

Selected Character Traits Embodied in Biblical Heroes and in African-Americans in History: A Curriculum

Prepared by the Ad Hoc Education
Subcommittee of the Truth and
Reconciliation Commission



May 2017

Dear teachers:

This package of materials includes a Preface, Chart of Characters, Individual Character Modules, Additional Activities, and a Supplementary Bibliography.

These materials are meant to show students the relevance of the Bible in today's society by suggesting that today's heroes/heroines are comparable in many ways to those they meet in the Scriptures.

These modules are meant to be used where they fit your current program or as the curriculum itself. The teacher's discretion should determine which modules fit your class. The material was written at about the fifth grade level and can be modified to fit younger or older groups.

It is our hope that this material will help our children live in a diverse society by being able to see the presence of God in all people and themselves. This is meant as a beginning, focusing at this time, on African-Americans.

We invite your feedback. Your suggestions, particularly in references, bibliography, and additional activities are important and welcome. Ms. Nancy Barrick, Chair of the Ad Hoc Education Subcommittee of Truth and Reconciliation Commission, is available to answer questions and teach the curriculum if so asked. Her contact information is nancydbtoo@verizon.net.

God's Peace,

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PREFACE

Selected Character Traits Embodied in Biblical Heroes and in African-Americans in History: A Curriculum

What prevents children from seeing the presence of God in others? One answer in our country is the history of racism and racial segregation in neighborhoods, schools and churches. This curriculum provides 12 short tandem stories of a Biblical hero and of an African-American person whose lives demonstrate the same character trait.

The goal is to have children begin with the Biblical hero, exploring the story of his/her life as it reveals a particular character trait. The story of a specific African-American whose life demonstrates that same trait can then be explored. Children can make comparisons between the two stories and between the stories and their own lives.

These materials are meant to show students the relevance of the Bible in today's society by suggesting that today's heroes/heroines are comparable in many ways to those they meet in the scriptures. Men, women and children in the Bible have demonstrated how God used them to carryout his will. That legacy continues to this day in our communities. God's role models are of all racial, ethnic, cultural and social groups. This curriculum focuses on the African-American community.

Materials in this curriculum are to be used where they fit in your current program or as a self-contained curriculum. The teacher's discretion should determine which stories and associated activities fit a class. Though written with a fifth grader in mind, the stories and activities can be adapted for younger and older children.

Children can learn to live successfully in a diverse society if they can see the presence of God in themselves and in all people.

Writers:

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Goal: To see the Presence of God in all people

Ordinary People Doing Extraordinary Things from the Bible
and from African-Americans in History

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Additional Activities and a Supplementary Bibliography are an appendix to the modules.

1. CHANGE

Objective: To know that with God's help we can change ourselves and the people around us to make a better world.

Saul of Tarsus, later Paul the Apostle

Acts 9:1-9, 17-19

Before Saul became a follower of Jesus Christ, he was a Pharisee, a person who strictly followed the Jewish laws. He was on the way to Damascus to arrest anyone who believed in Jesus Christ when he was blinded by a flash of light and knocked to the ground. Suddenly he heard a voice saying, "Saul, Saul, why do you persecute me?" Saul asked, "Who are you, Lord?" "I am Jesus whom you are persecuting."

Saul got up and his friends brought him to Damascus. There he then began to reflect on his life. The Lord sent Ananias, an apostle, to Damascus to cure Saul of his blindness. After he was cured, Saul was baptized.

God chose Paul to spread the good news of the Gospel --- that Jesus is the Son of God. His missions would take him throughout the Roman Empire. He convinced both Jews and Gentiles that they were all God's people. When he began preaching to the peoples and nations, he became known as Paul, as Gentiles would be accustomed to.

Paul wrote letters to many churches to strengthen and encourage them. One letter he wrote was to his friend, Philemon, asking him to take back Onesimus, his runaway slave and not to punish him, but to treat him as a brother.

Because of Paul's faith, he was imprisoned many times, exiled and stoned. He believed, "I can do all things through Christ who strengthens me."

Questions to Explore:

1. Why do you think God wanted Paul to change? How might God change you?
2. What did Paul become? How did he carry out God's plan?
3. In his letter to Philemon, Paul asked him to treat Onesimus as a brother. What does that mean to you? Have you ever forgiven someone for something they did to you? Why is forgiving people hard to do sometimes?
4. What can you do to change your behavior for the better?

Related Activities:

1. Write a letter to your church to praise what you think is good about it. What changes do you think might make it better?
2. Make an invitation inviting a friend to church.
3. Dramatize an anti-bullying situation.

Reference:

Holy Women, Holy Men: Celebrating the Saints, New York, Church Publishing

1.CHANGE

Objective: To know that with God's help we can change ourselves and the people around us to make a better world.

Martin Luther King, Jr.
Baptist Pastor, Civil Rights Activist

Martin Luther King, Jr. was born on January 15, 1929, the son and grandson of Baptist preachers. Following in his paternal footsteps, he also became a Baptist pastor and preacher. Academically, he earned a BA from Morehouse College, a BD from Crozier Theological Seminary, and a PhD degree from Boston University.

Martin Luther King, Jr. is best known as the leader of the Civil Rights Movement. He believed in a non-violent approach to achieving civil rights for all people. He founded the Southern Christian Leadership Conference (SCLC) to spearhead non-violent mass demonstrations against racism. His first foray into the non-violent movement came as he led the Montgomery Bus Boycott against segregation on public buses after Rosa Parks refused to give up her seat to a white man. Inspired by his Christian faith, he spoke out against discrimination and poverty.

As a result of his protests he was jailed 30 times. While in jail he wrote "Letters from a Birmingham Jail" to support the non-violent movement.

On August 28, 1963, Martin Luther King led a March for Freedom and Jobs, better known as the March on Washington, where he delivered his "I Have a Dream" speech. Pressure applied by Dr. King and other civil rights activists led President Lyndon Johnson to sign the Civil Rights Act of 1964. In 1968 Congress passed the Civil Rights Act of 1968 known as the Fair Housing Act.

Dr. King lived in constant danger. He received many death threats and his home was bombed. He was assassinated on April 4, 1968 in Memphis, Tennessee where he had gone to support the sanitation workers who were protesting poor wages and bad working conditions.

During his lifetime, Dr. Martin Luther King, Jr. received many awards including the Nobel Peace Prize. Like Paul, he preached that we are all God's children.

Questions to Explore:

1. What changes did Martin Luther King, Jr. want to make? How did he believe change could happen?
2. Why do you think 'non-violence' is a good way to deal with conflicts?
3. What can you do if someone treats you unfairly? Do you treat others like you want to be treated? If not, how can you change your behavior?

Related Activities:

1. Compare Martin Luther King, Jr. to the Apostle Paul. In what ways are Martin Luther King (MLK) and the Apostle Paul alike? Different?
2. Write a rap about Martin Luther King, Jr.
3. Write a letter about an unfair situation in your community. Suggest ways to make it better.

References and Resources:

- Holy Women, Holy Men: Celebrating the Saints, 2010, New York, Church Publishing
- Wikipedia: "Letters From a Birmingham Jail",
https://en.wikipedia.org/wiki/Letter_from_Birmingham_Jail
- "I Have a Dream" Speech (hard copy/video),
<https://www.archives.gov/files/press/exhibits/dream-speech.pdf>;
<https://www.youtube.com/watch?v=3vDWWy4CMhE>

2. COMMUNITY

Objective: To serve our community by putting our faith in God into action.

Tabitha (Dorcas)

Disciple/"Deacon"

Acts 9:36-42

Don't just say it, do it!

Tabitha (Dorcas in Greek) not only thought of ways to help her neighbors in her home town--- she did it. She is the only woman in the Bible to be called a disciple, full of good works and charitable deeds. She exhibited her faith in God through her actions. She sewed clothes for the poor and the widows. In doing so, Dorcas exhibited the actions of a deacon in serving and caring for the least of us. She filled her days giving of her time, money and talent to care for the sick, the lonely, the orphans and widows in the harbor city of Joppa in Palestine. As she lay dying, the people of Joppa heard that the apostle Peter was near and they implored him to come to Joppa. When she died the widows were weeping. The people of Joppa obviously loved Dorcas. She had loved them and served them through her kindness, concern, and generosity.

When Peter arrived at her house, the widows showed him the garments that she made for them. "The works of Dorcas were recognized in the feeling which the Christian community experienced when Dorcas was gone. They remembered her self-consuming service, her compassion, her faithfulness, her charity. They knew that they had lost their dearest friend. The picture of these people gathered about her room weeping does not describe people who are sorry for the things and service they have lost but because they had lost one whom they love." [Harold J. Ockenga, *Women Who Made Bible History*, Zondervan, Grand Rapids, 1962, pp. 224-225. Peter was God's instrument in raising Dorcas from the dead.

Questions to Explore:

1. In Matthew 31:35-40, Jesus said, "I was naked and you clothed me." How did Dorcas do this? What was He teaching us?
2. Is there a good deed you have meant to do and haven't done? What's keeping you from doing it?
3. What kindnesses have you done for others recently?

Related Activities:

1. Write a 'Thank You' letter to someone who has been kind to you.
2. Plan ways you can be of service to your Church community. Choose one you can do.
3. List at least three kindnesses someone has done for you this week.
4. Find out more about Joppa. Locate it on a world map.
5. Sing "This Little Light of Mine."

