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Sweet Potato Fun

Comment that in Rosa’s time and even to this day in the American South, the sweet potato is a popular food. Rosa recalls that in poor families, parents often handed their hungry children a baked sweet potato to eat for a snack or even a meal.

For Classrooms of Students of Any Age

Each One Unique
Provide each student with a sweet potato. Invite students to each study their sweet potato for several minutes. Encourage students to note the portion and appearance of their potato’s size, eyes, coloring and indentations. Then collect all sweet potatoes and place them in a large pile. After mixing the sweet potatoes, challenge students with the task of locating, identifying and reclaiming their original sweet potato.

Process the activity. Comment that regardless of our size, shape, color and even in a world of approximately seven billion people, God knows and loves each of us, individually. He sent His only Son to die for us to reclaim us as His own.

Watching a Sweet Potato
Observe sweet potato roots and sprouts. Use as an illustration for how plants develop, reproduce and make their own food with energy provided by the sun.

1. Insert three or four toothpicks into a sweet potato that has a number of eyes toward one end.

2. Place the sweet potato into a glass of water, using the toothpicks to support the sweet potato on the rim of the glass so that about half of the sweet potato is under water and about half is above the cup and out of the water.

3. Place the sweet potato in a sunny window location. Check water regularly to make sure the water level in the cup remains high. In approximately three weeks roots and leaves will begin to appear. If you choose you may plant the sweet potato in a pot containing potting soil. An attractive trailing vine should reward your labors.

Sweet Potato Chips
Depending on the age of your students, you may or may not choose to have them help in the preparation of this treat.

1. Wash and dry an unpeeled sweet potato.

2. Heat the oven to 200 degrees. Line two baking pans with parchment paper.

3. Slice potato as thinly as possible. If possible use a vegetable slicer for this part of the preparation.

4. Sprinkle lightly with salt and pepper.

5. Cook for 50 minutes, turning chips as slices dehydrate and shrink to achieve even heating.

6. Cook for 30 to 40 minutes more.


As a variation of the above, peel sweet potato before slicing, toss slices in coconut oil, sprinkle with salt and pepper, then bake in a 375 degree oven on parchment paper. Flip chips after 10 minutes and bake for another 10 minutes. Then bake for 10 minutes more or until chips are beginning to turn brown.

Sweet Potato Pie
Children of all ages will enjoy assembling the ingredients for this delicious Southern treat.

Ingredients:
Basic homemade or purchased pie crust
½ cup butter (room temperature)
½ cup brown sugar
1 cup mashed boiled sweet potatoes
3 eggs
1/3 cup corn syrup
1/3 cup milk
½ teaspoon salt
1 teaspoon vanilla

Preheat oven to 425 degrees. Cream together butter and sugar and vanilla. Then add sweet potatoes and eggs. Beat mixture. Add syrup, milk and salt. Mix well. Then pour mixture into pastry lined pie pan. Bake for 10 minutes at 425 and then reduce heat to 325 and bake for 35 to 45 more minutes. Serve with whipped cream if you choose.
Rosa Lives for Jesus

As God works in the lives of those who believe in Jesus, they are moved to live lives of prayer, meditation and trial. Label each of the following scenes from the life of Rosa Young as showing prayer, meditation or trial in her life.

Rosa's people suffered from the results of slavery.
Rosa and her people were poor in possessions and they were poor in the things of God.
Pupils at school made fun of Rosa because she was a country girl.

Rosa asked God to help her.
Rosa comes to know and believe the pure Gospel. Rosa is confirmed.
Rosa teaches the Good News of Jesus.
God’s Gift of Helpers

Rosa Young devoted her life to teaching others. The most important thing she taught was the Good News that Jesus came to save all people. God blessed Rosa with many people who encouraged her and helped her in her work. Place their names in the crossword puzzle below. Who has God placed into your life to help and encourage you?

Across

1. Rosa’s father, _____________ Young, took Rosa to Selma and enrolled her in the university there so she could become a teacher. Later, he met the train bringing the missionary sent to Alabama by the Lutheran church. (See Rosa Young, Hero of Faith, page 25.)

7. Sisters Mary and Sarah ___________ stayed with Rosa while going to her school. Later, they worked to start a Sunday school in their hometown of Vrendenburgh. (See Rosa Young, Hero of Faith, page 48).

