



# WEEK 21

## Missions Around the Globe

### *Emphasis: Sub-Sahara Africa/Early Missionaries*

**Introduction:** Robert Moffat, David Livingstone, and Mary Slessor are examples of missionary heroes from Africa. They were ordinary people who chose to sacrifice their lives to reach the people of Africa with the Gospel. They also made an impact on history. David Livingstone was a geographer and an explorer who lived for adventure. He was willing to go where no one had ever been, thus paving the way for others. In addition, he was adamantly against the slave trade and worked hard to fight it. We will study Sub-Sahara Africa and the tribal religions found there.

### LIBRARY AND MEDIA SEARCH

#### CHILDREN'S BIBLE OR STORYBOOK

Story of the Prodigal Son  
The Leper Who Said Thank You  
Zacchaeus

#### BOOK TITLES

*Operation World*  
*You Can Change the World*  
*From Jerusalem to Irian Jaya*  
*I Heard Good News Today*  
*World Mission Manual - Part 2*  
Trailblazer biographies (grades 3-6):  
    *Escape from the Slave Traders* (David Livingstone)  
    *Trial by Poison* (Mary Slessor)  
Other optional biographies for grades 7-12:  
    *David Livingstone - First to Cross Africa with the Gospel*  
    *Mary Slessor*

#### BOOK TOPICS

Africa, Sub-Sahara Africa  
Missionaries: David Livingstone, Robert Moffat, Henry Stanley, Mary Slessor  
Countries: South Africa, Kenya, Tanzania, Chad, Botswana, Cote d'Ivoire (Ivory Coast)  
People Groups: Herrero, Xhosa, San, Vagla  
Mammals of Africa, African Safari  
Art of Tribal Africa

#### MUSIC

"Please Don't Send Me to Africa" by Scott Wesley Brown  
African choruses from Volume I, "Music and Missionary Songs"  
Cassette of Tribal African music

#### FAMILY VIDEOS

*Kambari* (Christian video about Nigerian youth. Available from "Kids Can Make a Difference")  
African travel wildlife or documentary

# DAY 101

## WEEK 21 - MONDAY

### Missions Around the Globe

#### Emphasis: Sub-Sahara Africa/Early Missionaries

### FAMILY DEVOTIONS

#### • OPENING EXERCISES

BIBLE READING: LUKE 13

#### • FAMILY DISCUSSION

God wants our lives to bear fruit (verses 6-9). Read verses 19-21 and discuss how God can take something small and use it mightily for His kingdom. Use a package of yeast or a small seed as illustrations to emphasize this point. What happens when we put a little bit of yeast in bread? (Note verse 29.) How many will come from the east, west, north and south to eat with Abraham, Isaac and Jacob? How does this demonstrate our point?

#### • PRAYER FOCUS

Pray for the people of Africa and the people of Ethiopia.

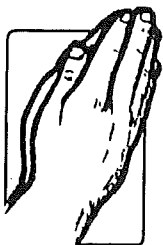
#### • BIBLE MEMORY: ACTS 3:25

"You are sons of the prophets, and of the covenant which God made with our fathers, saying to Abraham, 'And in your seed all the families of the earth shall be blessed.'"

#### • LEARNING METHOD: CHALKBOARD ERASE

#### • PRAYER PROJECT: PRAY FOR CURRENT NEEDS

Look in a newspaper for current events in Africa. Cut out these articles and put on a bulletin board near your world map. Pray for specific needs and watch for updated news and answered prayer.



### READING/LANGUAGE ARTS

#### • READING

1. *Operation World*, pp. 32-39 about the continent of Africa.

2. *You Can Change the World*, pp. 38-39 about the Herero people.

3. *I Heard Good News Today*. Read to younger children about David and Mary Livingstone on pp. 92-93, "Opening the Way."

4. *From Jerusalem to Irian Jaya*, pp. 139-147 about Robert Moffat, missionary patriarch of South Africa.

5. Have middlers (grades 3-6) begin reading one of the

Trailblazer missionary biographies of Africa, either *Escape from the Slave Traders* (David Livingstone) or *Trial by Poison* (Mary Slessor).