Reference:

Holy Women, Holy Men: Celebrating the Saints, 2010, New York: Church Publishing.

2. COMMUNITY

Objective: To serve our community by putting our faith in God into action.

Shirley Chisholm
Congresswoman, Presidential Candidate

‘Unbought and unbossed’ were words Shirley Chisholm lived by.

Unbought=no debt to repay. Unbossed=not told what to do to repay a favor.

Born of immigrant parents from the Caribbean, she grew up in Brooklyn, N.Y. After she graduated from college she became an elementary school teacher.

She was always driven to help the disadvantaged in her neighborhood. She became interested in politics and was elected to the U.S. Congress in 1968, becoming the first Black woman to serve in the House of Representatives. Throughout her seven-year tenure in Congress, Chisholm worked to improve opportunities for inner-city residents. She was a vocal opponent of the draft and supported spending increases for education, health care, and other social services, and reductions in military spending.

In 1972, she became the first Black woman to run for President. As a ‘candidate for the people’, she spoke out for what she believed regardless of the consequences. The Shirley Chisholm Center for Research on Women exists at Brooklyn College to promote research projects and programs on women.

Questions to Explore:

1. How can your church be active in the community? In the world?
2. What does it mean to be ‘unbossed and unbought’—to speak up in faith regardless of the consequences?
3. Has anyone ever tried to make you change your mind from doing the right thing? What did you do?

Related Activities:

1. Explore your community. Make a pictorial map to show what it is like.
2. Suggest a project to improve your community.
3. Write a letter to your congressman concerning the needs of the community.
4. Make a drawing to show the needs of others in the world.

Reference:

Encyclopedia of Black America, W. Augustus Low and Virgil Clift, editors, 1981, McGraw-Hill.

2. COMMUNITY

Objective: To serve our community by putting our faith in God into action.

Bea Gaddy Community Activist

As a child Bea Gaddy led a very difficult life. She became a single mother and struggled to care for her five children. Even though she had very little she always managed to share with her East Baltimore neighbors.

Bea was working as a housekeeper, when her employer, seeing her determination, encouraged her to go to college. At age 44, she earned a college degree in Human Services. Her mission was to help others. Her home became a home distribution center for food and clothing.

When she won the lottery for \$290 she bought food for 39 of her neighbors. She started a community kitchen and served Thanksgiving dinner at the sidewalk of her home. Crowds became so large that they had to move to the nearby school. Local businesses began to donate to the kitchen. Shady Brook Farm donated turkeys. The Maryland Correctional Facility in Hagerstown helped with the cooking. Men, women and children from all over came to volunteer their help.

She founded a homeless shelter which has become the Bea Gaddy Family Food Center, Inc. She started a furniture bank and program to help refurbish empty row houses.

Bea Gaddy became an ordained minister so she could perform marriages and bury the poor. She helped run summer youth programs and voter registration classes. In 1999 she was elected to the Baltimore City Council. She won numerous awards - local and national. She was called "The Saint Teresa of Baltimore" for her service to the poor. After her death her daughters have carried on her mission.

Questions to Explore:

1. What does it mean to be needy? Who are the 'needy'?
2. What were some of the things Bea Gaddy did to help the needy? How can you help the needy even if you have very little yourself?
3. Why do you think her boss wanted her to go to college?

Related Activities:

1. Start a project to help the needy. (E.g., visit and send cards to shut-ins; collect food, clothing, soap, etc. for a charitable institution).
2. Make a bulletin board to encourage others to make donations such as giving their change to help the needy.
3. Find out more about St. Teresa.
4. Write a prayer for the needy. For yourself.

Reference and Resources:

- MD Women's Hall of Fame; MD Commission for Women, 2006:MD State Archives
- [HTTP: //MSA.Maryland.gov/MSA /educ/exhibits/womenshall/htmd/Gaddy.html](http://MSA.Maryland.gov/MSA/educ/exhibits/womenshall/htmd/Gaddy.html)
- Baltimore Sun, November 8, 2000. "Bea Gaddy's Thanksgiving Legacy Lives On"

3. COURAGE

Objective: To speak the truth about right and wrong no matter the consequences.

John the Baptist

Prophet

Mark 1:4-6 and Luke 3:10-14

John went out into the wilderness to listen to God. He wanted to know what God wanted him to do. God spoke to him there, telling him that he was to be a prophet. A prophet is a person who proclaims the will of God. While he was in the wilderness, he proclaimed a baptism of repentance for the forgiveness of sins.

Then John went down to the River Jordan and began preaching there. People from the city of Jerusalem and all over the countryside came to hear him. Those who wanted to change the way they were living, he baptized in the River. They asked John the Baptist what they should do differently. He said, "Share your money and food with people who have hardly anything." To tax collectors he said, "Don't charge the people more than they owe and keep it for yourself." To soldiers, he said, "Don't bully people with your power." Some people didn't want to change their bad behavior; they didn't want to stop doing what was wrong. He called those people a bunch of poisonous snakes.

King Herod in Jerusalem heard what John was saying and doing. Although he did not ask what he was doing wrong, John told him anyway. That made the king so angry that he put John in jail and later had him beheaded. Soon thereafter, Jesus, who had been baptized by John, began his ministry.

Questions to Explore:

1. John the Baptist told the people what they were doing wrong in God's eyes. Do you know anyone who does this today?
2. Do you know anyone who suffered because they told the truth? Share their story.
3. Do you think that Christians generally tell the truth and try to do what is right? Give at least 2 reasons for your answer.

Related Activities:

1. **WHAT WOULD JOHN THE BAPTIST SAY TODAY:** The teacher calls out the name of a group the children know and asks students to say what they think John would say to that group. [Examples: people from good neighborhoods who don't want poor people living near them; children who use bad names for people from different ethnic groups than themselves; lawmakers who don't provide enough money so that poor people get good health care; etc]
2. Show an image of John the Baptist and describe his clothing. Then ask the children to create an image of a modern John the Baptist-type person doing his kind of work today.

3. COURAGE

Objective: To speak the truth about right and wrong no matter the consequences.

Frederick Douglass

Abolitionist and Social Reformer

Frederick Douglass was born to an enslaved woman and her white master on the Eastern Shore of Maryland. He was separated as an infant from his mother. She lived on another plantation and he saw her only a few times before she died. He was sent to Baltimore to be a house servant for his owner's brother, whose wife began to teach Frederick how to read and write until her husband stopped her. The husband was afraid that Frederick might tell the world how horrible slavery really was and thus encourage slaves to desire freedom. Then Frederick had to teach himself to read and write in secret.

As a teenager, Frederick was sent to work on a farm to break his independent spirit. That didn't work! He was sent back to Baltimore to earn money for his owner. It was there that Frederick planned to escape slavery for good by running away. Secretly he made his way to New York City where he became a writer and speaker, trying to convince free people how wrong it is to enslave other human beings. His boldness made many people angry. Frederick's life was always in danger.

When our country split apart in the Civil War, Frederick urged President Lincoln to use his influence to encourage the government to free slaves and to recruit African American men for the Union Army. Slowly, Lincoln followed Frederick's advice, thereby helping to bring the Civil war to an end. President Lincoln issue the Emancipation Proclamation to free slaves in ten states and eventually liberated all slaves. The Emancipation Proclamation also ordered that freed slaves could be enrolled into the paid service of US forces.

Questions to Explore:

1. What might an enslaved person know about slavery that a free person would not know?
2. Some people didn't want slavery to end. Why might that be?
3. Share a story of someone who spoke out against actions or words that put other people down? What happened to them?

Related Activities:

Excerpt from Narrative of the Life of Frederick Douglass: An American Slave Written by Himself, Published at the Anti-slavery Office, 1845, Boston; Doubleday & Company, Inc. Garden City, New York 1963

Chapter 1, page 2

"My mother and I were separated when I was but an infant-before I knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age. Frequently, before the child has reached its twelfth month, its mother is taken

from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an older woman, too old for field labor. For what this separation is done, I do not know, unless it be to hinder the development of the child's natural affection towards its mother, and to blunt and destroy the natural affection for the child. This is the inevitable result.

I never saw my mother, to know her as such, more than four or five times in my life; and each of these times was very short in duration, and at night. She made these journeys to see me in the night, traveling the whole distance on foot, after the performance of her day's work. She was a field hand, and whipping is the penalty of not being in the field at sunrise, unless a slave has special permission of her master or mistress to the contrary – a permission that they seldom get, and one that gives to him the proud name of being a kind master. I do not recollect of ever seeing my mother by the light of day. ... She died when I was about seven years old ...”

1. After reading the above passage from Narrative of the Life of Frederick Douglass, imagine that you are the owner of a Plantation. Explain why you think it is important to separate mothers from their children.
2. Now imagine you are a mother who is against slavery. Explain why the practice of separating mothers from their infants is harmful.
3. Read the selected passage above from Chapter One of Narrative of the Life of Frederick Douglass and answer this question: Based on what Frederick Douglass said, how do you think a child being raised by a slave-owners' wife was different from Frederick Douglass' experience? Teachers, list those differences on a piece of newsprint.
4. When Frederick was working in Baltimore as an older child, the wife of the family with whom he was living began to teach him to read. The husband objected to her doing that. What reasons might he have given for preventing Frederick from learning to read and write?

