

A GOLD MINE FOR TEACHERS

BY
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- Year Outline For All Ages
- Teacher Qualifications
- Conducting A Class
- Developed Lessons
- Guide To Memorization
- Class Discipline

FOREWORD

“Many earnest persons, who have found direct education for themselves fruitless and unprofitable, declare that they first began to learn when they began to teach, and that in the education of others they discovered the secret of their own” (Gamaliel Bradford). It was so for me. I found that to thoroughly teach another is the best way to learn for yourself. Yet, “I had six honest serving men who taught me all I knew: their names were Where, What, When, Why, How, and Who” (Rudyard Kipling). Truly though, I would never consider myself to be self-taught. So, who taught the teacher? My husband, Gary McDade. I learned along with my children as over the years he taught us in family devotions. Nothing could have proven so strongly his true sincerity or so powerfully awakened our reverence, as the instruction he gave in those devotions which thirty years ago took a distinguished place in our home. I learned along with him as he earned a bachelor’s degree and then a masters in Bible. I typed his papers, listened to him preach every Sunday, and observed his example. He is so very wise and dedicated to leading others to righteousness. What better teacher could I have had?

“They that be wise shall shine as the brightness of the firmament;
and they that turn many to righteousness as the stars for ever and ever” Daniel 12:3.

I am dedicating this book to him with these words:

NO BETTER MAN THAN THIS

Have you ever heard the expression
A MAN WHO HAS NO ENEMIES?
Well, my husband has plenty of enemies.
Anyone who is an enemy of the Cross
Is an enemy of his.
He is prepared, studying daily.
He is wise, measuring with the standard of Truth.
He is brave, challenging the opposition.
He assesses them, questioning their error.
He confronts them, publicly exposing their apostasy.
He knows them well, studying their moves.
He is cautious, knowing their strengths.
He is alert, perceiving their weaknesses,

What better man can there be
Than one who lives what he believes?

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Introduction

A Gold Mine For Teachers is an aid for those who take teaching a Bible class seriously. The sections directed toward the teacher's responsibility, aptitude and skill are unique in that workshops, written works and even required education courses in universities do not usually cover such a practical approach. THE ONE YEAR OUTLINE is also unique because it can be adapted to a wide age range of students depending upon the specific goals, memory work, visuals, take homes and assignments. THE REVIEW QUESTIONS are helpful even when teaching the youngest of students because it prepares the teacher with details, background, and chronology as she organizes her thoughts. Most teachers end up planning their own lesson even when they have a teacher's book, student book and visual aid packet. Their workroom is full of files of favorite pictures and learning activities they have used over and over. Therefore, THE YEAR OUTLINE provided in this volume is enough to organize a skillful teacher. Often teachers are handed printed material to teach a specific age group in an allotted amount of time, and the material is so unorganized they feel it would be cruel to confuse their students with it. It is important to teach in chronological order and give children a general perspective of the history of man. When a four year old child is taught about *David The Shepherd Boy* one Sunday and the next Sunday the lesson jumps to the New Testament to tell the story of *Jesus, The Good Shepherd*, our students may begin to feel like my son did one Sunday when he

Will to man. It addresses God's communication first through the Fathers,

asked me when we were "going to get a sheep so we could love God."

Teaching is 90% teacher. Teachers must be qualified. Their example in love and faith, their genuine interest in the individual, their knowledge and zeal are more significant than the most expensive books and visuals. *A Gold Mine For Teachers* addresses characteristics needed to make the best of this 90%! The remaining 10% consists of the material taught. The teacher should always be consulted in the selection of the material. Too often teachers are not allowed this privilege, and they are told to teach what others think the students need. Often the person who orders material may not notice with a casual examination of the lessons that Joshua is omitted until Junior High or the book of Judges is never taught. Most Primary lesson books do this. They jump from Moses to Jesus and omit much of the Old Testament. Therefore, the chronological outline in *A Gold Mine For Teachers* is valuable for the teacher concerned about teaching an overall view of the Bible.

The chronological outline is to be adapted to the age and level of knowledge of your students. It can be altered to emphasize areas of study that your students need to focus on. The chapters on developing lessons illustrate this point. The *Gold Mine For Teachers'* chronological outline has two yearly objectives. **The First Objective** is to guide the lessons in chronological order and leave the student with an overall view of the Bible emphasizing God's communication of His then Moses, the Judges, the Kings, the Prophets, Christ, the Apostles, and the

Church. THE YEAR OUTLINE has 104 lessons, twenty-six lessons for each quarter. This provides thirteen lessons for Sunday and thirteen for Wednesday. Every other lesson is for Sunday and every other lesson is for Wednesday. It can be shared by the Sunday teacher and Wednesday teacher cooperating, or only one teacher teaching both Sunday and Wednesday. It is much more effective if the same teacher teaches both Sunday and Wednesday. It is a sacrifice to miss an adult class but worth it. Its advantages are in knowing the progress of each student and teaching at their pace. It is much easier for one teacher to back track or slow down if the class missed something or just review if the class knows the lesson well. **The Second Objective** is to put

emphasis on memorization, whether it is memorizing the sixty-six books of the Bible, Psalm 23, or other important passages. The teacher has the privilege of choosing memory work best suited to the students.

It is hoped *A Gold Mine For Teachers* will inspire readers to drag out all those visual aids and dust them off. Also that it may influence teachers to study in preparation, pray in anticipation, and live so as to be an inspiration. The best application teachers can give is their example. It is often the Bible teacher that is remembered when a child has long outgrown cut outs and take homes as someone who they couldn't let down and for whom they have a tender spot in their heart.

Organization And Leadership

There is nothing more advantageous for having a successful Bible School than having a good director over it. The person who is responsible for the Bible School Department is usually an Educational Director, the Preacher, an Elder, or a Deacon. It is never appropriate for a woman to have the position. A woman directing and teaching men would be in violation of God's law (1 Tim. 2:12). The director may or may not be remunerated for his work. He may or may not have experience. But, he must have personal qualifications, just as any teacher must have. Good character, rare moral qualities, and a consistent life top the list.

I am indebted to my father for living but to my teacher for living well.--Alexander of Macedon

Contradictions like being over a teaching department yet never teaching a class yourself, or your own wife doesn't teach, or your children don't even go to church with you, are detrimental to a successful work. It is hard to tell someone to do something that you won't and don't do. The best way to lead is to step out there first. Be a literal example.

Example is more forcible than precept. People look at my six days in the week to see what I mean on the seventh. --Cecil

Other qualifications for this position would be excellence in communication skills, a positive attitude, strength to react

appropriately in the face of adversity, an excellent knowledge of the Scriptures, an avid reader, a learner, a listener, a creative thinker, good at record keeping, a motivator, kind, friendly, open to suggestion As you can see he must be a "people person." He must relate well to small children and adults. Ministers are usually best qualified for this position because they have, in most cases, taken classes in communication and counseling while attaining a degree. Also, the preacher is more likely to have the Biblical knowledge needed for book reviews and material selection.

Listed here are responsibilities that are important for this position:

- Have frequent meetings with teachers
- Properly furnish classrooms
- Provide a well organized supply room
- Provide a well secured teacher storage room for their personal visuals
- Get needed materials for teachers
- Help solve discipline problems
- Organize work days
- Promote teachers workshops
- Observe classes or tape them
- Encourage competition between classes
- Plan an open house every year
- Encourage memory work recitations
- Promote field trips
- Get informative reading materials in the hands of the teachers
- Book review presentations

Organization takes communication, and teacher's meetings are the place to begin. Before you have your first teachers meeting

read **Roberts Rules For Order**. This book, I must admit, is overload. It is a little like going squirrel hunting with a nine millimeter uzi; it's much more ammunition than you need. But it will impress you with the need and advantages of order. Just think of the advantages if these suggestions were implemented in meetings:

For An Organized Teacher's Meeting:

- The director of the teaching department chairs the meeting
- There is a secretary who keeps notes and makes them available to the teachers
- Notes of the previous meeting are read
- Discuss old business
- New business must be submitted in writing to the chairman before the meeting
- Motions are formally made, seconded and voted upon (regarding expedient matters such as setting goals, dates and choice of materials; always respecting the authority of the elders)

A meeting that is properly organized will set and accomplish goals. Very little or nothing is accomplished with the format of going around the room and letting everyone

say what is on their mind. This approach often results in people saying things that should be taken care of in private.

Every absurdity has a champion to defend it, for error is always talkative. -- Goldsmith

Repetition, rolling eyes, long harangues and even arguments are the consequences of an unorganized meeting. An unorganized meeting will discourage the teachers. Also, it will not be well attended because intelligent people need to see a point and a direction for their effort. It is important though for the teachers to have their say. But, to have this privilege they should do their homework by submitting in writing their suggestion, problem, or whatever motion they have prior to the meeting. New business presented in written form will make the teachers thoroughly think through their points, give the teacher an opportunity to clearly present the motion, give the chairman a chance to discuss it in private if necessary before the meeting, and eliminate most trivial problems by the chairman taking care of them beforehand.

Teacher Questionnaire

How can elders or an educational director know if a Christian is suited for teaching? It is a simple problem to solve. Test your teacher's Bible knowledge and ask them to fill out a **Teacher Questionnaire**. It is also a good approach for evaluating the teachers you now have in your Bible department. If someone refuses to take the test or fill out the form you may have found someone who is not really suited for teaching. A teacher should always be ready for evaluation, open for suggestion, and willing to learn. The elders have an obligation to know those under their charge, to shepherd the flock, to dress their vineyard. This suggestion of a questionnaire and knowledge test is in consideration of this obligation.

For an excellent *General Bible Knowledge* test look to Bible correspondence courses. You can get ideas for questions from them or have your teachers take the course and turn in their grades. The books that go with the Jule Miller films have one hundred questions in each of the five books, and they cover the entire Bible. It will help the leadership of a congregation to have confidence in their teachers if they have demonstrated excellence in general Bible knowledge.

A *Moral Section* in the test is appropriate. The society we must live in and are influenced by has a strong impact on spiritual lives. Teachers should give faithful answers to questions like:

- Is abortion wrong?
- Is dancing condemned in the Bible?
- Are homosexuals condemned in the

Bible?

- Are effeminate men condemned?
- Is *in vitro* fertilization wrong?
- What is God's law on divorce?
- Is gambling a sin?

Questions addressing *Denominational Doctrines* will reveal how much personal work and study the perspective teachers have done. If a Christian has studied with their friends and family that are in denominational churches, then they will understand the need to have a knowledge of the learners perspective. Also, Christians from denominational backgrounds may, unintentionally, still use denominational terms. Sometimes it is important what *not* to teach. Example questions:

- Does the Bible reveal all of God's counsel?
- Is salvation by grace alone?
- What was the purpose of miracles?
- What does the term "original sin" mean?
- Should the term Sanctuary be used to describe a place of worship?
- Who should wear the title Reverend?
- How is the word "witness" misused by religious people today?
- Is there ever an occasion where it is appropriate to worship with instrumental music?
- Are solos, choirs, or women song leaders ever authorized in worship?
- What is wrong with clapping hands in worship?

It is imperative that a teacher is a faithful example. "Do as I say and not as I do" has never been an effective instruction.

Not the cry, but the flight of the wild duck,
leads the flock to fly and follow.

Teachers should live lives consistent with their teaching. It is fitting to ask personal questions of teachers to get a clear perspective of their understanding of faithfulness.

Consider the following questions for a *Personal Section* in your **Teacher Questionnaire**:

- How long have you been a Christian?
- How many times have you been married?
- Do you smoke, drink (socially or otherwise), or "mixed swim?"
- Are you racially prejudiced?
- Do you consider it forsaking the assembly to be absent for:
Sunday night worship?
Wednesday night devotional?
Wednesday night classes?
Sunday School?
Sunday morning worship?

An *Experience Section* would give leaders a perspective of what type of class to assign each teacher. Example questions:

- How many years have you taught?
- What age classes have you taught?
- What size classes have you taught?

- What books have you read on teaching and class discipline?
- Give an illustration of a discipline problem you once had and how you solved it.

Lastly, an *Opinion Section* would enlighten if detailed answers were given to questions like the following:

- Should a teacher be allowed to teach if they are habitually absent on Sunday night?
- Do you prefer a large class or a small? Why?
- What is your opinion of teaching the same class both Sunday and Wednesday?
- What age do you prefer to teach and what would the yearly objective be?
- What methods of discipline do you suggest?
- Underline modes of class discipline that you consider inappropriate . . . scold, humiliate, send child to parent, send someone for parent, sit child in a corner, give a demerit, take away a class privilege, spank, ridicule, shame, or send child to younger class.

There are many more questions that could be asked in each of the six areas suggested here. It may narrow down the number of teachers an eldership is willing to give a class, but it will promote quality classes with devoted teachers.

Teacher Evaluation

Teachers should not be above evaluation. It is a good practice to observe a teacher, especially when they are inexperienced, and learn first hand how capable they are of directing a class. Often teachers are selected on their domestic qualifications alone. They meet the domestic qualifications to be a deacon, elder, or the wife of a deacon or elder. Often teachers are given a class to groom them for a leadership position in the congregation. Sometimes Christians are given a teaching position to give them the qualification of being "apt to teach," not because they have ever taught, converted someone, demonstrated ability, or even possess the desire. It is unfortunate to have a teacher who has been placed in or appointed to the position of teaching who apparently has no desire to teach.

Modern times have brought large buildings for the church to meet. Over the years it has become the custom to have a class for every age, grade, sex, marital status, and even sometimes occupation as in a Young Professionals Class. Tradition can become a hindrance when men look to it rather than the purpose that started it. It is like the young wife who was preparing a ham for dinner and her husband saw her cutting off the ends of the ham before she put it into the large pan to bake it. Her husband asked her why she was cutting the ends off. She said, "I don't know; my mother always did it that way." She wondered *why* herself. So, she called her mother and asked her. The mother's response was, "Darling, I cut the ends off to make it fit in the pan!" Now, ask yourself

why must congregations have a class for every grade? Why can't the three, four and five year olds be combined with one teacher? Yes, it is an advantage to have classes where the children are at the same maturity level. But, what is more important, a class for each grade/age or qualified teachers? Just because traditionally your Bible department has had separate classes does not mean it is more important than having teachers that are qualified to teach. It is unforgivable for an eldership to have someone teaching that forsakes the assembly. No congregation needs a teacher that badly. It would be better to combine all ages in one large assembly and have a qualified teacher than to condone such a contradiction. Raymond Hayes, a dear friend of mine and faithful Christian and teacher, tells me that years ago the Gospel Advocate sold Bible story cards for teaching the children. Most country congregations had what they called "The Card Class." The buildings were small. Some Card Classes were held in the back of the auditorium and the adult class was at the front. The Card Class teacher taught all the children. Raymond taught such a class when he was a young man, and he still considers it to be the most successful class he's had the privilege to teach. Now, there is nothing wrong with having classes for every age, but it is not the *only* way to teach. What *is* wrong is to have an unqualified teacher just to say you have a teacher for that age.