6. Have older children (grades 7-12) begin reading a missionary biography about Africa such as Moody's *David Livingstone - First to Cross Africa with the Gospel*, or Bethany House's *Mary Slessor*.

#### • WRITING

Read one of the above selections about Mary Slessor (or see the mini-biography review from Volume I) and write a story about her decision to become a missionary.

#### • LANGUAGE ARTS

1. Carefully write this week's memory verse. Check for neatness and penmanship.

2. Select spelling words for this week. Write these words in your spelling notebook and practice dividing them into syllables. Check the dictionary to see if you have marked the syllables correctly.

### GEOGRAPHY

#### • MAP DRAWING

Look at a map of David Livingstone's travels. Early explorers did not have maps so they made their own using a compass and measurements. Go outside and draw a map of your backyard. Include a map key (explaining map symbols) and a map scale (explaining distance). Discuss the difficulties of early missionary exploration.

# DAY 102

## WEEK 21 - TUESDAY

### *Missions Around the Globe*

#### FAMILY DEVOTIONS

- OPENING EXERCISES

BIBLE READING: LUKE 14

- FAMILY DISCUSSION

Show your children your wedding pictures as you talk about this story of the wedding feast. Compare this story with Israel's rejection of the Messiah and how God has opened up the kingdom to all. What do you think it means in verse 23 when the Master said, "Go out into the highways and hedges and compel them to come in that my house may be filled"? Emphasize verse 33—God wants His disciples to forsake all.

- PRAYER FOCUS

Praise the Lord for opening up His wedding feast (His kingdom and salvation) for all! Ask God for creative ideas to compel others to come to him. Pray for workers to harvest the souls of the people in Kenya and also for the Xhosa people to be reached with the Gospel.

- BIBLE MEMORY

Review Acts 3:25.

#### READING/LANGUAGE ARTS

- READING

1. *Operation World*, pp. 330-332 about Kenya.
2. *You Can Change the World*, pp. 104-105 about the Xhosa people.
3. *I Heard Good News Today*, pp. 93-94, "Singing the Bible", about Mr. and Mrs. James in Africa,
4. *From Jerusalem to Irian Jaya*, pp. 146-155 about David Livingstone and Henry Stanley.
5. *World Mission Manual - Part 2*, pp. 10-1 to 10-14, Chapter 10, "Evangelism and Social Action."
6. Continue to have older children read the African missionary biographies listed yesterday.

- WRITING

Use this opening thought to write an essay: "If I could go to Africa, the things I would enjoy most..."

- LANGUAGE ARTS

1. Emphasize creative writing and imagination in this writing assignment.

2. Check for proper spelling, grammar and punctuation.

3. Review spelling words and syllables.

#### HISTORY

Focus on the most famous missionaries to Africa. Discuss what life was like in Europe and Africa during their life time and how God used them to make a difference in the world.

- MARK YOUR TIMELINE

- |           |   |
|-----------|---|
| A.D. 1816 | Moffat begins missionary work in Africa     |
| A.D. 1841 | David Livingstone arrives in Africa         |
| A.D. 1871 | Henry Stanley locates Livingstone in Africa |
| A.D. 1873 | David Livingstone's death in East Africa    |
| A.D. 1876 | Mary Slessor sails for Calabar (Nigeria)    |
| A.D. 1895 | Founding of Africa Inland Missions          |
| A.D. 1910 | C.T. Studd arrives in Africa                |

#### RELIGION FOCUS

- AFRICAN TRIBAL RELIGIONS

Begin reading about Tribal Animism from "Highlights of Major World Religions", pp. 45.

# DAY 103

## WEEK 21 - WEDNESDAY

### *Missions Around the Globe*

#### FAMILY DEVOTIONS

- OPENING EXERCISES

BIBLE READING: LUKE 15

- FAMILY DISCUSSION

Use a picture of a shepherd or a stuffed sheep, a picture of a man in rags coming home, and 10 coins as you discuss these three parables of Jesus. What do these examples show us about the heart of the Lord? Notice how each diligently searched for the lost, and how the father of the prodigal son was earnestly seeking his son's return. Do you have this same burden for those who don't know the Lord Jesus as their Savior?

