

Volume 16 |
Issue 1



The Trinity Tablet

The Trinity Tablet: Gepsie Cox, Co-Editor, Catina Evans, Co-Editor, Brandy Wallace, Co-Editor

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Rev. C. Michele Langston, Pastor

Dates to Remember:

- 2nd Sunday of Advent, Dec. 6th
- 3rd Sunday of Advent, Dec. 13th
- 4th Sunday of Advent, Dec. 20th
- 1st Day of Winter, Dec. 21st
- Christmas Eve, Dec. 24th
- Christmas Day, Dec. 25th
- New Year's Eve/Watch Night, Dec. 31st



Christmas Presence

Amid the secular trappings of the holidays, we can lose sight of the true meaning of Christmas, until we lament with Charlie Brown, "Isn't there anyone who knows what Christmas is all about?"

These reminders call us back to where it all began — in the heart of God.

"The giving of gifts is not something [people] invented. God started the giving spree when he gave a gift beyond words, the unspeakable gift of his Son."

—Robert Flatt

"Who can add to Christmas? The perfect motive is that God so loved the world. The perfect gift is that he gave his only Son. The only requirement is to believe in him. The reward of faith is that you shall have everlasting life."

—Corrie ten Boom

"The great challenge left to us is to cut through all the glitz and glam of the season that has grown increasingly secular and commercial, and be reminded of the beauty of the One who is Christmas."

—Bill Crowder

"If we do not set aside time to focus together on what God's word tells us about the promise of Christ, on Christmas morning we can find ourselves surrounded by mounds of torn gift wrap, our laps full of presents, but with hearts that are empty and unprepared."

—Nancy Guthrie



For Kids and "Kids at Heart"



Puzzle!

Use the code to complete Isaiah's prophecy about Jesus, our Savior.



CODE:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
R	S	T	U	V	W	X	Y	Z	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q

10 23 13 17 14 6 18 21 21

11 14 12 10 21 21 14 13

6 24 23 13 14 1 15 4 21

12 24 4 23 2 14 21 24 1

22 18 16 17 3 8 16 24 13

14 5 14 1 21 10 2 3 18 23 16

15 10 3 17 14 1 25 1 18 23 12 14

24 15 25 14 10 12 14

I S A I A H 9 : 6 , N I V

Answer: And he will be called Wonderful Counselor,
Mighty God, Everlasting Father, Prince of Peace.
Isaiah 9:6, NIV



WHITE AS SNOW

Jesus, our Savior, came to earth to purify sinners.

Directions: Figure out which path through the puzzle is correct. Choose one to try, starting at the first picture under the "Path" box. Follow each picture's directional cues to see if the words make sense when placed in order in the blanks below. If not, try a different path until you figure out the Bible verse.



PATH 1	PATH 2	PATH 3	PATH 4	PATH 5	PATH 6
for	give	come	together	around	after
self	into	settle	eternal	thanks	forgive
God	LORD	says	without	Christ	warmth
love	sins	scarlet	other	light	praise
red	star	white	snow	winter	peace

EXIT

"_____ now, let us _____ the matter," _____ the
_____. "Though your _____ are like _____,
they shall be as _____ as _____"

