

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.

Objective:

To draw parallels between the experiences of Daniel and his companions in Babylon (Daniel 1:1-7) and the victims of the Transatlantic Slave Trade, emphasizing themes of displacement, resilience, and the preservation of identity.

Introduction:

1. Begin with a brief overview of the purpose of Black History School (BHS) - to connect historical narratives to the present.
2. Introduce the overarching *Taken Treasure* theme of sacred vessels from the temple in Jerusalem and exemplary young men being taken into Babylonian captivity.
3. Introduce the lesson aim: To highlight how God leads and guides God's people, especially through traumatic transitions.
4. Provide an overview of Daniel 1:1-7, setting the stage for discussions on colonization, indoctrination, and assimilation.

Reading and Discussion:

1. Read Daniel 1:1-7 aloud or have students read it individually.
2. Facilitate a discussion on the experiences of Daniel and his friends during Babylonian captivity, emphasizing the challenges of colonization, indoctrination, and assimilation.
3. Discuss the biblical themes of resilience, faith, and unwavering commitment to cultural identity.

Black History Parallel - The Transatlantic Slave Trade:

1. Discuss the parallels between Daniel's story and the experiences of enslaved Africans during the Transatlantic Slave Trade.
2. Explore common themes of displacement, forced migration, assimilation, and resilience in both narratives.
3. Note that the only mention of race in the Bible refers to competition between runners (Heb. 12:1).
4. Use the visual aids imbedded in the lesson to showcase the connections between exile and enslavement.

Showcase Your Skills - Make the Match:

Ask students to match the corresponding pairs of answers and questions, discussing their choices with classmates.

Discussion and Reflection:

1. Lead a discussion on the connections students made during the matching activity.
2. Encourage reflection on the shared experiences of displacement and resilience in both narratives.
3. Discuss the importance of acknowledging historical injustices and learning from them to promote empathy and justice in the present.

Further discussion questions:

1. Discuss the similarities between the biblical text and this period in Black History in terms of forced migration, cultural displacement, and the impact of assimilation on identity.
2. How do the experiences of Daniel and his friends in Babylon, as described in Daniel 1:1-7, compare to the challenges faced by African people during the Transatlantic Slave Trade?
3. Consider how historical events continue to shape cultural, social, and economic landscapes, and discuss the ongoing challenges faced by communities that have experienced colonization, indoctrination, and assimilation.
4. When discussing the fact that God created one human race and greed caused slave traders to create "race science," which has since been disproven, so they could "other" people of a darker hue out of the human race and subjugate them; have students turn to Acts 17:26. There, the Bible speaks of "nations." Members of the human race come from different ethnic backgrounds. In the original language, the word for nations is ethnos. The only mention of "race" in the bible refers to competition between runners.

Next week, we'll continue with the prologue and see these four young men, who are gifted by God, navigating their new world without compromising their characters.