

# Lesson 20 - The Church Reaches Out

## ***Objectives***

By the end of this lesson the student should know that:

- Know that the Church in Asia suffered persecution from the Persians and the Arabs.
- Know that the Church in eastern Europe grew through the missions to the Slavs
- Recognize Saints Cyril and Methodius as the developers of the Cyrillic alphabet and the Slavonic liturgy.
- Understand that the witness of the Byzantine Liturgy led to the conversion of Saint Vladimir and his people.

## ***For the Catechist***

The development of the Christian Roman Empire in Constantinople and its environments was offset by the assaults against the oriental patriarchates (Alexandria, Antioch and Jerusalem). Under attack by the Persians and then captured by the Arabs, these Churches began declining in numbers and influence. The Church of Constantinople would become the dominant factor in the development of these Churches. By the twelfth and thirteenth centuries, they had put aside their own eucharistic rites (the Liturgies of Saint Mark and Saint James) for those of Constantinople. As the Church of Old Rome was the center of focus and unifying factor in the West, the Church of New Rome would be the sign of unity among the Byzantine Churches of Europe and the Middle East.

It was the Equals to the Apostles and Enlighteners of the Slavs, Saints Cyril and Methodius, who are credited with setting the direction for the Byzantine missions among the Slavs. Their development of the Slavonic language and translation of the Scriptures and liturgical books into Slavonic began the process of adapting Byzantine customs to meet the particular needs of the Slavs. Liturgical services were translated from Greek into Slavonic and the style of chanting adapted to suit. Instead of the large stone and marble basilicas of the Mediterranean countries, new architectural styles more appropriate to the climate and available materials of eastern Europe developed. As the Fathers and the Councils had adapted the Semitic message and liturgy to the culture of the Greeks, the Slavs would adapt the Byzantine tradition to the genius of their own people. This move would later provide a precedent for adaptation to the languages and cultures of the Far East and the modern West.

## ***Materials Needed:***

*Opening Prayer:* Icon corner, student texts

*Introduction:* Easel or wall pad, markers,

*Activity A:* Languages Worksheet, Resurrection icon prints

*Activity C:* Kingdom Tree Worksheet, craft items

## ***Icons and Pictures:***

*Come Bless the Lord:* Exaltation of the Holy Cross (#21)  
Saints Cyril and Methodius (#34)

## 1. Opening Prayer

Pray the hymn on page 100 in the student text. Remind the students that the "Symbol of Faith" mentioned in the hymn is the Nicene Creed, compiled by the Fathers of the first and second Councils. Note that it is called a "Symbol" because its few words represents a much greater mystery: the mystery of God and His plan of salvation.

## 2. Review

Review the main points of the previous lesson using the pages from your wall or easel pad. Use the time line on the Unit Page to recall that the Greek Fathers and the Councils helped make the more concrete message of the Gospel at home among the more philosophical Greeks.

Ask the students to share what they remember about the seven great Councils of the first 800 years of Christianity. Stress the Nicene Creed, the pentarchy, and the confirmation of icons as among their most lasting works.

## 3. Introduction

Introduce the subject of enemies: how the United States has been at war with a number of nations in the last hundred years. Ask the students to identify them (*Germany, Japan, Italy, USSR, Korea, Vietnam, Iraq*). The hundred years before the United States was battling the British, the Spanish and itself in the Civil War. Each time people reacted by:

- Devising insulting nicknames for the enemy. Who were the "Krauts" (*Germans*), the "Japs" (*Japanese*), "Commies" (*Communists*), "gooks" (*Asians*), etc.
- Rejected German music, Italian food, anything Asian.
- Americans who knew the enemy's language (e.g. German-Americans) stopped speaking it; others learned it so that they could fight the enemy.

Today we will begin by looking at some of the enemies of the Roman Empire who rejected its religion, as well as some of its neighbors who adopted Christianity.

