

**Providence Monthly Meeting (RI)**  
**FDS At Home Lesson Plan for September 2021--**  
**For younger and intermediate groups**

Learning about the first people on our land

Purpose and Objectives: Following NEYM's, our SE Quarterly Meeting and our own PMM work to understand the principles of decolonization and seek to build right relationship with the native nations of our region, we continue to learn more about local indigenous people. This month, we review Quaker testimonies and take a look at how they relate to the principles held and practiced by native peoples of the land we call New England.

- A. Suggestions for family FDS with a focus on equity for indigenous people:
- Select a time during the weekend when you can spend from 30-60 minutes together with few interruptions
  - Let the children know the focus of this month-- reviewing our testimonies of simplicity, peace, integrity, community, equality and stewardship of the earth and comparing these to the principles held and demonstrated by First Nations peoples. What values do Quakers hold as most important to hold and live? How do the lives and sayings of First Nations people of New England reflect the same or similar values?
  - The people who first lived on the land we now live, work and play were from a large group that spoke the Algonquian languages. In our area of southern New England, there were people from the Narragansett, Pokanoket, Wampanoag, and Nipmuc nations. In the past, we called these people "Indians", but we now understand that they were the first people of this land, so we call them Native Americans, indigenous people or First Nations.



B. Reviewing SPICES-- (*Queries from Philadelphia Yearly Meeting handouts for FDS.*)  
a. Definitions and examples of the Quaker testimonies:



i. Simplicity:

1. What does it mean? We try to live a simple life that does not get cluttered with so many things that we can't pay attention to what is important.
2. Queries: How many toys are enough? Do I have enough or too many or too few?? What is most important in my life? Do I have time for those important things or are there too many other things crowding them out? How does what I eat, what I wear, what I own, what I do affect people in my class at school? On the other side of the world?



ii. Peace:

1. What does it mean? Because all people have the Light of God in them, we try to treat everyone kindly and without violence.
2. Queries: How do I create peace in my own life every day? How can I help change the way the world works so that peace is natural? Can a person or a country create peace by participating in a war? How can I remain peaceful if people around me are fighting?



iii. Integrity:

1. What does it mean? We work hard at telling the truth even when it is hard so that everyone can trust what we say and do.
2. Queries: Why is it important to tell the truth? What can happen when we don't tell the truth? What is most important in my life? If a stranger followed me around and watched what I do and say everyday, would she be able to figure out correctly what the most important thing is? What helps me decide what is the right thing to do? What do I do when my idea about what is "true" or "right" is different than someone else's?



iv. Community:

1. What does it mean? There are different types of communities or groups of people that are important to each of us-- our families, our worship community, our town or city, our country and even the whole world. How we treat and help our community can make a big difference every day.
2. Queries: How do I make my community a safe and loving place? What are the good things about including people who are really different, even people I don't like, in my community? What does my community give to me? What do I give to my community? What does my community give to the rest of the world?



v. Equality:

1. What does it mean? We believe that all people are equal and must have the same rights and opportunities. That means that we respect and reach out to all types of people who may have different ways of living and believing.
2. Queries: Do I try to be friends with people who are different from me? Do I make sure that others know that it is unacceptable to treat differently people who look or act or believe differently from me? What would happen if I were only friends with people who were the same race and religion as me? Would I notice a difference in my life?



vi. Stewardship:

1. What does it mean? We work hard at understanding how to take good care of the world around us. Plants, animals and the land we live on depend on every human being being careful about how we use what the earth gives us.

2. Queries: What do I do to take care of the earth before lunchtime each day? What resources do I have? What do I share? What changes do we need to make in the way that people live in the world so that we better honor the earth and it's relationship with us?

C. How did First Nations people reflect SPICES when Europeans began settling in this region?

- **Simplicity** in Native American life: [Watch this video](#) about the Wampanoags as shown by members of today's tribe. Compare your daily life to the daily life of the Wampanoags in this video. What is different about the way they ate, played, traveled and what clothing they wore? How do these differences fit with the Quaker idea of simplicity?
- How did First Nations work towards **peace**?



Not all Native American tribes were peaceful, but the First Nations in what is now New England traded peacefully with each other and at first were welcoming to the Europeans who settled in this area.

In March 1621, Chief Massasoit of the Wampanoag Nation worked out a peace treaty with the leaders of the Pilgrims. The tribe welcomed the settlers, agreed to let them have land and taught them how to survive in the rocky land.

- Did Native Americans reflect integrity which means to tell the truth and do what is right and good?  
When Native Americans signed treaties, they believed in keeping peace and respecting what they signed. But all human beings are imperfect and make mistakes. Sometimes some of the First Nation people did not follow their agreements. Many times, the European settlers did not live up to their agreements with the Native Americans.
- How did Native Americans experience the importance of community?  
Each tribe or clan lived close together on the land and everyone was responsible to make sure that all had enough food, clothing and shelter. People ate together and the children were taught to help out and they were cared for by the whole village. Stories were used to entertain and to teach how to understand nature, solve problems and be better people. The story of Gluskonba and the Four Wishes shows us what was important to the First Nation tribe of Abenakis of what is now called northern New England.

## Gluskonba and the Four Wishes



Now that Gluskonba had done so many things to make the world a better place for his children and his children's children, he decided it was time for him to rest. He and Grandmother Woodchuck went down to the big water. Gluskonba and his Grandmother climbed into this stone canoe and sailed away to an island. Some say that island is in the great lake the people call Petonbowk, others say that Gluskonba went far to the east, beyond the coast of Maine. They say that the fog that rises out there is actually the smoke from Gluskonba's pipe. But wherever it is that Gluskonba and Grandmother Woodchuck went to, it is said that for a time Gluskonba let it be known to the world that anyone who came to him would be granted one wish.

Once there were four Abenaki men who decided to make the journey to visit Gluskonba. One of them was a man who had almost no possessions. His wish was that Gluskonba would make it so that he owned many fine things. The second man was a man who was very vain. He was already quite tall, but he wore his hair piled up high on his head and stuffed moss in his moccasins so that he would be even greater in height. His wish was to be taller than all men. A third man was very afraid of dying. His wish was that he would live longer than any man. The fourth man was a man who spent much time hunting to provide food for his family and his village. But he was not a very good hunter, even though he tried very hard. His wish was that he would become a good enough hunter to always give his people enough to eat.

The four of them set out in a canoe to find the island of Gluskonba. Their trip was not an easy one. The currents were strong and they had to paddle hard against them. The man who owned nothing knew a song to calm the waters and when he sang it the currents ceased and they were able to go on their way. Now a wind began to blow very hard, pushing them back towards shore. But the second man took out some tobacco and offered it to the wind and it became calm enough for them to continue on their way. Soon great whales began to come up near the boat and it seemed as if they would tip the boat over. But the man who was afraid of dying had brought with him a small stone figure shaped like a whale. He dropped it into the water as an offering and the whales dove beneath the surface and were gone. Now the island of Gluskonba was very close, but they could not see it because a fog came up over the ocean and covered everything. The fourth man, who wanted to be a good hunter, took out his pipe and began to smoke it, making an offering of

his smoke so that Gluskonba would stop smoking his pipe and let the fog lift. Soon the fog rolled away and they saw the Island of Gluskonba was there before them.

