed choices on what is good and bad from the African heritage.

The past influences present. Therefore, African behaviours and practices today such as the use of drums, traditional tunes and rhythms in the church worship are inherited from the past. They are part of African heritage.

In African traditional society, moral values are emphasised. Children are brought up to be good character to respect adults, be honest and work hard. During initiation ceremonies at adolescence, young initiates are taught to prepare for marriage. Values like honesty, faithfulness, self-control and courage are imparted. Decision making and problem solving skills are taught in preparation for adult life. Through the education provided is good, even though initiation also encourages early marriage and school drop outs that are not acceptable today. All the same, there are positive aspects of African traditional heritage which should be preserved. African traditional heritage is part of Christian religious education. One cannot fully understand Christian religious education without the traditional African aspect. It forms the foundation upon which Christianity was introduced.

Courtship

Activity 4.1

1. Brainstorm in class the meaning of courtship. What does courting involves in today's society.
2. In groups find out more about the African Traditional practices of courtship in a community that you know. You may ask elders, teachers and other experts. You can also use the internet if available. Share your findings about courtship in class.

Today, young men and women meet in different places such as social places, schools, colleges, churches and workplaces. Some of them become friends and even lovers. Sometimes this leads to courtship and marriage.



Socialisation for courtship.

Courtship is the period during which a couple develop close, sometimes romantic relationship in preparation for marriage. It involves frequent meetings or visits between the individuals as well as their families. In African traditional society, meetings during courtship are mainly between the two families and relatives of the boy and the girl. Meetings between the boy and the girl on their own are restricted in some communities. This is meant to discourage too much intimacy or familiarity before marriage.

During courtship the man's family find out more about girl and her family. The girl's family also does the same. This is to ensure that the partner is suitable. Men look for wives with qualities such as hard working, honesty, respect, generosity and responsibility. Women prefer hard working, brave and courageous husbands who can protect them. Such qualities are highly valued as the mark of a good husbands or a good wife. Emphasis is on good character, not on the physical appearance such as good looks. Love may develop after the two are married.

Family background is also considered. People want to marry from upright, wealthy and generous families. Families associated with witchcraft, sorcery, selfishness and murder are avoided.

During courtship, investigations are done to decide on the right choice or suitability of a partner. At the same time, negotiations for bride wealth take place during courtship. There after, whatever is agreed on by the two families is paid.

Courtship is therefore an important stage in preparation for marriage in African traditional society. It shows that marriage is a serious commitment that requires careful planning and preparations before an individual gets into it. The involvement of families and other relatives in courtship, and even in choice of partner, shows that marriage is regarded as a communal affair. It is not just a union between the two individuals.

After courtship, a traditional wedding is held. Customs associated with wedding ceremonies vary from one community to another. Generally a traditional wedding is marked with songs and dances, beer drinking and feasting. The wedding ceremony involves animal sacrifices and offerings to invite God and the ancestors to bless the couple. Religion plays an important role in traditional marriage.

Bride wealth

Activity 4.2

1. In groups, carry out research on traditional forms of bride wealth in your community.
2. Ask elders and other experts why bride wealth was practiced in African traditional society.

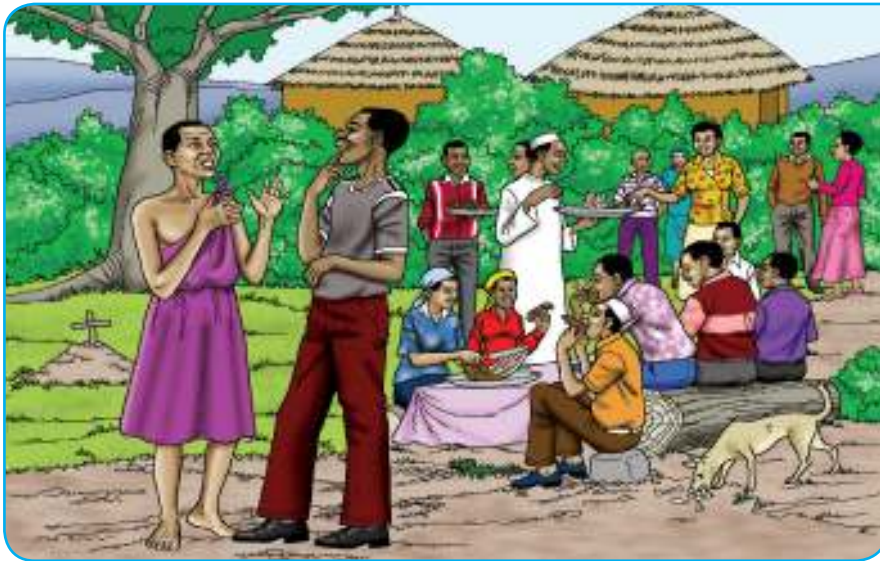
Bride wealth refers to the gifts that are given to the parents of the bride by the man who intends to marry the bride. Bride wealth is usually given in the form of livestock such as cattle and goats and even foodstuff. Today money and other material things are also given. It is also referred to as bride price dowry. In the Hindus community, it is the woman who give wealth to their husband's families when they get married.