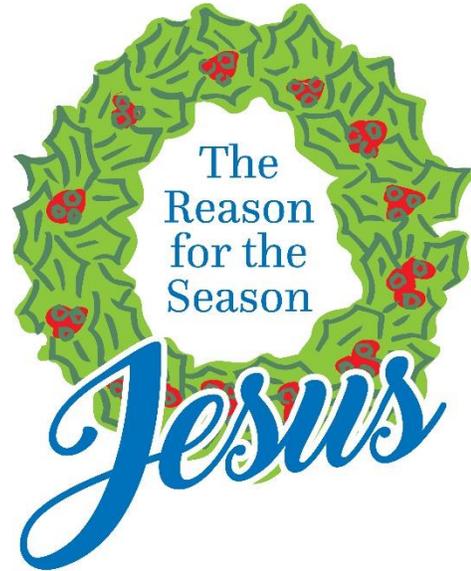
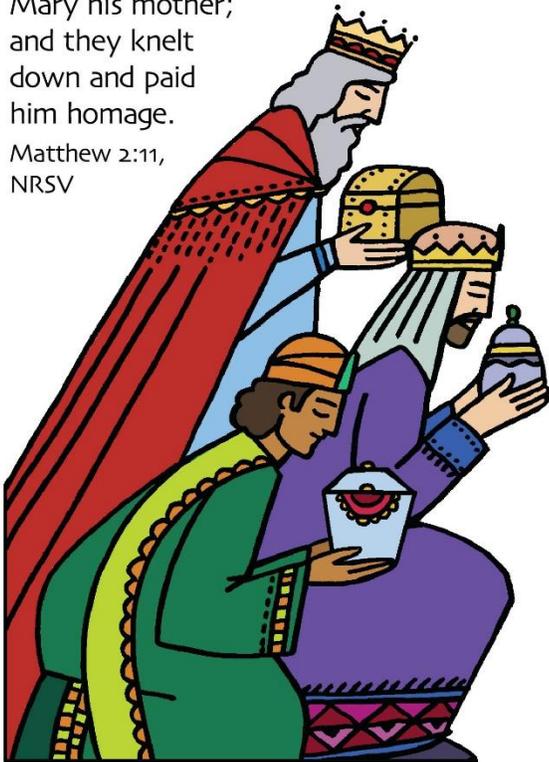
ISAIAH 1:18, NIV

Answer: Path 3; come, settle, says, LORD, sins, scarlet, white, snow



On entering the house,
they saw the child with
Mary his mother;
and they knelt
down and paid
him homage.

Matthew 2:11,
NRSV



December Birthdays

12/1	Melanie Walker	12/12	Tristan Evans
12/1	Tyleke Thompson	12/13	Jacque Miles Humes
12/2	Ed Morgan	12/14	Lillian Perry
12/3	Don Glenn	12/14	Gloria Bruce
12/3	Dorothy Hawkins	12/18	Melanie Hill-Irby
12/4	Jay Ethridge	12/18	Maya Robins
12/4	Dylan Bradford	12/19	Marla Talley
12/8	Rev. Sarita Kent-Wallace	12/19	Mia Walker
12/8	Sharon Cooper-Kerr	12/20	Dominque Thomas
12/8	Tavon Willis	12/22	Herbert Jackson
12/10	Louis Alston	12/25	Shannon C. Williams
12/10	Tekelle Evans	12/27	Carol Strickland
12/11	Christine London	12/29	Loretta Johnson
12/12	Joan Fletcher		

ANNIVERSARIES

12/2	Ed & Doris Morgan	12/27	Valerie Ashton-Thomas
12/13	Eugene & Rev. Veronica Beckley	12/31	Virginia Gray
12/21	Rev. Collin & Kim Figueroa		

Teaching and Learning Newsletter

"EDUCATION IS FOR IMPROVING THE LIVES OF OTHERS AND FOR LEAVING YOUR COMMUNITY AND WORLD BETTER THAN YOU FOUND IT."
MARIAN WRIGHT EDELMAN

Greetings and Salutations!!

This part of the year probably looks very different than what any of us could have imagined. For most of us, the academic year has been underway for a couple of months in some form or another - in-person, virtual, or a hybrid. We recognize that you have been challenged in new and unexpected ways, you have worked harder



Student Workshop at NMAAHC, Summer 2019/Doug Sanford

than ever before, and you are missing the in-person interactions that make working with students such a special treat.

Educators, we applaud you, your commitment to your students, your incredible flexibility, and the depth of your emotions for your learners. This moment in world history has found all of us learning to be nimble together, leaning into thinking more as a community, and feeling the importance of these everyday actions that underscore our humanity. Through all of this, when stripped bare, we have seen who the world needs - and it is you.

The Teaching & Learning team at NMAAHC is committed to supporting student learning as well as providing resources which can supplement, enhance, or be incorporated into your teaching. We, too, are practicing flexibility and learning how our work will be modified in this new world where virtual formats will continue to carry the day for some time to come.

This issue of the newsletter highlights the work of James Baldwin through a glimpse of one of our online exhibitions, shares upcoming virtual/digital resources, particularly seven new Learning Lab Collections.

Whatever the school year looks like for you, the T&L team of the NMAAHC seeks to lighten the load and your mood by sharing resources, upcoming programs, and sharing stories of uplift and perseverance.