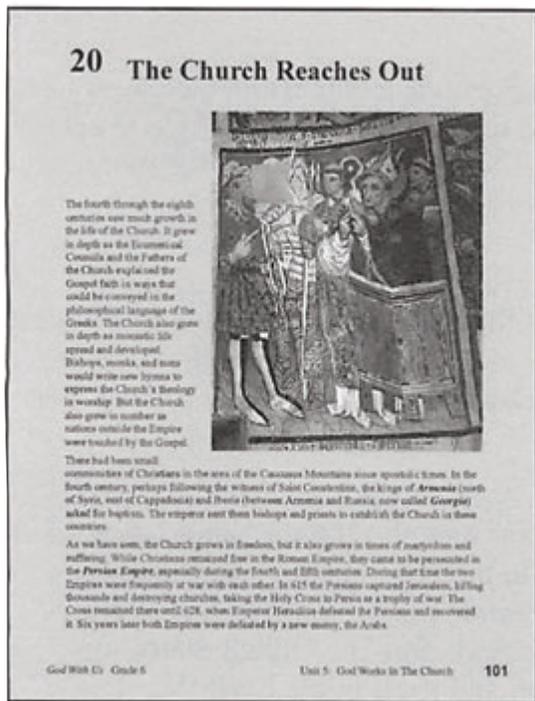
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### ***Background Reading (Missionary Expansion of the Church):***

"Since the opening of the Church to the Gentiles, Christianity has never been restricted to just one or two certain ethnicities. The mission of Jesus was to make disciples of all nations. (Matthew 28:19). The first Christian missionary center was Antioch which, in the apostolic age, sponsored the missionary journeys of St. Paul. The Church of Cyprus, dating from the apostolic age, was for many years part of this patriarchate. Later activity saw the creation of catholicates in Persia (Celeucia-Ctesiphon) to the East and Iberia (Georgia) to the northeast, in the southern Caucasus. The Iberian Church retained its connection with the Greeks and today follows the Byzantine rite. Activity in Asia came to be the province of Syrian and Assyrian missionaries and settlers, who penetrated as far as China in the first millennium. The present-day 'Syrian' Churches of Malabar in southern India are in this tradition.

*(continued on next page)*

#### 4. Guided Reading, Pages 101 - 102



Before the reading, **summarize the objectives of the lesson** on a wall pad or easel pad so that the page can be preserved and used for review next week.

Have the students silently **read the first two paragraphs** of the text; then **refer them to the map** on page 177 ("The Homelands of Eastern Christianity") to find Armenia. Note that Iberia (Georgia) would be north of Armenia.

**Identify Parthia on the map** and note that it was part of the Persian Empire at this time. Ask the students if they remember what role the Persians played in the Old Testament era. (*They defeated the Babylonians and allowed the Jews to return to the Holy Land.*) Ask for the name of the Jewish queen of Persia whom we had studied. (*Esther*) Then read the next paragraph.

Refer again to the map on page 177. Point out the unnamed area south of Jerusalem. This would be the Arabian peninsula, the home of Muhammad and the first Muslims. Then read the first two paragraphs in the section "**The Rise of Islam**" (p. 102).

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#### **Background Reading (continued):**

"Alexandria was the mother Church for the Christians of Yemen, Nubia and Ethiopia. While the Church in Yemen died out with the Islamic conquest and the Nubian kingdoms were absorbed into present-day Egypt, the Ethiopian Church still survives as an autocephalous patriarchate. The first recorded Ethiopian bishop, Frumentius of Tyre, was ordained for Axum by St. Athanasius. This Church developed along Coptic lines, especially after the activity of Coptic and Syrian missionaries in the sixth century, but it retains a distinctively African spirit. In the West Roman missionaries first established Churches in the Roman provinces of Britain, modern France (first at Lyons, then in other cities), and modern Germany (Trier, Cologne, Mainz, and others) by the second or third century. Pagan tribes north of the Rhine, outside the empire—such as the Goths, the Celts and the Nordic tribes—were evangelized in succession.