Be considerate of people's feelings when conducting an evaluation. If a teacher is shy about an adult evaluating her class she may

want to tape her class several weeks and give the tapes to someone to evaluate. A general teachers meeting would be the best way to introduce the idea of evaluating. If someone just shows up to evaluate a class, especially with no prior notice, the teacher may be insulted. Thoroughly explain the need and point of evaluation to your teachers and there should be no objection. You could have the teachers evaluate each other rather than a committee or eldership. Do not encourage anonymous evaluations. Anonymity encourages cruelty, harshness, and even dishonesty. Evaluations must be kind and tactful. An evaluation should have positive results. Teachers encouraging each other with their impressions and suggestions should only bring improvement. It should not be seen as a threat but an opportunity to share ideas for discipline, organization, and participation. Use this method to spur on your teachers to spiritual growth. Help them to be all they can be.

The following sentences are possible positive comments for evaluating a class:

Positive Comments:

- The teacher has good character and rare moral qualities.
- The teacher unconsciously inspired the students because of her own interest and eloquence.
- The teacher knew the lesson so well she was able to watch her pupils as she taught. The teacher is very successful at encouraging the students to memorize.
- The teacher has been very successful in getting the parents involved.
- The teacher seemed to have a key to open the door to the pupil's minds.
- The teacher used language common to the students.
- The teacher got the attention of the pupils by stimulating their interest.

- The lesson was fastened by reviewing to test and prove the teaching done.
- The lesson followed a natural order from that which the pupils knew to the unfamiliar.
- The pupils were often in the attitude of a discoverer or anticipator.
- The pupils seemed to be anxious to participate.
- The pupils expressed in their own language what they were learning.

Many teachers believe the only instructional technique is positive reinforcement, especially when it comes to being instructed themselves. (Yet, notice the red pencils are still around!) Clearly this concept has never been whole-heartedly or singularly accepted. Errors must be recognized before they can be corrected. Ignoring them will not make them go away. Just as a poor English student will not correct subject verb agreement on his own, a teacher may not correct an error of judgment in the way class is conducted on her own. Instruction must come before improvement. Students, especially children, already know they have a lot to learn. But, teachers have pride and have attained to a position of authority so to them advise is unwelcome.

To help other souls, to add energy, inspire hope, and blow the coals into a useful flame, to redeem defeat by new thought and firm action, this though not easy, is the work of divine men.

Galileo said, "You cannot teach a man anything. You can only help him discover it within himself." That is the trick isn't it? The tactic most useful here is to make them think it was their idea. When adult pride is being considered flaws must be treated in the context of nurturing capacity rather than

as a process of revealing ignorance. Admittedly it is a delicate task. Words like: creativity, quality, techniques in setting goals, reflection, insight, conclusion, attitude, and ability may be helpful as you try “to help him discover it within himself.”

It is impossible to make people understand their ignorance; for it requires knowledge to perceive it, and therefore he that can perceive it hath it not. --Jeremy Taylor

To be ignorant of one's ignorance is the malady of ignorance. --Amos Bronson Alcott

Any frontal attack on ignorance is bound to fail because the masses are always ready to defend their most precious possession, their ignorance. --Hendrik Van Loon

The following negative comments are crassly expressed. They are not meant to be solely used. Though they may be vividly true to the situation you confront, you must present them with nurturing, compassion, consideration, honesty, and discretion or not at all.

Negative Comments:

- The teacher was more interested in warm appeals to feelings than skillful instruction.
- The teacher did not know the lesson well, and it was reflected in her teaching.
- The teacher tried to hide lack of knowledge with high-sounding phrases.
- The teacher assumes it is the student's work, not his, to study the lesson.
- The teacher obviously has a low estimation of the intelligence of the pupils.
- The teacher did not teach the lesson the

students had prepared.

- The teacher was so unprepared it was like a messenger without a message.
- The teacher began the class before securing the pupil's attention.
- The class gave this teacher only passive attention.

As you can see from these positive and negative lists there are many things to look for when evaluating. There are others you will need to add to the list to fit the circumstances of each class. Many common sense points can be addressed like, the pictures were all too high on the wall for the children to see, the teacher sings the songs too fast for the children to keep up, the teacher talks too softly, the room is too junky, or the bulletin board is old. There are good points to make too like the teacher's visuals were excellent, original ideas for learning activities, talented story telling, or beautifully decorated and clean room.

Listed below are some suggested sentences and sentence “stubs” intended to express non-threatening evaluations.

Sentence Stubs For Evaluations:

- The presentation made me feel . . .
- I enjoyed . . .
- The students enjoyed . . .
- The high point of the class was . . .
- The class relearned . . .
- It was typical in that . . .
- I was concerned about . . .

Teachers receive a greater condemnation (James 3:1) for the errors they may make. It is, therefore, good for them to be open to suggestion and evaluation. They have to “. . . be ready always to give an answer to every man that asks you a reason of the hope that is in you with meekness and fear” (1 Peter 3:15).

Teaching Violations

The worst violation a Bible teacher can make is to be an unfaithful Christian. The hypocrisy of teaching God's will for man and not living what you teach may damage the faith of your students. Good character and a spotless example are imperative qualifications of a Bible teacher. It is inexcusable to teach faithfulness when you are unfaithful. You are condemning yourself (Romans 2:1). How can you teach your class the importance of attendance when you do not attend all the services of the church? How can you warn your students against the evils of drinking, smoking, dancing, mixed swimming, or cursing if you do them? Teaching is 90% teacher. Do not underestimate the influence of your moral character and good example.

Though "the words of the wise be as nails fastened by the masters of assemblies," yet their examples are the hammer to drive them in to take the deeper hold. A father that whipped his son for swearing, and swore himself whilst he whipped him did more harm by his example than good by his correction.

--Fuller

Do not accept the responsibility of a class if you do not have the time. Each lesson needs to be diligently prepared. Truth must be clearly understood before it can be vividly felt. No matter how many times you have taught Noah and the ark or Daniel and the lions den a fresh reading of the text and thoughtful preparation for class will provide clearness of vision and

enthusiasm. A half prepared teacher's presentation will be cold and lifeless. The teacher must know that which she would teach. The secret of enthusiasm is to know the subject matter well. It will make your recitation effortless so as to be able to watch the faces of your students and register their reaction, their first recognition of truth.

Many teachers go to class partly or entirely unprepared. It is a violation of teaching to have the philosophy it is the student's responsibility to study and not the teachers.

He who has no inclination to learn more will be very apt to think that he knows enough.

—Powell

Students can tell if the only reason their teacher has all the answers is because she owns the *Teacher's Book* with the answers printed inside. Many teachers who use printed material with fill in the blanks are really ignorant enough to think they are "teaching" when they have the class read the book aloud in class, (maybe paragraph by paragraph by students), read the text, and then ask students to volunteer to answer the fill in the blanks. Hearing lessons read is **not** teaching. It would be better for most of our junior high and high school classes to be in an adult class, taught by a capable teacher, than off in that small classroom down the hall with a teacher that uses this method of teaching. Invariably there are

behavior problems in those classes like writing on the furniture, talking, or slipping out. No wonder . . . they are bored to death. Also, they know the adults do not think enough of their age group to give them the best teachers or even a decent teacher.

The teacher who tries to conceal his lack of preparation does a worse wrong. High-sounding phrases, fancy words, and solemn platitudes that try to go "over the students heads" will not endear you to the students. The teacher, who can get the lesson down "to where the calves can eat it" so to speak, has thoroughly prepared and thought the concepts through. It is important to know the lesson well enough that it can be presented in the language of the students. Clear and ordinary words are important to make the lesson familiar. Even when teaching adults you may realize your class has a "poverty of speech." A plain expression of the lesson will avoid distorted understandings.

Learning is like mercury,
one of the most powerful and excellent
things in the world in skillful hands;
in unskillful, the most mischievous. —Pope

The teacher must be prepared to confront any false doctrine or uncertain comment brought up in class. When students make comments that raise eyebrows and cause bewilderment the teacher does not have the prerogative of ignoring the comment. Teachers must be prepared to make clear what the student intended to say and refute it if it is error. If such uncertain sounds are overlooked soon the confusion will become more overt and the ones presenting error in your class will gain support for their ideas. False teachers must be firmly and quickly stopped. Bible class can have a negative

influence if the teacher makes the mistake of being unprepared and tries to remain neutral during controversy. Teachers must possess a decisive, informed faith. If a class has students that cause conflict with their comments then the teacher should switch to a lecture format thus keeping the class in his control. It is foolish for the teacher to invite comments on the lesson when he knows it invites trouble.

Yes, a class where the students participate by adding their personal comments can be an excellent learning environment but only so if the class has knowledgeable Bible students that make germane comments. When a student takes over a class by dominating the discussion or diverting from the prepared lesson it is the teachers' fault. A prepared teacher will not lose control of his/her class.

Filling the time is the goal of many teachers. They hastily look through their lesson and decide they know it well enough to "fill the time." If necessary they will tell a rambling story about someone at work, or whatever, to "fill in the time." This is an effort to try to make it look like they just got off track trying to illustrate a point. Many teachers have done this kind of teaching so long they panic when asked to teach a VBS class where they have twice the time with the students. Or, if they are given a class that has only one or two students, they panic. "What can I do with one student to 'fill the time?'" They are telling on themselves when they have this reaction to these situations. They are admitting they usually "fill the time" letting the students color, play, or talk. It is *the most* advantageous situation to have only one student! Why do you think so many parents pay big bucks to have a personal tutor for their child? They want that one-on-one

personal attention that will help them improve their grades! There is nothing more precious than to have only one student, put them in your lap and tell them a lesson of faith. There is nothing more valuable than plenty of time to discuss matters of faith and nothing more desirable than to have *more of it*.

The highest function of the teacher consists
not so much
in imparting knowledge
as in stimulating
the pupil in its love and pursuit.

Underestimating your students is unproductive. The youth of your students or their ignorance may cause you to underestimate them. If you underestimate them you will make lesser goals or no goals at all. You will neglect careful preparation for class. You will have a cheater in your class, and it will be *you*.

It is appalling to see a Bible class of even toddlers that has a toy box. Don't be a baby sitter. Be a *teacher*. Children can be taught even before they can talk. Toddlers can be taught songs and how to pray. Two year olds can be taught memory verses.

I study much, and the more I study the oftener I go back to those first principles which are so simple that childhood itself can lisp them.

--Mad. Swetchine

As for the ignorant or unlearned students that are an older age group, designing your own material offers you the opportunity to begin with fundamentals. Evaluate your class with written tests if you do not know your students well. I did this once and found a class of ten junior high girls did not even know one memory verse . . . not even John 3:16! That is where I started. We learned twenty-one memory verses in a year. They could not quote verses because they had never been *expected* to do so. Rather than underestimating you need to have high expectations.

Finally, let it be made clear that you are a *teacher* not a taskmaster. Never drive your students or use the incentive of fear, rather, be a counselor or guide. When stressful situations present themselves, when emotions (the student's *and the teacher's*) soar, do not react impulsively. The students themselves will readily let you know "you are not my mama." Biting remarks, threats, degrading, shaming, humiliating, or embarrassing are abuses of your power as a teacher and even as an adult. If you wish to improve your habits of communication and critique your presentation, may I suggest you tape your class, and later listen to the recording from the student's point of view.

Class Time Schedule

Always arrive early. An empty classroom is frightening to some children. At the least it is not very welcoming. Also, the parents will be forced to wait in the room for you to arrive before they can go to their class. This is really inconvenient if they are also teachers and need to be greeting their class. Teachers who are repeatedly late are saying by their behavior, "I have more important things to do," "the class is not important to me," and "I am not prepared." Teachers need to arrive early to check the classroom for cleanliness, set up the visuals (i.e., set up a video or film projector, put up flannelgraph, or maps), fill out the attendance chart as children arrive, and gather her thoughts. The time taken to do all these should not lap over into the hour you have for teaching.

An activity table or learning center is excellent for interesting the early arrivers. It shows the students that their teacher wants them to actively participate in learning. Imagine a table with leaves of every shape, a bug collection, a shell collection, a rock collection, etc. for the lesson on creation. The activities should always apply to the lesson or memory work they are currently learning. Unconnected subjects like a holiday (Thanksgiving turkeys, Christmas Santas, Valentine hearts) or a cartoon character teaching secular subjects (abc's or 123's) will be out of place. The point of a learning center is to inspire the students to learn the Bible lesson.

It is good to have a signal for when it is time for class to begin. If your

congregation does not have a hallway bell that rings for class to start, you may want to have a small bell just for your class. This will aid you in getting the children in their seats. Begin by letting each child have a "Turn To Talk." This is the best way to ensure their attention and helps keep discipline. "Taking turns" is a concept learned at a very early age. This exercise will teach the class how to listen. It also will demonstrate your personal interest in each child.

VIGNETTE

Morgan: "Teacher, Teacher guess what, guess what!"

Teacher: "Just a minute Morgan, I'm filling out the roll."

Morgan: "I was playing with Ryan . . ."

Teacher: "Come in Amy, work on your handouts till I get the roll done."

Morgan: "Ryan and I were playing by the woods."

Teacher: "Good morning Nikki and Jimbo. Did you bring your Bibles?"

Amy: "We were late because . . ."

Teacher: "Everyone be quiet now. It is time to start class. Get your Bibles and open to Genesis"

Morgan: "Ryan's dog got stolen"

Teacher: "Quiet now and let me see if you remember where Genesis is found."

Amy: "Teacher, there was a train"

Teacher: "Please no more talking, open your Bibles to Genesis."

This kind of communication is

inconsiderate. How can you expect someone to listen to you if you refuse to listen to them? But, notice the difference in this next vignette.

VIGNETTE

Morgan: “Teacher, Teacher guess what, guess what!”

Teacher: “Oh, you have something exciting to tell today. Why don’t you save it until everyone is here and tell the whole class? I need to fill out this roll, and you need to work on your hand out. . . . Good morning Amy. Come in Nikki and Jimbo!”

Amy: “We were late because of the train.”

Teacher: “Again! Morgan, you were the first one here today so, why don’t you tell your exciting news first?”

Morgan: “Ryan and I were playing in the woods Saturday, and we found his dog.”

Teacher: “Was his dog lost?”

Morgan: “Yes, some robbers came to his house yesterday night, and his dog got scared. I heard it barking.”

Teacher: “Did the dog run the robbers away?”

Morgan: “I don’t know, but they stole his dad’s lawn mower.”

Teacher: “I’m glad you found his dog.”

Morgan: “Me too. We always play with him. He was all muddy.”

Teacher: “He must have been happy to be found. Amy’s turn to talk.”

Amy: “We were late. There was a train, so we had to go all the way around.”

Teacher: “I always know when you are late it is because of that train.”

Amy: “I have on my mother’s ring.”

Teacher: “How pretty it is! Nikki did you want to tell the class anything today?”

Nikki: “I spent the night with my grandmother last night.”

Teacher: “Did she bring you to church this morning?”

Nikki: “Yes, but I’m going home with my mommy after church.”

Teacher: “You have such a sweet grandmother. Jimbo, how are you today?”

Jimbo: “Fine. I have on new shoes.”

