

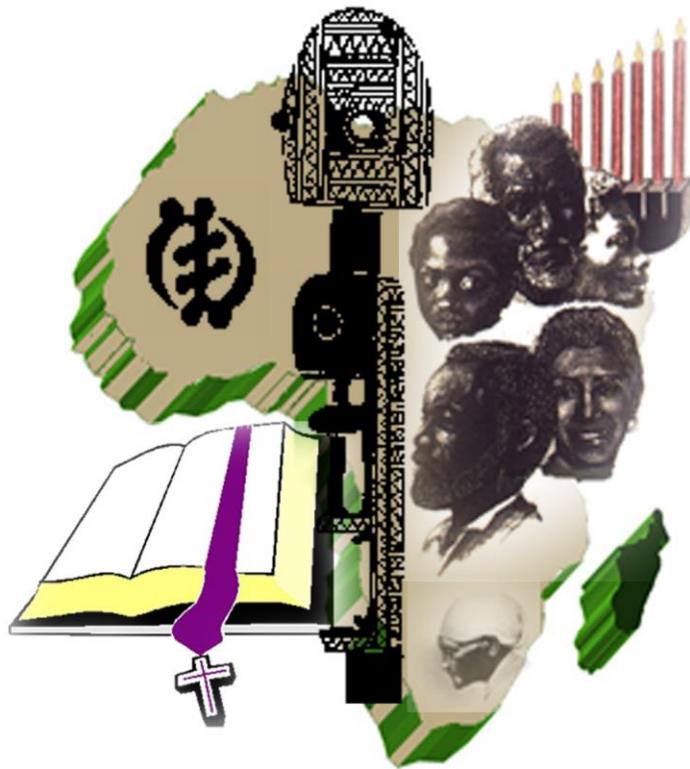
Christianity
Within the African Context

STUDY GUIDE

Published By
Global Vision Ministries



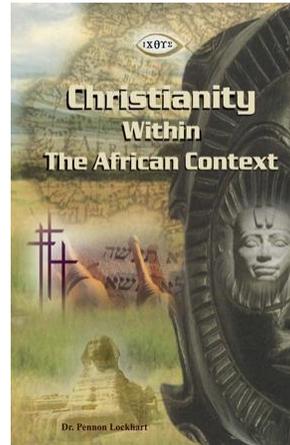
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Christianity Within the African Context

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ISBN: 978-1-4951-6559-7

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Publication Design: Drs. Pennon and Charlotte Lockhart
Cover Illustration: Dr. Pennon Lockhart

STUDY GUIDE

ISBN: 978-1-7923-4535-7
Amazon Kindle eBook – \$9.99
1st Printing
August, 2020

Printing: Kindle Direct Publishing

Introduction

This study guide was written as a companion to *Christianity Within the African Context*. Meticulous attention was taken to insure that the material presented in this publication would help the reader understand the connection between the true Christian faith and the birth of humanity that begins in Africa. There has always been a disconnect between the European missionary version of Christianity and the African concept of God and His Son, Jesus Christ. To bridge this disconnect, we must start with Adam, God’s first creation in humanity and the civilizations that stem from Adam (*the first African that God created*). The Old Testament history has much to tell us on the subject of African origins. Moreover, the Old Testament provides not only a history of the Edenic creation and development of early cultures but also divine commentary on the nature of man and his interconnected relationships. This moves one beyond elemental bantering concerning dates, times, cultures, languages, and the proper name for the Creator God. For these and other reasons, the study of Christianity in an African context should be of considerable value. It follows that we should address the origin of the sacred text of the Bible that will be used as our anchor of intelligence and understanding.

The layout and design of the publication, including the margin notes, illustrations, maps, charts, and photographs are critical elements which help to tell the story of the rise and fall of African civilizations and their impact upon today’s society. The DVD version includes additional graphics, a *Timeline*, the *Adinkra Symbols* and the *Mdw Ntr* fonts.

This study guide was designed as a vehicle for an in-depth analysis and evaluation of the concepts explored in *Christianity Within the African Context*. The study guide is intended for use in classrooms, study groups, and homes. Each chapter consists of an objective, an overview of the parent text, and activities which are designed to achieve the stated objective. Each chapter of the study guide contains a student review which includes several of the following activities: a vocabulary, map activity, review questions, and additional exercises.

Various pages of the study guide may be duplicated for discussion or classroom use and group leaders are free to modify any activity to suit the learning capabilities of their groups. This study guide remains faithful to the contents of the parent text and it also contains recommendations for additional study.

