ALL IN GOD'S IMAGE

A CELEBRATION of BLACK HISTORY and DIVERSITY

WEEK 2 *A Family Guide for the East Ohio Conference of The UMC*

EAST OHIO CONFERENCE
MULTICULTURAL VITALITY

Corinne R. Dunn, M.Ed., M.A.
Certified Diversity Professional
Diversity Learning Consultant/Trainer

Note to Teachers, Parents, and Caregivers,

This unit was designed to provide an introductory look at African American History for family groups in the home setting as well as Sunday School settings. It is arranged in four lessons, one per week, to take place during Black History Month or at other times during the year. A free and full curriculum for various grades levels is available by contacting the Office of Multicultural Vitality or downloading it on the East Ohio Conference website.

The format of each lesson includes:

- Objectives.
- Supplies. Supplies might include specific book titles and/or equipment, i.e., a computer, to project online stories, pictures, or maps.
- Introduction and Bible Memory Verse. Please encourage the child(ren) to learn the Bible verse and see how it relates to the information shared on that particular day.
- Story Excerpt(s) and Discussion. The stories have been chosen carefully for each grade level. The books can easily be obtained through your local libraries, book distributors, or read-aloud versions which are available online. Scripted discussion questions should also prove helpful and are listed in each lesson. Skits (role play) may be included in some lessons. In addition, suggested photographs of key individuals, maps, and other materials will be mentioned.
- Music. Music has been essential in the African American culture for centuries and was shared with all Americans. Simple songs are included in the lesson plans, many of which are found in *The United Methodist Hymnal*. Most of the songs should be familiar and are easy to teach.
- Conclusion and Prayer. Closing statements and prayers are included. Please also spotlight the prayers of several African Americans which are also listed at the end of each lesson.
- Activities. Art projects are opportunities to end the lesson in creative ways.
- Extended Activities. Children can be encouraged to share new information with family members and friends. Some home activities are suggested, and extensive listings of recommended books for children are also included at the end of the unit.
- References and Appendix. A complete list of books and some extended activities are spotlighted at the end of the unit.

Final Comments:

Attempting to introduce African American History in a short timeframe is challenging but important in all settings in the East Ohio Conference. I have included significant events and individuals, but there are so many more! I hope that this will be just the first step in continuing to explore Black History in future years. We all have so much yet to learn.

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Teacher/Parent Code to Lesson Plans

- Lesson Numbers are at top of first page of each lesson **in bold**.
- Themes explored in the lesson are at top of first page of each lesson **in bold**.
- Lesson Objectives are on first page of each lesson.
- Sentences highlighted in gray are scripted words of important information to be shared by the adult or an older sibling or student.
- *Sentences in italics* are suggested questions (and answers) which can be posed by the adult or read by an older student.

Week 2 Lesson Plan

Theme: Emancipation, Segregation, the Great Migration, Harlem Rennaisance

Objective(s):

By the end of the lesson, the Sunday school participant will … Repeat--Explain the importance of Black History Month in February and celebrating Black History throughout the year.

- State how a document (Emancipation Proclamation) written by President Abraham Lincoln freed most of the enslaved people in America on January 1, 1863. (It wasn't until June 19, 1865, however, that all of the enslaved people learned of their freedom. That day is now celebrated as "Juneteenth" every year in the United States.)
- Define the word migration as it applies to African American people who moved to the North after the Civil War was over.
- Describe ways in which Black people were kept separated from white people in many public places (including water fountains, bathrooms, schools, trains, and buses). Jim Crow Laws; Segregation
- Give examples of some Black authors, artists, and musicians who shared their gifts with America about one hundred years ago (Harlem Renaissance).