Teacher: “Really! I bet you can run fast in those”

Jimbo: “I can. I can run faster than anybody.”

Teacher: “Well, it is my turn to talk. I’m so glad everyone is ready to study God’s Word. Please, turn to Genesis in your Bibles.”

Allowing the students to tell what is on their mind helps get it off their mind! Can you imagine trying to teach the class when Morgan wanted to tell about that dog the entire time? I don’t think he would be thinking too much about Genesis. Yes, the second vignette is a little longer but after it, you have the full attention of the children. Also, you have taught them how to be considerate in conversation, and how to listen.

If you have shy or introverted students the “turn to talk” time may begin with a lull. Get some ideas from the following suggestions to draw out their cooperation:

- Are those new shoes?
- What is the most exciting thing that has happened to you in the last week?
- What was something you did to make someone happy this week?
- Suppose you had a magic box of any size or shape. What would be in it to make you happy?
- If you could teach the world just one thing what would it be?
- What did you learn this week that you are excited about?

Of course any personal references like, do you have a brother or sister, a dog, a

bike? . . . will always work with little ones. Also, there is something about shoes that very small (2 to 4 year old) children love to talk about! They are always so proud of their shoes. Maybe because at church they usually have on their special Sunday shoes, I don't know. Usually each child answering the same question starts enough conversation. In fact getting them to stop talking will be the challenge. If this is a problem, just confine each student to telling one thing. Stop them when they try to move on to another subject, and let them know it is someone else's turn. You end the "time to talk" by saying it is your turn to talk. The time taken for the "time to talk" will be well spent. A group rapport and unity will develop and enhance the class with positive participation.

Next, each child needs to recite his or her memory work. This is often neglected in Bible classes because teachers feel they do not have the time. But memorizing God's Word (Deut. 6:6-9; 11:19-21) is important enough to make time. Refer to the chapter on memorization for detailed suggestions regarding this important part of class. Young children memorize so easily it is a shame to ever have a class that does not emphasize memorization. If you have never made memorization a weekly part of your teaching, you will be amazed at their ability. Most printed material has a suggested memory verse for each lesson that is ignored by parents and teachers alike. These verses if ever quoted are rarely retained. Writing your own material will allow you to choose the memory work and take all the time you deem necessary for you to be satisfied that every child has reached the goal you set.

Then review the last lesson. Always begin with something they already know. If the subject is wholly new, then begin by

showing some likeness of the new to something known and familiar. This is where teaching in chronological order is so logical. Your next lesson is usually going to have a genealogical connection to the previous lesson. Reviewing is the best starting point for a lesson. You can avoid the error of keeping the study too long on familiar ground with the "Class Participation Game." (See the last section in Class Discipline).

Teach the lesson only when you have the attention of all the students. You can't teach a child anything if they are not listening. Make every new fact familiar to your pupils. Establish the lesson firmly so it will be a building block for future lessons. Encourage the children to express what they have learned in their own language. An excellent way to connect the new lesson with those gone before is a "Chronology Chart." This visual needs to be a fixture in every classroom.

Application of the lesson may be incorporated in the lesson section or come after. Your main application is for them to learn the facts. Send home a "Review Question" handout for the parents to teach the lesson at home. The motivation for them to study this handout is the "Class Participation Game." The very questions on the handout are asked in class for "Participation Points." Of course there are many ways to apply lessons, and you have the opportunity to do so since you are writing your own lessons.

Your ClassROOM

The aesthetic beauty and cleanliness of your classroom shows your interest in teaching, respect for the students and respect for yourself. Teaching God's Word is a noble task. True, God's Word can be taught anywhere. It can (and has been) taught to Kings in palaces and to the lowliest of prisoners in miry dungeons. That is not the point though in regard to your classroom. You have responsibility over the beauty and cleanliness of your classroom. You are responsible for the presentation of God's Word there. You can make it a place that demonstrates your vivid interest in teaching and your respect for your students and yourself.

The golden rule in regard to your classroom is "treat it like it was yours." What mother would allow a child to put a thumb tack in a wooden door in their home? None in my family I assure you. Yet most classroom doors in church buildings are ruined with them. Also, what is it about those plastic clips that firmly adhere to the wall for hanging pictures? No one EVER takes them down! They'll take down the pictures and leave 20 or 30 of those things stuck all over the wall for no good reason. They even get painted over sometimes. The same problem occurs with plastic tack. It is great to use instead of tape, but be sure to take it down when you remove the picture. Some small children think it is gum, and they may get a surprise when they try a taste. The point is, do your best to make your room attractive. How cute is a picture if it is hung with silver refrigerator tape? Even little children recognize tacky.

Bulletin boards can be so easy if you use a stapler with regular sized staples. Tape gets old, damages pictures, and takes too long to use. Plastic tack discolors paper and doesn't hold heavy pictures. Straight pins are dangerous for a class of small children. They also make the bulletin board look like a porcupine. Staples are definitely the way to go. But never use those BIG staples! They ruin the bulletin boards by ripping up the cork, and they ruin your pictures. Besides, what is the point here? Is a hurricane wind going to whip up suddenly or something? Those large staple guns are for upholstering furniture!

Usually congregations have a person to clean the church building each week. Unfortunately, they usually just clean the auditorium, bathrooms, and hallways. The classrooms may get a deep cleaning once a year at VBS or something. So, if you are not cleaning your classroom it is not getting cleaned. The trash may be dumped but the pins and tacks on the floor, the shelves filled with literature from a previous teacher, desks and table tops marked with the use of crayons, clay and markers, spider webs, dirty windows . . . are never given attention. Especially if you teach young children, you need to disinfect the desk tops/table top. This is emphasized in the nursery and toddlers classes but is usually neglected in primary classes. Yet children in the Primary Department are bad about putting their fingers in their mouth/nose. If we will all flash back our memory to how uncomfortable a wobbly tooth hanging on by a thread can be or how strange a

sensation it is to suddenly have a huge hole where just yesterday was a tooth or even how painful swollen aching gums are when a molar is cutting through, then I think we may have some idea of the child's dilemma. A tip about how to handle this habit is to have tissues nearby to hand to a student that puts his finger in his mouth/nose. Without a word you will make a point and never interrupt the lesson.

Where do the children "check in" their personal items? It must be agreed upon, and the teacher must be consistent about this. It must be a safe place where no one will be allowed to touch or play with it without permission. Children will bring pictures they have done at home of the Bible story, a doll that they named Moses, or a rock they think is beautiful. Their things are for their turn to talk. Children are overprotective of their possessions. This personal item "check in" place is important for discipline. It is hard to teach with distractions from home stealing all the attention. Yet, it is great for demonstrating to the children that they are important. What they like, think, feel, and do can be expressed and respected. I once had a class of three 4 year old girls who loved baby dolls. They always brought them to class. At first I was disgusted, and told my husband "Why do the parents encourage this?" and "Do they think my class is a time to play?" That was my point of view. Then I wised up, and I thought about it from the child's point of view. Children act out what they admire! They were working hard at learning to be mommies. I borrowed a small crib and put it in my classroom for the "babies" to sleep in through class. I stole the hearts of those little girls by acknowledging them, and by letting them know I understood what they feel, like and do. It never caused a problem. Instead, it opened up an avenue of

communication with these quiet little girls who barely spoke to most people.

Look at your classroom from the students' point of view. When you are alone there, get down on your knees and imagine it is your first glimpse of it. What do you notice first? What impresses you the most? What distracts you the most? Sit in each students chair and at their height try to see the visuals (i.e. flannel graph, story pictures, film screen, memory chart, videos). Always have learning centers, games, or books to create interest. It is a high compliment to me as a teacher to walk by my room after church to see children there. It demonstrates they feel comfortable and welcome in my room. Aesthetics make a difference. Interest, time and a little money can help gain the attention of the class.

Some Classroom "No No's"--

A toy box
Clutter
Dirty table tops
Scarred furniture
Out of date bulletin board
Straight pins
Pictures too high for children to see
Cartoon characters instead of Bible characters

VIGNETTE

Sally was a visitor. She was early for Sunday School. A nice lady took her down the hall to the first grade. Sally was in the first grade. But, there were two first grade classes. She could choose either one. The first room was dark with only a narrow ray of light coming in through a heavy curtain. Sally turned on the light switch. No one was there. Sally was a little afraid. She stepped into the room. The desks were old, written on, and scarred. A bulletin board had a winter scene with snowflakes, which was strange since it was June. The colors used on the bulletin board, the curtains, and other decorations were loud primary colors. There was some kind of long picture way up high, but Sally could not see what it was. The desks were cluttered, the shelves were cluttered, there was a dead plant near the window, and crayons everywhere.

Sally decided to have a look at her other choice. The first thing she noticed was someone was there, the teacher. She looked up at Sally and smiled a quiet hello while Sally surveyed the room. Lots of light streamed in through a beautifully decorated window. It had beige mini blinds and rose balloon curtains. The walls looked freshly painted a blushing beige. About the height of a waistcoat there was a six inch wallpaper border of rose and blue hearts and bows. Instead of the scarred desks there was a Formica topped table for the children to share with the teacher. There were small chairs around the table and activities laid out for the children to do until class began. There were two lovely matted and framed pictures at Sally's eye level. The bulletin board was covered with marbled wallpaper topped with the same border as the walls, and in the center a list of the Old Testament books were mounted. The shelves were orderly. There was a silk plant. The teacher had her visual aides stacked by her ready to teach. She was kind. She asked Sally what her name was and never forgot it. Of course, Sally didn't notice all this at first glance. She chose this room over the first one. In a short time that classROOM became Sally's favorite place to be.

Class Discipline

Is it necessary to have a war in your classroom before you can have a peaceful lesson? Do you have to have an arsenal of weapons to defeat the enemy before peace is proclaimed long enough to get through the lesson? Don't feel you are unfit to teach because of the anger students provoke in you. A teacher is not without emotions. It is necessary to master the secret of controlling yourself and not insulting the student. The problem must be attacked not the person. The teacher must win the respect of the class by acknowledging feelings, showing acceptance, use of humor, and never embarrassing. The language of rejection: blaming, shaming, accusing, ridiculing, belittling, ordering, bossing and bribing will damage communication of any kind. An expert in the field of teaching, G. Ginott says, "To reach a child's mind you must first capture his heart." The way you respond to difficult situations can either open minds or close them.

Love the unlovable. The anti-social behavior of a child may be an indication of insecurity caused by unfortunate situations in the home. It is always helpful to know the students well. "The only reason I always try to meet and know the parents better is because it helps me to forgive their children" (Louis Johannot). Every time you see your "problem student," especially out of class, respond to him with lots of attention and recognition. Find something to talk to him about. If it is a young child always give him a hug. Let your face light up like you are thrilled to see him. After a short time you will have "acted your way into a better way of feeling." It is hard to

hide dismay or dislike. It is even hard to admit you have those emotions toward a child. Changing yourself will change the child. He will become a better student when he experiences your love. "We love Him because he first loved us" (1 John 4:9) is a beautiful passage that demonstrates human nature. When someone loves you it is easier to love them.

If in instructing a child, you are vexed with it for want of adroitness, try, if you have never tried before, to write with your left hand, and then remember that a child is all left hand.

--J.F. Boyse

As the teacher your expectations of the students will make all the difference. Discipline problems will be avoided when you convey to the class their responsibility as learners. Expect something from them. This quotation from Maria Montessori is very significant, "The first idea that the child must acquire, in order to be actively disciplined, is that of the difference between good and evil; and the task of the educator lies in seeing that the child does not confound good with immobility, and evil with activity."

Blank stares and immobility are what many, even teenage and adult students, think is expected of them. They are "being good." How did this concept of learning come about? Well, it began in preschool classes when nothing was expected of the students. Those 2, 3, 4, and 5 year olds are now 12, 13, 14, and 15.

Getting a gold star on the attendance chart for being present and bringing your Bible is not all there is. Learning by osmosis doesn't produce Bible scholars or Bible teachers.

Look at the class from the student's point of view for effective discipline. The word discipline has a negative connotation and brings to mind punishment, but as a Bible teacher it is not your position to punish. Discipline to you means order. You want order in your class so you can have the attention of every student. The best way to start promoting discipline/order is to get on your knees. Sound strange? Literally look at the room from the child's point of view. If there are a lot of distractions at their reach (i.e., toy box, puppets, too many pictures, junky) this will make it difficult to even keep them in their chairs if they are very young. Students need to check their purses, coats, even Bibles, and especially toys at the door. Yes, even a Bible can be fidgeted with. Getting students attention is 99% of the battle.

They don't care how much you know until they know how much you care. Before class begins give every child an opportunity to have a turn to talk while everyone in class listens. This will let every child know that you think they are important. It will also teach them how to listen, not just be quiet. It will help you as the teacher to know your student's interests and help you in becoming their friend, not just an old lady that teaches them in Sunday School. It will also promote friendships among the students. But most important to you, it will make your class more disciplined! Look at it from the student's point of view. They come to class and they have something burning in their little mind to tell. Their dog died, the train caught them and made them late, they have new shoes . .

. . Then imagine their frustration and disappointment when they are not allowed to talk. Make the class their class. This "time to talk" will save you time. You might think it will take too long, but it will save all those frustrating interruptions in the middle of the Bible story because you can remind them it is your "turn to talk." They will understand "turn." They will cooperate with "we only have time for everyone to tell one thing." They will feel part of the class and important when all the other students and the teacher listen quietly to them tell that one thing that is on their mind.

Time in class is precious and it must not be wasted with discipline problems. It is a shame for a teacher to feel after class that she might have covered more material if the class had not been so disorderly. Balki Bartokomous from *Perfect Strangers* television show once expressed his point of view on learning, "*What a wonderful day we've had. You've learned something, and I've learned something. Too bad we didn't learn it sooner. We could have gone to the movies instead.*" Some classes are so disorderly they may as well be at the movies. Do not allow a student to interrupt the lesson because they want to tell something that you made them think of when you mentioned camels, or plagues, or whatever. They will trick you into listening to a long story that has nothing to do with the lesson and you will have a time trying to get the children's minds back on the Bible lesson. When they try to interrupt just say "No, not now," or "I'm telling the story," or "you will have to tell me later." Do it in a kind manner but be firm. This is where the "time to talk" idea softens the blow because they were allowed to talk earlier and now they must learn to listen. If as the teacher you have spent hours preparing and are excited about your lesson, you will not

allow a child to take over the class time. Even in older classes it is not appropriate for the student to usurp the time. The student may know the subject well but, it is rude for them to be inconsiderate of the teacher's authority.

Make the class challenging and interesting and you will be successful at discipline. Set their little minds on fire for God's Word. Competition is an excellent method to challenge, keep student's interest and even discipline. Keep a pencil in your hand every class period and score each child on their class participation. Do not encourage raised hands. Raised hands seems to contribute too much unruly excitement. Go in order, around the table or down the row so the children will know obviously whose turn it is to answer next. Give the student a point for every correct answer, and take away a point for bad conduct like talking out of turn. To make this game successful you will need a reward each class for the child with the most points. Have a prize box with small gifts they can choose from. Even gum is a real treat or a bookmark. You may need to have a second place prize if the same child always wins. You will be surprised how this "Class Participation Game" helps you gain control of your class and keep it. The competition from this game will create zeal for your class too. But, your zeal for the lesson is what is really vital. When you know the lesson well enough to make the characters

"come alive" and you are zealous, it will be contagious.

