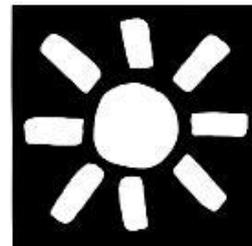


# Science and Social Studies

## Year 6 Term 2

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# God is Love – Israel and the Middle East

*For God loved the world so much, that He sent His only Son, so that whoever believes in Him should not die, but live forever. John 3:16*

## Israel facts sheet

**Capital:** Jerusalem

**Population:** 7,590,758

## The Geography of Israel

**Borders:** Egypt, Jordan, West Bank, Lebanon, Syria, Gaza Strip, Mediterranean Sea, Red Sea

**World Region or Continent:** Middle East

**General Terrain:** Negev desert in the south; low coastal plain; central mountains; Jordan Rift Valley

**Highest mountain:** Har Meron 1,208 m

**Climate:** temperate; hot and dry in southern and eastern desert areas

**Major Cities:** Tel Aviv, Haifa, JERUSALEM (capital), Rishon LeZion

**Major Landforms:** Negev Desert, Judean Desert, Judean Hills, Israeli Coastal Plain, Mount Carmel, Jezreel Valley, Hula Valley, Galilean Hills, Mount Herman, Mount Meron

**Major Bodies of Water:** Jordan River, Dan River, Yarmouk River, Sea of Galilee, Lake Hula, Dead Sea, Red Sea, Mediterranean Sea

**Famous Places:** Jerusalem, Masada, Western Wall, Sea of Galilee, Temple Mount, Church of the Holy Sepulchre, Mount of Olives, Tower of David, Gethsemane, Church of the Nativity, Dead Sea, Yad Vashem Holocaust Museum, Caesarea National Park, Dome of the Rock

**People living in cities:** 91.7%

## Economy of Israel

**Major Industries:** high-technology projects (including aviation, communications, computer-aided design and manufactures, medical electronics, fiber optics), wood and paper products, potash and phosphates, food, beverages, and tobacco, caustic soda, cement, construction, metals products, chemical products, plastics, diamond cutting, textiles, footwear

**Agricultural Products:** citrus, vegetables, cotton; beef, poultry, dairy products

**Natural Resources:** timber, potash, copper ore, natural gas, phosphate rock, magnesium bromide, clays, sand

**Major Exports:** machinery and equipment, software, cut diamonds, agricultural products, chemicals, textiles and apparel

**Major Imports:** raw materials, military equipment, investment goods, rough diamonds, fuels, grain, consumer goods

**Currency:** new Israeli shekel (ILS); note - NIS is the currency abbreviation; ILS is the International Organization

**National Symbols:**

Animal - Gazelle

Bird - Hoopoe

Tree - Olive tree

Flower - Anemone

Dog - Canaan dog

Colors - Blue and white

Coat of Arms - A shield with a blue background, a Menorah in the center and two olive branches on each side.

Other symbols - Menorah, Star of David



**Flag:** The flag of Israel was adopted on October 28, 1948. It has a white background with two horizontal blue stripes across the top and the bottom. At the center of the flag is a blue Star of David. The Star of David represents the religion of Judaism and the blue stripes (top and bottom) represent the stripes on a Jewish prayer shawl called a tallit.



**National Holiday:** Independence Day, 14 May. Israel declared independence from Britain and the League of Nations on 14 May 1948

**Other Holidays:** Rosh Hashanah, Yom Kipper, Sukkot, Simchat Torah, Hanukkah, Fast of Esther, Passover, Feast of Weeks, Purim

**The People of Israel**

**Languages Spoken:** Hebrew (official), Arabic used officially for Arab minority, English most commonly used foreign language

**Religions:** Jewish 76%, Muslim 16%, Christians 2.4% (2018)

**Challenges for Prayer**

Followers of Jesus in Israel are a mix of Messianic Jews, (Jews who have become Christians), foreign believers and Arab-Israeli Christians. All three groups have grown recently – especially Messianic believers.

Pray for:

- Christian Jews to hold to their faith despite difficulties and opposition from the ultra-Orthodox Jews.
- Unity between Messianic Jews and Arab Christians.

**Origin of the name Israel:** The name "Israel" comes from the patriarch Jacob in the Bible. Jacob was given the name Israel from God after he wrestled with an angel. Jacob had twelve sons who then became the twelve tribes of Israel.

### **Brief Overview of the History of Israel: past, present and future**

The land which is today the country of Israel has been special to the Jewish people for thousands of years. The Bible tells us that God chose the land of Israel and the people who lived there for a special purpose. The Jews were the host nation God chose to bring Jesus into the world.

In 2000 BC, the Abraham was promised the land of Israel by God. Abraham's descendants became the Jewish people. The Kingdom of Israel in Bible times was ruled by great kings such as King David and Solomon. In the years following the Kings of the Bible, various empires took control of the Israel. These included the Assyrian, Babylonian, Persian, Greek, Roman, and Byzantine Empires. For example, in the time of Daniel, Israel was ruled by Babylon.

In the 7th century the land was taken over by Muslims. Later, the land changed hands a few times. Then in 1517 the Turkish Ottoman Empire, (also Muslim), took control in 1517. The Ottoman Empire ruled until the 1900s. During the rule of the Arabs and the Turkish, the Jewish people were forced to leave Israel. They went to different nations throughout the world. Many millions lived in European countries.

During World War II, Nazi Germany, under Hitler, hoped to exterminate the Jewish people through the Holocaust. Millions of Jewish people were executed and killed in concentration camps.

After the end of World War II, many Jewish people who had survived the Holocaust wanted to return to Israel, but the Arabs were now living there. The United Nations divided up Israel between Arab and Jewish states. On May 14, 1948, the Jewish people were given independence, naming their country Israel. The surrounding Muslim countries, Egypt, Iraq, Syria, and Lebanon were not happy with this and immediately attacked Israel, so the 1948 Arab-Israeli War began. In 1967 the Arabs were defeated in the six-day Arab-Israeli war. Fighting continued between the Arabs and the Israelis in a series of wars including the Yom Kippur War in 1973. Today the tensions and hostility still exist between the two. This is why there is so much fighting in the Middle East.

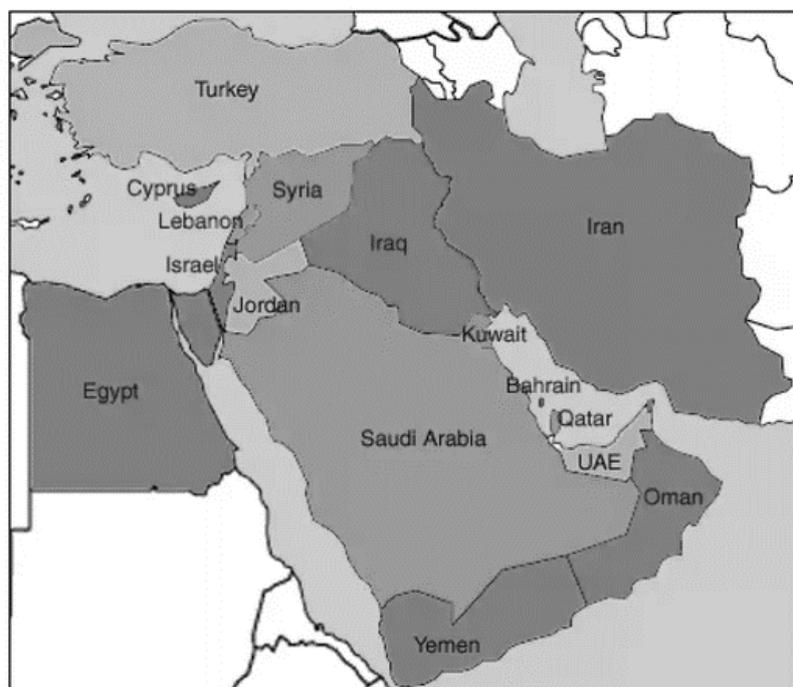
The Bible does say there will be terrible conflict in Israel during the end times, before the Lord returns. Here is what the Bible says about Israel in the end times:

- There will be a mass return of Jews to the land of Israel (Deuteronomy 30:3; Isaiah 43:6; Ezekiel 34:11-13; 36:24; 37:1-14). (This has already happened.)
- The Antichrist will make a 7-year covenant of "peace" with Israel (Isaiah 28:18; Daniel 9:27).
- The temple will be rebuilt in Jerusalem (Daniel 9:27; Matthew 24:15; 2 Thessalonians 2:3-4; Revelation 11:1).
- The Antichrist will break his covenant with Israel, and worldwide persecution of Israel will result (Daniel 9:27; 12:1, 11; Zechariah 11:16; Matthew 24:15, 21; Revelation 12:13). Israel will be invaded (Ezekiel chapters 38-39).
- Finally, Israel will finally recognize Jesus as their Messiah (Zechariah 12:10). Israel will be regenerated, restored, and regathered (Jeremiah 33:8; Ezekiel 11:17; Romans 11:26).
- Jesus will return to the Mount of Olives, Jerusalem

When Jesus went back to Heaven, He ascended to heaven from the Mount of Olives, on the east side of Jerusalem, and Jesus is coming again to the same place. [Acts 1:9-12 and Zechariah 14:4-5).

