

# Black History School

## God's Glory...Our Story

Biblically based • Culturally relevant • Education as liberation

### BHS Overview

Black History School (BHS) relates powerful stories from the past to our present. By studying the similarities between selected passages from the Book of Daniel with certain aspects of Black History, we will discover the transformative influence we can have in the world today.

### Lesson Aim:

To be encouraged and convinced to stand up for Christian values, as well as our own, understanding that we can change the course of history.

### Objectives:

To inspire courage to stand up for what is right, to show students how their behavior can attract those around them to Jesus, and to demonstrate that blessings are associated with obedience to God.

### Introduction:

1. Begin with a brief discussion on the concept of **taking a stand**. Ask students to share instances in their lives, or in history, when individuals took a stand for something they believed in.
2. Introduce the lesson aim
  - a. To inspire courage and conviction through the actions of Shadrach, Meshach, and Abednego (Daniel 3:8-28) and the contemporary example of Claudette Colvin.
  - b. To see the impact that students' refusal to conform might have on people around them, (Acts 1:8).
3. Provide a summary of Daniel 3:8-28, highlighting the defiance of Shadrach, Meshach, and Abednego against the king's command to worship the golden image.

### Reading and Discussion:

1. Read Daniel 3:8-28 aloud or have students read it individually.
2. Facilitate a discussion on the courage displayed by Hananiah (Shadrach), Mishael (Meshach), and Azariah (Abendego) in refusing to bow down to the idol, even in the face of death.
3. Discuss the divine intervention in the fiery furnace and the significance of standing up for one's beliefs.
4. Call attention to Nebuchadnezzar's confession about God and ask students how their refusal to conform might attract people around them to Jesus, (Romans 12:1 -2)

## **Black History Parallel - Claudette Colvin:**

1. Introduce Claudette Colvin's role in the Civil Rights Movement, her refusal to give up her seat on a segregated bus, and the impact of her actions. (Discuss segregation as morally wrong since there's only one human race. Link back to Lesson 1)
2. Discuss the parallels between the biblical narrative and Claudette Colvin's story, emphasizing the theme of **taking a stand against injustice**.
3. Discuss the picture of Claudette Colvin and talking about her NAACP quote, as well as her contribution to the Civil Rights Movement. (Image source: SUNY Ulster blog)

## **Showcase Your Skills - Decision-Making Scenario:**

In small groups or individually, students decide which action they would choose in certain scenarios and provide reasons for their decision. Lead students through one, or some, examples of real-life situations where challenging decisions must be made.

You may want to choose from the following options:

- climate change/recycling<sup>1</sup>
- vaping<sup>2</sup>
- observation of bullying<sup>3</sup>
- use of AI<sup>4</sup>

Should you choose bullying, here's a helpline:

STOP BULLYING NOW HOTLINE (USA) 1-800-273-8255  
HELPLINE SET UP BY U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
AVAILABLE 24/7

## **Reflection and Sharing:**

1. Ask students to share the reasoning that led to the decisions they made with the class.
2. Facilitate a discussion on the challenges and potential positive outcomes of **taking a stand**.
3. Connect the decision-making activity to the biblical and historical examples, emphasizing the importance of personal conviction and courage.

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1 <https://pollyproducts.com/what-happens-if-we-dont-recycle/#:~:text=Recycling%20helps%20reduce%20pollution%20by,pollution%20all%20over%20the%20world.>

2 <https://www.newsweek.com/scientists-link-vaping-health-problem-gen-z-1826099>

3 <https://www.publichealthpost.org/databyte/students-of-color-are-disproportionately-bullied-and-harassed-at-school/>

4 <https://aimagazine.com/machine-learning/the-impact-of-artificial-intelligence-on-kids-and-teens>