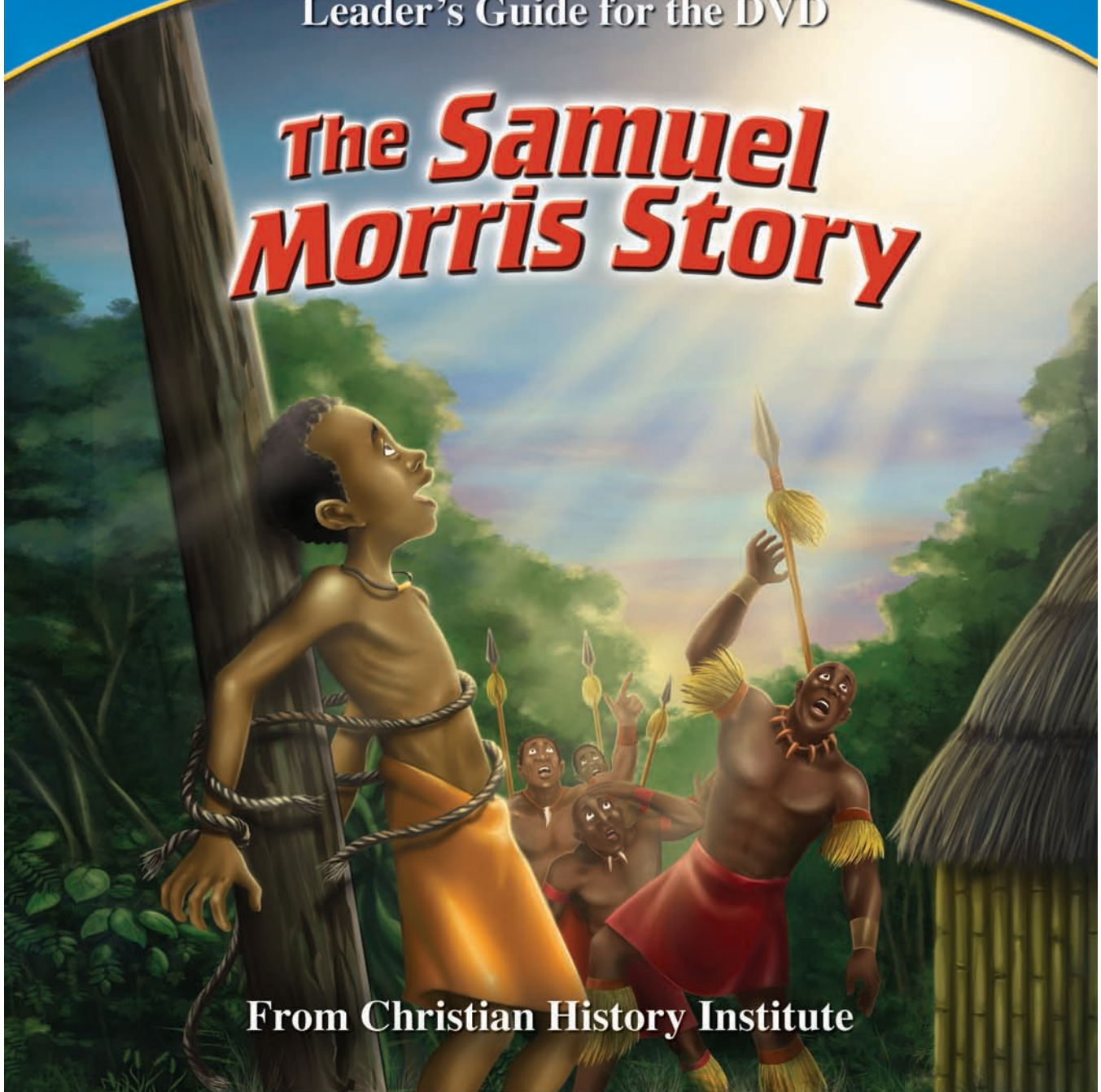




THE  
**TORCHLIGHTERS**  
HEROES OF THE FAITH

Leader's Guide for the DVD

*The Samuel  
Morris Story*



From Christian History Institute

L E A D E R



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# Introduction to the Torchlighters Series

**Torchlighter:** *One who commits to serving God  
and passing on the light of the Gospel,  
even if the going gets tough.*

Kids today have no shortage of heroes. From Hollywood celebrities to music artists and sports figures, it would seem that there are plenty of heroes to go around. The heroes being offered by popular culture are teaching children that physical perfection, financial success, and fame are the most important goals in life. The morals and values presented by these heroes are often in direct opposition to the standards parents want to pass on to their children. So, while there is no shortage of heroes, there is a dreadful shortage of heroes worth emulating.

The *Torchlighters* video series offers children real heroes that they can depend on. These heroes have lived truly great lives marked by moral depth, strength of character, and an unswerving commitment to Christ. By sharing in their struggles and small steps of obedience, we are all challenged to live lives of faith. It is our sincere desire that as children get to know these “torchlighters,” they will be challenged to follow in the footsteps of the greatest torchlighter of them all, Jesus Christ.

Learn more about the mission behind this series and find more free resources at:

**[www.torchlighters.org](http://www.torchlighters.org)**



## Synopsis of *The Torchlighters: The Samuel Morris Story*

Like many boys, young Prince Kaboo looks up to his father, the chief of the Kru tribe. He thinks his father can do anything, including rescue him from the enemy tribe who now holds him hostage. In the midst of a famine, Kaboo's father brings as much food as he can each month to the Grebo warriors, but it is never enough to free his son. Still Kaboo does not give up hope that he will soon be released.



Samuel faces rough seas and an angry captain on the journey to America.

Things get even more desperate when the Grebo decide they no longer have any use for Kaboo.

They tie him up to a pole and prepare to finish him off. Kaboo again longs for his father to rescue

him, but he does not realize that a greater force is about to break into history! All in an instant, a bright light shines from above, and a voice exclaims, "Run, Kaboo, run!" As his ropes fall away and strength returns to his body, Kaboo jumps up and runs into the surrounding jungle.

