

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.

Lesson 1 Review

No matter which president is in office, God is in control, (Daniel 1:21). Our story did not begin with slavery as Africa is home to the earliest civilizations.

Lesson 2 Review

We are divine originals, differently gifted by God, and descendants of royalty. As such, we must dare to be different. Our obedience to God will put us in places, where our gifts will glorify God.

Lesson 3 Review

We live in a diverse society that is very similar to the one of Danie's day. Hananiah (Shadrach), Mishael (Meshach), and Azariah (Abend-ego) show us how to live faithfully among people who have different values. Their courageous worship of God attracts the king to God. Imagine how important your **witness** can be!

- Witnesses say what they have experienced first-hand, what they have seen or heard.

<p>Taken Treasure Series Themes: <i>Carried Away</i> <i>Better Than the King's Best</i> <i>A Time to Stand</i></p>	<p>Lesson Objectives: To be inspired to be brave in the face of challenges by prayer, as well as the examples of Daniel and Black History pioneers.</p>
<p>Lesson Theme: <i>Being Brave</i></p>	<p>Key Verses: Daniel 6: 3-23</p>

Supply List:

- Markers, Colored Pencils
- Activity Sheet - *Brave*

Vocabulary:

administrator- a person responsible for running a business, organization, etc.

satrap – a local leader

edict- an order or command

exile - the state or period of forced absence from one's country or home.

decree - an order that usually has the force of law behind it

anguished – with extreme pain or anxiety

depict - to describe something with a picture.

Us marshal – the enforcement arm of the federal courts

Today we are going to read about Daniel obeying God and getting into trouble for doing so. We're going to see how God honors faithfulness. Then we will talk about Daniel's bravery and that of children during the Civil Rights movement.

1. Ask students, "What do you think of when you hear the word **brave**?"
 - Allow time for thinking and whole group discussion.
2. Then ask, "What do you think helps someone to **be brave**?"
 - Again, allow time for thinking and whole group discussion.
3. Set the intention by sharing the lesson objective:
 - Today we will embrace our own bravery through prayer, especially in the face of challenges.

Lesson 3 Focal Text: *Daniel 6:3-23 (NIV)*

1. Read, Daniel 6:3-9 aloud

³ Now Daniel so distinguished himself among the administrators and the satraps by his exceptional qualities that the king planned to set him over the whole kingdom. ⁴ At this, the administrators and the satraps tried to find grounds for charges against Daniel in his conduct of government affairs, but they were unable to do so... ⁵ Finally these men said, "We will never find any basis for charges against this man Daniel unless it has something to do with the law of his God." ⁶ So these administrators and satraps went as a group to the king and said... ⁷ [We] have all agreed that the king should issue an edict and enforce the decree that anyone who prays to any god or human being during the next thirty days, except to you, Your Majesty, shall be thrown into the lions' den... ⁹ So King Darius put the decree in writing.

Ask: Who are the main characters? What do we know about them?

2. Read, Daniel 6:10-13 aloud

¹⁰ Now when Daniel learned that the decree had been published, he went home to his upstairs room where the windows opened toward Jerusalem. Three times a day he got down on his knees and prayed, giving thanks to his God, just as he had done before. ¹¹ Then these men went as a group and found Daniel praying and asking God for help. ¹² So they went to the king... ¹³ "Daniel, who is one of the exiles from Judah, pays no attention to you, Your Majesty, or to the decree you put in writing. He still prays three times a day."

Ask: Do you think Daniel is being brave? If so, how? If not, why?

3. Read, Daniel 6:14-16 aloud

¹⁴ When the king heard this, he was greatly distressed; he was determined to rescue Daniel and made every effort until sundown to save him. ¹⁵ Then the men went as a group to King Darius and said to him, "Remember, Your Majesty, that according to the law of the Medes and Persians no decree or edict that the king issues can be changed." ¹⁶ So the king gave the order, and they brought Daniel and threw him into the lions' den. The king said to Daniel, "May your God, whom you serve continually, rescue you!"