The *Christianity Within the African Context* text book, study guide, and interactive DVD are all designed to enhance the reader’s and viewer’s understanding of African history and its relationship to the Christian faith.

Dr. Pennon Lockhart,
Author of *Christianity Within the African Context*

Dr. Charlotte W. Lockhart /Editor and Publisher of the Study Guide



sni r itw.k tpw.k



mdt.sn mn m sšw

Imitate your fathers and your ancestors and their speeches endure in writings.

Acknowledgments

We extend our heartfelt appreciation to all of the parents and grandparents who instilled hope and paved the way toward a future with eternity in view. We are thankful to the many pioneers who have contributed to the ongoing corrections to African history. Many of whom we have sat under their tutelage, such as; Dr. John Henrik Clarke, Dr. Charles S. Finch, Dr. Ivan Van Sertima, Runoko Rashidi, Dr. Asa Hilliard, Listervelt Middleton, Dr. Anthony Kweku Andoh, Dr. Yosef ben-Jochannan, Dr. Kofi Asare Opuku, Dr. Maulana Karenga, Dr. Molefi Asante, Dr. Jacob Carruthers, Dr. James H. Cone, Jack D. Forbes, Dr. Martin L. King, Jawanza Kunjufu, Major Courage E. K. Quashigah, Kwame Nantambu, Wade W. Nobles, Dr. Theophile Obenga, Dr. Mario Beatty, Dr. Leonard Jeffries, Jr., Dr. Rosalind Jeffries, Oba T'Shaka, Cain Hope Felder, Carl F. Ellis, Dr. Henry H. Mitchell, Rev. Dr. Lonnie J. Oliver, Gayraud S. Wilmore, Winston Hall, Mfundishi J. H. Hassan K. Salim, and Obadele Williams. Thanks to the numerous other supporters whose names are not included in the above.

From the **Glovis Technologies, Inc.** Team: (1995-2011) Dr. Pennon Lockhart and Aaron F. Henderson, *GTI Business Partners*, Jomo Kontar Moyenda, *African Historian*, Felicia Jeter, *Broadcast Journalist*, Neeka Jeter, *Voiceover Specialist*, Rannie Goodwater, *Videographer*, Dr. Charlotte W. Lockhart, *Educational Consultant*, Dr. Frederick J. Taylor, Sr., *Music Consultant*, Dr. Lori Hunter, *University Liaison*, Joi C. Pettus, *Technical Operations Web Support*, Jonathan Kelly, *Professional Photographer*, Ike Aig' Imoukhuede, *Multimedia Developer*, Gerard T. Munajj, *Graphic Image Design*, Ronald Wilkey II, *Multimedia Producer*, Kevin Mills, *Video Editing*, Dr. Harold Davis, *Mentoring Consultant*, Michael Dadafi McWhorter, *Mentoring Consultant*, Gary Hines, *Sounds of Blackness*, Dr. Yvonne Freeman, *SECME Consultant*, and N.A.K. Mutota, *Publishing Consultant*.



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*The translation of the words for “Divine Speech” in the ancient Kemetic language is rendered as **Mdw Ntr** (using only consonants as in Old Testament Hebrew). Vowels are inserted to aid with pronunciation and the words may appear as **Medew Netcher**, **Medu Neter**, or a varied combination to express the concept of Divine Speech.*

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Guide Overview and Commentary

Objective

Students will demonstrate an ability to gather information, think critically, and solve problems as needed to facilitate responsible decision making, to understand complex ideas, and to generate new ideas.

Guide Overview

The goal of this study guide is to present facts in order to arrive at an objective and true rendering of history. In collecting and analyzing facts, we recognize that the history that we were taught in the American matriculation process promoted a biased view of all cultures, particularly those of African descent. Accordingly, it has taken years to arrive at some definitive interpretation that can be derived from new and emerging truths. In attempting to reconstruct a true history, there has to be a synthesis and interpretation of many pertinent records and even then, it becomes a largely subjective process. Although the Bible is not considered a history book, the elements of historical accounts can be relied upon as containing the only truths for the woes of mankind.

Historians and other writers often have differing views on information regarding the same subject. They write from varied perspectives based upon experiences. The time in which they write, coupled with the availability of true information leads them to endorse ideas formulated from a warped view of history (*his story*).

The Information age has been noted as the most formidable contribution of the century. It has been signified by not only the expansion of communications technology, but it has also been a revolution signaled by the expansion of the message – the transformation of information itself. We live in an age where the truth of history is coming into its own. This is the age when non-European scholars have insisted on removing the veil and scales from the eyes of their people. If we are to be whole and complete as human beings, we can no longer accept the notion of a one-sided biased view of world history.