Supplies:

- Suggested book titles listed in lesson plan as obtained from local libraries, book distributors, and/or online read-aloud versions: *The Dream Keeper and Other Poems* by Langston Hughes. *Ellington Was Not a Street* by Ntozake Shange.
- Large poster board or mural paper (for use all month)
- Crayons or markers which include black and brown colors (for use all month)
- Construction paper which includes black and brown colors, scissors, and glue sticks (for use all month)
- Computer or another device with flash drive portal (for use all month)
- Selected books from library (listed below, optional)
- Bible(s)
- *The United Methodist Hymnal*
- U.S. map during the 1860s
- Green or blue papers or sticky notes for segregation simulation

Lesson Format:

- Introduction (including Bible memory verse) Begin the lesson by reviewing the Bible verse from last week. Have individuals repeat the verse if they memorized it. Genesis 1: 27, (CEB) God created humanity in God's own image, in the divine image God created them, male and female God created them. New Bible Verse: Even though the African Americans were kept in slavery for hundreds of years, in God's spirit, they were always free. Ask children to memorize this new verse in the week to come. 2 Corinthians 3: 17 The Lord is the Spirit, and where the Lord's Spirit is, there is freedom. Last week, we talked a lot about how people from Africa were forced to come to America and become slaves for white people. (Review other points from the lesson.) This week, we are going to talk about the challenges African Americans continued to face after they were no longer enslaved and how they continued to contribute to American life and events.

- Story Excerpt(s) and Discussion. Review the U.S. map during the 1860's. Explain that our country was divided into the North and South at that time. The slaves who were working in the South were not free and continued to work very hard for no pay. A war began in 1861 called the U.S. Civil War. It was a very sad time for our country. States fought against each other. In 1863, the President of the United States, whose name was Abraham Lincoln, wrote a letter stopping slavery in the South. (Note: 200,000 black men joined the Union Army and Navy, and many lost their lives in the war.) Sadly, some of the enslaved people didn't hear that they were now free until two years later! Now, every June 19, many people celebrate the holiday, Juneteenth. *Why do you think it took more than two years for some people in America to learn that slavery was ended? (News traveled very slowly in those days. There were no phones, computers, or texting to share information.)* After all of the enslaved people were freed and the Civil War ended, a number of African Americans decided to move in search of new jobs in the North (migration). Even though they were no longer slaves, life for African Americans was still very difficult. Laws were passed, called Jim Crow laws, which kept Blacks and whites separate in much of the South (segregation). They had to use separate bathrooms, drinking fountains, schools, ride in special train cars called Jim Crow cars, and when buses were invented, had to sit in the back behind the white people. A famous Black writer at the time, named Langston Hughes, wrote one of many poems in which he described that time in history as a child. His book, *The Dream Keeper and Other Poems*, includes a poignant poem entitled "Merry-Go-Round." (Read the poem to the children.) *How would you feel if you were told you couldn't be treated the same as others? How do you think the boy in this poem feels?*

- [*Simulation of Segregation: Mark areas of your classroom or house with "green" or "blue" markers. Make sure that each child is assigned one of the two colors. Spaces might include bathrooms, television, computer, refrigerator, water faucet, drinking fountain, stairway, exit/entrance, etc. (Try to give one group the preferable spaces, i.e. bathroom, water fountain, computer, etc.) Give them all five to ten minutes to do whatever they would like in the large space providing they only use the sections marked with their color, green or blue. *How did you feel when you could only use certain parts of the classroom or house? Were some parts better than others? How do you think Black Americans at this time in history felt when they could only use a particular part of the building or bus/train and whites were able to use another, better part? We will talk next week about how these rules were finally forced to change.]*

  By the 1920's, when your grandparents or great-grandparents probably lived, a neighborhood in New York City called Harlem became a place where many Black artists and musicians came to live. Some, like Langston Hughes, wrote books; others composed music or played instruments such as Duke Ellington and Dizzy Gillespie; some painted pictures or were actors like Paul Robeson. It was an exciting time in America! Let's hear a little girl's story of life in her Harlem home during that time many years ago. (Read or listen to the book, *Ellington Was Not a Street*, by Ntozake Shange.) *What would it have been like to live in a house where many famous people visited? What are some of the sounds the little girl heard at that time? (talking, musical instruments playing, singing, laughter) Do you think Americans today still benefit from the talents of these artists and musicians? Why?*