They left their boat on the shore and made their way to the place where Gluskonba sat.

"Kuai!" Gluskonba said. "You have had to work hard to come here to see me. You have earned the right to each make one wish."

"I wish to own many fine possessions," said the first man.

"My wish is to be taller than any other man," said the second.

"I want to live longer than any man," said the third.

"My desire is not so much for myself," said the fourth man. "I want to be a good enough hunter to provide food for my family and my people."

Gluskonba looked at the fourth man and smiled. Then he took out four pouches and gave one to each of the men. "In these you will find what you want. But do not open them before you get home and in your own lodge."

The men all agreed and went back to their canoe. They crossed the waters and reached the land. Then each of them started on his own way home. The first man, who wanted many possessions, took the canoe, which had belonged to the one who wanted to live longer than any man.

"Take this to go home in," said the man who wanted to live long, "I am going to live forever, so it will be easy for me to get another canoe."

As the man who wanted many possessions paddled along he thought about all that he would have. He would have fine clothing of buckskin, he would have ornaments made of shells and bright stones, he would have stone axes and finely made weapons, he would have a beautiful lodge to live in. As he thought of all the things he would have, he grew more and more anxious to see them. Finally, he could wait no longer.



"It will not hurt anything if I just peek inside this pouch," he said. Then he opened it just a crack to look inside. As soon as he did so all kinds of things began to pour out of the pouch. Moccasins and shirts, necklaces and wampum belts, axes and spears and bows and arrows. The man tried to close the pouch but he could not do so. The things came pouring out and filled the canoe, covering the man. They were so heavy that the canoe sank



and the man, tangled in all his possessions, sank with them and drowned.



The second man, who wanted to be taller than all others, had walked along for only a short time before he, too, became curious. He stopped on top of a high ridge and took out the pouch. "How can this make me taller?" he said. "Perhaps there is some kind of magic ointment in here that I can rub on myself to make me grow. There would be nothing wrong with trying out just a little of it before I get home." Then he opened the pouch. As soon as he did so he was transformed into a pine, the tallest of the trees. To this day the pines stand taller than all others, growing on the high ridges, and in the wind you may hear them whispering, bragging about their height, taller than all men.



The third man, too, did not go far before he became curious. "If I am going to live forever," he said, "then nothing will be able to hurt me. Thus there is not reason why I should not open this pouch." He opened it up. As soon as he did so he turned into a great boulder, one which would stand unchanged for thousands of seasons, longer than the life of any man.



The fourth man, though, did not think of himself as he traveled home. He had further to go than the others, but he did not stop. "Soon," he said to himself, "I will be able to feed my people." He went straight to his lodge and when he got inside he opened the pouch. But there was nothing inside it. Yet as he sat there, holding the open pouch, there came into his mind a great understanding. He realized the ways he must proceed to hunt animals. He began to understand how to prepare himself for a hunt and how to show the



animals respect so that they would always allow him to hunt. It seemed he could hear someone speaking to him, more than one person. Then he realized what he was hearing. He was hearing the voices of the animals themselves, telling him about their ways. From that day on he was the best hunter among the people. He never took more game than was needed, yet he always provided enough to feed his people. His was truly the best of the gifts given by Gluskonba.

<http://www.abenakination.org/life.html>

- How can we tell if Native Americans believed that all people are equal? Native Americans today agree that there are some common beliefs among the tribes across this land. One belief is that all of us are human beings and that no one is more important than another. Many tribes have women as well as men leaders. For example, the Pokanoket who live in the eastern side of Narragansett Bay, currently have a woman Sachem, Tracey Dancing Star Brown. Here she is next to her father, Sagamore William Wings of Thunder Guy.



- What was the Native American experience of the importance of stewardship of the land?  
Tied with the belief that human beings are equal is the belief that we are all responsible to take care of the animals, plants, water, air and soil around us. Taking care of the world around us is important because we depend on it and each other to live and be happy. Below is a story about how Native Americans are still looking out for what happens with the world around us.

Reading on You Tube-- Click on the title to see and hear the story: [We are the Water Protectors](#)

Who does the author mean by "my people"?

What is the black snake? Why is this 'black snake' bad for the people, for the plants, for four legged and two legged things?

What does the author mean by "we are still here"?

How do you feel when you hear that we are stewards of the earth? Do you stand with the First Nations on protecting water?

Suggestion for activities:

- Draw a picture showing how Native American children might spend a day.
- Take a walk with your family along a river or lake and imagine how it would have looked when the Native Americans lived in the area before white settlers arrived. Talk to each other about what you imagine.
- Find out what kind of food might have been eaten by the Pokanokets or the Narragansett at this time of year. How does it compare to what you eat?

## FDS AT HOME LESSON PLAN OCTOBER 2020 - Early Elementary and Intermediate

Book/ Reading Resources: dePaola, T. (1987) *The Good Samaritan and Other Parables*; Muth, J. (2002) Atinmo, T. (2016). "The Little Orphan Girl" from *Wise Tales: A Collection of Nigerian Folk Tales*; *The Story of the Prophet Yusuf* from the Q'ran in an animated cartoon-- <https://www.youtube.com/watch?v=2EDI8RCNWjo&t=448s>  
Herman, S. (2012) *Dragon: Sibling Rivalry*.

### "The Parable of the Prodigal Son" and other stories about sibling rivalry.

1. Decide on how your family will discuss Jesus and God in general and how Quakers, and your family in particular look at stories from the Bible and other religious writings
  - Included in this lesson plan is a vocabulary page highlighting terms that may need further explanation
  - Jesus used parables to illustrate ways people can work at becoming better human beings.
  - Other faith communities also use stories to explain common human situations. In this packet, we feature stories from the Judeo-Christian, Muslim, Nigerian, and secular American traditions.

2. Suggestions for family story time with a focus on making peace with sibling rivalry:
  - Select a time during the weekend when you can spend from 30-60 minutes together with few interruptions
  - Let the children know that during this month we will be looking at some stories that come from different traditions
  - Introduce the topic: brothers and sisters and even friends can sometimes fight or feel resentful about what they consider to be unfair treatment. How do we feel when we find ourselves in these situations? How can we solve these problems together?

3. Begin by showing the pictures for the Parable of the Prodigal Son. (**Section 1 below**)

You may want to use the following questions to help the children engage with the story:

- What do you think is happening in these pictures?
  - As we listen to this story, think about the two brothers. How are they different? How does each brother feel during the story?
5. As you read the story, stop to talk about what is happening and what the children think about what's happening.
  6. Clarify any points that the children may be wondering about.