Improvement depends far less upon length of tasks and hours of application than is supposed. Children can take in but a little each day; they are like vases with a narrow neck; you may pour little or pour much, but much will not enter at a time. --Michelet

May your students say this about you,

"She never criticized, she coaxed; she never pushed, she persuaded; she never insulted, she inspired; she gave an attentive ear, rather than a slashing tongue."

Leave with them the conviction that their fate can be forged by their hope, faith and deeds. Make your class promote cooperation, communication, participation, service, leadership, responsibility, good habits, evaluation, experience, knowledge and above all FAITH.

Vocabulary

When introducing new material whether it is a new dispensation, new characters or just a new word, it is important to relate it first to something the pupils already know and understand. Many teachers make the mistake of teaching the alphabet in Sunday School in order to teach the class a Bible word or name. Wait until the students already know the alphabet before you try to use writing as a tool. Build upon what they already know. If they don't already know how to write don't try to get them to write. You only have them one hour a week. You are not responsible for their secular training. If you have students in your class who do not read well don't use reading aloud as a tool for learning in your class. You will embarrass the class if you press them by trying to use one of these secular skills with the assumption they have already mastered it.

In teaching new words let the idea go before the word. Words are often an incomplete medium of thought. Especially when teaching preschool children it is important for them to see, touch and even smell to understand some words.

Touch: The word fleece when teaching about Gideon in Judges 6 may be difficult for a small child to grasp while looking at a picture of a sheep or odd shaped blanket. But, an actual fleece for the students to examine front and back and touch its softness will put this word in their vocabulary.

Smell: An example of appealing to the senses is with an illustration for the word

incense. A picture of a small bowl with smoke ascending may make a child think of an ashtray. But, actual incense smoldering in your classroom will tell their noses what this word means.

Hear: Sound effects add to any story but can you define a word with it? Yes, *Language* in the story of the tower of Babel in Genesis 11 or, when relating the word *tongues* in Acts 2. A tape of someone speaking in other languages will make these words have definite meaning.

Taste: Many words can be illustrated by tasting. Venison and lamb in Genesis 27, Quail for Exodus 15, and unleavened bread for Exodus 12:39.

The teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron. --H. Mann

Visual: Pictures, slides, films and objects are great for defining a word. "A picture can say a thousand words." Slides and films get the students attention and artfully depict scenes. Objects such as sandals, a staff, a scroll, or a plated crown of thorns vividly identify vocabulary for students. Lesson one in the *Yearly Outline* makes use of objects. In that lesson a map, a love letter, a candle, and a treasure chest are used as metaphors to describe the Bible. The use of metaphors is helpful when trying to get a full definition, although this approach is near to impossible for very

young children to grasp. For example, to a preschool child a map is a map, and when the teacher says, "the Bible is a map" it goes over their heads. Yet, an older student will receive a broader understanding of the Bible with the use of metaphors.

It is very helpful in making a story "come alive" to bring in emotions. Love, fear, loneliness, pride jealously, covetousness, thankfulness, and joy are all important words in understanding the Bible. The talented Bible teacher can relate these emotions with application stories, pictures and original ideas. For example, the surprise and joy at the wedding feast at Cana when Jesus turned water to wine can be illustrated by the teacher surprising her class: Take one clear glass of water and pour it into another glass which seems to be empty but really has a few drops of food coloring in it. When the water turns to a deep red the children will be excited. It will impress the class with the emotions of joy, excitement and surprise that must have been at the feast. Defining a vocabulary of emotions will help students understand the nature of God, the character of Bible personalities, themselves and others.

EXAMPLES:

Picture of a child hugging his father--
Demonstrates a father's love for his child

Picture of a big brother comforting a small
sister who is crying--
Demonstrates love for brothers/sisters

Picture of a sad child sitting
alone in a room--
Application story about repentance

Picture of a child looking forlorn
from a dingy window--

Picture of a child peaking out
an apartment door--
Illustrates Fear

Chains
Paul's courage when imprisoned

A huge knife
Abraham offering his son / Obedience

Fur
Jacob disguised himself as Esau
Deceit

Real sword
Wrath of God upon the disobedient

These pictures and objects, if accompanied with a vivid application story that the students identify with, will help the class empathize with Bible characters.

Be understood in thy teaching, and instruct to the measure of capacity. Precepts and rules are repulsive to a child, but happy illustration wins him. --Tupper

An excellent approach to teaching the Bible is to have vocabulary words that you present along with your lessons. Just as in any subject in school a special vocabulary is needed for teaching the Bible. *Subject, verb, punctuation* and *fiction* are examples of vocabulary words for an English class where, *projection, understudy, diction* and *lead* would be vocabulary in a Drama class. In a Bible class it is important to learn Bible words for Bible things. Older classes need vocabulary too. By the time a student is an adult definitions of Grace, Faith, Baptism, and Miracles will be vital to him in defending the One True Faith. Just as a preschool teacher never overlooks a chance

to make the lesson vivid in the mind of the child with the use of understandable vocabulary, a high school or adult teacher needs never assume words are understood. It is always impressive to read the presentation of propositions in debate books. Propositions are defined word by word. The purpose of this is that sometimes the arguments hang on the definition of one word. Hours of debating have taken place over the simple word **for** (Acts 2:38). Vocabulary is important when studying God's Word no matter what the age of the student.

Notice how people who believe denominational doctrines will change or ignore certain words and their true definitions. If you are familiar with denominational doctrines you will recognize these verses and the words indicated as illustrations for this phenomenon:

Remission (Acts 2:38)
Fall (1 Corinthians 10:12)
Should (John 3:16)
Wash (Acts 22:16)
Singing (Ephesians 5:19)
Baptism (Mark 16:16)

It is confusing, if not downright impossible, to have a Bible discussion with someone who does not use Bible words for Bible things. For instance there are people who believe one can be saved by faith alone. When you respond with James 2:19-24, Luke 13:3 and Romans 10:9 they may reply, "I believe faith includes confession and repentance." Yet, the Bible definition of faith (Hebrews 11:1) does not include these other two items. They are separate steps with special definitions of their own. It is useless to try to discuss *any* subject with someone that writes their own definitions to words. I actually knew a woman who called

Moses, Jesus. She said, "Jesus held up his rod and the Red Sea divided." When I questioned her about this she said, "You say Moses, I say Jesus it is all the same." But it is not all the same is it?

I saw a cartoon once that pictured a woman speaking from a jury box with 11 other jurors. The caption read, "I don't want to be a juror, can't I be a witness?" I thought when I read that . . . many of our denominational friends won't get the joke. Denominational people use the word **witness** in ways just as confusing. To be a witness you must have seen something with your own eyes. I can't be a witness to a murder I never saw. No one today has ever seen Jesus. No one today can be a witness. We can be followers of Him for we have His Word to direct us. The Apostles were witnesses of Christ. Many of the people in the first century were witnesses of Christ, and they could tell about the miracles they had seen and the teaching they had heard to others. It is incorrect to use the word *witness* in ways like: "I am a *witness* for Christ," "I want to *witness* to you," "My life is a *witness* for Christ" or "I must stay faithful so as not to damage my *witness*." I think this incorrect use of the word *witness* began with religious people who claimed to have seen Jesus, to have the power to do miracles, the ability to talk to Jesus or have dreams where they see Jesus. They convinced people that they were *witnesses* of Christ because they claimed to have seen Him. This of course gave them more influence and authority than other people. They were privileged to have seen Jesus. They were *witnesses*. Others wanted this influence so they claimed to be *witnesses* also. On and on the word was carelessly used and now most religious people consider the word *witness* to be synonymous with the word Christian.

There are versions of the Bible that have changed the meaning of words and thus the meaning of scripture. The motivation of “translators” is to get their favorite creed written right into the Book. The most popular version that is guilty of this is the **New International Version**. Notice the dishonesty and serious problems that result:

ERRORS IN THE NIV:

The doctrine of **Total Depravity** is promoted by omitting the word *flesh* and substituting “sinful nature” in several passages (Rom. 7:5, 18, 25; 8:3, 4, 8, 12, 13; Gal. 5:16, 19; and Col. 2:11-13).

The doctrine of **Original Sin** is flagrant in the translation of Psalm 51:5.

Pentecostalism is supported with errors of translation in the NIV with 1 Cor. 2:14 (“without the Spirit”); 1 Cor. 12:13 (“drinking the Spirit”) and 13:10 (“perfection”).

Faith only is supported by adding “first to last” in Rom. 1:16-17.

God’s law on divorce and remarriage is softened in the NIV’s version of Matthew 19:9.

Romans 12:1 teaches **everything is worship**.

Acts 16:14 has Lydia’s heart **miraculously opened**.

By changing “should” to “shall” in John 3:16 of the NIV the doctrines of **Once Saved Always Saved and Belief Only** are conveyed.

The NIV has placed doubt on Mark 16:9-20 by setting it off from the text and a note made saying: [The most reliable early manuscripts and other ancient witnesses do not have Mark 16:9-20.] Yet the truth is that literally thousands of cursive manuscripts include these verses. It is only omitted in 2 manuscripts, and they leave a place for it; as if the copier knew of its existence, but they didn’t have access to it.

The NIV omits verses! Look in a NIV and try to find Mt. 17:21, Mt. 18:11, Mk. 7:16, I Tim. 3:16, Jn. 5:7 for example. Shocking isn’t it? The NIV actually has 64,098 or 10% fewer words than the King James Version.

Encourage your students to use the King James Version. Its poetical style makes it the easiest to memorize. Its lofty use of the English language manifests reverence for every passage. It has been proven to be a most accurate translation.

No man ever did, or ever will become most truly eloquent without being a constant reader of the Bible, and an admirer of the purity and sublimity of its language. --Fisher Ames

Many parents and Christian schools unfortunately have encouraged children to read the NIV because it is easier to read. Yes, it is easier to read. **THAT IS THE PROBLEM.** Our children are reading and believing Pentecostalism, Catholicism and Calvinism. If you don’t think so, explain why we aren’t keeping our youth in the church, and why Christian high schools aren’t turning out Bible scholars who have had Bible taught to them for 12 years or sit down with your own children and quiz them on their Bible knowledge . . . you may be

shocked at what your own child believes if his/her Bible is a NIV version.

Where are your pupils going to learn definitions to Bible vocabulary if not in Bible class? As a Bible teacher you have the opportunity to familiarize students with Bible vocabulary. It is up to you as their Sunday/Wednesday Bible teacher to teach this vocabulary. Their school teacher is not going to teach them. No way will they show up on a third grade spelling test. It is very unusual (sadly) if parents teach their children God's Word to the extent of defining such a vocabulary list. So, **you** are the one to enlighten their minds and hearts with tools to increase their faith. When introducing a new word use the simplest and fewest words in expressing its meaning. Use short sentences. Use illustrations of natural objects and pictures. And, do not be

content to have your pupils listen in silence. Always with young children *make haste slowly*. Test them frequently to see if your meaning has been conveyed.

As you write your lessons include vocabulary words in your material. You may have a printed list for the year or just emphasize words as they come along in your outlines. You may have a special vocabulary bulletin board or a file of cards for each child to take home and study. However you wish to design your material it will always be helpful to incorporate a new word or vocabulary list. Just as memorizing the books of the Bible is a tool forever important to their ability to study God's Word efficiently, knowing accurate meanings to otherwise alien words will be a tool for much practical use.

VOCABULARY:

| | | | |
|---------------|--------------|-----------|--------------|
| sacrifice | altar | worship | repentance |
| idol | blessing | angel | providence |
| taskmaster | slave | plague | miracle |
| tabernacle | faith | Sabbath | commandments |
| judgment | anointed | prophet | kingdom |
| leprosy | Pharisee | Nazarite | scribe |
| temptation | heaven | hell | disciple |
| confession | transfigured | Temple | synagogue |
| crucified | resurrection | Christian | parable |
| justification | salvation | Pharisee | Sadducee |

Guide To Teaching Memorization

Choose your memory work carefully. No matter what age they are if the students do not know the books of the Bible, this is an important place to start. It is difficult to be a serious Bible student when you can't find the reference fast enough to follow along in class or with the preacher's texts. Learning the books of the Bible at a young age is invaluable. Not only the names of each of the 66 books but their abbreviations are important. Bible students must be familiar with Mt., Mk., Lk., Jn., etc. for reference books to be useful to them. Other choices you might choose are the Ten Commandments, the names of the Judges (sing to the tune of *Ten Little Indian Boys*), the tribes of Israel or just familiar passages like: Psalm 23, Matthew 5, John 3:16, Acts 2:38, Luke 13:3 Choose verses that will be helpful to the students in teaching

others. Challenge your class to put their memorized verses to use by teaching a friend. Practice using them in class with scenario discussions. Provide time in class for students to share how they had opportunities to use their verses to teach others. Some verses may be chosen for their simple beauty, others for their ability to strengthen faith, but verses that can be used to convict people of sin and to encourage them to repent are like weapons that Christians wield (Eph. 6:10-17). Teenage and adult classes should never neglect memorization. It takes a brave teacher to insist upon it because of the many objections he/she will hear. It takes a conscientious teacher to test the class and set goals for them. It takes an inspirational teacher to encourage and love them and expect results.

MAKE MEMORIZATION AN IMPORTANT PART OF EVERY CLASS PERIOD

Especially with younger children it is helpful to have a certain time in the class period and be consistent. Have each child recite individually. If you try having them recite in unison it will not work as well. You will not be able to let each child progress at their own pace. Begin by having the student repeat after you a small portion of the first of the verse/books (i.e. the first five books of the Bible). With preschool children you may have to point to yourself when you recite and then to them to indicate it is time for them to repeat what you quoted. This will help them understand how to reciprocate, until they get the idea. If the

child says no when asked to recite, you will have a problem with other students wanting to do the same. Do not allow this to become a problem by ignoring it. Use something as motivation. Take away a point from their score on class participation thus jeopardizing their prize or refuse them a turn for the next activity (during that same class period), and never underestimate a promise to discuss their resistance with their parent. Remember to always keep your promises lest they become a mere threat. If it becomes necessary to speak to a parent about a child's unwillingness to take part be sure the child is present when you address

the parent, and he will see you mean what you say. Also, the ideal time is right after class while it is fresh on the child's mind. Be kind when speaking of the problem and use as many positive points as you can. Emphasize the importance for the child to cooperate and praise the child's potential

rather than criticizing his lack of cooperation. If other students are around and overhear your remarks to the parent they will be impressed with a teacher who is serious about learning, a teacher who thinks every student and every class is important.