References and Resources:

- Narrative of the Life of Frederick Douglass, by Frederick Douglass.
www.worldhistoryproject.org/topics/frederick-douglass
- Holy Women, Holy Men: Celebrating the Saints, 2010, New York, Church Publishing

4. FAITH

Objective: To show faith through service and perseverance.

Mary Magdalene

Devout Follower of Jesus Christ

Mark 15:40,47; Luke 8:2; 24:10

Women play a significant role in the history of Christianity. Mary Magdalene was foremost among these. She was a disciple who followed Jesus. Although not named as an apostle, she is considered by many to be one.

Who was Mary Magdalene? After Jesus cured her of seven demons, she followed Him from Galilee and supported Him throughout His ministry. Mary Magdalene is mentioned in Scripture fourteen times. She was there when Jesus was arrested; at the trial when Pontius Pilate tried him; and at His crucifixion on the cross. She followed Him to His tomb.

On that Sunday after the crucifixion she returned to the tomb. The huge stone that blocked the entrance had been rolled away and His body was missing. "Someone has stolen His body," she thought.

Mary wept. When she looked up she saw two angels dressed in white. "Why are you weeping?" they asked. She turned around and saw a man she thought was a gardener. "Why are you weeping?" he asked. "Because they have taken my Lord and I don't know where they put Him."

"Mary," he said. She recognized the man to be Jesus, her teacher. Jesus sent her to tell the disciples what she had seen. She ran back to the disciples and said, "I have seen the Lord!"

Questions to Explore:

1. Why do you think Mary Magdalene might be named as an Apostle?
2. How do you think the disciples accepted the news that she had seen Jesus? Would you have believed her? Why /Why not?
3. How did Mary serve Jesus?

Related Activities:

1. Dramatize the Bible play "Mary Magdalene Meets Jesus" by the Rev. William Fallowfield (Find in Supplemental Materials.).
2. Name some 'demons' that may keep you from doing what you know to be right. Complete this statement: The devil made me -----.

3. Name ways that you can serve your church. Pick a long-term project your class can engage in to help others.

References:

- Deen, Edith, *All of the Women of the Bible*, 1988, HarperOne
- *Holy Women, Holy Men: Celebrating the Saints*, 2010, New York: Church Publishing
- Hastings, Selena, *The Children's Illustrated Bible*, 2005, DK Children

4. FAITH

Objective: To show faith through service and perseverance.

Pauli Murray

African-American Episcopal Priest and Co-founder of the National Organization of Women (NOW)

Pauli Murray, one of six children, was born in Baltimore in 1910. Orphaned at a very early age, she was sent to live with her maternal grandmother and Aunt Pauline in Durham, North Carolina.

Determination and perseverance led her to the forefront of both the civil rights and women's rights movements, overcoming poverty, racism and sexism.

Growing up in the segregated school system of Durham, Pauli was determined not to attend a segregated college so she went to live with a cousin in New York. There she hoped to attend Hunter College. However, because of her poor education she was denied entrance to Hunter. So she attended an additional year of high school in New York to make up for deficiencies in her studies. After reapplying to Hunter, she was accepted. To pay for her schooling Pauli held many low paying jobs (i.e., janitor, waitress, elevator operator, etc.) and often went without eating. Pauli graduated from Hunter in 1933 as one of four Blacks in a class of 247 women.

She earned a law degree from Howard University, even though she was discriminated against because she was a woman. While at Howard she participated in a sit-in to desegregate public facilities in Washington, D.C. Previously she and a friend had been arrested for not moving to the back of the bus in Virginia.

When refused admittance to Harvard on the basis of her gender, she wrote to her friend, Eleanor Roosevelt, with whom she had an ongoing friendship. Although President Roosevelt supported her application, she was not accepted.

She received a master's degree from the University of California at Berkley and passed the California bar exam after just three weeks of study. She became the first woman to earn a Doctor of Judicial Law from Yale University Law School.

At age 62, Pauli felt called to pursue ordained ministry in the Episcopal Church. When the Episcopal Church admitted women to the priesthood, Pauli became one of the first women and the first African-American woman to be ordained to the priesthood. She was ordained priest in 1977 at the Washington National Cathedral. She presided over her first Eucharist at the Chapel of the Holy Cross in Durham, North Carolina. Her grandmother, who was enslaved, had been baptized there.

Questions to Explore:

1. What were some of the obstacles that stood in Pauli's way? How did she overcome them?
2. What were some of Pauli's accomplishments?

3. Why do you think it is important to have goals? What are your goals for this coming year? What steps will you take to achieve them?
4. Have you ever been the first or only one like you to be in a group? What did it feel like?
5. How can you make a new classmate feel welcome when she/he is different from the others?
6. How was Pauli like Mary Magdalene?

Related Activities:

Role play:

- Mary Magdalene telling the disciples that she had seen Jesus. What is their reaction?
- Pauli Murray being discriminated against because of her race/gender.

References and Resources:

- Profile by Paula Giddings (Bantam). Reprinted from *The Nation*, May 23, 1987.
- Maryland State Archives, 2001
- Murray, Pauli, *Song in a Weary Throat: An American Pilgrimage*, 1987, New York, Harper & Row
- Bell-Scott, Patricia, *The Firebrand and the First Lady: Portrait of a Friendship: Pauli Murray, Eleanor Roosevelt and the Struggle for Social Justice*, 2016, New York, Knopf 2016; paperback 2017

5. RESILIENCE

Objective: To recover quickly from difficulties.

Peter

Disciple of Jesus Christ and Church Planter

Luke 22:31-34; Mark 16:14-17; Matthew 16:15-19; John 21:15-17; Acts of the Apostles 2:36-42

Peter was one of Jesus' first disciples. When Jesus called him, he said: You are Peter the Rock, and on this rock I will build my church. Peter was known to be bold and loud and quick to speak his mind. He was very emotional and he was very loyal to Jesus: He said he was willing to die for him.

Jesus predicted that Peter would deny him three times before a rooster crowed. After Jesus was arrested, Peter secretly followed him and watched Jesus being questioned by the high priest. A servant girl recognized that he was a friend of Jesus and said so, but he denied it. Another servant said, "He is one of them." Again Peter denied it. A bystander said to Peter, "You are a Galilean, you must be one of them." Peter cursed and said: "I do not know the man you are talking about." At that moment, a rooster crowed. Peter was ashamed, ran and burst into tears.

After Jesus' resurrection, the Holy Spirit filled the room where all the disciples had gathered. Peter said to them, "Repent and be baptized every one of you in the name of Jesus Christ for the forgiveness of your sins, and you will receive the gift of the Holy Spirit." Sometime later Jesus appeared to the disciples by the sea of Tiberius. Jesus understood Peter's weaknesses and his strengths. He forgave Peter for denying him. Jesus asked Peter if he loved him, three times. Peter replied, three times, Yes, Lord, you know I love you. Then Jesus said: Feed my lambs, tend my sheep, feed by sheep.

Peter and all the disciples felt empowered to preach the gospel of Jesus Christ in many places sometime under adverse conditions. They baptized and healed many people.

Questions to Explore:

1. Why do you think Peter denied Jesus?
2. What did Jesus say to Peter that made Peter remember his mission?
3. What did Peter and the other disciples do after the resurrection?
4. When faced with a difficult situation, what would you do?

Related Activities:

1. Play a short round of Jeopardy (6-8 questions)
 - a. Teacher composes questions and answers from the story
 - b. Teacher gives an answer
 - c. Students raise hands to give answer; teacher selects 1st hand seen and that student must ask the correct question. If student misses, teacher gives answer again and all other students can raise their hands. Again, she chooses 1st hand. Cycle repeats until correct “question” answer is given. Teacher only gives correct answer if no student gives it after all students have tried.
 - d. Students score 5 points for each correct “question” answer.
2. Students work together in teams of 2 to compose a short rap or poem about Peter based on the story, “Peter and Jesus.”

References and Resources:

- <http://www.christianity.about/od/newtestamentpeople/a/JZ-Peter-The-Apostle.html>
Gives an overview of Peter’s journey with Christ and a sketch of his character
- <http://www.whatchristianswanttoknow.com/apostle-peter-biography-timeline-life-and-death.html>
Gives a brief biography of Peter and a timeline of his life and death
- <http://www.biblepath.com/peter.html>
Source of Simon (Peter), a brief chronology
- <http://www.gotquestions.org>
Can obtain answers to Biblical questions as well as references to specific sources
- <http://www.barnabusinschools.org.uk>
Offers a variety of ideas, approaches and resources for Christian education in elementary grades. The “overall aim is to enable schools to explore Christianity creatively.”
- <http://christianity.about.com/od/biblestorysummaries/a/Day-Of-Pentecost.htm>
Explains the Jewish Feast of Pentecost and what happened to the apostles as they gathered on that day

5. RESILIENCE

Objective: To recover quickly from difficulties.

Absalom Jones

First Ordained African-American Priest

Absalom Jones is often called the “father” of the Black Episcopal Church because he led the first Black Episcopal parish in the United States and was the first ordained priest of African descent in the United States.