Thank you for continuing to learn with us.

Be well,

TEACHING AND LEARNING INITIATIVE
 NMAAHC EDUCATION

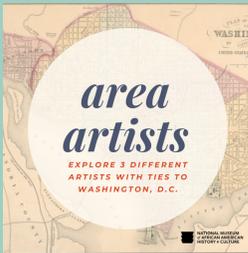


Available Resources

WHILE OUR IN-PERSON PROGRAMMING IS CURRENTLY ON HIATUS, ENJOY SOME DIGITAL RESOURCES TO KEEP YOU ENGAGED AND IN-TOUCH WITH THE MUSEUM

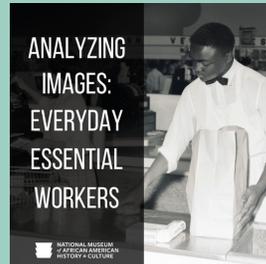
NEW LEARNING LABS!

Visit [learning lab.si.edu](https://learning.lab.si.edu) to explore NMAAHC's collections!



ART

A closer look at three different artists with ties to Washington D.C. and their approaches to art making.



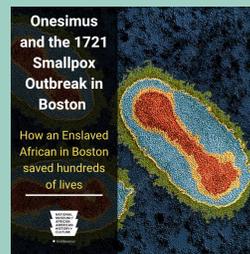
HISTORY

An homage to African Americans performing essential duties throughout history.



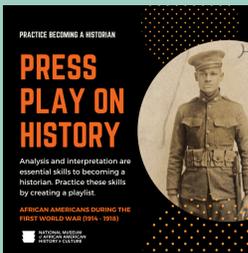
ART

A guided hands-on art project and exploration of landscape painting through the work of Grafton Tyler Brown.



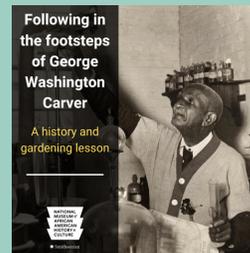
STEM

Explore the story of Onesimus, an enslaved African who helped combat the smallpox outbreak of 1721 in Boston.



HISTORY

This interactive collection encourages the use of historical thinking skills to build a playlist based on museum objects. To submit your playlist to NMAAHC, use this [link](#).



STEM

Learn the story of Dr. George Washington Carver with a step-by-step experiment in germination and plant growth.

GALLERY WALKS



GET YOUR HEART RATE UP AND CONNECT WITH INCREDIBLE ATHLETES THROUGHOUT AFRICAN AMERICAN HISTORY! "GALLERY WALKS" ARE GUIDED WORKOUTS INSPIRED BY STORIES FROM NMAAHC'S COLLECTION. LEARN MORE BY VISITING OUR [STUDENTS PAGE](#).



CAREER CONVERSATIONS



LEARN ABOUT CAREERS IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS FROM CURRENT AFRICAN AMERICAN STEM PROFESSIONALS IN THIS [ONLINE VIDEO SERIES](#). INTERVIEWS WERE CONDUCTED AND RECORDED IN SUMMER 2020.

Workshops and Events

FOR THE FORESEEABLE FUTURE, WORKSHOPS AND EVENTS WILL HAPPEN VIA DIGITAL/VIRTUAL PLATFORMS. WE LOOK FORWARD TO WELCOMING YOU BACK TO OUR BUILDING IN THE FUTURE!

ONGOING

ARTISTS AT HOME: SCHOOL OUTREACH

Every other week on Tuesdays and Thursdays
beginning 10/27/2020

NMAAHC is offering a digital, interactive program designed to engage teachers and their students in hands-on art making and conversations about African American artists and different genres of visual art. Register your class [online](#).

INTERDISCIPLINARY TEACHING WITH MUSEUM OBJECTS

[Online](#)

[Register](#) for this 14-week course and join an online community of educators for an immersive exploration of teaching with museum objects and works of art.

READ BETWEEN THE BRUSHSTROKES: USING VISUAL ART AS A HISTORICAL SOURCE

Available on Moodle

Gain a new perspective on visual art, learn how to blend historical inquiry with artistic analysis, and how to incorporate pieces into your classroom through our online course. Registration upcoming!