8. After working at a local sawmill, Mr. Alex ______________ listened outside the window of Rosa’s school. He asked Rosa to help him start a Lutheran church and school in his hometown of Possum Bend. (See Rosa Young, Hero of Faith, page 49.)

Down

2. Rosa’s mother, ______________ Young, listened to Rosa and encouraged her in her dream to become a teacher. (See Rosa Young, Hero of Faith, page 25.)

3. Lutheran missionary Nils J. ____________ brought the pure Gospel message to Rosa and other blacks in Alabama, confirming Rosa on Palm Sunday, just four months after he arrived. (See Rosa Young, Hero of Faith, page 42.)

4. Stopping to talk with Rosa as she worked in the field, white landowner, Mr. ____________, took note of Rosa’s talents and abilities. He told her she should study to become a teacher. (See Rosa Young, Hero of Faith, page 24.)

5. Rosa wrote to Booker T. ____________ of Tuskegee Institute asking for help. He wrote back suggesting that Rosa contact the Lutheran church. (See Rosa Young, Hero of Faith, page 40.)

6. Although she could neither read nor write, Aunt Fanny _____________ helped Rosa start two Lutheran churches. (See Rosa Young, Hero of Faith, page 52.)

9. Rev. C. F. ____________ of the Lutheran church in St. Louis answered Rosa’s letter. He said her letter was like the call for the Gospel that Paul received from Macedonia (referring to Acts 16:9-10). (See Rosa Young, Hero of Faith, page 40.)
Rosa Young’s Amazing Life

Read aloud or invite students to read *Rosa Young: Hero of Faith* and/or view the film, *The First Rosa*. Talk about the ways that God blessed Rosa with Jesus’ forgiveness, strength and power. Point out that even when bad things happen we can count on God to help us live an amazing life for Him.

Allow time for students to order the events in Rosa’s life. Then, if you choose, give them time to color the pictures. As they work, invite students to share about the potential amazing opportunities God may have for their lives, both now and in the future.

Rosa Young's Amazing Life

Rosa Young was a teacher who dedicated her life to serving Jesus. Rosa knew that Jesus came to earth to save her and all people. She gave her life to starting schools and churches to share the Good News. Order the event in Rosa’s life by placing a number at the bottom right of each of the following illustrations. The first one is done for you.

In what amazing ways can you serve Jesus?
Rosa Young’s Amazing Life

Rosa Young was a teacher who dedicated her life to serving Jesus. Rosa knew that Jesus came to earth to save her and all people. She gave her life to starting schools and churches to share the Good News. Order the event in Rosa’s life by placing a number at the bottom right of each of the following illustrations. The first one is done for you.

In what amazing ways can you serve Jesus?
Teaching about Jesus with Math

(Teacher Guide)

Comment that Rosa used the following mathematical expression in her teaching:

**Life + Christ = Success**

Point out that in Christ we have a type of success not always effectively measured in material wealth or according to human values. We find the most important type of success in the life-changing gifts of forgiveness, new direction and salvation Jesus came to provide.

Use the age-level appropriate activities sheets provided to explore other ways that mathematical expressions can be used to express Christian truths.
Teaching about Jesus with Math

Rosa Young was a good teacher. Because she loved Jesus, she used every opportunity to teach others about Him. Sometimes she used math-style problems in her teaching. Explain the meaning of these problems that Rosa used.

Life + Christ = Success

A Life – Christ = Failure, no matter what you can do

Use your Bible or catechism to help you write a sentence to help explain the meaning of each of the following math problems used to teach spiritual things.

a. 1 + 1 + 1 = 1 (Hint: see Matt. 28:19 and catechism question 19 regarding the Trinity)

b. God + Man = Jesus (See catechism question 121 and Col. 2:9)

c. 5 loaves + 2 small fish = Food for over 5,000 people (See Matt. 14:13–21)

d. The Lamb of God – the Sins of the World = Good News (See John 1:29)

e. 70 x 7 = Picture of Spirit-given willingness to forgive others (See Matt. 18:21–22)

Now make up a math problem of your own to teach something about the Christian faith. Write your problem below.
Give Me Jesus

Review the section from the movie where 12-year old Rosa sings as she picks cotton (26:00-27:57).

1. Pray the words of this song of faith as you sing all five verses together. Discuss with your students the following: What exactly is a believer praying when he or she asks God, “Give me Jesus”?

   With this prayer Christians ask God to help them dedicate themselves to Jesus and to live their lives for Jesus.