"The Church of Constantinople looked to the north. Its missionaries converted the Bulgars, the Romanians, and other Slav people. Both Roman and Byzantine missionaries worked in Poland and Hungary, but these nations became predominantly Roman Catholic. In Slovakia and Moravia in the ninth century Saints Cyril and Methodius worked in both the Roman and Byzantine rites and are recognized as 'Apostles of the Slavs' while they were native sons of Constantinople. In 1988 Slavic Churches celebrated the millennium of the conversion of Rus' under St. Vladimir. These missionaries brought the Byzantine expression of Christianity and made it a living expression of faith for these various peoples" (*TEE* 29-30).

**The Rise of Islam**

The Muslim religion began in the early seventh century among the nomads of what is now Saudi Arabia. Their prophet, Muhammad, had preached belief in one God and had been driven from Mecca as a result. He formed groups of soldiers to attack mecca and within a few years had won control of the region.

Muhammad taught that his followers were to be in a permanent struggle (jihad) against non-Muslims, either by war or other means. Their goal is that the world be subjected to God and Islamic law (sharia). Non-Muslims could be tolerated if they believed in one God, like Jews or Christians. Others must become Muslims or die.

Muslims Arabia had invaded and conquered most of the Middle East, Armenia, Cyprus, south Africa and Spain by ca. 750. They converted some churches to become mosques and would not permit new churches to be built. Special taxes were levied on Christians and Jews, and they were forced to dress differently from Muslims. Later Christians were forced to wear hats around their necks and Jews to wear a badge and a yellow headpiece. Good advantages were given to Jews and Christians who would become Muslims, and many did. Christians had no legal rights under Muslim rule. A second of a crime, they would be killed, unless they became Muslims. Many Eastern Christians lived under Muslim rule until the twelfth century, many in the Middle East still do. Unable to expand, they concentrated on preserving their faith and their churches. Yet God worked in these hardships to maintain their early traditions so that later Christians all over the world would profit from the historic witness of the Eastern Churches.

**Missions to the Slavs**

While Christianity was restricted in its earliest home, it began to flourish to the north. During the eighth century some Slavs were settled in



**Cyril & Methodius**

Maccedonia. The Maccedonians were the first Slavs to be Christianized by Byzantine missionaries.

About midway through the sixth century, the duke of Moravia, a Slavic state, appealed to the emperor to send missionaries "in order to see the Christian truths in our own language." In 626 the emperor sent two brothers, **Cyril and Methodius**, steeped in the traditions of the Byzantine Church and also fluent in the Slavic language. Later in the same year the Bulgarian king asked for baptism, and other missionaries were sent to him.

Cyril and Methodius soon realized that they would need copies of the Bible and the liturgical books written in the Slavic language. After creating an alphabet for his language, they began to translate the various books into Slavic. The particular language or dialect that they employed remains the basis of the Old Church Slavonic language still used today in the services of the Byzantine Churches that have Slavic roots.

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Note that Arabs and Muslims are much in the news. Ask the students what they know about them. **Use the fact sheet on Islam** at the end of this lesson for information on Muslim terms and practices. Stress that, since the heart of Islam is submission to God, Muslims understand that they are called to submit every nation to Islamic law. This was why they invaded so many areas.

Stress that, even though the Churches in these areas were weakened, God still worked in them. They preserved the traditions of the early Church, particularly in the monasteries. Some, like the Monastery of Saint Saba near Jerusalem and the Monastery of Saint Catherine on Mount Sinai, still exist.

If some of your students and/or other parishioners are from this area, indicate this.

### Missions to the Slavs (p. 102-103)

Refer the students to the map on page 176 ("The Growth of Christianity"): Note the Roman numerals designating the century in which the region was evangelized. Have them find the two areas beyond the boundaries of the Roman Empire indicating ninth century activity. These are the areas of missions to the Slavs.

### Background Reading (Saints Cyril and Methodius):

"The brother missionaries Cyril and Methodius are celebrated as the 'Apostles to the Slavs.' Born in the Greek community of Thessalonica, they learned the dialect of the Slavs at an early age and could speak it fluently. Cyril, before becoming a monk, was known as Constantine.

