

FORM ONE C.R.E UPDATED NOTES



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CHAPTER ONE

GENERAL INTRODUCTION TO CHRISTIAN RELIGIOUS EDUCATION (CRE)

SPECIFIC OBJECTIVES

By the end of this topic, the learner should be able to:-

- a. Define Christian religious education
- b. Explain the importance of learning Christian Religious Education
- c. Explain the Bible as the word of God, its major divisions and its human authors
- d. Outline and appreciate the translation of the Bible from the original languages (Hebrew, Greek) to local language
- e. Discuss the effects of the translation of the Bible into African languages
- f. Respect the Bible as the word of God and apply the acquired insights in their daily life.

1. (a) WHAT IS CHRISTIAN RELIGIOUS EDUCATION

CRE is one of the academic subjects in the school curriculum in Kenya

It is the subject that brings us a vivid awareness of God and how He reveals Himself to us through our personal experience, the creation, the scriptures, Jesus Christ and Holy Spirit.

It helps learners to develop as a morally upright person.

(b) REASONS FOR STUDYING CRE

The following are some of the reasons for studying CRE

i. To get a better understanding of God

We get a better understanding of God through the way He reveals Himself to us in our daily experiences. We also come to know God more through the teachings recorded in both the Old and New Testaments

ii. To enable us to think critically and make appropriate social, moral and spiritual decisions

As students, we face a lot of dilemmas on moral questions involving matters such as attraction to opposite sex, temptation to steal etc. CRE gives us the basis of making such choices based on Christian Principles.

iii. To appreciate our own religion and that of others

In order to live in peace and harmony with others CRE helps us learn and appreciate their religion and respect their cultures and faiths

iv. To help you acquire principles of Christian living

This is summed up in the Ten Commandments and in the teachings of Jesus Christ

v. To help us develop a sense of self worth and identity for ourselves and others

vi. To promote international consciousness

As Christians, we should appreciate every person in every part of the world as God's creation.

vii. To help us live new lives in Christ

Through CRE we learn and acquire some values and attitudes which in turn transform us.

viii. To help form a bridge for further studies and career development

CRE forms a foundation for further studies and career training

ix. To identify answers to some life questions

Some life questions such as why we exist, why people die and what happens after death are answered through CRE

x. To contribute to the achievement of the national goals of education

National goals of education deal with the improvement of life and include:-

- **National unity**
- **National development** (economic and social needs)
- **Industrial development and self-fulfillment**
- **Social equality**
- **Respect and development of cultural heritage**
- **International consciousness**

In conclusion, CRE makes a contribution to the total development of a person-morally, spiritually, emotionally, physically, intellectually and socially

2. THE BIBLE

a. The Bible as God's Word

The Bible is a book accepted by Christians as the written word of God through which God communicates to them.

It is also referred to as the **inspired word of God**. This means that what was written was what God intended them to communicate to other people. God's power worked through the writers controlling what was being written.

It contains the history of salvation, that is, God's purpose in creating and redeeming human through Jesus Christ

b. Human Authors of the Bible

The authors of the Bible were under direct influence of God and they wrote what God wanted them to write. Some books were written by prophets like Nehemiah, Ezra and Isaiah. Luke's gospel was written by Luke the disciple of Jesus, while Paul wrote various letters to different churches such as Corinth.

c. Literally Forms used in writing the Bible

Literally forms are the different styles that the authors of the Bible used in writing it. Some of the literally forms used were:-

- i. **Legislative texts** (Leviticus)
- ii. **Wise sayings** (Proverbs)
- iii. **Prophetic Speeches** (Jeremiah)
- iv. **Prayers** (Nehemiah)
- v. **Love Songs** (Song of Solomon)
- vi. **Philosophical essays** (Job)
- vii. **Religious epics** (Exodus)
- viii. **Epistles** (Romans)
- ix. **Gospels** (Luke)

d. **The Bible as a Library**

A library is a collection of books. The Bible is referred to as a library because:-

- ❖ Although its one book, it contains many books
- ❖ The books were written by different people
- ❖ The books were written at different times in history
- ❖ The writers came from different backgrounds
- ❖ The writers were inspired to write by different circumstances
- ❖ The authors wrote for different people and for various reasons

e. **Major divisions of the Bible**

The Bible has two major sections:-

- **The Old Testament**
- **The New Testament**

The word **Testament** means **covenant**.

The Bible has 66 books, which have been accepted by Christians all over the world as the word of God 39 of the books are in the Old Testament while 27 books are in the New Testament.

Some Bibles used by the Roman Catholic Church such as **Common Bible** and the **Jerusalem Bible** contain 45 books in the Old Testament. The six extra books are commonly referred to as **Deutro-Canonical** or books of **apocrypha**.

The word apocrypha means **hidden** or **secret**. These books are:-

- **Tobit**
- **Judith**
- **Ecclesiasticus**
- **Baruch**
- **Meccabees I and II**
- **Books of Wisdom**

The books accepted by all Christians, make up the **Canon** (a Greek word meaning rule, standard or guidance) **of the Old and New Testament**

THE OLD TESTAMENT BOOKS

The Old Testament Books are grouped into four major sections. These are:

- Books of Law
- Books of History
- Books of Prophecy
- Books of Poetry

i. Books of Law

These are first five books of the Bible. They are also referred to as the **Torah** (meaning law) or the **Pentateuch** which means five. These books are:-

- **Genesis**
- **Exodus**
- **Leviticus**
- **Numbers**
- **Deuteronomy**

They contain the law of God to the Israelites. They also contain the history of the Israelites from creation to the time they entered the Promised Land, Canaan.

ii. Books of History

These contain the history of the Israelites from the time they entered and settled in the Promised Land to the period after the exile. They are **12** in number. These books are:-

- **Joshua**
- **Judges**
- **Ruth**
- **I and II Samuel**
- **I and II Kings**
- **I and II Chronicles**
- **Ezra**
- **Nehemiah**
- **Esther**

iii. Books of Prophecy

These are **17** in number.

Major Prophets are:-

- **Jeremiah**
- **Isaiah**
- **Ezekiel**
- **Daniel**
- **Lamentation**

They are called so due to the larger length of their content

Minor Prophets are:-

- **Hosea**
- **Joel**
- **Amos**
- **Obadiah**
- **Jonah**
- **Micah**
- **Nahum**
- **Habakkuk**
- **Zephaniah**
- **Haggai**
- **Malachi**
- **Zachariah**

iv. Books of Poetry

These are sometimes referred to as **writings** or books of wisdom. These are:-

- **Psalms**
- **Proverbs**
- **Job**
- **Ecclesiastes**
- **Song of songs/ songs of Solomon**

THE NEW TESTAMENT

These are divided into four major divisions namely:-

- i. The Gospels
- ii. Church History
- iii. Epistles/Letters
- iv. Revelations/Prophetic

i. The Gospels

The word **Gospel** means the announcing of good news. These are the first four books of the New Testament. Namely:-

- **Mathew**
- **Mark**
- **Luke**
- **John**

The first three books are called the **Synoptic gospels** because they report similar incidents about the life of Jesus.

ii. Historical book

➤ Acts of the Apostles

This book was written by Luke, the author of St. Luke's Gospel. It deals with the history of the Early Church

iii. The Epistles/Letters

These are **21** letters, mainly written by Paul. These letters fall under three categories:-

a. The letters of Paul (Pauline letters)

These are **9**.they are:-

- **Romans**
- **I Corinthians**
- **II Corinthians**
- **Galatians**
- **Ephesians**
- **Philippians**
- **Colossians**
- **I Thessalonians**
- **II Thessalonians**

b. The Pastoral Letters

There are **5** Pastoral Letters. These are:-

- **I Timothy**
- **II Timothy**
- **Titus**
- **Philemon**
- **Hebrews**

They are called Pastoral because they are mainly addressed to Shepherds or Pastors. They show high regard for the duties of pastors and how these duties should be carried out

c. The Catholic Letters

The word Catholic means Universal. Hence these letters can be applied to any group. They are **7** in number. These include:-

- **James**
- **I Peter**
- **II Peter**
- **I John**
- **II John**
- **III John**
- **Jude**

iv. Prophetic Book

This is the book of **Revelation**. It is also called **apocalypse**, a Greek word meaning revelation or disclosure. It talks of God's will for the future.

