

Heroes of Faith

**Amy
Carmichael**



**FROM
MILLISLE TO INDIA**

TEACHER BOOKLET

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This unit of work on the life and work of Amy Carmichael gives pupils the opportunity to :

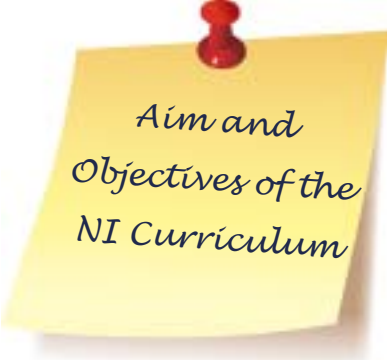
- Consider the concept and reality of 'heroism'
- Create their own comic strip
- Reflect on a biblical concept
- Work with others in a group
- Prepare a mime
- Explore the life of Amy Carmichael
- Prepare a presentation
- Take part in a drama activity
- Reflect on their own beliefs

KEY STAGE 3 CURRICULUM

The activities in this unit would fit into work on aspects of the General Learning Areas of English including Drama; Environment and Society especially Geography and also can be linked into aspects of Citizenship.

The unit provides opportunities to teach, practise and assess some of the following skills and capabilities:

- Critical and Creative Thinking Skills—creativity; managing information; problem solving/decision making
- Personal and Interpersonal Skills—self management, working with others
- Communication
- ICT



*Aim and
Objectives of the
NI Curriculum*

Aim

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible choices and decisions throughout life.

Curriculum Objectives

The Northern Ireland Curriculum should provide learning opportunities for each young person to develop as:

1. An individual
2. A contributor to society; and
3. A contributor to the economy and the environment

Work in this unit 'Amy Carmichael—From Millisle to India' provides opportunities for pupils to :

As an individual

- Be aware of their creative potential (personal understanding)
- Respect and cooperate with others (mutual understanding)
- Be reliable and committed to tasks (moral character)
- Develop an inner appreciation of life purpose

As a contributor to society

- Recognise the interdependence of people (citizenship)
- Recognise the richness and diversity of cultural influences in contemporary society (cultural understanding)

LEARNING EXPERIENCES

- Challenging and engaging
- Linked to other curriculum areas
- Skills integrated
- Active and hands on
- Offers choice
- Varied to suit learning styles
- On-going reflection



Hebrews Chapter 11 Quiz

1. What do we need if we want to please God?

We must have faith. V. 6.

2. What was unusual about the end of Enoch ' s life?

Enoch did not die. God took him away. V. 5.

3. What did Abraham not know before he obeyed God and went?

He did not know where he was going. V. 8.

4. How did Moses' parents show their faith and courage?

Moses ' parents hid him for three months, although the king had forbidden this. V.23.

5. What were the people of Israel able to pass through because of their faith, although it later killed the Egyptians?

The people were able to pass through the Red Sea.
V.29

Amy Learns About Prayer

What do you remember?

Fill in the spaces in the sentences below to see how much you have remembered of Amy's story about prayer.

Amy wanted to test if God really **answered** prayer. She had **brown** eyes. She asked God to make them **blue** but nothing happened. This made her **doubt/query/question** whether God could really answer prayer. Amy's mother explained that God had answered **no**.

When Amy went to India she began dressing in Indian clothes. She did this to show she did not think she was **better** than the people she worked with. Often she had to **rescue** children from being used as prostitutes in Indian **temples**. She had to **disguise** herself by dyeing her skin **brown** so that she could do this dangerous work. She was very glad then that her eyes were **brown** and not **blue** as **blue** eyes would have given her away. She felt that showed how **wise** God was in saying **no** to her prayer.



What Do I Need to Know? Task 2a

1. Amy was born in the Victorian Age when people, especially women, were expected to behave very properly. What was Amy actually like as a little girl?

She was the eldest child in the family and had 3 younger sisters and 4 younger brothers. She was a fun-loving little girl but also determined, tough and well disciplined. If there was mischief, she would be in the centre of it. Her family were quite wealthy and she was brought up in a big house in Millisle until the death of her father when she was 18.

2. What incident made Amy decide to live her life serving God?

She heard Hudson Taylor speaking about missionary life at the Keswick Convention.

3. Where did she first do some missionary work?

Japan (for 15 months)

4. How did it happen that Amy went to India?

She was commissioned by the Church of England Zenana Missionary Society

5. What sort of work did Amy do there? What did the children call her?

She rescued babies and children and ran an orphanage.
The children called her 'Amma' (mother)

6. What was the name of the Fellowship Amy founded?

The Dohnavur Fellowship

7. What was the Sisterhood of the Common Life? Why do you think it had this name?

It was the name given to Amy and her co-workers in Dohnavur who dressed in Indian traditional clothing and vowed never to marry—a sort of Protestant religious order. It probably came from the way they lived their life—all living together and sharing what little they had.

8. When did Amy die? What did she do that made her name well known as well as the work of the mission?

She died on 18 January 1951.
She wrote many (35) books.

What DO I Need to know? Task 2b

1. What is the climate like in southern India.

India is a huge country and because of this it is divided into 7 climatic regions. The heat starts to build up on India's northern plains from around February, and by April or May it is really hot, peaking in June. In central India temperatures of 45°C and above are common. South India also becomes uncomfortably hot between June and September and humid and monsoons occur frequently. In the south-eastern coastlands the main rains do not occur until October and last until December. They are associated with tropical storms or cyclones.

2. Where exactly is Dohnavur? What language is spoken there?

Tamil Nadu, 30 miles from the southern tip of India.
Tamil (but also English and Hindi).

3. India was part of the British Empire for most of Amy's life. How were Indians treated by the British ruling class?

They were exploited by the British traders. They were badly paid for their labour and heavily taxed. In the famine of 1769-1773, millions of Bengalis died and in the 19th century 40 million Indians died of famine.

4. What was the main religion in the part of India where Amy worked? Find out a little about its beliefs.

Hinduism.
Hindus recognise one god, Brahman, who is the founder of all that exists. Various other gods are worshipped as different expressions of Brahman. The main ones are Brahma, creator of the universe; Vishnu, preserver of the universe and Shiva, destroyer of the universe.

5. Which practice of this religion did Amy feel was wrong?

Young girls were taken to the temples as 'devadasis' or 'woman of the temple' and taught to sing and dance. By the age of 9 or 10 they would be 'married' to one of the deities and spend their life entertaining the men who came to the temple.

6. How do we know the law of the country supported this wrong practice?

The practice was legal until 1988.

CCEA Assessment Grid for Presentation



Handsome

Brave

Kind

Unselfish

Strong

Reliable

Independent

Clever

Aggressive

Ruthless