NOVEMBER

RESISTANCE AND PROTEST: THEN AND (STILL) NOW

11/14/2020

Join Smithsonian educators for a workshop to explore resistance in America then and now. This workshop is held in conjunction with the National Museum of American History and will feature objects from both collections and Project Zero thinking routines. [Register now!](#)

ARTFUL OBSERVATIONS

11/18/2020

Engage in critical thinking, careful observation, and perspective taking through guided close looking exercises of an artwork from the NMAAHC collection. No formal art or art history training is required to participate. Registration upcoming!

ONLINE ASSETS

REGISTER FOR EVENTS AND STAY UP TO DATE WITH OUR LATEST PROGRAMMING AND RESOURCES BY VISITING OUR [STUDENTS](#) AND [EDUCATORS](#) WEBPAGES. EXPLORE OFFERINGS FROM ACROSS THE MUSEUM VIA [NMAAHC'S DIGITAL RESOURCES GUIDE](#).



Student Workshop at NMAAHC, Summer 2019/Doug Sanford

Learning Corner

In 1971, famed American writer and intellectual, James Arthur Baldwin (1924–1987) permanently settled in St. Paul de Vence, France, after decades of being what he considered a "trans-Atlantic commuter."

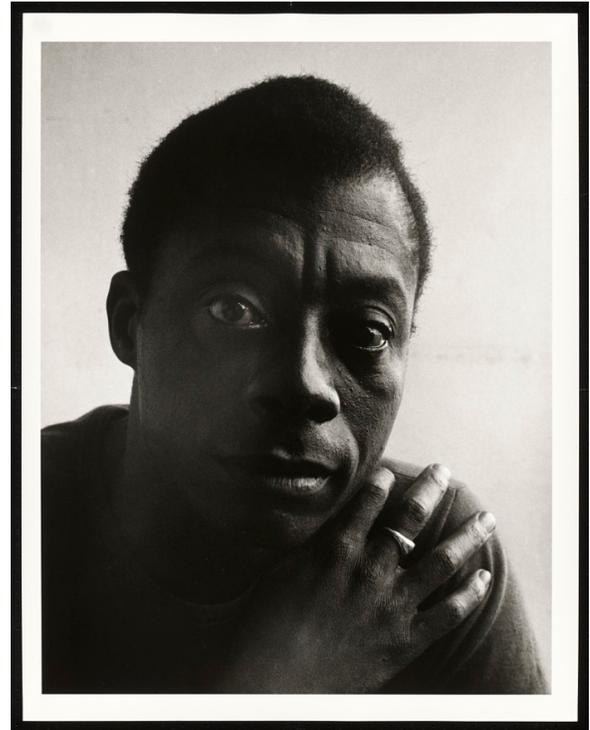
As a "trans-atlantic commuter," James Baldwin journeyed between the United States, Europe, and Asia. Although born and raised in the United States, Baldwin found himself "exhausted" from "resisting and resenting" the troubles of American society. It was difficult for him to embrace this country as his home. His sojourns abroad mediated some of his resentment and acted as a way to "keep a kind of equilibrium in it – so [he could] keep going away and coming back."

However, the political assassinations and racial violence of the 1960s served as a catalyst for Baldwin to adopt the status of permanent ex-patriate.

Baldwin's home in St. Paul de Vence, known as "Chez Baldwin," became a place for him to heal, gather with friends, family, and fellow artists, but most importantly, to write.

In his work, James Baldwin laid bare the harsh truths of American racism. His plays, novels, and essays explored the perspective of the oppressed and the oppressor. Steeped in truth and shaped by his lived experiences, Baldwin's writing explored the psychological nuances and depths of racism and inequality.

NMAAHC's first digital exhibition, *Chez Baldwin*, uses Baldwin's house in the South of France as a lens to explore the last sixteen years of his life, from 1971 to 1987. Educators and students are able to access resources such as articles and interviews, objects from the NMAAHC collection, and past public programming discussing his life, legacy, and impact.