Jesus is not coming to London, New York or Rome. Jesus will return to Jerusalem in glory. His coming, this time, will not be difficult to discern. It will be sudden and, for many, unexpected. (Matthew 24:44; Mark 13:36).

Jesus' return will not be in secret. (1 Thessalonians 4:16-17)



# Daily Life at the time of Jesus

## Life in Jesus' Time

Jesus' lifestyle was very different from ours. The following passages from Matthew's Gospel give many clues about the climate, food, jobs, transport, laws and customs of the people of Palestine 2000 years ago.

Read each passage. Describe the aspects of the lifestyle which the reading tells us about.

Matthew 4: 18-22

Matthew 4: 23-25

Matthew 8: 23-27

Matthew 12: 1-8

Matthew 14: 13-21

Matthew 21: 33-46

Matthew 22: 1-11



## What was daily life like at the time of Jesus?

### Housing

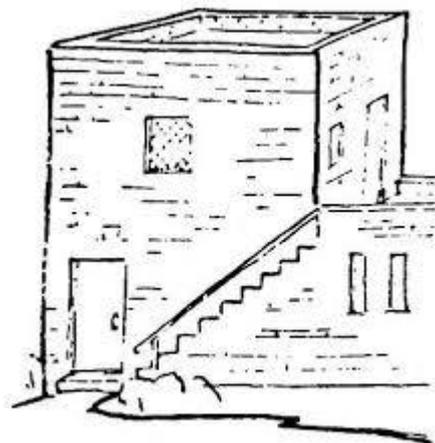
In Palestine in the time of Jesus, houses were made of clay bricks or stones held together with mud and straw, and had dirt floors.

The average family lived in one-room, two-level dwellings with living quarters separated from and raised above the animal stalls. Jewish extended families often lived together.

The poor lived in one-room houses built of mud brick on a stone foundation. External steps led up to the flat roof which provided storage space and somewhere to sit. Inside the house a raised platform at one end of the room provided quarters for eating and sleeping. The lower level was used mainly as a stable.

Some items in the house included a table, a spinning wheel, wooden bowls, an olive oil lamp.

1. Draw this house and label it "Family home in Bible times"
2. Draw what this house would have looked like on the inside. Draw all the things described in the text above.

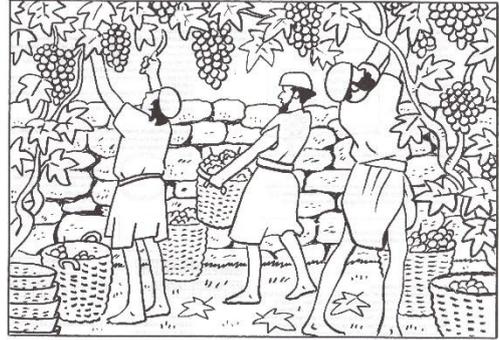


## Occupations

Men's jobs were typically farmers, craftsmen, or fishermen

Women learned cooking and household duties. Women memorized scripture, but it was forbidden for them to read or write.

The more fortunate would have been taught a trade by their father—as Jesus himself seems to have been.



Many of those without a steady job would have been casual labourers whose day's wage depended on the whim of those who hired a group of workers each morning.

Some individuals were therefore reduced to a life of begging or even slavery.

1. What was the occupation of Jesus' father, Joseph? (Matthew 13:55)
2. Find out the occupation of Peter, Andrew, James and John before they met Jesus, (Matthew 4:20)
3. Find out the occupation of Zacchaeus and Matthew before they met Jesus, (Luke 19:2)
4. How did Jesus treat beggars? (Luke 18:35-43)
5. What kind of workers were the ones mentioned in Matthew 20:1-16... permanent or casual?

## Food

The range of food was much more limited in New Testament times than it is today.

Seasonal vegetables (e.g. beans, onions, lentils, leeks, cucumbers), flavoured with herbs and salt, and bread (made from wheat or barley flour) provided the basis of a staple diet.

There would also have been fruit (though not the citrus fruits for which Palestine is known today), together with nuts, honey and cheese.

Fish were plentiful, especially around Galilee, and could be preserved by drying and salting.

Meat would have been something of a luxury.

For the Jews, there were strict regulations about which animals could be eaten and which were regarded as 'unclean'.

The main meal was in the evening, at sunset, when the family gathered and all sat on mats on the ground to eat together.

Find out which meats the Jews were not permitted to eat. Deuteronomy 14:3-21



## Clothing

Clothing in the first century was much simpler than it is in our lands today. Most garments were made from wool, though linen was also used (made from flax grown in the Jericho area or imported from Egypt).

Both men and women would normally wear an ankle-length tunic next to the skin, often held at the waist by a belt (which could also be used as a purse). A cloak could be worn over this, especially at night or if the weather was cool during the day.

Jewish law required the cloak to have tassels attached to its four corners. Each tassel was to include a blue cord and was intended as a way of helping people to remember to keep God's Law.

For special occasions, a long flowing garment known as the 'stole' was worn.

If shoes were worn at all, they would generally have been leather (or perhaps wooden) sandals.



1. Draw and describe the clothing of Jesus day.
2. How is it different to clothes of today?
3. What were the two types of materials used for clothing?

## Language

The languages spoken were:

- Aramaic, the common, daily language
- Hebrew, the language used for prayer and the Scriptures
- Greek, the language of the land

Some Scriptures were written in Hebrew and some in Aramaic. The first translation of the Bible was from Hebrew and Aramaic into Greek.

Hebrew is written from right to left.

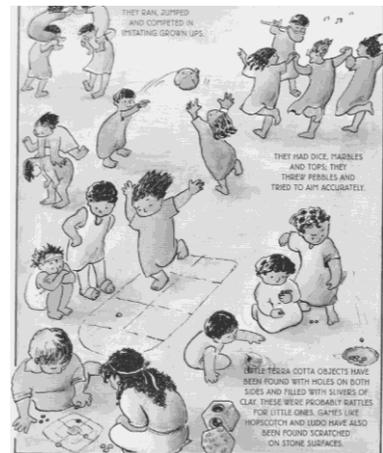


1. What are some of the differences between Hebrew writing and our writing?
2. What language did Jesus speak?

### Recreational activities

Although life was hard for the ordinary people of Jesus' day, it had its lighter moments. Feasting, singing, story-telling and dancing all had their place as recreational activities. Games, both indoor and outdoor, were also popular. Archaeologists have discovered a number of gaming boards with playing pieces, one particularly well-preserved example coming from what may well have been the Roman garrison in Jerusalem where Jesus was tried before Pilate.

1. Make a list of the games that are still played today.
2. Make a list of games they would NOT have played.



### The Family

Young people did not have the right to choose whom they wanted to marry. The families decided. They also had to agree on the amount of money that would be paid to the bride's father.

According to the Bible, children are a precious gift of God, given to parents. They are the future of the people. Children were born at home as there were no hospitals. They were wrapped in cloths or little blankets. They were carried around on the back of the mother.



From the age of 3 children were educated by their mothers. They were taught the Law by their father. This includes the Ten Commandments and other laws of the Old Testament.

Children over 5 went to school. They learned to read and write from the Scriptures. The Scriptures were written on long paper in a scroll. Books were not yet invented.

The fathers also taught their sons their own craft. We know that Jesus was taught to be a carpenter by Joseph. Girls were taught by their mother how to run the home. They were also taught from the Scriptures and memorized certain prayers.

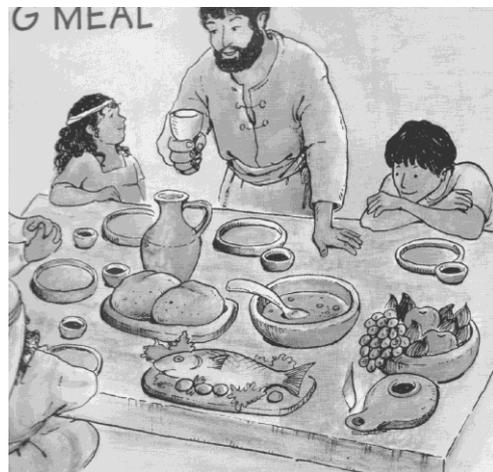
At 13 the boys were given a special ceremony to show that they had grown up and could now join the men.

1. How was Jesus wrapped when He was born? (Luke 2:12)
2. Draw a scroll.
3. How old were boys when they were considered an adult?

### **The Sabbath**

The Sabbath is the day of rest for Jewish people. It starts at sunset on Friday evening and finishes at sunset on Saturday evening. It starts with a special meal. Songs are sung and prayer recited. On the table, among the different dishes, are always two whole loaves of bread and wine.

During the Sabbath no one is allowed to do any work. The family celebrates the end of the Sabbath by asking the Lord to bless the new week. God told them to do this. Read Exodus 20:8.