2. Compare the words of this song with the following words of St. Paul: But whatever gain I had, I counted as loss for the sake of Christ. Indeed, I count everything as loss because of the surpassing worth of knowing Christ Jesus my Lord. For His sake I have suffered the loss of all things and count them as rubbish, in order that I may gain Christ and be found in Him, not having a righteousness of my own that comes from the law, but that which comes through faith in Christ, the righteousness from God that depends on faith (Phil. 3:7-9 ESV).

   Having Christ and His free gifts that come to us by faith is greater than having anything else.

3. How did God answer the prayer expressed in the words of this song for Rosa in her life?

   Rosa had little by way of worldly goods, honor or recognition but she had Jesus and His blessings each day in the life she lived for Him.
Give Me Jesus

1. In the morning when I rise, In the morning when I rise,
   In the morning when I rise, Give me Jesus.
   Give me Jesus, Give me Jesus.
   You may have all the rest, Give me Jesus.

2. Dark midnight was my cry, Dark midnight was my cry,
   Dark midnight was my cry, Give me Jesus.
   Give me Jesus, Give me Jesus.
   You may have all the rest, Give me Jesus.

3. Just about the break of day, Just about the break of day,
   Just about the break of day, Give me Jesus.
   Give me Jesus, Give me Jesus.
   You may have all the rest, Give me Jesus.

4. Oh, when I come to die, O when I come to die,
   O when I come to die, Give me Jesus.
   Give me Jesus, Give me Jesus.
   You may have all the rest, Give me Jesus.

5. And when I want to sing, And when I want to sing,
   And when I want to sing, Give me Jesus.
   Give me Jesus, Give me Jesus.
   You may have all the rest, Give me Jesus.

Text and tune: Public domain
Lutheran Service Book 979 (found in Lutheran Service Builder and Accompaniment for Hymns)
Black Spirituals

*Go Tell It on the Mountain* and *Were You There?* are two well-known and greatly-loved hymns with roots in the black tradition. *Go Tell It on the Mountain* focused on the Savior's birth and is popular around Christmastime. *Were You There?* centers on Christ's suffering, death and resurrection and is usually sung during Holy Week. As you sing these two spiritual songs imagine you are experiencing these great events yourself as if you were one of the shepherds that came to see the newborn Savior or one of Jesus' followers who witnessed His crucifixion, death and burial.

Discuss with your students the following:

1. What facts does *Go Tell It on the Mountain* recall about the birth of Christ?
   
   The light of the angels in their glory appear to shepherds watching sheep; the fear of the shepherds at the appearance of the angels; the angels' announcement of the Savior's birth; the visit of the angels to see the baby sent by God as the Savior of the world.

2. What facts does *Were You There?* recall?
   
   Jesus was crucified, nailed to a tree (the cross), laid in a tomb and raised by God from the dead.

   
   Believers living today have the same Good News of the Savior to tell and the same reason to glorify and praise God.

4. What human reaction to things heavenly is found in both spirituals?
   
   Even as the shepherds trembled at the announcement of the Savior's birth, believers tremble at the realization of all Jesus did in our place to earn salvation for us.

5. What phrases from the Apostle's Creed do these two spirituals call to mind?
   
   Born of the Virgin Mary ... was crucified, died and was buried ... The third day He rose again from the dead.
Go Tell It on the Mountain

Go tell it on the mountain, Over the hills and ev’rywhere;
Go tell it on the mountain That Jesus Christ is born! (Refrain)

1. While shepherds kept their watching O’re silent flocks by night,
   Behold throughout the heavens There shone a holy light. (Refrain)

2. The shepherds feared and trembled When lo, above the earth
   Rang out the angel chorus That hailed our Savior’s birth. (Refrain)

3. Down in a lowly manger The humble Christ was born;
   And God sent us salvation That blessed Christmas morn. (Refrain)

Text and tune: Public domain
Lutheran Service Book 388

Were You There?

1. Were you there when they crucified my Lord?
   Were you there when they crucified my Lord?
   Oh … Sometimes it causes me to tremble, tremble, tremble.
   Were you there when they crucified my Lord?

2. Were you there when they nailed Him to the tree?
   Were you there when they nailed Him to the tree?
   Oh … Sometimes it causes me to tremble, tremble, tremble.
   Were you there when they nailed Him to the tree?

3. Were you there when they laid Him in the tomb?
   Were you there when they laid Him in the tomb?
   Oh … Sometimes it causes me to tremble, tremble, tremble.
   Were you there when they laid Him in the tomb?