GET THE PARENTS INVOLVED

A very effective tool in involving the parents is a pillowcase. Buy a pillowcase for each student and write the chosen memory work on it in a fabric paint pen. Decorate the border with a lovely stencil. This pillowcase will serve as a reminder to the child to recite his verse/books to his parents before going to sleep. It will often be the start of devotionals in the homes that even include a parent that is not a Christian. Another way to motivate the child and involve the parents is to have a goal in mind for the memorization. For example, have each child individually recite their memory work before the entire congregation at VBS or some other function such as open house. The parents will want their child to participate if all the other students are succeeding to reach the goal. And lastly, keep the parents informed as to the child's progress.

Praise, praise, praise. Even if a child is way behind the other students he can be praised for his own individual progress with praise like: "That is wonderful," "I'm so proud of you," or "You have been working this week." Think of good things to say and be genuine in expressing them. Getting all the other students to listen as each child recites is a form of positive motivation and the repetition is helpful.

Check out my example of how easy it is to memorize the 10 Commandments. I came up with this method when teaching a class of eight year old boys. It works so well most classes can memorize them in just a few minutes!

CHART FOR MEMORIZING THE TEN COMMANDMENTS:

| | | | |
|-------|----------------|-------------|---------------------------------------|
| 1st | Thou shalt | HAVE | no other gods before me. |
| 2nd | Thou shalt not | MAKE | unto thee any graven image. |
| 3rd | Thou shalt not | TAKE | the name of the Lord thy God in vain. |
| 4th | Remember | | the Sabbath day and keep it holy. |
| 5th | Honor | | thy father and thy mother. |
| <hr/> | | | |
| 6th | Thou shalt not | | kill. |
| 7th | Thou shalt not | | commit adultery. |
| 8th | Thou shalt not | | steal. |
| 9th | Thou shalt not | | bear false witness |
| 10th | Thou shalt not | | covet. |

DIRECTIONS FOR USING THE CHART: Notice I have divided the chart in half. Use your hands to demonstrate the first and second halves. Your ten fingers are the Ten Commandments.

THE FIRST THREE

- The first three all begin with the words Thou shalt and concern the person of God.
- When repeating these first three emphasize the **BOLD** words: **HAVE, MAKE, & TAKE.**

THE 4TH AND 5TH

- The 4th and 5th are the only positively stated commandments of the 10. A thumbs up for the 4th will indicate it is positive! Also, the 4th is the only commandment that is not repeated in the New Testament. The trick to **REMEMBERING** this is of course, it begins with the word **REMEMBER.**
- The 5th has the **HONOR** of being the middle commandment. Point to a child and wag your finger as you say “**HONOR** thy father and mother!”

THE 6TH THROUGH THE 10TH

- Continue to hold up your fingers on your left hand for the first five commandments and now hold up your pointer finger on your right hand for the 6th. Point your finger like you are shooting a gun as you say the 6th commandment.
- For the 7th your right hand shows two fingers . . . it takes two people to commit adultery. [To explain what adultery is to younger children just explain it is a man and a woman who act like they are married but they are not really married.]
- For the 8th your right hand shows three fingers . . . this is the boy scout salute. Boy scouts would never *STEAL.*
- The 9th is of course 4 fingers on your right hand. This is the sign for the letter **B** in Sign Language. **B** is for BEAR false witness.
- For the 10th hold up all five fingers on the right hand and put your hand over your eyes shielding them. You *COVET* the things you see.

How To Answer

As a Bible teacher it is important for you to take all questions seriously that may come up in your class. Notice, they are to be “taken seriously” not necessarily answered by you immediately. You may not know the answer. If you do not know the answer admit it. This is important especially for the novice teacher to understand. You must learn to say, “I don’t know.” It is hard to take back a wrong answer. “Learn to hold thy tongue; five words cost Zacharias forty weeks of silence!” Just because you are the teacher does not mean you have an answer to every question your class may come up with. You may need to look the answer up, or ponder it before answering. But always help the student find an answer even if it means studying with them out of the class time.

There is advantage in taking time by thinking calmly and well upon the question. Nothing valuable can be lost by taking time. If there is a questioner who hurries you, in hot haste, to indulge in discussion you are unprepared for, stop and remind them that the question will not be frustrated by taking time; no good answer can be misconstrued if you take time for thorough preparation. Only answer when you are confident you are correct and can prove it. Confidence will allow you to have the boldness required to face adversity if necessary.

“A preacher without boldness is like a smooth file, a knife without an edge, a sentinel that is afraid to shoot his gun. If men will be bold in sin, ministers must be bold to reprove.”

“I don’t like those mighty fine preachers who round off their sentences so beautifully that they are sure to roll off the sinner’s conscience. --Rowland Hill

Give Scripture references for the positions you take. Do not just tell what others have thought or may think. If the student challenges your position it is important to present an answer that will appear sufficient, at least to some, why you think differently. Be confident from thorough preparation that you hold to the right side in the dispute that there will be no single good reason for precipitate proceedings. If your class gets into a heated discussion remind them everyone deserves respectful attention. They should never assail the motives of anyone, but they should strictly confine themselves to the naked merits of the question. Hopefully you will have students who are passionate about what they believe, but also hopefully they will be students who have bonds of affection for each other that no intense discussion can strain or break.

Treat your students with respect by responding to their comments and questions in positive ways. Not responding at all to a comment or question will speak volumes. Silence is not always golden. One silent treatment may discourage a student from ever adding to your class. At least a polite thank you is in order for their class participation.

The secret of education
lies in respecting the pupil

VIGNETTE:

An adult Bible class teacher loved putting his students on the spot. He would ask questions directly to individuals. His class in fact was just a barrage of questions, one after the other. He stood before the class as “the one with all the answers.” Students that wanted to ask him a question had to hold up a hand until finally recognized. Usually the teacher would answer in a matter of fact way, but sometimes (and too often for his students) he would say, “Well, I’ll turn that back on you!” and expect the student who had posed the question to answer it.

Every class at least two or three times he boisterously challenged “Well, I’ll turn that back on you!” When no one in the class knew the answer it was passed over and never again addressed. But, if another student courteously answered the question, the teacher’s comments in the discussion would often reveal he’d not answered because he’d not known the answer. This was just as suspected by one of his students. She figured out that he only said “Well, I’ll turn that back on you!” when he didn’t know the answer. She began to be perturbed at being treated so disrespectfully, and finally every time he called on her she imitated his boisterous “Well, I’ll turn that back on you!” She never again answered a question in his class.

WAYS TO ANSWER STUDENTS ARE:

- Take the time in class to find the answer.
- Devote the next class period to the question if it is deserving.
- Give a written answer to the individual.
- Pass copies of the written answer to all the students.
- Recommend a reference book for the students to research it themselves.
- Give scripture references for the student to research it for himself.
- Suggest the student ask his parents (or an elder) the question, especially if it is controversial.

You do not have to have all the answers just because you are the teacher

Example Questions And Answers

This first question was asked by a junior high girl who was having a discussion with a friend at school. The answer is written in proposition form. The propositions are in the affirmative.

How can we teach our denominational friends that we are not saved by faith alone?

Propositions (affirmative):

1. Faith alone is not enough to save (Jas. 2:19, 2:24).
2. Faith qualifies one for further progress toward salvation (Jn. 1:12, Jn. 3:16).
3. Faith must be accompanied by obedience.
How was Abraham's faith made perfect (complete)? (Jas. 2:21-23).
Of those who may say "Lord, Lord," who will enter the kingdom of heaven? (Mt. 7:21).
According to Gal. 5:6 what kind of faith is it that counts, or "avails" anything?
When did Paul say we were made free from sin? (Rom. 6:17-18).
4. Forgiveness of sins, takes place at the point of baptism, NOT faith only.
Whom does Jesus say "shall be saved" (Mk. 16:16).
For what does Peter command baptism in Acts 2:38?
What result does Paul attach to baptism in Acts 22:16?
At what point is the Christian said to have risen with Christ? (Col. 2:12-13)?
What does Peter say saves us (1 Pet. 3:21)?

Some Biblical Examples Of Faith

Who are cited as believers in Jas. 2:19? Would you consider them saved?
When did Noah's faith save his family? Heb. 11:7
When did the Israelites' faith save them from the Egyptians? Heb. 11:29
For whom is Christ said to be the author (source) of salvation? Heb. 5:9

Who Will Be Rewarded With Eternal Life?

Mt. 7:21; Mt. 16:27; Mt. 25:34-35; Jn. 5:28-29; Rom. 2:6; II Cor. 5:10; 2 Thess. 1:8; Rev. 20:12

The next four questions were given at the same time by a seventh grade girl who had just changed schools. She had attended an elementary school where her mother was a teacher's aide. Now she is in a totally new environment without the security of having her mother near. She is making all new friends. As is obvious she is becoming a teenager and facing new social situations on her own. Notice the answers are just pointing her to what the Scriptures say on the topic. She is left to make the practical application on her own. This is a good technique in answering teenagers who might not really want the answer you must offer; who might even argue that your suggestion of how to react to their friend is impractical or impossible . . . that you don't understand their situation.

What do you do when your friend calls you a dirty word?

“For even hereunto were ye called because Christ also suffered for us leaving us an example, that ye should follow his steps: Who did no sin, neither was guile found in his mouth: Who, when he was reviled, reviled not again: when he suffered, he threatened not; but committed himself to him that judgeth righteously” (1 Pet. 2:21-23). “Let no corrupt communication proceed out of your mouth, but that which is good to the use of edifying, that it may minister grace unto the hearers. And grieve not the Holy Spirit of God, whereby ye are sealed unto the day of redemption. Let all bitterness, and wrath, and anger and clamor, and evil speaking be put away from you, with all malice: And be ye kind one to another, tenderhearted, forgiving one another even as God for Christ's sake hath forgiven you” (Eph. 4:29-32). “Recompense to no man evil for evil. Provide things honest in the sight of all men. If it be possible, as much as lieth in you, live peaceably with all men. Dearly beloved, avenge not yourselves, but rather give place unto wrath: for it is written, Vengeance is mine; I will repay, saith the Lord. Therefore if thine enemy hunger, feed him: if he thirst, give him drink: for in so doing thou shalt heap coals of fire on his head. Be not overcome of evil, but overcome evil with good” (Rom. 12:17-21).

How do you respond when your friend asks you why you don't cuss like everyone else?

“But sanctify the Lord God in your hearts: and be ready always to give an answer to every man that asketh you a reason of the hope that is in you with meekness and fear” (1 Pet. 3:15). “Be ye followers of me, even as I also am of Christ” (1 Cor. 11:1). “O generation of vipers, how can ye, being evil, speak good things? For out of the abundance of the heart the mouth speaketh. A good man out of the good treasure of the heart bringeth forth good things and an evil man out of the evil treasure bringeth forth evil things. But I say unto you, That every idle word that men shall speak, they shall give account thereof in the day of judgment. For by thy words thou shalt be justified, and by thy words thou shalt be condemned” (Mt. 12:34-37). “If any man among you seem to be religious, and bridleth not his tongue, but deceiveth his own heart, this man's religion is vain” (Jas. 1:26).

What do you do when your friend teases you about something they did that you think is wrong, such as kiss a boy?

“Who art thou that judgest another man’s servant? To his own master he standeth or falleth. Yea, he shall be holden up: for God is able to make him stand . . . Let us not therefore judge one another any more: but judge this rather, that no man put a stumblingblock or an occasion to fall in his brothers way . . . Let not then your good be evil spoken of “ (Rom. 14:4, 13, 16).

If my friend has a perverted mind and when you say something to her and she takes it the wrong way, are you supposed to laugh with her or just walk off?

“Be not deceived: evil communications corrupt good manners” (2 Cor. 15:33). “For who hath known the mind of the Lord, that he may instruct him? But we have the mind of Christ” (1 Cor. 2:16). “Thy tongue deviseth mischiefs: like a sharp razor, working deceitfully. Thou lovest evil more than good: and lying rather than to speak righteousness. Thou lovest all devouring words” (Ps. 52:2-4). “He that walketh uprightly walketh surely: but he that perverteth his ways shall be known” (Prov. 10:9). Let your speech be always with grace, seasoned with salt, that ye may know how ye ought to answer every man” (Col. 4:6).

Some questions from adolescents are a little obvious in their desire to trap. There are students who always try to embarrass the teacher by asking a question she/he can’t answer. They are pleased with themselves if they can corner or embarrass her/him. The following question was asked in the tone of a challenge during class. It was not on the subject being covered so, the student was asked to write it down, and it would be answered next week. The answer was also given in written form:

DEAR TEACHER:

If a person has sinned toward God on the same day as judgment and that person is sorry for that sin but has not prayed, repented, and asked for forgiveness, will that person still be saved?

Thank you,
Student

Read the following verses and let me know what you think a good answer would be to your question:

- | | |
|-------------------------|----------------|
| Luke 13:3 <u>except</u> | I Chron. 28:9 |
| Luke 17:3 <u>If</u> | Ex. 34:7 |
| Acts 17:30 | 1 Pet. 4:17-18 |
| Rev. 2:16 | 1 Cor. 9:27 |
| Rev. 2:22 | Ex. 18:24 |
| Rev. 9:20 | Heb. 10:25-31 |
| Luke 15:7 | I Jn. 1:9 |

The following question took me by surprise. This was a white high school girl who had gone to school with blacks all her life. She had the personality of one who was always for the underdog. She was a very sensitive girl. She'd cry when telling how hard she had prayed for a friend to be restored to Christ. I was glad her question was written, and I had a chance to ponder it. It gave me a chance to try and see what she was really asking.

Is it wrong for me to feel prejudice against someone because of the color of their skin?

Prejudice--Preconceived opinion or judgment. To be for/against without just grounds or sufficient knowledge. An irrational attitude of hostility directed toward an individual, race, or group.

Yes, it is wrong to be prejudiced against someone because of their color.

*“Tribulation and anguish, upon every soul of man that doeth evil, of the Jew first, and also of the Gentile; But glory, honor, and peace, to every man that worketh good, to the Jew first, and also to the Gentile: For there is **no respect of persons** with God” (Rom. 2:9-11).*

*“But he that doeth wrong shall receive for the wrong which he hath done: and there is **no respect of persons**” (Col. 3:25).*

*“These things also belong to the wise. It is not good to have **respect of persons** in judgment” (Prov. 24:23).*

*“And if ye call on the Father, who without **respect of persons** judgeth according to every man's work, pass the time of your sojourning here in fear” (1 Pet. 1:17).*

*“For I am not ashamed of the gospel of Christ: for it is the power of God unto salvation to **every one that believeth**; to the Jew first, and also to the Greek” (Rom. 1:16).*

But, knowing you the way I do, I do not think you are prejudiced against anyone for the reason of color. Answer these questions in your mind:

1. Do you have any black friends?
2. Do you think black people have souls?
3. Do you think the church here should continue our support of African missions?

I know you have given the appropriate answers to these questions. Yet, you still are confused about the way you feel about this subject. Examine your feelings. Isn't the emotion you feel really related to the hate of authority, disrespect, filthy language, fornication, dishonesty and

Prejudiced cont.

unwillingness to cease from sin you see in the lives of the blacks you are around at school? I suggest it is the immorality you are reacting to rather than the color of their skin. Unfortunately, the culture of the inner-city blacks promotes these sinful attributes. If you will examine your feelings toward white students that behave immorally you will see clearly what your mind is rejecting. It is good for you to examine your position. What a shame it would be for you to confuse color with immorality and unconsciously reject an entire race. Consider the following passages while reflecting on the sinfulness of our society:

“ . . . thou hatest all workers of iniquity ” (Ps. 5:5).