3. TRANSLATION OF THE BIBLE FROM ORIGINAL LANGUAGES TO LOCAL LANGUAGES

a) Bible Translation

The word **translation** refers to expression of words, books, poems, songs and sayings from one language to another.

The Old Testament section of the Bible was originally written in **Hebrew**. It was later translated to **Greek** 200 years before Christ was born. This Greek translation is commonly known as **Septuagint**. This name refers to the seventy scholars and scribes who worked on the translation.

The New Testament was originally written in **Greek**.

During 14th Century AD, the Bible was translated into **Latin**. A language commonly used in the Roman Empire. This Latin translation of the Bible is known as **Vulgate** which means **for common use**. This translation was done by a Christian Scholar known as **Jerome**.

This translation was used for many years by the Christian Churches in Europe up to 16th Century AD when the period of Reformation began.

English and **German** translations were done during this period of Reformation. The Catholic Church, however, continued to use the Vulgate even to date.

As Christian Missionaries left their homelands for new lands, the Bible was translated into the local languages of the people that they evangelized to.

The first Bible translation in East Africa was done by **Johann Ludwig Kraft**. He was a missionary sent by the Church Missionary Society. It took him nine years to translate the Bible in **Kiswahili**. Translation has since been done into a number of Kenyan languages.

These are:-

- **Gikuyu 1951**
- **Kikamba 1956**
- **Kimeru 1964**
- **Kalenjin 1968**
- **Luhya 1974**
- **Swahili 1977**

In Kenya, the work of the Bible translation is done by the Bible Society of Kenya. Their work is being complimented by the Bible Translation and Literacy Organization

b) Versions of the Bible used in Kenya today

The word version refers to the style of the language use in the translation of the Bible texts. A version attempts to make the Bible content better understood by the readers

Examples of versions used in Kenya are:-

- **Good News Bible**
- **Revised Standard Version (RSV)**
- **The African Bible**
- **Common Bible**
- **King James Version**
- **Jerusalem Bible**
- **New International Version**
- **English Bible**
- **The Authored Version**
- **The Living Bible**
- **The Gideon's International Version**

4. EFFECTS OF THE TRANSLATION OF THE BIBLE INTO AFRICAN LANGUAGES

- i. The translation ensured that there is effective communication between the locals and the missionaries in passing the word of God.
- ii. It led to the development of local languages which had to be written down so as to facilitate the translation
- iii. The word of God reached more people in their languages because of the translation
- iv. The local people could read the Bible on their own and understand it better
- v. It enabled the local people to have a critical outlook on certain issues such as the Similarities and differences between Christianity and African Traditional way of life.
- vi. It led to high demand for formal education by Africans
- vii. It led to the foundation of more mission schools
- viii. More Africans became literate and were now able to communicate with others confidently through writing
- ix. It led to the emergence of African Independent Churches and Schools
- x. It led to the expansion of the church as more people became believers, leaders in the churches as priests, catechists and lay leaders
- xi. The translation has facilitated research and studies in African Religious Heritage

CHAPTER TWO

CREATION AND THE FALL OF HUMANKIND

Specific objectives

By the end of this topic, the learner should be able to:-

- a. Describe the biblical accounts of creation and appreciate creation as the work of God
- b. Identify and appreciate the attributes of God from the biblical creation accounts
- c. Describe the traditional African understanding of creation
- d. Explain and appreciate the teachings from the biblical creation accounts
- e. Explain the origin and consequences of sin according to the biblical accounts of the fall of man
- f. Explain the traditional African concept of evil and discuss the similarities and differences with the biblical concept of sin
- g. Explain and appreciate God's plan of salvation

1. THE BIBLICAL STORIES OF CREATION AND THERE MEANING

(Genesis I and 2)

The Bible contains two accounts of creation in the beginning of the book of Genesis

1ST CREATION ACCOUNT

Genesis 1:12-2:4

This first account gives a record of what was created on specific days. The story is as follows:-

In the beginning, when God created the universe, the earth was formless and desolate. The raging ocean that covered everything was engulfed in total darkness. The spirit of God was moving over the water

1st Day, God commanded “**Let there be light**”. God was pleased with what he saw. He then separated light from the darkness. He named light **Day** and darkness **Night**.

2nd Day, God commanded “**Let there be a dome to divide the water and to keep it in two separate places**” He named the dome **Sky**.

3rd Day, God commanded “**Let the water below the sky come together in one place so that land would appear.**” He named the land **Earth** and the water which had come together He name **Sea**.

3rd Day still God commanded “**Let the earth produce all kinds of plants, those that bear grain and those that bear fruit.**”

4th Day, then God commanded “**Let light appear in the sky to separate day from night and to show the time when days, years and religious festivals begin**” So God made two large lights, the **Sun** to rule over the day and the **Moon** to rule over the night. He also made the **Stars**.

5th Day, God commanded “**Let the water be filled with many kinds of living beings, and let the air be filled with birds.**” So God created the great **Sea Monsters**, all kinds of creatures that live in the water, all kinds of **Birds**.

6th Day, God commanded “**Let the earth produce all kinds of animal life: Domestic and Wild, Large and small**”.

6th Day still, Then God said, “**And now we will make human beings; they will be like us and resemble us**” So God created **Human Beings**, male and female and blessed them to have many children

7th Day, by the seventh day, God finished what He had been doing and stopped working. He blessed the day.

Summary of first creation Account

Day	Work	Work of division and ornamentation
1	I	Light and Day
2	II	Sky
3	III	Land and Sea
	IV	Vegetation (grass, hearts, trees)
4	V	Sun, Moon, Stars
5	VI	Birds and Sea creatures
6	VII	Animals (cattle and creeping animal)
	VIII	Human beings (male and female)
7	Resting day (Sabbath)	

2nd Creation Account

Genesis 2: 4-25

God had created the universe before but it had no plants because He had not sent any rain and there was no one to cultivate the land. Water was coming up from beneath the earth surface and waters the ground. God took some soil from the ground and formed a man. He breathed life-giving breath into his nostrils and the man began to live.

Then the Lord planted a garden in Eden where He placed man there.

He made all kinds of beautiful trees to grow there and produce good fruit. In the middle of the garden stood the tree that gives life and the tree that gives knowledge of what is good and what is bad. A stream flowed in Eden and watered the garden. Beyond Eden, it divided into four rivers. These are Pishon, Gihon, Tigris and Euphrates.