Born in 1746 during the time of slavery, Absalom Jones was very industrious. He taught himself to read, using the New Testament. He married a fellow slave in 1770, and with the help of friends and his father-in-law, he was able to buy his wife’s freedom. Freedom was very important to Absalom. He worked hard day and night and saved his money. He was able to buy his own freedom in 1784.

He was an active member of St. George’s Methodist Episcopal Church in Philadelphia, a White congregation. He served as lay preacher for the Black members of the congregation. The Black membership at St. George’s grew tenfold as a result of the preaching and outreach efforts of Absalom Jones and a friend, Richard Allen who had joined the church. White members of the congregation did not like that the number of Blacks in the church had grown so much, so they tried to segregate the Black members to the balcony of the church. During a Sunday service, when ushers attempted to remove them, Jones, Allen, and the Black members indignantly walked out of the church as a group.

In 1787, Jones and Allen later started the Free African Society, the first organized African-American society. It’s main goal was to provide aid to newly freed Blacks so that they could gather strength and develop leaders in the community. Members paid monthly dues for the benefit of those in need. The Society was also crucial in caring for the sick and dying of Philadelphia when a yellow fever epidemic swept the city in 1793. They also focused on forgiving those Whites who did not “see the face of God in all people.”

Out of this society grew The African Church, which Absalom Jones led. The African Church became a part of the Episcopal Diocese of Pennsylvania in 1794 and was renamed the African Episcopal Church of St. Thomas. It is not clear why Absalom Jones and the members of the Free African Society chose to come under the doctrine and polity of the Episcopal Church. In his book, *Yet With a Steady Beat*, The Rev’d Dr. Harold Lewis states that many African-Americans have been drawn to the Episcopal Church for liturgical and theological reasons.

St. Thomas was the first Black Episcopal parish in the United States. In 1804 Absalom Jones became the first Black to be ordained as priest in the Episcopal Church. Absalom Jones was an earnest preacher. To him, God was the Father, who always acted on behalf of the oppressed and distressed.” Absalom Jones Feast Day, on February 13th, was added to the Episcopal Church Calendar in 1973.

Questions to Explore:

1. What did Absalom Jones and Richard Allen do when faced with segregation?

2. What do you imagine it would be like to worship in a church where you are not really wanted?
 - a. What do you think you would do?
 - b. What do you do when someone does or says something that hurts you?
3. Have you been part of a group that promoted social justice?
4. What words would you use to describe Absalom Jones?

Related Activities:

1. Have the children (students) enact the scene they imagine for the Sunday the white congregation tried to send the Black members to the balcony.
 - a. What might the Whites have said to each other in coming to their decision?
 - b. How might the Blacks have first reacted to being asked to move?
 - c. How might the Blacks have felt after they left the white church?
2. Have the children create an acrostic using the name, Absalom Jones, where each word is a positive personality characteristic.
3. Have the children create a rap or a poem about Absalom Jones based on the story above.

References and Resources:

- www.Blackpast.org/aah/jones-absalom-1746-1818
Gives a chronology of Absalom Jones' life, highlighting significant events
- <http://www.Blackpast.org/classroom/using-Blackpast-org-classroom>
Gives topically organized background, lesson plans and activities for teachers to use in classroom settings
- <http://www.aecst.org/ajones.htm>
Written by the Historical Society of St. Thomas African Episcopal Church, the first Black Episcopal church in the United States
- http://www.episcopalarchives.org/AfroAnglican_history/exhibit/leadership/jones.php.
Interweaves the role of the Episcopal church in the life of Absalom Jones' work and ministry. Is part of an exhibit, "The Church Awakens: African Americans and the Struggle for Justice." Holy Women, Holy Men: Celebrating the Saints, 2010, New York, Church Publishing
Lewis, Harold T., Yet With a Steady Beat: The African American Struggle for Recognition in the Episcopal Church, Bloomsbury Academic: 1996.

6. FRIENDSHIP

Objective: To see how two young people from different backgrounds became friends.

David and Jonathan

David: Second King of Israel; Jonathan: Son of King Saul

Samuel: Chapters 17 -20

David was the youngest son of Jesse of Bethlehem who was a shepherd. David also watched over the sheep. A war was being fought between the Philistines and Israel. A giant enemy soldier named Goliath challenged any member of the King Saul's army to battle to the death. No soldiers volunteered to fight him. David, who was bringing supplies to his brothers, heard of the challenge and stepped forward. As a shepherd, he took his slingshot and a small bag of round stones that he used to drive away lions from his sheep and goats. While the giant was laughing at David, David hurled a stone and hit Goliath in the forehead killing him instantly. Jonathan, the king's son, and a young man about David's age, was amazed at what he saw.

King Saul invited David to live in his palace and eat at his table with his son, Jonathan, and other family members. That is when David and Jonathan became friends. They were about the same age and they both served in the army.

The King suffered from headaches and thoughts that others were trying to injure him. David would play his harp and sing to help the King come out of his bad mood. When Saul heard the people praising David as a warrior, he got so angry that he tried to pin David to the wall with his spear. Another time Saul threw his spear at his own son, Jonathan. After that, Jonathan would warn David to protect him when Saul was in one of his moods. When Jonathan realized that God had taken His spirit from Saul, he protected his friend David and helped him escape from his father. That put Jonathan's own life at risk.

After a battle in which both Jonathan and Saul were killed, David wrote a poem to honor their friendship.

Questions to Explore:

1. How were Jonathan and David alike?
2. How were they different?
3. Describe what you would like in a best friend.

Related Activities:

Role Play:

Select one person to be David and another to be Jonathan. Seat them together. Describe David's role with these words: "You are David, a young shepherd boy. You have just killed Goliath. You are sitting at the meal table next to the King's son, Jonathan. What questions might you like to ask Jonathan?" Students make up questions. The person playing Jonathan makes up answers.

Describe Jonathan's role with these words: "You are Jonathan. You've never talked to a shepherd boy your age. You saw him kill Goliath. What questions would you like to ask David?" Students make up questions and the person playing David makes up answers.

6. FRIENDSHIP

Objective: To see how two young people from different backgrounds became friends

Pinkus and Sheldon

Two young Union Soldiers

[An oral family history by Patricia Polacco of two underage Union soldiers during the Civil War, one black and one white]

Sheldon Curtis, a 15-year old white Union soldier from Ohio, was wounded in a Georgia battle and left to die. When Pinkus Aylee, a 15-year old African American Union soldier, became separated from his troops during a battle, he decided to visit his mother who lived nearby. On his way there he discovered an injured white Union soldier lying unconscious on the ground. Seeing that the other boy's injuries could be healed, Pinkus dragged and carried him to his grandmother's house miles away. If enemy soldiers had found Pinkus, he would have been shot. If they had found Sheldon, they would have allowed him to die.

Pinkus' mother was in great danger for helping both boys, but she nursed Sheldon back to health. During the days of healing, both boys got to know one another and became friends. The fact that Pink (Pinkus' nickname) knew how to read made Say (Sheldon's nickname) feel stupid. But when he told Pink about shaking Abraham Lincoln's hand, he began to feel better about himself. Say didn't want to return to the Union army because he was afraid of being killed in another battle. Pink knew that if the Union army didn't win, slavery would continue. By the end of the war, Pink had been killed and Say had survived in a prison camp.

The story of their friendship was passed down through the family of the author of the story, Patricia Polacca.

Questions to Explore:

1. What is terrible about the pictures of war today that we see on TV?
2. What was terrible about our Civil War, 1861-1865? [Possible answers: more men were killed by disease than by bullets; men starved to death in prison camps; knowledge of medical practice was primitive; not enough hospital beds]
3. What did Pink and Say have in common?
4. How were they different?

Related Activities:

"I Shook the Hand," an activity to help students see how family history is passed on by storytelling.

Make 7 cards as follows:

Card #1 ABE LINCOLN, I am the President of the USA during the Civil War, 1861-1865

Card #2 PINK, PINKUS AYLEE, I am a young African American soldier in the Union army

Card #3 SAY, SHELDON CURTIS, I am a young white soldier in the Union army

Card #4 ROSA, I am the daughter of Say

Card #5 ESTELLA, I am the grand daughter of Say

Card #6 WILLIAM, I am the great grandson of Say

Card #7 PATRICIA, I am the great, great, grand daughter of Say: the writer and illustrator of the book, Pink and Say

DIRECTIONS: Distribute cards to 7 students. Have students read their cards aloud. The student with Card #1 then reads his/her card aloud and shakes the hand of the student with Card # 2. Then have the students, one by one, pass the handshake down the line, each one saying aloud who he/she is.

Remind the class that after Pinkus and Say were separated, Pink was killed and his body was thrown into a common grave. He had no family to remember that he had shaken [the hand of someone who had shaken] Abe Lincoln's hand. But after Say left the prison camp, he told his story to his daughter and it passed down the generations.

Ask the question to the students in line: "Who will remember the story of Pink and Say?" Have each of the students with the cards, starting with #1 say: "I will!" Then ask those who are watching the same question.

Reference:

Polacco, Patricia, Pink and Say, 1994, New York, Philomel Books – a division of Penguin Young Readers Group

7. JUSTICE

Objective: To obey God's call to follow justice wherever it leads.