7. You may want to compare that story to a Nigerian Folk Tale: "The Little Orphaned Girl" (Atinmo 2016) (**Section 2 below.**)

#### **Family discussion-- after Section 1 and 2 stories:**

Possible questions:

- What is different between what happened in the story of the two brothers in the Prodigal Son parable and what happened between Ayo and her cousin Bose?
- In the parable, the older brother was jealous of his younger brother's welcome home party. In Ayo's story, aunt Siri was jealous of the orphan's treasure. How do we feel when we are jealous?
- Change the ending!!! Can you think of a new ending for one of these two stories? Can you think of a way to rewrite the story of the parable so both brothers can be happy together? Could you rewrite the ending of Ayo's story to help her family get along? Have your parents or siblings help you write a better ending and post it on [this padlet](#), then we can all see the different stories!

5. Another story about siblings who have a hard time getting along:

The Q'ran tells the story of the prophet Yussuf (Joseph) and his brothers. Here is a [cartoon video of Yusuf's story](#).

Watch the cartoon together and compare this story with the Prodigal Son and Ayo's story.

- What is similar about the stories? What is different?
- Parents may want to let the children know that a similar story is found in the Old Testament part of the Bible.
- Similar to the Nigerian story, the story of Yusuf changes when he becomes the favorite of the Egyptian pharaoh and becomes rich. But, there is a different ending here when Yusuf forgives his brothers and takes care of them when there is hunger in the land. How do you feel about the different ending?

6. A story about cousins who had a hard time sharing and being nice to each other from the dragon stories. Here is a Powerpoint showing key scenes from Dragon: Sibling Rivalry by Steve Herman. You can see the slides on our [padlet](#) or you can open them up on your computer. Here is the link to get the slides:

<https://drive.google.com/file/d/1vWwG1q5vdbwKOArYBa-t2q-QGMQruhdv/view?usp=sharing>

Questions:

- Have you ever had these problems with a brother, sister, cousin or friend?
- What is your favorite part of the story?
- Did Diggory's family do a good job of helping the dragons understand what to do to get along?

**Building Sibling (or friends/relatives') Relationships-- Activities to choose from:**

- Work with a sibling or a friend to plan and perform a puppet show on one of these stories for your parents. You can make puppets out of plain paper and draw eyes and a mouth to make them talk. (**Directions in Section 3 below**)
- If siblings have a hard time sharing toys or parent attention, have a family meeting where the siblings can plan on a way to solve the problem--
  - Make a schedule for one on one attention
  - Set a timer to take turns-- my grandchildren use "Alexa" as the timer!
  - Come up with other solutions and [post them on our padlet](#)
- Plan on a project to be completed together with a little parent help:
  - Learn to bake or cook something simple together, taking turns or having specific jobs
  - Make something together-- a birdhouse or bird feeder, a corner of the yard for kid plants, a temporary castle or fort made out of blocks in a corner of the bedroom....
  - Plan on handmade gifts for parents, friends and family members for the holidays-- make a list of materials needed and set up a "secret" space to get them done.
  - Plan an outdoor scavenger hunt with your sibling or friend, then give your parents or grandparents clues to find the hidden objects.

## Section 1

The Parable of the Prodigal Son-- Children's Version (Adapted from [https://www.dltk-kids.com/bible/cv/lost\\_son.htm](https://www.dltk-kids.com/bible/cv/lost_son.htm) )



This week's parable is about the lost son. This story is also called the prodigal son. Prodigal means to spend a lot of money on things you don't need and being very wasteful with what you have. You will see that, that is exactly what this son does.

This is the parable that Jesus told: There once was a father that had two sons. One day the younger son who did not like working in the farm said to his father, "Father, could you give me my inheritance?" (Inheritance is money the father would give his children after he had died.) So the father thought about it and decided his younger son could have his money now.

Very soon after the younger son received the money, he decided that since he had so much money he would move to a different country and have some fun with it. When he left, he took every last thing he had and didn't plan on returning. He wanted to be grown up and spend all his money how he wanted with no one to tell him what to do. So he just left. He left a big farm with many helpers and left his family, and he left his father who trusted him enough to give him the money. This made his father very sad.

While the younger son was gone he spent all the money he had. He didn't think to save any of it. He ate out every day, he bought fancy things and threw wild parties. After he had spent all his money, the country he was living in became very poor and they started to run out of food. It was even worse for people who had no money because food became very expensive, so it was very hard for poor people to get any food.

The son was in trouble. He had no money, no place to live, he had nothing to eat, so he had to get a job. The only job he could find was feeding pigs. He was so hungry he tried to eat the food that the pigs were eating but his boss caught him and told him if he ever saw him doing that again he would lose his job. That night as the son was walking home his stomach wouldn't stop growling, he was so hungry. The son went to bed hungry and when he woke up he realized something. When he lived with his father even the workers in the field had more food than they needed, and now he was starving to death. At that moment he made a plan. He would go back to his father's house and say to him, 'I have not done good things and I wasted all I had. I don't deserve to be called your son, so hire me and I will work for you.' He knew that if he became like a hired man on his father's farm he would still be better off than he was right now. He would always have a warm place to stay and food to eat. So he headed for home.



It took the son a long time to get home, he was just hoping that his dad would let him work at the farm and let him be a farm worker. The son was walking up to the farm but while he was still a long way off he could see someone notice him and start to run towards him. As the person got closer he realized it was his father and he was yelling, "My son! My son! You are finally home!" He couldn't believe it. His father threw his arms around him and kissed him. But the son quickly said, "Father, I am not a good man and I don't deserve to be called your son..." But the father said to one of his servants, "Quick! Bring the best robe and put it on him. Put a ring on his finger and sandals on his feet. Bring the biggest calf and kill it. Let's have a party and celebrate because my son was lost and is found!"

A little while later, the older son was working in the field and heard music and dancing. So he asked what was going on. "Your brother has come home and your father is having a party for his return." This upset the older brother and he refused to go join the party. The father heard that he was upset, so he went to talk to him and invited him to join the party. But the son refused saying, "Look! I have been working for you all these years and I've never disobeyed you. Yet you never had a big party for me to celebrate with my friends. But now my younger brother has come home, spent all the money you gave him, and you kill the biggest calf for him!" "But, my son," the father said, "you are always with me, and everything I



have is yours. We had to celebrate and be glad because this brother of yours was lost and now he is found."