God placed man in the Garden of Eden in order to cultivate it. He told man that he may eat the fruit of any tree in the garden except the tree that gives knowledge of what is good and what is bad. He warned man that if he eats that fruit, he will die the same day.

God then took some soil from the ground to create man a companion. He created all animals and all birds and gave man to name them.

God saw that the animals were not suitable companion for man, so He made man fall into a deep sleep. While man was sleeping, God took out one of the man's ribs and closed up the flesh. He formed woman out of the rib and brought her to him.

SIMILARITIES BETWEEN THE 1ST AND THE 2ND CREATION ACCOUNTS

- i. God is acknowledged as the creator
- ii. Creation includes both the living and non-living objects
- iii. Human beings are presented as special creatures with responsibilities and privileges
- iv. Human beings share in the life of God

DIFFERENCES BETWEEN THE 1ST AND THE 2ND CREATION ACCOUNTS

- i. The creation of the firmament, light, sun, moon, stars, fishes and creeping things are included in the first account but omitted in the second account
- ii. The planting of the garden of Eden and the making of the river are in the second account but omitted in the first account
- iii. In the first account, both man and woman are created at the same time and in God's image, while in the second account, man is created from dust while woman out of man's rib.
- iv. Creation in the first account is out of nothing but, in the second man is made out of the dust of the ground and plants are made to grow out of garden.
- v. In the first account, human beings were created last while in the second they were created first.
- vi. Creation in the first account was completed on the sixth day and God rested on the seventh day. There are no days mentioned in the second account, and subsequently no rest is mentioned.
- vii. In the first account, everything that God created is good while in the second account, there is no mention of that.
- viii. In the first account, the emphasis on marriage is for procreation, while in the second account marriage is for partnership
- ix. In the second account, there is mention of the forbidden tree but the first account makes no mention of it.

2. ATTRIBUTES OF GOD FROM THE CREATION ACCOUNTS

The following are identified from the creation accounts

- i. There is only one God
- ii. He is self-existent: God was there from the beginning.
- iii. He is a personal God: he creates human beings to be like Him so that they might enjoy a personal and loving relationship with Him
- iv. He is the sole creator
- v. He is a God of order

- vi. He is good and perfect. He was pleased with His creation which He saw as good. He is the source of goodness and happiness.
- vii. He is the sole source of life. Through His breath, He gave human beings life.
- viii. He is a moral God interested in the behavior of human beings
- ix. He is a spirit
- x. He is powerful. He simply spoke and it happened
- xi. He is the provider and sustainer of the universe
- xii. He is a worker

3. TEACHINGS FROM THE BIBLICAL CREATION ACCOUNTS

- i. Man and woman were created for love and companionship
- ii. Work and leisure are God's gift to human beings
- iii. Human beings are commanded to continue with the work of creation
- iv. Human beings occupy a place of honor in God's created order
- v. Life should be respected
- vi. Human culture (way of life) is ordained by God
- vii. The heavenly bodies (sun, moon, earth) were created to serve human beings
- viii. The marriage union is monogamous and permanent
- ix. God is real

4. TRADITIONAL AFRICAN VIEW OF CREATION

Every community in Kenya has its own myths concerning the origin of man and the world. It is generally agreed in these myths that man originated from God. Myths also try to explain man's relationship with God. Some myths have cultural meanings. They try to explain supernatural phenomena such as death.

AGIKUYU MYTHS OF ORIGIN

The myth tells us that at the beginning of things **Gikuyu**, the founder of Agikuyu tribe, was called by God (**Ngai or Mugai**), and was given a land with forests, rivers, valleys, animals and all other natural things. At the same time, Ngai (Divider of the Universe) made a big Mountain called **Kirinyaga** (Mt. Kenya). The mountain was His resting place when He was on inspection tours. It was also a sign of his splendor and majesty.

After calling Gikuyu, God took him to the top of the mountain and showed him the land He was to give him. This was a beautiful land full of fig trees (**Migumo**) in the centre of the country. God then ordered Gikuyu to descend from the mountain and proceed to the place he had shown him and establish his homestead there. This place was called **Mukurwe wa Nyagathanga** which is in Murang'a county.

Before Gikuyu parted with God, he was advised that whenever he had any need he should make a sacrifice and raise his hands towards **Kirinyaga** the mountain of mystery. God promised him his continued assistance anytime he called on Him.

When Gikuyu arrived at **Mukurwe wa Nyagathanga** his dwelling place, he found that God had provided him with a beautiful wife called **Mumbai**. The name **Mumbi** means creator or molder. Both lived happily and were blessed with nine beautiful daughters.

However, Gikuyu was disturbed by the fact that he did not have sons to inherit his property. He remembered what Ngai had promised him. He therefore made his needs known to God. he was advised to sacrifice a lamb and a kid, pour the blood and the fat of the two animals on the trunk of the fig tree, and then burn the meat as a sacrifice.

After this, he was asked to take his wife and daughters home and then come back to the sacred fig tree where he would find nine handsome young men. God revealed to Gikuyu that the young men would be willing to marry his daughter on his conditions.

When he returned to the place of sacrifice, he found nine young men as Ngai had promised. Gikuyu was overjoyed and knew that his Ngai was faithful to His promise. He took the nine young men to his family, where they were warmly received, entertained and fed well. They spent the night with Gikuyu's family.

The next morning, the issue of marriage was discussed. The young men agreed to marry Gikuyu's daughters on his conditions. The one condition that Gikuyu gave was that he would be willing to give his daughters for marriage only if the young men agreed to live with Gikuyu in his homestead. The young men could not resist the beauty of the daughters of Gikuyu and the hospitality accorded to them.

As a result, they agreed to marry them. After a short time, all the nine daughters were married and each established their own family sets. These were joined together under the name **Nyumba ya Mumbi** (house of Mumbi).

The names of the nine daughters comprise the nine clans of the Agikuyu people. These are:

Name	Clan
Wachera	Achera
Wanjiku	Agachika
Wairimu	Airimu
Wambui	Ambui
Wangari	Angari
Wanjiru	Anjira
Wangui	Angui
Warigia/Mwithaga/Warigia	Ethaga
Waithira	Aithirandu

TEACHINGS FROM THE AGIKUYU MYTH OF ORIGIN

- i. God is the chief architect of the world
- ii. He created out of nothing
- iii. He provides for the needs of human beings
- iv. Man and woman are created by God
- v. Human beings lived in eternal bliss

5. THE BIBLICAL TEACHING ON THE ORIGIN OF SIN AND ITS CONSEQUENCES

Genesis 3, 4, 6-9, 11

Definition of sin

Sin could be understood to mean:

- ❖ To miss a mark, i.e. making an error or mistake of failing to attain a goal.
- ❖ Iniquity
- ❖ Transgression
- ❖ A rebellion or offense against God

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CHAPTER THREE

FAITH AND GOD'S PROMISES-ABRAHAM

SPECIFIC OBJECTIVES

By the end of this topic, the learner should be able to:-

- a. Outline the background to the call of Abraham
- b. Define the term “faith in God”
- c. Explain how Abraham demonstrated his faith in God and its relevance to Christians today
- d. State the promises made by God to Abraham and explain their importance to Christians today
- e. Define the term covenant
- f. Explain and appreciate the importance of God’s covenant with Abraham
- g. Identify covenants in modern life and appreciate their significance
- h. State the importance of circumcision to Abraham and his descendants (the Jews) and relate to the African circumcision practice
- i. Develop and appreciate a sense to live according to God’s guidance and direction

1. BACKGROUND TO THE CALL OF ABRAHAM

Genesis 11: 24-32, 12: 1-9

Abraham lived with his father **Terah** in **Ur**. He had two brothers, **Haran** and **Nahor**. Haran had a son called **Lot**.