1. What must Jewish people do on the Sabbath?
2. Why do they do this?
3. When is it?
4. Draw the special meal.

### **Water**

Families had their own water supply called a cistern. This was a hole dug in the open courtyard of their house. During the rainy season the rain water came off the house roofs to the holes by means of troughs. Usually the water was drawn up by means of a rope that runs over a wheel, and a bucket made of animal skins is fastened to the rope.

In the dry season the family cistern would dry up and the women went to the village well to get water. The water in the wells came from an underground spring, so the wells could only be built where there was an underground water supply. The women carried the water to the home in clay jars. These were carried either on their shoulder or head. If larger supplies of water are needed, then the men carry it in sheepskin or goatskin "bottles."

In John 4:1-42 we are told how Jesus met a Samaritan woman at the well. Samaritans were enemies of the Jews and they usually did not speak to one another. But Jesus told the lady about water from a spring that would never run dry. He was speaking about the Holy Spirit.



1. Draw the family cistern complete with bucket and rope.
2. Where were wells built?
3. How did the water get into the well?
4. What is the Living Water?

## People of Israel

### Jews

Jews are the original descendants from Abraham and his son Isaac. Most of the people we read about in the Bible were Jews. Jesus is also a Jew! Most Jews are modern people who live like us but some Jews are very traditional and they wear traditional clothes and live according to the Old Testament's rules.

The men and boys who follow the traditional Jewish religion wear small caps called skullcaps.

Children are taught the Scriptures by their mothers. When they reach the age of 13 they have a special ceremony called a Bar Mitzva, to show that they are leaving their childhood behind and will now take on more responsibilities, and they move towards becoming an adult.

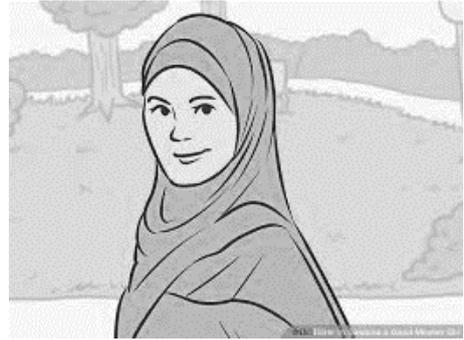
What is a Bar Mitzva and what is its meaning?



## Arabs

Arabs are the descendants of Abraham and his son Ishmael. Most of them live in the Middle East. They speak Arabic and most of them are Muslims. They have a very old culture.

Muslim women wear a head scarf. Find out why they do this and write your answer.



## Samaritans

Samaritans are also descended from Abraham and the Jews but some of their ancestors married women from other countries and they became their own nation. They worship God in their own way on the mountains but some of them have become Christians or Muslims.

Can you think of two Samaritans that you have heard about in the Bible? Write a sentence about each.

## Christians

There are thousands of Christians in Israel.

They hold church services similar to the ones we are familiar with. They read the New Testament just as we do.

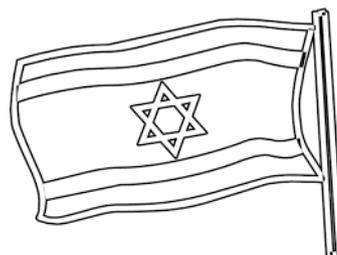
Christian Jews are called Messianic Jews. They believe that Jesus died for their sins.

Traditional Jews study the Old Testament but not the New Testament.

Israel has an important part to play in world history. When Jesus comes again, He will come to the Mount of Olives, in the same way that He left.

## Make a summary

1. Write down the names of the major groups who live in Israel and explain who they are.
2. Write down where Israel can be found in the world.
3. Explain why Israel is so important.



## Ancient Egypt 1

### Student activities

### The River Nile

Ancient Egypt depended on the waters of the River Nile, which flows through harsh and arid desert. The land on the banks of the Nile could be used to grow food crops, but the rest of Egypt was, and is, desert.

Every year the Nile would flood because of:

1. the rain coming from the African countries to the south
2. the melting snow in the highlands of Ethiopia

When the flood water went down, the rich soil which the water had brought down from the mountainsides made the fields extremely fertile and excellent for growing crops. The Nile gave the civilization of Egypt its life.

1. Find the meaning of:
  - a) "harsh"
  - b) "arid"
2. In which country does the Blue Nile start?
3. Why does it start here?
4. In which country does the Blue Nile join the White Nile?
5. Which sea does the Nile flow into?
6. Does the Nile flow from North to South, or South to North?

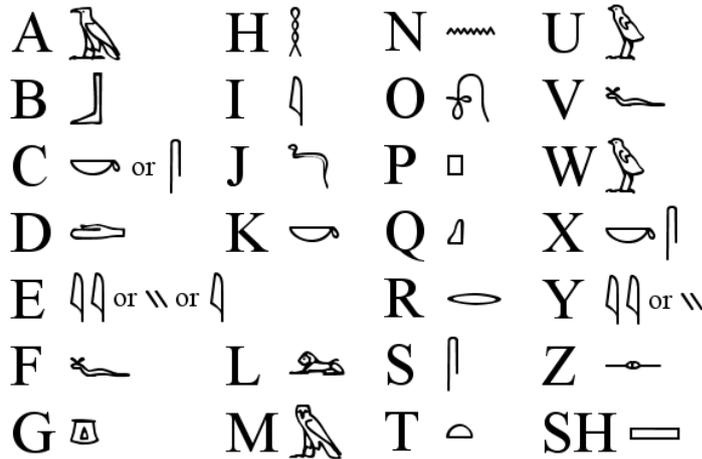


## Ancient Egypt 2

### Writing

The ancient Egyptians were among the first people to develop a system of writing.

The best-known of the systems of Egyptian writing is the system using hieroglyphs, a mixture of pictures and 'glyphs' or symbols.



Egyptian writing

We know that the Hebrews also had a writing system. God wrote the Ten Commandments on the stone tablets when Moses was on Mt. Sinai.



Hebrew writing

### Question:

What are some of the differences between the Egyptian and Hebrew writing systems?

## Ancient Egypt 3

### Beliefs

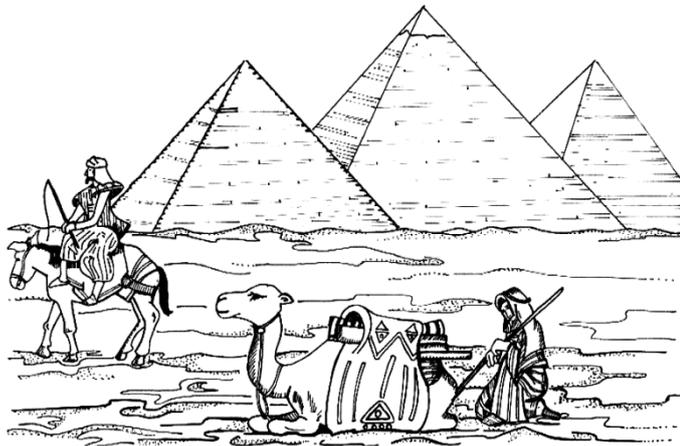
The early Egyptians worshipped many gods. Egyptians believed that there was a life after death and that a dead person's body should be preserved and buried in a tomb with everything he would need in the life after death.

The Egyptians believed that when they died, they would make a journey to another world where they would lead a new life. They would need all the things they had used when they were alive, so their families would put those things in their graves. Rich Egyptians paid vast amounts of money to have their bodies properly preserved as "mummies". (Find out what "mummies" are on the next card.) Egyptians who were poor were buried in the sand.

The Great Pyramid was a burial tomb for the Pharaoh Khufu. The pyramid once held all the treasures that Khufu would take with him to the afterlife. The pyramid is a massive structure, built of stone blocks each weighing about 1000 kg.

It took 20,000 workers around 20 years to build the Great Pyramid. Its construction began around 2580 BC. The two other pyramids that stand next to the Great Pyramid were built for the Pharaoh's son and grandson.

1. Draw the pyramids.
2. Draw what you might find inside the pyramids.



## Ancient Egypt 4

### What are mummies?

A mummy is the body of a person (or an animal) that has been preserved after death.

### How were mummies made?

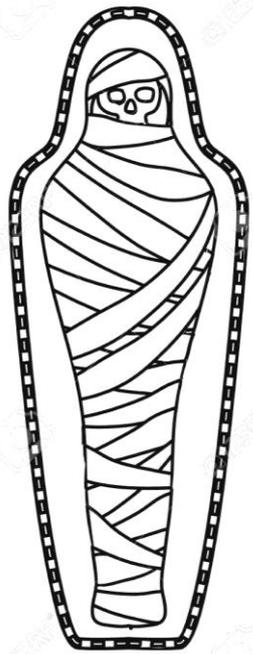
It took a very long time, from start to finish, it took about 70 days to embalm a body.

