

# Christian Religious Education

## Pupil's Book 7

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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**

# CONTENT

## **UNIT 1: THE ORIGIN OF THE BIBLE..... 1**

Meaning of the Bible .....	1
Origin of the Bible .....	2
Major divisions of the Bible .....	4
Importance of the Bible in relation to other faiths .....	6
Similarities and differences of the Holy Books .....	9
Significance of the Bible to Jewish faith and its importance to Christians .....	11

## **UNIT 2: PROPHETS IN THE BIBLE ..... 17**

Meaning of a prophet.....	17
Prophets found in the Bible .....	18
Prophetic teachings .....	19
Types of prophets in the Bible .....	22
1. Major Prophets	
2. Minor Prophets	
Relevance of prophets to today's society .....	23
The roles and importance of the prophets in Christian belief .....	26

## **UNIT 3: JESUS IN THE NEW TESTAMENT.....30**

Angel Gabriel's message to Mary .....	30
Mary visits Elizabeth .....	33
Conception and birth of Jesus .....	36
Presentation and dedication of baby Jesus in the temple .....	42
Circumcision of Jesus and its importance to the Jewish religion .....	46
Impacts of Jesus' presence on the Jewish	

Teachers of the Law .....	48
Jesus major work in the Jewish community .....	51
Jesus fed the hungry .....	54
Jesus raised the dead back to .....	55
Jesus recovered sight back to the blind .....	57
Jesus died on cross to save the human race .....	59
Life and work of Jesus according to the Qur'an .....	60

## **UNIT 4: BIBLICAL TEACHINGS ON**

### **THE ENVIRONMENT ..... 65**

The Biblical teachings on the environment .....	65
Concept of environment according to other faiths .....	69
Human activities that affect our environment .....	71
Importance of the environment to the human race.....	73
How humankind can protect the environment .....	76

## **UNIT 5:AFRICAN HERITAGE NARRATIVE**

### **TEACHINGS ... ..... 81**

Marriage .....	81
Wedding .....	83
Marriage in South Sudan.....	85
The family .....	87
Types of marriages .....	88
Origin of African Religion .....	90
Do African Religions have sacred scriptures? .....	90
Significant cultural heritages of Africa .....	92
Significant religious heritages of Africa .....	94
Importance of African heritage .....	95
Significance of songs and shrines in African society .....	97

## Unit 1

# THE ORIGIN OF THE BIBLE

### Key Words

Bible, Testament, Jew, Vedas, Qur'an

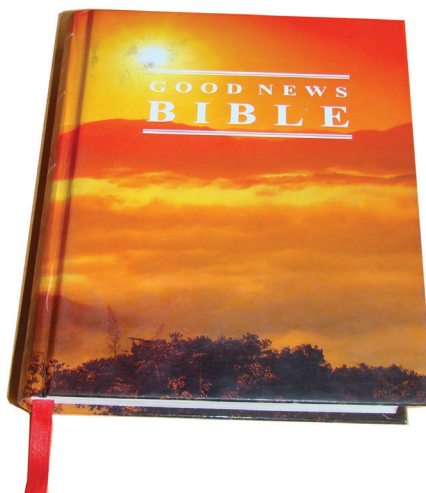
In this unit, we will explore the origin and divisions of the Bible. We will discuss importance of the Bible in relation to other faiths. We will also discuss its significance in Jewish religion in relation to Christian faith.

## Meaning of the Bible

### Activity 1.1

#### Individual work

1. Look at the picture below. What do you think it is?
2. Where is it found?
3. What does it contains.



### Pair work

1. Discuss the differences between the Bible and other textbooks.
2. Write the meaning of the Bible in your exercise books.

### Group work

1. Read 2<sup>nd</sup> Timothy 3:16.  
All scriptures is inspired by God and is useful for teaching the teuth, rebuking error, correcting faults, and giving instruction for the right living.
2. Explain what the verse says about the Bible.

## Origin of the Bible

### Activity 1.2

#### Pair work

1. In pairs, read the passage below.
2. Based on the passage, discuss the origin of the Bible.
3. From the passage, summarise notes in your exercise books about the origin of the Bible.

The word Bible itself had the literal meaning of “paper” or “scroll” and came to be used as the ordinary word for “book”. It is the “Egyptian papyrus” containing inspired writings, the Greek little papyrus books was “an expression Hellenistic Jews used to describe their sacred books, the Septuagint.

The Christian use of the term can be traced back to when the Biblical scholar F.F. Bruce notes that Chrysostom who appears to be the first writer used the phrase “the books” to describe both the Old and New Testaments together. The Bible is a collection of sacred texts or scriptures that Jews and Christians consider to be a product of divine inspiration and a record of the relationship between God and human beings.

Many different inspired authors contributed to the Bible. What is regarded as canonical text differs depending on traditions and groups; a number of Bible canons have evolved, with overlapping and diverging contents. The Christian Old Testament overlaps with the Hebrew Bible and the Greek Septuagint; the Hebrew Bible is known in Judaism.

The New Testament is a collection of writings by early Christians, believed to be mostly Jewish disciples of Christ, written in the Greek. These early Christian Greek writings consist of Gospels, letters, and apocalyptic writings.

Attitudes towards the Bible also differ amongst Christian groups. Roman Catholics, Anglicans and Eastern Orthodox Christians stress the harmony and the importance of the Bible and sacred tradition, while Protestant churches focus on the idea of scripture alone. This concept arose during the Protestant Reformation, and many denominations today which support the use of the Bible as the only source of Christian teaching.

The Bible was later translated into Latin and other languages. The translation of the Bible into Latin marks the beginning of a parting of the ways between Western Latin-speaking Christianity and Eastern Christianity.

As a general rule, one can say that the Orthodox Churches generally follow the Septuagint in including more books in their Old Testaments than are in the Jewish canon.

The first eleven chapters of Genesis provide accounts of the creation of the world and the history of God's early relationship with humanity. The remaining thirty-nine chapters of Genesis provide an account of God's covenant with the Biblical patriarchs Abraham, Isaac and Jacob and Jacob's children, the "Children of Israel", especially Joseph. It tells of how God commanded Abraham to leave his family and home in the city of Ur, eventually to settle in the land of Canaan, and how the Children of Israel later moved to Egypt. The remaining four books of the Torah tell the story of Moses, who lived hundreds of years after the patriarchs. He leads the Children of Israel from slavery in Ancient Egypt to the renewal of their covenant with God at Mount Sinai and their wanderings in the desert until a new generation was ready to enter the land of Canaan. The Torah contains the commandments of God, revealed at Mount Sinai. These commandments provide the basis of the Jewish religious law.

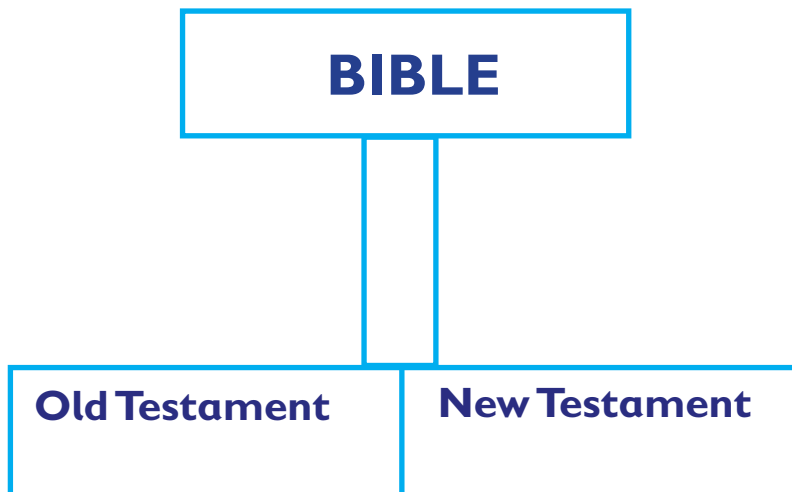
## Major divisions of the Bible

### Activity 1.3

In pairs

1. Based on your own, the chart on page 5, discuss the divisions of the Bible.
2. Into how many divisions is the Bible divided?
3. Which books are found in each division?





The Bible has two divisions. These divisions are the Old Testament and the New Testament. The word ‘Testament’ means a promise. The Old Testament means Old Promise. The New Testament means New Promise.

The Old Testament was written before Jesus Christ was born. The New Testament was written after the death of Jesus Christ. The Bible contains a total of 66 books. The Old Testament has 39 books. The New Testament has 27 books.

### Group work

1. If you can access the Bible, use it to copy the table below.
2. Copy the names of books found in each division.
3. Present to your teacher what you have done.

Old Testament books	New Testament books

## Pair work

The word search shown below contains ten books of the Bible in the Old Testament. They are written horizontally, vertically and diagonally. Copy the word search and circle the ten books of the Bible. One has been done for you.

G	S	O	L	O	M	O	N	H
J	E	X	O	D	U	S	I	O
S	R	N	U	M	B	E	R	S
G	L	U	E	R	U	T	H	E
N	E	J	O	S	H	U	A	A
I	O	B	A	D	I	A	H	I
K	J	U	D	G	E	S	M	P

## Importance of the Bible in relation to other faiths

### Activity 1.4

1. How many religions do you know?
2. Do these religions have Holy books? Which ones are they?

## Individual work

What is happening in the picture below?

How is the Bible useful to the family?



## Group work

1. Compare and contrast the use of the Holy books during worship in all religions.
2. Write down the points in your books.

## *Learning point*

The Bible is very important to christian faith. Christians read the Bible in the church, school and at home.

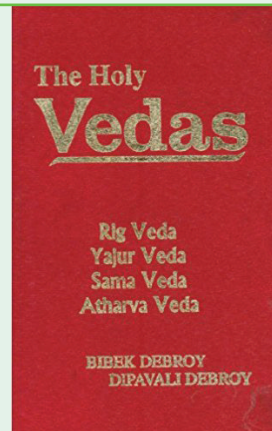
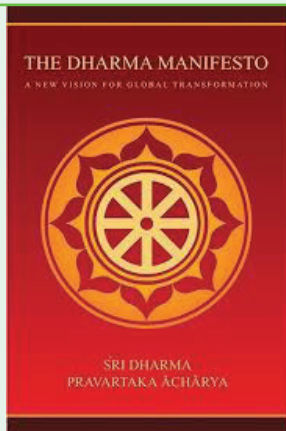
The Bible is an important learning resource in class during C.R.E lesson. The Bible guides our faith in God.

# The Bible in relation to other Holy books

## Activity 1.5

In pairs

1. Name places of worship you know.
2. Identify the Holy books used in these places of worship.
3. Looking at the following pictures, where are these books used?



## Group work

Explore the uses of the books above in respective religions.

### *Learning point*

Bible, Qur'an, Dharma and Vedas are Holy Books. They contain messages from a Supreme Being.

The Bible helps Christians to understand the word of God. Christians are able to relate well with people from other faiths. However, other religions have their respective books which they use during worship.

The Qur'an is a Holy book for Muslims. The Qur'an was revealed by God (Allah) to Prophet Muhammad. Prophet Muhammad was God's messenger.

The Dharma is used in Buddhism. The Vedas are special texts used by Hindus.

## **Similarities and differences of the Holy Books**

### **Activity 1.6**

In pairs,

1. With a friend, find out from your Muslims friends on how they use the Qur'an.
2. Compare the findings with the use of the Bible.
3. Write an essay on comparisons between the Bible and the Qur'an.

## Class work

1. Discuss the similarities and differences between the Bible and the Qur'an.
2. Write in your books.

## *Learning point*

The Holy books contain message from the Supreme Being, they all guide human beings in their daily lives, and essential in worship.

However, the Holy books differ in terms of the style used in content presentation.

The Holy books are used in different faiths, they have different names for different people used to deliver message like names of prophets and the different chapters and divisions.

## Check your progress

1. Mention the various places where the Bible is used.
2. Explain the use the Bible and the Qur'an in schools.

# Significance of the Bible to Jewish faith and its importance to Christians

## Activity 1.7

In pairs,

**Read the passage below about the Bible.**

In Jews, the Bible is profoundly a monotheistic interpretation of human life and the universe as creations of God provides the basic structure of ideas that gave rise not only to Judaism and Christianity but also to Islam. These interpretations emerged from the Jewish and Christian tradition which view Abraham as a patriarch.

