ALL IN GOD'S IMAGE

A CELEBRATION of BLACK HISTORY and DIVERSITY

WEEK 3 *A Family Guide for the Ohio Episcopal Area of The UMC*

EAST OHIO CONFERENCE
MULTICULTURAL MINISTRIES

West Ohio Conference
The United Methodist Church

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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 Ministries 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 Ohio Episcopal Area. 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 3 Lesson Plan

Theme: The Civil Rights Movement

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 ways (review) in which Black people were kept separated from white people in many public places (including water fountains, bathrooms, schools, trains, and buses). Segregation
- Name two individuals, Rosa Parks and Ruby Payne, who joined thousands of other people, both white and Black, in protesting segregation.
- Describe the important contributions of Dr. Martin Luther King, Jr. to the Civil Rights Movement.
- Complete a cloud picture which includes your dream for the future.

Supplies:

- Suggested book titles listed in lesson plan as obtained from local libraries, book distributors, and/or online: *I Am Rosa Parks* by Rosa Parks. *The Life of Ruby Bridges* by Elizabeth Raum. *Martin's Big Words* by Doreen Rappaport.
- 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 other device with flash drive portal (for use all month)
- Bible(s)
- World map and U.S. map
- Glitter and cotton (optional)
- Rhythm instruments if available

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. 2 Corinthians 3:17. The Lord is the Spirit, and where the Lord's Spirit is, there is freedom. Today, our memory verse comes from the book of James, who was one of the apostles. James 1: 1 and 2 CEB My brothers and sisters, think of the various tests you encounter as occasions for joy. Last week, we talked about how even after African Americans were no longer enslaved, they were still not treated the same as white people.

(Examples? Separate bathrooms, water fountains, school, places on buses, etc.) These types of "tests" led many people to challenge these rules and protest in different ways. This was called the Civil Rights Movement and it took place when your grandparents or great-grandparents were young.

- Story Excerpt(s) and Discussion. Two of the most famous people to protest unfair laws were Rosa Parks and Ruby Bridges. Rosa Parks, who lived in Montgomery, Alabama, refused to sit at the back of a bus in 1955 as she came home from work. Rosa Parks started a year-long boycott when other people refused to ride the city buses in order to protest. [Read Chapter 1 from the book *I Am Rosa Parks* by Rosa Parks.] Ruby Bridges was just a little girl about your age when, in 1960, she was the first African American student to go to an all-white school in New Orleans, Louisiana. Let's hear her story. [Read the book *The Life of Ruby Bridges* by Elizabeth Raum.] *How would you have felt if you were Rosa Parks or Ruby Bridges? (scared, nervous, excited) Why do we consider them American heroes? (because by their courage, other people joined in protesting these types of rules)* Probably the person we know the best who led the Civil Right Movement was Dr. Martin Luther King, Jr. [Show his picture which can be obtained in reference books or online.] We even celebrate his birthday every year in January! Dr. King grew up as a boy in segregation in the South. He was a minister's son and sang hymns and read the Bible just like we do at our church. He also became a minister himself and preached about loving each other, no matter what our skin color. Dr. King led many marches and protests with hundreds of people. He said he had a dream "that one day … little Black boys and Black girls will join hands with little white boys and white girls as sisters and brothers". (Speech by Martin Luther King Jr., Washington D.C., August 28, 1963) Finally, in 1964, a law was passed in the United States called the Civil Rights Act. No longer could Black and white people be kept apart. [Read or share illustrations from the Caldecott award-winning book, *Martin's Big Words*, by Doreen Rappaport.] Sadly, Dr. King was shot and died in 1968, but he accomplished more at the age of thirty-nine than most people do in their entire life. *Do you agree with Dr. King's dream that all children, no matter what their skin color, can be friends?*

- Music to hear and/or sing. For the last two Sundays, we have been singing spirituals, and we will sing them again today if we have time. But now, we will learn a new song called "We Shall Overcome" by a man named Rev. Charles Albert Tindley. He was born one hundred years before the Civil Rights movement even happened, but this song was song during the Civil Rights movement and is still sung today! It is located on page #433 in *The United Methodist Hymnal*. Good job! Now let's sing the song one more time as we rock our bodies back and forth to the music.

- Conclusion (including prayer from African American leader) Summarize the important points of the lesson today. Prayer: Dear God, thank you so much for the many people who worked hard for equal rights for all. We remember the men, women, and children who joined together on busses, in schools, and on city streets singing the song, "We Shall Overcome". Let's now also say a prayer by Dr. Martin Luther King, Jr.: "Oh God, help us walk together, pray together, sing together, and live together until that day when all God's children [of all colors] will rejoice in one common band of humanity in the kingdom of our Lord. Amen."

- Activities (craft, skit, discussion, creative writing, DVD excerpt, etc.) Continue a group mural showing highlights of lesson each week. (This week—famous people of the Civil Rights movement including Rosa Parka, Ruby Bridges, and Martin Luther King, Jr.) Cut out a big, white cloud out of construction paper, and glue it on to blue (sky) construction paper. Above the cloud, write the words, "I Have a Dream". On the cloud, children can print or draw what their dreams are for our world. They can draw a picture or provide a photograph of themselves to place at the bottom.

- Extended activities (optional) to do during the week: Ask a grandparent or great-grandparent if they remember seeing Dr. King's speech on television on August 28, 1963. If so, ask what they remember about that day.

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 Ohio Episcopal Area

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.)