Collection of the Smithsonian National Museum of African American History and Culture, © Sedat Pakay 1964



James Baldwin, *Architectural Digest* © Condé Nast

Students are encouraged to explore our exclusive Learning Lab Collection: "James Baldwin: Transatlantic Commuter." Students will analyze documents, images, and objects that give insight into James Baldwin's life as a transatlantic commuter and understand how they impacted his work and writings. A downloadable PDF workbook is included

Knowledge Bank

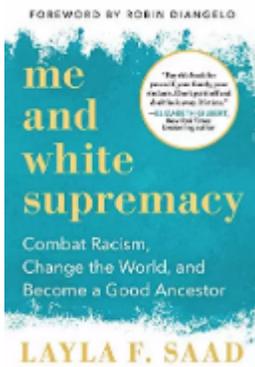
WE WANT TO SHARE SOME KNOWLEDGE, STORIES, AND IDEAS THAT WE FIND INTERESTING. WE ARE EXCITED TO SHARE OUR LEARNING WITH YOU!



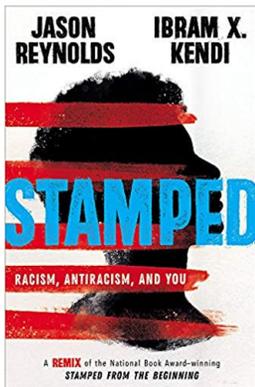
WHAT WE'RE READING



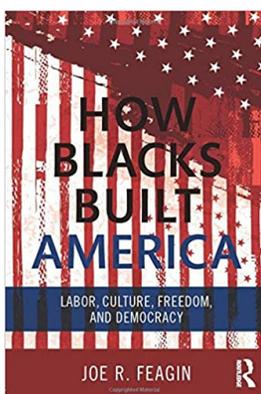
From Newbery Honor and Coretta Scott King Author Award winner Renée Watson comes the first book in a young middle grade series about Ryan Hart, a girl who is pure spirit, kindness, and sunshine.



A 28-day journey for white people looking to engage more deeply with antiracist and antibias work.



From award-winning historian Ibram X. Kendi, this young adult book introduces and explains concepts of racism, and inspires ideas for being antiracist.



The book details the work of African American across various professions and their ability to create not only a place for themselves in an unwelcoming society, but long-lasting products that have influenced global culture.



WHAT WE'RE LISTENING TO



American Elections Wicked Game Reviews each presidential election in American history. A great resource for teachers to share with students either as a whole series or individual episodes.



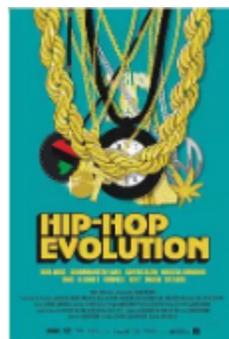
WHAT WE'RE WATCHING



SelfMade Based on the true story of Madame C.J. Walker, America's first female self-made millionaire. Available on Netflix.



The Public Theatre's **Much Ado About Nothing** Shakespeare's classic comedy presented with an all-black cast. Available on PBS online. (Original premiere: Nov. 22, 2019)



Hip Hop Evolution Explores the many facets of Hip-Hop including influential MCs, DJs, producers and cross-regional influences. Available on Netflix.

Activity

The following activities were inspired by a new STEM Learning Lab activity entitled, *Following in the Footsteps of George Washington Carver: A History and Gardening lesson*. The three activities have been adapted for elementary, middle, and high school students and utilize common materials they may have inside or near their homes. The directions and images below will provide a guide for this at-home activity.

Materials

- Planting containers
 - Many items can be used as planters including, cups (plastic, Styrofoam, etc.), empty cans, empty water bottles, and empty egg cartons. Clear containers will allow you to observe root growth of the plants
- Dirt
- Water
- Seeds
 - Examples include beans or seeds such as sunflower, apple, lemon or other seeds
 - You can also use seeds from trees or plants in your home or neighborhood
- Notebook or paper (for recording data)
- Pencil or pen (for recording data)
- Marker (for labeling planting containers)



EXPERIMENT 1: "EXAMINING ROOTS DURING PLANT GROWTH" (FOR ELEMENTARY SCHOOL STUDENTS)

1. For this activity, you should use **clear planting containers** if possible.
2. If you are using more than one seed type, **label each planting container** with the seeds to be grown in it. You can either write on the container itself or write on tape.
3. **Add drainage holes** to the bottoms of your planting containers. Ask your guardian to help you create drainage holes in your planter if necessary. The drainage holes allow for excess water to escape from the dirt. If your dirt remains too wet, it can slow the growth of your plants or even kill them.