## **Section 2**

The Little Orphaned Girl-- A Nigerian Folk Tale-- from Atinmo, T. (2016). *Wise Tales: A Collection of Nigerian Folk Tales*

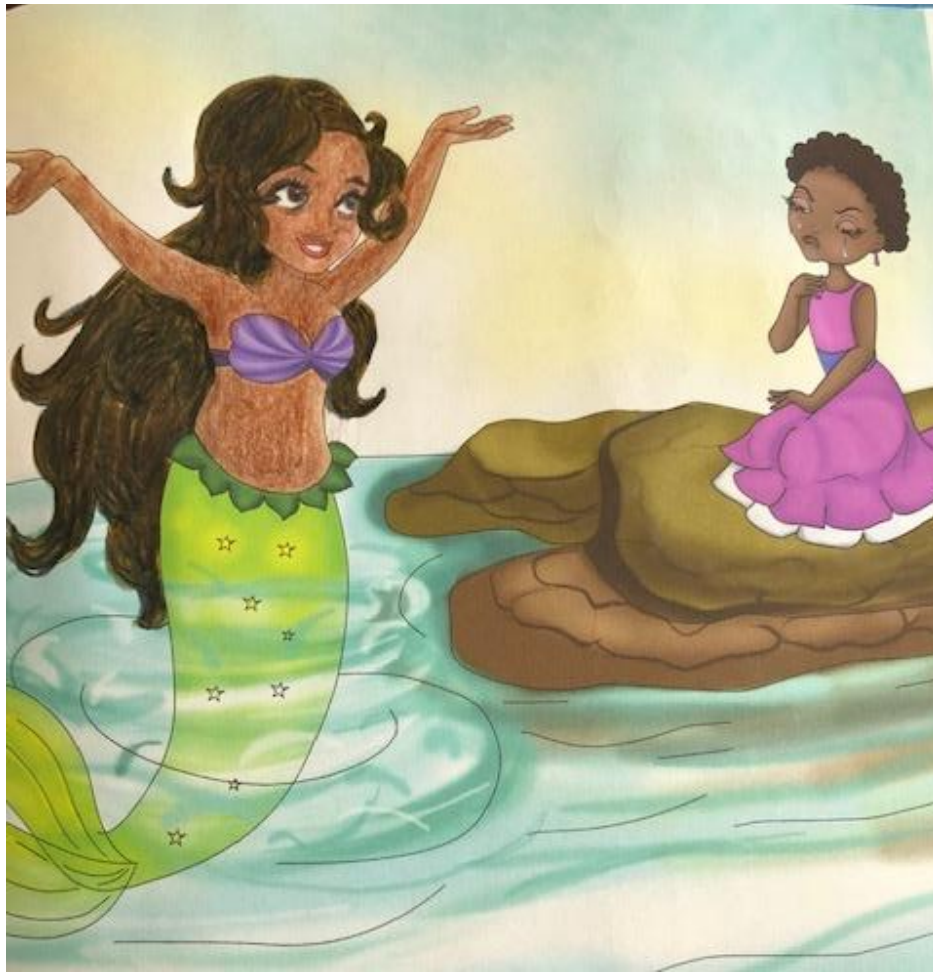
There once was a girl named Ayo who lived in a faraway land. She was the only child in her family and she made everyone around her happy. She was always skipping around, singing happy songs and dancing. Everyone who passed by Ayo went on with a smile on their faces.

One day, on the way back from a long trip, Ayo's parents were in an accident and passed away. Ayo was sent to live with her aunt Risi and her cousin Bose who was the same age as Ayo..



At first Ayo was happy to live with her relatives, but soon she began to feel sad. Risi and Bose were very mean to Ayo. They made her do all the house cleaning and treated her badly. She washed dishes, fetched water from the river, got the firewood from the forest, swept the yard and cooked the food. She washed everyone's clothes and even took care of all the bugs and other unpleasant things around the house.

One day, aunt Risi sent Ayo to fetch water from the river and Ayo was so tired that she broke down in tears. She was sobbing when she heard a soft voice. She looked up and saw a beautiful woman with long flowing hair, a beautiful smile and the shiny tail of a mermaid.



Ayo was a little scared, but in a little while she was telling the mermaid her troubles. The mermaid felt sorry for all the bad things happening to the girl and promised to help her to feel happy again.

First she took Ayo underwater to see the beautiful world in the river. She asked Ayo to follow her directions carefully and walk underwater to a golden door. She asked Ayo to open the door and look at the treasure inside but do only what the mermaid told her.



She said: "Take only the small clay pot in the treasure room. Do not touch or take anything else! When you get back home, I want you to go to your room and throw the clay pot against the wall."

Ayo thanked the mermaid and did exactly what she was told to do. She walked into a great room full of gold and jewels, but took only the small clay pot and returned home.



She went into her room and threw the pot against the wall and when it broke open, she saw gold, silver and jewels pouring out. She was instantly filled with joy and ran out to tell her aunt and cousin her good news.

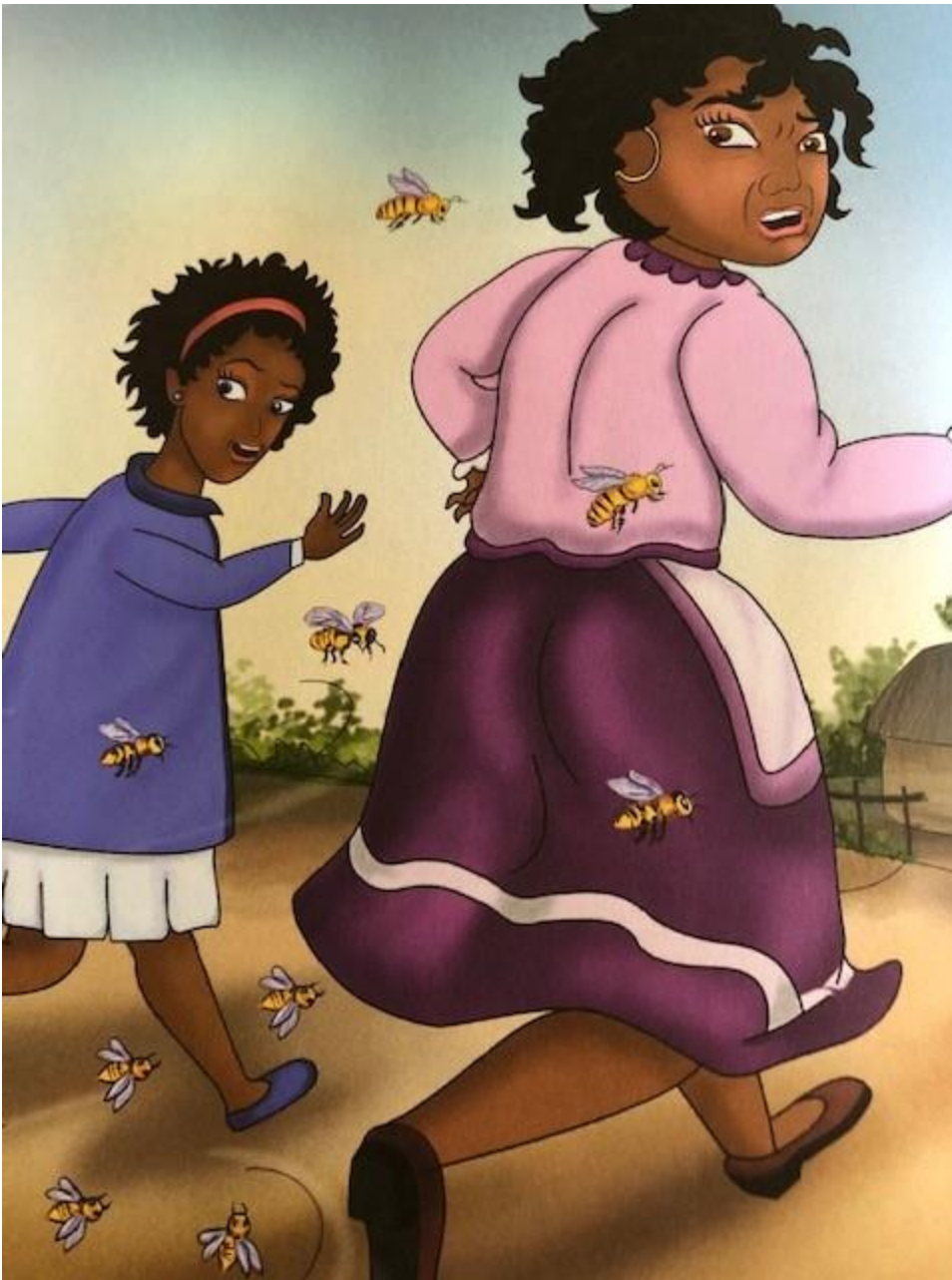
Aunt Risi became jealous of Ayo's good fortune and decided that she wanted some for her own. She decided to send Bose to the river to see if she could be lucky too. She gave Bose directions on what to say and do and Bose went down to the waterside. She pretended to cry and complain about her life and the mermaid soon appeared. The kind mermaid felt sorry for Bose and gave her the same instructions she had given Ayo. She said: "Take only the small clay pot in the treasure room. Do not touch or take anything else! When you get back home, I want you to go to your room and throw the clay pot against the wall."