In traditional African society, payment of bride wealth is a must in marriage. Bride wealth acts as a form of appreciation to the girl's parents. It is intended to thank them for bringing up their daughter and allowing her to be married to the man. Bride wealth is also meant to compensate the girl's parents for the loss of her presence since she would no longer live with them and work for them.

Bridewealth binds the couple as well as their two families and clans. Once married, the girl has to stay in her new home because marriage is meant to be a lifelong union. In case the marriage break, bride wealth was to be refunded, which is not easy.

In African communities, bride wealth is also a sign that marriage has taken place. It is hard for a girl to move into a man's house and live with him before

he pays bride wealth. This only happens nowadays in the come-we-stay marriages. In Christian marriage, couples exchange rings and put them on their fingers as an outward sign that they are married. They also promise to live together until death.



Bride price negotiations.

Bride wealth is also a source of wealth to the girl parents. A man who has many daughters would get a lot of livestock which is a form of wealth. On the other hand, a man who is able to give a lot of bride wealth is regarded wealthy. This is a source of pride for the man and the family. It is a proof that they will take care of the wife.

Class work

Discuss forms of dowry payment in your community.

Impact of bride wealth on perceptions of woman and on society

Perceptions are people's opinions or beliefs about other people or situations. Such beliefs can be negative or positive. Perceptions of women are views that some people hold about women. For example, some people think of women as inferior, weak and incapable of leadership. On the other hand, some believe that women are as capable as men in various activities such as performing different types of jobs. What causes people to have such perceptions? How does bride wealth impact or affect on perceptions of women? How does bride wealth affect society?

If you held a class debate on bride wealth earlier, you already have some answers to these questions. In African traditional culture, women are regarded inferior to men. Men are believed to be more powerful.

Bride wealth is one of the aspects of African culture which contributes to such negative perceptions of women. There are men who think that when they pay bride wealth, they have 'bought' their wives. They regard their wives as part of their property. So they use bride wealth as an excuse to beat up their wives and mistreat them in other ways.

Activity 4.3

1. Role play negotiations for bride price between two families in South Sudan.
2. Hold a class debate on the following; "Bride price in South Sudan should be encouraged or discouraged in modern marriage."

In some cases, parents demand for very high bride wealth especially when the daughters are highly educated. They perceive their daughters as a source of wealth. This attitude lowers women's dignity. It can also be used to deny women their rights, such as the right to own property and the right to education. Instead of taking a girl to school, a father may choose to marry he can get wealth to pay fees for her brother.

As such, bride wealth encourages discrimination against women in society. It makes women to be treated as lesser human beings since they can be 'exchanged' for material things. All the same, there are also men and women who believe that all people are equal in God's eyes. This is based on Christian teachings. It encourages some people to fight for women's right such as the right to equal opportunities in education and employment. Women themselves have been in the fore front in the struggle for equal opportunities. In today's society, some families do not value bride wealth. They believe that the most important bond in marriage is love.

Marriage and childbirth

Activity 4.4

1. Discuss types of marriages in your community.
2. Discuss the significance of children in marriage.

Marriage is a union between a man and a woman as husband and wife. It is intended to be a long lasting or permanent relationship. There are different types of marriage. These include polygamy and monogamy. Monogamy is

a marriage between one man and one wife. Polygamy is a marriage where a man has more than one wife. In Christian teaching, marriage should be monogamous, polygamy is not allowed.