The Samaritan Woman (The Woman at the Well) John 4:1-38

In the cool of the morning, the women from the village came to fill their jars with water from the community well (called Jacob's Well) and returned home. Later in the day, as the blazing sun rose in the sky, another woman appeared. Because she was thought to have low morals, she was shunned by the other women and came to the well when there was usually no one there.

Jesus, tired from his walk on his way back to Galilee, was sitting there. He said to her, "Give me a drink." The surprised woman replied, "How is it that you, a Jew, ask me, a Samaritan woman, to give you water?" (Jews looked down on Samaritans)

"I can give you 'living water' from a well that never runs dry." (He was talking about releasing the Spirit of God within a person.)

"What is this 'living water'?" She asked.

"Those who drink of the water I will give them will never thirst again."

"Sir, give me some of this water so that I will not be thirsty again or have to come to this well." Jesus told her to go bring her husband to the well. She said, "I have no husband".

When Jesus told her that he knew that she had had five husbands and was not married to the man she was living with then, she knew that he was someone special; perhaps the Messiah (who is called Christ). He explained to her that he was the Messiah and 'living water' is the thirst for God.

The woman left and returned to the city. She told everyone she met about her encounter. "Come and see this man who says He is the Messiah," she said. Many of the people went out to see for themselves and came to believe.

Questions to Explore:

1. Why did the other women shun the Samaritan woman? Have you ever shunned someone?
2. Why is it unjust to look down on anyone?
3. Why was the woman surprised by Jesus' request? How does this happen today?
4. Why do you think the woman told the people about her meeting with Jesus?
5. After the people had met Jesus, do you think they treated the woman like they had before? Why? Why not?

Related Activities:

1. Role-play the meeting of Jesus and the woman.
2. Write a Haiku* about 'living water'.

*A Haiku is a Japanese poem consisting of 3 lines. The 1st and 3rd lines have 5 syllables. The middle line has 7 syllables. The 1st and 3rd lines are synonymous. The 2nd line is an explanation.

Example:

The twelve disciples
A mixed group of men were they
Brave friends of Jesus.

References:

- Women in the Bible, 2014, Engaged Media
- Schepf, Margo, *Legendary Women of the Bible and the Lesson They Still Teach Us*, 2014, New York, Time Home Entertainment, Inc.

7. JUSTICE

Objective: To obey God's call to follow justice wherever it leads.

Thurgood Marshall

Lawyer and Supreme Court Justice

Thurgood Marshall was born in Baltimore, Maryland in 1908. He attended segregated public schools. His given name was Thoroughgood after his grandfather. However, when he was in the second grade he didn't like writing such a long name so he changed it to Thurgood.

Although he earned high grades, he was often punished for misbehaving and sent to sit alone. It was during these times that he memorized the United States Constitution.

After his graduation from Frederick Douglass High School he attended Lincoln University in Pennsylvania. When he applied to go to law school at the University of Maryland he was not accepted because he was Black. He then enrolled in Howard University Law School and graduated magna cum laude (highest honors).

After graduation, he represented the NAACP (National Association for the Advancement of Colored People) later becoming its head legal counsel. His first major case was Murray versus the University of Maryland, which forced the school to admit Black students. His most successful case perhaps, was Brown v. Board of Education of Topeka that declared that 'separate but equal' was unconstitutional. Public schools were ordered to desegregate.

In 1965 Marshall became the first Black Solicitor General of the United States. In 1967 President Lyndon Johnson nominated him to the Supreme Court. He was the first Black Supreme Court Justice. He won 29 of the 32 cases he argued. Although Marshall is best known for civil rights cases, he argued many other types of cases. Thurgood Marshall retired in 1991 and died in 1993.

Questions to Explore:

1. What is the U.S. constitution? How did learning the U.S. Constitution help Marshall?
2. What is the meaning of:
 - a. segregate
 - b. desegregate
3. Have you ever been in a segregated situation? Tell about it.
4. Have you ever been punished? What do you do to learn from the punishment?
5. What is the Supreme Court?

Related Activities:

Have a mock trial to argue a 'case'. (Example: "Should Sunday School go on during the Church service") Select the 'for' and the 'against' teams. Vote for the winner.

References:

- Holy Women, Holy Men: Celebrating the Saints, 2010, New York, Church Publishing
- Encyclopedia of Black America, W. Augustus Low and Virgil Clift, editors, 1981, McGraw-Hill

8. OBEDIENCE

Objective: To learn about people who obeyed the voice of God despite the consequences.

Samuel

Prophet

1 Samuel, Chapters 1-3

Hannah and her husband had no children. She went to the house of worship and Eli the priest told her that God would give her children. A year later, Samuel was born. When the boy was three or four, she took him to live with Eli and to serve like an acolyte in the house of the Lord. Eli was like a father or grandfather to the boy.

One night, when Samuel was sleeping, God called to him: "Samuel! Samuel!" Samuel thought it was the voice of Eli. He ran to Eli's bedroom and said: "Here I am, for you called me." "No Samuel, you must be dreaming; go back to sleep." God called a second time, "Samuel! Samuel!" The boy ran to Eli and said, "Father Eli, you called me." "No, I did not call you."

Then Eli realized it was God calling to Samuel. He told Samuel to say, "Speak Lord, for you servant is listening."

This was God's message, and it was meant for Eli. "I am going to punish you and your sons for not caring for my people." When Samuel awoke in the morning, he did not want to give that message to Eli, the man whom he loved, because it was bad news.

"Tell me everything God told you," Eli insisted. And Samuel did. As Samuel grew up, the Lord was with him. And all of Israel knew that Samuel was a prophet of the Lord.

Questions to Explore:

1. What might it be like living in the House of the Lord (church) without your family?
2. Why did Samuel not want to give God's message to Eli?
3. What messages might God want us to give to other people?

Related Activity:

A prophet tells the truth. Here is a true story about a child who tells their grandparent the truth:

The grandparent's dog, Sadie, was dying of old age and the grandparent was very sad. The grandchild said, "You are old too and you are going to die. You will see Sadie in heaven before I will."

Can you tell a true story about a young person telling an older person the truth?

Reference:

Biblical Story: This story takes place in the hill town of Shiloh not far from Jerusalem 3000 years ago.

8. OBEDIENCE

Objective: To learn about people who obeyed the voice of God despite the consequences.

James Earle Chaney Civil Rights Activist

James Earle Chaney, the oldest of five children, was born in Mississippi in 1943. He attended a Catholic School for Negro Students and was an athlete. In his church, he was an acolyte.

His parents' generation, and several generations before theirs, had been denied their civil rights. One day he decided to wear an NAACP button for Civil Rights. He was immediately expelled from school. The principal and his parents were fearful of what the White School Board might do. That Board spent twice as much money for the education of a White student compared to a Black student. "That was wrong!" James was saying.

When he was 19, he stood up again by becoming a Freedom Rider. The first Freedom Ride took place on May 4, 1961 when seven Blacks and six Whites left Washington, D.C., on two public buses bound for the Deep South. They intended to test the Supreme Court's ruling in *Boynton v. Virginia*, which declared segregation in interstate bus and rail stations unconstitutional. Students travelled on buses and sat in restaurants in the South while White people verbally and physically abused them. The students were saying: "Segregation has no place in public restaurants." In 1964, college students from all over the country came to the South, usually by bus, to help local leaders register people to vote. They also tutored children in summer schools. Again James was involved. He stood up, putting his life at risk.

On June 21, 1964, James and two White students from New York City were jailed in Philadelphia, Mississippi and then freed without being charged with any crime. Two cars of White men, including the deputy sheriff, followed them and murdered them during the night. It took the FBI 44 days to find their bodies buried in an earthen dam. The young men had stood up to evil and they gave their lives to bring justice to others.

Questions to Explore:

1. How is your community similar or different from James' community?
2. Do you know about other people who stood up for what they believed, no matter the cost?
3. How can we "respect the dignity of every human being?"

Related Activities:

1. Civil Rights March: Make civil rights posters and march around the classroom singing "We Shall Overcome." Visit other classrooms or march outside of the church.
2. Interview parents or other people in church about their memories of the civil rights movement in the 1960's; make up questions to ask them.

Resources:

- Google searches: Congress of Racial Equality, CORE; NAACP; Students Non-violent Coordinating Committee, SNCC
- nvdatabase.swarthmore.edu/Chestertown-md-freedomride

9. PERSEVERANCE

Objective: To persevere in the face of dire consequences.

The Canaanite Woman Concerned Mother Matt.15:21-28

There was a Canaanite woman whose daughter had been tormented by demons for a long time. She had heard of Jesus' miracles and thought that maybe he could help her. So she cried out to Him, "Help me, help me; please Lord. Help me!" (In those days a woman approaching a man was unthinkable.) The disciples asked Him to get rid of her because she was bothering them with her begging. Not only that, but her ancestors were Gentiles, bitter enemies of the Jews to whom Jesus had been preaching.

"Have mercy on me, Son of David ", the woman pleaded.

Jesus answered, "I was sent only to the lost sheep of Israel.

The woman persisted, "Lord help me."

He answered, "It is not fair to take the children's food and throw it to the dogs."

"Yes, Lord," she said, "Yet even the dogs eat the crumbs that fall from the master's table." (Gentiles were often referred to as dogs.)