Bose, however, opened the golden door and saw the gold, jewels and the clay pot and decided that she wanted to take something better back home. She found a big golden bowl with jewels all over it and decided that she would take that one back. When she got home, she called out to her mother and showed her the beautiful golden bowl. Her mother hugged her and helped her to throw the golden bowl against the wall of the house.





To their surprise, the bowl turned into clay and broke into pieces, but instead of jewels, what came out of the broken bowl was a swarm of angry bees that chased Risi and Bose through the village and into the fields. When they yelled for help from the villagers, they would not help them because they knew how unkind they had been to Ayo.

### Section 3: How to Make Puppets Out of Plain Paper!

#### To make a paper puppet face:



1. Take a piece of "regular" paper (8.5 x 11 inches)
2. On a flat surface fold the bottom of the paper over to the side so that the edges are even and there is a point where the corner was.
3. Very evenly mark with a pencil or pen the part of the paper that extends beyond the triangle; cut off that rectangle.
4. Open the triangle and you have a square.
5. Now fold the square to the opposite corners--opposite to where the fold already exists to make another diagonal fold so that you have an X of folds.
6. Open the square again, and on a flat surface carefully fold the corners in to meet at the crossing of the diagonal folds.
7. Be careful to keep the edges from over-lapping as you fold toward the center. Everything should just touch.
8. Now turn over the square and again fold the corners so that the points meet in the center.
9. Crease the edges with the back of your fingernail.
10. Turn the square over again and fold diagonally -- from corner to corner -- to make a fold X again.
11. Now comes the tricky part: one by one for each of the four openings, gently force the fold of the outer layer outward while forcing the inside inward.
12. This is very difficult. Be patient.
13. When you have four cups, crease the folded edges. Put your thumb and one finger in each cup. Your pinkie and ring fingers can fit in the last cup.
14. By raising your index and middle fingers you can make a "mouth" open and close.
15. You can secure the two top cups with tape, glue, or a staple. Do the same for the bottom cups.
16. Decorate your puppet with eyes and nostrils or other features. Color the inside of the mouth.
17. If you make 2, they can talk to each other.
18. You can put a towel over a chair, kneel behind the chair, and give your puppet show. OR you can duck under a table and hold your arms up for the show.

19. OR if you have a pressure window curtain rod, you can use it in a doorway to drape material for the front of your stage.

## FDS AT HOME LESSON PLAN NOVEMBER 2020 - Early Elementary and Intermediate

Book/ Reading Resources: Stories of Elizabeth Fry and Feeding Hungry Children After World War I from Friend Rebecca Smith. Sam Baily's Conscientious Objector memoir from Sam Baily through his daughter, Friend Sarah Baily. Sam is Will, Tess, and Eva's LaRoche's grandfather.

### How do Quakers work to help neighbors in a peaceful way?

This month's stories focus on Quaker responses to the concepts found in the parables of the Good Samaritan and The Prodigal Son. The Quakers featured in our stories chose to help their neighbors in ways that highlight principles with which we find ourselves in unity. Quakers in these stories show respect for that of God in every person by caring for those in our community who most need to be helped..

#### **A. Suggestions for family story time with a focus on Quaker action:**

- Select a time during the weekend when you can spend from 30-60 minutes together with few interruptions
- Let the children know the focus of this month is to find different ways that fellow Quakers have worked to help others.
- Introduce the topic: The stories and activities for November are connected to the parables we talked about in September and October. In the parable of the Good Samaritan, we learned that helping others, especially when they are in great need, is an important part of what we can do to help our world. In The Prodigal Son, we talked about how we can work together to get along rather than to fight. Elizabeth Fry, the American Friends Service Committee (AFSC), and, right here in our own Meeting our friends Will, Tessa, and Eva's grandfather, Sam Baily tell us about some ways Quakers were led to help others.

#### **B. Background Section 1: Meeting Elizabeth Fry-- prison reform leader in England. Story, pictures + video.**

- Australia was a British colony, like colonial America. It is on the opposite side of the world from England -- very far away and with very different scenery, animals, weather, and people.
- Botany Bay is in Australia, and like Narragansett Bay, an area where river waters mix with ocean water. It is near the modern city of Sydney. It was where the first prison where Brits sent people who had committed a crime.
- Beginning in 1788, courts in Great Britain began to send people to Australia in an attempt to rid the British Isles of "bad" people, based on a false idea that criminals are born bad. Among the first group was a 70-year-old woman who had stolen cheese because she was starving..

#### **C. Background Section 2: Quakers help after the World Wars--Feeding the children and healing the wounded.**

- Jeanne Whitaker, who used to attend our Meeting before she went to an elder care in Pennsylvania, was a child whose parents helped children in France during World War II. Jeanne was born in France, and her parents not only helped find homes out of the war zone for hundreds of children but also sent Jeanne and her sister to the U. S. alone to live with a new family, so that they could escape the war.
- War is horrible. People are killed and injured, houses and buildings are bombed, and farms where vegetables and animals grow are destroyed. Survivors have to search for something to eat.

#### **D. Background Section 3: Alternative Service to War -- Sam Baily**

- Sam made the video book (see below) for his children (Sarah Baily and her sister) and grandchildren (Tess, Will and Eva LaRoche). We asked them to share it.
- Quakers encourage young men and women who are required to register for military service, to register as conscientious objectors. This means that we think killing is wrong, and so our conscience tells us that we must object to killing by not registering for the military. Instead we register to do a service project for two years.