In African Traditional communities, polygamy is a common practice. A man is free to have one or more wives if he can afford to pay bride wealth and support them. The main purpose of marriage is to procreate.

People believe that polygamous men are wealthy because many wives were to bear many children. Wives and children are part of a man's property. As such, they are valued highly in addition to land and livestock.

Marriage ceremonies vary from one community to another, but they involve some kind of celebrations because it is a happy occasion. The bride has to be welcomed in the new home.



Modern marriage ceremony.

In African Traditional society, marriage is a must. Failure to marry is associated with curses and bad omen. Marriage shows that an individual has fulfilled his or her obligation to the community. Marriage joins the couples as well as their families and other relatives. It marked the beginning of a family through childbirth. From a single family, the community extends and continues to exist.

Importance of children in African traditional society

In every African community, the birth of a child is celebrated into the community. The new born child marks a moment of joy and happiness in the community.

The birth of the first child cemented or strengthens marriage. It shows that the marriage is complete and blessed by God. When children grow up, they are expected to marry and have children. In this way, the family tree continues growing extending clarison in the community.

Children provide labour in farms, help in household chores and they take care of their parents when they grow old, Boys inherit and protect their parent's property such as land. This ensures security to the clan and the community.

Through children, the ancestors are remembered or reborn. African families name children after their ancestors, who are the fore-parents.



Grandfather and grandchildren.

Since children are highly valued, a childless marriage is considered incomplete. A man is encouraged to take another wife to get children in case his wife is barren. However, he is expected to keep and continue to support the barren wife. In some cases, a childless wife might find it hard to cope with the challenges of the polygamous union as the woman who has children is likely to be favored.

Men marry many wives to get many children. Many wives and children are a sign of wealth.

Today many children are no longer regarded as a sign of wealth. Couples are encouraged to plan their families. In Christian marriage, it is not a must to have children. Christian marriage is complete even without children.

The concept of divorce in African traditional society and the reasons that lead to divorce

Activity 4.5

1. What are the main causes of divorce in today's society?
2. Suggest ways in which causes of divorce can be reduced in today's society.
3. Compare and contrast the causes of divorce in traditional African Society to the modern society.

Divorce refers to a complete dissolution of marriage. When a couple goes through divorce, it means their marriage has come to an end. Usually, this is a court process.

In African Traditional society, divorce was rare. It was believed that marriage was a lifelong binding union. Once children were born, the couple have to stay together to provide for them and bring them up. This was considered as an obligation to the society, to the ancestors and to God. It was also difficult to return bride wealth. Whenever problems arise between couples, the elders and other relatives make efforts to advise the couple. They encourage them to continue living together while sorting out their problems.

However, in a few cases marriage could be terminated. For example when a partner was involved in witchcraft, impotent, barren or has a severe mental illness resulting in domestic violence, a couple would separate. A woman would be advised to leave her husband if her life was at risk. This was a last resort after efforts to address the problem had failed. In fact, impotence and bareness would not lead to marital break in some cases because there were alternative ways to handle such situation. This only happens in very extreme cases of violence. In African traditional society, temporary separation is more acceptable than divorce. Women are largely submissive and obedient to their husbands. They were more tolerant than today's generations. Such qualities strengthen marriages. Consequently, even couples who have separated for many years can reconcile and live together again. In case of complete break up, bride wealth has to be refunded.

Nowadays, divorce is quite common. This is due to formal education, the influence of western culture and the media among others. Divorce cases have increased. The values of tolerance, obedience and perseverance have

been weakened. This has threatened the stability of marriages, leading to increased divorce.

Impact of divorce in African Traditional society

When divorce occurs in African traditional society, people are affected in different ways. The individuals involved feel ashamed and guilty, especially the woman. Divorce is perceived as a failure in life and the divorcee is looked down upon by relatives. He or she may experience rejection by family and other relatives. Women are usually blamed for causing the divorce. A woman is expected to be very tolerant and to persevere in order to ensure the marriage goes on. A divorced woman is discriminated against in the society.