Weeks later Kaboo finds his way to a plantation where he is able to stay and work. While attending a mission church service, Kaboo hears the story of Saul on the road to Damascus. Suddenly it all makes sense! The bright light he had seen and the voice he had heard were the same as those in Saul's story! It was his Heavenly Father who had rescued him when his earthly father was not able to.

Kaboo quickly devotes himself to his Heavenly Father. Taking the new name of Samuel Morris, he grows closer and closer to his Father and takes every opportunity to share his story of salvation. Samuel Morris journeys to America in order to learn even more about his Father. His ultimate goal is to return to Liberia equipped to share the Gospel with the people.

On his journey to America, Samuel faces storms, disease, back-breaking labor, and a ship filled with rough seamen. Yet Samuel's Heavenly Father continues to help him. By the end of the journey the captain and a number of crew members have placed their faith in Jesus.

Once in America, Samuel continues to share his faith in New York City and then in Taylor University, Indiana. His miraculous rescue story and continued dependence on His Father have a great impact on all who know him. Though Samuel does not get to return to Liberia as he originally hoped, the revival he helps ignite at the university leads many other students to go as missionaries to Liberia. Samuel's legacy continues today as others aspire to walk closely to the Lord.



## Teaching Plan for *The Samuel Morris Story*

You are about to embark on an exciting journey of teaching and learning with your students! Get ready to travel to Africa where you will meet Samuel Morris, a faith hero you will never forget. Along the way you will connect with the children and culture of Liberia, recall Paul's journey of faith, and learn of God's faithfulness through all times. Follow these easy steps to get the most out of this episode of *The Torchlighters!*

**1. PREVIEW *The Samuel Morris Story* before showing it to your students.** This will help you to recognize the major themes and teachable moments that occur throughout the video, while equipping you to answer student questions.

Our theme for this series is *God is Good, All the Time!* Four sub-themes will be explored:

- **Lesson 1:** God reaches out to us and draws us to Himself.
- **Lesson 2:** God calls us each by name and gives us a new identity in Christ.
- **Lesson 3:** God is powerful. He performs miracles!
- **Lesson 4:** God gives us the Holy Spirit and calls us to share His story.

**2. REVIEW the Supplementary Information.** Become more informed on this true story by reading through "Key People in the Life of Samuel Morris," "Africa During the Late Nineteenth Century," "America During the Late Nineteenth Century," and "Samuel Morris's Story Intersects World History," beginning on p. 18. On your DVD you will also find *Samuel Morris: The African Missionary to North America*, an informative 30-minute documentary.

**3. SELECT and PREPARE Teaching Material.** Our four lesson plans are designed to lead children on a faith journey with Samuel Morris. Along the way they will learn a lot about the life of Paul and will see how God is faithful. Feel free to mix and match the material to best suit your group and the time available. All material is reproducible and designed to help children apply the teaching themes. NOTE: Special supplies are needed for activities in each session. Also, we recommend inviting a missionary to share with your class during the third lesson. If you choose to take this option, be sure to give your guest plenty of advanced notice.

**4. VISIT [www.torchlighters.org](http://www.torchlighters.org).** The materials in this guide and the Student Pages are just the beginning. Visit our website for other free resources, such as unique ministry ideas, publicity posters, interactive Kid Zone, and the "Carry the Torch" theme song, craft, and relay! If you are planning a teaching series based on *The Torchlighters*, consider using the theme song, craft, and relay as part of an introductory session focused on the question "What is a Torchlighter?"

**Are you planning a *Torchlighters* showing or event?**

**Publicity is easy when you download free posters at**

**[www.torchlighters.org](http://www.torchlighters.org)**



## Session 1 – God is good, all the time! He reaches out to us and draws us to Himself.

**FOCUS:** God loves us so much that He reaches out to us even before we are aware of Him! He loves all people.

**SERIES THEME VERSE:** “Now all glory to God, who is able, through His mighty power at work within us, to accomplish infinitely more than we might ask or think.” Ephesians 3:20 NLT

**PLANNING:** In this session students will have an introduction to the children of Africa, while learning about God’s faithfulness. Samuel Morris’s life began in Liberia, Africa, where bright, bold colors are popular. Decorate your meeting space with colorful African fabrics and other themed decorations to set the tone. Consider having each child decorate a fabric square with fabric markers to personalize them. These squares can be used to sit on for your “Weave in the Bible” times or as place mats for snacks. If you plan to use the friendship bracelet invitations, be sure to purchase supplies to make them or purchase inexpensive ready-made bracelets.

Greet your class in the Kru language, the language of Liberia:

“God Bless You” - *Nyesuwa poo mu blaa boo!* (Nyay su wa poo moo blah boo).

**ASK:** *Can you guess what language I am speaking?* Encourage students to at least come up with the correct continent (Africa).

**LIBERIAN CHILDREN’S GAME: “Duck, Duck, Goose”** — *SAY: African children may live in a different part of the world, but in many ways they are just like you! Each week we will play a game that the children in Liberia play. In Liberia they play “Duck, Duck, Goose” with a shoe! Lead the children in the traditional game, but with this Liberian twist: The person who is “it” will drop a shoe behind the one they choose to chase them around the circle.*

**THE NATIONS OF AFRICA** — Display a map of Africa or a globe. *SAY: There are over 50 nations on the African continent. Use p. 3 in the Student Guide to challenge your students in naming some of the African countries. If students get stuck, try giving them the first letter of each nation. OPTION: Divide the class into teams of 4 and give them 3-5 minutes to see which team can get the most right.*

*SAY: Liberia is a country in Western Africa. Help children to locate Liberia on the Western coast of Africa. Compare the location of Liberia to the location of your own country.*

*SAY: For the next few weeks we will learn about an African boy whose name was Prince Kaboo. Kaboo was a real prince who lived in Liberia. When he grew older he changed his name to Samuel Morris. He went through some very hard times, but God was faithful to him, and God reached out to him.*



**WEAVE IN THE BIBLE** — Invite students to the African-themed Bible story space, for the next few activities. Begin Bible time with the traditional African Christian greeting. Teach the greeting today and then use it every week:

**Leader: God is good!**  
**Children: All the time!**  
**Leader: All the time!**  
**Children: God is good!**

*SAY: Who can remember the name of the Liberian boy that we are going to learn about? (Prince Kaboo) Kaboo's story reminds me of a famous person from the Bible. Let's play a game to see if you can guess who. Give each child a copy of p. 9 and something to write with. Read Clue #1 below. Have students make their first guess on line #1. When they are all ready, read clue #2 and have students make a second guess on line #2. Continue in this way until you are finished. Then make sure all students have the correct answer: Paul!*

Clue #1: I am Jewish.