**Activities to choose from:**

- Come up with other solutions and [post them on our padlet](#)
- Plan on a project to be completed together with a little parent help:
  -

## SECTION 1. Elizabeth Fry and the Prisoners-- Contributed by Friend Rebecca Smith

### Elizabeth Fry and the Prisoners



Prisons are not pleasant places, and they were even worse in the 1800s than they are now. Many poor people in London were locked up in Newgate prison for stealing even small things like handkerchiefs. Some were banished to Australia and had to find a way to live far from everyone they knew. Small children were sometimes imprisoned or banished along with their mothers.



Elizabeth Gurney Fry was a well-off Quaker who felt that God wanted her to help others. When she learned about the women in Newgate Prison, she began to visit them. Here is part of a story from Judith Baresel's *Good Friends* that tells what it might have been like for one of the children:



*I was in Newgate with my mum who's a pickpocket, not because she's really bad, but because it's the only way she can get money for us to eat. I can't read and write but I'm getting pretty good at picking pockets. I'm only in Newgate because my mum's been sent there and I can't manage outside without her. It's very cold, it's filthy, and the smell is just awful. There's nothing for us to do.*



*And then the turnkey unlocks the door and a tall woman dressed in grey steps inside. I'm thinking maybe I can steal something from her - I can see she's wearing a gold watch chain that must be valuable. Then she picks up a little, dirty child, and starts talking to the child's mother. She says what a nice child he is, and what a pity it is that he is here in Newgate, being ill-treated and learning nothing useful. And the child's mother says yes, it is a shame, she doesn't mind so much for herself, but it does upset her that her child is being punished for what she has done, and learning bad ways so he'll always be in and out of prison when he's grown up. I'm surprised at this because I'd never thought of it, but all the women seem to agree, even my mum.*



And then the woman, she told us later her name was Elizabeth Fry, she says, "I thought if we all got together we might start a school for the children." For a moment there is complete silence, and then everyone starts talking at once. Some of the women are saying what a good idea and others are saying but who will teach in it, and some are asking what they will teach, and will the children learn something that they can use to earn money without breaking the law and being sent to prison, and I'm wondering if I will like school. By now nobody's thinking of stealing Elizabeth Fry's watch chain, but only how to set up a school here in Newgate.



After a bit they find that one of the women can read and write and sew, and they decide that she can be the teacher. And then we all decide we can use one of the rooms for a schoolroom, and we all get together and clean it out -- I don't think it was ever so clean since it was built. The next day Elizabeth Fry brings some schoolbooks, and slates to write on, and fabric and things so we can learn to sew. I make an apron for myself. It's quite different here now; every morning I have to wash my face and hands and go to the schoolroom and settle down to learn. Sometimes I think I'd really rather be playing, but my mum talks to me very seriously and says, "I want you to learn reading and writing and sums and sewing so you can do honest work when we come out of Newgate and never go in again." So then I decide I will work at school.



Then the women start saying, "We want to learn too!" And so they all tell Elizabeth Fry, and she listens, and she says she'll do what she can. Nothing happens for a long time because she has a lot of difficulty persuading the prison governor, but in the end we hear there's going to be a school for the women. And then Elizabeth Fry comes, with some Quaker lady friends of hers, and the prison governor and other important people, and there's a woman from outside appointed to be teacher, and there's a bit of speechifying, and the school is open! My mum is so excited.



Funnily enough, she finds the reading and writing and sums harder than I do, but she takes to sewing and knitting as though she's always done it. Mrs. Fry brings in lots of pretty scraps of material that she's gotten from some of her Quaker merchant friends, and everyone starts making patchwork quilts. I'm so proud of my mum when she finishes her first quilt.

Elizabeth Fry gives packages of fabric and sewing materials to the women who are being transported, too, so that they can make quilts during the long voyage to Australia and have something to sell when they get there. My mum and I sell the quilts we make so that we can buy food when we get out of Newgate. Now we make our living knitting stockings and never pick any more pockets.

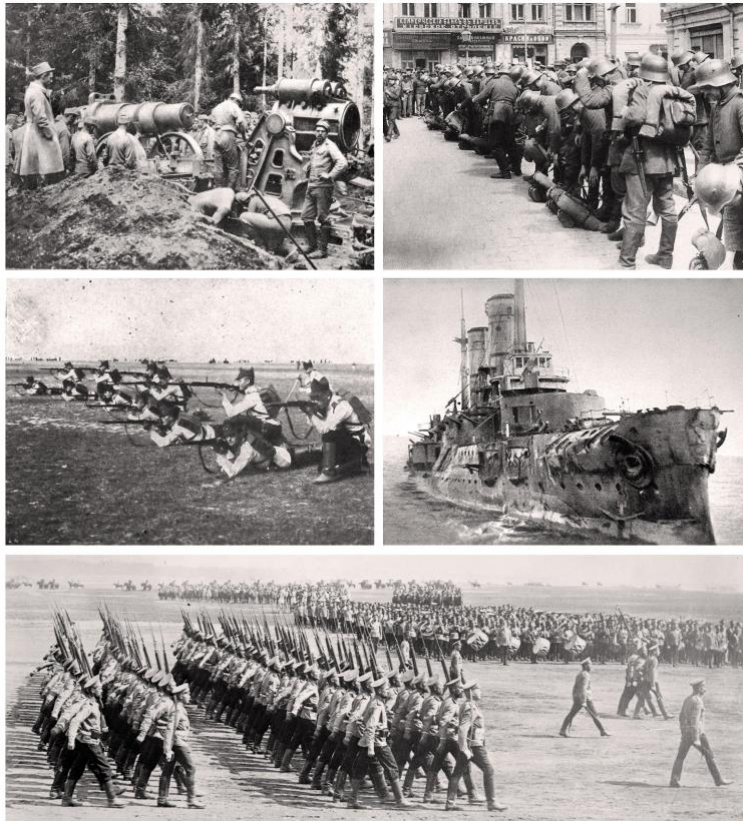
[Here is a video](#) to tell you the story of Elizabeth Fry from her childhood to the time when she made prison reform her life's work.

Suggested Discussion Questions:

- English prisons were full of poor people who stole things or owed money to merchants and bankers. Talk about why you think people stole things. How do you feel about that? Do you think that is still true now?
- Why did Elizabeth want to help women prisoners? What kinds of projects did she help start in Newgate? How did the prisoners respond to Elizabeth's help?

- This conversation may lead to children asking why people end up in prison during our own time. It may be important to reflect on this issue today as it ties with the current issues about challenges in our society for people of color and the poor.

