

LESSON 16: Other Ways

AIM

To lead learners to respect for people of other religions and their beliefs (12.4.7)

OUTCOME

Learners show respect for people who are different to them.



WHAT YOU NEED

- * Bible (5)
- * Copies of the worksheet (5)(6)(9) ⇨
- * *There's a Rainbow in the Sky* (10)

LEARNING ACTIVITIES

- 1 **We are different:** Ask learners to look around them and see in which ways we are the same and in which ways we are different. Some are tall, others short. Some have long straight hair, some have short curly hair. Some are fair, and some are dark.

Most of us come from different traditions and cultures. Some of us are Portuguese, some are Sotho, Venda or Zulu, some are from British or Dutch descent, and some are Asian. And yet we are all people with the same physical and biological characteristics. We are all Grade 6 learners.

Invite learners to think about it and to say whether these outer features change the fact that we are all people with the same range of abilities. We can all read, write, sing, play, and speak a common language. Can a person with brown eyes read better than one with blue eyes? Explain that though we look different, it doesn't mean that we are more or less capable than the next person. Whether we are the same or different, we are equal.

- 2 **A Rainbow Nation:** Talk about the phenomenon of the rainbow - one light, many colours, and a promise of hope. Explain that South Africa is a good example of how people of different cultures and backgrounds are learning to live together and accept each other's ways and customs. Invite learners to talk about the transition process in our country (if they remember it), how by being more aware of each other's customs we learn to appreciate and respect our differences.
- 3 **Different Customs:** Discuss the different ways people act according to their traditions, for example, clapping hands to say thank you; passing things to another person in front of a third, so as to show that there is nothing to hide; or facing away when a person of respect speaks to you. You and the learners might have many more examples to share as to how different these customs and manners are. By learning the meaning of all these actions we learn to understand and respect other people's cultures.
- 4 **Coming to God in Different Ways:** In South Africa we live in a multi-religious and multi-cultural society where we need to learn to respect, understand and affirm one another despite our differences. Ask the learners to call to mind what they have learned to date about other religions. Explain that just as we look different in features or have different customs and traditions, we are all full human beings, God's creations, and loved and accepted by God just as we are.

- 5 **Holy Ground:** Read the story of Moses at the burning bush [Exodus 3: 1-6]. Entering into another religion's way is like standing on holy ground, and we need to be respectful. Invite the learners to read the short extract called Holy Ground on the worksheet. 📖 ⇨
- 6 **Privileges to Christians:** The prophet Muhammad gives us a good example. Ask the learners to read his letter to the Monks of St Catherine on the worksheet 📖 ⇨. This letter shows not only tolerance toward people of other religions but it goes even further. Discuss how the Prophet instructs his people with regard to Christians living in his land. He expected the respect of his own people toward them.
- 7 Christians received the **example from Jesus** himself to act and speak out when they see injustice done to others or when they see people discriminated against for what they believe in. Jesus commanded us "To love one another as he loved us." The Church spells out the attitude of Jesus in its teaching:

The Catholic Church rejects nothing of what is true and holy in these religions. She has a high regard for the manner of life and conduct, the precepts and doctrines which, although differing in many ways from her own teaching, nevertheless often reflect a ray of that truth which enlightens all humankind. Yet she proclaims and is duty bound to proclaim without fail, Christ who is the way, the truth and the life [Jn 14:6]. In him, in whom God reconciled all things to himself [2Cor 5:18-19], human beings find the fullness of their religious life. The Church therefore urges her sons and daughters to enter with prudence and charity into discussion and collaboration with members of other religions. Let Christians, while witnessing to their own faith and way of life acknowledge, preserve and encourage the spiritual and moral truths found among non-Christians, also their social life and culture.