Clue #2: I am educated.

Clue #3: I became a Christian through a miracle.

Clue #4: I told many people about the Lord.

Clue #5: I was taken to Rome by ship as a prisoner, and the Holy Spirit helped me save the whole crew from a ship wreck.

Clue #6: My name used to be Saul. After I was blinded by a bright light I became a Christian and changed my name.

*SAY: Paul was also called Saul. Today we will read just a bit of his story and learn how God got his attention. Our story is found in the book of Acts. It takes place after Jesus had risen to heaven. The number of believers is beginning to grow.*

READ Acts 9:1-9, the story of Saul on the road to Damascus. Paraphrase the story if desired.

*ASK: What was Saul doing in the beginning of the story? Where was he headed and why? How did God get his attention? Why do you think God revealed Himself to Saul?*

*SAY: Jesus desires that all people would believe in Him and become His followers. He reaches out to all people, even when they do not yet know Him or accept Him.*

**PREVIEW THE STORY OF SAMUEL MORRIS** — *SAY: Our faith hero's life has a lot of similarities to Paul's. Who can remember the name of the Liberian Prince? (Kaboo) When Kaboo was a young boy in Liberia, he did not know anything about Jesus. Jesus reached out to him and got his attention in a very dramatic way. Here is a short clip to show just a small taste of the story we will see next week. Show preview clip of *The Samuel Morris Story*.*



*SAY: Next week we will see the whole story of Samuel Morris. We will see how God reached out to Samuel and how God was faithful to him no matter what.*

**FRIENDSHIP BRACELET INVITATIONS:** Provide colorful embroidery floss for children to make friendship bracelets to use as invitations for their friends. The colorful thread reminds us of the African children we are learning about. Attach a simple invitation to the bracelets giving the details for next week's class where you will show *The Samuel Morris Story*. NOTE: friendship bracelets can be purchased very inexpensively at craft or teacher supply stores. If time or skill level will make it difficult to make them, consider purchasing in bulk.

**CLOSING PRAYER:** *Lord, You cared for us and called to us even before we knew you. Thank you that you loved us so much that you even came to earth for us. Help us to recognize the many ways that you reach out to us in love. Thank you for letting us be part of your plan to reach out to others as we invite them to class next week. Also, please be with all the children of Africa. Help them to know of your amazing love and care for them. Amen.*

**Note:** Refer to the answer key for answers to selected student pages.





## Can You Guess the Bible Character?

Listen to the clues from your teacher. After each clue is read, silently write your best guess about who is being described.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



## Session 2 – God is good, all the time!

### He calls us each by name and gives us a new identity in Christ.

**FOCUS:** View *The Samuel Morris Story* and consider how God gives us a new identity in Christ. He makes us more than we can imagine ourselves to be.

**SERIES THEME VERSE:** “Now all glory to God, who is able, through His mighty power at work within us, to accomplish infinitely more than we might ask or think.” Ephesians 3:20 NLT

#### GREET CHILDREN IN THE KRU LANGUAGE:

“Hello” - *Tar-tou!*

“God bless you!” - *Nyesuwa poo mu blaa boo!*

“Good bye” - *Gba-wulu!*

**LIBERIAN CHILDREN’S GAME: Jump Rope** is a popular game in Liberia. The children jump with any rope they can find. If possible, find a space to do some jump roping. Play African music as the children jump. Use one large jump rope and call someone’s name to begin jumping. When you call a new name, the first child needs to exit and the child you call jumps in. Talk about the uniqueness of their names and remind children that God knows each of them by name. He knows all the children of the world by name. **ALTERNATE:** If space is limited, play with a “wiggle rope.” Two children hold either end of the rope and wiggle it back and forth while others jump over it.

**INTRODUCE THE VIDEO: SAY:** *Who remembers the name of the Liberian prince we were learning about last week? (Kaboo) Today we will see a movie showing Kaboo’s story. At one point in the story Kaboo decides to take the new name of Samuel Morris. As you watch the story, try to figure out why Kaboo changed his name to Samuel Morris.*

**SHOW** the 30-minute program *The Torchlighters: The Samuel Morris Story*.

**STUDENT QUESTIONS:** Allow students time to process the video and ask questions about flow and content. **ASK:** *Who knows why Kaboo changed his name? (To show his new faith and his commitment to missions work.)*

**FURTHER DISCUSSION:** Lead discussion using appropriate questions from the “Dig into the Story” and “Dig Deeper” sections (pp. 4 and 5 in the Student Pages).

**WEAVE IN THE BIBLE:** Invite students to the African-themed Bible story space for the next few activities. Review the series theme verse, Ephesians 3:20, then practice the traditional African Christian greeting.

**Leader: God is good!**

**Children: All the time!**

**Leader: All the time!**

**Children: God is good!**



**SAY:** *In Bible times names were very important and were chosen carefully. Often names were chosen to represent the parents' hopes and dreams for their child. Sometimes God changed peoples' names to better fit who they had become after God worked in their lives. Today we are going to learn more about Paul from the Bible.*

**BIBLE STORY:** *SAY: Last week we heard about Saul's journey to Damascus and how Jesus got his attention. Later Saul was accepted by the believers.*

**READ** Acts 13:1-5, the story of Saul being sent out with others as a missionary. Paraphrase the story if desired. **SAY:** *Soon after this, we read in Acts 13:9 that Saul began to use a new name, Paul. The Bible doesn't say whether God gave him a new name or if Paul simply wanted a new identity. But from then on, the Scripture refers to him as Paul, not Saul. How is this similar to Samuel Morris's story?*

**WHAT'S MY NEW NAME?:** Use the Worksheet on p. 6 of the student pages to explore other people from the Bible who had a name change.