"Woman, great is your faith! Let it be done as you wish."

The daughter was healed instantly.

Questions to Explore:

1. What do you think it means to be tormented by demons?
2. Why do you think Jesus didn't help her immediately?
3. Should the disciples have tried to send her away? Why? Why not?
4. What are some unkind names some people are called? Why is name-calling wrong?
5. Have you ever pestered someone until they gave in? Tell about it.
6. Have you ever kept working on a problem until you finally were able to figure it out? How did you do it? How did it feel when you finally 'got it'?
7. Have you ever given up too soon on anything? How did it feel when someone else stuck with it and succeeded?

Related Activities:

1. Role play the woman pleading with Jesus; the disciples actions; Jesus' response.
2. Locate Canaan on a map. Find out about that region today.

References:

- Women in the Bible, 2014, Engaged Media
- Schupf, Margo, Legendary Women of the Bible and the Lessons They Still Teach Us, 2014, New York, Time Home Entertainment, Inc.

9. PERSEVERANCE

Objective: To persevere in the face of dire consequences.

Harriet Tubman

Abolitionist and Humanitarian

Harriet (Araminta) Ross was born a slave in Dorchester County, Maryland. She was one of eleven children. She didn't always do as she was told and was severely beaten by her master. Once she was hit in the head by a piece of metal by the overseer and was nearly killed.

When she heard that her master had died and her family might be sold into the Deep South she and her two brothers ran away. Hiding in graveyards, wading in the Choptank River for hours, and ducking the vicious dogs that were chasing them was too much for her brothers so they turned back. But not Harriet. She was determined to reach Philadelphia, in the slave-free state of Pennsylvania. With the help of the Quakers she was free at last.

But Harriet was not happy. Soon she began planning to rescue other slaves. Tubman led many to freedom in the North as the most famous "conductor" on the Underground Railroad, an elaborate secret network of safe houses organized for that purpose. She was called "The Moses of Her People". Although there was a huge reward for her capture, she returned at least 19 times to bring slaves to freedom. Often she had to threaten them with her gun because she said, "There ain't no turning back."

During the Civil War she worked for the Union Army. She served as a spy and a nurse. Later she made many speeches against slavery. When she died in 1913; she was buried at Fort Hill Cemetery in Auburn, New York with full military honors for her service to her country.

In 2016, the U.S. Treasury Department announced that Harriet Tubman would replace Andrew Jackson on the center of a new \$20 bill. The National and Maryland Park Services have established The Harriet Tubman Underground Railroad State Park and Visitor Center outside of the city of Cambridge in Dorchester County, Maryland. It will open in March 2017.

Questions to Explore:

1. Why do you think Harriet Tubman was called "The Moses of Her People"?
2. Why did Harriet run away? What is the 'Deep South'?
3. What do you think it's like to run away from home?
4. Why did Harriet threaten some of the slaves?
5. What is a 'slave'? How can a person become a 'slave' to a habit? How can you break a bad habit?

Related Activities:

1. Make a 'wanted' poster.
2. Write a 'Who am I?' riddle.

Example: I told Pharaoh to let my people go.

I delivered the 10 commandments to the people.

I led the people to the 'promised land'.

Who am I?

References:

- Holy Women, Holy Men: Celebrating the Saints, 2010, New York, Church Publishing 2010), 476-477
- Chapelle, Suzanne E. and Phillips, Glenn O., African American Leaders of Maryland, 2003, The Maryland Historical Society
- Encyclopedia of Black America, W. Augustus Low and Virgil Clift, editors, 1981, McGraw-Hill.

10. RESPONSIBILITY

Objective: To understand what “taking responsibility” means.

Miriam

Older Sister of Moses and Prophetess
Exodus 1:22-24, Exodus 2:1-21, Exodus 15: 20-21

Miriam was also the older sister of Aaron. Their parents, Amran and Jochebed, were both from the Levite Tribe of Israel. The Hebrews were being held as slaves by the Egyptians and forced to work very hard. They also had large families, mostly male children.

Miriam was a prophetess in her own right; the first woman described that way in scripture. According to Jewish tradition, she prophesied before Moses' birth that her parents would give birth to the person who would bring about their people's redemption.

Pharaoh, the King of Egypt, became afraid that the Hebrews might soon outnumber the Egyptians and that they might join with Egypt's enemies should there be a war. So he ordered that all male Hebrew children be killed at birth.

Moses' mother managed to keep him hidden until he was about three months old, but he was growing very fast and getting big. She could no longer hide him so she wove a basket of reeds (papyrus), put the baby in it, and floated the basket down the river. She told Miriam to hide and watch to see what happened.

Then Pharaoh's daughter came to the waterside to bathe and discovered the infant. Even though he was a Hebrew baby, she picked him up, cuddled him and kept him. Miriam then showed herself and asked if the princess wanted a Hebrew nurse for the child. The princess said, “Yes,” and Miriam took the baby to their mother.

The princess adopted the baby as her son and gave him his name, Moses, which means “drawn from the water.” After he was grown and had received God's calling to lead the Israelites out of Egypt, Moses led them across the dry riverbed when God parted the Red Sea. Miriam and all the women sang a song of triumph when Pharaoh's army was drowned in the sea.

‘Sing to the Lord, for he has triumphed gloriously;

Horse and rider he has thrown into the sea.’

Questions to Explore:

1. How old do you think Miriam was when her mother asked her to watch over Moses as he floated in the basket? Do you think you could have handled that responsibility? Why or why not?
2. How do you think you would feel about having such a big responsibility?
3. What do you think might have happened to Moses if Pharaoh's daughter had not rescued him?
4. What responsibilities do you have at home?

Related Activities:

1. Activity: God Can, We Can [From sundayschoolsources.com, as cited below]

Give each student two index cards. Have them write God on one and Me on the other. Tell them to hold up the most appropriate card when you ask questions such as the following examples:

- a. Who can respond to a bully with politeness? Me
- b. Who can make a problem worse by trying to force others to do what I want? Me
- c. Who can be patient when a problem occurs? Me
- d. Who can make the bully a nicer person? God
- e. Who can find a solution to every problem? God

2. Have the children write a Haiku [Japanese poetry having 17 syllables (5-7-5)].

Example: Community

People together as one

All as one unit

3. Play "Jeopardy" - The teacher gives answers from the story. The students respond by asking questions.

References:

- <http://www.lessons4sundayschool.com/media/miriamlesson.pdf>

Gives the particulars of Miriam's life in a manner easy for younger students to understand. Offers learning activities, a child-appropriate prayer, key words and learning activities

- <http://www.sundayschoolsources.com/lessons/OT/Exodus/babymoses.htm>

Includes great learning activities for primary grades and above

- <http://www. www.SundaySchoolCenter.com/moses-in-the-bulrushes.pdf>

Gives detailed teaching plan, complete with script and a variety of learning activities. Especially good for younger children

10. RESPONSIBILITY

Objective: To understand what “taking responsibility” means.

Marian Wright Edelman

President and Founder of the Children’s Defense Fund

Marian Wright Edelman has dedicated her adult life to helping children get what they need to grow, develop and have successful lives as adults. She has been outspoken advocate for children. She realized that laws and other rules shape the communities and people’s ideas about how to address the needs of children. So she founded the Children’s Defense Fund in 1973 to be a voice for poor, minority and handicapped children.

She has been a leading national voice for disadvantaged children and families for more than 40 years. Her work has contributed to the passage of many national laws affecting the status of children and resources (such as money and programs) now available for children. Laws putting money into child care funding, health care funding and reducing the violent images presented to children are examples. As she expressed it: “If you don’t like the way the world is, you have an obligation to change it. Just do it one step at a time.”

Marian Wright Edelman has written many books that give ideas and examples of how to help children achieve. “The Measure of our Success: A Letter to my Children and Yours,” is a famous book she published in 1992 that gives 25 lessons for life. Five of these lessons are:

- There is no free lunch. Don’t feel entitled to anything you don’t sweat and struggle for. [Lesson 1]
- Be honest. [Lesson 9]
- Be confident that you can make a difference. [Lesson 13]
- You are in charge of your own attitude. [Lesson 22]
- Be reliable. Be faithful. Finish what you start. [Lesson 24]

Questions to Explore:

1. Choose one of the lessons given above and tell how it relates to taking responsibility.
2. Tell a cause or issue you think you could speak up for. Demonstrate how you might do this.
3. How do you think you make a difference in your family? At school?

Related Activities:

1. Ask children to get in groups of 3. Assign each group one of the lessons listed above. Then ask each group to come up with 3 reasons why that lesson is difficult.
2. Have the students discuss what lesson would be hardest for them to do and tell why. Then ask if any child could help the child having difficulty to learn that lesson.
3. Ask the children: Who can demonstrate how you can speak up for a cause you care about?

4. Have the children write a letter to the President about a cause that is important to them.
5. Post a copy of the 25 lessons. Let the children choose their favorite.