1. The body was washed and purified.
2. Organs were removed. Only the heart remained.
3. The body was filled with stuffing.
4. The body was dried by covering it with a substance called natron. This substance absorbed all the moisture from the body.
5. After 40 - 50 days the stuffing was removed and replaced with linen or sawdust.
6. The body was wrapped in strands of linen and covered in a sheet called a shroud.
7. The body was placed in a stone coffin.

### Why did they leave the heart in the body?

The Egyptians thought the heart was the centre of intelligence and emotion.

1. Why do you think they removed the organs?
2. Why did they use natron?
3. What did they stuff the body with?
4. What did they wrap the body in?
5. Why did they leave the heart in?

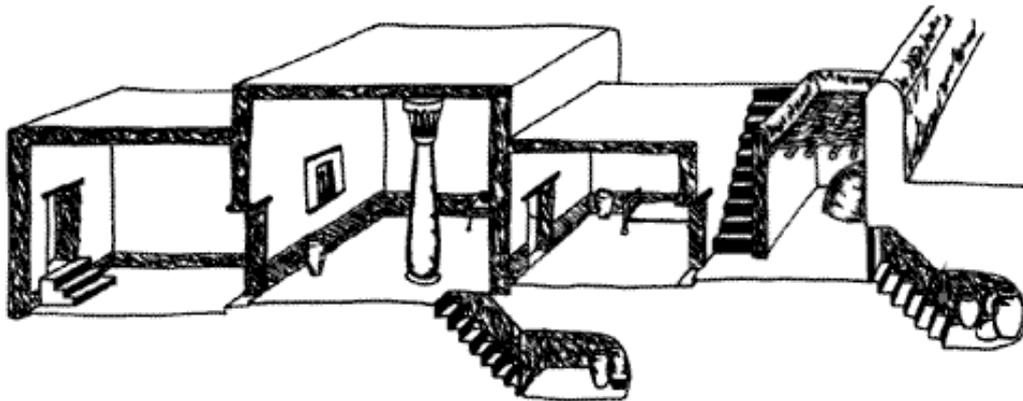


## Ancient Egypt 5 Houses

The main building material was mud brick. People lived beside the Nile and Egyptian houses were almost all built from bricks of Nile mud. (The palaces of the Pharaohs were built from stone.) The mud was carried in baskets from the Nile and poured into moulds. When the mud in the mould was dry, it was turned out and left to bake in the heat of the sun.

A house built from mud bricks:

- was cool inside
- had a flat roof so that in very hot weather people could sleep on the roofs in the cool of the night
- often had courtyards with walls built round them where cooking was done



1. What did Ancient Egyptians build their houses from?
2. How did they make the bricks?
3. What are the advantages of this type of house?
4. Why do you think they did the cooking outside?

## **Ancient Egypt 6**

### **Servants and slaves**

The richer families in ancient Egypt had houses with beautiful gardens, looked after by slaves or servants.

Servants were given a small monthly allowance. They did these jobs:

- looked after the charcoal fires
- cooked food over fires
- ground wheat to make bread
- carried baskets full of vegetables from the gardens to the houses

Slaves were not paid, but given food and shelter. **Types of slaves:**

- Captives of war
- Forced labourers who worked in quarries, built pyramids and other constructions
- Bonded labourers who worked as a slave to pay off a debt

### **What did the rich people do while the servants were doing their work?**

The men went hunting for wild ducks in the marshes and women are shown sitting on couches talking to each other and listening to music.

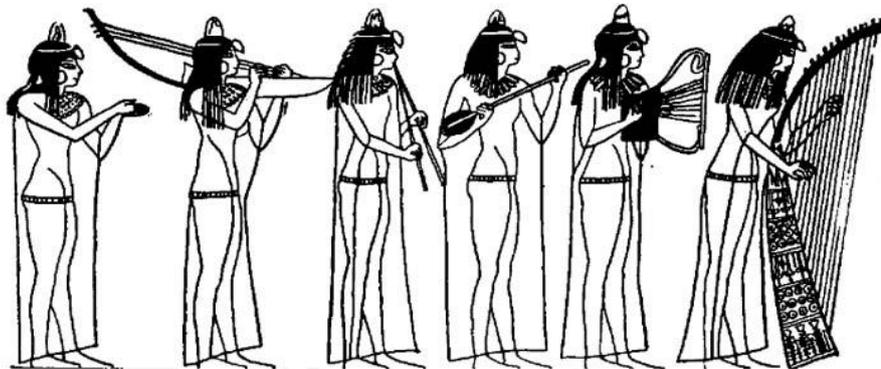
1. What did the servants of rich families do?
2. What did the rich people do during the day?
3. In the time of Moses the Israelites were slaves in Egypt. Which kind of slaves were they?
4. Joseph was sold as a slave by his brothers. Which kind of slave was he?

## Ancient Egypt 7 Entertainment

Children played with toys such as spinning tops and wooden models of animals which they could pull along on strings. They played with balls made of clay and they played at leapfrog. Girls played dancing games, holding hands in a ring, and little boys played at being soldiers.

Adults played a number of board games. We know that they played a game for two people called Senet on a board with 30 squares. The aim was to reach the kingdom of Osiris through all the dangers on the way.

The Egyptians also enjoyed story-telling, parties and music. There were a number of great public festivals to honour their gods. Thousands of people got together and danced to the music of harps and flutes.



1. Draw and name some of the games that the children played.
2. Draw the board game that the adults played.
3. What was the purpose of their festivals?
4. What were some of the musical instruments they played? Name and draw these.

## Ancient Egypt 8

### Farmers

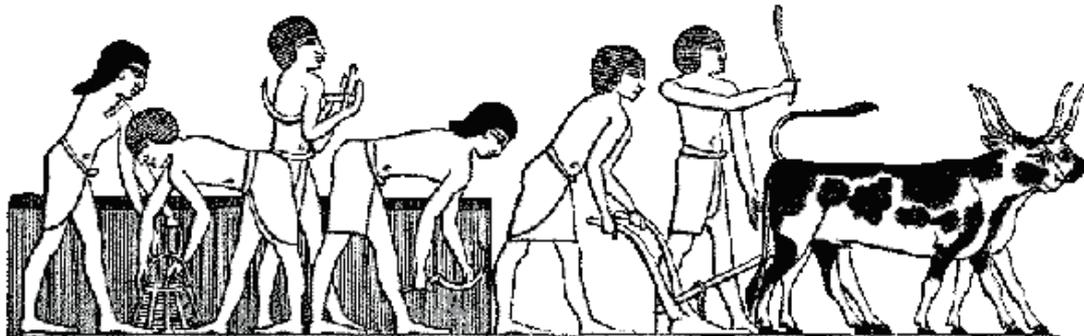
Many people in Egypt were farmers. They farmed the fields on the bank of the Nile. Men, women and children from a young age all worked in these tiny fields.

They ploughed the land with a wooden plough pulled by oxen.

They sowed the fields with seed and watered the ground with water from the Nile. They harvested the grain using a sickle.

They beat out the grain from the husk by getting their oxen to walk round and round treading on it. All the grain was controlled by royal officials and kept in a royal granary.

In the Bible we are told of the Pharaoh who dreamt of the seven fat cattle followed by the seven lean cattle. Joseph told the meaning of the dream: that there were going to be seven very good harvests, followed by seven poor harvests. He advised the Pharaoh to collect the grain during the seven good years so that the people would not starve during the seven poor years. This true story shows us that the grain was controlled by the Pharaoh's government and was then distributed when necessary.



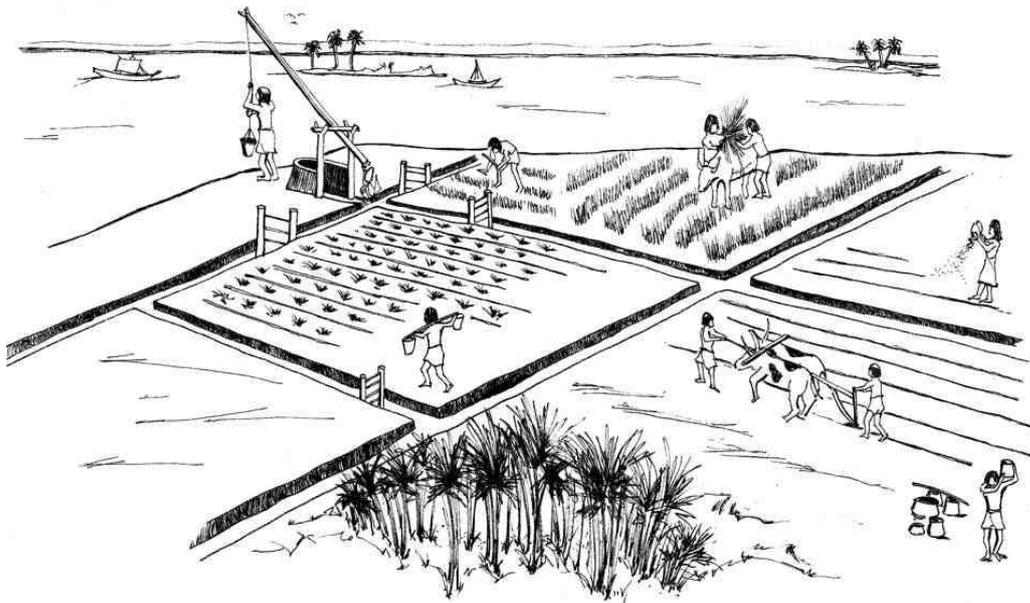
Draw and label: "Ploughing the fields" and "harvesting"

## Ancient Egypt 9

### Food

Crops and vegetables grew well on the banks of the River Nile. This meant that even the poorer Egyptians usually ate a good, balanced diet.