"The icon shows the two brothers joined together in their missionary effort. Cyril, the monk, wears the monastic habit together with the cross that is characteristic of the monastic life. Methodius, the Bishop, wears the vestments of a hierarch with the characteristic omophorion and holds a bishop's staff. The cross with which he blesses is the three-bar cross, symbolic of their mission to bring the Good News of Jesus Christ to the Slavic peoples. Cyril holds a scroll upon which is written the text of Mt. 28:19, 'Go, therefore, and make disciples of all the nations.'

"Cyril and Methodius composed the alphabet that is named after Cyril, the Cyrillic Alphabet, and which is used in the Slavic languages. Thus, Cyril is sometimes shown holding a scroll with this alphabet. These brother Apostles translated the Liturgy and Scriptures into the vernacular and defended its usage, thus further stressing their missionary intentions. This action went a long way toward the growth of the faith of the people. The entire lives of Cyril and Methodius can be summarized as a missionary response to the command of the Gospel to go forth and bring the Good News of Jesus Christ to all mankind.

"This command of Christ is also given to us. We are called to translate the Gospel into our day-to-day living. Our lives should be an invitation to others to follow Christ. Saints Cyril and Methodius stand out to us as exemplars of the missionary character of the Church" (CBL 34).

Germania in Moravia were accustomed to giving in Latin and would not accept the Slavonic Liturgy. Cyril and Methodius were obliged to go to Rome to get the pope's approval of their work. Cyril died there in 869, and Pope Adrian II made Methodius an archbishop, responsible for missions in Moravia (the eastern Czech Republic), Pannonia (in today's Croatia, Hungary and Slovakia), and Serbia.

The Germans still would not accept what they called the "barbarous use of the Slavic language" in the Liturgy. Once Saint Methodius died, they expelled the Byzantine missionaries, who continued their work among other Slavic peoples.

These Byzantine Slavs then had something that western Europeans did not possess. They had the Bible, the Divine Liturgy, and various services of the Church in their own language. This is called the *slavonic*.

The Byzantine tradition passed on two important gifts to the Slavs: a well-developed theology and liturgy and also a Christian culture. Thus the tradition of Byzantium did not stay within its own borders. It spread far beyond its original boundaries and influenced countless nations and peoples.

**Some Slavic Saints**

**Saints Anthony and Theodosius of the Caves (11th century)** – After several years as a monk in Mount Athos, Anthony came to Kiev as an ascetic in a cave near Kiev. After several disciples had joined him, he left them to the care of Theodosius and left for a more remote spot. Every Saturday Theodosius would send a cart full of bread for the imprisoned. Not far from the monastery, he set up a shelter for the destitute, the blind, the lame, and the invalids. One work of the monastery's income was allocated to maintain that house. The Monastery of the Caves still exists (Feast day: July 10).

**Saint Boris and Gleb or Ilya (11th century)** – Sons of St. Vladimir and Princess Anna, they were killed on the orders of their brother Sviatopolk, who sought the throne they ruled. Refusing to renounce their brotherly love, they were martyred. They are honored as "Passion-bearers," evoking and inspiring their imitators (Feast day: July 24).

**Saint Euphrosyne of Polotsk (12th century)** – Daughter of a prince, she lived in a cell near the Holy Wisdom Cathedral, working as a scribe to raise money for the poor. She did one pilgrimage to the Holy Land, and her body was returned to the Monastery of the Caves in honor (Feast day: May 27).

**Saint Sergius of Radonezh (14th century)** – This monk established nine monasteries, including the Holy Trinity Monastery near Moscow which still exists. Today it is called the Trinity-St. Sergius Monastery in his honor (Feast day: July 7).