References:

- <http://www.childrensdefense.org/about/leadership/marian-wright-edelman/>
- <http://biography.yourdictionary.com/marian-wright-edelman>
- <http://www.blackpast.org/aah/edelman-marian-wright-1939>

Selected Writings of Marian Wright Edelman:

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- *Guide My Feet: Prayers and Meditations on Loving and Working for Children*, Beacon Press, 1995.
- *Lanterns: a Memoir of Mentors*, Beacon Press, 1999.
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- *I Can Make a Difference: A Treasury to Inspire Our Children*, HarperCollins, 2005
- *The Sea Is So Wide and My Boat Is So Small: Charting a Course for the Next Generation*.
- *Families in Peril: An Agenda for Social Change*, Harvard University Press, 1987.

10. RESPONSIBILITY

Objective: To understand what “taking responsibility” means.

Clara McBride Hale (Mother Hale)

Founder of Hale House in Harlem

Clara McBride Hale was a single mother raising two young children. She struggled to provide a home for her children and remained focused on providing them with the best education that she could afford. In the 1940s, she began to care for other children in her home, making sure that their education was not neglected.

In 1969, Mrs. Hale became a licensed foster parent and became the foster parent of an infant addicted to cocaine. She responded to the needs of other children and took even more children into her home. It was during this time that she earned the affectionate title of “Mother Hale”—the name by which she is still fondly known. Working family by family in her small apartment, one child at a time, Mother Hale continued to help children and was joined in this work by her daughter.

With the support of elected officials in the 1970s, they acquired a large house in Harlem as the new site for Hale House, a site it occupies today.

Responding to changing times, Mother Hale expanded the services of Hale House to care for babies born exposed to drugs or alcohol and to HIV/AIDS. HIV is a virus that only infects humans. It destroys cells important to a person’s ability to fight infections and it grows by taking over other cells. It can be treated and managed; however, if left untreated, it becomes AIDS, Acquired Auto-Immune Deficiency Syndrome, that often leads to death. HIV/AIDS is spread through bodily functions.

Mother Hale took in children who had lost their parents to the disease or who were themselves born infected with HIV. An increase in the number of women incarcerated and, consequently, unable to care for their children, brought even more children to Hale House. Hale House continues to help children and struggling families.

Questions to Explore:

1. What three words would you use to describe Mother Hale?
2. What kinds of responsibilities did Mother Hale take on when she took children into her home to raise them?
3. How does the story of Mother Hale demonstrate that one person can make a difference?
4. How can you make a difference in your church? In your neighborhood?

Related Activities:

1. Have each child write a list of 4 or more characteristics or traits a person would need to have to do what Mother Hale did. Then have the children read aloud their lists. Note those listed most often. Discuss.
2. Have each child choose a partner. Then have these teams each write words to a short lullaby (2-4 lines) that Mother Hale might have sung to one of the babies or little children she cared for.

References:

- Hale, Clara McBride (1905-1992) | The Black Past ...www.blackpast.org
- The My Hero Project - Clara Hale: myhero.com/hero.asp?hero=Hale [Contains audio]
- Mother Hale's Solution: Children: Love is what Clara ...:
articles.latimes.com/1990-03-08/news/vw-2897_1_hale-house

11. TRUST

Objective: To see how God can help people in difficult or impossible situations

Hagar

Abram's (Abraham's) Second Wife
Genesis 16:1-9, 21:9-21

Hagar was an Egyptian slave girl to Sarai (Sarah), Abram's (Abraham's) wife. When Sarah thought that she could not have children, she asked Abraham to have a child by Hagar. A boy was born whom Hagar named Ishmael.

After Ishmael was born, Hagar bragged to Sarah that Ishmael would inherit Abraham's wealth. Sarah became jealous and angry. She told Abraham to get rid of both of Hagar and her son, but Abraham said to Sarah—do to her as you please. Sarah dealt harshly with Hagar and Hagar ran away with Ishmael. They ended up in the wilderness where they might die, with only a little water and bread. When the bread and water ran out, the child began to cry.

Hagar shielded Ishmael behind a bush and walked to a place where she could not hear him crying. An angel of God came to her and told her to go back to Sarah and submit to punishment. The angel also said that Ishmael would become the father of a great nation. Just then, a spring of water came up from the ground, and they were saved. Later, she took Ishmael back to her home in Egypt.

Questions to Explore:

1. Why do you think Abraham listened to his wife when she insisted that Hagar be sent to the desert to die?
2. What did Hagar feel before the angel appeared? How did she afterwards?
3. What are situations where a person might have trouble trusting God?

Related Activities:

Here is a story Jesus told in Matthew 25:35-6 about people who may have lost trust until someone helped them. "I was hungry and you gave me food; I was thirsty and you gave me a drink; I was a stranger and you took me into your home; I was half naked and you gave me clothes; I was sick and you helped me get better; I was in prison and you visited me."

1. Tell about someone you know who helped a person in one of the ways Jesus mentioned. What happened?
2. What kind of help would be hardest for you to give? Easiest for you to give someone?

References and Resources

- www.womeninthebible.net/1.2.Hagar
- www.chabad.org (To see story from an Israeli and a Muslim point of view)
- Women in the Bible, 2014, Engaged Media

11. TRUST

Objective: To see how God can help people in difficult or impossible situations

Fannie Lou Hamer Civil Rights Activist

Born on October 6, 1917 in Mississippi, Fannie Lou Hamer was the youngest of her parents' 20 children. The Hamers expected all their children to contribute to the family income by picking cotton and doing chores on the owner's plantation. Even with everyone working, the Hamers struggled financially and often went hungry.

At age 6, Fannie had a determined personality and was a hard worker. She saw how white people looked down upon her race. That didn't stop her from becoming a leader in her church and her community. She married a poor farmer and adopted two girls because she was unable to have children.

When Ms. Hamer was 44 years old, she tried to register to vote. She was denied that right. Just for trying to vote, she lost her job and was severely beaten. The local police and white racist groups terrorized her community. In 1962, she met civil rights activists who encouraged Blacks to register to vote, and she soon became active in helping with the process.

In 1964, she helped organize African Americans into the "Freedom Democratic Party." There were no Black people in the regular Democratic delegation though half the people in Mississippi were Black.

Ms. Hamer dedicated her life to the fight for civil rights. Slowly, over the next 50 years, change came to Mississippi. She also worked to help the poor and families in need in her Mississippi community. Her tombstone reads: I am sick and tired of being sick and tired.

Questions to Explore:

1. When Fannie was in elementary school, people thought she might become a leader. Why?
2. Fannie Lou risked her life in support of others. How can trust in God help you to do what seems impossible?

Related Activities:

1. Fannie said: "Nobody's free until everybody's free." Make a list of what keeps some people in our country from being free? [e.g, hunger, sickness, poor education and housing, unemployment, segregation, being jailed, etc.]
2. Role-play Fannie trying to register to vote. The Court Clerk asks her to show she can read and write, pay poll tax, and to be able to understand the Constitution. She can do all these things but still he won't put her name on the voter list.

References:

- www.museumoftolerance.com Freedom Sisters Education Guide
- www.history.com/topics/black-history/fannie-lou-hamer
- www.biography.com/people/fannie-lou-hamer

12. PATIENCE

Objective: To do the right thing regardless of the consequences.

Esther

Queen of Persia and Savior of the Jewish People

Esther 2-8

Esther was a young Jewish woman living in exile in Persia with her cousin Mordecai, who also adopted her as his daughter. After Queen Vashti was banished, King Ahasuerus (Xerxes) sought out beautiful young maids who would be his next queen. Because of her youth and beauty, King Xerxes fell in love and Esther became Queen of the Persian Empire. She did not tell Xerxes of her heritage.

Although she was Queen, Esther stayed in touch with what was happening in the kingdom. Because of that, she discovered a plot to kill her husband, King Xerxes. After Esther becomes queen, her cousin Mordecai became involved in a power struggle with the grand vizier Haman the Agagite. Mordecai refused to bow to Haman. Haman was so angry at being disrespected that he told the King the Jews were not obeying the laws. He convinced Xerxes that the Jews should all be killed.

When Mordecai learned of this, he convinced Esther that she must somehow prevent it. Esther felt helpless. She knew that approaching the throne without being summoned by the King, her life would be in danger. She might be killed for not obeying court rules or be banished like Queen Vashti.

Esther asked her people to fast and pray with her. Xerxes did allow her to come to him. "What is your desire? Ask and it is yours," he promised. So Esther planned a special banquet for a chosen few. Haman was extremely happy because he was among the chosen. The next day Haman walked by Mordecai, who again refused to bow. Haman had a gallows built and plotted to have Mordecai hanged.

The next night at a second banquet, the King was reminded that he had not honored Mordecai for his loyalty. Without telling Haman who he was referring to, he asked Haman to come up with an appropriate occasion to honor this loyal servant. Thinking it was he, Haman planned an elaborate celebration with a grand feast, royal robe, and a festive parade. The King was very pleased with the plan and wanted it carried out immediately. Haman was mortified when he discovered that the servant to be honored was Mordecai.

Then the King asked Esther what she wanted. Revealing that she was a Jew, she asked for her life and that of her people. When the King learned that it was Haman's plot to have the Jews killed and Mordecai hanged, he commanded that Haman be hanged from the very gallows he had constructed.

The Jewish Festival, Purim, celebrates Esther's role in the deliverance of her people.

Questions to Explore:

1. Who were Xerxes, Haman, and Mordecai?
2. How did Esther know of the plot to kill the King? Why should we be active in our community?