(Vatican II. *Nostra Aetate*, paragraph 2)

ADDITIONAL ACTIVITIES

- 8 **Jesus and his times:** Jesus was born into a society that had its own customs, its own way of life. He was born in Palestine and the people in this area belonged to different social and ethnic groups. The Samaritans, for instance, were different to the Galileans or the Judaeans. Most of them thought that they were better than the rest. Remind the learners of the stories in the Bible that they may have heard of how the Jews despised the Samaritans. There were also the Romans who conquered Palestine and who were despised by the Jews. Most people suffered discrimination in Jesus' times. Social and religious prejudice was strong in those days. People were influenced by their particular group or society and were lead to feel superior to the others. Lepers were treated with cruelty and had to wear a bell around their necks to warn people of their presence and were sent to live outside the villages. Women were also discriminated against by men. Ask learners to talk about Jesus' attitude toward people in his days. How did he treat all those who were discriminated against and what did he say about it? Give them time for sharing. Explain that Jesus rejected all these practices; he touched and healed lepers, he had women among his followers, he showed enormous compassion for all those with physical disabilities or sickness regardless of whether they were Jews, Samaritans or Romans.
- 9 **The People's Creed:** The creed on the worksheet will help learners see that, as God's children, we are all equal. 📖 ⇨
- 10 **Sing:** *There's a Rainbow in the Sky.*

Respecting Other Religions

PROPHET MUHAMMAD'S CHARTER: PRIVILEGES TO CHRISTIANS

In 628 Prophet Muhammad granted a Charter of Privileges to the monks of St Catherine Monastery in Mt. Sinai. It consisted of several clauses covering all aspects of human rights including such topics as the protection of Christians, freedom of worship and movement, freedom to appoint their own judges and to own and maintain their property, exemption from military service and the right to protection in war. An English translation of that document follows:

This is a message from Muhammad Ibn Abdullah, as a covenant to those who adopt Christianity, near and far, we are with them.

Verily I, the servants, the helpers, and my followers defend them, because Christians are my citizens; and by Allah! I hold out against anything that displeases them.

No compulsion is to be on them. Neither are their judges to be removed from their jobs nor their monks from their monasteries.

No one is to destroy a house or their religion, to damage it, or to carry anything from it to the Muslim's houses.

Should anyone take any of these, he would spoil God's covenant and disobey His Prophet. Verily, they are my allies and have my secure charter against all that they hate.

No one is to force them to travel or to oblige them to fight.

The Muslims are to fight for them. If a female Christian is married to a Muslim, it is not to take place without her approval. She is not to be prevented from visiting her church to pray.

Their churches are to be respected. They are neither to be prevented from repairing them nor the sacredness of their covenants.

No one of the Muslim community is to disobey this covenant till the Last Day (End of the World).

(Quoted in *Trefoil*, vol. 65, no. 258)

THE PEOPLE'S CREED	HOLY GROUND
<p>I believe in a colour blind God, Maker of Technicolor people, Who created the universe And provided abundant resources For equitable distribution among the people.</p> <p>I believe in Jesus Christ, Born of a common woman, Who was ridiculed, disfigured, and executed, Who on the third day rose and fought back; He storms the highest councils of men, where he overturns the iron rule of injustice. From henceforth he shall continue To judge the hatred and arrogance of men.</p> <p>I believe in the Spirit of Reconciliation, The united body of the dispossessed; The communion of the suffering masses, The power that overcomes the dehumanising forces of men.</p> <p>The resurrection of personhood, justice and equality And in the final triumph of Brotherhood.</p>	<div data-bbox="1034 1218 1267 1451" style="text-align: center;"> </div> <p style="text-align: center;">Our first task in approaching Another people, Another culture, Another religion, Is to take off our shoes, For the place we are approaching is holy. Else we may find ourselves Treading on people's dreams. More seriously still We may forget that GOD WAS THERE before our arrival.</p> <p style="text-align: center;">(Little Sister Madeleine of Jesus)</p>
<p>(Canaan Banana. 1990)</p>	

LESSON 17: The Origins of Islam

AIM

To explore the origins of Islam and how it came to South Africa (14.3.5)

OUTCOME

Learners show some knowledge of the Islamic religious community in South Africa.