The people in Ur practiced **Polytheism** (worship of many gods or idols) the moon god was one of the gods.

At the time of his call, Abraham was known as **Abram** and his wife as **Sarai**. God changed their names to **Abraham** (meaning “father of many nations”) and **Sarah** (meaning mother of nations). Terah left Ur for Canaan with his son Abraham, Sarah and Lot. On their way to Canaan, they settled at **Haran** about 1000Km from Ur where Terah died.

While at Haran, God called Abraham at the age of 75. He was told by God to leave his native land, his relatives, his father’s home and go to a land where God will show him.

He was also promised many descendants, blessings and fame.

Abraham obeyed God’s call. He left Haran to an unknown destination. He was accompanied by his wife Sarah and his nephew Lot.

On arrival at Canaan, Abraham came to **Shechem**. **There**, the Lord appeared to him and told him that he will give him the land of Canaan. Abraham built an **altar** of God **at Shechem**.

From Shechem, Abraham went to **Bethel**. At Bethel, he built another altar for God and worshipped Him.

After a while, there was famine in Canaan and Abraham left for Egypt where he lived for some years. In Egypt, Abraham was treated kindly by the king and he was given flocks of sheep and goats, cattle, donkeys, slaves and camels, making him a rich man.

2. THE MEANING OF FAITH IN GOD

Hebrews 11: 1-6

Faith is complete trust or confidence in somebody or something.

It is a firm belief without necessarily having a logical proof.

Faith in God implies total obedience and trust in Him

The Bible says that without faith, it is impossible to please God because anyone who comes to Him must believe that He exists and that He rewards those who earnestly seek Him.

3. ABRAHAM'S ACTS OF FAITH

Genesis 12: 1-9, 15: 1-6, 17:23-24, 21:1-7, 22:1-19

Abraham is referred to as the father of faith for the following reasons:-

- i. He agreed to move from his home Haran to an unknown destination as commanded by God
- ii. Abraham believed in God when God promised him a son of his own even though he was old.
- iii. He agreed to circumcise himself at the age of 99. His son Ishmael and all male children of his household as a sign of the covenant he made with God.
- iv. He circumcised his son Isaac at the age of 8 days and made it a command for all his descendants.
- v. He agreed to sacrifice his own son Isaac when God told him to.
- vi. He trusted and believed in the promises God made to him.
- vii. He agreed to change his name from Abram to Abraham and his wife's name from Sarai to Sarah as commanded by God
- viii. He built altars for God at Shechem and Bethel where he worshiped God.
- ix. He believed he will have as many descendants as the stars in the sky as God promised even though he had no son of his own.

Lessons that Christians learn from Abraham's acts of faith

- i. God expects Christians to obey and have absolute faith in Him
- ii. Christians should learn not to doubt God but to always remember that God fulfill His promise in His own time
- iii. Nothing is impossible with God. Despite being old, Abraham and Sarah were able to have a son of their own.
- iv. Christians should be prepared to face very difficult situations as tests of their faith
- v. Christians are assured of possession of the Promised Land (eternal life) through their faith in Jesus Christ.
- vi. Christians should be ready to make sacrifice to God without questioning
- vii. Those who have faith are the spiritual descendants of Abraham.

4. GOD'S PROMISES TO ABRAHAM

Genesis 12: 2-3, 15: 1-21, 17: 1-8, 15-18

Promise means giving an assurance of something to someone.

God promised Abraham the following:-

- i. God will give him a land to dwell in

- ii. He will give his descendants the land of Canaan to dwell in.
- iii. God would make Abraham's name famous
- iv. God would establish an everlasting covenant with Abraham and his descendants. He shall be their God.
- v. God would be a shield to Abraham, He will protect him.
- vi. God would give him and his wife Sarah a son of their own.
- vii. God would make Abraham's descendants a great nation
- viii. God would make his descendants be enslaved for four hundred years in a foreign land. God would however free them and deliver them back to their land with great possessions
- ix. God would punish the nation that enslaved Abraham's descendants
- x. God would make some of Abraham's descendants Kings
- xi. God would bless him
- xii. God would bless those that blessed Abraham
- xiii. God would curse those that cursed Abraham
- xiv. God will make all the families of the earth receive blessings through Abraham
- xv. God would let Abraham live for long and die in peace.

Relevance of the promises made to Abraham by God to Christians today.

- i. God continues to call people from different backgrounds such as evangelists, priests, to serve Him
- ii. God continuous to protect Christians in all circumstances
- iii. Christians learn that God values personal relationship with Him
- iv. Christians are called to leave their past sinful lives and put their whole trust in God Almighty
- v. Through faith in Jesus Christ, all people become children of God and receive God's blessings.

5. THE MEANING OF COVENANT

Covenant is a serious or solemn agreement between two persons or groups of person
It can also be referred to as **pact** or **treaty**

Characteristics of a covenant

- i. It involves two or more persons making a pact
- ii. Once parties involved enter into a covenant, it cannot be broken
- iii. If one of the parties decides to break the covenant, serious consequences are expected
- iv. There must be a ceremony signifying the signing of the covenant
- v. There must be an outward sign that shows that the covenant exists
- vi. Vows are exchanged between those signing the covenant

Types of covenants

There are two types of covenants

Conditional covenant

This involves two or more parties that regard each other as equals making a covenant

For example, the Sinai Covenant whereby the Israelites promised to keep God's commandments as God promised to be their God as long as they kept these promises.

In marriage also, both man and woman give each other promise.

Unconditional covenants

These covenants are made between unequal parties such as between kings and their subjects. In this case, the subjects are inferior to their masters and they have to obey the commandments issued by the king without question.

Examples of covenants from the Bible

- i. The Covenant with Noah in which God entered into a relationship with the whole world and promised to preserve the life of people. **The sign of this covenant is the rainbow** (Genesis 9)
- ii. The covenant with Abraham in which God promised to fulfill the promises He made with him. **The sign of the covenant is circumcision.** (Genesis 15, 17)
- iii. The covenant with the people of Israel at Mount Sinai in which God promised to be their God. The Israelites promised obedience. **The sign of this covenant is the Law.** (Exodus 24)
- iv. The covenant with King David in which God promised him that his dynasty will continue forever (2nd Samuel 7:14-16)
- v. Jeremiah's covenant in which God promises to make a New covenant with the Israelites where each individual will come to know God personally (Jeremiah 31: 3-34)

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CHAPTER FOUR

THE SINAI COVENANT-MOSES

SPECIFIC OBJECTIVES

By the end of this topic, the learner should be able to:-

- a. Give the historical background to the call of Moses
- b. Describe the call of Moses
- c. Outline the ten plagues
- d. Explain the Passover
- e. Describe Israelites journey during the wilderness including how they worshipped
- f. Describe the Sinai Covenant

HISTORICAL BACKGROUND

Genesis 37: 1-36, 50: 1-26; Exodus 1-2

The history of the Israelites dates back to the time of Abraham, Isaac and Jacob who are considered being the great ancestors of the Israelites. Jacob had twelve sons. His son Joseph was his favorite. This made his brothers envy and hate him. As a result, they conspired and sold him to the Ishmaelite traders who later took him to Egypt and sold him to Potiphar, an army officer of Pharaoh.