Additionally, statistics can be used to prove or to refute an idea from whatever historical vantage point the writer is using as his or her frame of reference. They say “*figures don’t lie,*” but liars do figure. The one exception is the truth of the Word of God when correct exegesis is applied... **“...according to the faith of God's elect, and the acknowledging of the truth which is after godliness; In hope of eternal life, which God, that cannot lie, promised before the world began” (Titus 1:1-2)**

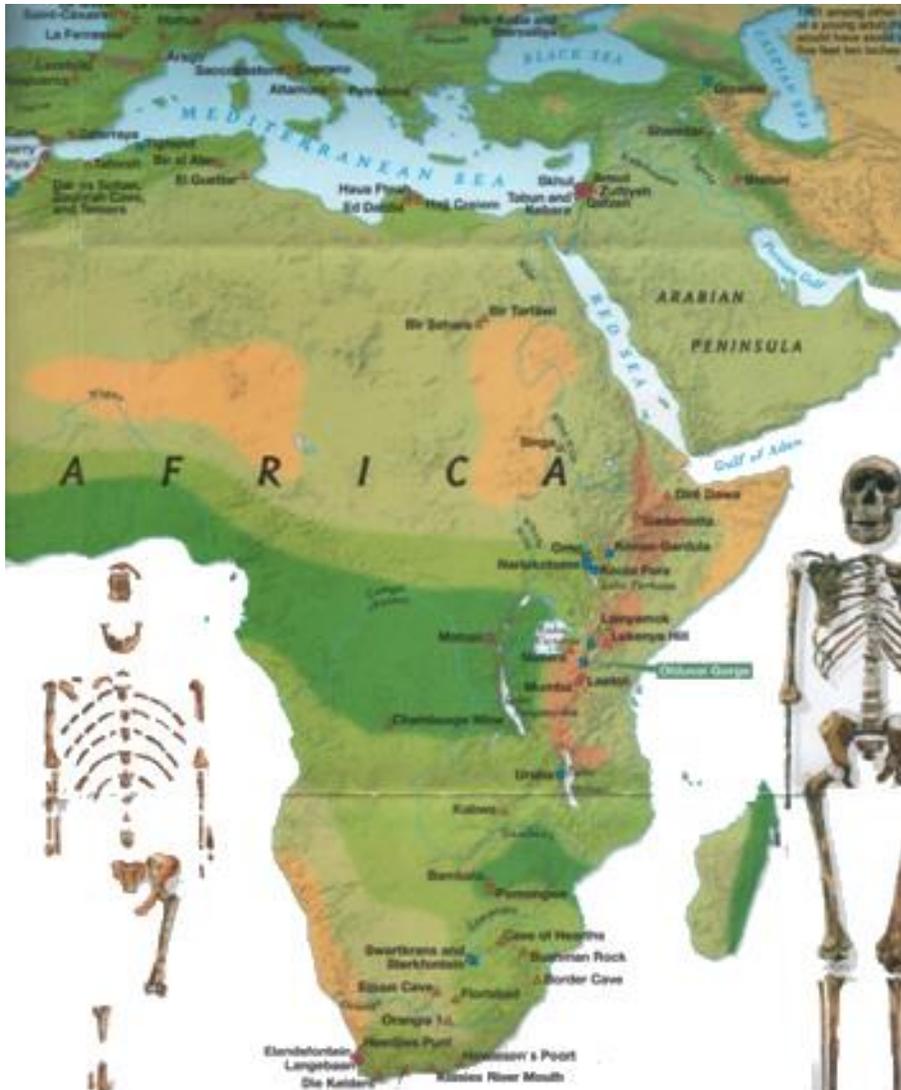
This study guide and the adjoining book, are designed to established the fact that significant contributions have been made by people of all cultures which helps to center individuals correctly in the historical experience. This is required to maintain a needed diversity through the varied cultures and life motives of all people. When people are provided additional truth, their perceptions of a specific event, personality, or culture, could change dramatically.

Africa is the mother continent of all humanity where God’s presence was first made known. Judaism was shaped in the Nile Valley civilizations before the call of Abraham. Christianity also received significant influences from ancient African religions practiced in Kemet (Egypt) and their progenitors to the south, Nubia and Ethiopia. This signifies that God revealed Himself to our ancestors beginning with Adam. Christianity was shaped by the ancient culture and religions of Africa.

Opening Activity

Leading to chapter 1, 'The Nature of Man', assign members of the group to review and discuss the statement from Acts 17:26 and Genesis 2:7, where the word of God says, "God made all nations from one blood to dwell on the face of the earth."