The Bible in Jewish religion is organised into sections; the Torah, or “Teaching”. The Torah contains narratives combined with rules and instructions in; Genesis, Exodus, Leviticus, Numbers and Deuteronomy. The historical books contain the history and instructions to the Jews in; Joshua, Judges, Samuel and Kings. They exhort Israel to return to God and are named because they are either attributed to or contain stories. The major prophetic books are; Isaiah, Daniel, Jeremiah, Lamentations and Ezekiel. They contain the prophetic teachings for a long period of time to the nation of Israel and other nations.

The minor prophetic books are Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah and Malachi. The Old Testament prophecies foretold the advent of Jesus Christ as God’s promised Messiah.

The name Old Testament was devised by a Christian, Melito of Sardis, about 170 CE to distinguish this part of the Bible from the writings that were eventually recognized as the New Testament. Recounting the ministry and gospel of Jesus and presenting the history of the early Christian church.

The Bible adopts Christianity features for several reasons. First, Christians divided some of the original Hebrew texts into two or more: Samuel, Kings, and Chronicles into two parts each; Ezra-Nehemiah into two separate books; and the Minor Prophets into twelve separate books. Further, the Bibles used in the Eastern Orthodox, Oriental Orthodox, Roman Catholic, and some Protestant churches were derived initially from the Septuagint, this included some books such as non-canonical by Orthodox Judaism and most Protestant churches slightly longer versions of Daniel and Esther, and one additional Psalm. Moreover, the Ethiopian Orthodox Church, one of the Oriental Orthodox churches, also includes within its Old Testament two books considered by other Christian churches.

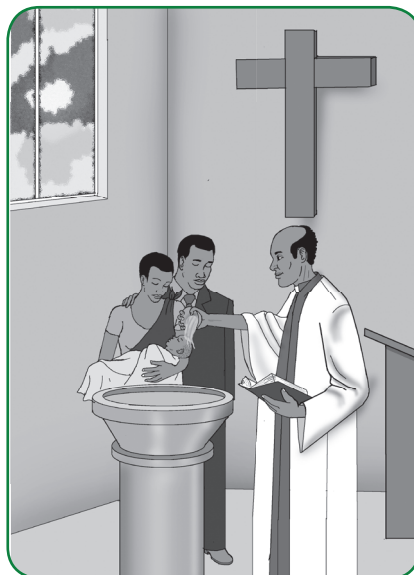
1. What was the significance of the Bible in Jewish religion?
2. Compare and contrast the use of the Bible both in Jewish and Christian religions.
3. Why do you think the Bible adopted christianity features?
4. Write down what you have identified.



## Group work

Look at the following pictures.

1. Identify the two religions in the pictures.
2. Explain the Bible in relation to religions.



3. Explain the use of the Bible at school, home and church?

## *Learning point*

Jews were the descendants of Hebrews. The Jews believed in the writings found in the Bible. They used the Bible during worship. The Bible was used during religious festivals like dedication and presentation in the temple. Christianity originates from Christ. Jesus Christ is the founder of Christian religion. The Bible contains message about Jesus the son of God. Like the Jews, Christians use the Bible during worship.

The Bible is important to the Christians because it guides them on how to relate with God. God is the Father and Creator. The Bible reveals the will of God to Christians.

The Bible encourages Christians to depend on God for strength. It contains the revelation of God to human beings.

Christians use the Bible in religious ceremonies and festivals. Some of the Christian festivals are; baptism, wedding, funerals, consecration of the religious leaders, clergies and new church building. The Bible contains basic guidelines on forms of worship like songs and prayer. The Bible contains the Lord's Prayer which teaches Christians on how to pray.

## **Fun point**

1. Let us sing;  
Oh! the B-I-B-L-E,  
Yes, that's a book for me,  
I stand alone on the word of God,  
The B-I-B-L-E.

2. The B-I-B-L-E,  
I'll take it along with me,  
I'll read and pray,  
And then obey,  
The B-I-B-L-E.
3. By F-A-I-T-H,  
I'am S-A-V-E-D,  
I'll stand alone,  
On the word of God,  
The B-I-B-L-E.

In pairs, compose a poem or a song about **My Bible**. Write it down and recite in class.

### Group work

1. Look at the pictures below.
2. Compare and contrast the religions from the pictures.





3. Explain the use of the Bible in the Jewish Temple.

### Glossary

**Bible**.....Holy book inspired by God used by Christians.

**Testament**..... Promise, partitions of the Bible.

**Jews**..... These were people originating from Hebrews.

**Qur'an**..... The Holy book used by Muslims.

**Vedas**..... Holy book used in Hindus religion.

**Dharma** ..... The Holy book used in Buddhism religion.

## Unit 2

# PROPHETS IN THE BIBLE

### Key Words

Prophet, prophesy, vision

In this unit, we will learn about prophets in the Bible. We will explore roles of prophets in the Bible and the relevance of prophetic teachings to the Christian life.

## Meaning of a prophet

### Activity 2.1

Individually;

1. Who do you think a prophet is?
2. Can you think of the role of a prophet in today's church leaders?
3. Write down the meaning of a prophet.

### *Learning point*

A prophet communicated the word of God to His people. The prophetic role can be compared to our leaders in the community. They link the community to the government. Leadership is a call to serve. God chooses leaders in the society.

In the Bible, God used different prophets to talk to His people. Prophets communicated the will of God to the Israelites.

The Israelites were the chosen people whom God rescued from the Egyptian slavery. Moreover, God used prophets to warn other sinful nations of their impending judgement for their sinful lives.

## Pair work

1. Read the texts below.
2. Based on the text, why do you think Prophet Jeremiah gave a sermon at the temple gate.

### Sermon in the Temple Gate

#### Jeremiah 7

- God instructs him to stand in the temple gate and call for people to repent (1-3)
- False prophets lied when they said the temple would keep them safe (4)
  - They sacrificed to false gods and committed wrongs, yet expected ritual of temple worship to save (8-10)
  - Good lives must backup worship (5-7)
  - Shiloh was destroyed despite the presence of the tabernacle (12)
  - Jerusalem would be destroyed like Shiloh (13-15)

## Prophets found in the Bible

### Activity 2.2

In pairs,

1. Name the prophet found in the Bible.
2. Identify the New Testament and Old Testament Prophets.
3. Using the Bible complete the table below correctly.

Prophets found in the Old Testament	Prophets found in the New Testament

### *Learning point*

There are prophets both in Old and New Testament. The Old Testament has many prophets than the New Testament.

The Old Testament prophets are Elijah, Elisha, Daniel, Amos, Isaiah, Jeremiah and others while the New Testament prophets are John the Baptist, Zechariah, Simeon and Anna. Anna was a prophetess who stayed in the temple of Jerusalem.

In the Islamic religion there are prophets like: Muhammad, Yahya, Zakariya, Dhulkifl and others. They are found in the Qur'an. Qur'an is the holy book used in Islamic religion.

Like in the Bible, prophets in the Qur'an played similar roles.

## Prophetic teachings

### Activity 2.3

With a friend;

1. What is the prophetic teaching?
2. How did the Prophets pass God's message to His people.
3. Why do you think God used prophets?

### Group work

If you can access the Bible, discuss the prophetic teachings in the Bible.

### Fun point

Sing this song in chorus:

John was with the Spirit, on the Lord's Day,

He heard a voice from heaven,

And this is what He said:

"I AM ALFA AND OMEGA"

The Beginning and the End;

Chorus:

Behold and live forever more;

Behold and live? x2

### Learning point

The following are some of the prophets in the Bible and their prophecies.

Isaiah prophesied about the birth of Jesus. He preached hope that God would save Israel as a nation by raising a heir from David's lineage to sit on the throne.

Amos prophesied of the punishment and repentance to Israelites. Israel as a chosen nation was not exclusive from punishment for its sinful life. God would punish and restore it back to its state.

Jeremiah prophesied about the destruction of the Jerusalem temple. He warned people against their sinful life. Jeremiah proclaimed God's judgement to Judah and the sinful nation.

Daniel prophesied about the growth of the Kingdom of God.

Micah prophesied of the birth place of the Messiah to be Bethlehem. Bethlehem was the birth place of King David, therefore a symbolic town where God raises the humble to save His people.



John the Baptist played a prophetic role in preparing way for the Messiah. He preached repentance and faith in Jesus as divine Messiah. He prophesied the new baptism of fire and the Holy Spirit.



In his prophetic work, Prophet Elisha healed Naaman's leprosy.

Copy the word search below in your exercise books.

Identify and circle the prophets in the Bible. One has been done for you.

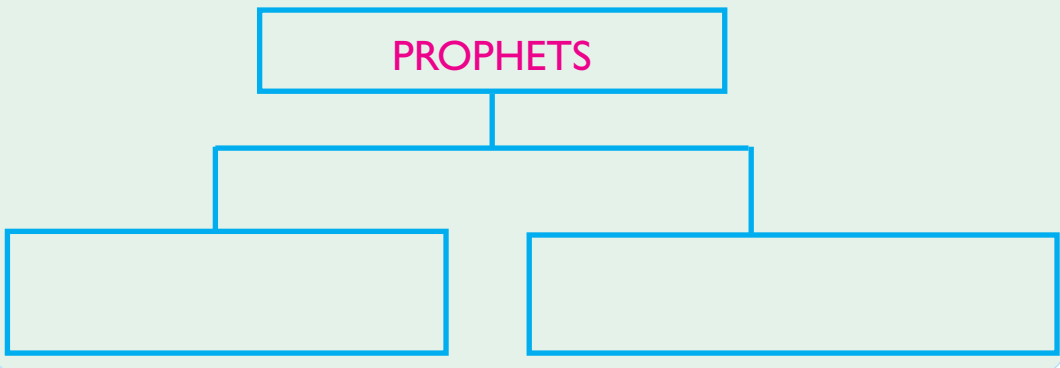
R	I	S	A	I	A	H	E
M	A	L	A	C	H	I	L
L	D	A	N	I	E	L	I
E	L	I	S	H	A	P	J
O	H	O	S	E	A	H	A
J	E	R	E	M	I	A	H
O	M	I	C	A	H	V	Q

# Types of prophets in the Bible

## Activity 2.4

In pairs,

1. If you can access the Bible, find out the types of prophets in the Bible.
2. Complete the flow chart below by naming prophets found in each category.



### *Learning point*

The Bible has major prophets and minor prophets.

We refer to them as major prophets because of their long time span in history as they prophesied in Israel. There are six major prophets in the Bible. The major prophets in the Bible are; Jeremiah, Daniel, Isaiah and Ezekiel.

Minor prophets prophesied for a short period of time as recorded in the Bible. Some of the minor prophets in the Bible are; Joel, Hosea, Haggai, Nahum, Zechariah, Zephaniah, Micah, Habakkuk, Haggai, Obadiah, Malachi, Nathan and others.

# Relevance of prophets in today's society

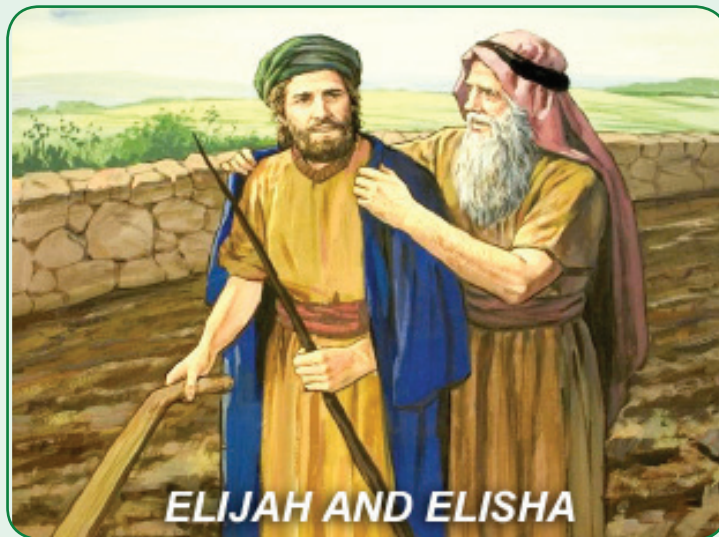
## Activity 2.5

In pairs,

1. Read Luke 3:3-6

He came into all the country about Jordan, preaching the baptism of repentance for the remission of sins; As it is written in the book of Isaiah the prophet, saying, The voice of one crying in the wilderness, Prepare the way of the Lord, make his paths straight. Every valley shall be filled, and every mountain and hill shall be brought low; and the crooked shall be made straight, and the rough ways shall be made smooth; All flesh shall see the salvation of God.