The staple food was bread from the grain. They grew onions and leeks and salad vegetables. They grew beans and dried them so that they could be cooked and eaten throughout the year. They grew fruit such as figs and pomegranates. They caught fish from the Nile. They kept cattle. They made beer from barley and richer people drank wine made from grapes.

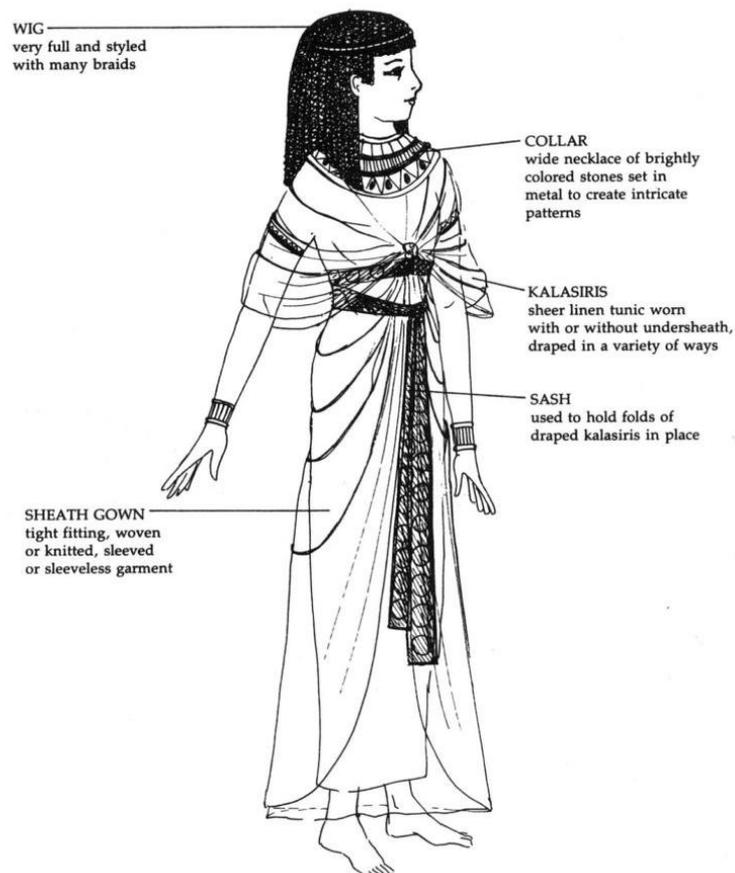


1. From the picture above, write a description of how food was grown in Ancient Egypt.
2. Draw a picture of the food and drink of the Ancient Egyptians.

## Ancient Egypt 10 Clothes

Farmers grew flax. Linen cloth is made from flax and Egyptian clothing was made from linen. Men wore a short linen kilt (like a sulu) and women usually wore a linen tunic that hung from their shoulders. They wore jewellery around their neck. Men and women wore sandals, or had bare feet. Young children sometimes wore no clothes at all but often wore jewellery round their neck.

Draw a picture a man and a woman wearing typical early Egyptian dress.



## Ancient Egypt 11

### Trades

Although most people were farmers, there were many other trades, carpenters, metal-workers, bakers, goldsmiths, boat builders. Trade was carried out by way of exchanging goods. For example, a farmer might exchange a basket of onions for a bag of charcoal, or a cow for a small boat.



1. What were some of the trades that are the same as today?
2. What do you think the carpenters would have made?
3. What do you think the metal-workers would have made?

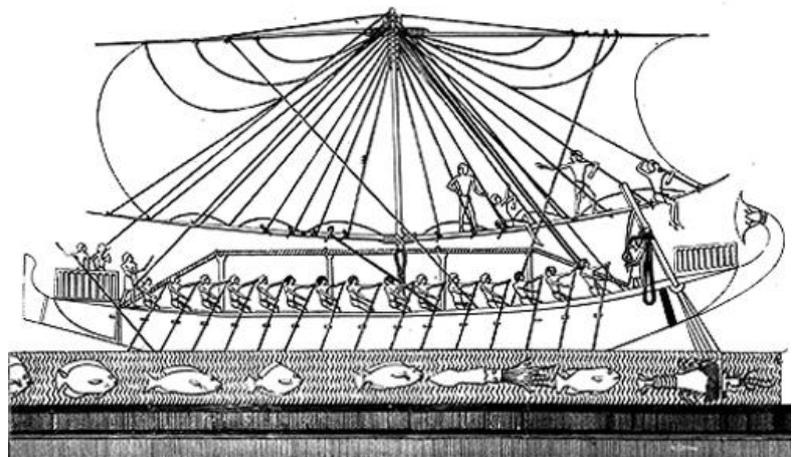
## Ancient Egypt 12

### Transport

Everything in Egypt depended on the Nile and everything was transported on boats and ships on the river. In order to fish and to transport goods from one place to another people had small boats made of papyrus stalks (stalks of water reeds) bound together.

Bigger boats and larger ships were made of wood, which was mostly imported from Lebanon. There are many paintings of boats carrying cattle and other heavy goods on the Nile. It was a very busy river with constant traffic.

On land, the Egyptians used horses and carts or chariots. We know of the Pharaoh's army that chased after the Israelites on their horses to the Red Sea, but were drowned when the Red Sea closed up after God allowed the Israelites to pass through.



# Dietrich Bonhoeffer

## Biography

Dietrich Bonhoeffer was born in 1906, in Germany. He was one of six children, and a twin. As a child he was full of questions, about Heaven and about God.

At the age of fourteen he decided that he wanted to become a theologian. That is, someone who studies all about God and the Bible and then teaches others. He found the old family Bible and started reading it, even though his family didn't go to church.

He worked hard and eventually graduated as a teacher and pastor. Then he was given the chance to study in America for a year. He didn't realize how much more he had to learn!

Dietrich watched in confusion in New York City where a waiter would not take an order of a black person. Dietrich went up and spoke to the black person named Frank.

"Frank, if they won't serve you because of the color of your skin, then none of us will ever eat here again!" With that, Dietrich and his friends left the restaurant in protest.

Walking home that evening, Dietrich was deep in thought. America was great, but why were people so prejudiced against blacks? Blacks were even attacked on the street for no reason. It was so unfair! God looked at a person's heart, not the color of his skin!

Experiences like this taught Dietrich things he hadn't learned in all his years of study. Living out his faith meant more than just attending church, reading books and teaching about God. Dietrich wanted to truly live out Jesus' words in the Sermon on the Mount, "God blesses those who work for peace." He returned to Germany determined to treat all people as equals and teach them that peace was always better than violence.

"What is different about you? What happened in America?" asked Dietrich's friends when he returned to Germany.

His answer was simple. He told them, "I became a Christian in America." Little did he know that his decision to promote peace and equality would soon be put to the test.

World War 2 began, and Hitler was scheming his evil plot to kill all Jews.

Dietrich's brother-in-law, Hans, approached him.

"Dietrich, we need your help. We're going to do it-- we're going to assassinate Hitler!"

Dietrich was shocked speechless. He looked at Hans, as his mind raced. As a pacifist, Dietrich believed in peace, not violence. How could he consider killing someone, even a monster like Hitler?

Adolph Hitler was Germany's leader. Hitler hated Jewish people so much that he wanted to get rid of them all. At first Jews lost their jobs, then their homes and businesses were destroyed. Eventually, many were crowded into filthy concentration camps and forced to work without enough food or warm clothes. Many Jews were sent to extermination camps, where they were killed just because they were Jews.

But Hitler and his Nazi party didn't stop there. Anyone who opposed their evil plans would be treated like a Jew. Dietrich did all he could to show other Christians that they needed to stand up for the Jews, but many refused to listen. Now he was being asked to help kill Adolph Hitler.

"Hans, you know my beliefs! I hate what Hitler is doing, but I could never plot to kill somebody. I would be just like him! We've helped Jews escape and called the church to stand firm-- surely that is the most we can do."

"No, Dietrich. It's not enough. Thousands of Jews are dying each week and Germany is being destroyed. Hitler must be stopped!"

Dietrich remembered the verse that had challenged him back in America: "God blesses those who work for peace." He finally decided that removing the leader who was killing so many defenseless people would be the best way to work for peace. But the assassination attempt did not succeed. Dietrich, Hans and several other members of their family were arrested. He spent the last two years of his life in prison and concentration camps. Even under those awful conditions, Dietrich continued to challenge other Christians to stand against Hitler through his powerful writing. Those who were imprisoned with him looked to him as a pastor as they faced those dark days.