**PARENT LETTER:** Distribute this letter to help parents understand the lessons you are sharing in class. (p. 17 in Leader's Guide)

**PRAYER:** *Dear Jesus, You were leading Kaboo even before he knew about you! You call each of us by name. Please be with all the children of the world. Let them know that you love them and that you know each of them by name. Amen.* **OPTIONAL:** Lay hands on each child's head and bless them by name individually. Use the Liberian blessing "Nyesuwa poo mu blaa boo."

**PLANNING AHEAD:** For next week's session, invite a guest to share a story of a miracle they have witnessed. Someone with missionary experience would be a good choice. Your pastor or other church leaders might be able to suggest someone in your community or congregation who would have a good miracle story to share.

**Note:** Refer to the answer key for answers to selected student pages.



## **Session 3 – God is good, all the time! God is powerful. He performs miracles!**

**FOCUS:** God did miracles in Bible times, and He still does them today!

**SERIES THEME VERSE:** “Now all glory to God, who is able, through His mighty power at work within us, to accomplish infinitely more than we might ask or think.” Ephesians 3:20 NLT

**GREET CHILDREN IN THE KRU LANGUAGE:**

“Hello” - *Tar-tou!*

“God bless you!” - *Nyesuwa poo mu blaa boo!*

“Take it easy” - *Nu-per-per!*

“Good bye” - *Gba-wulu!*

**LIBERIAN CHILDREN’S GAME: Marbles** are popular in Liberia. The children play anywhere they can find room. The boys often fill their pockets with marbles. Use yarn to create a three-foot wide circle on the floor. Place about a dozen marbles in the circle. Children take turns using a larger marble “shooter” to try to hit the marbles out of the circle. As the children play marbles, remind them to pray for the children of Liberia. Have each child keep a marble as a reminder to pray for Liberian children to have enough school supplies, enough food, and teachers to teach them.

**STORY MIX-UP:** Use p. 8 in the Student Pages to review the story of Samuel Morris for your guest. Encourage the class to share the important details of the story, focusing especially on the miracles of Samuel’s life.

**MODERN MIRACLES INTERVIEW:** Give your special guest an opportunity to share his or her story of modern-day miracles. Allow time for student questions and interactions, using the suggestions found on p. 7 of the Student Pages to get things started. Be sure to thank your guest for sharing with you.

**WEAVE IN THE BIBLE:** Invite the class into the Bible center for Bible time. Review the series theme verse, Ephesians 3:20. Then use the traditional African call to worship:

**Leader: God is good!**

**Children: All the time!**

**Leader: All the time!**

**Children: God is good!**

**SAY:** Let’s check back with our friend Paul. Paul had a very adventurous life. In today’s story Paul was being taken to Rome for a trial. They were traveling by ship, and winter was approaching. Paul advised the ship’s crew that it would be dangerous to go on, but they did not listen to him. Let’s see what happened as the ship began to sail.



**READ:** Acts 27:13-43. Paraphrase the story if desired.

*ASK: Why was Paul on the ship? How did the Lord use Paul to show His power and Love? Whose welfare and safety was Paul concerned for? How did Paul earn the trust of the ship's crew? How did the crew become a part of God's plan?*

*SAY: Even in the midst of great danger, Paul trusted God to take care of him. God provided a miracle just when Paul needed it. How does this remind you of Samuel Morris's story?*

**MIRACLE CHARADES:** Divide the children into four groups. Give each group a Miracles story card from p. 9 in the Student Pages. Give the groups about 5 minutes to plan a short skit to share their miracle story with the class. The rest of the class will guess the story after each skit.

**Acts 16:22-36** Paul and Silas in prison

**Acts 20:7-12** Eutychus falls from a window

**Acts 28:1-6** Paul delivered from a snake on Malta

**Acts 14:8-10** Paul heals a crippled man in Lystra

*ASK: It is great to remember the miracles God has done in Bible times and in the lives of others. Can anyone share a miracle that you have seen in your own family or in our church family? (Come prepared to point out some of the amazing ways you have seen God at work in your life or in the life of the church.)*

**PREPARE FOR SERVICE NEXT WEEK:** Next week your class will put their faith into action. They will be Torchlighters as they share God's story with others! Plan ahead by choosing a meaningful service project that you can accomplish together. Introduce the project now, getting kids excited about this opportunity to express their faith. If you will need children to bring in supplies or donations, then send that information home today. Ideas for service projects are included on p. 16 of this guide.

Next week's lesson also includes a "prayer necklace" for students to make. Be sure to gather supplies if you decide to include this in your plans.

**PRAYER:** Lord, you are a God of miracles. You do miracles every day. Help us to notice the daily miracles in our lives and in our world. Amen.

**NOTE:** Refer to the answer key for answers to selected student pages.



## Session 4 – God is good, all the time! He gives us the Holy Spirit and calls us to share His story.

**FOCUS:** God calls us to share His story with the world. Today your students will have the thrill of participating in the important work of sharing the Gospel with the world. They will be Torchlighters!

**SERIES THEME VERSE:** “Now all glory to God, who is able, through His mighty power at work within us, to accomplish infinitely more than we might ask or think.” Ephesians 3:20 NLT

### **GREET CHILDREN IN THE KRU LANGUAGE:**

“Hello” - *Tar-tou!*

“God bless you!” - *Nyesuwa poo mu blaa boo!*

“Take it easy” - *Nu-per-per!*

“Jesus Loves You” - *Je su je-beh mu*

“Good bye” - *Gba-wulu!*

**LIBERIAN CHILDREN’S GAME: “Nafou”** — Liberian children play a game that is a bit like Rock/Paper/Scissors. Two people play the game together. One child is the “SAME” and the other is “DIFFERENT.” The opponents clap their hands 4 times and then lift one leg up in the air. If both lift the right or the left leg, then the SAME person gets a point. If they lift opposite legs, then the DIFFERENT person gets the point. Play to 5 points. End by praying for the children of Liberia.