4. Were you there when God raised Him from the tomb?
   Were you there when God raised Him from the tomb?
   Oh … Sometimes it causes me to tremble, tremble, tremble.
   Were you there when God raised Him from the tomb?

Text and tune: Public domain
Lutheran Service Book 456
My Hope Is Built on Nothing Less

After Pastor Bakke came to Alabama to join Rosa in her work, he emphasized Christ Jesus as the foundation upon which forgiveness, new life and eternal salvation rest. He taught the pure Gospel and in so doing led the people in learning to sing Christ-centered hymns such as this one. Review the portion of the movie where Pastor Bakke and Rosa lead a group of children in singing “My Hope is Built on Nothing Less.” You will find it at 26:00–27:57. If you choose to do so, play it again and sing the first verse together with the soundtrack and then listen to Rosa sing the last verse as a solo.

Discuss with your students the following:

1. What does it mean to build our hope on “Jesus’ blood and righteousness”? In what way or under what circumstances may we be tempted to claim “merit of [our] own”?

   God’s Word teaches salvation found only in Christ Jesus (Acts 4:11–12). He saved us by dying to take the punishment we deserved because of our sins (the Catechism refers to this as His passive obedience) and by a life of righteousness in our place (the Catechism refers to this as His active obedience). When we are tempted to think we somehow deserve the blessings Jesus gives to us through faith by virtue of our goodness or worth outside of Jesus’ blood and righteousness we are tempted to a wrong understanding or belief and fail to recognize the magnitude of what God in Christ has done for — and offers to — us.

2. Explain the comparison of standing on the solid rock of Jesus’ name in contrast to all other ground, which is sinking sand.

   Seeking salvation or identity in anything the world has to offer, including wealth, fame, fun and friends, is “sinking sand.” Ultimately it will fail us. Only the hope we find in Christ is solid, dependable and enduring.

3. Describe the Christian hope, as by God’s grace we experience it now (see stanza 2) and into eternity (stanza 3)?

   When our problems and trouble take us away from seeing Christ’s lovely face and the storms of life threaten to carry us away, we can rest secure. We have been baptized into Jesus and His anchor will hold us fast. When the Last Day comes and the final trumpet sounds, we will realize the salvation Jesus came to give us. Clothed in the righteousness He came to provide us — and only in that redemptive gift — we will live forever before His throne.
My Hope Is Built on Nothing Less

1. My hope is built on nothing less Than Jesus' blood and righteousness;
   No merit of my own I claim But wholly lean on Jesus' name.
   On Christ the solid rock, I stand; All other ground is sinking sand,
   All other ground is sinking sand.

2. When darkness veils His lovely face, I rest on His unchanging grace;
   In every dark and stormy gale My anchor holds within the veil.
   On Christ the solid rock, I stand; All other ground is sinking sand,
   All other ground is sinking sand.

3. His oath, His covenant and blood Support me in the raging flood;
   When ev'ry earthly prop gives way, He then is all my hope and stay.
   On Christ the solid rock, I stand; All other ground is sinking sand,
   All other ground is sinking sand.

4. When He shall come with trumpet sound, Oh, may I then in Him be found,
   Clothed in His righteousness alone, Redeemed to stand before His throne!
   On Christ the solid rock, I stand; All other ground is sinking sand,
   All other ground is sinking sand.

Text and tune: Public domain
Lutheran Service Book 576
Comment that Rosa Young believed that God and the teachings of the Bible were the foundation for all learning and understanding in the life of anyone who trusts in Jesus as Savior. Any quality education, at home, church or Christian school builds on the three aspects of head, heart and hands.

Use the activity sheet to guide your discussion about the role of these three types of learning in the life of a believer. In descending order, most likely responses are as follows:

head, hands, heart, heart, head, head, head, heart, hands.

Conclude your discussion by affirming and exploring student examples.
Head, Heart, Hands

Rosa Young believed that a good education involves engaging the head, heart and hands. A Christ-centered education sets out to teach the whole person using each of these ways. When teaching and learning rests on the foundation of God and His Word, students come to know God the creator of the world in all natural laws, objects and forms of life that He has created and still preserves, including all people — the height of His creative expression. Students come to see themselves as loved and valued because they are forgiven and saved by the Son of God and given a new life to live in Him. They come to recognize the need to rely on the Holy Spirit for the motivation and power to serve God and others as the body of Christ.