“The fear of the Lord is to hate evil: pride, and arrogancy, and the evil way and the froward mouth” (Prov. 8:13).

“Ye have heard that it hath been said, Thou shalt love thy neighbor, and hate thine enemy. But I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you” (Mt. 5:43 ff.).

“Through thy precepts I get understanding: therefore I hate every false way” (Ps. 119:104).

“Thou hast loved righteousness, and hated iniquity; therefore God, even thy God, hath anointed thee with the oil of gladness above thy fellows” (Heb. 1:9).

Questions on morality are expected from students going through puberty with hormones raging. **In moral lessons the understanding must be addressed before the conscience, and the conscience before the heart, if we would make the deepest impressions.** Do not assume the parents of your students will back you on moral issues. There are always those parents who will let their child go to the prom, mixed swim, date at too early an age, dress improperly, or even allow them to smoke or drink alcohol. As a Bible teacher you can have an influence on the child to the extent that they may on their own consider God's Word in these matters.

Infinite toil would not enable you to sweep away a mist; but by ascending a little you may often look over it altogether. So it is with our moral improvement; we wrestle fiercely with a vicious habit, which would have no hold upon us if we ascended into a higher moral atmosphere.

Is it wrong to dance?

“Now the works of the flesh are manifest, which are these; Adultery, fornication, uncleanness, lasciviousness” (Gal. 5:19).

Webster’s Collegiate Dictionary says lasciviousness is “that which is tending to produce lewd emotions” The New World Dictionary says it is “Characterized by or expressing lust or lewdness; Tending to excite lustful desires” The Greek word (aselgeia) for lasciviousness is defined in Thayer’s Greek-English Lexicon as “Unbridled lust, excess, licentiousness, lasciviousness, insolence; wanton acts or manners, as filthy words, indecent bodily movements, unchaste handling of males and females.”

Dancing Is Revelry

“Envyings, murders, drunkenness, revellings, and such like . . . they which do such things shall not inherit the kingdom of God” (Gal. 5:21).

Christians Are To Be Different From Others

“Be not conformed to this world, but be ye transformed by the renewing of your mind” (Rom. 12:2).

“Abstain from all appearance of evil” (1 Thess. 5:22).

There Are Dangers Associated With Dancing

Anyone who looks at a woman lustfully has committed adultery with her already in his heart (Mt. 5:28).

“. . . abstain from the passions of the flesh that wage war against your soul” (1 Pet. 2:11).

“Dancing is an excuse for a man to hold another man’s wife in his arms”

--Marshall Keeble

**A young lady would look pretty stupid on the dance floor clanking
around trying to dance wearing that heavy Christian armor!**

--Sheila McDade

The following morality question was asked in an all girls class of young teens:

What is wrong with going mixed swimming (male & female) if you wear a modest swim suit?

“In like manner, that women adorn themselves in modest apparel, with a shamefacedness and sobriety” (1 Tim. 2:9).

“. . . That whosoever looketh on a woman to lust after her hath committed adultery with her already in his heart” (Mt. 5:28).

“It is good not . . . to do anything whereby thy brother stumbleth” (Rom. 14:21).

Let’s discuss the topic “What is Modesty?” in class. (The dictionary says it is “Restrained by a sense of propriety or humility. Characterized by reserve, propriety, or purity”).

Teacher’s notes for class discussion of this Question:

What Is Modesty?

- I. To discuss the subject of modesty bring pictures from clothing catalogues.
 - A. First show several pictures of young women in modest clothing.
 1. Have the class discuss whether or not a person could be popular at school wearing these fashions.
 2. The class should agree that a person could be readily accepted in any group dressed as in the modest pictures.
 - B. Show another set of pictures of young ladies dressed in immodest clothing.
 1. Do not have any of these pictures of bathing suits, only have them in short skirts, slit skirts, tight pants, low cut tops and transparent material.
 2. The reaction from the class should be things like, my mother would never let me wear that, they would never let anyone wear that to school, I would never wear that anywhere etc.
 - C. Now bring out pictures of very modest bathing suits.

What Is Modesty? Cont.

1. Get them from a catalogue for large women. Now these suits will be the most conservative ones on the market. They have blouse-on tops and skirts around the hips, but they still cover less than any of the fashion pictures that the class objected to.
 2. Put the fashion pictures beside the swim suits and let the students compare.
 3. How any bathing suit can be considered modest if it covers so little.
- D. Then show pictures of average bathing suits that teens wear.
1. This should at least put *doubt* in their minds about the practice of mixed swimming.
 - a. And what is *doubtful* is sinful (Rom. 14:23).
 - b. Whatever weakens a Christian's influence is wrong also (Mt. 5:16).
- E. Remind the class the requirements of the Gospel are not there for the purpose of making the Christian life difficult.
1. The Lord does not require the Christian to sacrifice a single thing that is good for him.
 2. **It is not wrong to swim.** It is wrong to be immodest.
 - a. Swim in private situations. Swim on the beach at night or on a private beach if you go on vacation to Florida. The point is there are alternatives.
 - b. Just because you have always done something, or your parents do something, or everyone you know does something does not make it right.
 - c. Some people don't know the difference between right and wrong because they haven't studied God's Word.

“But strong meat belongeth to them that are of full age, even those who by reason of use have their senses exercised to discern both good and evil” (Heb. 5:14).

This last question on morality was a very mature question of a class of young ladies. But, at the time it was asked the subject was on television a lot due to a court case in Tennessee. I was surprised that the students knew as much as they did about it and yet, they thought there was no immorality involved.

Would it be wrong for a woman to be artificially inseminated with the seed of a man other than her husband?

If a woman is artificially inseminated with the seed of a man other than her husband then:

(In answering these questions remember God is not the author of confusion)

1. Who is the father?
2. Who does God regard as the father?
3. Is it in violation of one man for one woman for life?
4. Has not a third party entered into this relationship/union?
5. Aren't two (the woman and sperm donor) becoming one flesh when her egg and his sperm become one child?
6. Where is the Biblical authority for the right to conceive another man's child?
7. Is God pleased with modern medicine offering women an opportunity to have a child by a man other than her husband by proxy*?

* Definition of proxy: to function as a substitute for another. Authority to act for another. Authorization to represent another.

It is wrong to conceive a child by someone you are not married to.

It is wrong to have a sexual act even if there is no conception.

It is wrong also to have conception even if there is no sexual act.

How can you be so sure of these statements? Because fornication is condemned in the Bible. Read: Acts 15:20, 29; 21:25; 2 Cor. 12:21; Gal. 5:19; Eph. 5:3; Col. 3:5 and 1 Thess. 4:3. The Greek word *Porneia* is translated **fornication** in all these passages. The definition of *Porneia* is sexual immorality. This covers pornography (notice the similarity in the two words), and even homosexuality. *Porneia* is any kind of sexual immorality. Now, can you, without a doubt, say artificial insemination is not a sexual sin?

Is sperm a sexual product?

Is a woman's egg a sexual product?

Is fertilization a sexual function?

Conception Receives Respect And Reverence In God's Word

Read about Abraham, Sarah, Hagar, Ishmael and Isaac in the book of Genesis. Genesis 16:4 says *"her mistress was despised in her eyes"* regarding Hagar. Sarah says *"My wrong be upon thee"* to Abraham.

"Children are an heritage of the Lord" (Ps. 127:3).

"The Lord gave her conception" (Ruth 4:13).

". . . did not one fashion us in the womb?" (Job 31:15).

". . . the souls which I have made" (Isa. 57:16)

"God remembered Rachel and opened her womb" (Gen. 30:22).

". . . when I was made in secret and curiously wrought . . ." (Ps. 139:13-16).

". . . as infants which never saw light" (Job 3:16).

"Therefore shall a man leave his father and his mother, and shall cleave unto his wife: and they shall be one flesh" (Gen. 2:24).

Murder Is Sin

"Thou shalt not kill" (Ex. 20:13).

It is important to know the process used to artificially inseminate. It is necessary for the doctor to use in vitro-fertilization. In vitro literally means "in glass." This is a process where the fertilization actually takes place outside the body in a glass. Many eggs are harvested from the woman and fertilized. Only one or two fertilized eggs are placed in the woman. The rest of the fertilized eggs are thrown away. Consider the moral implication of this. Is it murder? If it is not murder what is it? When does life begin?

These next few questions are grouped together in a category called Subjectivism. Subjectivism is the belief that each person intuitively knows what is right, or is led by a divine force within himself to think and act in accordance with the will of God. It is often spoken of as “heart religion” by its adherents, as opposed to the “head religion” of those who believe that knowledge of and obedience to God’s Word are the proper criteria of righteousness. The implication of this doctrine is that each man is “a law unto himself.”

Notice each question begins with “How do I answer my friends . . .” They are all questions from an evangelism class. Subjectivism is a characteristic of denominationalism and must be understood to be an effective teacher.

How do I answer my friends when they say it doesn’t matter what you believe as long as your heart is right with God?

“But without faith it is impossible to please him . . .” (Heb. 11:6).

“So then faith cometh by hearing, and hearing by the word of God” (Rom. 10:17).

It is impossible to have your heart right with God without faith. Your faith (or what you believe) must come from the Bible. When two different people believe two different things at least one must be wrong. To be pleasing to God you must believe what He has taught in His Word. If you believe what men teach (or what you feel is right) rather than what is written in God’s Word you can’t have your heart right with God. Notice what Jeremiah says about man’s ability to guide himself in Jeremiah 10:23. According to Isaiah (Isaiah 55:8) man is unable to know God’s ways without God’s revelation. And, what does Paul say it takes to be “wise unto salvation” in 2 Timothy 3:15?

How do I answer my friends when they say God saves people not churches . . . it is not necessary to attend church”

Hebrews 10:22-31 rather strongly states forsaking the assembly is sin. Worship is important to God. “. . . *if any man be a worshiper of God, and doeth his will, him he heareth*” (Jn. 9:31). Also, the church is very important to God. He puts his saved into the church and Christ died for the church (Eph. 5:25).

How do I answer my friends when they say it doesn't matter what church (denomination) you go to. . . one church is as good as another . . . there are good people in all churches?

It is hard to imagine how people who reject plain Bible doctrine can be so sincere about service to God. There is no doubt there are moral and loving people in denominations that would be generous friends with you. There is no denying our denominational friends are often devoted to doing good deeds. But, there is a difference in sincerity and Truth. In 1 Kings 18:28 the prophets of Baal were so sincere they cut themselves to call upon their false god. Yes, our denominational friends may be sincere but there is no doubt that they are following what seems right to them instead of what can be proven with the Word. They need to be warned that the end of that way is death. *"There is a way which seemeth right unto a man, but the end thereof are the ways of death"* (Prov. 14:12). *"O Lord, I know that the way of man is not in himself: it is not in man that walketh to direct his steps"* (Jer. 10:23). We must follow God's plan for worship, church organization, entrance into the kingdom . . . and if we change one thing to conform to our opinion it will not matter how many good works and sweet devotion we offer Him, we will be rejected.

Questions about the miraculous:

My friend says God let her grandfather be injured in a car wreck because he had stopped preaching. He was a Baptist preacher. Doctors said he would never walk again. But God told him he WOULD walk again if he would go back to preaching. He went back to preaching as soon as the doctors would let him and when he did, God did a miracle and he could walk again! My questions are:

- **Does God cause accidents to happen to people?** No. God does not miraculously nor providentially perform evil (Hab. 1:13). He allows evil in this world because of the fall of man. He persuades people to obey Him with His Word not catastrophes.

PERSUASION

Do you really think that after it has been tried to teach a man the Truth,
say over quite some time,
that if the man rejects it, refuses to be redeemed,
God would strike him with a palsy, starve him until he pleads,
frighten him with horror, or bring upon him grief?
Do you really think that God would thus persuade a man,
use this type of motivation to force him to make amends?
If you really do think this, then you'd better think again,
and, I'd hate for you to pray for me if it were I who would not repent!

- **Does he talk to people?** No. God no longer talks to people in their dreams or in visions. His will has been once and for all delivered and we have it in the written Word, the Bible. It is all sufficient for our lives (II Timothy 3:16-17).
- **Does he do miracles like this today?** No. Miracles ceased with the passing of the Apostles for after the death of Christ only they could bestow the power of miraculous gifts with the laying on of their hands. The Apostles could give someone the power to perform miracles but that person could not pass his gift on to someone else. The purpose of miracles was to confirm the Word. Once the Word was confirmed, the Gospel had been preached unto all the world, the Word was recorded in written form, and time had passed (resulting in the death of the Apostles and those on whom the Apostles had given the power to do miracles) miracles ceased. Study these texts:

Acts 8:17 ff. Laid hands

1 Cor. 13:8-13 “which is in part shall be done away”

1 Pet. 2:1 *false teachers* instead of false prophets because miracles had ceased

Micah 7:15 “according to the days”

Eph. 4:8-13 “till we come to the unity”

NO PRAYERS FOR MIRACLES

I do not pray for the miraculous.
(Though that would be fabulous
for one to fly in on an angel’s wing).

But I know too much about the Word
to be so absurd
as to ask something that would insult my King.

People who say miracles have not ceased
use WORDS to try to confirm their belief,
verifying they can’t demonstrate a thing.

At the time miracles were being done
it was WORDS their performance confirmed!
So, Pentecostals have things reversed it would seem.

It is either deception, insanity, or delusion
when people reach the conclusion
that God communicates with them in their dreams.

A question about religious icons:

Is it wrong to wear a cross necklace? A crucifix, whether worn or displayed in architecture, is a man made religious emblem. Read Deut. 4:16 and Deut. 5:8 regarding the fashioning of any image. We should never regard the display of a crucifix lightly or try to dicker about whether or not it is worshiped or used to display religious piety. Imagine trying to teach a Catholic that it is wrong to bow before images when you have a gold crucifix around your neck. Do you not see the inconsistency? It and any other religious icon such as images of angels or “saints” should not be condoned.

THE CROSS

The shame
Of it was despised by Christ.
The gift
Of it, grace to our lives.

It was never intended,
Certainly not recommended,
Or even implied
To be iconically contrived.

Wood, stone, brass, brick
Embossed, reflects
Concave, convex
Building facade
Pulpit veneer
“Just ignore”
“It was already here”
“That’s the way they come”
“We don’t want one”
Catholicism
Protestant’s symbol
Condone, explain
Impious, profane
Inconsistent
Rid it’s existence!

The place of it is here in our hearts.
It was never to be fashioned
By man’s graven art.

PROFANE PRAYERS

Do not pray before icons
Or signs of the cross.
Do not bow before images
Of the carpenter’s son
It is profane to have
Rubies represent His blood,
His spittle enamel,
And tears out of pearl.
Remember His death
Not with cold graven stone
But by honoring his request
With bread and fruit of the vine.