In Egypt, the Lord was with Joseph and he became a successful man in Potiphar's house. Later on, he interpreted Pharaoh's dream which saved the Egyptians from severe famine. He was then appointed by Pharaoh to be a governor in charge of all the food stores in Egypt. After some years, there was severe famine in Canaan and Joseph's brothers went to Egypt to buy food. They unwillingly landed in the hands of Joseph. Joseph treated them kindly, and gave them food. At later date, he sent for whole family to come and settle in Egypt. When they arrived in Egypt, Joseph and Pharaoh settled them in the fertile land of Goshen.

The Pharaoh, who ruled the Egyptians at the time of Joseph, was a Hyksos King. Hyksos were Semitic people who had conquered the Egyptians. Joseph was from the same Semitic group as that one of the King and because of that, his family enjoyed protection from Pharaoh. After some years, Joseph and the Pharaoh who loved him died. Then, there came a new king from Egyptian community who did not know anything about Joseph.

This King feared that the Israelites, being Semites unlike the Egyptians, might turn and join their enemies in fighting them. Therefore, the new King ordered that the Israelites be enslaved so that their number and strength could be reduced.

The King's order proved futile as the number of the Israelites continued to increase. The King commanded that every new born baby boy should be killed by being drowned in River Nile.

It is during that time that Moses was born. His mother hid him for three months. When she could no longer hide him, she made a waterproof basket, laid the child inside and placed it among the reeds at the bank of River Nile.

At River Nile, Moses was rescued and adopted by Pharaoh's daughter.

In Pharaoh's palace, he was given the best education and training of the time. One day, Moses killed an Egyptian when he was defending an Israelite. He killed the Egyptian as a sign of identifying himself with his people, the Israelite. When he learned that Pharaoh had discovered what he had done, he ran to the wilderness to escape punishment.

Explain ways in which Moses background prepared him for his leadership

- He grew up in the palace as prince, getting the best education befitting a royal.
- Being nursed by his Mother at the place ensured he doesn't lose his identity as an Israelite
- Moses grew up to be an intelligent man, an attribute he used later in his Mission as a leader of God's people.
- Living in the wilderness as a shepherd, and experiencing all the difficulties of the wilderness also prepared him adequately to be a shepherd of God's people.

1. THE CALL OF MOSES

Exodus 3:1-22

When Moses escaped into the wilderness after killing the Egyptian, Jethro, a priest in Midian, took him in. he became a shepherd, tending Jethro's flock and later married one of his daughters. One day, when Moses was near Mount Horeb, commonly referred to as Mount Sinai, looking after his father-in-law's sheep, he saw a strange sight. A bush was on fire but was not consumed. He went near to see what it was.

The angel of the Lord appeared to him in a flaming fire out of the midst of the bush. When Moses moved near to see the strange sight, God called him by name and instructed him, "Do not come any closer. Take off your sandals, because you are standing on a holy ground." The removal of shoes by Moses was a sign of spiritual nakedness before God.

God told Moses that He was the God of Abraham, Isaac and Jacob. Moses hid his face, for he was afraid to look at God. Then God told him that He had seen the suffering of His people, the Israelites in Egypt. He told Moses that He had come down to liberate them from the land of bondage. God commanded Moses to go back to Egypt and free the Israelites from the hands of the Egyptians.

Moses protested by saying that he was not worthy to go before Pharaoh

Moses had killed an Egyptian and had run away from Egypt. He was afraid of being arrested if he went back there.

God assured Moses that He would be with him. He gave Moses a sign of assurance that when he liberates the Israelites from Egypt, they should worship Him at Mount Sinai.

Moses asked God what His name was. God told him, "**I am who I am**" meaning that God was what He was in the past and would always be the same God.

He instructed Moses to tell the Israelites that He was the God of Abraham, Isaac and Jacob. He assured Moses that the Israelites would respond to him positively. However, Pharaoh would not let them go until several terrifying occurrences would force him to release the Israelites.

Despite the assurances Moses was given by God, he complained to God that the Israelites would neither believe nor listen to him.

God gave him two signs he was to use in performing miracles as proof that he was God's messenger.

- **First, he was told to use the rod he had in his hand which would turn into a snake**
- **Secondly, he was to place his hand in his pocket and on pulling it out, it would be affected with leprosy.**

Moses still complained to God that he was not eloquent speaker, but just a stammerer

God assured Moses that the Egyptians would finally cooperate with the Israelites when the time came for them to leave Egypt. They would acquire a lot of property from the Egyptians. **God also told him that his brother Aaron was to be his spokesman.** Then Moses went back to Jethro's home, gathered his family members and started his journey to Egypt.

Attributes of God from the call of Moses

- ❖ God is loving and caring
- ❖ God is transcendent; He is beyond human understanding. He cannot be limited to time and space.
- ❖ God chooses whoever He wills to carry out His plans
- ❖ God expects total obedience and faith on the part of those He chooses.

2. THE TEN PLAGUES

Exodus 7: 14-11: 1-10

A **plague** may be a disease or an unfortunate occurrence in one's life.

When Moses approached Pharaoh, Pharaoh proved difficult and would not release the Israelites. God intervened with ten severe plagues. God sent to the Egyptians as follows:

- i. **the plague of Blood**
- ii. **the plague of Frogs**
- iii. **the plague of Gnats**
- iv. **the plague of Flies**
- v. **the plague of Death of Animals**
- vi. **the plague of Boils**
- vii. **the plague of Hail**
- viii. **the plague of Locusts**
- ix. **the plague of Darkness**
- x. **the Passover**

i. The plague of Blood

Moses was commanded by God to tell Aaron to strike the waters of the Nile with his rod. He did this in the presence of Pharaoh and the waters of the Nile turned into blood.

ii. The plague of Frogs

The Lord commanded Moses to tell Aaron to stretch his hand over the streams, canals and ponds. Aaron did as was commanded; and there were frogs all over the land of Egypt. When the Egyptians were overwhelmed by these frogs, Pharaoh asked Moses to pray for their removal

iii. **The plague of the Gnats**

Gnats are small two-winged biting flies. This plague was so severe that even the magicians of Egypt acknowledged the hand and power of God. The Gnats covered the land, people and animals. Pharaoh did not give in

iv. **The plague of Flies**

Flies came to the land of Egypt in swarms. They invaded Pharaoh's palace and the houses of his officials while there were no flies in the houses of the Israelites. Pharaoh deceived Moses that he would release the Israelites if the flies were removed. Moses prayed to Yahweh and the flies left. Pharaoh however, did not release the children of God.

v. **The plague of Death of Animals**

God sent a plague that killed all the Egyptians animals. Their cows, donkeys, camels, sheep, goats and horses were killed. However, the animals of the Israelites were not affected. Still Pharaoh refused to release them

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CHAPTER FIVE

LEADERSHIP IN ISRAEL-DAVID & SOLOMON

SPECIFIC OBJECTIVES

By the end of this topic, the learner should be able to:

- i. explain the reasons for Kingship in Israel
- ii. Explain reasons against Kingship in Israel
- iii. Explain King Saul's failures
- iv. Explain the lessons that can be learnt from King Saul's failures
- v. Explain and appreciate the importance of David as King of Israel and as ancestor of Jesus Christ
- vi. Explain the qualities of a good leader drawn from King David's leadership
- vii. Explain and assess King Solomon's achievements and failures
- viii. Explain the importance of the Temple in Israel
- ix. Desire to seek God's guidance in leadership

INTRODUCTION

Leadership refers to the manner in which a community's way of life is ruled or controlled.