Write head, heart or hands before each of the following to indicate the type of learning to which it most closely relates. Then give examples of your own for each.

__________Memorizing the books of the Bible
__________Collecting school supplies to give to needy students
__________Praying to thank God for His many blessings
__________Worshipping God with a hymn of praise
__________Discovering the diversity of life forms God has made
__________Exploring the laws of physics
__________Learning to write a chemical equation
__________Forgiving others from the heart as God in Christ has forgiven us
__________Picking up trash on the school grounds as part of an in-school service project

*Head—*

*Heart—*

*Hands—*
A Bug and a Blessing

(Teacher Guide)

Comment that we may think of insects as pests. Indeed, often they create quite a bit of trouble for us, as was the case with the coming of the boll weevil into Alabama and the destruction it brought to cotton production there. But insects are part of God's creation, and God also gives us many good things because of insects. Indirectly, the coming of the boll weevil led to the coming of the pure Gospel to the people of Alabama. (See Rosa Young: Hero of Faith and The First Rosa.)

Teach students the four stages of the life cycle of an insect from egg to larva to pupa to adult.

Tell the students that God made insects in a very interesting way. Insects, such as boll weevils, are very different in each stage of their life.

The egg stage is when the new insect comes into being. When the egg hatches, a worm-like larva appears.

The larva eats to provide the energy needed to carry the insect through the other stages of its life, when it does not eat. When the larva is mature it enters the pupa stage.

During the pupa stage of life, the insect undergoes an amazing change, from the inside out. It changes from a worm-like larva to an adult.

An adult insect’s main role is to mate and reproduce, which results in the laying of eggs. From here, the cycle repeats itself.

These stages are pictured on the worksheet already in order — egg, larva, pupa and adult.

Point out to students that the changes occurring in the life cycle of an insect are referred to as a metamorphosis, a complete change. Relate with the change that God works when a person is baptized or comes to faith. When a person comes to faith in Jesus, God changes that person from unsaved to saved, with a new and eternal life to live for Him.
A Bug and a Blessing

God made everything. He made big animals such as elephants and giraffes. God also made small animals such as ants, grasshoppers, bees and boll weevils. Though insects can give us trouble, they also help us in many ways. For example, insects are very good at recycling; they eat decaying plant and animal matter.

Insects have:

- A life lived in stages – egg, larva, pupa, adult
- A body that has three parts – head, thorax and abdomen
- Six legs in their adult stage
- Feelers (antennae) that they use to find food
- Outside shell-like “skeletons”
- Wings, either two or four
- Small holes that take in and give off air (no lungs)
- The ability to lay an amazing number of eggs

The boll weevil is an example of a harmful insect. It bored into cotton plants and destroyed cotton production in the South during the early days of the 20th century. Here are the four stages in the life of the boll weevil. Can you write each of the following labels under the correct stage? Adult, Larva, Pupa, Egg

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The boll weevil brought great hardship to the people of the South when it destroyed the cotton crops there. But God worked good out of this bad situation. Because of the failure of the cotton crop, teacher Rosa J. Young found it difficult to continue operating her school. She asked for help from the Lutheran church. They gave Rosa the help she needed. By God’s grace, the people in Alabama were soon learning the Good News of Jesus in 30 schools, 35 congregations and one college.
It’s About Time!

When Rosa Young grew up, most of her people had no watches or clocks; they were too poor for these things. Instead they told time the way Jesus and His disciples did and the way people have throughout most of human history: by observing the sun. As you do the following activities with your students, remind them that whether we mark time by observing our shadow according to the location of the sun or by our most accurate atomic clocks and cell phones, the days and hours of our life remain in God’s control. He who sent His Son to forgive, redeem and save us helps us to use the days and hours of our life living for Him. With the psalmist we declare to God, “My times are in your hand.” (Ps. 31:15, ESV).

Finding Directions and Telling Time, Naturally
Take students outside on the morning of a sunny day. Invite them to work in pairs. Ask pairs to spread out so as to allow for plenty of room, ensuring that each pair stands in an area receiving plenty of sun throughout the day. Have them stand with their right hand pointing in the direction from which the sun rose. Comment that this direction should be east. If they extend their left hand parallel with the line they have drawn their hand should be pointing west. In front of them should be north and behind them should be south. This is the method escaped slaves would have used during the day to be sure they were moving in a northerly direction during the days of the Underground Railroad. At night they would have determined north by looking in the sky for the North Star.

