**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN FOR WEEK FOUR ENDING 26TH MAY 2023**

**TERM:** THIRD

**WEEK:** FOUR

**DATE:** 23RD MAY 2023

**CLASS:** SS 2

**SUBJECT:** CHRISTIAN RELIGIOUS STUDIES

**TOPIC:** CONCERN FOR ONE’S NATION

**SUB-TOPIC:**  THE STATE OF THE NATION OF ISREAL

**PERIOD:** 3RD

**TIME:** 9:40AM- 10:10AM

**DURATION:** 30 MINUTES

**NUMBER IN CLASS:** 1

**AVERAGE AGE:** 15

**SEX:** FEMALE

**SPECIFIC OBJECTIVES: AT THE END OF LESSON STUDENTS SHOULD BE ABLE TO**

* DESCRIBE THE EVENTS THAT LED TO THE COLLAPSE OF THE NATION OF ISREAL.

**RATIONALE:** TO ENSURE STUDENTS HAVE A PROPER UNDERSTANDING ON THE CONCERN FOR ONE’S NATION.

**PREVIOUS KNOWLEDGE**: STUDENTS HAVE PREVIOUSLY BEEN TAUGHT ON THE CONTEST AT RELIGIOUS REFORMS.

**INSTRUCTIONAL RESOURCES**

* A PAPER CHART CONTAINING THE NATIONAL ANTHEM AND THE NATIONAL PLEDGE
* STICKERS ON WAR AGAINST INDISCIPLINE

**REFERENCE MATERIALS:**

1. CHRISTIAN RELIGIOUS AND MORAL INSTRUCTION FOR UPPER SCHOOLS IN NIGERIA, A.J.V. OBINNA ET AL

2. THE HOLY BIBLE

**(LESSON DEVELOPMENT)**

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| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | The teacher introduces the topic by asking the students some questions on the previous topic such as  In what three ways can the church guard against immoral acts? | Actively participate by answering the questions. | To arouse the scholar’s interest towards the topic. |
| **PRESENTATION**  **STEP 1** | The teacher guides the students to explain what a nation is. | Students listen attentively and ask questions where needed. | To enhance proper understanding of the topic. |
| **STEP 2** | The teacher explains the events that led to the collapse of the nation of Israel. | Students listen attentively as the teacher explains. | To encourage critical thinking on the topic. |
| **SUMMARY** | The teacher summarizes note as thus:  **The captivity and destruction of Jerusalem (II Kings 24; 25:1-17)**  A nation as a corporate entity undergoes some turbulent times. This may be political, economic or social problems. It is in the face of these problems that people show love for their nation by identifying themselves with this problems and proffering solution. In this topic, we shall see how the nation of Israel underwent series of political turmoil that almost led to the destruction of the nation. In the series of battle that led to the final destruction of Judah, Pharoah Neco of Egypt was the first to come up against the land. Pharoah Neco made Eliakim, King in place of his brother, Jehoahaz and changed his name to Jehoiakim. He took Jehoahaz away to Egypt where he eventually died. Jehoiakim was a stooge of Pharoah Neco who he used to collect taxes from the people of Judea. Subsequently, Egypt was defeated by Babylon under King Nebuchadnezzar. Following these defeat, King Jehoiakim became the servant of Nebuchadnezzar for three years before he rebelled against Nebuchadnezzar. To crush this rebellion, Nebuchadnezzar sent a contigent of Chaldeans, Syrians, Moabities and Ammonites to destroy Judah. It is worthy to note here that it had earlier been prophesied that the Lord would send enemies to destroy Judah because of their atrocities of their king and their unfaithfulness in serving the Lord, their God that brought them out of Egypt. Jehoiakim died before the arrival of the Invaders. His eighteen years old son, Jehoiachin, reigned in his place. Like his father, he did what was evil in the sight of God. When Nebuchadnezzar, King of Babylon besieged the city, he took him captive and carried off all the treasures in the house of the Lord and the treasures in the king’s house and cut in pieces all the vessels of gold in the temple of the Lord which Solomon, King of Israel had made. He carried away the mighty men of valour, ten thousand captives. Only the poorest group were left. Nebuchadnezzar made Mattaniah, Jehoiachin’s uncle, king in his place and changed his name to Zedekiah. Zedekiah was twenty one years when he began to reign. Later he rebelled against the King of Babylon and consequently, his city was besieged. When the famine became so severe, he and his servants wanted to escape but they were captured and taken to the King of Babylon at Riblah. The King passed death seen against him. They slew his two sons and removed his eyes. They also bound him with fetters and took him to Babylon where he died. Shortly after, the Babylonian army under the control of Nebuchadnezzar came and burnt the house of the Lord in Jerusalem, the King’s house and all the good buildings and took all the able men to Babylon. | Students copy the note to their exercise book. | For future reference. |
| **EVALUATION** | Evaluates the lesson as thus:   1. What were the events that led to the captivity and destruction of Jerusalem? | Students answer questions as asked. | To ascertain the attainment of behavioural objectives |
| **CONCLUSION** | Rounds up the lesson by marking and correcting the student work. | Students check and do their corrections. | To conclude the lesson. |
| **HOME WORK** | Gives assignment as:  1. Narrate the roles played by Nehemiah, Ezra and Zerubbabel in rebuilding the city of Jerusalem | Students take their assignment home and work on it. | To encourage students to learn and study while at home. |