2. What do you think is happening in the following pictures.





3. Can you relate the relevance of the prophets based on the pictures above?

### Group work

1. Read the Bible Luke 3:1-20.

It was in the fifteenth year of the rule of Emperor Tiberius Caesar; Pontius Pilate being governor of Judea, and Herod being ruler of Galilee, and his brother Philip was the ruler of the territory of Iturea and Trachonitis, and Lysanias was the ruler of Abilene, Annas and Caiaphas being the high priests.

The word of God came to John the son of Zechariah in the desert. As it is written in the book of the words of prophet Isaiah saying, "The voice of one crying in the desert, Prepare the way for the Lord, make paths straight for him to travel. Every valley shall be filled up, and every mountain and hill shall be leveled; and the crooked shall be made straight, and the rough ways shall be made smooth; The whole human race will see God's salvation." Crowds of people came out to John to be baptised by him. Bring forth the fruits worthy of repentance,

and begin not to say within yourselves, We have Abraham to our father: I tell to you that God is able to make these stones be descendants of Abraham. The axe is ready to cut down the roots of the trees that do not bear good fruits and thrown into fire.

The people asked him, saying, What shall we do then? He answered them, Whoever has two coats, let him give to the one who has none, and whoever has food must share it out. The tax collectors came to be baptized and they asked him; "Teacher what should we do?" He told them not to collect more than is required by the law. And some soldiers likewise asked him, "And what shall we do?"

He told them, "Do not take money from anyone by force or accuse anyone falsely. Be content with your wages.

People's hopes began rising and they began to wonder if John might be the Messiah. John answered to them all, I baptise you with water; but someone is coming greater than I am.

I am not good enough to untie his sandals. He will baptise you with the Holy Spirit and fire. He has a winnowing fork with him, to thrash all the grain and gather the wheat into his barn, but the chaff he will burn with fire that never goes off.

In many different ways John preached the Good News to the people and asked them to change their way life for a just society. John reprimanded Herod, the governor; he had married Herodias, his brother's wife committing incest and other evil things. Then Herod went further by imprisoning John in the jail.

2. Explain how John the Baptist played a prophetic role in the New Testament.
3. What lesson do Christians learn from the magnificent?
4. Discuss ways in which Christians prepare for the second coming of Jesus.

## *Learning point*

The Bible helps Christians to know the will of God. The call of prophets and teachings reveals that Christians are called to preach the word of God.

Prophecies teach Christians to be obedient and faithful to Christ just as the prophets were to God hence Prophets strengthen Christians in their faith by giving them hope for salvation.

Christians learn that they can face persecution and rejection because of their stand just as the prophets underwent persecution in the Bible.

Christians learn to be prayerful to God for wisdom and guidance to conquer temptations and hardships.

Prophets condemned the social injustices and religious evils in the society; therefore and preach the renewal of hearts to receive the second coming of Jesus.

## **The roles and importance of the prophets in Christian belief**

### **Activity 2.6**

#### Individual work

1. What is the significance of the prophetic teachings in christian beliefs?
2. With a friend, tell each other the people who play prophetic roles in our society.
3. Explain to the class how the church play the prophetic roles.

## Pair work

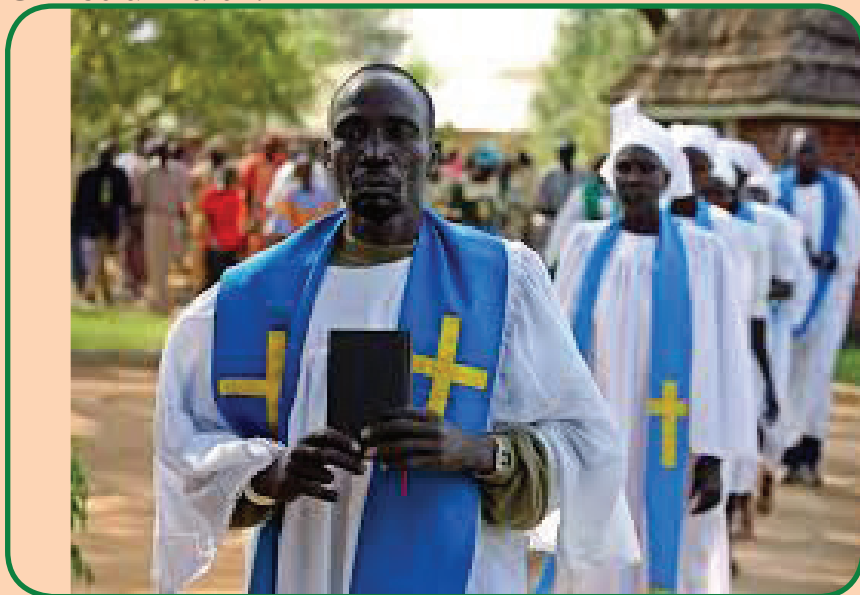
### 1. Read this text .

#### Isaiah's Messianic Prophecies

- He will make a new covenant with Israel (42:6; 49:8-9).
- "I, the Lord, have called You to demonstrate My righteousness. I will take You by the hand and guard You, and I will give You to My people, Israel, as a symbol of My covenant with them. And You will be a Light to guide the nations." (Isaiah 42:6, NLT)

Friday, 14 October 2014

2. Interpret the text and explain the prophetic role in the Bible.
3. Can you link the picture to the prophetic role in the Christian faith?



## *Learning point*

Prophets played key roles in the Bible. They foretold about the future events and the will of God. Prophets prayed to God to intervene during epidemics like leprosy. They received the word of God and passed it to the people.

Prophets anointed the chosen people to become kings in Israel. Prophet Nathan anointed King Solomon to succeed King David. They foretold what would happen in future and encouraged people while in exile. Prophets guided people during religious ceremonies observed the Jewish culture and traditions. They interpreted dreams and visions. Prophets warned people of the impending judgement because of their sinful life. They gave them hope for restoration after the exile.

Prophets led people to the true worship of God. They condemned idol worshipping and other forms of religious vices. Prophet Elijah condemned the false prophets of Baal on Mount Carmel. During Mount Carmel contest, Prophet Elijah killed 450 Baal's prophets to prove the true existence of God.



In our modern Christians, the church leaders play the roles of the prophets. They link Christians to God through various ways; they lead Christians in worship, preside over the religious



festivals like baptism and others.

The church leaders advise the government on matters relating to good governance.

### **Glossary**

**Prophet**.....A person who foretells events as revealed by God.

**Prophecy**.....Foretelling about the future events.

**Vision**..... A picture seen in the mind.

## Unit 3

# JESUS IN THE NEW TESTAMENT

### Key Words

Annunciation, presentation, dedication,  
Messiah, Mosaic Law, covenant

In this unit, we will learn about Jesus. We will discuss the annunciation of the birth of Jesus to Mary. We will explain the presentation and dedication of baby Jesus in the temple. In addition, we will explore the major work of Jesus among the Jewish people.

## Angel Gabriel's message to Mary

### Activity 3.1

#### 1. Read Luke 1:26-38.

And in the sixth month when Elizabeth was pregnant, God sent Angel Gabriel to a city of Galilee, named Nazareth; He had a message to a young woman promised in marriage to a man named Joseph, a descendant of David. Her name was Mary. The angel came to her, and said, Hail, Peace be with you! The Lord is with you and has greatly blessed you. And when she saw him, she was troubled at his saying, wondering what the greetings meant.

And the angel said unto her, Don't fear Mary; God has been gracious to you. And, behold you shall become pregnant and give birth to a son, and shall call his name Jesus. He shall be great, and shall be called the Son of the Most High God: and

the Lord God shall give to him the throne of his father David: And he shall reign over the house of Jacob for ever; and of his kingdom there shall be no end. Then said Mary unto the angel, How shall this be, seeing I know not a man? And, behold, thy cousin Elisabeth, she has conceived a son in her old age: and this is the sixth month with her, who was called barren. For with God nothing shall be impossible And Mary said, Behold the handmaid of the Lord; be it unto me according to your word. And the angel left her.

2. From the readings, who was Angel Gabriel?
3. Why did Angel Gabriel appear to Mary?
4. State the attributes to which Angel Gabriel used to refer to Jesus.

### Pair work

1. In pairs, dramatise Angel Gabriel's appearance to Mary.
2. What do you understand by the greetings of Angel Gabriel to Mary?
3. Look at the following picture. Explain what is happening.



## Group work

1. Why do you think Mary was chosen to be the mother of the Messiah?
2. Recite the verse below.

***“The angel came to her and said peace be with you!  
The Lord is with you and has greatly blessed you!”***

3. How was the annunciation a blessing to Mary?

## Learning point

Angel Gabriel appeared to Mary in a vision. God had sent the Angel to Mary, a native girl who was living in Nazareth.

The message was about the birth of Jesus. Mary was given the information to be the mother of the expected Messiah. The name Messiah means the Anointed or Saviour. Jesus was the Messiah prophesied by the Old Testament prophets.

The birth of Jesus was to be a historic and miraculous one as prophesied by the Old Testament prophecies. This fulfills Isaiah's prophecy that an angel will announce the birth of the Messiah.

## Home assignment

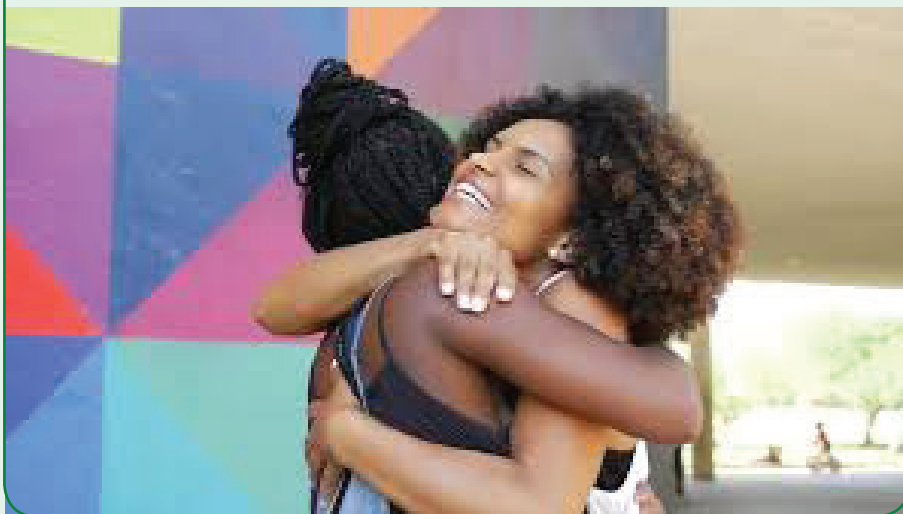
1. At home ask your parent or guardian about the story of Angel Gabriel's appearance to Mary. Listen to it carefully.
2. Re-tell the story to your friends and then share it in class.

# Mary visits Elizabeth

## Activity 3.2

1. In pairs, dramatise how you are received when you visit your relatives.
2. Tell each other why you visit your relatives.

'welcome my sister'



### Pair work

In pairs, discuss the following:

1. When do you come together as a family?
2. What happens when your relatives visit your home?
3. How do you receive your new friends at school? Explain.

## Home assignment

Ask your parent or guardian to help you to do this assignment.

1. Write down the members of your extended family.
2. Explain how you receive your relatives at home.

## Activity 3.3

1. Read Luke 1:39-56.

Soon afterwards Mary got ready and hurried off in the hill country of Judea; And entered into the house of Zechariah and greeted Elizabeth. And it came to pass, that, when Elizabeth heard the greetings of Mary, the baby leaped in her womb; and Elizabeth was filled with the Holy Spirit. And she spoke out with a loud voice, and said, "You are blessed among many women, and blessed is the fruit of your womb." And why is this to me that the mother of my Lord should come to me? For, as soon as the voice of your greetings sounded in my ears, the baby leaped in my womb with joy. And blessed is she that believed: for there shall be a performance of those things which were told to her from the Lord.