Ask: How is King Darius different with Daniel than King Nebuchadnezzar was with Hananiah (Shadrach), Mishael (Meshach), and Azariah (Abendego)?

Note: Compare Daniel 3:15 to Daniel 6:16

4. Read, Daniel 6:17-19 aloud

¹⁷ A stone was brought and placed over the mouth of the den, and the king sealed it with his own signet ring and with the rings of his nobles, so that Daniel's situation might not be changed. ¹⁸ Then the king returned to his palace and spent the night without eating and without any entertainment being brought to him. And he could not sleep. ¹⁹ At the first light of dawn, the king got up and hurried to the lions' den. ²⁰ When he came near the den, he called to Daniel in an anguished voice, "Daniel, servant of the living God, has your God, whom you serve continually, been able to rescue you from the lions?"

Observe: It seems like King Darius was worried about Daniel.

Ask: How do you think he felt about the men who suggested that he outlaw prayer to God and insisted that he punish Daniel?

5. Read, Daniel 6:21-23 aloud

²¹ Daniel answered, "May the king live forever! ²² My God sent his angel, and he shut the mouths of the lions. They have not hurt me, because I was found innocent in his sight. Nor have I ever done any wrong before you, Your Majesty." ²³ The king was overjoyed and gave orders to lift Daniel out of the den. And when Daniel was lifted from the den, no wound was found on him, because he had trusted in his God.

Ask: Who was Daniel committed to?

Application Activity:

- a. We began the lesson discussing what brave means. Ask students how Daniel's story helped them to understand bravery. Allow time for them to think back to the earlier discussion. Depending upon grade level, you may either write down responses on large chart paper or have students write their own responses as well as the responses of their peers on the activity sheet.
- b. Once students have shared, please read aloud the dictionary definition.
 - having or showing mental or moral strength to face danger, fear, or difficulty

Black History Parallels – *The Civil Rights Children's Crusade*

PBS Video: Children who marched for equal rights inspire a new generation

<https://www.pbs.org/newshour/show/children-who-marched-for-equal-rights-inspire-a-new-generation>

- a. After the video about children's bravery during the Civil Rights Movement, continue the conversation by asking, "**What does it mean to be brave today?**" Allow time for small and large group discussion/sharing. It may also be helpful to write down student responses.
- b. Next, read aloud or share the following biographies of children who demonstrated bravery during the Civil Rights Movement. You can read as or as few as time dictates. The goal is to really dive deep into the bravery shown by each person and to be able to discuss those brave acts.
 - **Ruby Bridges** - <https://kids.britannica.com/kids/article/Ruby-Bridges/487557>
 - **Claudette Colvin** - <https://kids.britannica.com/kids/article/Claudette-Colvin/544733>
 - **Marilyn Luper Hildreth** - <https://www.loc.gov/item/2015669111/>
 - As a child, Marilyn Luper attended many meetings of the NAACP Youth Council in Oklahoma City because her mother, veteran Civil Rights activist Clara Luper, was the leader of this group. She remembers, "We were having an NAACP Youth Council meeting, and I was eight years old at that time. That's how I can remember that I was not ten years old. And I... suggested, made a motion that we would go down to Katz Drug Store and just sit, just sit and sit until they served us." This 1958 protest led to the desegregation of the drug store chain's 50 lunch counters throughout Oklahoma – before the famous 1960 Greensboro, NC sit-in. In fact, organizers of the Greensboro sit-in got the idea from a report about progress in Oklahoma City at a national NAACP meeting in 1959.
- c. **Making Connections**
 - By this time, students have completed the first box on the Activity sheet. It is now time to make the connection between Daniel's bravery and the bravery of the children of the Civil Rights Movement.
 - Follow the questions on the worksheet, encourage whole group discussions and document responses on large chart paper and on students' individual worksheets.
- d. **Wrap Up:** Review the last question, **How can you be brave?** Allow students to share. End by reminding students that prayer can give them strength when it times to be brave. God will show up for them just like God showed up for Daniel and the children of the Civil Rights Movement.