LEARNING ACTIVITIES

- 1 If you can find a recording of the Muslim *adbaan* or **Call to Prayer**, play this to the class. When the children show indications of understanding or recognising the music or the call, ask them to tell what they know about the music. Alternatively, you might read them the words of the call in English. If you have Muslim children in your class, ask one of them to repeat it in Arabic. See MATERIALS below. ⇒

- 2 **Lailatul Qadr** (The Night of Power)

Tell the learners the story of the prophet Muhammad, the founder of Islam. Learners will need atlases or copies of a world map for this and the following activities. If you have a large classroom map, you can point out the various places that will be mentioned. Locate Arabia and the city of Mecca as the starting point. Help the learners find places and countries on their world map as the story unfolds. Useful material for this lesson might be found in your regular history texts.

Muhammed, the founder of Islam, was born in 570 in Mecca in Arabia. Both his parents died before he reached the age of six, and he was adopted by an uncle. He married a widow, Khadija, and had two sons and four daughters. His sons both died in infancy.


Muhammed was a thoughtful man and he often spent time thinking in the hills around Mecca. At the age of forty he had a remarkable experience in a cave outside Mecca. 'I was lying asleep,' he reports in his own words, 'when an angel came to me with a piece of material and said: "Read this!" I replied: "I cannot read!" Then he pressed the material so hard against me that I thought I would die. Then he let me go and said again: "Read!" The angel repeated his command once more. Nervously I replied: "What am I to read?" The angel said: "Read in the name of your Lord. He who created and made man from an embryo. Read, for your Lord is merciful like no one on earth. He who instructed man by the pen, He taught him what he did not know."

'I awoke from my sleep,' Muhammed went on, 'and it was as if these words were written in my heart. I came out of the cave and stood on the mountain side. Then I heard a voice calling me from heaven: "Muhammed, you are God's messenger and I am Gabriel."

This was the beginning of a twenty year period in which Muhammed received similar revelations which were written down after his death to form the holy writings of Islam, the Qur'an. The word 'qur'an' comes from the Arabic 'to recite'. Muhammed, it is said, memorised the revelations he received and recited them to his followers. Today Muslims, from an early age, learn to recite the Qur'an.



WHAT YOU NEED

- * A recording of the Islamic call to prayer, or the words in English (1) ⇒
- * CD player (1)
- * Atlases or copies of world map (2)(3)(4)
- *  Copies of the worksheet (5) ⇒
- * Map of Cape Peninsula (7)

Muslims commemorate the night on which Muhammed received the first revelation on the feast of Lailatul Qadr or the Night of Power.

- 3 **Islam in Africa and the rest of the world:** Islam began to have an influence in Africa very early on. Ten years after Mohammed's death in 632, Egypt came under Muslim rule. Before that, in 615, Mohammed had sent a small band of his followers to Ethiopia to escape the persecution of their country folk in Arabia who still followed the old pagan gods. Over the next thousand years Islamic influence spread through North, West and East Africa, but its development in Southern Africa was prevented by White conquest and European settlement. Islam spread north and west into Turkey and parts of Europe, particularly Spain. Eastwards it spread into countries like Iraq, Iran, Afghanistan and Pakistan, which today are predominantly Muslim countries. India also has a large Muslim population. In the Far East, Islam reached Malaysia and Indonesia (East Indies) where it is today the main religion.
- 4 **Islam in South Africa:** Give the children some background information on how Islam came to South Africa. The story given below is repeated on the worksheet in the form of an exercise in reading and filling in. Hand out the worksheet after you have told the story in a way that suits your class. 📖 ⇨

Islam came to South Africa with political prisoners and slaves that the Dutch brought to the Cape of Good Hope more than three hundred years ago. They came from East Africa and the East Indies. Many of the prisoners were princes and religious leaders in their communities in the East Indies, where they were resisting Dutch rule. Some of them were imprisoned on Robben Island.

Sheik Yusuf of Macassar, or Abidin Tadia Tjoessoep, was brought to the Cape as a political prisoner in 1694 together with his family. He had previously been exiled to Ceylon (now Sri Lanka) for opposing the Dutch authorities in his home country. Before his exile he had travelled widely - to Mecca and Medina, the holy cities of Islam, and to Damascus and Istanbul.

Sheik Yusuf taught the Qur'an to Khoikhoi and slaves on the farm Zandfliet, near Faure in the Cape, where he was held. He helped spread the Muslim faith at a time when slaves and Khoikhoi were not accepted into the Christian churches of the Dutch. In fact, the public practice of Islam was prohibited at the time under the pain of death. He is buried near the sea, and his burial place is now a place of pilgrimage.