- PRAYER FOCUS

Ask God to give you a love for the lost and diligence to "search" for them until they are found. Focus intercessory prayer on the countries of Tanzania and Chad.

- BIBLE MEMORY

Review Acts 3:25. Notice God revealed His heart for all nations in His blessing and choosing of Abraham.

#### READING/LANGUAGE ARTS

- READING

1. *Operation World*, pp. 527-529 about the country of Tanzania.

2. *You Can Change the World*, pp. 16-17 about the country of Chad.

3. *From Jerusalem to Irian Jaya*, pp. 155-163 about George Grenfell, Alexander Mackay and Mary Slessor.

4. *I Heard Good News Today*, pp. 95-96, "I See it Coming."

5. Continue to have older children read missionary biographies.

- WRITING

Read about Henry Stanley and his job as a newspaper reporter for the *New York Herald*. Using details from his story and the life of David Livingstone (mini-biographies from Volume I or *From Jerusalem to Irian Jaya*), imagine what Stanley wrote in his first newspaper article after he had found David Livingstone in Africa. Write a sample newspaper article of what you think he said. Create an effective headline and list the most important information

(who, what, where, when) in the first sentences. Have older children type the article.

- LANGUAGE ARTS

1. Discuss effective news writing and review several newspaper articles before beginning this assignment.

2. Check spelling, punctuation, and grammar.

3. Review spelling/vocabulary words with an oral quiz.

#### MATH AND SCIENCE

- MATH: BARTERING AND TRADE

In remote Africa, villagers do not use money. Instead, they do business by trading and bartering. Look at pictures of different methods of trade and counting methods which use only sticks or rocks. Have younger children set up a bartering booth and pretend they are trading in Africa.

- SCIENCE: MAMMALS OF SUB-SAHARA AFRICA

Look at *National Geographic* magazines about mammals in Africa or watch a documentary video on African wildlife. Pretend you are going on a real-life safari in Africa. (Author's note: On my three mission trips to East Africa I had the opportunity of seeing elephants, lions, zebras, hippos, wart-hogs, and multitudes of other amazing animals and birds. This kind of adventure is one of the exciting bonuses of being involved in missionary work!)



# DAY 104

## WEEK 21 - THURSDAY

*Missions Around the Globe*

### FAMILY DEVOTIONS

#### • OPENING EXERCISES

BIBLE READING: LUKE 17

#### • FAMILY DISCUSSION

After reading about the ten lepers who came to Jesus for healing, retell the story, using ten stick men drawn on a chalkboard or piece of paper. How many men were healed? (Ten) How many came back to Jesus to give thanks? (One) What nationality was the one who gave thanks? (A Samaritan.) Do we give proper thanks to the Lord for what He does for us? How can we thank Him more?

#### • PRAYER FOCUS

Take turns thanking God for things you often take for granted. In intercession focus on the country of Botswana and the San Bushmen people.

• **BIBLE MEMORY:** Continue to review this week's Bible memory verse, Acts 3:25.

### READING/LANGUAGE ARTS

#### • READING

1. *Operation World*, pp. 126-127 about the country of Botswana.

2. *You Can Change the World*, pp. 84-85 about the San people.

3. *From Jerusalem to Irian Jaya*, about Johanna Veenstra, missionary to Africa, on pp. 246-249.

4. *I Heard Good News Today*, pp. 97-98, "By the Side of the Trail."

5. *World Mission Manual - Part 2*, pp. 10-15 to 10-24, "Where are the Poor and the Lost?"

#### • WRITING

As you complete a story or book about a missionary from Africa, fill out a "Missionary Biography Book Review." See Volume I.

#### • LANGUAGE ARTS

1. Using a dictionary, look up each spelling/vocabulary word and find an antonym and synonym. (Antonyms are words that have the opposite meaning while synonyms are words that have the same meaning.)