And Mary said, "My soul magnify the Lord, And my spirit has rejoiced in God my Saviour. For he has remembered me, his lowly servant. From henceforth all generations shall call me blessed. For he that is mighty has done to me great things; and holy is his name. And his mercy is on them that fear him from generation to generation. He has put down the mighty from their seats, and exalted the lowly. He has filled the hungry with good things; and the rich he has sent them away empty. He has come to help his servant Israel, in remembrance of his mercy; As he promised to Abraham and to his descendants forever!" Mary stayed about three months with Elizabeth and then went back home.

2. Re-tell the story of Mary visiting Elizabeth as you have understood it in the text.
3. Why do you think Mary visited Elizabeth?
4. Explain what is happening in the picture below.



### *Learning point*

Mary visited Elizabeth after the conception of Jesus. At that time, Elizabeth was six months pregnant of John the Baptist. Therefore, John the Baptist was six months older than Jesus.

Elizabeth was the wife to Zechariah. Zecharia was a priest who kept burning incense on the altar. He spent most of his time in the Jerusalem temple. Both the birth of Jesus and John the Baptist were announced by Angel Gabriel. This make their birth be unique. It also occured in history when the Jews were expecting a promised Messiah armed to help them get rid of the Roman rule. The Roman Empire under Augustus Ceaser

was hostile to the Jews community.

Mary and Elizabeth were cousins. Mary visited Elizabeth to express her happiness of after being blessed.

Angel Gabriel told Mary that God had blessed her with a son. The son will be called Jesus.

## Conception and birth of Jesus

### Activity 3.4

In pairs;

1. Read Luke 1:30-37.

And the angel said to her, Fear not, Mary: for the Lord has found favour with God. And, behold, thou shalt conceive in your womb, and give birth to a son, and shall name him Jesus. He shall be great, and shall be called the Son of Most High: and the Lord God shall give to him the throne of his father David: And he shall reign over the house of Jacob for ever; and of his kingdom there shall be no end. Then said Mary unto the angel, How shall this be, seeing I know not a man? And the angel answered and said to her, The Holy Spirit shall come upon you, and the power of the Highest shall be with you: therefore also that holy thing which shall be born of you shall be called the Son of God. And, behold, your cousin Elizabeth, she has also conceived a son in her old age: and this is the sixth month with her, who was called barren. For with God nothing shall be impossible

2. In pairs, tell each other what angel Gabriel told Mary.
3. "The holy thing which shall be born of you shall be called the Son of God." Justify.



## Pair work

1. How was the conception of Jesus?
2. In which form was Jesus born?
3. Who were the first people to witness the birth of Jesus?
4. Compare and contrast the conception and birth of Jesus and John the Baptist.

## Activity 3.5

1. In pairs, explain how you celebrate your birthday.
2. Listen to a resource person about Christmas celebrations.
3. From the resource person, why do you think we celebrate Christmas?

## Group work

1. How do you celebrate your Christmas day?
2. Looking at the following pictures, tell each other what is happening.





### Pair work

1. Tell your friend how you celebrate Christmas Day.
2. Discuss activities done during Christmas day.

### *Learning point*

We celebrate the birth of Jesus on Christmas Day. Christmas is a feast of the birth of Jesus Christ. Christians celebrate this day by going to the church and getting involved in various activities in that day.

### Activity 3.6

With a friend;

1. Who are the parents of Jesus?
2. Based on what you know, explain the events during the birth of Jesus.

## Pair work

### 1. Read Luke 2:1-18.

At that time the Emperor Augustus ordered a census to be taken throughout the Roman Empire. When the first census took place, Quirinius was the governor of Syria. Everyone, then, went to register himself, each to his own town. Joseph also went up from Galilee, out of the city of Nazareth, into Judea, to the city of David, which is called Bethlehem; because he was of the house and lineage of David: He went to register with Mary who was promised in marriage with him. She was pregnant And so it was, that, while they were there, the days were accomplished that she should deliver her baby while at Bethlehem. She brought forth her firstborn son, and wrapped him in swaddling clothes, and laid him in a manger; because there was no room for them in the inn.

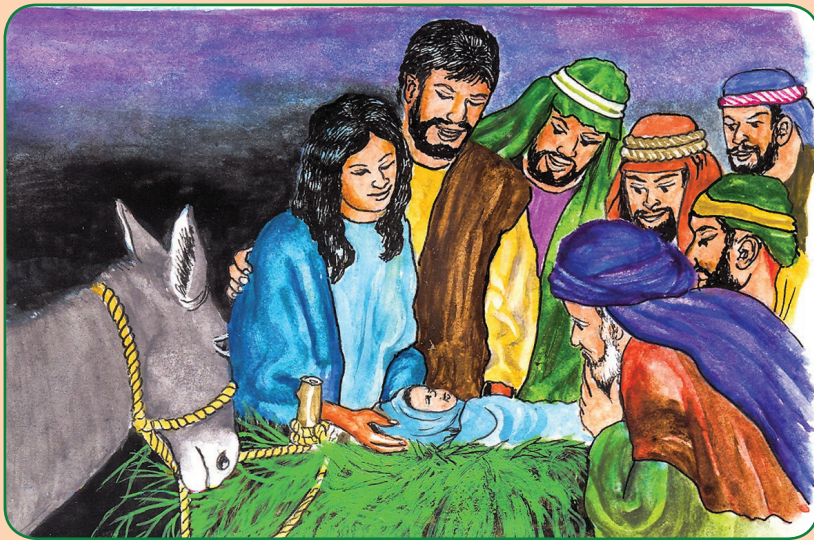
There were in the same country shepherds in the field, keeping watch over their flock by night.

The angel of the Lord came upon them, and the glory of the Lord shone round them: and they were so much afraid. The angel said unto them, Fear not: for, behold, I bring you good news of great joy, which shall be to all people. For to you is born this day in the city of David a Saviour, which is Christ the Lord. And this shall be a sign to you; You shall find the baby wrapped in swaddling clothes, lying in a manger. Suddenly there was with the angel a multitude of the heavenly host praising God, and saying, Glory to God in the highest, and on earth peace, good will towards men.

And it came to pass, as the angels had gone away from them into heaven, the shepherds said one to another, Let us now go even unto Bethlehem, and see this thing which is come to pass, which the Lord has made known to us.

And they came in hurry, and found Mary, and Joseph, and the baby lying in a manger. When they had seen him, they made known abroad the saying which was told them concerning this child. All who heard it wondered at what the shepherds had said.

2. Who were the first people to witness the birth of Jesus?
3. Explain what is happening in the picture below.



### *Learning point*

The hometown of Jesus was Nazareth. Jesus was born in Bethlehem the birth place of King David. Jesus belonged to David's lineage God promised King David to make his lineage to last forever.

The birth of Jesus took place when Emperor Augustus ordered census throughout the Roman Empire. Joseph and Mary had gone to be counted in Bethlehem. Bethlehem was the birth place of King David, a descendant of Abraham.

Therefore, Joseph being a descendant of David, was to be counted in Bethlehem.

While in Bethlehem, the time came when Mary was to give birth. She gave birth to a baby boy, who was given the name Jesus. After being born he was laid in a manger. This is because there was no room in the visitor's inn.

Today many Christians celebrate the birth of Jesus on 25<sup>th</sup> December. It is referred to us as Christmas day.



**What do you think is happening in the picture above?  
Discuss.**

### **Fun point**

1. In class sing this Christmas song.

***“Joy to the world the Lord has come”x3***

2. Sing any other common song that you sing in your church during Christmas season.

## Home assignment

Let your parent or guardian help you do this assignment:

1. Explain what happens in the churches before and during Christmas day.
2. Share your answers in the class.

## Check your progress

1. Jesus was born in \_\_\_\_\_.
2. After birth, Jesus was laid in \_\_\_\_\_.
3. Jesus was a descendant of King \_\_\_\_\_.
4. The first people to witness the birth of Jesus were \_\_\_\_\_.

## Presentation and dedication of baby Jesus in the temple

### Activity 3.7

1. What do you understand by the terms presentation and dedication?
2. In groups, talk about how your families receive a new born child in the family.
3. Dramatise the event of dedication of a child in your community.

## Group work

1. Why do you think Jesus was presented and dedicated in the temple?
2. Who were present during the presentation and dedication?
3. Explain what is happening in the following picture.



## Pair work

1. Find out the songs sung in your community when a child is born.
2. Share in class the meaning of these songs.

## *Learning point*

In African Traditional Society, a new born child was presented to the community. Presentation of a new born child was a sign of acceptance in the community.

During presentation, celebration are done as a sign of thanksgiving to God. Various gifts are given to the mother of the baby.

Thanksgiving ceremonies were presided over by the old people in the society.

The old people receive the baby from her mother and gave blessings.

The ceremonies involve singing and dancing both traditional and religious songs.

## **Home assignment**

Ask your parent or guardian to help you do this assignment;

1. Explain to you how a child is dedicated in the community.
2. Present your findings to the class.

## **Activity 3.8**

1. Read Luke 2:21-40.

And when eight days were accomplished for the circumcising of the child, his name was called Jesus, which was so named of the angel before he was conceived in the womb. When the days of her purification according to the law of Moses were accomplished, they brought him to Jerusalem, to present him to the Lord; As it is written in the law of the Lord, Every male borne from the womb shall be called holy to the Lord; to offer a



sacrifice according to that which is said in the law of the Lord, A pair of turtledoves, or two young pigeons. There was a man in Jerusalem, whose name was Simeon; the same man was just and devout, waiting for the consolation of Israel: the Holy Spirit was upon him. It was revealed unto him by the Holy Spirit, that he should not see death, before he had seen the Lord's Christ. Then took he him up in his arms, and blessed God, and said, Lord, now let your servant depart in peace, according to your word: For my eyes have seen your salvation, Which you have prepared before the face of all people; A light to lighten the Gentiles, and the glory of thy people Israel. Joseph and Mary marveled at those things which were spoken of him. Simeon blessed them, and said unto Mary his mother, Behold, this child is set for the fall and rising again of many in Israel; and for a sign which shall be spoken against; a sword shall pierce through your own soul also, that the thoughts of many hearts may be revealed. There was one Anna, a prophetess, the daughter of Phanuel, of the tribe of Aser: she was of a great age, and had lived with husband seven years from her virginity; she was a widow of about fourscore and four years, which departed not from the temple, but served God fastings and prayers night and day. She coming in that instant gave thanks likewise unto the Lord, and spoke of him to all them that looked for redemption in Jerusalem. When they had performed all things according to the law of the Lord, they returned into Galilee, to their own city Nazareth. The child grew, and waxed strong in spirit, filled with wisdom: and the grace of God was upon him.

2. In groups, discuss how baby Jesus was presented and dedicated in the temple.
3. Why did Jesus undergo presentation and dedication in the temple?

## *Learning point*

Jesus' parents took Him to the temple for purification ceremony. They offered two doves and two pigeons for the purification. It was a Jewish rite and tradition for all male borns to be presented in the temple at the age of eight days.

Jesus was presented to Simeon. Simeon was God-fearing man who lived in the temple in Jerusalem. He was full of the Holy Spirit. He had been assured to see the Lord's Promised Messiah, the Saviour of the Israelites before he dies.

Simeon was led by the Holy Spirit in the temple to receive the child Jesus. Simeon took baby Jesus in his arms and gave thanks to God. He blessed Jesus with his parents.

Prophetess Anna was also present during presentation and dedication of the child Jesus. She gave thanks to God and blessed the child Jesus.

### **Class work**

Dramatise the presentation and dedication of Jesus in the temple.

## **Circumcision of Jesus and its importance to the Jewish religion**

### **Activity 3.9**

1. Read Luke 2:21.

And when eight days were accomplished for the circumcising of the child, his name was called JESUS, which was so named of the angel before he was conceived in the womb.

2. Explain to each other why Jesus was circumcised.
3. What was the significance of circumcision to Jewish religion?

### *Learning point*

Jesus underwent the Jewish traditions as practised by the forefathers. In Jewish traditions, any male child was circumcised on eighth day.

Circumcision was a sign of a covenant between God and Jews as entered by Abraham. Circumcision meant the cutting of the fore-skin of the penis. Jesus as a descendant of Abraham, he was to undergo the Jewish tradition.