**BE A TORCHLIGHTER! ASK:** *Who knows what a Torchlighter is? What made Samuel Morris a Torchlighter?*

**SAY:** *Samuel wanted to become a missionary to Africa, but God had other plans. How did God use Samuel in the United States? (Samuel encouraged many other people in their faith. Though Samuel did not go back to Africa, he inspired others to go.)*

**SAY:** *Today we are going to be Torchlighters!* Lead students in the missions project you have prepared.

**WEAVE IN THE BIBLE:** Invite the class into the Bible center for Bible time. Review the series theme verse, Ephesians 3:20, and use the African call to worship:

**Leader: God is good!**

**Children: All the time!**

**Leader: All the time!**

**Children: God is good!**



*SAY: Samuel Morris wanted desperately to know more about the Holy Spirit. Everywhere he went he shared what he knew with those around him. Samuel often shared John 14 with other students at Taylor University. Let's read some verses from this chapter now.*

Either read all of John 14 or select a few representative verses, such as:

Verses 1-2: sharing Jesus' promise to prepare a place for us in His Father's house.

Verse 6: describing Jesus as the way to the Father.

Verses 15-17: giving the promise of the Holy Spirit, who leads us into all truth.

*ASK: How do these verses remind you of Samuel Morris's life and mission? How can you live out the truth of these verses?*

**PRAYER NECKLACE:** Students will create a leather prayer necklace to remind them to be like Samuel Morris. Use p. 10 in the student guide to lead the class through this craft.

*SAY: Jesus loves all the children of the world. Today we will make a necklace like the one Samuel Morris wore in the video to remind us to pray for children around the world and to share the Gospel.*

**PRAYER:** *Lord, you are a great God. You call us to share the Good News of the Kingdom with others in our community and around the world. Help us to be Torchlighters just like others who have shared the light of the Gospel in the world. Be with all the children around the world. Amen.*

**NOTE:** Refer to the answer key for answers to selected student pages.



## Missions Project Ideas

### RAISE MONEY OR COLLECT ITEMS TO SUPPORT ONE OF THESE GLOBAL MINISTRIES FOR CHILDREN:

- **African Christian Fellowship International Liberian Ministry:** This is an orphanage that supplies Liberian children with a loving Christian environment and an education. Our Torchlighters curriculum writer had the privilege of visiting this orphanage and seeing their good work first hand! Donations can be made through [www.africanchildsponsorship.com](http://www.africanchildsponsorship.com)
- **Compassion International:** This is a well-known ministry to impoverished kids worldwide. Check out their website for ideas on current needs.
- **Kids of Courage:** This group is part of the larger organization Voice of the Martyrs. Check out [www.kidsofcourage.com](http://www.kidsofcourage.com) for lots of great ideas on how to reach out to children around the world.



**ENCOURAGE A MISSIONARY:** Write letters or cards to encourage a missionary. Send a care package if possible.



**MAKE A MUSIC CD:** Record your class singing songs of faith. Make copies to share with those who are ill or shut in.



**PRISON MINISTRY:** Connect with a local prison ministry and ask what needs they might have. Consider assembling simple toiletries gift packs, including encouraging scripture cards.





Dear Parents,

Today in Sunday school, your child viewed a Torchlighters DVD depicting the life of Samuel Morris, an African youth whose faith inspired many to a life of missions. We are in the midst of a teaching series based on Samuel's life. Our theme is "God is good, all the time!"

History shows that the young Liberian prince, Kaboo, was captured by a neighboring tribe and held for ransom. Kaboo experienced a miraculous rescue and eventually made his way to a plantation where missionaries shared the Gospel with him. Kaboo expressed his newfound faith by taking a new name, Samuel Morris. Samuel's burning desire to know more about the Holy Spirit prompted him to journey across the oceans to the United States. Here he took every opportunity to share his story and his faith, thereby inspiring many to a deeper commitment to the Lord.

We hope this experience of learning through one of God's heroes of faith is meaningful for your child. If you have any questions or comments, please don't hesitate to ask.

Sincerely,



## Key People in the Life of Samuel Morris

**SAMUEL MORRIS (KABOO) (ca. 1873-May 12, 1893)** – Liberian “prince,” son of the Kru tribal chief. Kaboo miraculously escaped captivity and made his way to the “Davis plantation,” which was often visited by missionaries. Here he was introduced to Christianity. Kaboo’s name was later changed to Samuel Morris.

**KRU CHIEF** – The father of Kaboo/Samuel Morris. When the Grebo tribe captured and tortured his son, the chief made every effort to meet their ransom demands.

**OTHER BOYS FROM KABOO’S TRIBE** – Others from the tribe were also captured, and some witnessed Kaboo’s miraculous escape. At least one other boy also made it to the Davis plantation and was surprised when Kaboo arrived.

**MISS ANNA KNOLLS** – Was a graduate of Ft. Wayne College in Indiana, which would later become Taylor University. She was one of Kaboo’s main teachers in Africa. When she told Kaboo the story of the conversion of Paul, he said that it was like the light he had seen when he was miraculously rescued from the Grebo village. He had another experience of light, which he shared with Miss Knolls: “It was my adoption; the heavenly Father adopted me.” Miss Knolls shared Romans 8:15: “...you have received the spirit of adoption, whereby we cry Abba, Father.” Kaboo exclaimed, “Yes, that’s it! God came to me last night. He has adopted Kaboo!” It was a custom for converts to change their name as a testimony of a new life, so Miss Knolls gave Kaboo the name Samuel Morris in recognition of the man who paid for her education and made her missionary life possible.

**MISS ELIZABETH “LIZZIE” MACNEILL** – Desired to be a missionary in Africa and was mentored by Rev. Stephen Merritt. Lizzie was filled with missionary desire, but struggled with apprehension and fear. Merritt assured her of the assistance of the Holy Spirit. When Samuel moved from the Davis plantation to Monrovia, he visited Miss MacNeill. She instilled in him a deep devotion to the Holy Spirit and told him about the Rev. Stephen Merritt in New York. Samuel decided to find Merritt so he could learn more.