**Research these topics on the Internet –**

- Armenia
- Georgia (Iberia)
- Slavs
- Ukraine

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Have the students **read the section**; then ask:

- Who are the Enlighteners of the Slavs? (*Saints Cyril and Methodius*)
- What other saints we have met are called "Equal to the Apostles"? (*Saints Mary Magdalene - Lesson 15, Constantine and Helen, Vladimir and Olga - Lesson 1*)
- What is the name of the language put into writing by Saints Cyril and Methodius? (*Slavonic, or Church Slavonic*)
- What modern countries were evangelized by Cyril and Methodius and their followers? (*Czech Republic, Croatia, Hungary, Serbia, Slovakia*)

Stress that the special contribution made by Cyril and Methodius was to translate the Scriptures and the liturgical books into Slavonic, making the Byzantine Tradition at home among the Slavs. This happened 1,100 years before the western liturgy was translated into the languages of western Europe!

If some of your students and/or other parishioners are from this area, indicate this.

Encourage the students to do web searches on *Cyril and Methodius* to learn more about them.

**The Conversion of Rus'**  
Pages 104-105

**The Conversion of Rus'**

Christian missions among the Slavs continued to develop. The next area to accept the Gospel was Kievan Rus' in 988. Its Prince Vladimir was a pagan but his grandfather Olga had been a Christian.

The *Primary Chronicle*, written about fifty years later, tells how Vladimir sought to adopt one of the major religions of the world. He sent emissaries to see the religions of the Greeks, the Greeks, the Jews, and the Muslims. They were most impressed when they visited Constantinople's Church of Holy Sophia (the Holy Wisdom). They reported to Vladimir: "We know not whether we were in heaven or on earth, for surely there is no such splendor or beauty anywhere on earth. We cannot describe it to you: only that we know, that God dwells there among men, and that their service surpasses the worship of all other places. For we cannot forget that beauty!" (*The Primary Chronicle*).

Vladimir decided to accept Christianity, was baptized in Kiev, and married Anna, a niece of Emperor Basil II. He returned to Kiev with priests, liturgical books and vestments, holy icons and crosses, and all the items needed for worship. Vladimir assembled his sons and nobles in Kiev, had them baptized, and decreed the great idols he had erected there a few years earlier. The next day the people of Kiev were brought to baptism. A great church was built where the idols had stood and Kievan Rus' became a Christian nation.

Following Vladimir's conversion many other changes came about. Vladimir became a true Christian prince, ruling with mercy and compassion. Christian schools were opened, monasteries founded, and missionaries sent forth to all parts of his realm.

**Baptism of Ukraine**

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Remind the students that they heard about Saints Vladimir and Olga in Lesson 1. Point out that here we will see why Vladimir decided to become a Christian in the Byzantine Tradition. Have the students **read the section**; then stress that the conversion of Rus' led to the formation of Byzantine Churches in Belarus, Finland, Poland, Ukraine, Russia, and all across Asia to Siberia, Japan, and Alaska.

Discuss the reaction of Vladimir's emissaries as described in the *Primary Chronicle*. Ask:

- Do you agree with Vladimir's emissaries that the Byzantine Liturgy is more beautiful than others?
- Why do you think people see beauty reminding them of God?
- Think of something beautiful - how can that remind us of God?

## 5. Activity A (Languages of the Byzantine Churches)

Do you think that the way a religious group worships tells us something about them? Why/why not?

St Vladimir's emissaries were attracted to the beauty of the Liturgy in Constantinople. What can be done to make our experience of the liturgy more attractive to others?

## 6. Activity B (The Byzantine Liturgy)

The Byzantine liturgy so appealed to Vladimir's emissaries that he brought Byzantine priests to baptize his people; countless Slavs and peoples they evangelized have become Christian since then as a result.

Stress that, besides enlightening the Slavs with the Gospel, Saints Cyril and Methodius also showed that the Byzantine tradition could thrive in different languages and cultures. Give the students some time to study the Paschal greetings from around the world on Worksheet A; then form two teams for a "bee." Let a student from one team say *Christ is risen* in one language, either from memory or from the worksheet; the second team must respond in the proper language. End with a Paschal treat, if in season, or distribute icon prints of the resurrection.

Have the group brainstorm what they see as unique qualities of the Divine Liturgy. Use their ideas to compose an invitation for them to share with their friends. Encourage them to invite their friends to join them for a Sunday Liturgy.