After divorce, a man or woman is free to remarry. Children from the broken marriage remain with the father in most African communities. Such children usually suffer psychologically, especially if the father marries a woman who mistreats them. Divorce destabilises the family unity, hence the clan. Due to the negative effects of divorce on the individuals and their families, every effort is made to find solutions to marital problem to prevent complete break up. The stability of the family is of great importance in the African society, especially where there are children.

Hierarchy of beings in African traditional society

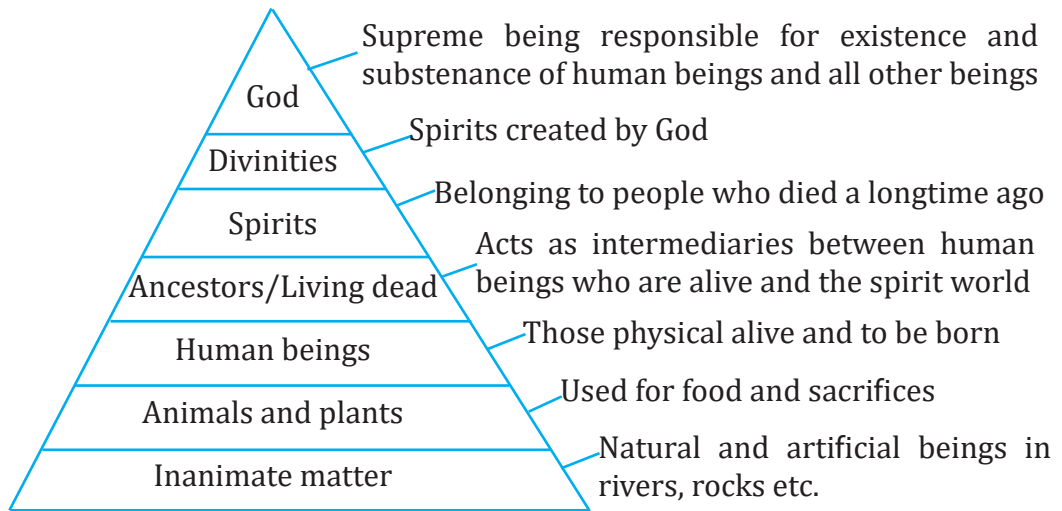
Activity 4.6

1. In groups, research on the hierarchy of beings in traditional African society.
2. Outline the hierarchy of being in African traditional society. Explain the role of spirits and ancestors.

In African Traditional communities, people believe that everything that exists is ranked from the highest to the lowest. All living and non-living things are ranked. It is this ranking of beings in the universe that is known as the hierarchy of beings. Similarly, in school there is a hierarchy, starting with the school management or head teacher and then teachers, students and others.

In the African Traditional view, God is the creator of all living and non-living things meaning that God is above everything. Below God are spirits. The spirits are of different categories. Closest to God are divinities. Below these are common spirits followed by ancestors. Next in the rank are human beings, then animals and plants. The lowest in the hierarchy are non-living things. These include lakes, rivers and mountains.

African believes that there is interrelationship within the hierarchy. The hierarchy of beings can be illustrated as follows:



Common spirits are believed to be spirits of people who died many years ago and cannot be remembered. The ancestors are spirits of dead relatives who are still remembered by those who are living. Sometimes ancestors are called the “living dead”.

Human beings communicate with the ancestors through sacrifices, offerings, songs and dances. There are African specialists such as elders, priests, prophets and prophetesses, medicine men and medicine women who communicate with spirits on behalf of other community members. Specialists are highly respected because they are closer rank in to the spirits than ordinary people.

Role of spirits and ancestors

Activity 4.7

Research in groups on the role of spirits and ancestors in African traditional society. Find out more information from elders in your local community.

Discuss the relationship between spirits and ancestors in the hierarchy of beings.

Role of spirits

Spirits act as mediators between God and human beings. This is the main role of spirits. For instance, divinities are sent by God to pass messages to people. African specialists communicate with the spirits on behalf of the people.



Rock in South Sudan that is associated with spirits.