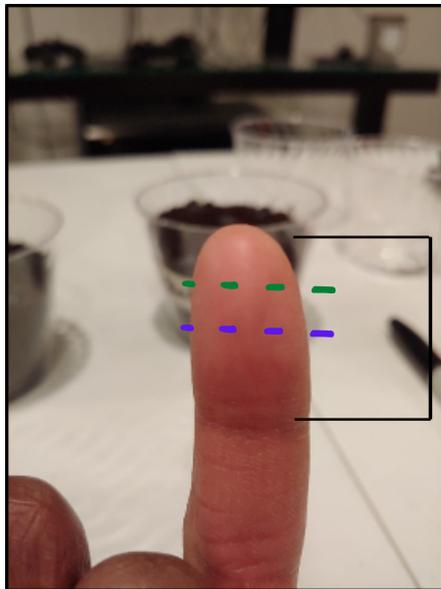


EXPERIMENT 1: "EXAMINING ROOTS DURING PLANT GROWTH" CONTINUED



Use a clear planting container and label each container with the type of seeds

4. Add seeds to each planting container. Placing seeds near the container's edge will make it easier to observe root growth.



5. Use your finger to push the seeds about a half-inch into the dirt. Each section on your finger is about an inch in length, so use that as a guide of how far to push the seeds into the dirt.

The section of your finger marked by the bracket is about 1 inch long. From the tip of your finger to the green dotted line is about a quarter inch in length, and from the tip of your finger to the purple dotted line is about a half-inch in length.



6. Cover the seeds lightly with dirt.



EXPERIMENT 1: "EXAMINING ROOTS DURING PLANT GROWTH" CONTINUED

7. Add water to each container until the top of the dirt is moist. Dirt that is moist will appear darker in color than dry dirt.

8. Place all the planters in a place where they can receive sunlight throughout the day. If necessary, you can move the locations of the planters throughout the day but be sure to keep all the planters together from the start until the end of the experiment.



9. If you live in a place where the weather is cold, keep the seeds/seedlings inside until the average temperature outside is at least 70° Fahrenheit during the day and above freezing (32° Fahrenheit) at night.

- You can expect your seeds to **germinate** within two weeks. **Germination is the process of a seed developing into a plant.** The beans used in this example were expected to sprout in roughly 8-14 days, although they some sprouted sooner.



10. Even before you notice the seeds germinating, you should **make observations daily** and water each planter lightly when the dirt directly beneath the surface is dry. If you are using clear planting containers, look to see when you start to observe root growth.

11. After your plants have sprouted, **observe and make notes for at least a week**, to compare how well each seedling is growing and to record what you observe happening with the plant roots.

12. Use words like **first, second, last, more, less, longer, and shorter** to make comparisons about root growth between different plants.

13. If you are interested and able, try following the plant and root growth for at least 30 days.



GROW YOUR KNOWLEDGE!

1. What is something new that you learned?
2. What questions do you still have about planting seeds?
3. What are you excited to learn more about?



EXPERIMENT 2: "EXAMINING THE IMPACT OF DIRT DEPTH ON PLANT AND ROOT GROWTH" (FOR MIDDLE SCHOOL STUDENTS)

1. You will use **four planting containers**. Clear containers will work the best for this activity, so that you can observe root growth during the experiment.
2. **Add drainage holes** to the bottoms of your planting containers. Ask your guardian to help you create drainage holes in your planter if necessary. The drainage holes allow for excess water to escape from the dirt. If your dirt remains too wet, it can slow the growth of your plants or even kill them.