Young people may often see these qualities as negatives (too long, too different, too foreign). Help them to see the positive side of these qualities and express them in an attractive way. For example, "too long" can become "enough time to decompress from everyday concerns;" "too foreign" can become "makes us think of how our ancestors worshipped for hundreds and hundreds of years."

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### ***Background Reading (The Heavenly Liturgy:***

"The splendid services of Byzantium could only be realized when the resources of the empire became available to the Church, but long before Constantine we can see the liturgical vision of the early Church looking toward the glory of the heavenly altar rather than the intimacy of the family room. The New Testament book of Revelation describes the worship of heaven in terms which we can recognize from our Divine Liturgy. There the Lamb stands before the throne, surrounded by the elders, ministered to by the angels. We see this imaged when the bishop serves before the Holy Table surrounded by the presbyters and ministered to by the deacons. In the heavenly liturgy, which takes place, incidentally, on the Lord's Day (Revelation 1:10) there are readings (the breaking of the seals), a *homily* (by one of the elders -Revelation 7:13-17), the prayers, the celebration of Christ's victory over sin and death (which is the heart of the anaphora), the wedding banquet of the Lamb ('the great feast God has prepared for you' Revelation 19:17), and the dismissal (Revelation 22:2 \), interspersed with the apostle's charismatic visions. Whether they could realize an elaborate liturgical celebration or not, the early Christians certainly saw the Liturgy as pointing to the glory of the triumphant King of Kings and Lord of Lords. Those later elaborations of the rite are clearly in harmony with this initial vision" (*LW* 76).

**7. Activity C (The Kingdom Tree)**

Remind the students of Jesus' Parable of the Mustard Seed (Matthew 13:31-32; Mark 4:30-32) and the project of the Kingdom Tree. Have the students add a branch representing the enlightening of the Slavs.

**8. Time Line**

Refer to the time line poster. Have the students brainstorm the names of people mentioned in this lesson (*Muhammad, SS Cyril and Methodius, Vladimir, Anthony and Theodosius, Boris and Gleb, Euphrosyne of Polotsk and Sergius of Radonezh*) and indicate the period in which each lived. Write in the names and dates under each appropriate heading to show the beginnings of Islam and the evangelization of the Slavs.

**9. Summary**

End the lesson by summarizing the lesson from the aims on page 287, from the elements in the student text on which you focused, and/or from any other points raised in the lesson.

**10. Closing Prayer**

Conclude with the reading of the hymn in honor of Saints Cyril and Methodius on page 105 in the student text.

## Basics of Islam

(From Islamic Websites)

**Name** - The name of the religion (Islam) and the practitioner (Muslim) come from the Arabic word for *submission* to God. All the earth is meant to be in submission to God its Creator. Many believe that once a person or place has been brought into submission (Islam), it cannot cease to belong to God. Hence people who reject Islam must die, and a place submitted to God (like the Holy Land) cannot be abandoned to unbelievers.

**Origin** - The beginnings of Islam are found in the spiritual quest of an Arabian trader, Muhammad, living in Mecca in what is Saudi Arabia today. Born in AD 570 and orphaned early in life, he had prospered in life, but often went off by himself to reflect on life. Muhammad claimed that, when he was forty years old, the angel Gabriel appeared before him and told him, "Read in the name of your Lord who has created everything, who has created man from a clot of blood."

Muhammad began preaching that God (*Allah* - simply the Arabic word for God) was the Creator of all. We are to worship Him alone and lead honorable lives. Muhammad said that Gabriel continued to appear before him and told him that he (Muhammad) was God's Prophet. The Meccans, who were polytheists, rejected Muhammad and drove him and his followers from their city. In 622 Gabriel told Muhammad to take his followers to the city (*medina*) of Yathrib, where he won a greater following. Muhammad and his followers fought against the pagans of Mecca and defeated them, before moving to other areas with the message of Islam.