Spirits punish those who offend them. For example, those who fail to offer sacrifices as required may suffer from strange incurable diseases. Spirits can reveal the future to African specialists such as the coming misfortunes in the form of famine and drought.

Role of ancestors

The ancestors act as mediators between community members and the higher spirits. Ancestors are the originators or founders of the clans and community. Communities, clans and families trace their origin from their first ancestors. Ancestors also protect their community members from misfortunes and they provide their clans and communities with land on which they settle. Ancestral land is highly valued as a communal property and as a source of security, unity and identity. In addition ancestors pass on skills and some qualities to their descendants. An ancestor who was a medicine man or medicine woman can reveal the art or skill to a great grandchild. They can punish those who disrespect them and haunt or curse offenders. Therefore ancestors enforce good morals in the community. Ancestors are viewed as part of the community members. Children are named after them to keep their spirits alive. They are believed reborn through children. It is clear that the roles of spirits and ancestors are interconnected. After all they are all part of the spiritual world.

Class work

1. Imagine you are living in an African traditional community in South Sudan many years ago. A friend tells you that he does not want to marry. Advice him or her giving reasons why he or she should marry.
2. Identify some values that promote lasting marriages in traditional African community.
3. Why do some people divorce today?
4. How is the hierarchy of being organised according to African traditional belief?

Glossary

Hierarchy:	arrangement of people or objects by ranking from the highest or most important to the lowest.
Courtship:	a period of time during which a couple develop a close relationship, sometimes romantic before getting married.
Custom:	ways of doing, living or behaving.
Polygamy:	marriage of a man to more than one wife.
Community:	a group of people occupying the same geographical location and sharing a common ancestrally language.
Divorce:	a complete dissolution of marriage.
Spirit:	the undying essence of human being.
Common spirits:	human beings who died long time ago.
Ancestors:	the spirit of the recently dead which can be identified by their living relatives and friends.
Mediator:	one who negotiates between parties seeking mutual agreement.
Misfortune:	bad luck.

UNIT 5

Interdependence between Human and the Environment

Key Words

Interdependence, environment, afforestation, deforestation, farming, settlement

Introduction

In this unit, we will learn about the Interdependence between Humans and the Environment. We will discuss how human beings and environment are interrelated and how they depend on each other. We will study the human activities that affect the environment positively and negatively.

Activity 5.1

1. Brainstorm the meaning of interdependence.
2. Give the meaning of interdependence between human and the environment.
3. Discuss human activities such as afforestation and deforestation, settlement and farming, industrial work and water resources.
4. Explain the impact of human activities on the environment.
5. Outline ways of minimising the negative impact of human activity on the environment.

The meaning of interdependence between human and the environment

This is the situation in which human beings and environment are interrelated. It is where human beings use the environment well to their benefit by modifying it. The environment influences the life of human beings. Anything that a human being does in one way or another must be related to the environment. All living things relate in one way or another and they affect each other in a number of ways. For the environment to be taken care of and be productive, a human being must be there and for a human being to be alive, the environment should be there to provide him with food, shelter, medicine and others.

Human beings and plants relate in several ways;

Certain plants like vegetables are used for food. There are also roots and fruits that are used by human beings for food.

Pastoralists depend on grass for livestock. Most livestock highly depend on plants for food. This works well for pastoralists who feed the livestock.

Trees are used for the fuel and for building purposes Human beings use wood from trees as a source of energy. They are also used in construction purposes such as building lakes and bridges.



Burning charcoal for fuel.

Certain plants are used for medicinal purposes. Most herbs are derived from plants which are used to heal ailments suffered by people.

Plants are used as totems in some African communities. These communities use plants for spiritual significance.

Effects of rapid population growth to environment

- i) Rapid population growth has led to over exploitation of natural resources. People are out to use the limited natural resources for their own benefits that is why deforestation is common.
- ii) Has led overgrowing in settlements or growth of slums in towns. This leads to construction of many shelters that puts a strain on the natural environment.
- iii) Has led to soil erosion or loss of natural content in soil. This is brought by the many human activities that wears out top soil leading to soil erosion.
- iv) Has interfered with water catchments areas. People have initiated activities in the water cathments areas leading to drying of rivers.