Let me say here how admirable it is for anyone, especially young people, to stand up for the truth and defend it. It is easier to find a score of men wise enough to discover the truth than to find only one intrepid enough in the face of opposition, to stand up for it. There is nothing so delightful as hearing or speaking the truth. There is no conversation so agreeable as that of the man of integrity, who hears without any intention to betray, and speaks without any intention to deceive. Truth is by its very nature intolerant, exclusive, for every truth is the denial of its opposing error. Often the church of Christ is criticized for her strong stand for truth. Some modern critics appear to have no better knowledge of truth, nor better manner of judging it, than by counting noses. We must remember "narrow is the way" to salvation and "few there be that find it." Don't expect large numbers to side with you when you speak the truth in love. Even though truth and love are two of the most powerful things in the world they can and will be resisted and rejected. Remember Christ was rejected of all men. But be encouraged: "Truth though crushed to earth will rise again; the eternal years of God are hers; but error wounded writhes in pain, and dies amid her worshipers" --Bryant.

PRAY FOR THEIR EYES TO BE OPENED

There are those who don't search
For heavenly things.
The beams of Truth
Are too strong for them.
They shield their eyes.
They'd rather die
Than weary themselves
Debating what's right.
They simply refuse
To seek the Truth.
Anathema to them
Is to have a dispute.
What do they think
About a spiritual life?
That there should be
A huge triumph
Without fighting a fight?
Just knowing
Easily, immediately, entirely,
Like reading without spelling
Never working then retiring?
What do they intend?
Just to take their ease
Until their bodies
Give up their lease?

MAY WE FIND A PREACHER

One whose faith never faints
When blamed by the saints
For the hard heart of a hearer.

One who is fearlessly frank
And specifically calls names
Of those who hold human creeds dearer.

One whose heart never sank
Over lack of monetary gain
And can always look at his face in the mirror.

THE HERETIC

How dare he gain affection
without their detection.
It wasn't just the lucre
he sought but their breath.
He rides the flattering gale
and flaps his own sail
as they applaud all that he says.

He took in his anchor
with arrogant rancor
and left in darkness
the safe harbor of truth.
He is sailing without a compass,
but it doesn't matter he's so pompous.
Besides, he's forgotten its use.

He never takes a sound,
but he will not run aground,
for he has navigated out
over his head.
It is hard to fathom the ease
with which he pirated his fleet.
Sad hearts have sunk heavy as lead.

There are those who at first
wouldn't believe what they heard--
that he would lead
so many so deep.
Lockjawed, seasick, lumps in their throats,
finally, they spewed out their nose
assent, with nauseating grief.

The light house still shines
as we sail through the brine.
Vigilant on
an ocean salty with tears.
Thank you dear God
for those who still watch
and hail warnings without any fear.

PRAY FOR THE PREACHER

May our preacher be a man of conviction
Who straightforwardly makes his presentation
Whether with a tender loving invitation
Or with righteous indignation
Without apology or prevarication
Makes his point with clear explanation

One Year Chronological Outline

Introduction For *One Year Chronological Outline*

This one year outline consists of **104 lessons**. There are 26 lessons for each quarter, 13 for Sunday and 13 for Wednesday. To teach this material in one year it is necessary to follow this outline in both the Sunday and Wednesday classes. If the outline is taught only once a week (either Sunday *or* Wednesday) it will, obviously, take two years to complete. This is not recommended. The idea is to give an overall view of the Bible, so the more compact you can keep the material the clearer the objective will be. All that is provided in the outline is the title and text for each lesson. Yet the value of the outline is seen in the work gone into compressing the entire Bible into 104 lessons. Major characters and Biblical accounts have been arranged in chronological order. Developing the lessons is left up to the teacher's personal study and preparation.

It may be necessary when considering the age of your students or their level of Bible knowledge to alter the year outline for them. They may need more emphasis on a certain section of material that has been neglected in their religious education. For example it is often necessary to "unteach" evolution to students that have been influenced by a secular school's science classes. You will see the advantage of first testing your students Bible knowledge and then adapting the year outline for your study. But, even after you have painstakingly planned your outline if you discover while teaching it the need to emphasize a lesson by expanding it over two or three weeks you can adjust the outline by combining other lessons to compensate. No matter how you alter your outline though, even if it takes longer than one year to teach it all, it is very important that attention be given to the three Dispensations when unfolding the lessons. The three Dispensations are the Patriarchal, the Mosaical and the Christian. I suggest you view the Jule Miller Film Strips before you teach your outline, especially if you have never seen them. The film strips will help you see the three Dispensations.

Patriarchal Age

Fall Quarter

- Lesson 1 The Bible Is . . . Text--1 Peter 1:25
- Lesson 2 How We Got The Bible Text--1 Peter 1:25
- Lesson 3 In The Beginning Day 1, 2 Text--Genesis 1
- Lesson 4 In The Beginning Day 3, 4 Text--Genesis 1
- Lesson 5 In The Beginning Day 5, 6, 7 Text--Genesis 1
- Lesson 6 Man's Fall Into Sin Text--Genesis 3
- Lesson 7 Cain Murders Abel Text--Genesis 4
- Lesson 8 Noah Preaches Repentance Text--Genesis 6-8
- Lesson 9 Noah And The Flood Text--Genesis 6-8
- Lesson 10 Tower Of Babel Text--Genesis 11
- Lesson 11 Abram, Sarah, And Lot Text--Genesis 12-13
- Lesson 12 Abraham In Mamre And Sodom And Gomorrah Text--Genesis 18-19:26
- Lesson 13 Trial Of Abraham's Faith Text--Genesis 22
- Lesson 14 Death Of Sarah (Gen. 23:2) / A Wife For Isaac Text--Genesis 24
- Lesson 15 Jacob And Esau; Esau Sells His Birthright Text--Genesis 25:8-34
- Lesson 16 Jacob By Stealth Obtains Esau's Blessing Text--Genesis 27
- Lesson 17 The Vision Of Jacob's Ladder Text--Genesis 28
- Lesson 18 Jacob Marries Leah And Rachel Text--Genesis 29-30
- Lesson 19 Jacob Leaves Laban; Wrestles Angel; Reunited With Esau Text--Genesis 31-33
- Lesson 20 Rachel And Isaac die; Joseph Is Hated By His Brethren Text--Genesis 37:1-11
- Lesson 21 Joseph Is Sold Into Egypt Text--Genesis 37:11-36
- Lesson 22 Joseph Is Falsely Accused, And Interprets Dreams Text--Genesis 39-41:41
- Lesson 23 Joseph Is Reunited With His Brothers Text--Genesis 45:4
- Lesson 24 Baby Moses Text--Exodus 1-2
- Lesson 25 Moses Kills Taskmaster; Flees Egypt; Sees The Burning Bush Text--Exodus 3
- Lesson 26 Moses And Aaron Before Pharaoh Text--Exodus 5:1-8

Patriarchal Age

Winter Quarter

- Lesson 1 Ten Plagues Text--Exodus 7-12
- Lesson 2 The Parting Of The Red Sea Text--Exodus 13:21-22 and Exodus 14
- Lesson 3 God Supplies Water, Manna And Quail Text--Exodus 15

Mosaical Age

- Lesson 4 Mount Sinai Text--Exodus 20
- Lesson 5 Plan For The Tabernacle Text--Exodus 25:9
- Lesson 6 Nadab And Abihu And Laws, Sacrifices And Feast Days Text--Leviticus 10 ff.
- Lesson 7 God Rebukes Miriam And Aaron Text--Numbers 12
- Lesson 8 Report Of The Twelve Spies Text--Numbers 13-14
- Lesson 9 Korah, Aaron's Rod, Brass Serpent Text--Numbers 16-21
- Lesson 10 Song Of Moses; His Death / Joshua The Successor Text--Num. 27:18; Deut. 32
- Lesson 11 Rahab And The Two Spies Text--Joshua 2:1
- Lesson 12 Jordan Divided And The Twelve Stones Text--Joshua 3-4
- Lesson 13 The Siege Of Jericho Text--Joshua 6
- Lesson 14 Trespass Of Achan Text--Joshua 7
- Lesson 15 Joshua Fights For The Gibeonites; The Sun Stands Still Text--Joshua 9; 10:1-15
- Lesson 16 Land Division Text--Joshua 13:1-7; 14:6-15; 19:49 And 20:9
- Lesson 17 Peace In The Land Of Canaan And The Death Of Joshua Text--Joshua 24:29
- Lesson 18 The Need For Judges; Othniel, Ehud, Shamgar, Deborah Text--Judges 2 - 5
- Lesson 19 Gideon Text--Judges 6-7
- Lesson 20 Samson Text--Judges 13-16
- Lesson 21 Ruth Text--Ruth
- Lesson 22 Birth Of Samuel Text--1 Samuel 1-2
- Lesson 23 The Lord Calls Samuel; The Death Of Eli Text--1 Samuel 3-4
- Lesson 24 Israel Desires A King; Saul Is Anointed Text--1 Samuel 8:5; 10:1
- Lesson 25 Saul is Rejected As King; David Is Chosen Text--1 Samuel 13:11-13; 16:1
- Lesson 26 David And Goliath Text--1 Samuel 17

Mosaical Age

Spring Quarter

- Lesson 1 David And Jonathan; Death Of Samuel Text--1 Samuel 18, 19, 20
- Lesson 2 David Spares Saul's Life & Marries Abigail Text--1 Samuel 24-26
- Lesson 3 Witch Of Endor; Death Of Saul And Jonathan Text--1 Samuel 28; 31
- Lesson 4 David And Uriah's Wife; Nathan The Prophet Text--2 Samuel 11
- Lesson 5 Death Of David; Solomon's Dream Text--1 Kings 1:39; 2:1; 3
- Lesson 6 Solomon's Temple & Wisdom; Queen Of Sheba Text--1 Kings 5:5; 10; Proverbs
- Lesson 7 Solomon Turns To Idolatry; Divided Kingdom Text--1 Kings 11-14:31
- Lesson 8 King Ahab; Elijah: Fed By Ravens, Widow And Her Son Text--1 Kings 16-17
- Lesson 9 Elijah And The Prophets Of Baal Text--1 Kings 18
- Lesson 10 Ahab Covets Naboth's Vineyard Text--1 Kings 21
- Lesson 11 Elisha And Elijah Text--1 Kings 19:19-21; 2 Kings 2-3
- Lesson 12 Naaman's Leprosy Healed Text--2 Kings 5
- Lesson 13 Boy King Text--2 Kings 22
- Lesson 14 Job
- Lesson 15 Prophets: An Overview
- Lesson 16 Jonah
- Lesson 17 Isaiah & Jeremiah: An Overview
- Lesson 18 Daniel
- Lesson 19 Ezekiel
- Lesson 20 Esther
- Lesson 21 Ezra & Nehemiah
- Lesson 22 Between The Testaments
- Lesson 23 Appearances Of An Angel & Birth Of Christ Text--Matthew 1:21; Luke 2
- Lesson 24 Wise Men And Flight Into Egypt Text--Matthew 2
- Lesson 25 Joseph And Mary Find Jesus In The Temple Text Luke 2:40-52
- Lesson 26 Baptism of John & Christ Tempted By Satan Text--Matthew 3-4

Mosaical Age

Summer Quarter

| | |
|-----------|---|
| Lesson 1 | Sermon On The Mount Text--Matthew 5 |
| Lesson 2 | Christ Calls His Followers Text--Matthew 9-10 |
| Lesson 3 | Nature Miracles |
| Lesson 4 | Healing Miracles |
| Lesson 5 | Death Of John The Baptist Text--Matthew 14 |
| Lesson 6 | Kingdom Parables |
| Lesson 7 | Parables Of Christ |
| Lesson 8 | Peter's Confession; Christ Transfigured Text--Matthew 16:18; Matthew 17 |
| Lesson 9 | The Praise From The Multitude And Hate From His Enemies Text—Mt. 21:9 |
| Lesson 10 | Passover And Last Supper Text—Matthew 26 |
| Lesson 11 | Gethsemane's Scene Of Agony And Betrayal Text—Matthew 26 |
| Lesson 12 | Christ Before Pilate; Christ Condemned And Crucified Text—Matthew 27 |
| Lesson 13 | What happens when we die? Text—Luke 16 |

Christian Age

| | |
|-----------|---|
| Lesson 14 | Resurrection Text—Matthew 28 |
| Lesson 15 | The Forty Days Before He Ascended; Charge To Peter Text—John 21 |
| Lesson 16 | First Gospel Sermon Text—Acts 2 |
| Lesson 17 | The Church Had All Things Common Text—Acts 5 |
| Lesson 18 | The Book of Acts—A Book Of Conversions |
| Lesson 19 | The Church Is Persecuted Text—Acts 7 |
| Lesson 20 | The Ethiopian Eunuch Text—Acts 8 |
| Lesson 21 | Saul/Paul, His Conversion And Journeys Text—Acts 9 - 28 |
| Lesson 22 | The Church Of Christ Text—Romans 16:16 |
| Lesson 23 | How To Become A Christian Text—Romans 6 |
| Lesson 24 | Christian Worship Text—Hebrews 10:25 |
| Lesson 25 | Second Law Of Pardon—Acts 8:22 |
| Lesson 26 | Miracles / Providence—1 Corinthians 13 |

Developing Lessons

Introduction For

Developing Lessons

There are many messages that can be drawn from a single scripture. Decide what points you want your class to remember from the lesson and direct their attention there. In the following examples of developed lessons you will note many modes of communication and illustration are used. Visual communication is important therefore pictures, videos and films are utilized. Thought provoking communication is suggested with discussions, sharing experience, open ended stories and introducing new topics which relate to the lesson. The senses are addressed at the Learning Center Table and with hands-on discovery assignments. Hopefully the following suggestions will stimulate your imagination, and developing your lessons will be an experience in creativity.

Suggestions For Visuals

Filmstrips – Most congregations have old filmstrips available in their teacher supply room. Usually they will have at least a set of the Jule Miller *Visualized Bible Studies* (Gospel Services Inc., Houston, TX). The *Visualized Bible Studies* films are divided into The Patriarchal, The Mosaical, and The Christian ages or dispensations. They have beautiful pictures depicting most of the lessons in the **Gold Mine For Teachers** year outline. The film strips are much more dramatic than the video version because they can be shown on a wall and made larger than life. It is not necessary to use the audio tape in this type of classroom situation. It is preferable to just single out which frames fit the lesson and use them. The children will love getting out of their chair and pointing to a character or item in answer to one of your questions. A discipline tip is to warn the class that the child that plays around with hands or heads making shadows to disrupt will be sent into the hall until the film is over.

There are many filmstrips you might have access to: *Parables From Nature* (Cathedral Films, Westlake Village, CA), *The Tammy Series* (Gospel Services Inc. Houston, TX), *How We Got The Bible* (by Neil Lightfoot), *The Day Christ Came Again* (Gospel Services Inc., Houston, TX) and on and on the list goes.