After five long days in the back of the transport truck, the weary prisoners were locked in a small schoolhouse for the night. The next morning was Sunday, so Dietrich led them in a church service. Following worship and prayer, Dietrich comforted the other prisoners with words from the book of Isaiah, "With his wounds we are healed." As Dietrich finished his last prayer, the door to the schoolhouse burst open. Two evil-looking men entered and pointed at Dietrich.

"Prisoner Bonhoeffer. Get ready to come with us." Just a few words, but everyone in the room knew what they meant. A hush fell over the little group as the room filled with a sudden tension.

As the prisoners said goodbye to Dietrich, he had time to whisper a last message. "Please don't worry about me. This may be the end of my life, but it's really just the beginning for me."

He died in 1945, at the end of World War 2.

Reference: <http://m.christianity.com/church/church-history/church-history-for-kids/dietrich-bonhoeffer-the-cost-of-discipleship-11635062.html>

# God is Pure and Holy - Light and the Eyes

*If we walk in the light as He is in the light, we have fellowship with one another, and the blood of Jesus His Son cleanses us from all sin. 1 John 1:7*

## Light and the eyes 1

### God created light

*Bible verses to read: Genesis 1:1-5*

Student research

*Now copy the sentences filling in the missing words:*

Before God created light there was only d\_\_\_\_\_.  
God said that the light was g\_\_\_\_\_. He called the light d\_\_\_\_\_ and the darkness n\_\_\_\_\_.

*Think:*

Why did God call the light good?

*Now read from the Bible: 1 John 1:9*

*Copy and fill in the missing words:*

God is l\_\_\_\_\_ and in Him there is no d\_\_\_\_\_.

*Think and write:*

What is the meaning of *light* in this Bible verse?

What is the meaning of *darkness* in this Bible verse?

*Draw:*

(1) A person living in light

The Bible tells us that living in the light means obeying God. Draw something that this person might be doing, like sharing or caring.

(2) A person living in darkness

The Bible tells us that living in darkness is *not* following God. This person might be stealing or fighting.

*Read and write this Bible verse from John 1:7*

Walk in the \_\_\_\_\_ as He is in the \_\_\_\_\_.

## **Light and the eyes 2**

### **Eyes are important**

When God created light He also created eyes, so that people and animals could see His creation. Imagine trying to live without eyes.

1. What things would be difficult to do?
2. What favourite things couldn't you see?
3. What dangers would there be if you didn't have help from others?

### **How eyes help us**

*Think and write:*

How do eyes help us to stay alive?

*e.g. Eyes help us eat the right food.*

### **How eyes help animals**

*Think and write:*

How do eyes help animals to stay alive? Think about the difference between meat-eaters and plant-eaters.

*e.g. A lion needs eyes to spot other animals the it wants to hunt.*

*Think and write:*

Why did God give us two eyes and not one eye?

### **Eyes are important to Jesus**

Jesus touched many eyes and healed many blind people.

*Read: Matthew 9:27-29*

*Fill in the missing word:*

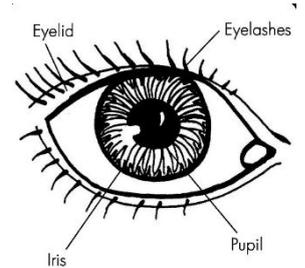
Jesus healed the blind men because they bel\_ \_ \_ \_ \_.

*Draw a picture of Jesus healing the blind men.*

### Light and the eyes 3

#### Eyes are an amazing part of God's creation

Did you know that inventors have copied ideas from God's creation? The first cameras worked like the eye. They were made of a strong black box. It let light in at only one spot called the *lens*. In the box there was a special black strip called a film. The light coming through the lens made pictures on the film.



*Draw:*

A picture of your eye, just as you would see it in a mirror. Draw the *pupil* (the black dot in the middle) and label it on the drawing. Draw the *iris* (the round coloured part around the pupil) and label it. You can also draw and label the eye lids and eye lashes.

*Find out:*

What happens to the pupil when you change from darkness to light?

### Light and the eyes 4

#### The inside of your eye

*Draw:*

A picture of the eye that shows the inside of the eye. Mark on your drawing *the iris, the pupil, the lens, the retina*.

Our eyes are more perfect than a camera. At the back of the eye is the *retina*. That is like the film. Light gets into the eye through the *lens*. The coloured part of the eye is the *iris*. It can be brown, blue or green.

What colour are your eyes?

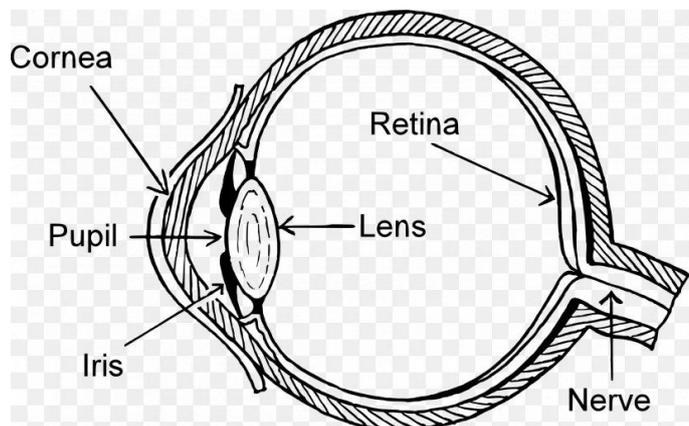
The iris opens and closes to let the right amount of light in.

The *pupil* is the black dot in the middle of your eye. In bright light the pupil is small. This stops too much light getting in. In dim light or darkness the pupil is large because it wants to get as much light for seeing.

*Look in a mirror and to see the iris and pupil of your eyes.*

*Draw:*

- (1) an eye in bright light
- (2) an eye in dim light



## Light and the eyes 5

### Caring for your eyes

We know how important our eyes are. We should take good care of them. Think about ways in which your eyes could become damaged.

*Make:*

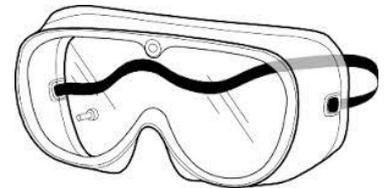
a safety poster about the care of eyes.

Make a chart divided down the middle. On one side write and draw the ways eyes can become damaged.

e.g. too much bright light or sunlight; watching an eclipse; sharp pointy objects; reading in dim light; spray cans containing chemicals that can harm your eyes; throwing sand or stones.

On the other side of the chart write and draw how you could protect your eyes from damage.

Why do you think God created our eyes with eye lids and eye lashes?



Sometimes workers wear goggles to protect their eyes. What work might they be doing?

## Light and the eyes 6

### Our eyes are lights

*Read from the Bible: Matthew 6:22-23*

These verses tell us that the thoughts and feelings inside us, like love, happiness and hate, show through our eyes. Our eyes help to make an expression on our face. What other parts of our face do we use to show our feelings?

*Answer these questions:*

How do our eyes look when we are happy?

How do our eyes look when we are sad?

How do our eyes look when we are angry?

*Hint:*

You may like to ask someone to make these expressions for you. You may like to draw pictures as part of your answers.

*Cop and fill in the missing word:*

When we are sad, \_\_\_\_\_ come from our eyes.

*Think about this and write your answer:*

When people have done something wrong, like telling a lie, they don't want to look into the eyes of another person. Try to guess why this is so.

## Light and the eyes 7: Seeing Jesus, but not through eyes

Have you ever heard someone say, “I see”? But the person is not talking about seeing with their eyes.

What the person really means is “I understand”.

When Jesus tells us about “seeing” in the Bible, He usually means “understanding”. It is possible to know a lot about Jesus and the Bible, but not really understand His love for us. Many people may know Bible stories, but they don’t understand that they can come to know Jesus as a person if they ask Him to forgive them for their sin and invite Him to become a friend.

We may see a picture of Jesus, but to really “see” Jesus we must get to *know* Him as a person and a friend. Jesus helps us to understand more about Him from the Bible.

### The Parables

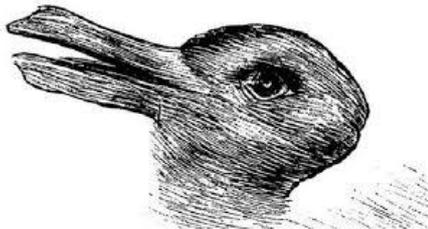
Jesus often told stories called parables. These were stories with hidden meanings. Many people listened to the stories but did not understand the hidden meaning. They did not “see” the meaning. They did not understand.

#### *A project*

Find a parable from the Bible. Write the story in your own words. Then explain the hidden meaning.

## Light and the eyes 8: Optical illusions

*Look at this optical illusion:*



This is a picture that can be seen two ways. Can you see a rabbit or a duck? Try to see both.

Perhaps you didn’t see the rabbit at first, or perhaps you didn’t see the duck at first.

If the artist wanted us to see a rabbit and we could only see a duck, then we wouldn’t be getting the right meaning.