After circumcision, He was named Jesus as Angel Gabriel had announced to Mary during annunciation.

In Christianity, baptism is a form of a covenant between Christians and God. One has to be baptised in order to become a Christian.

Accepting baptism is a sign of accepting Jesus Christ as your personal saviour. One becomes united in Christ as a follower.

Similarly, to the Jewish tradition, in African Traditional Society circumcision is done to boys alone. It is a rite of passage from childhood to adulthood. Christians support circumcision for boys only.

During circumcision, people sing and praise those being circumcised. They also dance during the event. People come together to celebrate the passage of their loved ones. It signifies the passage to adulthood.

# Impacts of Jesus' presence on the Jewish teachers of the law

## Activity 3.10

### 1. Read and interpret Luke 2:41-52.

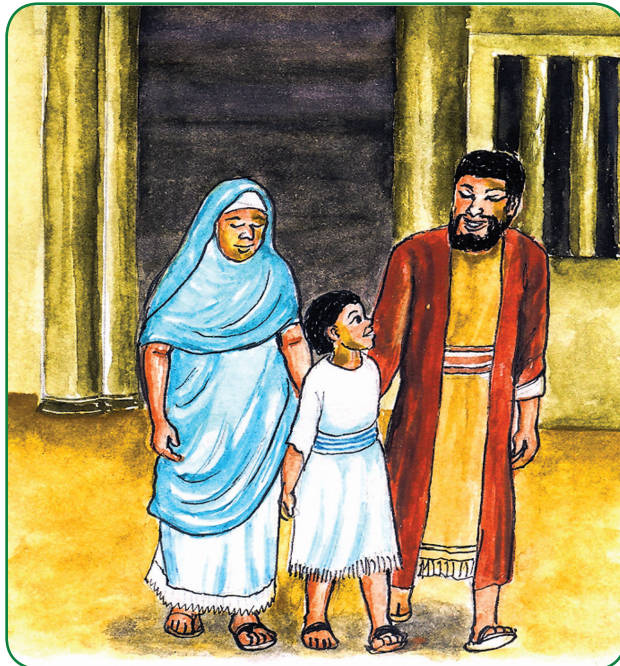
Now his parents went to Jerusalem every year at the feast of the passover. When he was twelve years old, they went up to Jerusalem after the custom of the feast. And when they had fulfilled the days, as they returned, the child Jesus remained behind in Jerusalem; and Joseph and his mother knew not of it. But they, supposing him to have been in the company, went a day's journey; and they sought him among their kinsfolk and friends. When they found him not, they turned back again to Jerusalem, seeking him. It came to pass, that after three days they found him in the temple, sitting in the midst of the doctors, both hearing them, and asking them questions. All that heard him were astonished at his understanding and answers. When they saw him, they were amazed: and his mother said to him, Son, why have you dealt with us? Your father and I have looking for you. He said to them, How is it that you look for me? Don't you know that I should be doing my Father's business?

They did not understand the saying which he spoke to them. He went down with them, and came to Nazareth, and was subject to them: but his mother kept all these sayings in her heart. Jesus increased in wisdom and stature, and in favour with God and man.

### 2. In groups talk about what Jesus told the teachers of law in the temple.

## Pair work

1. Who were the teachers of the law?
2. Looking at the following pictures, tell your friend what is happening.



## Group work

If you can access the Bible, describe the following groups of people in the Jewish religion:

- a) Pharisees
- b) Sadducees
- c) Scribes

## Class work

Dramatise Jesus in the temple talking to the teachers of the law.

### *Learning point*

When Jesus was twelve years old, He accompanied his parents to the Jerusalem temple to celebrate the Passover feast.

After celebration Jesus remained in the temple talking to the teachers of the law.

In the temple, Jesus was listening and questioning the teachers of the law matters concerning the Mosaic Law.

Jesus surprised the teachers of law with his great wisdom about the scripture. He asked and answered their questions wisely.

### Pair work

1. Read Luke 2:49.

***“Did you not know that I must be in my father’s house?”***

2. Why did Jesus react to His parents in such a way?

## Jesus major work in the Jewish community

### Activity 3.11

With a friend;

1. Jesus did his work using miracles. If you can access the Bible, discuss the miracles Jesus performed during his ministry.
2. Explain the incidences when Jesus was rejected in his own hometown.

### Pair work

1. Looking at the following charts, discuss major works of Jesus.
2. Compare and contrast the information about Jesus in the following charts.

## IV. Servant's Later Galilean Ministry, 3:7-6:6a:

- A. **Introductory Summary: Jesus' activity around the Sea of Galilee, 3:7-12**
- B. **Jesus' appointment of the Twelve, 3:13-19**
- C. **The Beelzebub accusation and Jesus' identity of His true family, 3:20-35**
- D. **Jesus' parables depicting the character of God's kingdom, 4:1-34**
- E. **Jesus' miracles demonstrating His sovereign power, 4:35-5:43**
- F. **Conclusion: Jesus' rejection at Nazareth, 6:1-6a**

### THE BEATITUDES

- |  |   |
|--|---|
| 1) <b>Blessed are the poor in Spirit</b> , for there is the kingdom of heaven                    | 5) <b>Blessed are the Merciful</b> , for they shall obtain mercy  |
| 2) <b>Blessed are those who mourn</b> , for they shall be comforted                              | 6) <b>Blessed are the pure of heart</b> , for they shall see God.   |
| 3) <b>Blessed are the meek</b> , for they shall inherit the earth.                               | 7) <b>Blessed are the peace makers</b> , for they shall be called sons of God.                                |
| 4) <b>Blessed are those who hunger and thirst for righteousness</b> , for they shall be satisfy. | 8) <b>Blessed are those who are persecuted</b> , for righteousness sake, for theirs is the kingdom of Heaven. |

### *Learning point*

During Jesus ministry, there were three Jewish groups who opposed his mission. These groups were; the Pharisees, Scribes and the Sadducees. The Pharisees observed Mosaic Law with strictness. They were the teachers of the law in the temple. The Pharisees interpreted the Mosaic Law during worship in the temple. The Scribes were the writers of the



law. They ensured that the Mosaic Law was safe in the temple. Moreover, the Sadducees were opposed to resurrection of the dead, existence of spirits and emphasised a written Mosaic law alone.

Jesus faced great rejection from His own people, the Jews. Having born from the humble lowly family background, the Jews despised him. The Jews expected a Messiah armed with soldiers on chariots to liberate them from the Roman Empire. Jesus was a humble King to liberate those who were ready to receive God's Kingdom.

Jesus had shown strong accusations about observation of the law which aroused rejections from the Pharisees. He criticised the Pharisees for being strict followers of the law when they were hypocrites. The Jewish leaders rejected Him despite performing miracles in His own home town. They did not want anyone to challenge them in matters concerning the Mosaic law. They therefore, despised and planned to kill him.

### **Group work**

Explain Psalms 118:22 in reference to the mission of Jesus.

***“The stone which the builders rejected has become the corner stone.”***

## **Jesus fed the hungry**

### **Activity 3.12**

1. Read and explain Luke 9:12-17.

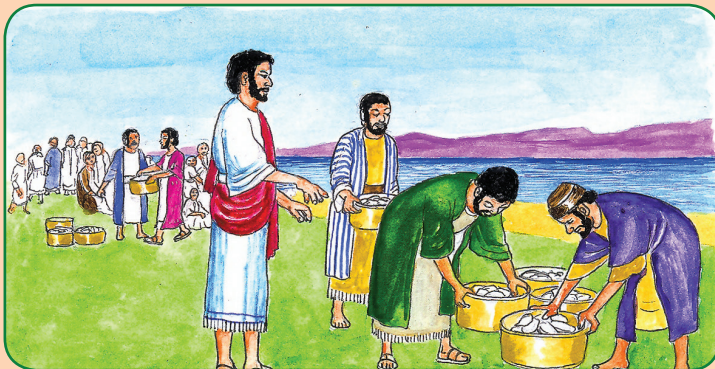
When the day began to wear away, the twelve disciples told Jesus; Send the crowd away, that they may go into the towns and country round about, and lodge, and get some food for

them: for we are here in a desert place. But he said to them, Give them food to eat. They said, We have no more but five loaves and two fishes; except we should go and buy meat for all these people. For they were about five thousand men. And he said to his disciples; Make them sit down by fifties in a company. And they did so, and made them all sit down. Then he took the five loaves and the two fishes, and looking up to heaven, he blessed them, and break, and gave to the disciples to set before the crowd. The crowd ate to their full and were all filled: and there was taken up of the leftovers that remained were twelve baskets.

2. Why do you think Jesus performed a miracle in feeding people?
3. What do christians learn from the feeding of 5,000 men?

### Pair work

Explain the following picture.



### Learning point

In feeding the five thousand people, Jesus used five loaves and two fish to feed the crowd. All the people ate and twelve baskets of food remained. The miracle of feeding the crowd, teaches us to share what we have with others. Jesus shows that He has power over hunger.

# Jesus raised the dead back to life

## Activity 3.13

In class;

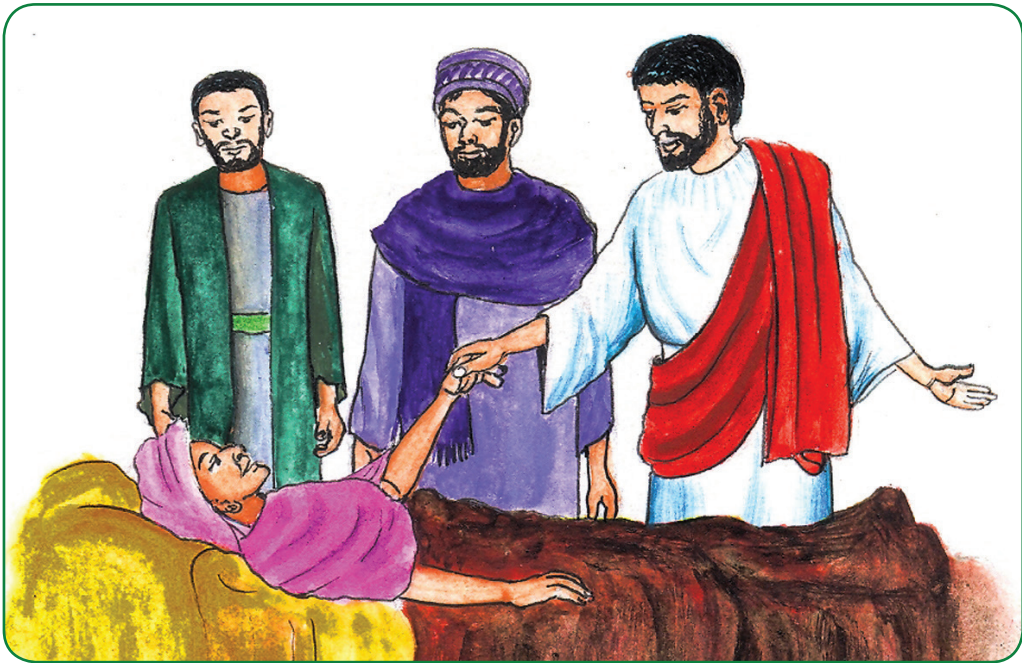
1. Read and explain Luke 8:40-42, 49-56.

It came to pass, that, when Jesus had returned, the people gladly received him: for they were all waiting for him. There came a man named Jairus, and he was a ruler of the synagogue: and he fell down at Jesus' feet, and asked him that he would come into his house: For he had one only daughter, about twelve years of age, and she lay on bed dying. But as he went the people rebuked him. While he yet spoke, there came one from the ruler of the synagogue's house, saying to him, Thy daughter is dead; trouble not the Master. But when Jesus heard it, he answered him, saying, do not fear: just have faith and she shall become alive. When Jesus entered the house, he did not allow anyone in but his three disciples Peter, James and John, and the parents of the dead girl. Her parents were weeping in sorrow but Jesus said, do not weep; she is not dead, but asleep. They laughed at him to scorn, knowing that she was dead. Jesus dismissed them, took her by the hand, and called, saying, young girl, arise. And her spirit came again, and she arose straightway: He asked her parents to give some food to her. Her parents were astonished, but he charged them that they should tell no man what was done.