2. Write a sentence for each word using these antonyms and synonyms.

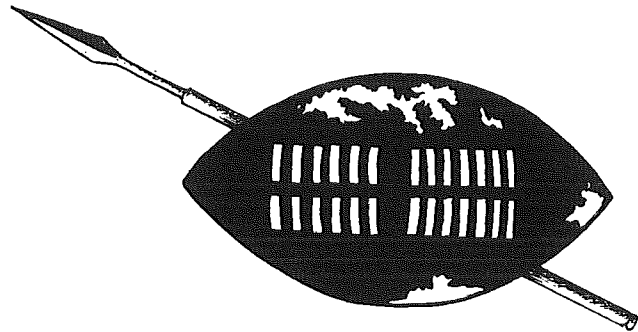
### ARTS AND CRAFTS

#### • ART: TRIBAL AFRICA

Look at a picture book of African tribal art. Which artwork is designed for craft projects and which is made for religious or witchcraft purposes? Look at pictures of African idols and compare the empty worship of a stone statue to worship of the true and living God.

#### • CRAFT: AFRICAN MASK OR SHIELD

Using cardboard, cut out a mask or a shield. Add reeds to the top and bottom of the mask. Add strings to tie on the mask or add a handle to the shield. Decorate with paints (various shades of brown, yellow, red, orange and black).



# DAY 105

## WEEK 21 - FRIDAY

### Missions Around the Globe

#### FAMILY DEVOTIONS

- OPENING EXERCISES

BIBLE READING: LUKE 19

- FAMILY DISCUSSION

Begin by talking about the story of Zacchaeus. What job did Zacchaeus have? How was that occupation viewed by other Jews? When Zacchaeus turned to Christ how do we know he repented from his sins?

Next, use real or play money to illustrate the parable of the talents, giving one child more bills than another. Discuss the importance of using what you have been given for God's glory.

- PRAYER FOCUS

Ask God to help your family use the talents and resources you have been given for God's kingdom. Pray for the Ivory Coast (Cote d'Ivoire) as well as the Vagla people of Africa.

- BIBLE MEMORY

Test: Write this week's Bible memory verse, Acts 3:25.

#### READING/LANGUAGE ARTS

- READING

1. *Operation World*, pp. 184-186 about the Ivory Coast (Cote d'Ivoire).

2. *You Can Change the World*, pp. 96-97 about the Vagla people of Africa.

3. *From Jerusalem to Irian Jaya*, pp. 264-267 about C.T. Studd.

4. *I Heard Good News Today*, pp. 98-99, "Free to Fly."

5. Finish the African missionary biographies mentioned at the beginning of the week.

6. Look through "Our Examples" in Volume I. Read aloud examples from Africa.

- WRITING

Call your local Christian radio station and ask if they could play the song, *Please Don't Send Me to Africa* by Scott Wesley Brown. After listening to this song answer the following questions in your prayer journal: Would you be willing to go to Africa if God called you? Would you be willing to go anywhere? Why or why not? Evaluate your heart, your motives and your fears.

- LANGUAGE ARTS

1. Spelling test. Write misspelled words five times and put on next week's test for repetition.

2. Practice quick note taking. As you listen to the song *Please Don't Send Me to Africa*, have each child take notes on specific points that stand out to them. Also have them write down as many words as possible. These notes will be used in their journal entry for ideas and examples.

#### MUSIC

Listen to the song *Please Don't Send Me to Africa* by Scott Wesley Brown. Check out a cassette tape of African tribal music from your local library or listen for African music on this week's African videos. From Volume I, sing the following African songs given in "Music and Missionary Songs": *Jesus Loves Me* in Swahili (page 68), *God is So Good* in Kituba (page 68), *Praise Him in the Morning* in Luganda (page 68) and *He is the King of Kings* and *Hallelu, Hallelu* in Swahili (page 70). As you sing, clap your hands or make drum rhythms.

#### INTERNATIONAL MEAL

- AREA EMPHASIS: EAST AFRICA

#### EAST AFRICA

#### AFRICAN FRUIT PLATTER, PEANUTS AND RICE

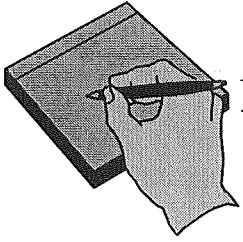
African Fruit Platter: bananas, pineapple, oranges, and passion fruit.

Plain peanuts (served in a shallow basket) and white rice (eaten with your hands).