**THE CAPTAIN** – Was master of a 350-foot-long tramp ship. He traded cheap trinkets for goods with the people along Africa’s western coast. Samuel’s biographers described the captain as crude and even vicious to Samuel and also to his own crew. He took Samuel on the journey, after believing him to be an able seaman. Upon learning that Samuel was unskilled, he treated him roughly and gave him onerous duties aboard ship. It did not take long for Samuel to win his respect, however, and ultimately convert him and much of the crew to Christ. Two years after leaving Samuel at the Port of New York, the Captain went to Taylor University to visit him and to bring the best wishes of the crew who still remembered him. The captain was saddened to learn of Samuel’s recent death.



**STEPHEN MERRITT (1883-1917)** – Stephen Merritt was the pastor of the St. James Methodist Episcopal Church in Manhattan and director of the Eighth Avenue Bethel Mission. He formerly served as secretary to Bishop William Taylor, America's first missionary bishop to Africa. Merritt mentored Lizzie MacNeil, who told Samuel about him, when there was nothing more she could teach the young man.

The first person Samuel Morris approached on arriving in New York City was a man from the Bethel Mission who “just happened to know” Stephen Merritt and took him to his mission. Upon meeting Merritt, Samuel announced: “I have come from Africa to learn from you about the Holy Spirit.” Merritt left him to attend a prayer meeting. When he returned he found Samuel “on the platform with seventeen men in prayer on their faces around him; he had just pointed them to Jesus.” Samuel was so intent to learn more about the Holy Spirit that he lamented Merritt's efforts to show him the city.

Stephen Merritt made Samuel's entry to Taylor University possible by writing to C. B. Stemen, a medical doctor and former president of Taylor University. He wrote: “I am sending you a diamond in the rough. Please polish him and send him out to enlighten the world.” Dr. Stemen showed the letter to Thaddeus Reade, the president of Taylor. Their concern was the cost of the young man's education, but they prayed together and then sent word to Stephen Merritt: “Send him on. God will take care of him.”

**THADDEUS READE (1846-1902)** – Born in New York, he became a circuit rider in northwestern Ohio at the age of 15. He graduated from Ohio Wesleyan University, where he met his wife Ella, in 1869. In 1870 he became principal of The Fairfield Union Academy. He was chosen president of Taylor University in 1891, while the school was still located in Fort Wayne, Indiana. He spearheaded the move to Upland in 1893.

At first Dr. Reade was concerned that Samuel could neither read nor write, but he provided him with student tutors. Samuel began sharing his faith with all who would listen, and soon the *Samuel Morris Faith Fund* was established and growing.

In 1896 Reade wrote a biography of Samuel Morris, explaining: “In writing this my only desire is that the people may know what wonders our God can do when He finds a willing, obedient, confiding subject through whom and in whom to work.” Funds raised from the book kept the University's doors open in difficult times and aided several hundred international students to study at Taylor.



## Africa During the Late Nineteenth Century

**AFRICA** – The huge continent of Africa, composed of many countries and millions of individuals who speak over 2,000 dialects within six major language families, is rich in natural resources. The coastal areas of the north were seats of great civilizations, while the coastal regions of the west were ripe for exploitation—slaves, ivory, and rubber were among the riches sought by Europeans and Americans alike in the 18th and 19th centuries. The continent's interior was dark and mysterious, with only a few intrepid explorers attempting to penetrate it.

The geography of Africa creates different regions, each supporting unique cultures. Within a given region, African people formed into large ethnic and language groups. Samuel Morris belonged to a family that was bullied by the Grebo, a sub-group who was actually a part of Sammy's greater ethnic family, the Kru. The Kru and Grebo worked together in the early days of colonization to fight the incursion of the colonials on their trade. We have no way of knowing what caused hostility to develop. Perhaps it was simply greed. The seaside Grebos became despised by the inland Grebos, many of whom resented the sale of land to colonists.

**LIBERIA** – The American Colonization Society in 1820 began assisting freed American slaves to colonize a portion of the West African coast. The Society was one of several privately funded groups who expressed the belief that former slaves would have greater freedom and equality in Africa. This migration included slaves freed from slave ships who were sent to the colony rather than being returned to their own countries. The colonists, who modeled their government on that of the United States, founded the Republic of Liberia in 1847, about 25 years before Samuel's birth. The capital city was named Monrovia after President James Monroe who supported colonization. The colonists, although comprising only a small percentage of the indigenous people, assumed complete leadership of the republic. Liberia is situated between Sierra Leone and the Ivory Coast.

**MISSIONS** – The mission field of Africa was so huge and the continent so mysterious that it took centuries to attempt any large-scale work in the interior. The Franciscans and Dominicans were first to reach Africa in the fifteenth century. Formed in 1795, the London Missionary Society was composed of both Anglicans and non-conformists. Protestants began work in Sierra Leone in 1804 and later were able to spread the Gospel, thanks to the freed slaves who had a foothold on the West Coast. Dr. David Livingstone, medical missionary-explorer, died the year Sammy was born. He promoted a three-fold success formula: Colonization-Conversion-Commerce. Outstanding missionaries still alive during Sammy's life were: Robert Moffat (1795-1883), Cape Town; Henry Townsend (1815-1886), Nigeria; Mary Slessor (1848-1915), Nigeria; Methodist Episcopal Bishop Joseph Crane Hartzel (1842-1929), Liberia; Alexander Murdoch Mackay (1849 -1890), Uganda.



## America During the Late Nineteenth Century

**CIVIL RIGHTS** – Sammy was born during the period of reconstruction following the Civil War. The South resisted the reforms enacted by the government, especially those related to civil rights and the franchise for free Blacks. Every obstacle was placed in the way of the freed man, from poll taxes to literacy tests. Even as the former slaves gained an education, they still were met with rejection. Though blacks were in the minority in much of the country, they represented the majority in Mississippi, Louisiana, and South Carolina, and an estimated forty percent of the remaining former Confederate states. Possibly, the rise of various societies to send freed men back to Africa had a less than altruistic motive.