Sometimes people don’t get the right meaning from the Bible. They have to ask Jesus for special ‘eyes to see’ the meaning of the words of the Bible.

To “see” Jesus, we must get to **know** Him. Jesus helps us to understand his word.

## Light and the eyes 9: Seeing Jesus



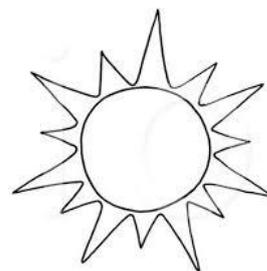
Try to find the face of Jesus in this photograph. It is a photograph of melting snow. A photographer who did not believe that God existed, saw the face of Jesus in the photograph he had taken. He no longer doubted who Jesus really was!

To find the face, look at the larger black parts.

## Light and the eyes 10: Light and Colour

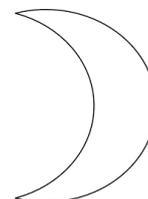
It is light that lets you see things.  
In the dark you cannot see at all.

The Sun gives us daylight.  
The Moon gives us moonlight.  
Fire gives us light.  
Electricity gives light.  
God made these things to give us light.



The Sun sends out rays of light. It shines on the Earth.  
But the Sun shines only on one side of the Earth at a time. Half the Earth has daytime while half the Earth has night time.

The moon is like a giant mirror.  
It bounces sunlight on to the earth.



# Light and the eyes 11

## What makes shadows?

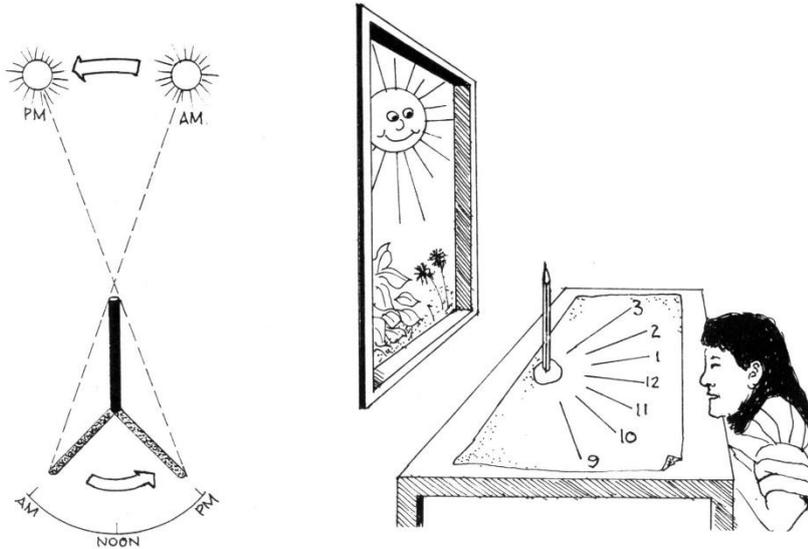
Shadows are made when something blocks the light shining on it.

### A sun dial

In the olden days, people did not have clocks like the ones we have today. They measured time by the sun. They could tell the time by the length of the shadow made by a shadow stick (also called a Sun dial).

To make a sun dial:

1. Cut a circle from stiff cardboard to make a dial.
2. Push a sharp pencil or skewer through the middle of it.
3. Push the pencil into the ground.
4. Mark on the dial where the pencil's shadow falls each hour.



## Light and the eyes 12 What is white light?



You can make a rainbow colour spinner.  
When you spin it you will see white light.

White isn't a colour, but different colours together make white.  
Light passes through some materials, like glass or water.  
The light rays bend when they pass through a glass prism or water droplets in the sky.

The different colors that make up white light become separated. This makes a rainbow.

1. Draw a rainbow showing the seven colours in the right order.  
Red, Orange, Yellow, Green, Blue, Indigo, and Violet. (Red is at the top edge of the rainbow and violet at the bottom.)

2. What is white light?

## Light and the eyes 13: Colour mixing

What happens when you mix colours together?  
If you mix colours together you will make other colours.

Write the answers:

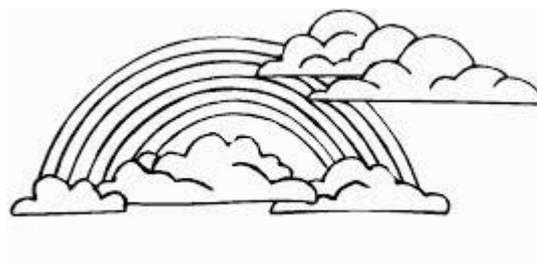
What happens when you mix:

Blue and yellow?

Yellow and red?

Red and blue?

Red, blue and yellow?



Red, blue and yellow cannot be made by colour mixing.  
They are called Primary colours.

How do you make brown?

What are your favourite colours?

Black and white are not colours. They are tones.  
What happens when you mix black and white?

## Light and the eyes 14: Light Facts

### What is light?

Light is a form of energy which our sense of sight can detect. It is made of electro-magnetic radiation and travels in a straight path.

### What is the speed of light?

The speed of light is the speed at which light travels. It is about 300,000 kilometres per second. Nothing travels faster than light.

### Why are there different colours of light?

There are different colours of light because they are light waves which have different wavelengths. Red light has the longest wavelength while violet light has the shortest wavelength.

### What is reflection?

The bouncing back of light waves when they hit an object with a very smooth and shiny surface, like a mirror, is called reflection.

### What is refraction?

The bending of light as it passes from one transparent substance to another, like air to water, is called refraction.

Copy the questions above and answer write *short* answers, (no more than twelve words per answer)

## Thinking Skills

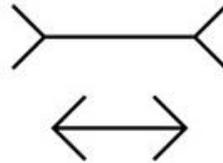
### Light & the eyes 1

Explain this optical illusion 2 ways.



### Light and the eyes 2

Use a ruler to find out which horizontal line is shortest.



### Light and the eyes 3

Make an improvement to a pair of sunglasses.

Draw your glasses and explain why they are unique.

### Light and the eyes 4

Invent something that would help a blind person.

### Light and the eyes 5

Design a piece of fabric that uses every colour of the rainbow.

### Light and the eyes 6

List 10 things that are transparent.

# God is Creator – Creators and Builders Part 1

## Inventions 1

### Questions about technology

1. What do you think are the 3 greatest inventions of all time?
2. How has technology changed the workplace?
3. Has technology ever *let you down*? (Have you ever been disappointed because something did not work properly?)  
What happened?
4. How has technology improved our daily lives? Give examples and explain the advantages of technological advances.
5. What could never be replaced by technology?  
Explain why not.
6. What things should never have been invented?
7. Do computers save time or do they just make us waste more time? Explain.
8. What would you like to see invented in the future?  
Explain why.
9. Which modern invention could you not live without?  
Explain your choice.
10. How has technology changed medical care?
11. How has technology revolutionized transport?

## Inventions 2

### The Invention of Umbrellas

It seems natural to open an umbrella when it rains. But actually the umbrella was not invented for protection against rain. It was first used as a shade against the sun.

Nobody knows who first invented it, but the umbrella was used in very ancient times.

The first people to use it were probably the Chinese in the eleventh century B.C. The umbrella spread to ancient Egypt and Babylon. At that time it was a symbol of honor and authority. The umbrella was only for royalty or by those in high offices.

It is believed that the first people to use the umbrella as protection against rain were the ancient Romans.

The umbrella became popular in Europe in the eighteenth century and then started to become popular worldwide. Umbrellas have not changed much in style during all this time; however, it wasn't until the *twentieth century* that umbrellas began to be made in a **variety** of colors.

1. *Who first invented the umbrella?*
2. *When did the first people start to use the umbrella?*
3. *Who were the first people to use the umbrella for protection from the rain?*
4. *When did umbrellas began being made into different colors?*

### **Inventions 3**

#### **For good or for bad**

Just a few hundred years ago, life was far different than it is today. When people wanted to travel or communicate, they had to go on foot or horseback.

Whatever people owned—from clothing to tools—had to be made by hand.

Diseases were difficult to treat without modern medicines.

Quality of life has improved over the years through the efforts of the men and women who had the brilliance, diligence, and creativity to come up with new and better ways of doing things.

Alexander Graham Bell discovered how to send sound down a wire from the speaker to the listener, and so invented the telephone, which ultimately led to the cell phone, and our modem, and a communication system that now links the entire globe.

The electric light illuminated the darkness so people could work at night. Braille made it possible for blind people to read.

These inventions, like many others, have clearly improved life by keeping people healthier, helping them to communicate and work more efficiently, and allowing them to travel farther.

Other inventions were controversial because of their potential for destruction. Some people think that the world would be better off without the invention of the hydrogen bomb.

**List 5 good inventions. Explain how they have changed people's lives.**

## **Inventions 4**

### **Telephone and Computers**

#### **The Telephone**

The telephone is an instrument that converts voice and sound signals into electrical impulses for transmission by wire to a different location, where another telephone receives the electrical impulses and turns them back into recognizable sounds. In 1875, Alexander Graham Bell built the first telephone that transmitted electrically the human voice.