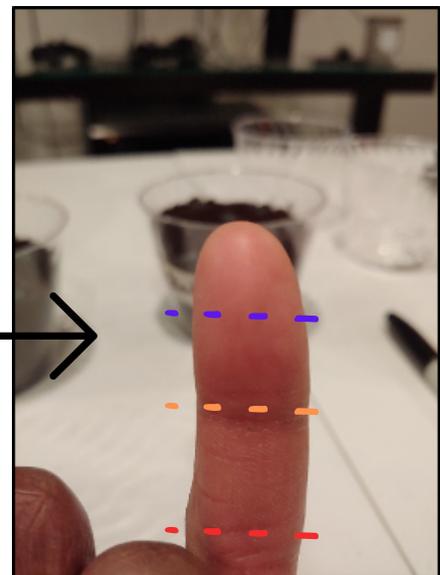
3. Add the following amounts of dirt to each of the four containers you have:
 - a. $\frac{1}{2}$ inch
 - b. 1 inch
 - c. 2 inches
 - d. 3 inches



4. If you do not have a ruler, you can use your fingers to estimate the depth of the dirt. Use your finger to push the seeds about a half-inch into the dirt. Each section on your finger is about an inch, so use that as a guide of how far to push the seeds into the dirt.



- From the tip of your finger to the
- **Purple** dotted line is about half an inch
 - **Orange** dotted line is about 1 inch
 - **Red** dotted line is about 2 inches



5. After placing the seeds in the dirt, follow steps 4-11 from the "Examining Roots During Plant Growth (For elementary School Students)" activity.

GROW YOUR KNOWLEDGE!

1. What is something new that you learned?
2. What questions do you still have about planting seeds?
3. What are you excited to learn more about?



EXPERIMENT 3: "INVESTIGATING THE REQUIREMENTS FOR GERMINATION" (FOR HIGH SCHOOL STUDENTS)



Plants need water, sunlight, oxygen, and nutrients (often found in the dirt) to grow, but what does a seed require to develop into a plant, or **germinate**?



Is one of the factors more important than another? Or is it a combination of factors? Do different seed types require the same conditions for germination? **Let's find out.**

Because oxygen is found all around us in the air, we will not be testing for this variable. A variable is a factor within an experiment that can change or vary.

For this experiment the variables are water, sunlight and dirt.

1. You will use **eight planting containers**. Clear containers will work the best for this activity, so that you can observe plant and root growth during the experiment.
2. **Label each planting container** with the numbers one through eight. You can either write on the container itself or write on tape.

3. Use the table to the right to set up your experiment.

- The first column in the table explains how to number the planting containers
- The second column describes what variable conditions the seeds will be exposed to during the experiment
- The third column describes the best place to keep the individual planting containers for the duration of the experiment.

Planting container number	Seeds are exposed to...	Location of planting container
1	Nothing	Closet or dark room
2	**Dirt (ensure the dirt is completely dry)	Closet or dark room
3	Sun	Window or outside
4	Water	Closet or dark room
5	Dirt and Water	Closet or dark room
6	**Dirt and Sun (ensure the dirt is completely dry)	Window or outside
7	Water and Sun	Window or outside
8	Dirt, Water and Sun	Window or outside

**** For treatments two and six, be sure to use dirt that has not been watered for at least a week. Exposure to water can cause misleading results.**

4. **Add drainage holes** to the bottoms of planting containers. **Ask your guardian to help you create drainage holes in your planter if necessary.** The drainage holes allow for excess water to escape from the dirt. If your dirt remains too wet, it can slow the growth of your plants or even kill them. Adding drainage holes to each planting container allows us to remain consistent for each of the different treatments
5. For **planting containers 2, 5, 6, and 8**, you can use your fingers to estimate the depth of the dirt if you do not have a ruler. Use your finger to push the seeds about a half-inch into the dirt. Each section on your finger is about an inch, so use that as a guide of how far to push the seeds into the dirt.
6. Cover the seeds lightly with dirt.
7. **Add water to containers 4, 5, and 7** until the top of the dirt is moist. Dirt that is moist will appear darker in color than dry dirt. Check containers 4, 5, and 7 daily and water lightly when the dirt directly below the surface appears dry.
8. Even before you notice the seeds germinating, you should make **observations daily and water each planter lightly** when the dirt directly beneath the surface is dry. If you are using clear planting containers, look to see when you start to observe root growth.
9. Even though it may take a week to see the seedlings starting to sprout, you should make observations and water each planter at the same time every day if possible.



GROW YOUR KNOWLEDGE!

1. What is something new that you learned?
2. What questions do you still have about planting seeds?
3. What are you excited to learn more about?