Telling Time with Shadows
Each pair of students will need a stick or yardstick, a compass and access to the internet. Direct students to Google the latitude of their current location (city and state). Then invite students to, using their compass, place their stick or yardstick into the ground at the same angle as their latitude, taking care to ensure that the stick is slanting to the north (if possible use a compass setting to determine north). Comment that, if positioned correctly, the stick will align with the earth’s axis. Begin in the morning and continue throughout the day and into the afternoon and mark the extremity of the shadow at the top of each hour. If done correctly only a minimal shadow should be observable at noon when the sun is directly overhead. (Be sure to consider and explain daylight savings time if it is in effect when you are doing this activity.) Students will be able to observe shadows getting shorter, shortest at noon, and then longer again.

Comment that, throughout history, people without the aid of mechanical or electronic timekeeping devices would designate time by making references to the position of the sun such as, “Let’s meet either mid-morning or mid-afternoon or at sundown.” Explain that God designed this pattern to lighten our world so that plants can receive the sun’s energy and make the food that is the basis for every food chain. Comment that what actually happens is not that the sun rises and moves across the face of the earth, although such is what appears to be happening. What actually occurs is that the earth makes one complete turn each day giving us each day and night even as the earth moves or orbits around the sun giving us our seasons. These are the designs of God, which He placed into motion at the creation of the world. See Gen. 1:3–5.

At the Time of Slavery in America
Now ask students to draw a line tracing from the top-most point of each of the shadows they drew. Ask them to stand along this line. Now have them stand with their right hand pointing to the location of the sun when they made their first morning drawing. Comment that this direction should be east. If they extend their left hand parallel with the line they have drawn their hand should be pointing west. In front of them should be north and behind them should be south. This is the method escaped slaves would have used during the day to be sure they were moving in a northerly direction during the days of the Underground Railroad. At night they would have determined north by looking in the sky for the North Star.

Invite students to go outside this evening to locate the North Star, also called Polaris. The North Star can be found by first locating the Big Dipper, or Ursa Major. The North Star is found by drawing an imaginary line through the two outer stars of the bowl. This line will always point to the North Star. The North Star is not the brightest star in the sky, but it is the most consistently fixed, easily observable star in the northern sky. Comment that, to slaves who moved mainly by night as they escaped from slavery in the south to the freedom of the north, the North Star provided the path to freedom. Comment that telling time or marking directions according to the position of the sun and the stars is dependent upon being able to observe them.

Time Designations Used by Jesus and His First Disciples
Note that, by the time of Jesus’ life and ministry, the idea of dividing the day into twelve hours (6:00 AM to 6:00 PM) had become common with the nighttime divided into four “watches” (first — 6:00 PM to 9:00 PM, second — 9:00 PM to 12:00 midnight, third — midnight to 3:00 AM, fourth — 3:00 AM to 6:00 AM). Explore the significance of these designations for day and night in the following Bible narratives (Note: the first hour would have been 6:00 AM):

- The Parable of the Laborers (Matt. 20:1–16, especially verse 9)
- Jesus and the Woman at the Well (John 4:1–26, especially verse 6)
- Jesus Walks on Water (Matt. 14:22–33, especially verse 25)
- Jesus’ Crucifixion (Mark 15:21–41, especially verses 25 and 33)
God’s Gifts through Insects

(Teacher Guide)

Use the following activity sheet with your class to facilitate the blessings God has provided and continues to provide to people today through insects. Correct matchings are 1—a, 2—d, 3—a, 4—d, 5—e, 6—b, 7—c, 8—e, 9—a, 10—a.
God’s Gifts through Insects

We often think of insects solely as pests. Even the way we use the term ‘bug’ to describe situations or influences that annoy or aggravate us suggests we think of bugs in a negative light. Still, God created insects and He uses them as part of His creative plan to sustain and bless us. Here are some of the ways God has blessed and/or continues to bless people through insects.

a. God provides food through insects.

b. God uses insects to recycle organic waste.

c. God heals us with insects.

d. God provides us with useful non-edible products through insects.

e. God gives people the desire and ability to advance science and learning in response to the devastation resulting from insect invasions.

Each of the following is an example of one of the types of blessings listed above and identified by a letter, a through e. Place a letter in each of the following blanks to correctly identify each example with a corresponding type of blessing. You will use some letters more than once.