#### **Computers**

There are many major milestones in the history of computers, starting with 1936, when Konrad Zuse built the first freely programmable computer. In the 1960s computers were used by NASA to place a man on the moon. The computers then were very large.

1. What are the advantages and disadvantages of having a mobile phone?
2. Explain in 3 sentences or more how have computers changed since 1936.

## **Inventions 5**

### **The car and the camera**

#### **The Car**

In 1769, the very first self-propelled road vehicle was invented by French mechanic, Nicolas Joseph Cugnot, (French). It was a steam-powered model. In 1885, Karl Benz, (German) designed and built the world's first practical car to be powered by an internal-combustion engine. In 1885, Gottlieb Daimler (German), took the internal combustion engine a step further and developed a gas engine. He later built the world's first four-wheeled motor vehicle.

1. Apart from walking, how did people travel before the invention of the car?
2. How is the modern car different to the first car invented?

#### **The Camera**

In 1814, Joseph Nicéphore Niépce (French), created the first photographic image with a camera he invented. The image required eight hours of light exposure and later faded. In 1837 Louis-Jacques-Mandé Daguerre (French), invented of the first practical process of photography.

3. How did people produce images before the camera?
4. What can we do with cameras today?

## Inventions 6

### The light bulb

In 1809, Humphry Davy, an English chemist, invented the first electric light. Fifty years later Thomas Edison (American), improved upon this idea. In 1878, Sir Joseph Wilson Swan, an English scientist, was the first person to invent a practical and longer-lasting electric lightbulb that burned for 13 hours. In 1879, Thomas Edison invented a carbon filament that burned for forty hours. The filament is made of tungsten wire. Tungsten is a hard metal with the highest melting point of any metal.



1. How did people light their homes before the invention of the electric light?
2. Why was Thomas Edison's invention in 1879, better than any previous attempts at making a light bulb?
3. Why is tungsten a suitable metal for using in a light bulb?
4. Draw the light bulb and label the tungsten wire filament.

## Inventions 7

### Household objects

Choose five of the following objects.

Name and draw each object.

Explain how life would have been without this object, or how the job would have been done before it was invented.

1. Hammer
2. Fork
3. Spade
4. Mop
5. Broom
6. Screwdriver
7. Grater
8. Peeler
9. Scissors
10. Saucepan
11. Clothes peg



## Inventions 8

### Household objects

Choose five of the following objects.

Name and draw each object.

Explain how life would have been without this object, or how the job would have been done before it was invented.

1. Mirror
2. Pen
3. Washing machine
4. Clock
5. Sewing machine
6. Can opener
7. Ironing board
8. Lawn mower
9. Saw
10. Drill
11. toothbrush



## Thinking Skills

### Creativity 1

List 10 ways in which people can show creativity.



### Creativity 2

Explain the meaning of this poster:



### Creativity 3

Give 5 good points about being creative.

### Creativity 4

Make up two sentences about creativity using some of these words.



### Creativity 5

Explain how this picture can tell us about creativity.



### Creativity 6

Imagine a world with no creativity.

Give 5 bad points.

<p style="text-align: center;"><b>Creativity 7</b></p> <p>Think of 3 creative ways to use a coat hanger. (Not what it's normally used for.)</p>	<p style="text-align: center;"><b>Creativity 8</b></p> <p>Design something original. Choose one of the following:</p> <ul style="list-style-type: none"> <li>• A song</li> <li>• A dance</li> <li>• A game</li> <li>• A recipe</li> <li>• An invention</li> </ul>
<p style="text-align: center;"><b>Creativity 9</b></p> <p>Think of a way to solve one of these problems:</p> <ul style="list-style-type: none"> <li>• Too much rubbish</li> <li>• Too much traffic</li> </ul>	<p style="text-align: center;"><b>Creativity 10</b></p> <p>Imagine that you and your friend have been shipwrecked on a tropical island. List 5 things you will do to survive. Think about food, water, shelter and how to signal for help.</p>
<p style="text-align: center;"><b>Creativity 11</b></p> <p>Imagine that you are the Prime Minister. What will you do to improve your country?</p>	<p style="text-align: center;"><b>Creativity 12</b></p> <p>List 3 animals that use creativity. Explain why these animals are creative.</p>

# Jacob Vouza

## Biography



Everyone in the village was talking about the new-comers, Jacob Vouza and his wife:

“A new policeman has arrived here on Guadalcanal. You should see him. He’s very tall, maybe 6 feet, and he has great broad shoulders.”

“He looks really powerful.”

“He has a lovely wife.

“And they’re both Christians. They’ve started having worship services on Sundays. The policeman teaches from the Bible.”

“I think I’ll go along, it sounds good.”

Jacob Vouza and his wife soon settled in to life in the village near Honiara in the Solomon Islands. Their Sunday meetings grew in number and the village folk greatly respected their new policeman and his wife.

“They live their lives like true Christians, just like he teaches us,” they said.

The village community lived together peaceably, learning to follow the Christian way. Then one day their peace was shattered.

“What’s that noise?” asked one man.

“Sounds like a plane, coming this way,” said another.

Jacob Vouza looked up to the distant skyline then called urgently to everyone, “You’d better run and hide in the bush. Those are enemy planes. Get your families together and run!”

In the following few days, Japanese planes had landed on the airstrip at Honiara, ships had landed Japanese soldiers at the wharf and they now occupied the township of Honiara and the surrounding villages. Vouza recalled the past few years.

“I always thought it was suspicious the way those Japanese men came spying their way into our islands,” he commented to a friend. “I remember when I was working at Tulagi there was a Japanese who worked as a carpenter. He openly boasted about how his people would come one day and occupy our islands.”

For the first few months after the enemy landed on Guadalcanal, Jacob and all the villagers were hiding in the jungle, and no one knew where he was or what he did. But then the day came when a ship appeared from the east. “It’s an American ship!” someone cried, “They’ve come to help us claim our islands back!”

The villagers watched from the shelter of the jungle as the American troops landed on the wharf at Honiara, relieved and excited that help had come for them. They found ways of contacting the Americans to pass on information about the whereabouts of the enemy. Jacob Vouza came to the American officers. “I know all the tracks through the jungle, lots of secret ways to spy on the enemy.” he said, “I can get the information to you about what they are doing and where they are going.”

The Americans were pleased to have such a strong, reliable man helping them and Jacob Vouza served their forces well.

But the day came when Jacob was captured by the Japanese. He had some important information about the movement of enemy troops which he was anxious to pass on to the American officers. He was following a jungle track to their base when he was taken.

Roughly the soldiers pushed him up against a tree and threatened him. “You tell us where the Americans are!” they ordered, but Jacob remained silent. They tied him to a tree with lengths of bush rope. “We’ll give you tins of food. Tell us what you know!”

Jacob said nothing.

The man who had been a carpenter at Tulagi was amongst the Japanese party that had captured Jacob. He recognised him and bigger bribes were offered. “You’re a big man in the police force. You’re important. We’ll give you lots of food.” “Tell us about the Americans.”

But nothing would make Jacob talk.

They left him for a time and Jacob thought they had finished with him, but later they returned.

“One last chance,” they said. “Tell us where your friends are. If you don’t we’ll kill you!”

Still not a word from Jacob.

They thrust bayonets through his arms, neck and finally his body. Believing he was dead they left him there, tied to the tree. But Jacob did not die.

“I must get to the American base and give them the information I learned today,” he thought to himself. “I’ve got to get out of these ropes.”

Somehow he managed to chew through the bush ropes and set himself free. He was bleeding a lot from the bayonet wounds, and his strength was fading. But he determined to reach the American base. “I must get there tonight,” he said to himself, “This information is too important to wait.”

It was twenty miles to the American lines, but staggering, crawling, bleeding, sometimes forced to rest, he struggled through the jungle during the long hours of the night.

Suddenly, “Halt! Who’s there?”

It was an American sentry on duty who had heard a noise in the nearby jungle and called out his challenge. Then out of the dark jungle crawled Jacob, his strength almost gone.

“We must get you to a doctor immediately,” said the sentry.

But Jacob objected. “No, the doctor can wait. Take me to an army officer. I have important information for him. I must see him first.”

They helped him walk the rest of the way to see the officer, who listened to his amazing story of courage and determination. “You’re a very brave man, Jacob Vouza. You’ve done well to get this information to us. Thank you for your courage and loyalty. Now you’ve done your duty we need to get you to the doctor.”

During the months that followed Jacob recovered under the care of the Americans. In the following two years there was bitter fighting on Guadalcanal between Japanese and Allied forces, but finally the Japanese were driven out and eventually the Solomon Islanders were free to return to their lands.

Jacob Vouza was awarded the George medal, a British award for bravery and also the American Silver Star. Those who knew his story knew that both awards had been well and truly earned for this brave man who gave a new and deeper meaning to the word “loyalty.”

Adapted from: *Safety Last* by Rita Snowden, Epworth Press, London  
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