2. Why did Jesus raise the dead?.
3. Give the incidences in the Bible where Jesus showed power over death.

## Pair work

1. Who were present during the raising of Jairus' daughter back to life?
2. Why did Jesus hide His identity in raising Jairus' daughter?
3. Explain the following picture.



## Group work

1. Explain the occasions when Jesus raised the dead back to life.
2. What lesson do Christians learn from the raising of the dead back to life.

# Jesus recovered sight of the blind

## Activity 3.14

In class;

### 1. Read and explain Mark 10:46-52.

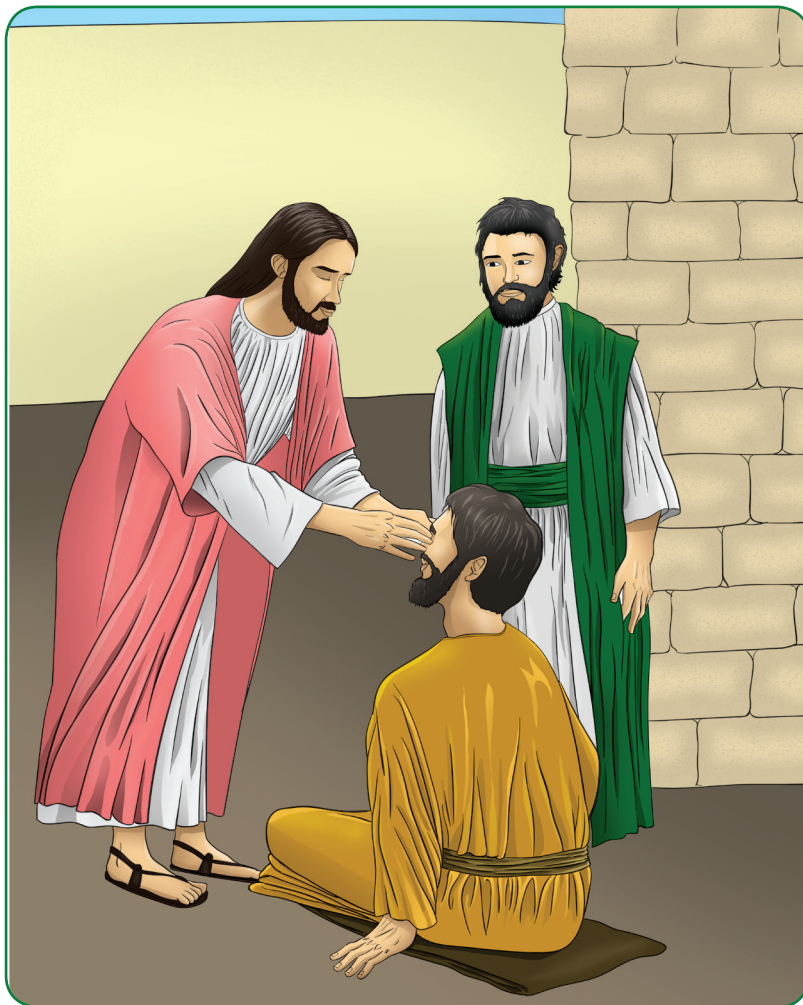
It came to pass, that as he was come to Jericho, a certain blind man named Bartimaeus was sitting by the way side begging: On hearing the multitude pass by, he asked what was going on. They told him, that Jesus of Nazareth was passing-by. He cried, saying, Jesus, the son of David, have mercy on me. They went before and rebuked him, that he should remain silent: but he cried so much and more, "Jesus son of David, have mercy on me. Jesus stood, and commanded him to be brought to him: When he was brought near, he asked him, Saying, What should I do to you? He replied, Lord, that I may receive my sight. Jesus said to him, Receive your sight; your faith has saved you. And immediately he received his sight, and followed him, glorifying God: and all the people, when they saw it, they gave praise to God.

### Mathew 20:29-34.

And as they departed from Jericho, a great multitude followed him. Behold, two blind men sitting by the way side, when they heard that Jesus passed by, cried out, saying, Have mercy on us, O Lord, thou son of David. And the multitude rebuked them, because they should hold their peace: but they cried the more, saying, Have mercy on us, O Lord, thou son of David. And Jesus stood still, and called them, and said, What will ye that I shall do unto you? They say unto him, Lord, that our eyes may be opened. So Jesus had compassion on them, and touched their eyes: and immediately their eyes received sight, and they followed him.

2. Describe the events during the healing of the blind beggar.
3. What was the requirement for those who needed healing from Jesus?
4. Explain the symbolic meaning of River Siloam in the Jewish tradition.

**What do you think is happening in this picture?**



## Fun point

Sing the song below.

*“Jesus loves the little children,*

*All the children of the world,*

*They are yellow, black and white,*

*They are precious in His eyes,*

*Jesus loves the little children of the  
world.” X2*

## Jesus died on the cross to save the human race

### Activity 3.15

1. Read and explain John 3:16-17.  
“For God loved the world so much that He gave His only son so that everyone who believes in Him may not die but have eternal life. For God did not send his son into the world to be its judge, but to be its savior.”
2. Identify attributes of God from the text above.
3. Christians believe that life in Jesus Christ is an everlasting life. Justify this statement.

## *Learning point*

God created the world with love. God loves us all. God gave us His only begotten son, Jesus so that we may have eternal life.

Jesus died to save us from our sins. The death and resurrection of Jesus brought salvation to humankind.

Jesus promised Eternal Life to those who follow him. Christians follow Jesus by accepting him as their saviour and living a Christ-like life.

### **Pair work**

Do a charity work;

1. With a friend, visit a disabled person in your village.
2. Keep the disabled person company. Help with domestic works. Cleaning, washing and any other work.
3. Why do you think we should help the disabled members in the society?

## **Life and work of Jesus according to the Qur'an**

### **Activity 3.16**

1. Listen to a Muslim on the information about Jesus in the Qur'an.
2. List the roles of Jesus as written in the Qur'an.
3. Explain the following picture in respect to Jesus as a Prophet.





## Pair work

1. Read the following section of Surah Al- Maryam from the Qur'an.

16. And mention in the Book the Qur'an, O Muhammad, the story of Maryam (Mary), when she withdrew in seclusion from her family to a place facing east.

17. She placed a screen (to screen herself) from them; then We sent to her Our Ruh [angel Jibrael (Gabriel)], and he appeared before her in the form of a man in all respects.

18. She said: "Verily! I seek refuge with the Most Beneficent (Allah) from you, if you do fear Allah."

19. (The angel) said: "I am only a Messenger from your Lord, (to announce) to you the gift of a righteous son."

20. She said: "How can I have a son, when no man has touched me, nor am I unchaste?"

21. He said: "So (it will be), your Lord said: 'That is easy for Me (Allah): And (We wish) to appoint him as a sign to mankind and a mercy from Us (Allah), and it is a matter (already) decreed, (by Allah).' "

22. So she conceived him, and she withdrew with him to a far place (i.e. Bethlehem valley about 4-6 miles from Jerusalem).
23. And the pains of childbirth drove her to the trunk of a date-palm. She said: "Would that I had died before this, and had been forgotten and out of sight!"
24. Then [the babe 'Iesa (Jesus) or Jibrael (Gabriel)] cried unto her from below her, saying: "Grieve not! Your Lord has provided a water stream under you;
25. "And shake the trunk of date-palm towards you, it will let fall fresh ripe-dates upon you."
26. "So eat and drink and be glad, and if you see any human being, say: 'Verily! I have vowed a fast unto the Most Beneficent (Allah) so I shall not speak to any human being this day.'"
27. Then she brought him (the baby) to her people, carrying him. They said: "O Mary! Indeed you have brought a thing Fariya (an unheard mighty thing).
28. "O sister (i.e. the like) of Harun (Aaron) [not the brother of Musa (Moses), but he was another pious man at the time of Maryam (Mary)]! Your father was not a man who used to commit adultery, nor your mother was an unchaste woman."
29. Then she pointed to him. They said: "How can we talk to one who is a child in the cradle?"
30. "He ['Iesa (Jesus)] said: Verily! I am a slave of Allah, He has given me the Scripture and made me a Prophet;"
31. "And He has made me blessed where soever I be, and has enjoined on me Salat (prayer), and Zakat, as long as I live."
32. "And dutiful to my mother, and made me not arrogant, unblest.
33. "And Salam (peace) be upon me the day I was born, and the day I die, and the day I shall be raised alive!"
34. Such is 'Iesa (Jesus), son of Maryam (Mary). (it is) a statement of truth, about which they doubt (or dispute).

35. It befits not (the Majesty of) Allah that He should beget a son [this refers to the slander of Christians against Allah, by saying that 'Iesa (Jesus) is the son of Allah]. Glorified (and Exalted be He above all that they associate with Him). When He decrees a thing, He only says to it, "Be!" and it is.

36. ['Iesa (Jesus) said]: "And verily Allah is my Lord and your Lord. So worship Him (Alone). That is the Straight Path. (Allah's Religion of Islamic Monotheism which He did ordain for all of His Prophets)." [Tafsir At-Tabari]

37. Then the sects differed [i.e. the Christians about 'Iesa (Jesus)], so woe unto the disbelievers [those who gave false witness by saying that 'Iesa (Jesus) is the son of Allah] from the meeting of a great Day (i.e. the Day of Resurrection, when they will be thrown in the blazing Fire).

3. What were the roles of Jesus as in Surah Al-Mariam.
4. Compare the annunciation and birth of Jesus in the Qur'an and the Bible.

### *Learning point*

According to the Qur'an, Maryam was the mother of Jesus (Isa). Jesus is a prophet who tells people about the will of God (Allah). God gave Jesus the scripture to prophesy.

Jesus began to prophesy at an early age. This can be seen in the temple when He answered with wisdom the questions from the teachers of the law.

According to the Qur'an, Jesus healed the blind, leprosy and raised the dead back to life.

## Glossary

- Annunciation**.....Angel Gabriel's proclaim to Mary about the birth of Jesus.
- Presentation and dedication** ..Jewish rite of passage every first born son at eight days.
- Messiah**.....It means Christ or Anointed one.
- Mosaic Law**.....Refers to the commandments that God gave to Moses on Mount Sinai.
- Covenant**.....Agreement between God and His people.
- Despise**..... Dislike.

## Unit 4

# BIBLICAL TEACHINGS ON THE ENVIROMENT

### Key Words

Environment, pollutant, pollution,  
human race

In this unit, we will learn about the Biblical teachings on the enviroment. We will discuss human influence on the enviroment. In addition, we will explain ways in which Christians should protect the enviroment. Learners will explore the concept of enviroment according to other faiths.

## The Biblical teachings on the environment

### Activity 4.1

With a friends;

1. Define the term enviroment?
2. Based on what you learnt in Primary 6 about the enviroment; what is the Christian concept on the enviroment?

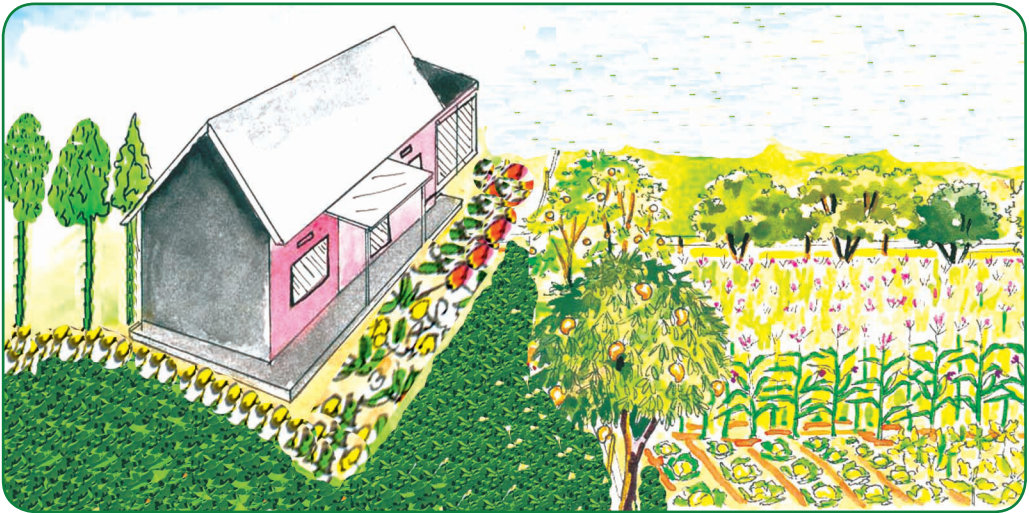
### Nature walk

With the guidance of your teacher;

1. a. Walk outside the classroom, observe the environment.  
b. Tell your friend what you observe.
2. Discuss the enviroment as God's creation.