3. Why must we obey rules at home, at school, in the community? If you disagree with a rule, what can you do?
4. What should you do if you know your friend is about to do something he/she shouldn't?
5. Why didn't Esther tell the King that she was a Jew?
6. Why did Esther ask her people to fast and pray?
7. How did Esther show patience?
8. How did Haman's plot backfire?

Related Activities:

1. Recite the Ten Commandments.
2. Find an Old Testament map and locate Persia. What is its modern name?
3. Name people you know who stick up for what they believe.
4. Dramatize a situation in which you stick up for what you believe.
5. Role-play a situation where you keep a friend from doing the wrong thing.

Reference:

Women in the Bible, 2014, Engaged Media

12. PATIENCE

Objective: To do the right thing regardless of the consequences.

Septima Poinsette Clark Educator

There were many unsung heroes of the Civil Rights Movement in the United States. Septima Clark was among the most effective. She believed that education gave you power. Clark developed the literacy and citizenship workshops that played an important role in the drive for voting rights and civil rights. Rosa Parks attended one of her workshops.

She spent her life tirelessly working to prepare Black people for leadership. After teaching in the segregated schools of South Carolina for many years, she was fired for being a member of the National Association for the Advancement of Colored People (NAACP). As a result, she lost her pension and was unable to get a job in South Carolina for 20 years.

She went on to work for the Highlander Folk School of Tennessee and the Southern Christian Leadership Conference (SCLC) in Georgia. She established citizenship schools throughout the South and recruited hundreds of teachers who taught many sharecroppers and unschooled people to read, register to vote, and stand up for their rights.

In South Carolina and many other states, Black teachers were paid less than White teachers. Septima worked hard for equal pay for teachers.

Septima believed that women played a vital role in the movement for which they were given little credit. She also thought that chaos/disagreement created creative thing.

Questions to Explore:

1. How does education give you power?
2. Why do you think so many Black people in the South were uneducated?
3. Why was Septima fired from her job in South Carolina?
4. What were “citizenship schools”?
5. How can chaos create creative thinking?
6. Why must we learn to be patient? What helps you to be patient?

Related Activities:

1. List examples of disagreements in your neighborhood/community. Think of ways to come to agreements peacefully.
2. Who are the problem solvers in your school, church, or community? Explain how they solve problems.

3. Tell about a time when you stood up for something you believe in (E.g., bullying). How did you feel when you did?

References and Resources:

- Lanker, Brian, *I Dream a World: Portraits of Black Women Who Changed America*, 1999, New York: Harry N. Abrams
- www.wikipedia.org/wiki/Septima_Poinsette_Clark

ADDITIONAL ACTIVITIES

- Dramatize an event in the story. Show the event as it might happen today.
- Play “Charades” to guess a vocabulary word.
- Name others in the news who display the same characteristics as the hero in the story.
- Play “20 Questions” to guess who the character in the episode might be.
- Play “Hangman” to answer a question about the episode.
- Write a rap, or poem Haiku or letter.
- Haiku (Japanese poetry having 17 syllables (5-7-5))

Example:

Community
People together as one
All as one unit

- Play “Jeopardy.” The teacher gives the answer. The student asks the question.
- Make a collage from old magazines to depict the virtue being discussed. (E.g., community, courage, service, etc.)
- Make a three-panel drawing to show the events in the story.
- Make a diorama to depict the theme or story.
- Make a banner about the theme.
- Make bag puppets of the person discussed.
- Write “Who am I” riddles giving at least three facts about the person. The last question asks—
Who am I?

Example:

I fought for equal rights for all people.

My most famous case was Brown vs. the Board of Education of Topeka ending segregation in public schools.

I became the first African-American Justice on the Supreme Court.

Who am I?

- Learn select Bible verses that pertain to the lesson. Recite to class.
- Make pipe cleaner figures. Write something to remember about the person on a card. Display.
- Weave ‘welcome’ placemats. Use them at snack time.
- Role-play an important part of the story.
- Make a booklet to tell the story.
- Make bookmarks.
- Read and discuss stories with similar themes. Share with another class.
- Write a payer.
- Play Bible “Tic-Tac-Toe.” Students may formulate the questions.
- Tell of others in the community or elsewhere who personify the trait being discussed. Explain why you think so.
- Invite a speaker to share an experience that helped them to See the Face of God in others. (It may be a parent or someone in the congregation.)

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Elementary

- Coles, Robert, *The Story of Ruby Bridges*, 1995, New York: Scholastic, Inc.
Ruby Bridges, a 6-year-old, is selected to begin the integration of a White elementary school. (George Ford beautifully illustrates the true story.)
- Giovanni, Nikki, *Rosa*, 2005, New York: Henry Holt
This accurately depicts a part of Rosa Park's life.
- Levine, Ellen, *If You Lived at the Time of Martin Luther King*, 1994, New York: Scholastic, Inc.
What it was like during the days of Martin Luther King.
- Lucas, Eileen, *Cracking the Wall: The Struggles of the Little Rock Nine*, 1957, Minnesota: Carolrhoda Books.
This informational book tells the story of the Black high school students' attempts to integrate Central High in spite of Governor Faubus' refusal to support them.
- Rappaport, Doreen, *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*, 2001, New York: Hyperion Books for Children.
The man and the time are made approachable. (Caldecott Award)
- Weatherford, Carole Boston, *Freedom on the Menu: The Greensboro Sit-Ins*, 2004, New York: Dial Books for Young Readers.
Challenging segregation is important even when there are consequences.
- Curtis, Christopher Paul, *The Watsons Go To Birmingham-1963*, 1995, New York: Delacorte.
A family living in Michigan goes back to Alabama to take a son to live with his grandmother hoping to "straighten him out." Violence strikes, a church is bombed and family members must deal with their feelings. (Newbury Honor; strong read aloud)

Middle Grades

- Hansen, Joyce, *Women of Hope: African-Americans Who Made a Difference*, 1998, New York: Scholastic.

Stories of persistence, courage and vision are told in the biographies of these women.

- Thomas, Joyce Carol, ed., Linda Brown, *You Are Not Alone: The Brown v. Board of Education Decision*, 2003, New York: Hyperion Books for Children.

The reflections of prominent children's authors on Brown v. The Board of Education and Linda Brown are in this informational collection.

Youth

- Alexander, Elizabeth and Nelson, *Miss Crandall's School for Young Ladies and Little Misses of Color*, 2007, Pennsylvania: WordSong.

Summary: With 24 sonnets, poets Alexander and Nelson tell how in 1833, four Connecticut courts and White terrorism prevent Prudence Crandall from teaching African-American girls.

- Bearden, Romare, *Little Dan—the Drummer Boy, a Civil War Story*, 1980, New York: Simon & Shuster.

Summary: The artist wrote and illustrated a story of a drummer boy who helped win a Civil War battle.

- Feelings, Tom, *I Saw Your Face*, text by Kwame Dawes, afterward by Kerry Pinkney, 2005.

The artist's drawings show youth from Africa and the Diaspora.

- Ferris, Christine King, *My Brother Martin, A Sister Remembers*, 2003, New York: Simon & Shuster.

Summary: This biography looks at the early life of Martin Luther King, Jr. through the eyes of his older sister.

- Hamilton, Virginia, illustrated by Leo and Diane Dillon, *The People Could Fly*, 2004.

Summary: A folk tale about enslaved people whose sadness and starvation make them call upon African magic to fly away home.

- Hill, Laban C., *Dave the Potter, Artist, Poet, Slave*, 2010.

Summary: All we know about Dave, recognized as a national treasure, is from his pots made 200 years ago.

- Lester, Julius, *To Be a Slave*, 1968, New York: Puffin Books.
Summary: A summary of slavery in what is now the USA from its inception and to its legacy today.
- Lewis, E.B., *I Want To Be Free*
Summary: An escaping enslaved man bonds with an orphan child in this retelling of a Buddha story.
- Lyons, Mary E., *Letters From a Slave Boy*, and *Letters From a Slave Girl*, 2007.
Summary: these fictional letters from the children of Harriett Jacobs [Incident in the life of a Slave Girl, 1861] showing how children might feel about the loss of their mother.
- Polacco, Patricia, *Pink and Say*, 1994, New York: Philomel Books.
Summary: Say Curtis describes a meeting with Pinkus Aylee, a teen Black soldier, during the Civil War, and their capture by Southern troops.
- Polacco, Patricia, *January's Sparrow*, 2009, New York: Philomel Books.
Summary: this story of the sage of the Crosswhite family of Kentucky escape on the Underground Railroad to Michigan in moving words and illustrations by the writer/artist.
- Turner, Geraldine Tilley, *Take a Walk in Their Shoes*, 1989, Cobblehill.
Summary: Short skits reinforce biographic sketches of Black heroes/heroines.

For Adults, Teachers, and Parents

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- *Holy Women, Holy Men: Celebrating the Saints*, 2010, New York: Church Publishing.
- *Legendary Women of the Bible and the Lesson They Still Teach Us*, 2014, American Bible Society.
- Rand, Donna and Parker, Toni, *More Black Books Galore: A Guide to Great African-American Children's Books*, 2001, John Wiley and Sons.
- *Women in the Bible*, 2014, Engaged Media.