- v) Has led to pollution of environment by the establishment of factories that emmits poisonous gas as in the atmosphere.
- vi) Expansion of human settlement into wildlife habitat has endangered animal plant species.
- vii) Marine life endangered by pollution of beaches. This is brought about by discharging of wastes materials such as chemicals from factories.
- viii) Overcrowding leading to spread of diseases or epidemics. The airborne diseases easily spread such conditions.

The government of South Sudan is facing a number of problems in its efforts to conserve the environment. There is the population pressure which leads to encroachment on forest land-resulting to cutting down of many trees. There are also inadequate personnel to run the forest. The government faces financial constraints whereas limiting their efforts to conserve the environment. There is inadequate information at the grass root level about environmental conservation. Lastly, there are corrupt government officials who collude with those who cut trees.

Afforestation and deforestation

Afforestation refers to the establishment or planting of trees in an area that had no trees before. These areas may be arid or arable but without tree cover.



Planting trees.

Benefits afforestation

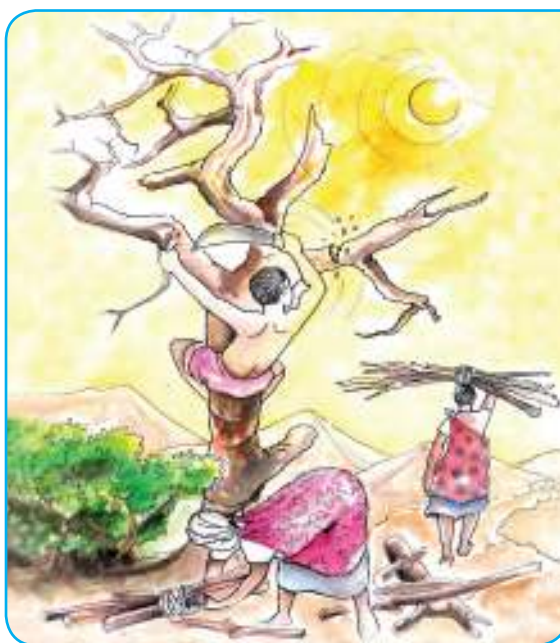
- i) There will be wood fuel as some trees can be cut and more planted to replace the ones cut.
- ii) When many trees are planted at a place, they influence rain because forests play a key role in the hydrological cycle.
- iii) Trees help to purify the air during carbon cycle that involves exchange of oxygen and carbon (II) oxide.
- iv) Afforestation leads to growth of many trees in an area making the place beautiful and attractive. This attracts tourist.
- v) With afforestation, trees and plants will hold soil firmly thus prevent soil erosion.
- vi) Trees are also natural habitat for some forest animals which stays in those places.



Afforestation in an area.

- vii) Some trees are used to control floods for instance in areas like lower Mississippi Alluvial Valley.
- viii) Afforestation results to vast strands of trees forming water cathment areas.

Deforestation refers to the cutting down of trees without replacing them.



Firewood for domestic use.

People cut down trees due to the following reasons:

Reasons for Deforestation

- i) To burn charcoal or get wood for both domestic and industrial use.
- ii). To get raw materials used for building and construction.
- iii). Some trees provide herbal and modern medicine.
- iv) To obtain raw materials for industries for example. paper manufacturing.
- v) Some parts of forests are cleared to create space for building transportation lines such as roads and railways.
- vi) Trees are also cut in some areas to provide space for mining activities.

Christian views on deforestation

Christians have been commanded by God to take care of God given environment including forest. Therefore their duty to preserve the forest. Christians have joined hands with some organisations to preserve the forest. Christians should educate members of the society on the importance of forest. Christians should follow the government policy on preservation and conservation of forest. For example, christians should fully participate annual tree planting. Christians can also practice agro-forestry. This is planting of trees alongside crops in the farms.



Agro-forestry.

Christians can preserve and conserve forests through afforestation and reforestation.

The church is opposed to deforestation due to the following:

- i) Deforestation destroys God's creation.
- ii) It leads to desertification.
- iii) It denies the animal of the natural habitat.
- iv) It is against God's command.
- v) It destroys natural beauty.
- vi) It is a sign of human selfishness.
- vii) It results in environmental pollution.
- viii) It affects the source of traditional medicine.