- Regarding the question of cultural/"genetic" identity linguistically linking Egypt and the rest of Africa, Cheikh Anta Diop's work *"The Cultural Unity of Black Africa"* demonstrates the extensive influence of ancient Egypt on classical Greece in terms of literature, science, and philosophy. Nevertheless, there is continued agreement that *Homo sapiens*, modern man, appeared about 40,000 years ago during the Upper Paleolithic. This first humanity, belonging to the lower layers of the Aurignacian, was probably related morphologically to the current Black type of humanity. (Diop, Cheikh Anta. *The African Origin Of Civilization, Myth or Reality*)



Comparative Time Frames for Literature and Science

“Africa was old before Europe was born” - Dr. John Henrik Clarke

It's well-documented that classical Greek thinkers traveled to what we now call Egypt to expand their knowledge. When the Greek scholars Thales, Hippocrates, Pythagoras, Socrates, Plato and others traveled to Kemet, they studied at the temple-universities Waset and Ipet Isut.

	AFRICA (B.C. Kemet)	EUROPE (B.C.)
5000 B.C.	Writing, Literature, Hor-Em-Aket, Architecture, etc	<i>No Recorded History</i>
4200 B.C.	Calendar, Medical Papyri, Mathematics and Science	<i>No Recorded History</i>
3200 B.C.	1st Golden Age, TaSeti, Narmer, Pyramids, Imhotep, the father of medicine	<i>No Recorded History</i>
2000 B.C.	2nd Golden Age, KMT Literary age, Temple Universities at Waset and Ipet Isut	Bronze age in Europe
1700 B.C.	The kingdom of Kush Expansion	Ottomans Invade Crete
1500 B.C.	3rd Golden Age of Kemet, New Imperial Age, Tiye	Minoan & Mycenaens fall
1000 B.C.	4th Golden Revival Age, King Tut, Late Kingdom	Widespread Upheaval, Stone Age farming peoples
850 B.C.	Memphite Creation Theology, Pharaoh Taharqa; See (Isaiah 37:9 and II Kings 19:9)	Crete & Greece flourish, Homer: Greek Literature
600 B.C.	Saite Dynasty; King Necho, Naval explorations	Thales, Pythagoras, and others study in Kemet
525 B.C.	Persian Dynasty; Cambyses II, Darius, Xerxes	Herodotus studies in Kmt
390 B.C.	Memphite Dynasty in Kemet, Kushites extnd power	Plato studies in Kemet
323 B.C.	Ptolemaic Dynasty, Eratosthenes, <i>Kemet Librarian</i>	Punic Wars, Scipio
30 B.C.	Kemet in decline after nearly 5000 years, Augustus Caesar claims Kemet as a province of Rome.	Rise of the Roman Empire

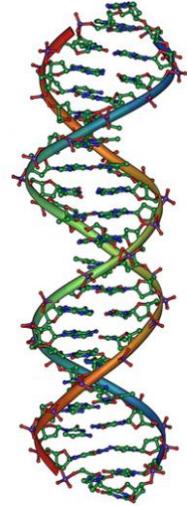
When the truth of history is told, it will be revealed that the descendants of Africa (*on the continent and in the diaspora*) led the movement to reclaim the past by resurrecting the history - intellectually, technically, linguistically, archeologically, and biologically (DNA). Combined with the disciplines of cultural and physical anthropology, chemistry, and physics, we have been able to forge new theoretical pathways to reveal new evidence in the quest to uncover the ancient origins and unifying principles of classical African civilizations.

Chapter One

The Nature of Man

Objective

Students will demonstrate an understanding of the nature and origin of mankind, as contrasted with the Biblical creation account of the God of Scripture. They will gain an understanding of migrations from the cradle of civilization.



Chapter Overview

This chapter addresses the nature and spirit of mankind and a brief lesson in logic to help guide the student through how the Bible was written and the concept of the God of creation. An understanding of the language families will assist in demonstrating the power of the Word. Describing the migrations outward from Africa will show that there are traces of African genes in everyone living, indicating the origin of humanity due to the diversity of African DNA. The closing image of the colossus is based on the Biblical prophetic conclusion of the timeline.

Questions:

At the conclusion of this activity students will be able to answer the following questions.

1. How is the non-material part of mankind connected with the soul?
2. What steps should be taken to correct the false perceptions of biological evolution to account for the genesis of mankind?
3. How does the special mammalian type of DNA possessed by humans "*after his kind*" discount man's evolution from apes and monkeys regarding the "missing link" theory?

Activity 1

Debate on the Origin of Mankind.