27/6/2023

Principal Head Instuctor

**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**SECOND LESSON PLAN FOR WEEK FOUR ENDING 26TH MAY 2023**

**TERM:** THIRD

**WEEK:** FOUR

**DATE:** 23RD MAY 2023

**CLASS:** SS 2

**SUBJECT:** CHRISTIAN RELIGIOUS STUDIES

**TOPIC:** CONCERN FOR ONE’S NATION

**SUB-TOPIC:** RESPONSE TO THE STATE OF THE NATION

**PERIOD:** 3RD

**TIME:** 9:40AM- 10:10AM

**DURATION:** 30 MINUTES

**NUMBER IN CLASS:** 1

**AVERAGE AGE:** 15

**SEX:** FEMALE

**SPECIFIC OBJECTIVES: AT THE END OF LESSON STUDENTS SHOULD BE ABLE TO**

* DESCRIBE THE CONDITION OF THOSE WHO WERE LEFT IN JERUSALEM AFTER THE DEPORTATION TO BABYLON

**RATIONALE:** TO ENSURE STUDENTS HAVE A PROPER UNDERSTANDING ON THE CONCERN FOR ONE’S NATION.

**PREVIOUS KNOWLEDGE**: STUDENTS HAVE PREVIOUSLY BEEN TAUGHT ON THE CONTEST AT RELIGIOUS REFORMS.

**INSTRUCTIONAL RESOURCES**

* A PAPER CHART CONTAINING THE NATIONAL ANTHEM AND THE NATIONAL PLEDGE
* STICKERS ON WAR AGAINST INDISCIPLINE

**REFERENCE MATERIALS:**

1. CHRISTIAN RELIGIOUS AND MORAL INSTRUCTION FOR UPPER SCHOOLS IN NIGERIA, A.J.V. OBINNA ET AL

2. THE HOLY BIBLE

**(LESSON DEVELOPMENT)**

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| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | The teacher introduces the topic by asking the students some questions on the previous topic such as  In what three ways can the church guard against immoral acts? | Actively participate by answering the questions. | To arouse the scholar’s interest towards the topic. |
| **PRESENTATION**  **STEP 1** | The teacher guides the students to explain Nehemiah’s response to the state of the nation. | Students listen attentively and ask questions where needed. | To enhance proper understanding of the topic. |
| **STEP 2** | The teacher explains the Reasons for the positive response of the Jews to return home. | Students listen attentively as the teacher explains. | To encourage critical thinking on the topic. |
| **SUMMARY** | The teacher summarizes note as thus:  **RESPONSE TO THE STATE OF THE NATION (Nehemiah 1:1-11,2:9-20**, **4:1-23, Ezra 1:1-11, 4, 5:1-2, 6: 13-22, 7:1-10)**  Following the conquest of Israel by Babylon, Israel did not exist again as a nation. Most of the people were taken as captives to Babylon, though they were not enslaved but they settled in a particular area. They were allowed to acquire and own property while in Babylon. Most of them eventually attained positions of importance in the government of the land. Later, Persia defeated Babylon and became world power. Babylon and all its empire were now under Persia. It was during the first year of Cyrus, King of Persia, that God stirred his spirit and he issued a decree for all the Jews to return to Jerusalem and rebuild the house of God (Ezra 1:1-4). He equally called on people to assist them returned 5,469 vessels of gold land silver which King Nebuchadnezzar had taken from the house of God in Jerusalem. All these were handed over to Sheshbazzar, the prince of Judah to be returned to Jerusalem.  Following this decree, various Jewish patriots rose up to the occasion and played various roles which finally saw the establishment of Israel as a nation. Remarkable among them were Zerubbabel, Ezra and Nehemiah. Zerubbabel led about 50,000 Jews to Jerusalem to rebuild the temple of God. Some Samaritan-Jews offered to help in the work but their offer was turned down. Most of them therefore mounted stiff opposition and made several attempts to frustrate the people's effort in building the temple. Notable among these people were Bishlam, Mithreadath and Tabeel. Contrary to their expectation, the more they opposed the builders, the more the builders succeeded because God was with them. They completed the building in twenty years after their arrival from exile. The walls of the city were however not rebuilt. Nehemiah was the cup bearer of King Artaxerxes; he had access to the King. He then used his position for the welfare ofhis people. When he received the report of the state of things in Jerusalem from Hanani his brother, he was not happy.  He, therefore, sought permission from Artaxerxes, the King and the permission was granted. The King even promised some financial assistance. Again, like the people that rebuilt the temple, Nehemiah and his group equally faced stiff opposition, particularly from Samballat and Tobiah but, because God was with them, they were able to complete the project, Later, Ezra, a Jewish scribe versed in the laws of Moses, the ordinances and the statutes, came back with about 6,000 Jews and his aim was to carry out religious reforms.  **Reasons for the Positive Response of the Jews to Return Home**   1. The people had the feeling that home is home, coupled with the spirit of nationalism. 2. In a foreign land, they could not freely practise their culture and religion. 3. Slavery is a curse to any people. 4. It was shown to fulfil God's promise. | Students copy the note to their exercise book. | For future reference. |
| **EVALUATION** | Evaluates the lesson as thus:   1. What were the reasons for the positive response of the Jews to return home? | Students answer questions as asked. | To ascertain the attainment of behavioural objectives |
| **CONCLUSION** | Rounds up the lesson by marking and correcting the student work. | Students check and do their corrections. | To conclude the lesson. |
| **HOME WORK** | Gives assignment as:  1. Narrate the roles played by Nehemiah, Ezra and Zerubbabel in rebuilding the city of Jerusalem | Students take their assignment home and work on it. | To encourage students to learn and study while at home. |



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