**ECONOMY** – It took five years for the country to recover from the financial panic of 1873, and others were to follow. “The Long Depression” ended in 1878, but its effects lasted until 1896. Nevertheless, this period is sometimes viewed as a golden age of enterprise and expansion. Western migration flourished at the expense of the Native American population, while enterprises such as The Standard Oil Company were established and businessmen like Andrew Carnegie, John D. Rockefeller and Cornelius Vanderbilt thrived. Railroads linked growing cities and moved merchandise as well as people. The South still enjoyed the profits of its cotton production. It was the beginning of great department stores and the marketing of products such as Ivory soap and Heinz ketchup. Construction flourished as epitomized in the Brooklyn Bridge.

**SOCIAL CONCERNS** – There was a rise in social consciousness with the founding of the Women’s Christian Temperance Union in 1893 to fight intemperance and the establishment of settlement houses to help the urban poor. The Salvation Army, imported from Britain, began its work in 1880. Child labor with its attendant evils was still a problem, but now blamed on the loss of manpower due to the Civil War.

**EDUCATION AND CULTURE** – Following the Civil War, the south looked on education as a luxury. Nevertheless, there were 500,000 black children attending school by 1877. Books continued to be written and re-published, such as McGuffey’s popular *First Eclectic Reader* and the controversial but influential *Uncle Tom’s Cabin* (1852). Bret Harte, Mark Twain, and Henry James were popular writers. The Boston Public Library (1888) was the first public library. They lent books and even had a children’s section. The Metropolitan Museum of Art opened its doors in 1880. That same year Lew Wallace published the widely popular *Ben-Hur: A Tale of the Christ*.

**RELIGION** – Church membership increased following the Second Great Awakening in the early nineteenth century. Evangelization continued at a lesser scale. Famous evangelists and missionaries who were active during Samuel Morris’s lifetime were: Charles G. Finney (1792-1875), Phoebe Palmer (1807-1874), Hudson Taylor (1832-1905), C.H. Spurgeon (1834-1892), D. L. Moody (1837-1899), Lottie Moon (1840-1912), Cyrus Ingerson Scofield (1843-1921), and Evangeline Booth (1865-1950).



# Samuel Morris's Story Intersects World History

- 1860 Lincoln is elected President
- 1863 Lincoln issues Emancipation Proclamation declaring all slaves free
- 1865 Civil War ends
- ca. 1873 Samuel Morris is born "Prince" Kaboo**
- 1875 The Civil Rights Act of 1875 guaranteed "equal use of public accommodations and places of public amusement" and forbade "the exclusion of African Americans from jury duty"
- 1876 Alexander Graham Bell invents the telephone
- 1877 Thomas Edison invents the phonograph
- 1879 Thomas Edison invents the light bulb
- 1880 U.S. population 50,155,783; Black population 6,580,793 (13%)
- 1881 Booker T. Washington opens Tuskegee Institute for African Americans
- 1883 The Supreme Court rules that the Civil Rights Act of 1875 only forbids state-imposed discrimination, not that by individuals or corporations
- 1884 Morris taken captive (perhaps for a second time)**
- 1885 Statue of Liberty unveiled by President Grover Cleveland
- ca. 1887 Morris converts to Christianity**
- 1890 Mississippi restricts black voters by requiring them to undergo tests for literacy and understanding the U.S. Constitution
- 1891 (spring/summer) – Morris departs for New York**
- 1891 (September 27) – Morris arrives in New York City and meets Stephen Merritt**
- 1891 (December) – Morris arrives at Taylor University**
- 1892 Ellis Island opened to screen immigrants
- 1893 The 300th anniversary of the discovery of America celebrated at the World's Columbian Exposition in Chicago with the first Ferris Wheel
- 1893 (January) – Morris taken ill**



1893 (May 12) - Morris dies

- 1894 First of three Samuel Morris dorms is erected at Taylor University
- 1896 Dr. Thaddeus Reade writes a biography of Samuel Morris, in order that "people may know what wonders our God can do when He finds a willing, obedient, confiding subject through whom and in whom to work." Funds raised from the book help the university during difficult times and provide support for hundreds of international students to study at Taylor.
- 1928 *Jorge Masa's The Angel in Ebony* first published
- 1928 Morris's remains are relocated and a new gravestone is placed by the TU class of 1928, reading in part:

*Samuel Morris*  
*1873-1893*  
*Prince Kaboo*  
*Native of West Africa*  
*Famous Christian Mystic*  
*Apostle of Simple Faith*  
*Exponent of the Spirit-Filled Life*



## Letter to Teachers

Dear Faithful *Torchlighters* Teachers,

Our extended family has been involved with helping Liberia ever since the long Civil War in the 1990's and has partnered with an organization called African Christian Fellowship International (ACFI).

During the war, many children were left parentless and homeless. A pastor named Edward Kofi tried to provide shelter and food for them. He appealed to caring individuals and churches in the United States to give emergency aid to these children and started the ACFI organization. Today, ACFI has churches, mission schools, a school for deaf children, and a college to help the young Liberians have a brighter future.

My husband, Kevin, and I took our three teenage children to Liberia in the summer of 2011 to help out at the mission school/orphanage and deaf school. The needs are overwhelming, and we began asking what God's plan was for our continued involvement in Liberia. I returned home to find an e-mail waiting for me to start writing lesson plans for the new *Torchlighter* DVD on Samuel Morris. I was amazed to discover that the new faith hero was a Liberian prince and even more amazing was the fact that most of the children in the mission school were from the Kru tribe. They even have a singing group called the Kru Project. I contacted the ACFI secretary in Liberia, Lillian Toe Wonsiah, for help with the story of Samuel Morris. I want to thank her for providing information about the Kru language and Liberian children's games.

Samuel Morris/Kaboo never got back to Liberia and never knew that his beloved country would be destroyed with hatred and war. Maybe it is our turn to send the compassion of Christ to Liberia. We welcome you to get involved in helping with the many needs there. **AfricanChildSponsorship.com** is one way you can help. We are exploring ways to help the young people of Liberia to become self sufficient through education and small business opportunities. While we were there we were inspired by their love for Jesus. In the early morning we could hear them singing, in harmony, songs that praised the Lord in spite of their circumstances.

May Samuel Morris's great devotion to Jesus inspire each of us to find our unique role in carrying out His mission.