_____ 1. John the Baptist ate locusts and wild honey.

_____ 2. From the silk of silkworms we get a unique type of cloth.

_____ 3. Insects assist worldwide in the pollination of fruit-bearing plants.

_____ 4. An insect called the cochineal provides a red dye used in paints.

_____ 5. George Washington Carver’s work with peanuts and sweet potatoes saved the economy of the South after the boll weevil decimated cotton production.

_____ 6. Insects eat decaying plant and animal waste material and thereby help to clean up the environment.

_____ 7. Doctors sometimes use the maggots of blowflies in the treatment of infected wounds.

_____ 8. After the boll weevil caused the economy in the South to fail, Rosa Young reached out for help and, with the assistance she received, started many churches and schools to bring people the Good News of Jesus’ forgiving love, new life and salvation.

_____ 9. Insects provide a vital link in the food chain; in some parts of the world people also enjoy eating certain insects.

_____ 10. Honey remains a valued natural sweetener, just as it has been throughout history.
Connecting with the Past

Use this discussion guide with your class to help them understand the place of Rosa Young in history. Possible student responses are set in red type.

Rosa Young’s parents had been slaves. Rosa’s father, Grant Young, had scars on his back to remind him of a whipping he received as a slave. Although slavery ended decades before she was born, Rosa lived in a world where blacks were still treated much as they were in the days before the end of the Civil War.

1. Read Chapter 1 of *Rosa Young: Hero of Faith* to the class. Ask students to recall what life was like for blacks living in slavery. The discussion may include some or all of the following mentioned in Chapter 1.

   - Slaves were the property of their white owners.
   - Slaves could be sold at the will of master; people were separated from their family.
   - Slaves had to work hard.
   - Slaves could be whipped by their master for even the simplest of reasons.
   - Slaves were not allowed to learn to read.

2. In what ways was life among Rosa’s people when she was growing up similar to the lives of black people during the days of slavery? Answers may vary but are likely to include the following: Rosa and her family worked hard; they still did not have all the rights afforded their white neighbors. Many were still unable to read or write well or at all.

3. Rosa Young trusted in God and in His grace. How did God use Rosa to improve the lives of her people? God brought Pastor Bakke and the support of the Lutheran church to Rosa and the people of her community. Most important, God brought the Good News of Jesus and the forgiveness, life and salvation that is His gift to all people. By God’s grace, Rosa and Pastor Bakke began more than 35 congregations, 30 Christian schools, and an institution of higher learning, which is now Concordia College Alabama.

4. Talk with students about the 1896 Supreme Court decision *Plessy v. Ferguson* (which ruled against integration of races in schools in favor of a “separate but equal” rule of thumb that ended up being separate but far from equal) and the overturning of “separate but equal” in the 1954 ruling of *Brown v. Topeka Board of Education* that provided for integration. If possible, show pictures or video clips to underscore the impact of these important court decisions.

5. Review with students the events on the timeline found in the back of *Rosa Young: Hero of Faith*. Encourage students to ask their grandparents how many of these events from the 1950s and 1960s they remember from the news or their studies. Ask them to reflect on how, by God’s grace, the place of blacks in society has improved during their lifetime. Invite students to share their findings in class.
Southern Recipes

Among the foods Rosa Young and her family and friends would have eaten often are corn bread and collard greens. If you choose to do so, make some to share with your students and/or share the following recipes with them.

Cornbread
1½ cups milk
2 cup cornmeal
1½ tablespoons butter
2 eggs, beaten
1½ teaspoons baking powder
½ teaspoon salt
2 teaspoons sugar

Instructions
Heat milk and pour over cornmeal and butter mixture. Cool and then add eggs, baking powder, salt and sugar. Mix well. Pour into a greased 8 inch baking pan and bake in a 400 degree oven for 25 to 30 minutes, or until a knife inserted in the center comes out clean.

Collard Greens
2 large bunches of collard greens, with spine removed and then chopped.
2 pounds smoked meat (ham hocks, smoked turkey legs, wings or smoked neck bone pieces)
Water to cover plus an inch
2 large pinches of kosher salt
1/2 teaspoon of Cajun seasoning
1 cup of chopped onion
3 cloves of garlic, minced
Couple dashes of hot sauce
3 cups of chicken broth
1-2 tablespoons of sugar
1 tablespoon bacon drippings or oil
2 tablespoons apple cider vinegar
3 tablespoons soy sauce
1 tablespoon of butter

Instructions
Place meat in a large pot and cover with water, plus about an inch. Add the salt, Cajun seasoning, onion, garlic and hot sauce. Bring to a boil, reduce heat and simmer for an hour.