When the Israelites settled in Canaan for the first 200 years, they were ruled by **Judges**.

THE FIRST Judge was Joshua who took over after Moses died in the wilderness. The last Judge was Samuel.

However, Yahweh, the God of Israel, remained the sovereign ruler of His people.

DUTIES OF JUDGES

- ❖ They led the Israelites to war against their enemies
- ❖ They settled disputes among the people
- ❖ They acted as religious leaders and led the Israelites in worship. They received God's Spirit who gave them the knowledge and power to carry out these duties
- ❖ Some of the Judges acted as God's prophets.

1. REASONS FOR KINGSHIP IN ISRAEL

1st Samuel 8: 1-9

The Israelites were led by Judges from the time they settled in Canaan. However, it reached a time where they made a decision to have an earthly king to rule over them. Some of the reasons for Kingship are:-

i. Samuel's sons, Joel and Abidjan, were corrupt and took bribes

When Samuel grew old, he appointed his two sons to be judges in his place. The two sons lacked good leadership qualities of their father. They were corrupt and took bribes. The Israelites went to Samuel and asked him to choose a king to rule over them.

ii. **The Israelites wanted a warrior king to lead them to war and bring victory to Israel.**

The place where the Ark of the Covenant (Sanctuary) was kept had been destroyed by the Philistines. The Philistines had also taken the Ark of the Covenant. Canaan; therefore, faced threat of being a Philistine empire. As a result, the Israelites wanted a warrior king who would lead them into battles against the philistines so as to recover the stolen ark.

iii. **The Israelites wanted kings like the other nations around who had kings**

Moabites, Philistines, Amalekites and Phoenicians all had kings. The Israelites saw that they were the only nation in that region who had no king. Hence, they wanted one.

iv. **The Israelites wanted a physical leader whom they could see and approach**

This implied that they were rejecting Yahweh as their unseen ruler

v. **The Israelites wanted a stable political government ruled by laws and order**

They wanted a government that had enough security established through a regular army and perhaps one with an established law courts to try and punish wrong doers.

2. REASON AGAINST KINGSHIP IN ISRAEL

1st Samuel 8: 10-20

By demanding a king, the Israelites were seen as rejecting Yahweh as their unseen ruler. God told Samuel to give the Israelites strict warnings and explain how the king would treat them. For example:-

i. **The king would conscribe the Israelites'' sons forcefully into the army**

ii. **The king would introduce forced labor**

iii. **The king would grab people's land or vineyards for government use**

iv. **The king would turn people into slaves**

v. **The king would force their daughters to work for his wives' sons and for the royal house in general**

vi. **Israel would become like other nations which did not know Yahweh and then they would cease to be a covenant people.**

vii. **Yahweh would reject them when they cried to Him.**

The elders request for a king threatened to destroy the true identity of Israel as a "people of God" and as a covenant people

3. KING SAUL'S SUCCESS AND FAILURES

1st Samuel 13: 8-14, 15: 7-25

Saul was son of Kish from the tribe of Benjamin. God commanded Samuel to anoint him.

King Saul's success

i. Saul was Yahweh's own choice

ii. Saul received God's spirit, which gave him power to act as God's appointee like it had happened with the judges.

iii. Through Yahweh's help, Saul fought against all Israel's enemies everywhere and won. For example he:-

- ❖ Fought against the Amalekites
- ❖ Led a successful war against the Philistines
- ❖ Defeated the Amalekites

King Saul's failure

i. He became impatient and offered sacrifices to God at Gilgal instead of waiting for Prophet Samuel

Samuel had told Saul that he would meet him at Gilgal and offer sacrifices to God before the Israelites' army went to fight the Philistines. Saul waited for seven days and Samuel seemed late in coming. The Philistine army started closing in on the Israelites. Saul's army started running away to escape from the Philistines. Saul feared that unless he received God's blessing before going to battle, the Philistines would destroy them. Saul decided to offer a sacrifice to God as a matter of urgency. Just as he finished offering sacrifice, Samuel arrived and was angry with Saul and rebuked him. Saul had appointed himself as a mediator between God and the people. (He was neither a priest nor a prophet to do that work) therefore, Samuel prophesied the end of his rule.

ii. He failed to carry out the law of total destruction of an enemy conquered

The Law of **Herem** or the **Ban** required that when the Israelites went to war against any enemy, they were to destroy everything: man, woman, child, cattle and all property belonging to the enemy. However, when Saul led his army against the Amalekites and defeated them, he did not destroy everything as Samuel had commanded him to do. Saul and his army kept the best sheep, lambs, cattle and everything else that was good, he intended to offer them as burnt sacrifices to God. He also captured King Agag alive and spared his life.

Samuel met Saul and he was disappointed with him and refused to listen to Saul's excuses as to why he had disobeyed God's commandment. Samuel told him that to obey God was better than mere sacrifice to Him.

iii. The spirit of God left Saul and was replaced with an evil spirit that tormented him

iv. Saul turned against David because David had become popular with the Israelites.

v. He consulted a median in trying to bring back Samuel's spirit, hence practiced idolatry

Lessons learnt from king Saul's failures

Saul's failures have messages for both Christians and other leaders, for example:-

- i. Need for patience
- ii. Need for obedience and faith in God
- iii. Need for political leaders to listen to advice from Church leaders
- iv. Need for not turning against rivals
- v. Need for sincerity in worship of God

4. KING DAVID'S IMPORTANCE **1st Samuel 16:1-23; 2nd Samuel 6: 1-15**

After Saul was rejected as king of Israel, Samuel was guided by God to go to Bethlehem. To the home of a Shepherd called Jesse who had eight sons. God would then show him who among those sons would be anointed as the next king of Israel.

Seven of Jesse's sons were brought before Samuel; one at a time but God told Samuel that he had not chosen any of them. However, when the youngest son, David, a shepherd, was brought before Samuel, God told Samuel that that was the one, he should anoint him.

Samuel then took the olive oil and anointed David in front of his brothers. The spirit of the Lord then took control of David and was with him from that day on. However, this anointing had to be kept secret from Saul; otherwise he would plan to kill David. David had to wait until Saul died before he would take over. David was then employed in the service of Saul to be playing a lyre and harp to soothe Saul whenever he was possessed by an evil spirit.

As long as David worked for Saul, he remained faithful servant of the King. He was loved by Saul's family. He even married one of his daughters. He became a personal friend of one of Saul's sons called Jonathan.

Many years later, Saul and his sons were killed in a battle against the Philistines. David then became the next king and ruled for over 40 years as king of Judah and Israel. His successes lay in the fact that he knew and obeyed God in all his undertakings.