**Beliefs** - God is absolutely transcendent, above and beyond all His creation. He is not everywhere, but above the heavens. He is not our Father, but our Maker and Lord. God is beyond all physical limitations, so it is through the medium of angels that He causes His command to be revealed to His human messengers, the prophets, and thus to mankind.

God will judge every soul on the Day of Judgment on the basis of their deeds. Those who emerge successfully from Judgment will go to eternal Paradise; those who are condemned and deserve punishment will be sent to Hell.

**Scripture** - Muhammad recorded Gabriel's messages in the book called the *Quran*; the text we know today was written down by the year 651. The *Quran* is considered to be untranslatable because no other language carries the full range of often subtle meaning that the Arabic of the Quran can convey.

**Prophets** - Muslims believe that God sent different messengers and prophets throughout the history of mankind in order to guide them. Muslims believe in Noah, Abraham, Isaac, Ishmael, Jacob, Moses, David, Jesus, and Muhammad. All came with the same message to worship the one true God. Some were sent books, such as the original Torah or the original Gospel. They believe that over time the true message was changed or misinterpreted: "*They change the words from their right places and forget a good part of the Message that was sent them... .*" (Quran 5:13). Muhammad is the "seal" of all the prophets - that is, the last. Muslims often speak of the *Quran* as "the Last Testament."

The ***Five Pillars of Islam*** are enjoined on all Muslims 10 years old and over:

- 1 - *Profession of Faith* - that there is but one God and Muhammad is His prophet;
- 2 - *Prayer* - five times each day (before dawn, mid-day, afternoon, after sunset and night), in Arabic, facing the Qaba'a in Mecca, which they believe was built by Adam and restored by Abraham
- 3 - *Fasting* - from dawn to dusk each day in the month of Ramadan
- 4 - *Sharing* - of at least 2.5% of one's goods with the needy
- 5 - *Pilgrimage* - to Mecca at least once during one's life, if at all possible

Some other practices include:

- Ritual preparation of meat (*halal*)
- Prohibited foods, especially pork, alcohol, and addictive drugs
- Modesty in dress, particularly for women
- Observing the Friday afternoon prayer in a mosque
- Ritual washing before prayer
- *Jihad* (struggle) to promote or preserve the worship of the one God by bringing as much of the world under the control of Islam as is possible.

## Languages in the Byzantine Churches

*Saints Cyril and Methodius translated the Scriptures and the liturgical books from Greek into Slavonic. Today the Byzantine Church is active in different cultures all over the world. Learn the Paschal Greeting (Christ is risen! - Indeed He is risen!) in as many languages as you can.*

<i>Albanian:</i>	Krishti U Ngjall!	Vertet U Ngjall!
<i>Arabic</i>	Al-Maseeh qam!	Haqqan qam!
<i>Belarussian:</i>	Krystos uvaskros!	Saprawdy uvaskros!
<i>Danish:</i>	Kristus er opstanden!	Ja, sandelig opstand!
<i>French:</i>	Le Christ est ressucite!	En verite il est ressucite!
<i>Georgian:</i>	Kriste ahzdkhakh!	Chezdmeridet!
<i>German:</i>	Christus ist erstanden!	Wahrlich ist er erstanden!
<i>Greek:</i>	Christos anesti!	Alithos anesti!
<i>Hungarian:</i>	Feltamadt Krisztus!	Valoban feltamadt!
<i>Italian</i>	Cristo e risorto!	Veramente e risorto!
<i>Romanian:</i>	Hristos a inviat!	Adeverat a inviat
<i>Spanish:</i>	Cristo ha resucitado!	En verdad ha resucitado!
<i>Slovak:</i>	Khristos voskres!	Voistino voskres!
<i>Ukrainian:</i>	Khristos voskres!	Voistino voskres!
<i>Zulu:</i>	Ukristu uvukile!	Uvukile kuphela!

## The Kingdom Tree

*Add a branch marked The Church Reaches Out, representing the enlightening of the Slavs by Saints Cyril and Methodius and by the conversion of Saint Vladimir.*