While the meat is simmering, strip, wash, drain and chop the collards; set aside.

Add the greens, chicken broth, sugar, bacon fat or oil, vinegar, soy sauce and butter. Cook the greens down, cover, reduce heat to low and cook for 30 minutes to 1-1/2 to 2 hours, depending on the texture you prefer. Add more chicken broth if liquid cooks down too low. Taste, season with additional salt and pepper as needed; sprinkle with dried pepper flakes, if desired.

Serve with cornbread.
The Life and Times of Rosa J. Young

(Teacher Guide)

After students have read Rosa Young: Hero of Faith, distribute the following timeline activity sheet to the students. Talk about the events that occurred during Rosa Young's lifetime. Rosa lived at a time of great social change in America.

Then, using information provided on pages 57 through 60 of Rosa Young: Hero of Faith, instruct students to supply the year in which each of the following events occurred. Correct responses follow.

__1890__ Rosa Young is born on May 14 in Rosebud, Alabama.

__1896__ The U.S. Supreme Court legalizes segregation in the Plessy v. Ferguson case.

__1903__ Wilbur and Orville Wright fly the first airplane.

__1912__ Rosa Young opens a school in her hometown of Rosebud, Alabama.

__1914__ World War I begins.

__1914__ The boll weevil reaches Alabama, destroying cotton production.

__1915__ Rosa Young writes the Lutheran church; Pastor Nils Bakke comes to Alabama.

__1918__ World War I ends.

__1920__ The Nineteenth Amendment is passed, giving women the right to vote.

__1922__ Rosa Young helps found Alabama Lutheran Academy in Selma, Alabama.

__1929__ The stock market crashes, ushering in the Great Depression.

__1939__ World War II begins.

__1945__ World War II ends.

__1954__ The Supreme Court overturns Plessy v. Ferguson with Brown v. Board of Education of Topeka.

__1955__ Rosa Parks refuses to give up her seat on the bus and a bus boycott begins.

__1961__ Rosa Young receives an honorary doctorate from Concordia Theological Seminary in Fort Wayne, Ind.

__1964__ Dr. Martin Luther King, Jr. receives the Nobel Peace Prize.

__1971__ Rosa Young dies on June 30.
The Life and Times of Rosa J. Young

Rosa Young served Jesus during times of great social change in America. Finding her strength in Jesus, she dedicated her life to Him and faithful teaching of the Good News of Jesus’ love and forgiveness.

Using information provided on pages 57 through 60 of Rosa Young: Hero of Faith, supply the year in which each of the following events occurred.

_______ Rosa Young is born on May 14 in Rosebud, Alabama.

_______ The U.S. Supreme Court legalizes segregation in the Plessy v. Ferguson case.

_______ Wilbur and Orville Wright fly the first airplane.

_______ Rosa Young opens a school in her hometown of Rosebud, Alabama.

_______ World War I begins.

_______ The boll weevil reaches Alabama, destroying cotton production.

_______ Rosa Young writes the Lutheran church; Pastor Nils Bakke comes to Alabama.

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_______ Dr. Martin Luther King, Jr. receives the Nobel Peace Prize.

_______ Rosa Young dies on June 30.
The Spreading Word

Review Acts 1:8 with the class. Talk about how God’s Word reached more and more people and extended further and further throughout the region as churches, schools and Sunday schools were founded. Talk about how God’s Word continues to spread throughout the world today as God’s people teach and share the Good News.

Correct map plotting point are as follows.

Ackerville 5k  Hamburg 4i  Mobile 3o
Arlington 4j  Holy Ark 6i  Montrose 4o
Atmore 4n  Joffre 5i  Pensacola 5p
Bashi 3k  Lamison 4j  Pine Hill 4k
Birmingham 5f  Longmile 4k  Rockwest 4k
Camden 4k  Maplesville 5g  Selma 5j
Catherine 4j  Maysville 6a  Vineland 4k
After Pastor Bakke left the Alabama mission field, the Gospel continued to work amazing results. Congregations began and grew throughout the state and region. Using the map above, give the number of the vertical coordinate to identify the location of each of these congregations, which are also mentioned in the film, *The First Rosa.*

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<th>Ackerville</th>
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