In Christ,

Rita Hoover  
*Torchlighters* Lesson Planner





## *The Torchlighters: Heroes of the Faith Series*

**Jim Elliot** - Jim Elliot spends his youth preparing to share the Gospel with those who have never heard it. But nothing can prepare him for the dangers and challenges he faces in the jungles of Ecuador. Will Jim and his fellow missionaries ever be able to break through and carry a torch of faith to the remote Auca tribe, determined to attack all outsiders?

**William Tyndale** - In 16th-century England, translating the sacred Scriptures into English is William's calling. It won't be easy with the English government and the established church planted firmly against anyone who even speaks the Scripture in English. Follow this brave fugitive on a journey of faith as he works to complete his task.

**John Bunyan** - To stop preaching just to save his own skin is unthinkable for this hero. But, how will his work continue from the confines of a cold, hard prison, while his wife and blind daughter struggle to survive alone? Watch as John serves his Lord in the most trying of circumstances, and writes an all-time best seller, *The Pilgrim's Progress*.

**Eric Liddell** - This hero has committed his Sundays to worship and rest, and he intends to keep that commitment. But with all of Scotland begging him to run for Olympic gold, it will be difficult to stand firm. Watch as the fastest man in the world chooses to honor God rather than chase a gold medal. Then watch how God uses Eric to bring the Gospel to China.

**Gladys Aylward** - With war raging about her and soldiers closing in, the wounded missionary Gladys Aylward sets out on a 100-mile trek over the mountains to a safe haven. But it's not her own safety that concerns her, it's the safety and well-being of the 100 abandoned children in her care. Watch as Gladys's strength and faith are stretched to the limit, all for the sake of the children.

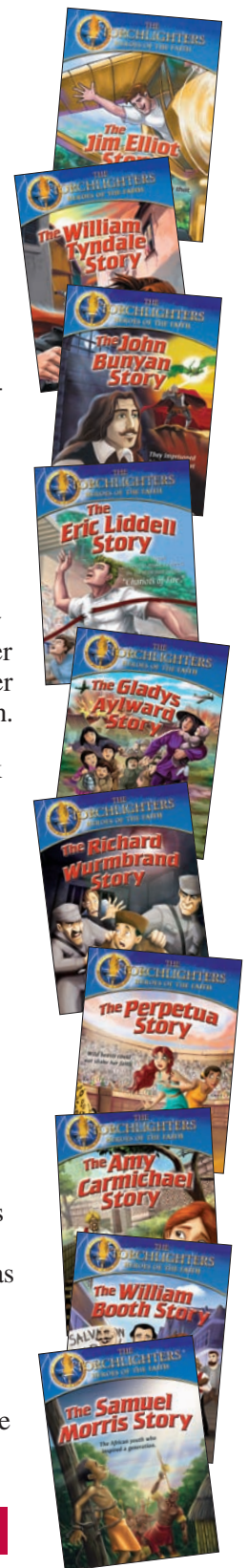
**Richard Wurmbrand** - In communist Romania, Pastor Richard Wurmbrand chooses to speak up for Christ. When his choice lands him in prison, his faith and witness are tested to the limits. See how this Torchlighter's amazing story continues to impact the world today.

**Perpetua** - In the days of the Early Church, this young mother and new believer is imprisoned, charged with being a Christian, a traitor to the Roman gods. A simple offering of incense to the gods would set her free. Will she remain true to her new faith in Jesus?

**Amy Carmichael** - As she makes her rounds preaching in the countryside of India, Amy learns of the terrible plight of the temple girls. These girls are given to the temple "gods" at a very young age, never again to taste freedom. Though she is warned repeatedly, there is nothing she can do, but Amy will not give up. Can this determined missionary and her team work against entrenched customs and superstitions to free a special girl named Preena?

**William Booth** - This hero is determined to bring the life-changing Gospel to London's worst neighborhood, the East End. But when the local pub owners realize some of their best customers are becoming Christians, they hire big, strong thugs to get rid of the preacher once and for all. Watch as William's ragtag band of followers marches into the East End with Bibles and Prayer as the weapons of choice. William's legacy lives on through The Salvation Army.

**The Sammy Morris Story** - Young Prince Kaboo knows his fate is sealed. Since his father can no longer meet his captors' ransom demands, Kaboo is to be tortured until death. But, a bigger plan is about to unfold! The dramatic events that follow lead the boy prince to take the new name "Samuel Morris." Nothing will stop him from sharing his growing faith with all who will listen.



Visit [www.torchlighters.org](http://www.torchlighters.org) for resources and up-to-date information on new releases.



## Answer Key for Select Student Pages

### The Nations of Africa, p. 3

Algeria  
Egypt  
Ethiopia  
Kenya  
Liberia  
Libya  
Mali  
Morocco  
Nigeria  
Rwanda  
South Africa  
Sudan  
Uganda  
Zimbabwe

### What's My Name? p. 6

Acts 13:9 – Saul – Paul  
Genesis 32:28 – Jacob – Israel  
John 1:42 – Simon – Peter  
Genesis 17:3-6 – Abram – Abraham  
Genesis 17:15-17 – Sarai – Sarah  
Genesis 35:18 – Benoni – Benjamin  
Acts 4:36-37 – Joseph – Barnabas  
Genesis 3:20 – Woman – Eve

### Story Mix-Up, p. 8

*Student Handouts for the DVD, The Torchlighters: The Samuel Morris Story*

**Story Mix-Up**  
These pictures of Perpetua's story are all mixed up.  
Number the pictures in the correct order.

<b>4</b>  <i>Kahoa escapes into the jungle.</i>	<b>3</b>  <i>God rescues Kahoa.</i>
<b>7</b>  <i>Samuel shares his story with the students at Taylor University.</i>	<b>5</b>  <i>Kahoa studies the Scripture and takes a new name: Samuel Morris.</i>
<b>6</b>  <i>Samuel journeys by ship to the United States.</i>	<b>1</b>  <i>Kahoa is a prince in the Kwa tribe.</i>
<b>2</b>  <i>Kahoa is captured by the Gcho tribe.</i>	<b>8</b>  <i>Taylor University students travel to Africa on missions.</i>

*Learn more about The Torchlighters: Heroes of the Faith programs at [www.torchlighters.org](http://www.torchlighters.org).*