

Black History School

God's Glory...Our Story

Taken Treasure Series • Based Selected Stories from the Book of Daniel

BHS Overview

Black History School (BHS) relates powerful stories from the past to our present. By studying similarities between the Book of Daniel and Black History, we will discover how we can change our world today.

<p>Series Theme: <i>Taken Treasure</i> (Selected Stories from Daniel)</p>	<p>Lesson Objective: To show how God leads and guides God's people, wherever they are.</p>
<p>Lesson Theme: <i>Carried Away</i></p>	<p>Key Verses: Daniel 1:1-7</p>

Supply List:

- Venn Diagram
- Pencils
- Large Post It or construction paper for whole group lesson

Vocabulary:

- **BCE** (before the Common Era)
 - The years that came before the birth of Jesus Christ
- **Occupied/Occupation**
 - The possession, use, or settlement of land
 - The act or process of taking of taking possession of a place or area
- **Superpower**
 - Excessive or superior power
 - An extremely powerful nation
- **Besiege**
 - Military: to surround with armed forces
- **Reign**
 - To possess or exercise absolute power
- **Export**
 - To carry away

Begin today's lesson by reviewing the vocabulary above. You can share the word and then ask students what they think it means or you can share the word, read the definition and have them listen for the words being used during the lesson.

Building Background Knowledge (The Story Behind Daniel's Story)

- Egypt occupied Judah when Rehoboam was king (Solomon's son)
- Babylon became a superpower with tons of political & cultural influence
- In 612 BCE, Babylon took Judah from Egypt

Focal Text: Daniel 1:1-7

1. Read, Daniel 1:1-2 aloud

a. ¹In the third year of the reign of Jehoiakim king of Judah, Nebuchadnezzar king of Babylon came to Jerusalem and besieged it. ²And the Lord delivered Jehoiakim king of Judah into his hand, along with some of the articles from the temple of God. These he carried off to the temple of his god in Babylonia and put in the treasure house of his god.

b. Questions & Conversation

- i. What is happening in this verse?
- ii. Who are the main players?

2. Read Daniel 1:3-5 aloud

a. ³Then the king ordered Ashpenaz, chief of his court officials, to bring into the king's service some of the Israelites from the royal family and the nobility— ⁴ young men without any physical defect, handsome, showing aptitude for every kind of learning, well informed, quick to understand, and qualified to serve in the king's palace. He was to teach them the language and literature of the Babylonians. ⁵ The king assigned them a daily amount of food and wine from the king's table. They were to be trained for three years, and after that they were to enter the king's service.

b. Questions & Conversations

- i. What is happening in these verses?
- ii. Who are the main players?

3. Read Daniel 1: 6-7 aloud

a. ⁶ Among those who were chosen were some from Judah: Daniel, Hananiah, Mishael and Azariah. ⁷ The chief official gave them new names: to Daniel, the name Belteshazzar; to Hananiah, Shadrach; to Mishael, Meshach; and to Azariah, Abednego.

b. Questions & Conversations

- i. What is happening in these verses?
- ii. Who are the main players?

4. Discussion:

- a. Who can summarize Daniel 1:1-7 in your own words?
 - i. Give students time to think
 - ii. Open the floor for discussion of their responses in class
- b. How do we see God guiding Daniel, Hananiah, Mishael and Azariah?

Black History Parallels (To be made at grade-level)

World History: Great Britain was a superpower with tons of power when the Transatlantic slave trade began in 1562. By the 1730s, the route from Europe to Africa, to the Americas and back had become so profitable that Great Britain was the world's largest slave-trading nation and African people were the world's largest export.

- Ask: Who can put this in their own words?
 - Give students time to think, discuss and share.
 - You can write student responses on a large chart paper.

American History: In 1526, Spanish explorers brought 100 enslaved Africans to North America, specifically to what we now know as South Carolina and Georgia. The enslaved Africans revolted and escaped. Their story is not as well known as that of the 1619 arrival of two English slave trading ships – White Lion and Treasure – to Point Comfort, VA.

- Ask: Who can put this in their own words?
 - Give students time to think, discuss and share.
 - You can write student responses on a large chart paper.

Black History: Long before Great Britain became a superpower, Africa was the "cradle of civilization." Not only have the oldest human fossils been found there, but Egyptian civilization dates back to 3,100 BCE.

- Ask: Who can put this in their own words?
 - Give students time to think, discuss and share.
 - You can write student responses on a large chart paper.

Discussion Questions:

1. How did God lead and guide enslaved Africans through the Middle Passage and their new lives in America?
2. How does God continue to lead us (the descendants of enslaved Africans) through tough times?

Activity - Making Connections:

To make and discuss connections between Daniel's story and the story of enslaved Africans brought to the Americas; in small groups and using Venn Diagrams have students answer...

- How are parts of African American history similar to Daniel's story?
- How are parts of African American history different from Daniel's story?

In the middle, where both circles meet, let's think about the ways parts of African American history are similar to Daniel's story.

On the right, we are going to write ways that part of African American history is different from Daniel's story.

On the left, we are going to write down ways that Daniel's story is different from parts of African American history.

This can be done as a whole group with the similarities and differences written on a large piece of paper attached to the wall or on an easel.

This can also be done in small groups where students share similarities and differences.