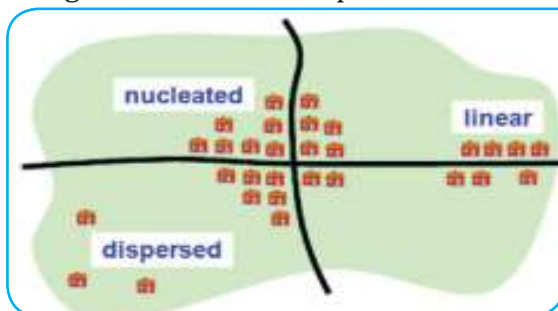
Settlement and farming

Settlement refers to a locality where people or community live in. This can be in rural areas urban areas. In most cases, settlements attracts large human population.

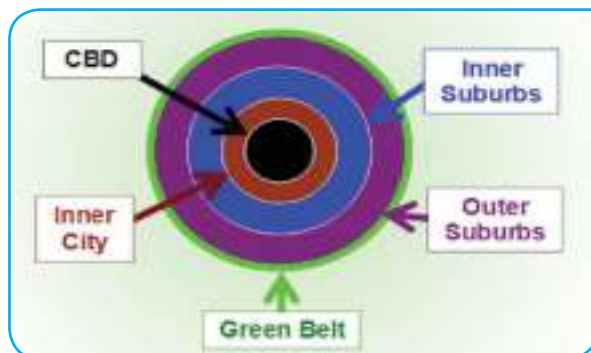
Types of settlement

A settlement is an organized human habitation. It can be a single home or a bustling metropolis. The types of settlement refer to patterns which give the shape of a settlement in an area. The shape of settlements is usually influenced by the surrounding landscape, transport and communication lines, availability of resources and government policy. The following are the major types of settlement:

1. Dispersed settlement pattern is where the buildings are spread out and is often found in rural areas;
2. Nucleated settlement pattern is where a lot of buildings are grouped together.
3. Linear settlement pattern is where the buildings are built in lines and is often found in urban and rural areas.
4. Radial settlement pattern develops at a place where several roads converge on a nodal position. In this settlements houses are constructed along the streets which spread out from the center point in all the directions creating a circle or star shape



Originally, people built their homes together for: companionship, safety and to share services. Over a long period of time, many villages grow as more people want to live in them. This creates a distinct shape or pattern of land use:



The Central Business District (CBD) - This is in the centre and contains the: shops, offices and public buildings (like museums and hospitals) because it is the most accessible point.

The Inner-City - In some settlements this area contains abandoned factories and old terraced houses, whilst in others it has been redeveloped by converting empty warehouse into flats and waste land into parks.

The Suburbs - These are the residential areas where people who commute into the CBD for work live on housing estates.

Recently, large out-of-town shopping centers have been built on the edges of settlements because: the land is cheap to buy, there is plenty of space for car parks and it is near to their customers living in the suburbs. Large towns and cities may be surrounded by an area of countryside called a green belt where no new building is allowed. This gives people space to walk and play in and protects the local wildlife.

Factors determining human settlement.

- i) Market centres where people came to exchange goods later on grew to human settlement.
- ii) Religious centres became settlement as people stayed around to worship.
- iii) Administrative centres also became settlements as those who worked in those offices needed to be near their working places.
- iv) Cultural centres attracted human population who settled in those areas.
- v) Climatic conditions. Areas with good climatic conditions attracted people to settle there.
- vi) Transport routes where people often settle along transportation routes such as coastline, roads, rail lines, canals or rivers.