*Feeding Hungry Children after World War I-- Contributed by Friend Rebecca Smith*



*From 1914 to 1918, armies from many countries fought each other in Europe. Today we call this World War I. Many soldiers were killed, and many other people died as well, or suffered from having their houses burned, their crops destroyed, their farm animals killed or stolen. As the war was finally coming to an end, an influenza epidemic spread around the world, causing more misery and death.*



Image from: <https://nationalvanguard.org/2018/02/fighting-together-for-the-future-on-occupied-germany-1999/>

*Knowing that violence is wrong and that all people are children of God, Quakers refused to fight in the war against Germany. Instead, they helped war victims from all countries by driving ambulances and providing medical care and other assistance.*

*After the fighting ended, things were especially bad in Germany, which had lost the war. Severe food shortages meant that many Germans, especially children, were in danger of starving. Quaker organizations in England (The Friends War Victims Relief Committee) and the United States (the American Friends Service Committee) quickly organized thousands of centers in Germany and Austria that provided a nutritious meal to more than a million hungry children every day for several years. This made it possible for the children to be healthy as they grew up.*





image from [https://wwionline.org/files/6614/0510/9515/Feeding\\_Children\\_in\\_Berlin.jpg](https://wwionline.org/files/6614/0510/9515/Feeding_Children_in_Berlin.jpg)

### *Discussion and Activity Suggestions*

- *Quakers often write and talk about the importance of seeking peaceful ways to solve problems between people and countries. Why do you think peace is so important to Quakers?*
- *What are some of the things you noticed in the pictures about World War I and what happened after it ended?*
- *How can we help feed the hungry at home and in our community?*

### *Some things to try:*

1. *Make soup and sandwiches to share with your family or others.*
2. *Read **Stone Soup** (there are many versions of this story)*
3. *Find out about food pantries in your town. What kind of donations do they need? Is there a way you can help?*

### *Mr. Bailey's Memories of His Quaker Work During World War II*

# **FDS At Home Lesson Plan for December 2021- January 2022**

## **For younger and intermediate groups**

### **Festivals of Light and Gift Giving**

Purpose and Objectives: The weeks of the month of December and the early days of January are times of gift giving and gatherings with family and friends. This FDS At Home Packet is focused on the what, how and why of these celebrations that often cross cultural boundaries. How do we connect our Quaker testimonies and traditions to those celebrations and customs? Let's explore this together!

Introduction of the month's theme: A focus on the celebrations and customs of the season.

- Select a time during the weekend when you can spend from 30-60 minutes together with few interruptions
- To introduce the lesson, ask:
  - Why do people celebrate Christmas?
  - Why is gift giving part of what happens at Christmas?
  - What other festivals are celebrated around the theme of Light?

#### **The reason for Christmas**

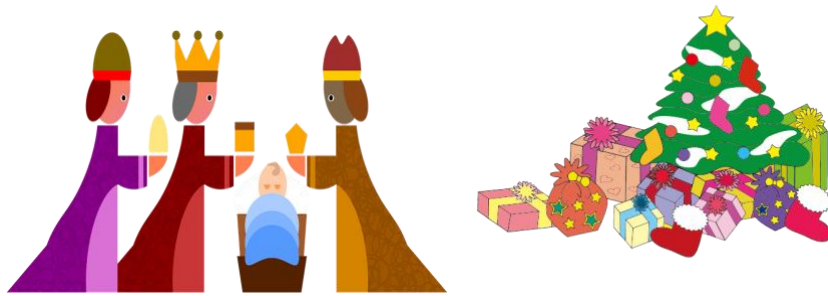


Most of us know the Christmas story, but it's good to retell it so we can remember the reason why it has become an important tradition in our world. Early Quakers did not celebrate any holidays because they believed every day is sacred and that we should celebrate our faith every day. Today, we still believe that every day is holy, but we do take time to remember what happened during the time that Jesus was born to be aware of what is truly important about this season. Many of us will participate in the Saylesville Christmas Eve Candlelight Service on December 24th to gather as a community virtually on Zoom.

Gathering together at Christmas, we remember the story of how and why baby Jesus was born. [Here is a short version of the story](#) that you can look at with your parents. It's important to talk about this story with your family. People do not always agree on the details of the story, but most of us recognize some of the lessons it teaches us. Here are some things you may want to discuss:

- Why were the Hebrews waiting for a new king at the time of Jesus' birth?

- What made Jesus's birth unusual? (Hint: angels appearing, three kings follow a star... )
- One of the symbols for Christmas is the beautiful star that guided the three kings, or wisemen, to Bethlehem where they delivered gifts to the newborn child. Christmas tree decorations often include a star shining at the top and lights adorn homes and streets around town. Christians often talk about Jesus being "the light of the world". Quakers speak about the Light within each person. How is light important to all of us?
- Can you connect gift giving at Christmastime with the story of Jesus' birth? What were the 3 kings giving Jesus? What do people give each other for Christmas today?



### Other Festivals of Light

So, Christmas is a festival of lights for people in the western world. Even people who do not consider themselves Christians often celebrate this day with lights and gifts. Governments set aside the day as a holiday and stores are closed so that people can spend time with their families. Below are some other festivals that celebrate the importance of light and often include gift giving.

#### **Hanukkah**— from

[https://docs.google.com/document/d/1vLKhjUKMvJ0FSsBbgK51EfEREArv2e9VDo1mF\\_kJTao/ed it#](https://docs.google.com/document/d/1vLKhjUKMvJ0FSsBbgK51EfEREArv2e9VDo1mF_kJTao/ed it#)

"Hanukkah" means dedication in Hebrew, and the Jewish holiday, also known as The Festival of Lights, represents joy [or happiness]. [There is]an eight-night display of dancing flames atop candles held in menorahs that give warmth, comfort, and tell us about a miracle.

#### *The History of Hanukkah*

Over two thousand years ago, Antiochus, a cruel ruler of the Greek Kingdom, imposed [his own] beliefs on the Jewish people. "You'll worship Zeus," he proclaimed, and set up statues to Greek idols and slaughtered pigs at the altar, dirtying the temple. The Maccabees, a group of [] Jewish people, were so unhappy that they refused to [be forced] into the Greek culture as others had

done. [T]hey risked their lives and battled the Greeks [and] eventually defeated the[m], winning the war and protection for the Torah, a book of Jewish teachings, writings, and laws.

The Jews were overjoyed by their victory and reclaimed the temple[.]. As they cleaned the [] building, only one jug of oil, blessed and sealed by the high priest [], remained for which to light the lamp. Heads hung low when they realized this was only enough oil to keep it lit for one night.

To their amazement, that one pure jug burnt for eight nights until more containers of [] oil arrived. "It's a miracle," the Jewish people shouted as they danced. [The Hanukkah celebration](#) grew out of their excitement about this [miracle] and each year it reassures them that strength, tenacity, and hope will always prevail.



**Diwali**– from <https://www.npr.org/2021/11/04/1052383178/heres-how-india-is-celebrating-diwali>

Hindus across the world [celebrate] Diwali. The five-day festival of lights is one of the most popular holidays in India, [in November], when the faithful pray to the Hindu goddess of wealth. People celebrate Diwali by lighting little earthen oil lamps to mark the victory of light over darkness.