- Music to hear and/or sing. Speaking of music, last week we talked about songs which were created by African Americans called spirituals. Spirituals were passed down from one generation to another. Let's sing the song we learned last week, "This Little Light of Mine," which is #585 in *The United Methodist Hymnal*. Today we are going to learn another spiritual. It is called "Oh, When the Saints Go Marching In". Let's use our "body instruments" again while we sing this song! (Note: This song is in the public domain.) Great job, everyone! *Who are the "saints" we are singing about in the song? (Good people who have died and are no longer living with us on Earth.) Where are they "marching"? (They are marching into Heaven.) Who will be crowned Lord of Lords? (Jesus) Why should children play in peace? (We need to love our neighbors as ourselves as Jesus taught us.)*

- Conclusion (including prayer from African American leader) Summarize the important points of the lesson today. Prayer: Dear God, we give thanks for the African American people through history and those who are so important in our lives today. We are sad for those men and women, boys and girls, who were treated differently because of their skin color and hope that we can all learn from their stories. Let's now also say a prayer by another famous African American who believed in equality and diversity throughout the world, Mary McLeod Bethune. (Repeat several times.)

  Prayer from Mary McLeod Bethune: "Dear God, We send a cry of Thanksgiving for people of all races, creeds, classes, and colors the world over, and pray that through … our lives the spirit of peace, joy, fellowship, and brotherhood [and sisterhood] shall circle the world."

- Activities (craft, skit, discussion, creative writing, DVD excerpt, etc.) Continue a group mural showing highlights of lesson each week. (This week—Emancipation Proclamation, Juneteenth, migration to North, Jim Crow laws, artists and musicians from Harlem Renaissance, etc.) Listen to the music of Duke Ellington or another musician from the Harlem Renaissance.

- Extended activities (optional) to do during the week. Paint (or use markers) a picture just as the artists in Harlem. How did you feel when you were painting?

Bible Memory Verses (Common English Bible)

Lesson One:

Genesis 1: 27 (CEB) God created humanity in God's own image, in the divine image God created them, male and female God created them.

Lesson Two:

2 Corinthians 3: 17 CEB The Lord is the Spirit, and where the Lord's Spirit is, there is freedom.

Lesson Three:

James 1: 1 and 2 CEB My brothers and sisters, think of the various tests you encounter as occasions for joy.

Lesson Four:

Matthew 7:12 CEB Therefore, you should treat people in the same way that you want people to treat you; this is the Law and the Prophets.

Resources for Children suggested by the East Ohio Conference

Go to: https://www.eocumc.com/standagainstracism/childrensresources.html for a full list.

As United Methodists examine ways to end racial injustice, offering resources about racism to children can help a younger generation be part of the solution.

Resources for Children suggested by The United Methodist Church

Go to: https://www.umc.org/en/content/books-about-racism-for-kids for full list.

The conversation about race should not limited to adults. Bringing children into calm, educated discussions can help a younger generation confront the reality of racism and be part of the solution in ending racial injustice.