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CHAPTER SIX

LOYALTY TO GOD-ELIJAH

SPECIFIC OBJECTIVES

By the end of this topic, the learner should be able to:

- a. Identify the factors that led to the spread of idolatry in Israel
- b. Explain the effects of Idolatry in Israel
- c. Describe the Mount Camel's contest
- d. Explain how Elijah fought corruption in Israel
- e. Outline the reasons why Elijah faced danger and hostility as a prophet of God
- f. Explain the relevance of Elijah's prophetic mission to Christians today

1. FACTORS THAT LED TO THE SPREAD OF IDOLATRY IN ISRAEL

Idolatry refers to the worship of idol. (An idol is an image representing a god). The following contributed to the Israelites idol worship:-

a. The local Canaanite Religion

Characteristics of the Canaanites religion that made it be a constant temptation to the Israelites

- i. It was a **nature religion**. The worshippers aim was to control forces of nature such as rain and drought.
- ii. The aims of the religion were to ensure **continued fertility** of land, flock and people.
- iii. It was a **cyclic religion** which meant that seasons were repeated in contrast to Yahweism which was **linear**.
- iv. It comprised **family of gods**
 - the high god was called **El**, the King and the father of years
 - The "wife" of El was **Asherah**, a goddess of fertility.
 - The storm god was called **Baal**, also referred to as the god of rain and fertility
 - The female partner of Baal was called **Baalath** which means Lady although her personal name was **Ashtarte**
 - The sister of Baal was called **Anat**, a goddess of war and love.
 - **Mot** was the god of drought, famine and death
- v. **Symbols** were used to represent each god. i.e Baal was in the form of bull and stone pillar, Asherah by a sacred pole.
- vi. **temple prostitution** was practiced. It was believed that if a barren couple imitated Baal and Ashtarte when having sex, they would be able bear children.
- vii. there were **many places of worship** such as temples under sacred trees and on top of the hills
- viii. **sacrifices including human beings were offered** to these gods
- ix. **Festivals and feasts** were also celebrated. For example:
 - Feast of Unleavened Bread which was carried out at the beginning of the barely harvest

➤ Feast of weeks celebrated during the wheat harvest

Characteristics that made Israelites an easier target to Canaanites Religion and way of life

- i. Israelites transformed from pastoral life to agricultural life
- ii. The belief that a god was only powerful in his own land
- iii. The Israelites were attracted to the visible gods of the Canaanites as opposed to the invisible Yahweh
- iv. The Israelites' failure to effect God's command to destroy all the cultic objects and temples used in the worship of Canaanite gods

b. Religious Schism between Judah and Israel

Schism refers to a division within or separation from an established church/religion but not necessarily involving a difference in doctrine.

After the separation of the two kingdoms, Jeroboam feared that the people of Israel, will be won over by Rehoboam in Judah if they continued going to Jerusalem to worship, so he did the following:-

- i. **He made two golden calves and placed one at Bethel and the other one at Dan to act as the visible representation of Yahweh**
- ii. He ignored Jerusalem as centre of worship and set up two rival places of worship at Dan and Bethel
- iii. **He made the Israelites to offer sacrifices to the two golden bulls representing Yahweh**
- iv. He built other places of worship on hilltops thus copying the practices of the surrounding nations.
- v. He chose priests from ordinary families to serve Yahweh at the centers of worship instead of the tribe of Levi
- vi. He instituted religious festivals or feasts in the month of his choices
- vii. He burnt incense at the altar of idols

c. King Ahab's Marriage with the Phoenician Priests

When Omri, Ahab's father, seized power, he made great political achievements for Israel. He formed an alliance with the king of Phoenicia.

To strengthen further the political union between the two countries, Israel and Phoenicia, Omri arranged for the royal marriage of his son, Ahab to Jezebel, the daughter of Ethbaal, king of Tyre. Immediately Ahab became the king of Israel, he tried to please his wife by allowing her to introduce her religion to Israel.

She imported her Baal (Baal-Melkart) to Israel which was the official protective god of Tyre.

She also imported 450 prophets of Baal and supported them out of the public treasury

King Ahab built a temple for Baal-Melkart, equipped it with an altar and an image of Asherah-mother goddess

Jezebel began a strong complain that resulted with the Israelites being forced to worship Baal hence Baalism became the official state religion.

2. THE EFFECTS OF IDOLATRY IN ISRAEL

- i. **Syncretism**-the process in which certain beliefs or practices from different religions are fused. Yahweh became one of other gods as the Israelites fused/mixed elements from Canaanite gods to the worship of Yahweh.
- ii. Former places of worship for the Canaanite gods were turned into places of worship for Yahweh without removing the Canaanite symbols such as altars and pillars.
- iii. The Canaanite agricultural calendar was adopted by Israel for the timing of the pilgrimage festival.
- iv. Names of the Canaanite gods (i.e. El, the father of all gods) was used for Yahweh
- v. The Canaanite sacrificial system was incorporated into Israelite worship. For example peace offerings, burnt offerings and cereal offerings were originally Canaanite
- vi. Under the influence of Jezebel, king Ahab declared Baalism a compulsory state religion
- vii. Queen Jezebel ordered the destruction of the altars of Yahweh
- viii. Prophets of Yahweh were killed
- ix. 450 prophets of Baal were made the officials of the royal court

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SECTION TWO

AFRICAN RELIGIOUS HERITAGE-MORAL AND CULTURAL VALUES

THE AFRICAN COMMUNITY

Specific objectives

By the end of this section, the learner should be able to:-

- a. Explain the importance of blood kinship in the African communities
- b. Explain the factors contributing to harmony and mutual responsibility in the African Community
- c. Explain the importance of rites of passage
 - i. Birth and naming
 - ii. Initiation
 - iii. Marriage
 - iv. Death
- d. Explain the changing attitude of African communities towards the rites of passage
- e. Explain the role of specialists in the Traditional African communities
- f. Discuss and evaluate continuity and change of the African understanding of community land, property, worship, medicine, old age and dressing

KINSHIP SYSTEM IN TRADITIONAL AFRICAN SOCIETY

Kinship refers to relationships

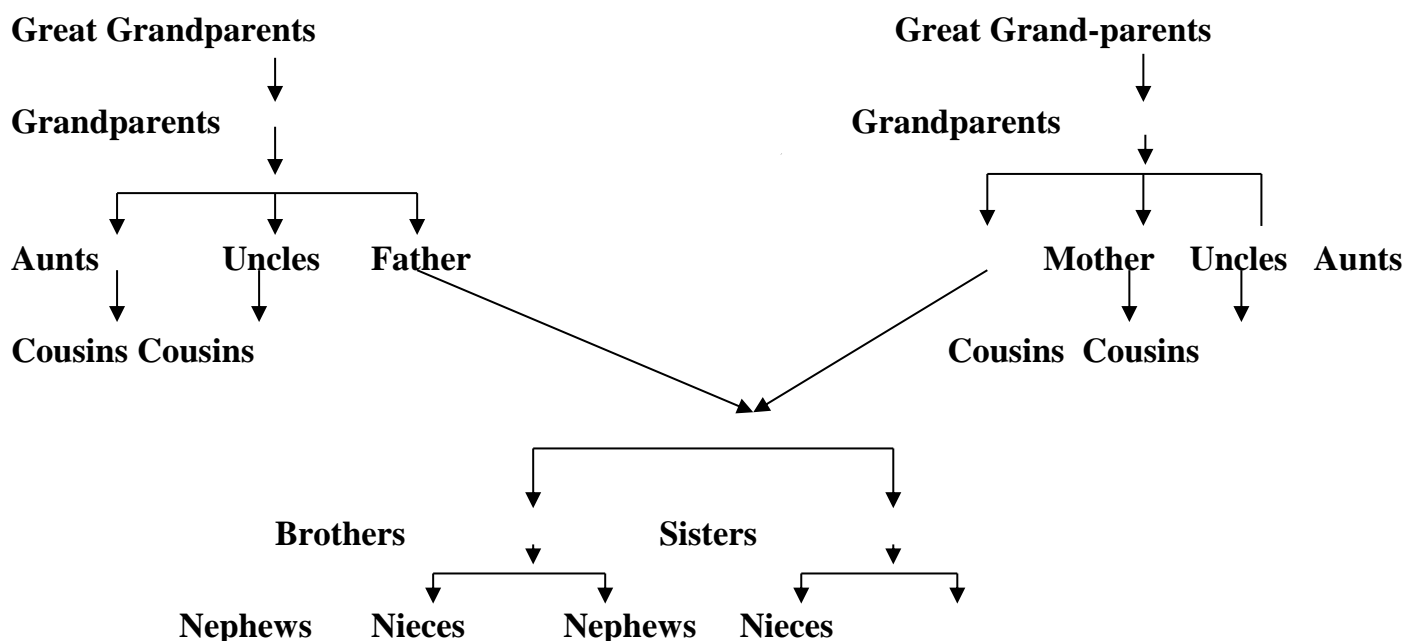
In A.T.S, each individual is related to the other person either through **blood** or **marriage**