Diwali, or Deepawali, gets its name from the Sanskrit word *deepavali*, which means "row of clay lamps." Many people in India [] light these lamps outside their homes to symbolize the inner light that protects them from spiritual darkness, in tune with a holiday that is an [ode to the triumph of good over evil](#).



Hindu celebrations center on the return of Rama and Sita, two deities, to Ayodhya, an ancient city in India, after being exiled. Sikhs, Jains and even Buddhists have their own lore surrounding the holiday.

**St Lucia's Day-** from <https://sweden.se/culture/celebrations/the-lucia-tradition>

It's Swedish [Saint Lucia Day!] The annual candlelit Lucia procession on 13 December is [a] Swedish customs, with girls and boys clad in white full-length gowns singing songs together. The [re] is [] a special atmosphere when the lights are dimmed and the sound of the children singing grows as they enter from an adjacent room. Tradition has it that Lucia is to wear 'light in her hair', which in practice means a crown of candles in a wreath on her head. Each of her handmaidens carries a candle, too. [] The star boys [] are dressed in white gowns, carry stars on sticks and have tall paper cones on their heads. The Christmas elves bring up the rear, carrying small lanterns.

[T]he Lucia celebrations represent one of the [] cultural traditions in Sweden, [that reminds us of] life in the [farming] communities of old: darkness and light, cold and warmth. Lucia is [] a bearer of light in the dark Swedish winters.

Most Swedes know [the standard Lucia song](#) by heart and can sing it, in or out of tune. On the morning of Lucia Day, the radio plays some rather more expert renderings, by school choirs or the like. The Lucia celebrations also include ginger snaps and sweet, saffron-flavored buns shaped like curled-up cats with raisin eyes.



First Nations Prepare for Winter and Give Thanks

Native Americans where we are now living gave thanks to the Creator at each full moon. At the end of fall, as the first snows are on the way, tribes and clans gathered together for a large powwow to give thanks for the harvests, build longhouses to shelter in the winter months and celebrate around a large fire. Here is a story about that celebration: [Nickomoh!](#)



## Gift Giving

Giving gifts at Christmastime has become traditional in the western world. We can connect gift giving to the original Christmas story, but today's Christmas celebration is very different from how people celebrated the day in the past. In some European and Latin American countries, gift giving was not done at Christmastime, but was reserved for Epiphany, January 6, the traditional day celebrating the 3 Kings or Wisemen arriving in Bethlehem to give gifts to baby Jesus.

Let's try to find time to talk about gift giving. You can use these questions to talk and think about what your family does:

- When do we give gifts?
- Who gets gifts and why?
- What kind of gifts are your favorites? Which gifts seem to last the longest or are still appreciated years later?

What are some Native American traditions about gift giving?

(from: <https://bymyart.wordpress.com/2007/12/27/native-american-give-away-tradition/>)



### *Native American 'Give-Away' Tradition*

In the spirit of Christmas, I thought it would be nice to post something on the Native American custom of the 'give-away' which is practiced at honor dances, weddings, and on many other occasions. It is a beautiful practice. For example, when an honor dance is held for a particular person, that person (or the family of that person) is the gift-giver and *the gifts are given to the guests*. In most other societies, it is the exact opposite, in that the honored one is the person who *'expects the gifts from the guests.'*

In the Native culture, many times *'the most valuable'* is saved to give away and *'storing or hoarding things'* is not understood. There is a high value placed on giving away and sharing what is ours. Once something is given away, all

strings to that gift are broken. The gift is given with no expectations. Native people believe that what is given always comes back to the giver in one way or another in another form of good. Native people also believe that bad (intentions, actions, etc.) results in bad returning to the doer. I believe that one of the greatest gift is when you give your time to others, in whatever form it is given. Although it is now the season for giving, *it is good and healthy to be generous in spirit throughout the year. **It is always the giver who receives the greatest blessing.***

***Ray Buckley, who is a Lakota/Tlingit, said that in many Native American cultures, what matters is not what someone has but what the person is able to give away to others.***

Here are some things to think about:

- What do you think about the Native American idea of giving gifts or sharing what you have with others?
- How do you feel when you give a gift and it is appreciated?

Native Americans gave and give gifts because they appreciate and respect others. They also made sure that everyone had what they needed in food, clothing, a place to live and love from the community. Quakers also care for others by giving gifts to those who are having a difficult time. Every year, First Day School and the Providence Friends Meeting buy gifts for some families who are in need and donate those gifts through the East Bay Community Action Program. This year, we are taking care of Christmas gifts for four families.

Our Providence Friends Meeting is also working on donating many different things that can help 250 people who are new refugees from Afghanistan and have no place to live! We are working with DORCAS International on this project. DORCAS usually takes care of up to 30 refugees each year, but right now, they have 250 people to help find a home, a bed, food, and start their lives all over again! If your family would like to help, look for the attachment that goes with this FDS lesson.

### **How to Give Gifts from Our Hearts**

Most children do not have a lot of money to buy gifts for others. Even if there is money, it's hard to get to the store on your own to buy things. But most of us really like to give a gift to our parents, our siblings, other relatives and friends. We would like them to know we appreciate and love them. So how can you give gifts that don't cost much but make those we love feel warm and appreciated? Here is a short list of ideas that may help you give gifts from your heart, from that light inside you that makes you feel right and good. Look these ideas over and use one or two, or think of something else and don't forget to share ideas with your friends!

1. For your parents or a good friend: Use a blank sheet of paper, fold it in

half and make a card. Draw something on the front and write inside your wishes for good things for the person you are thinking about. Find an envelope, put your card inside it and put that person's name on the outside, then deliver it before Christmas.

2. For your sibling: Make a card, as described in #1, then write something inside that lets your sibling know something you are going to do to help them or work with them in the next few weeks– examples: help them with a chore, read them a book, teach them to get better at playing a game, build a snowman together, bake cookies (with adult supervision), etc.
3. The best gift you can give another person is to spend time with them. Get a calendar page for January and make a date with your sibling, or your parent to get together and do something fun, like do something artsy or have a dance party in the family room.
4. What are your ideas for making gifts, for giving from your heart? \_\_\_\_\_

### ***We Wish Your Family a Joyous Gathering in December!***

We hope you can all join us for the **Christmas Eve Candlelight Service** on December 24, 2021, 4-5 pm. This meeting will be held online from Saylesville Meetinghouse. Below is the Zoom link you will need:

Vicky Ekk Providence MM she/her is inviting you to a scheduled Zoom meeting.

Topic: Christmas Eve Candlelight Meeting in Saylesville

Time: Dec 24, 2021 04:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/89746637295?pwd=OUtHM3d5eUc5MklkWm13MlphMkVnUT09>

Meeting ID: 897 4663 7295

Passcode: 871502

And enjoy the Caroling booklet and the Advent coloring book we are including with this lesson. Enjoy!