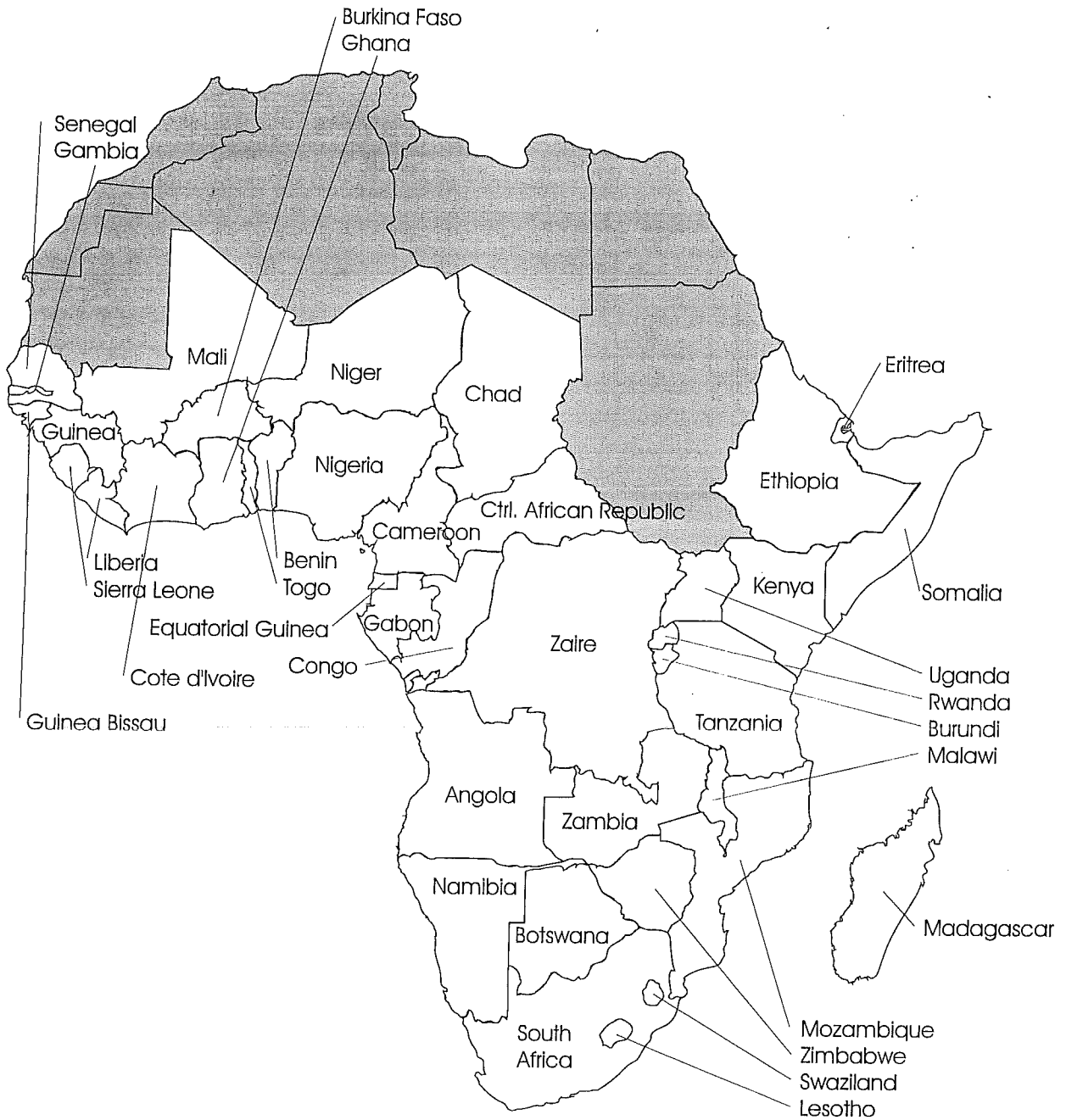
#### FAMILY VIDEO NIGHT

*Kambari* (Christian video about Nigerian youth, available from "Kids Can Make a Difference.")

African wildlife video or documentary.



**NOTES:**



### Sub-Sahara Africa