Blood relatives include parents, brothers, sisters, uncles, aunts, cousins and grandparents

Through marriage, the husband or wife acquire more relatives who are referred to as **in laws**

Every marriage brings new links thus increasing and strengthening the kinship ties.

FAMILY TREE



IMPORTANCE OF BLOOD KINSHIP IN AFRICAN SOCIETY

The kinship system extended to ancestors who were seen as part of the living. Kinship was important because:-

- i.** It controlled relationship among people
- ii.** It governed marriage so that clans related could not marry
- iii.** It encouraged communal living and unity. It bound members of the community together
- iv.** It took the responsibility of solving social problems. This provided security to all concerned
- v.** It emphasized the brotherhood of human beings and promoted harmony in the society. It was the duty of each member of the community to ensure that the society lived in harmony
- vi.** Each person learnt the values of the society during the rites of passage. This gave members a sense of belonging
- vii.** Wishes of the ancestors and spirits were respected so that they did not curse the family
- viii.** Family problems were solved to avoid misunderstandings and conflicts
- ix.** Each adult was responsible for discipline the children
- x.** Children were taught how to behave toward older people

FACTORS CONTRIBUTING TO HARMONY AND MUTUAL RESPONSIBILITY IN THE AFRICAN COMMUNITY

These factors include:-

- i.** Division of labor
- ii.** Communal worship
- iii.** Leisure activities
- iv.** Rites of passage
- v.** Sharing
- vi.** Social norms/rules and regulations
- vii.** Punishments for law breakers
- viii.** Communal work
- ix.** Virtues

1. DIVISION OF LABOR

Various tasks to be performed were fairly distributed among the people

Elders

- they played political roles and they were the chief counselors
- they maintained laws and order
- they settled disputes

Old women

- they looked after the grandchildren
- They educated girls on their roles as future wives and mothers

Young unmarried men -They provided security for the community

Small boys -Helped in handling animals

- Teamed up with their fathers and young men in some of their activities
- They learnt through observation and acquired skills such as smelting, hunting and building

Girls -They help their mothers in household duties like cooking, looking after babies, fetching firewood and water

- they learn some skills such as weaving and pottery.

2. SHARING

They shared material things and participated in all activities depending on age, sex and status

Rites of passage

The whole community participated in ceremonies related to **birth, initiation, marriage and death**.

All kinsmen, friends and neighbors actively participated in the ceremonies by sharing responsibilities, eat and feast together.

3. COMMUNAL WORSHIP

During such occasions, people come to thank God for a good harvest or after victory in battle. In such a function, sacrifices are made and prayers offered. During such times of crisis, for example, when there is a disaster, an epidemic or serious sickness, people gather and offer sacrifices to God and to the ancestral spirits in order to appease them.

4. LEISURE ACTIVITIES

In African Traditional Society, leisure is integrated with other activities although after work; people rest and share jokes. People are occasionally entertained by the youth through singing and dancing during times when there is little work to be done. In the evenings, men are entertained by the youth. As the elders watch the youths perform, they encourage and correct them accordingly and also they identify certain talents among the performers

5. SOCIAL NORMS

In A.T.S, people grow up knowing what is right and wrong. Rules and regulations are established to govern and regulate people's behavior. Everybody understands the virtues they should uphold such as **friendship, love, honesty, courage, bravery** and **compassion**. People are also discouraged from developing vices such as **cheating, theft, selfishness, greed** and **dishonesty**. Social norms keep the community from disintegrating and they provide peace to the individual and the society.

6. rites of passage

Rites of passage are important stages in a person's life. Such rights are turning points which make changes from old to new stages in one's life. They include:-

- i. Conception and pregnancy
- ii. Birth
- iii. Naming
- iv. Initiation
- v. Marriage
- vi. Death
- vii. Burial
- viii. Life after death

N/B Each individual involved in each stage goes through a number of ceremonies with three main characteristics.

- a. **Separation** –being secluded/cut off from the rest of the people around for a period of time
- b. **Transition** –this is a period of change brought about by new knowledge given during seclusion period
- c. **Incorporation** –This is a return to the ordinary community.
Ritual performed, assumed both social and religious values. It is through these rites that kinship ties are strengthened.

A. Conception and Pregnancy

The unborn child is very valuable to the larger community hence the pregnant mother is greatly taken care of. The expectant mother is not referred to directly as expectant. Terms like:-

- ❖ **She is heavy**
- ❖ **She is full**
- ❖ **She is satisfied**

Direct reference to this stage can easily affect the unborn child. It can lead to miscarriage or other abnormalities.

Special treatment given to the expectant Mother

- i. She had to avoid being in the company of people with various disabilities such as the blind and the lame.
- ii. She had to keep off from metallic objects
- iii. She had to avoid doing heavy work like splitting firewood, carrying heavy luggage
- iv. In some communities, the expectant mother had to keep off from the husband.
- v. She was supposed to abstain from certain food such as eggs and fatty meat.
- vi. She was supposed to wear protective charms
- vii. She was not supposed to speak to the husband directly. It had to be through an intermediary

B. Birth of the Child

The birth of the child is a community affair as the child belongs to the whole community. It is witnessed by elderly women who act as midwives. Men are not allowed to go near the delivery place. When the baby arrives, Its sex is announced in various ways such as shouts and ululations. This is because everybody is eager to know the sex of the baby. Some communities like Gikuyu, give five ululations for a baby boy and four ululations for a baby girl.

The placenta is disposed off ceremoniously:-

- In some communities, it is thrown into a running stream or river.
- In others, it is dried up and kept for rituals to be performed later.
- In others, it is carefully buried near the homestead or in uncultivated field or in a shamba with bananas or cereals.
- In some, it is hung in the house to symbolize the continuity of life.

All these ceremonies are observed so that the womb may remain fertile to ensure continuity of life. The umbilical cord is also disposed off ceremoniously.

INCOMPLETE NOTES

***This Forms a Sample
From The Original Notes***

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