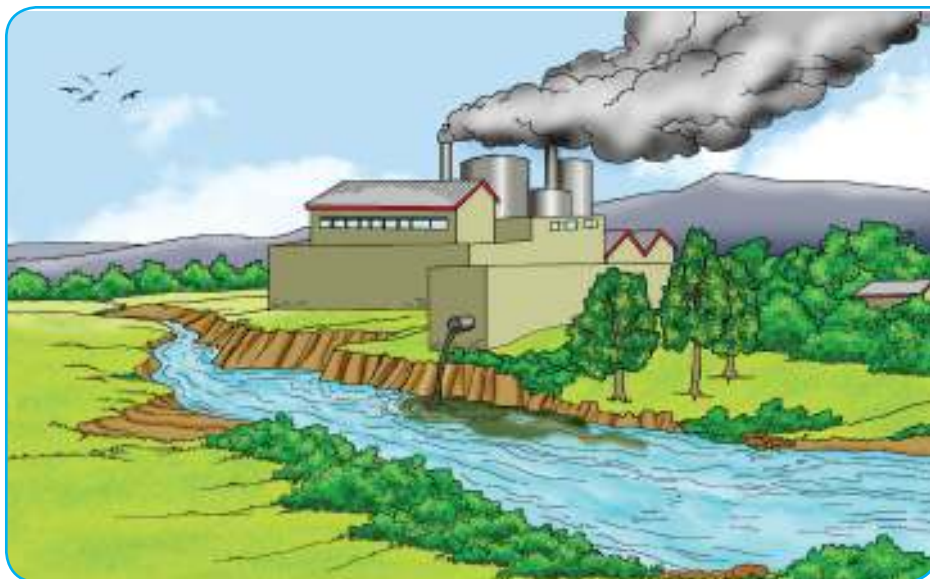
Farming

Farming refers to crop cultivation as well as animal keeping. The produce from farming is used by human beings for their benefit. Farming can either be subsistence or commercial or indirect. Subsistence farming is where someone practice farming for his or her family consumption. Here, the production is little. Commercial farming on the other hand is large scale farming meant for selling farm produce. It is where there is surplus production meant for trade.

Proper farming methods does not interfere with the soil structure. Some people when farming do not follow the right procedure in environmental conservation. They end up causing soil erosion that washes away top soil with high material content.

Industrial work and water resources

Industrial work refers to the work carried out in plants or manufacturing industries. This work can be done manually or by use of machines. Industrial work can have adverse effects on the environment if the effluents are not disposed off well. Metal and chemical companies also dump the wastes which if not done well can be very harmful to life. Industrial pollution can be caused by lack of policies to control pollution, unplanned industrial establishment, poor waste management or disposal, use of poor technologies among others.



Industrial waste disposal.

The effects of industrial pollution includes:

- i) Water pollution.
- ii) Air pollution.
- iii) Soil pollution.
- iv) Wildlife an extinct easily.
- v) It can lead to global warming due to depletion of ozone layer.
- vi) Noise or sound pollution.

Water resources are the water masses that are used for various purposes. Water can be used for domestic or industrial purpose. Water must be kept clean so as to support aquatic life. Some water bodies are used a means of transport.

Impact of human activities on the environment

- i) Carrying out deforestation.
- ii) Through overstocking of animals.
- iii) Through mining activities.
- iv) Through pollution of the air.
- v) Through poaching of wildlife.
- vi) By discharging industrial waste in water sources.
- vii) By using weapons of mass destruction.
- viii) By encroaching water catchments areas.
- ix) Noise pollution, from machines and moving vehicles.

Ways of minimising the negative impact of human activities on the environment

- i) Through joining organizations that conserves the environment.
- ii) Christians should participate in the annual tree planting day.
- iii) By following the government policy on planting trees that is cutting down one and planting two or more trees.
- iv) They should offer civic education to the community on the importance of forest conservation.



Green Belt Movement in South Sudan.

- v) Christians should encourage agro-forestry which is the planting of crops and trees on the same piece of land.



Agro-forestry in place.

- vi) They should offer civic education to the community on the importance of forest conservation. Christians should practise afforestation and reforestation.
- vii) Christians should obey laws that govern the protection of the environment.
- vii) Christians should take effective measures for population control in order to avoid cleaning of forests to create land for settlement and farming.
- vii) Christians should use bio-fertilisers or eco-friendly fertilisers in their farms.
- ix) Human beings can also develop a proper biotechnology to clean up hazardous wastes in the environment.
- x) Practising zero grazing to check on soil erosion.

Glossary

Interdependence:	Depending on each other.
Enviroment:	Everything living and non-living thing that is around us.
Afforestation:	Planting of trees in an area that had no trees before.
Farming:	Growing crops and keeping animals.
Settlement:	Locality where people or community live.