## Pair work

1. In pairs, look at the following picture. Name the things you can see.
2. Explain the origin and the present existence of what is in the picture.



### *Learning point*

Environment includes living and non-living things. God created the environment for human beings to interact with. God gave mankind power to control over the environment.

Living things found in the environment are; human beings, animals, trees and plants. Non-living things in our environment include buildings, land, water in rivers, lakes and oceans. Our environment is beautiful; we should keep it clean and safe. Taking care of the environment is a way of continuing God's creation and a sign of respect to God.

## Class work

### 1. Read Genesis 1:27-30.

So God created man in his own image, in the image of God created he him all. God blessed them, and God said to them, Be fruitful, and multiply, and replenish the earth, and subdue it: and have dominion over the fish of the sea and over the fowl of the air, and over every living thing that move upon the earth. God said, Behold, I have given you every herb bearing seed, which is upon the face of all the earth, and every tree, in the which is the fruit of a tree yielding seed; to you it shall be for meat. And to every beast of the earth, and to every fowl of the air, and to everything that creep upon the earth, wherein there is life, I have given every green herb for meat: and it was so.

2. Explain the concept of environment as from the text.
3. In groups, look at the picture below. Explain the importance of trees to the environment.



## Pair work

1. Identify the things found in our environment.
2. What are the Biblical teachings on the environment?  
Discuss.

## *Learning point*

God created all things. These things include; plants, sun, moon, stars, fish, animals and birds. God instructed man to be in charge of the creation. God was pleased with His creation. All the things God created are very useful to the environment.

## Pair work

1. Looking at the following pictures, explain the importance of environment.
2. Other than the pictures, explain other benefits of environment.





# Concept of environment according to other faiths

## Activity 4.2

1. What is the religious concept of the environment?
2. In groups, find out from a resource person the following religious view about the environment.
  - a) Muslims
  - b) African Traditional Religion
3. Looking at the following picture, explain the environment as perceived by Christians, Muslims and African religion.

Picture 1



Picture 2



Picture 3



### Pair work

1. With a friend, explain how your church members protect the environment.
2. In pairs, organise a tree planting session in the school compound.

### *Learning point*

All faiths or religions view environment as a source of life. This is because all the things found on the environment support life.

They believe that environment was created by God. Both Christians and Muslims view the environment as a holy. The environment is used during worship and some prayer times.

Traditional African Religion view the environment as a holy place. They offered sacrifices in caves and at the hills. The environment is significant in providing food in the community; fruits, herbs for herbal medicine and shade during barazas (elder's meeting). Therefore, they protect and conserve the environment for future use.

## Home assignment

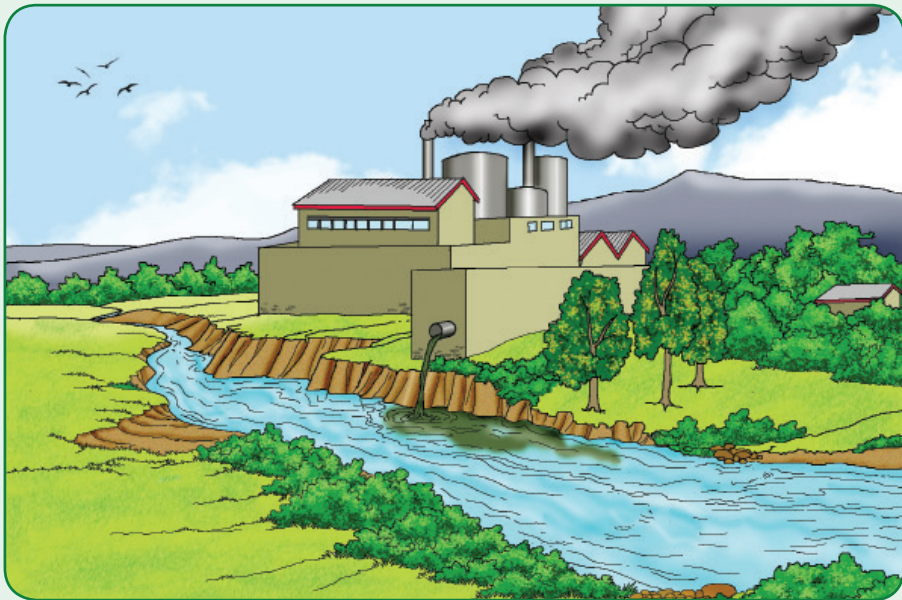
1. At home ask your parent or guardian about what the African Traditional Religion view about the environment.
2. Present your answers to the class.

## Human activities that affect our environment

### Activity 4.3

In groups of five;

1. Explain forms of pollution that affect the environment.
2. What are the human activities that pollute the environment?
3. How can we prevent environmental pollution?



**What are the effects of the above picture on the environment? Discuss.**

## Nature walk

1. Walk around the school compound and to the immediate environment.
2. Observe different human activities being practised.
3. Identify the harmful human activities to the environment.
4. Take notes and present them to the group.
5. Discuss the relationship between human beings and the environment.

## Group work

1. Explain how you can reduce human activities that cause pollution to the environment.
2. Human activities on the environment results to the climate change. Justify?

## Learning point

Environment forms our home. We rely on the environment to survive. Human beings are responsible to keep the environment clean. We use water in our everyday life; drinking, cooking and washing, cooling machines, watering animals and plants.

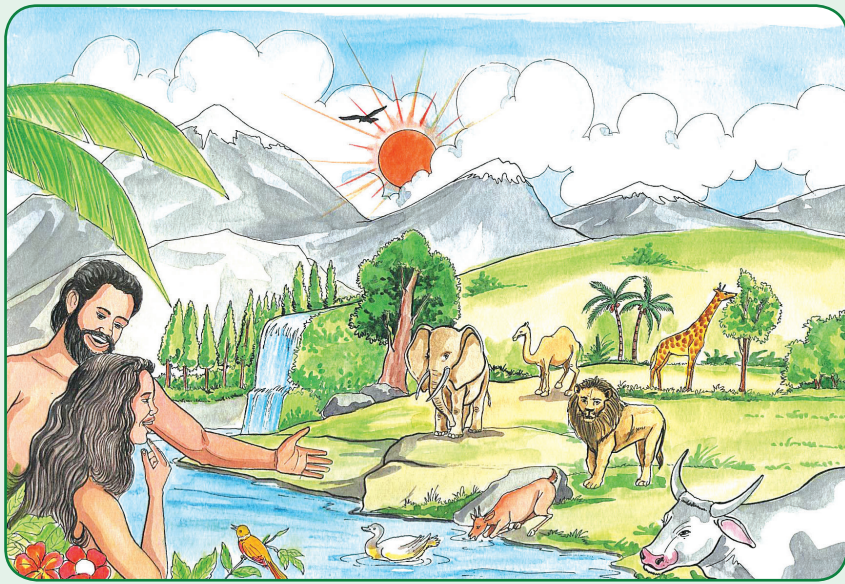
Trees attract rain which gives us water for use. Forests form water catchment area like the streams. Adding waste in water makes it dirty. Dirty water is harmful to us because it can cause diseases. Human activities which pollute our environment include; dumping wastes in sources of water, using industrial fertilisers and chemicals in farming, keeping large livestock on a small piece of land, industries releasing poisonous gases and fumes into the air, clearing vegetation and trees, abandoning mining areas without filling the pits.

# Importance of the environment to the human race

## Activity 4.4

With your friend;

1. Based on what you know, explain the relationship between the environment and human activities.
2. Explain the following picture in respect to creation.



## Group work

1. What do we get from the environment?
2. Discuss the importance of the environment.

## Learning point

God created Adam and placed him in the Garden of Eden. The garden had beautiful trees which had good fruits. It had rivers with clean water. Adam and Eve were commanded not

to eat from the forbidden tree, the tree of knowledge.

Adam ate fruits from the trees and drank from the rivers. Life in the Garden of Eden was so good. Adam and Eve depended on the environment to survive. Fruits and fresh water were available for free.

Therefore, the environment has been supplying the need for the human beings since creation.

Human beings depend on the environment for food, shelter, medicine and to perform religious ceremonies. Plants provide fruits and food. They also provide fresh air. Trees provide shade and shelter.

Streams and rivers give us clean water for drinking, cooking and washing. Rivers form sacred places for religious functions like baptism and even circumcision in some African communities.

### Activity 4.5

#### Nature walk

1. Walk outside the classroom and observe the environment.
2. In pairs tell your friend what you can see.
3. The picture below will guide you.



### Pair work

1. What did you observe?
2. Based on the pictures above, explain the benefits of the environment to human beings.

### Learning point

On the environment we have; sun, moon and stars in the sky. The sun shines during the day. It gives us light and heat energy. The stars and moon are seen well at night when it is dark. They also provide us with light at night. The light helps us to see. God created the sky, moon, stars, clouds and the sun.

# How humankind can protect the environment

## Activity 4.6

1. Read and explain Genesis 1:27-28.

So God created man in his own image, in the image of God created them; male and female created. God blessed them, and God said to them, Be fruitful, and multiply, and replenish the earth, and subdue it: and have dominion over the fish of the sea and over the fowl of the air, and over every living thing that move upon the earth.

2. Explain to your friend what the verse is about.
3. How do you protect the environment?

## Pair work

1. Explain the importance of protecting the environment.
2. Explain what is happening in the following pictures.







### *Learning point*

God commanded human beings to take care of the environment. Human beings protect the environment by caring for all animals found on land and in water. Both domestic and wild animals need our protection.

Human beings are responsible for living and non-living things which add value to the environment.

We take care of the environment by; Planting more trees, feeding and watering animals, cleaning the compound to make it safe for us and for animals, keeping our sources of water clean and safe. In addition we should dump litter at the dumpsite.

### **Group work**

1. In groups of five, organise for a cleaning day at school.
2. During the day , divide labour equally among group members. Let each group have a leader

## Pair work

1. What do you think is happening in the following pictures?
2. What values do we learn from the following pictures?
3. Why do we get involved in such activities?

Picture 1



Picture 2



## Group work

1. Look at the following pictures.
2. What can you see?
3. Explain what is happening in each picture.



4. Explain ways by which we care for the environment.
5. What are the benefits of caring for the environment?

## Environmental walk

If you have an Environmental club in your school, organise for an environmental conservation walk within and around the school compound. If the club does not exist, start one in your class. Design posters with the theme: “KEEP OUR ENVIRONMENT CLEAN AND SUSTAINABLE.”

Let the club exist in the school as an initiative to create environmental awareness within the school and to the nearby community.

You can plant two-five trees and take care of them as a club.

### Glossary

**Environment**.....Refers to anything living or non-living that surrounds us.

**Pollution**.....Refers to final results from harmful practice or particles in the environment.

**Human race**.....Refers to the continued off-springs of human beings from creation.

## Unit 5

# AFRICAN HERITAGE NARRATIVE TEACHINGS

### Key Words

Heritage, narrative

In this unit, we will learn about African Heritage narrative teachings. We will discuss types of marriages, wedding and families in the society. We will also explore the African Religious Heritage as practised by the forefathers.

### Group work

1. What do you understand by African Heritage?
2. Explore ways in which African Heritage was passed from one generation to another.

## Marriage

### Activity 5.1

1. What is marriage?
2. Explain how a traditional marriage is planned in your community.

## Pair work

In pairs, tell each other what you can see in the following pictures.

Picture 1



Picture 2



# Wedding

## Activity 5.2

1. Tell each other how a wedding is prepared in your community.
2. What is the symbolic meaning of a wedding in your community?

### *Learning point*

A wedding ceremony is both a social and religious event. Socially, it unites people in the community. Religiously, it connects the community to the ancestral spirits.

Wedding ceremonies in South Sudan last for a couple of days, with the bride and groom having specific roles to play.