There were also many Muslims among the Indian traders and labourers who came to work on the sugar plantations in Natal in the 1860s. They have made an important contribution to all aspects of life in South Africa.

- 5 Hand out the **worksheet** and ask the learners to complete the exercise. 📖 ⇨

ADDITIONAL ACTIVITIES

- 6 If there are Muslim staff members at the school arrange with them to have children **interviewing** them on how they or their families became Muslims. Or have the teacher(s) form a panel to discuss the history of Islam in South Africa.
- 7 Give the children a **map** of the Cape Peninsula. Ask them to locate Robben Island and Macassar. On a world map, ask them to locate the places mentioned in the story of Sheik Yusuf.

MATERIALS

THE CALL TO PRAYER

(Adhaan, pronounced 'Azaan')

God is Greatest.

God is Greatest.

I bear witness that there is no God but God
and that Mohammed is the messenger of God.

I bear witness that there is no God but God
and that Mohammed is the messenger of God.

Come to Prayer.

Come to Prayer.

Come to success.

Come to success.

Islam Comes to South Africa

Read the following story, which your teacher has already told you. Choose the words from those given to fill in the empty spaces.

<i>exile</i>	<i>Indian</i>	<i>Khoikhoi and slaves</i>
<i>Mecca and Medina</i>	<i>practice of Islam</i>	<i>Robben Island</i>
<i>slaves</i>	<i>Sri Lanka</i>	<i>the East Indies</i>
<i>Yusuf of Macassar</i>		

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LESSON 18: The Origins of Hinduism





AIM

To explore the origins of Hinduism and its arrival in South Africa (14.3.5)

OUTCOME

Learners show some knowledge of the Hindu religious community in South Africa.

LEARNING ACTIVITIES

- As you did in the previous lesson, begin with some **music** that identifies the religious tradition - this time, Hinduism. Indian music is easily available in South Africa. If possible find a recording of a bhajan, or devotional song. Play the recorded music and ask the children to identify the faith from which it comes.
- Review** very briefly from the previous lesson how Islam came to South Africa. Impress upon the learners that Islam is a young religion compared to others like Hinduism, Judaism and Christianity. Islam is not yet 1500 years old! In this lesson they will study the origins of Hinduism whose age is over 4000 years.
- Brainstorm:** Find out what the learners know about Hindu religion. For this purpose you might review some of the contents of the worksheet: God in Hindu Scriptures.  
- Hand out copies of the worksheet: **Origins of Hinduism**, and invite the learners to fill in any details they think worthwhile as you present this part of the lesson. Arrows could be used, for example, to show the influx of Aryans into northern India, and the resulting push of Dravidians southwards. (What they fill in can be used as an assessment instrument.)  

*The **origins of Hinduism** are lost in the mists of time. No one knows exactly how it began, and there is no person we can identify as its founder like Jesus, for Christianity, or Mohammed, for Islam. About 5000-6000 years ago there were people living in the northern part of India, called the Dravidians. Another people, the Aryans, who were stronger came from the West and drove the Dravidians south. So, eventually, the northern and southern parts of India contained different peoples, with different languages, cultures and ways of understanding and practising Hinduism.*





- Hinduism comes to South Africa:** Simplify the following background information as much as you need for the children.

In 1860, Hindu labourers came from India to South Africa to work on the sugar plantations in Natal. They brought both kinds of Hinduism to South Africa. Today, about 63% of South African Hindus are from the south of India, while the remaining 37% come from the north.

Other Hindu immigrants from India have added to the Hindu community over the years. They have made an important contribution to the history of this country. The most famous Hindu to have lived in South Africa was Mahatma Gandhi. 'Mahatma' means 'Great Soul'.