Suggested Non-Fiction Books for Younger Readers

*Asim, Jabari & Gaines, Lynn. (2018). *A Child's Introduction to African American History*. New York: Black Dog & Leventhal Publishers.
Brian, Ashley. (2007). *Let It Shine: Three Favorite Spirituals*. New York: Atheneum Books for Young Readers.
Farris, Christine King & London, Ladd. (2008). *March On! The Day My Brother Martin Changed the World*. New York: Scholastic Press.
Fishman, Cathy Goldberg & Elliott, Mark. (2012). *When Jackie and Hank Met*. New York: Marshall Cavendish Corporation.
Giovanni, Nikki. (2007). *On My Journey Now: Looking at African-American History Through the Spirituals*. Somerville, Massachusetts: Candlewick Press.
Harrison, Vashti. (2017). *Little Leaders: Bold Women in Black History*. New York: Little, Brown and Company.
*Hughes, Langston & Pinkney, Brian. (1994). *The Dream Keeper and Other Poems*. New York: Alfred A. Knopf.
Pinkney, Andrea D. & Pinkney, Brian. (1996). *Bill Pickett: Rodeo-Ridin' Cowboy*. New York: Gulliver Books.
*Pinkney, Andrea Davis & Pinkney, Brian. (2010). *Sit-In: How Four Friends Stood Up by Sitting Down*. New York: Little, Brown and Company.
*Raum, Elizabeth. (2020). *The Life of Ruby Bridges*. Mankato, Minnesota: Amicus.
*Shange, Ntozake & Kadir Nelson. (2004). *Ellington Was Not a Street*. New York: Simon & Schuster Books for Young Readers.
Shetterly, Margot Lee & Freeman, Laura. (2018). *Hidden Figures: The True Story of Four Black Women and the Space Race*. New York: HarperCollins Publishers.

(Books marked with asterisk (*) were utilized in lessons.)

And more interesting people to explore!
Bessie Coleman (1892-1926). "Brave Bessie" was the first African American aviator.
Ta-nehisi Coates (1975-). African American author and journalist. He has written series for Marvel comics, "The Black Panther" and "Captain America."
Rita Dove (1952-). First African American and youngest poet to receive the U.S. Poet Laureate in 1993.
Pauli Murray (1910-1985). First African American woman to be ordained an Episcopal priest.

Note: Individual names were provided by Sharon Sudberry, Church of the Saviour United Methodist Church.

References

Note: The following books were used in the preparation of this teaching unit. They are a valuable asset for children of all ages.

Suggested Biographies and Historical Fiction for Younger Readers

*Bryan, Ashley. (2016). *Freedom Over Me*. New York: Atheneum Books for Young Readers.
Clark-Robinson, Monica & Morrison, Frank. (2018). *Let the Children March*. New York: Houghton Mifflin Harcourt.
*Coles, Robert & Ford, George. (1995). *The Story of Ruby Bridges*. New York: Scholastic Inc.
*Colins, Luke. (2014). *Mae Jemison*. North Mankato, Minnesota: Capstone Press.
Crews, Donald. (1991). *BIGMAMA'S*. New York: Greenwillow Books.
Easton, Emily & Chen, Ziyue. (2018). *Enough! 20 Protestors Who Changed America*. New York: Crown Books for Young Readers.
Johnson, Angela & Long, Loren. (2007). *Wind of Flyers*. New York: Simon & Schuster Books for Young Readers.
*Levine, Ellen & Nelson, Kadir. (2007). *Henry's Freedom Box: A True Story from the Underground Railroad*. New York: Scholastic Press.
Lyons, Kelly Starling & Mallett, Keith. (2019). *Sing a Song: How "Lift Every Voice and Sing" Inspired Generations*. New York: Nancy Paulson Books.
*McDermott, Gerald. (1972). *Anansi the Spider: A Tale from the Ashanti*. New York: Henry Holt and Company.
*Obama, Barack & Long, Loren. (2010). *Of Thee I Sing: A Letter to My Daughters*. New York: Alfred A. Knopf.
*Parks, Rosa (with Jim Haskins) & Clay, Wil. (2011) *I Am Rosa Parks*. New York: Penguin Young Readers.
Pinkney, Andrea Davis, Fancher, Lou & Johnson, Steve. (2016). A *Poem for Peter: The Story of Ezra Jack Keats and the Creation of the Snowy Day*. New York: Viking.
*Rappaport, Doreen & Collier, Bryan. (2001). *Martin's Big Words*. New York: Jump at the Start/Hyperion Paperbacks for Children.
Woodson, Jacqueline & Lewis, E.B. *The Other Side*. (2001). New York: G.P Putnam's Sons.

(Books marked with asterisk (*) were utilized in lessons.)