Three important aspects weddings in South Sudan can be divided into;

1. The betrothal or engagement.
2. The wedding preparation.
3. The actual wedding.

### **1. The betrothal/engagement**

Arranged marriages are common in South Sudan, especially as it is encouraged by the Muslim faith.

In any case, whether the marriage is arranged or not, for the engagement to be formalised, a meeting between both families is held.

The suitor is required to make a good offer in exchange for the bride's hand in marriage. The offer is traditionally a herd of cattle, but in recent times, it includes money. The offer is what is known as dowry which varies in different communities.

The first installment of cattle may be 'paid' to the bride's family. This seals the engagement. The balance will be delivered at the actual wedding.

## 2. The wedding preparation

The preparation for the wedding festivities takes about a month. The bride's home is completely taken over by the wedding activities.

The focus of a South Sudanese wedding is mostly on the bride. Surrounded by peers and female members of her family. The bride will go through beauty rituals to prepare her for her wedding day.

## 3. The actual wedding

When the groom arrives at the house of his bride-to-be, he is received by her mother. He is traditionally obliged to ask for her permission to enter the house.

After demonstrating her acceptance, he is taken inside and led into wait the bride and guests.





A religious sermon takes place, after which the couple kisses their parents' knees and seeks their blessings. The couple exchange matrimonial vows and put on a wedding ring. Traditional songs are sung to praise the couple and wish them well after all the wedding conditions are fulfilled.

The newlyweds then journey to the groom's house, where a smaller celebration is held before the union is finally consummated.

## Marriage in South Sudan

Marriage is a union of a man and a woman forming a family. Marriage is both a religious and a traditional celebration. It is celebrated differently in different communities in South Sudan.



During a traditional marriage ceremony, people celebrate for the union of a man and woman to become one. There is eating, drinking traditionally brewed beer, singing and dancing traditional songs. In Africa, if a man wants to marry, he chooses the woman to marry. The man gets united with the woman in a courtship. The two will inform their parents as a sense of

respect. The parents or guardians from the man's side visit the girl's home to inform her parents or guardians. Parents or guardians takes control of the marriage decisions for their sons and daughters.

If there is a mutual agreement between the two families, marriage plans start. The two families by wisdom of elders agree on bride price inform of dowry. Dowry gives a man a sense of ownership. It is also a way of appreciating the girl's parents.

The man's parents will plan for the day to pay the dowry inform of cattle, goats or sheep.

After dowry, marriage celebration is planned and held up at the man's homestead. The two become one, a husband and wife. In African society, marriage is cemented by the presence of children. After marriage, the couple is expected to give birth to children.



Traditional African Society valued children. Children were a sign of wealth in the community. Children provided security to the community. Virginity was highly valued with high bride

price. Purity and chaste in a woman to get married.

However, African society discourages divorce and other sexual related habits.

### Home assignment

1. At home ask your parent or guardian to tell you how marriages are conducted in your community.
2. Share what you learnt in class.

## The family

### Activity 5.3

1. What do you understand by the term a family?
2. In pairs tell the members of your family.
3. Write the members of your family in your notebooks.
4. Explain the type of the family in each pictures below.



## Pair work

1. Explain the following types of families.
  - a. Nuclear family
  - b. Extended family
  - c. Single family
2. Compare and contrast different roles of the family members.
3. Write down your points.

## Learning point

A family is a basic unit in the community related together. It is made up of father, mother and children. Father is the head of a family. Mother takes care of the family. Children are seen as blessings from God to the family.

In an African society, the father is the provider in the family. He has a responsibility to take care of his family. Children should obey their parents and elders. Families form the basis of a society. Parents teach children on how to behave with good mannerism. Christian values and virtues are instilled in children as they grow.

## Types of marriages

### Activity 5.4

In groups of five;

1. What are the types of marriages in South Sudan.
2. In pairs, read the following story.

Mabior the son of Gweth got married to Akur.

His grandfather Ochok had left him a lot of wealth. He took thirty cows to Akur's family. Later Mabior married Nyadeg. He too paid a dowry of thirty cows to Nyadeg's family. Akur and Nyadeg both got children. The family was big.

3. Discuss what you have learnt about Mabior's family?

### *Learning point*

Mabior had two wives (Akur and Nyadeg). This type of marriage is called polygamous marriage. In other marriages, a man marries one wife. This type of marriage is known as monogamous marriage. In both types of marriages, dowry must be paid for every wife.

Africans also believe that if a man dies his wife can be taken by his brother. This marriage is known as levirate marriage. In South Sudan, levirate marriage is referred to as Ghost marriage. It is practised in Dinka and Nuer tribes. Children who are born in this marriage belong to the father who died.

### **Group work**

1. Discuss the dowry payment in your community.
2. What is the significance of dowry in marriage?

# Origin of African Religion

## Activity 5.5

1. In class listen to your teacher, about the origin of the African religion.
2. In pairs, re-tell the story about the origin of African religion.
3. Compare and contrast the origin of African religion and other religions you have learnt.

## *Learning point*

African Religion is said to be as old as man. This is because it started when man came into existence. It was well practised by our forefathers. African religion has been passed from one generation to another.

African heritage is made up of the beliefs. A belief refers to the way people think about God and spirits. Religious places which were the places of worship, values and morals that instilled morality and a harmonious living together.

In addition, it involves religious leaders that led people in worship.

## Does African Religions have sacred scriptures?

## Activity 5.6

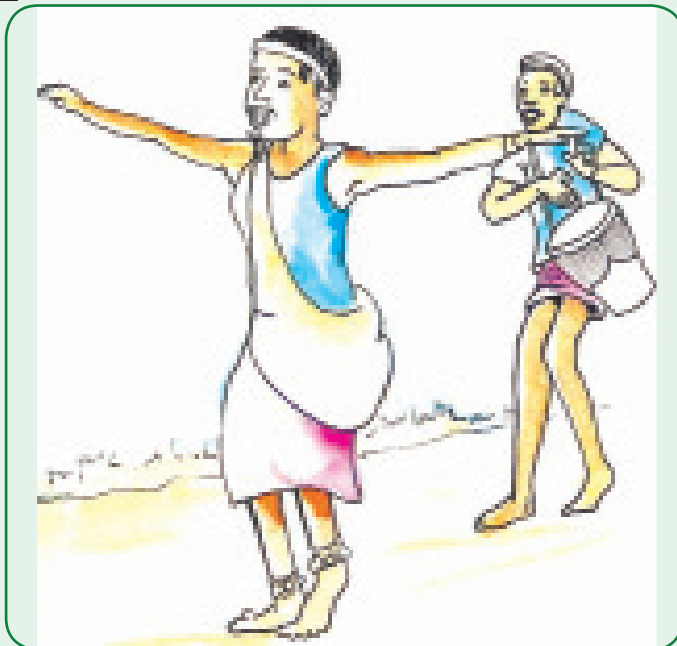
1. Look at the picture on page 91.
2. Tell your friend what is happening in the each picture.

3. Compare and contrast the two pictures in reference to sacred scriptures.

Picture 1



Picture 2



## *Learning point*

The Bible is a sacred book for Christians. The Qur'an is a sacred book for Muslims. The two sacred books contain sacred scriptures. The writers were inspired by God. African Religion had no sacred scriptures or books. This is because our forefathers did not know how to write or read. African Religion depends more on oral traditions which were communicated through music, dances and art work. Learning was informal (from the elders).

### **Pair work**

Compare and contrast the sacred scriptures in African religion and other religions.

### **Home assignment**

At home ask an elder member in the community to help you do this assignment.

1. Ask for the places of worship in the community.
2. Explain the traditional forms of worship.
3. At school teach your friend the song.

## **Significant cultural heritages of Africa**

### **Activity 5.7**

1. What are the cultural heritages of Africa?
2. In pairs tell each other the names of the instruments in following pictures.
3. Discuss how these instruments are played.





## Group work

1. In groups of five, identify the similarities and differences between the African instruments and European instruments.

### *Learning point*

Cultural heritage involves music, dances, drama, myths and legends. African cultural heritage music was played together with traditional instruments. Such instruments were drums, flutes, harps, whistles and many others. They made music more enjoyable. Today's music is played together with instruments and the instruments used are modern.

Some of the modern instruments used in worship include; guitars, piano, violin among others. African instruments and European instruments used to accompany music, both can be played by anybody, a child or an adult, they all make music more enjoyable and they all produce sound.

## Group work

Find out on how traditional dances are performed in various communities.

## Significant religious heritages of Africa

### Activity 5.8

1. In pairs tell your friend some of the traditional ceremonies celebrated in South Sudan.
2. In groups perform a traditional dance and drumming for a birth naming ceremony.
3. What do you think is happening in the following picture?



## Group work

1. Identify significant traditional heritage in your community.
2. Discuss these traditional heritages.
3. Share your points in class.

## *Learning point*

African Religious Heritage involves rituals such as divination, ceremonies and festivals such as burials, weddings, circumcision and naming ceremonies, sacred places and objects such as hills and mountains, art and symbols such as beadwork.

Through these heritages people from different communities interacted as a sense of unity. It encouraged togetherness in the society. African heritages stimulated interrelationship between different communities. These interrelationship led to intermarriages and communal labour. In addition, values and virtues were learnt.

### **Home assignment**

Ask your parent or guardian to help you do this assignment.

1. List down some of the traditional sacred places in your community.
2. Explain the significance of these sacred places to the community.

## **Importance of African Heritage**

### **Activity 5.9**

1.
  - a. In pairs, tell each other about a wedding ceremony you have attended.
  - b. Share the experiences in class.
2. In groups, talk about how music and dance help us in the society.

3. Explain what is happening in the following picture below.



### *Learning point*

The main importance of African Heritage in a social organisation is to bring together people from different communities. This encourages good relationships among the people.

This is what we call interaction. Interactions enable people to share ideas in life. It also encourages development of views on approach to life issues.

Other importance of African Heritage are; It promotes peace and harmony in the society, brings discipline and respect to the law in the society, promotes love amongst the people, encourages and improves talents and abilities in youths, bring joy and happiness in the society and promotes communication skills in the society.

African heritage is also important in today's society. African Heritage teaches about the history of our forefathers. African heritage enables today's society to have respect for the dead. African heritage teaches us how to maintain our identity.

# Significance of songs and shrines in African society

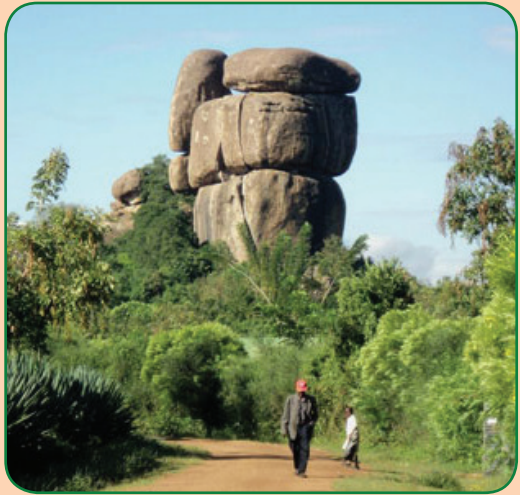
## Activity 5.10

1. What is the significance of songs and shrines in African society?
2. Sing a common song sung during worship.
3. Tell each other the relevance of that song in worship.

## Pair work

1. Explain the following examples of shrines in Traditional African Religion.





**What comparisons can you draw in the above pictures?**

### **Group work**

1. Identify shrine found in your community.
2. Explain the significance of this shrine.
3. Share points in class.

### *Learning point*

A shrine is like a church in today's society. A shrine can be a big tree in the forest, a mountain or hill or even a river bank. It is a holy place that was used by traditionalists to offer sacrifices to God (Supreme Being). It was highly respected just as Christians respect the church today. Not everyone was allowed to go in the shrine.

Songs were very important in the African Society. This is because they were used to pass information and also to entertain. Singing makes people happy and also healthy.

However, Christians also have shrines. These are places

perceived to be holier or sacred place in respect for worship. Examples are; Subukia shrine in Kenya and Namugongo shrine in Uganda.



*Subukia shrine*



*Namugongo shrine*

## **Glossary**

- Heritage**.....A tradition, something passed over the generations from the past.
- Narrative**.....A spoken or written account of events .
- Shrine**.....A sacred place dedicated for special ancestor, saint or hero at which veneration takes place.