WHAT YOU NEED

- * Recording of Hindu music (1)
- *  Worksheet: God in Hindu Scriptures (3) 
- *  Copies of the worksheet: Origins of Hinduism (4) 
- * Recording of Indian television or radio programme (7)

In 1883, while a young advocate he was expelled from a train in Pietermaritzburg because of his colour. This incident left a deep impression on him, and later he embarked on passive resistance campaigns, first in South Africa against the Transvaal government, and then, on his return to India, against British colonial rule. Gandhi supported religious tolerance and dialogue, but he was assassinated in 1948 by a fanatic who accused him of allowing Muslims to steal a part of India (Pakistan) in the settlement of independence from Britain.

ADDITIONAL ACTIVITIES

- 6 Invite a **staff member** who is of the Hindu faith, or a local priest from the temple in the neighbourhood to come and talk to the children about how his or her family came to South Africa and how they conduct their daily worship.
- 7 Record a section of an **Indian programme**, which refers to religion and watch it with the class. Discuss it and have the children research the role of music and dance in Hindu worship.
- 8 Many **practitioners of Hinduism** look upon it as a way of life. This is why you find that each family has a shrine in the home. Temple worship is not the main form of worship as it is in other faiths. Ask any Hindu learners to explain this further and perhaps to give the class some idea of the family worship.

God in Hindu Scriptures

THE TRIMURTI

Hindus believe in one Supreme Spirit, Brahman. Brahma, Vishnu, and Shiva are all different forms of Brahman, depending on the function needing to be performed. The three forms are called the Trimurti or Three-faces. Brahma is the creator of life, Vishnu preserves life, and Shiva destroys or transforms it.

As the creator, Brahma makes the world, speaking the syllable AUM. Everything from the largest animal to the smallest insect is made by him.



(AUM in Sanskrit language)

When Brahma has finished making the world, he goes to sleep and Vishnu takes over to look after the world that Brahma has made. A day for Brahma lasts more than four thousand million years. When Brahma is sleeping the world grows old, and it is Shiva's task to destroy it so that it can be reborn. In the morning, Brahma awakes and makes the world anew.

FROM THE BHAGAVAD GITA

Read the following verses. What ideas of God do they reveal? Are they similar or different to the ideas you are familiar with?

In this whole vast universe there is nothing higher than I. All the worlds have their rest in me, as many pearls upon a string. (VII.7)

The greatest of these is the man of vision, who is ever one, who loves the One. For I love the man of vision, and the man of vision loves me. (VII.17)

For my glory is not seen by all: I am hidden by my veil of mystery; and in its delusion the world knows me not, who was never born and for ever I am. (VII.25)

I know all that was and is and is to come, Arjuna; but no one in truth knows me. (VII.26)

I am the Way, and the Master who watches in silence; your friend and your shelter and your abode of peace. I am the beginning and the middle and the end of all things. (IX.18)

THE GAYATRIMANTRA

O GOD,

YOU ARE THE GIVER OF LIFE,
REMOVER OF PAINS AND SORROWS,
THE BESTOWER OF HAPPINESS.

O CREATOR OF THE UNIVERSE,
MAY WE RECEIVE YOUR SUPREME SIN-
DESTROYING LIGHT.

MAY YOU GUIDE OUR INTELLECT IN THE
RIGHT DIRECTION.



O GOD GIVE ME TODAY, THE GIFT OF
GENTLENESS.

HELP ME NEVER TO DO A HURTING OR A
WOUNDING DEED.

GRANT THAT I MAY NEVER FIND ANY
PLEASURE IN ANYTHING

WHICH WOULD HURT ANY PERSON OR
ANIMAL.

HELP ME TO BE AS CAREFUL OF THE
FEELINGS OF OTHERS

AS I WOULD WISH THEM TO BE OF MINE.

HELP ME NOT TO BE TOO ROUGH AND
BOISTEROUS IN MY BEHAVIOUR

WITH THOSE WHO ARE NOT AS STRONG
AS I AM.

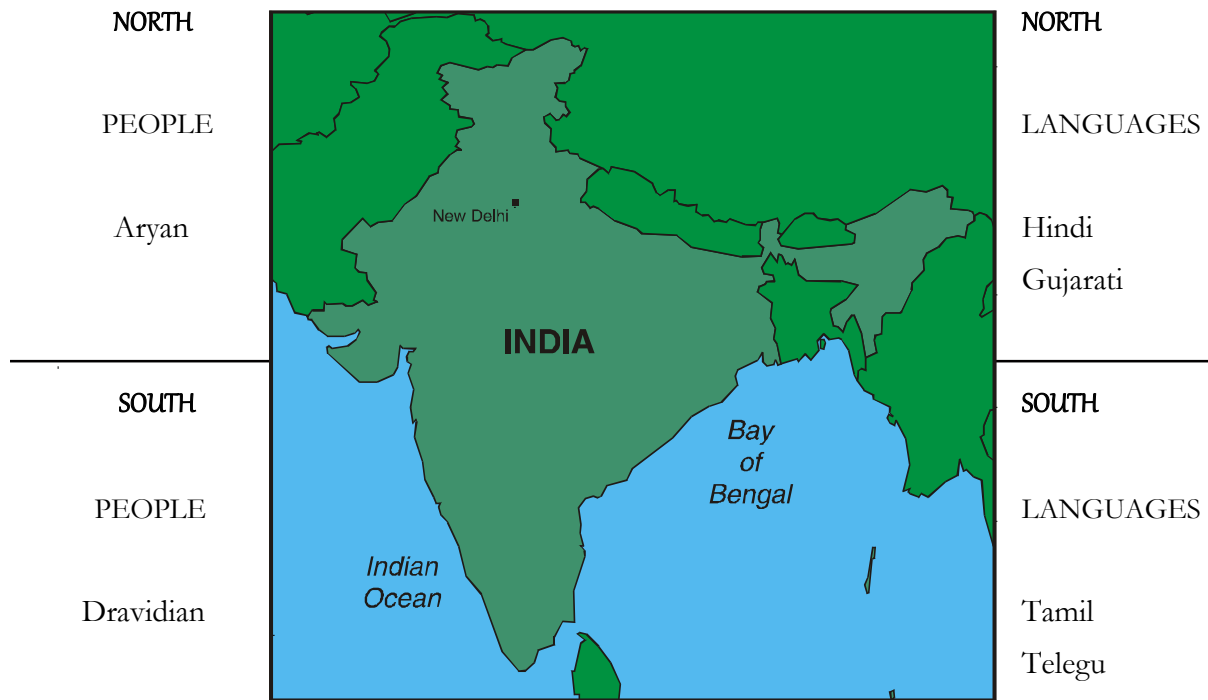
AND MAKE ME ESPECIALLY GENTLE AND
THOUGHTFUL

TO THOSE WHO ARE SICK AND SAD,
AND OLD, AND WEAK, AND EASILY HURT.

THIS I ASK FOR YOUR LOVE'S SAKE.

AMEN.

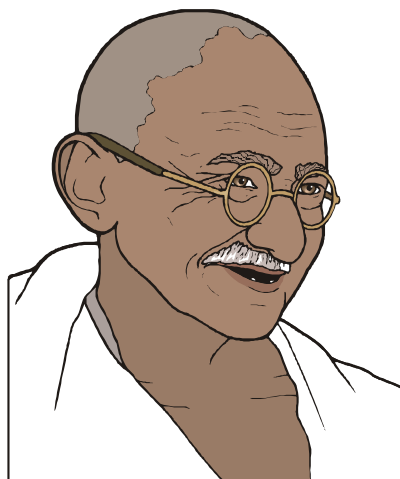
Origins of Hinduism



The South African Hindu population is divided between families that have their origin in Northern India and those who come from the Southern India.

Aryan (Hindi and Gujarati speakers) 37%

Dravidian (Tamil and Telegu speakers) 63%



The most famous Hindu to have lived in South Africa was Mahatma Gandhi. 'Mahatma' means 'Great Soul'. In 1883, while a young advocate he was expelled from a train in Pietermaritzburg because of his colour. This incident left a deep impression on him, and later he was a leader of non-violent resistance campaigns, first in South Africa against the Transvaal government, and then, on his return to India, against British colonial rule. Gandhi supported religious tolerance and dialogue, but he was assassinated in 1948 by a fanatic who accused him of allowing Muslims to steal a part of India when independence from Britain was eventually won. This part of former India is called Pakistan.