Videos - Most large video rental stores have a religious section. Usually they have errors, so be very careful in selecting one. You may only be able to use part of it, but just set your counter and show the part that is in your lesson. There are videos on Jesus, David, Joseph, Moses and an excellent one named *The Bible . . . In The Beginning* (20th Century Fox, Dino DeLaurentiis)

that covers the creation to Abraham. The section on Noah is especially good. The best one on Jesus is *Jesus* (Inspirational Media, San Bernadino, CA). Remember to always preview your video, and never let the class see error depicted. Other video ideas are in the Documentary Section of your favorite video store. A video of whales while teaching Jonah or lions when studying Daniel would be attention getting. Also in the Documentary Section there are travel videos of Palestine, Egypt and other applicable ideas.

Slides - For teachers who have a slide projector there are excellent slides available. Many older congregations have valuable sets that are no longer made. Always familiarize yourself with what is available in your congregation's supply room. Just because something looks old doesn't mean it is obsolete. Also, slides from missionaries are wonderful when teaching on evangelism.

View Master - Especially small children love this. There once was an entire set of wheels on the life of Christ available and your supply room may have it hidden on a back shelf.

National Geographic Magazine - This magazine is a wonderful source for pictures to illustrate everything from animals God created to man made idols. Be smart and shop for used ones at a thrift store where they are usually about 25 cents.

School and Bible supply stores and local libraries - Libraries are wonderful because it is free. Buying your own material can get expensive. Bible Color Books (*Heros Of The Old Testament, 3 volumes* and *Heros Of The New Testament*, Bethany Fellowship, Inc.) are excellent choices with which to start. Color the pictures yourself and mount them on construction paper to create story cards or flip charts. Never waste expensive color books by letting students scribble them. Flannel Graph pictures (almost unlimited choices), Bible picture books (*The Bible For Little Eyes* by Kenneth N. Taylor and the *Arch Books Series*, Concordia Publishing), application story books (*3 in 1* by Joanne Marx hausen and *The Giving Tree* by Shel Silverstein), teaching picture sets (*Moods And Emotions*, Marvel Education), Bible geographical books (*Ancient Egypt*, Time Life Books), and an endless number of craft idea books will help any teacher wanting to enlarge her visual capability.

Used Lesson Books - This is great for getting ideas, and most congregations have stacks of them in their supply room.

Field trips - Investigate your city for ideas that would enhance the learning of your students. For example, while teaching the story of creation a field trip to the local zoo would be excellent. Have the students identify which animals are "clean" and which are "unclean." Also for the lesson on creation take your class on a field trip to a park where the trees are labeled. Similar to a high school biology class the children can collect leaves from each tree and record the names of each to impress them with the variety God created when creating the world. Examples of field trips I have had opportunity to let my classes experience are: the local university when an Egyptian exhibit was there and included an actual mummy (we were studying Joseph), a cave (we were studying Saul and David), an art exhibition of the life of Christ in a beautiful memorial

park at a cemetery (we were studying lessons on heaven). Field trips are excellent for the students to have opportunities develop friendships and bring visitors.

Original Ideas - Original ideas can be gleaned from teacher work shops. In fact, work shops always emphasize the visual aspect of teaching. This is the very reason *A Gold Mine For Teachers* is so valuable with its stress on all the other considerations. Some teachers make the mistake of centering their focus on clever visuals and neglect organization, goals, chronology, vocabulary, memorization, techniques of discipline, and wise use of time. Visual aids should live up to their name and simply *aid* the teacher in making her point. A creative teacher will use visuals to her advantage. A well placed visual can define a word, carry the student back in time, demonstrate a concept that is difficult to explain in a child's vocabulary and even induce emotion. Some examples of original ideas:

How We Got The Bible - Papyrus paper (I got mine at a booth at the county fair. Always keep an eye out for such unique objects.) Clay tablet made from art clay and a "stone tablet" made from plaster of paris with tempa paint added to look like stone.

Adam And Eve - Clay for molding into the shape of a person

Cain And Abel - A medal or trophy. Be proud of your brother if he does something good. Don't be jealous like Cain when he killed Abel.

Tower Of Babel / Speaking in tongues on Pentecost - Books written in other languages and/or recordings teaching languages from local library.

Trial Of Abraham's Faith - Large knife.

Abraham's Travels - Many children have never been in a tent. Put up a tent for them.

Joseph - Coat of many colors stained with "blood," prison chains, rent a travel video of Egypt, grain (gather wheat from nearby field), flour.

Moses And The Taskmaster - Whip

Moses Before Pharaoh - Staff, fake snake

Tabernacle - Burn incense, 7 candles

Barak And Jael - A huge 12 inch nail from the hardware store

David And Goliath - Transparency of a picture of Goliath shown on a wall with projector pulled back to make Goliath 9 feet 6 inches tall

Elijah - Clay pots

Jonah And The Whale - Get a large cardboard box (longer than it is tall) open on one end. Glue paper to the side of it and draw a fish the size of the box on the paper. Have the mouth of the fish wide open at the end of the box that is open. The children can crawl into the whale's mouth and pretend to be Jonah.

Birth Of Christ - Frankincense and myrrh (purchase through Christian book store order book / this scent is in the "anointing oil" in their order book.)

Temptation Of Christ and Job - Halloween costume of Satan

Turning Water To Wine - Have two clear water glasses. One has water in it and the other appears to be empty, yet it has several drops of red food coloring in the bottom. Hide the bottom of the food coloring glass with your hand as you hold it. Pour the clear water into the seemingly empty glass and the water turns red. Always explain the trick after the thrilled surprise of the class.

Life Of Christ - Worn sandals

Whole Armor Of God - Costume armor

One visual can bring out an aspect of the lesson so vividly. If you have a special talent like drawing, or paper folding or photography you can easily apply it to your class.

I always make a point of teaching at least once every year the reality of a place called heaven and a place called hell. The charts and flip charts I use on this subject get more discussion than any lesson I have ever taught. We cover points like what happens to you when you die, where is heaven/hell, a description of both places and most importantly who gets to go to heaven. When teaching this lesson be assured that the thing on the child's mind is: would I go to heaven or hell if I died. I always begin the lesson by letting them know all children are precious to God and should they die young they will be carried by angels to Abraham's bosom where they are comforted until judgment and all their righteous loved ones join them as they enter the heavenly gates. I describe heaven's beauty and glory thus relieving them of any anxiety about death. It is important the children are taught about death. I take every class I teach to a beautiful cemetery. There is one near us that has a Grotto. It is a man made cave in which artists have fashioned scenes of the life of Christ. We talk about caves and how Jesus was buried in a tomb. Usually there are graves that have just had a funeral several hours before. I allow the children to go there and take a flower from all those heaped over the site. We talk about how old people were when they died as we look at the gravestones and we find some that were babies or small children when they died. It sounds morbid but most parents do not take children to funerals and this is a good introduction to them for the inevitable time they will have to face grief. Unfortunately, serious times of grief have been known to steal away the faith of individuals. I believe this lesson will prepare children and I have seen it bring faith into little hearts as they see that heaven is a real place and God is real.

I made the flip chart I use. You may find the pictures I describe in books or magazines or actually take a picture with your camera and enlarge it on a copy machine. I will try to explain each page of it here:

Heaven and Hell Flip Chart

- 1 Picture of a child crying. There are no tears in heaven.
- 2 Picture of a happy family eating Thanksgiving dinner. (I used the famous Norman Rockwell picture of this scene.) Discuss that just as your family gets together at holidays and reunions we will be reunited with righteous family members in heaven. Grandmothers and Grandfathers may already be there waiting for us.
- 3 Picture of a woman when she was young and a picture of her as an old woman. In heaven you never grow old.
- 4 Picture of a child at the doctor. (I use the Norman Rockwell picture of this scene. It is humorous with the little boy bravely getting a shot.) There is no sickness, no pain, no death.
- 5 Picture of a child sleeping. There is no night there. God is the light.
- 6 Picture of war, soldiers. (I got my picture from Nation Geographic.) No evil in heaven.
- 7 Picture of food and clothing. In heaven God takes care of us and we are spirits.
- 8 Picture of a tree and a river. The Bible says we will eat of the Tree Of Life and

drink of the River Of Life. We will live forever.

9 Picture of a king on a throne. (I got one from National Geographic . . . the king of Spain on a gold bejeweled throne.) God is there. We get to see him face to face and worship him.

10 Picture of gold, jewels, gems, and pearls. Heaven has seven gates of pearl and the walls are made of beautiful jewels and gems. The streets are of gold!

11 Picture of a shining city. I drew this picture and put glitter on it. Jesus is preparing a mansion for us.

THE END

Chalk Board Lessons

I will just continue the theme of Heaven and Hell here and share with you a great Chalk Board Lesson. It doesn't take any artistic talent. You will just draw four circles and some arrows.

The Rich Man And Lazarus

Luke 16

On the chalk board **Draw** a circle to represent the earth.

When a soul dies it goes to the Hadean Realm.

Draw another circle to represent the Hadean Realm. **Draw** an arrow from earth to the Hadean Realm. Tell about Jesus being there for three days.

Draw a wide horizontal line representing the Great Gulf dividing the Hadean Realm in half. Explain where Paradise is and where Hades is. Point out

the wide line of division as The Great Gulf which can't be crossed. Read and explain the account of The Rich Man And Lazarus.

Points to make:

- In Paradise souls are comforted in Abrahams bosom.
- The souls in Hades are tormented.
- Souls in Hades can see across The Great Gulf but **can't cross** it.
- The Rich Man recognizes Lazarus.
You will recognize people after death.
- The Rich Man is thirsty. **No one will help you there . . . all hope is gone.**
- The Rich Man remembers his former life and circumstances. He wants to send Lazarus back to warn his family.
No second chances to teach or warn or obey.

Draw another circle high above the other circles to represent Heaven.

Job 3:17 Place of rest
Isa. 60:19; Rev. 21:23 God is it's light
1 Cor. 2:9 it's beauty
Rev. 21:11ff. seven gates, street of gold
Jn. 14:2 Mansions
Heb. 11:10 it's builder is God
2 Pet. 3:8 one day is as thousand years
Mt. 7:13 strait gate
Mt. 7:21 not...saith Lord, Lord shall

Draw another circle way below all the circles to represent Hell.

Job 11:8 deep pit
Mt. 8:12 dark, weeping, gnashing
Mt. 16:18 gates of Hell
Mt. 25:30 gnashing of teeth

Mt. 25:41 eternal, fire, those on the left
2 Thess. 1:9 separated from God
2 Pet. 2:4 chains, darkness
Rev. 14:11 smoke, no rest, worship the beast
Rev. 20:15 lake of fire
Rev. 21:8 brimstone

Describe Judgment Day:

Draw arrows from Paradise to earth representing all souls returning to their bodies on Judgment Day.

Mt. 24:36 Of that day knoweth no man
1 Thess. 5:2 as a thief in the night
Jude 14 Jesus coming with ten thous. saints
Mt. 14:62 Coming with clouds
1 Thess. 4:15ff. shout, voice of archangel,
Mt. 25:32 Divide sheep from goats
2 Pet. 3:1ff. heavens will pass away
2 Cor. 5:10 judgment seat of Christ

THE END

Outline Lessons

Those of us who are older remember the old “Rag Sermons” that many old time preachers were known to preach. They took a sheet and painted an outline of their lesson on it for the church to follow along with each point. Some preachers still use this effective tool though most have progressed to using overhead projectors and even Power Point projectors rather than the sheet. Sticking to the theme of Heaven and Hell here are examples for you.

“Who is the Greatest in the Kingdom of Heaven?”

Matthew 18

A Little Child

because he will answer the Master’s call, v. 1-2

A Little Child

because he will be converted, v. 3

A Little Child

because he will humble himself, v. 4

A Little Child

because he will fellowship with the faithful, v. 5

A Little Child

because he will be vindicated in the judgment, v. 6

Whatever Happened to Hell?

Mark 9:43-48

DEFINITION OF HELL

Gehenna, Translated “Hell” 9 times in NT (Matt. 5:29-30; 10:28; 23:15, 33; Mark 9:43, 45; Luke 12:5; Jas. 3:6). Translated “Hell Fire” 3 times (Matt. 5:22; 18:9; Mark 9:47). Used 11 Times by Jesus himself. Literally “Valley of Hinnom” (Neh. 11:30; Josh. 15:8; II Chron. 28:3; 33:6; II Kings 23:10). “A place of unending, eternal punishment of the wicked dead. A place of conscious sorrow, torment, pain, and suffering (Rev. 14:10-11).”

DESCRIPTION OF HELL

Fire (Mark 9:43, 44, 45, 46, 47, 48), Unquenchable **Fire** (Mark 9:43, 44, 45, 46, 48), Everlasting **Fire** (Matt. 25:41), Lake of **Fire** and Brimstone (Rev. 19:20), Lake of **Fire** (Rev. 20:14), Outer Darkness (Matt. 25:30), Weeping (Matt. 25:30), Gnashing of Teeth (Matt. 25:30), Eternal Destruction (II Thess. 1:9), Everlasting Punishment (Matt. 25:46), The Second Death (Rev. 20:14).

DANGER OF HELL

Who Is Going To Hell? **SATAN** and his angels (Matt. 25:41; Rev. 20:10). **SINNERS** (II Thess. 1:7-9; Rom. 6:23; Rev. 20:12-15; 21:8, 27). **SAINTS** that leave the Lord (II Pet. 2:20-22; Jas. 5:19-20).

DETERRENTS TO HELL

GOD’S WORD. Produces: Godly Strength (Eph. 6:10; I Pet. 5:5, 8-9), Godly Character (II Pet. 1:5-12), Godly Company (I Cor. 15:33; II Cor. 6:17-18), God Ordained Worship (John 4:24; Matt. 15:8-9, Col. 2:20-22), Godly Labor (I Cor. 15:58).

DURATION OF HELL

Everlasting (Matt. 25:41, 46), **Eternal** (II Thess. 1:9), **For Ever and Ever** (Rev. 14:10-11).

Have You Heard About Heaven?

Revelation 22:1-5

Home of the soul

A Place of Rest Heb. 4:1-11; Rev. 14:13; II Chron. 30:27

A Place of Reverence Neh. 9:6; Eccles. 5:1-2

A Place of Restoration Rev. 22:1-5

A Place Reserved I Pet. 1:4; John 14:1-6

Eternal house

Eternal Person God Deut. 33:27; Psa. 90:2; II Cor. 5:1.

Eternal Power Godhead Rom. 1:20

Eternal Purpose Gospel Eph. 3:11; I Jn. 3:8

Above is from where

Abundance is from above--Jas. 1:17

Our Lord came from—Jn. 3:31; 8:23.

Affection is above--Col. 3:1-2

Victory over the world is gained there

I John 5:4.

Everyone is invited to go

Matthew 11:28-30; Revelation 22:17

Hear--Rom. 10:17; Believe--Jn. 20:30-31; Repent--Lk. 13:3;

Confess Christ--Rom. 10:9; & Be Baptized--Acts 8:36-38.

No one who obeys the gospel and remains faithful is turned away

John 10:28-29; Heb. 13:5; II Tim. 2:19, 12; Revelation 2:10.

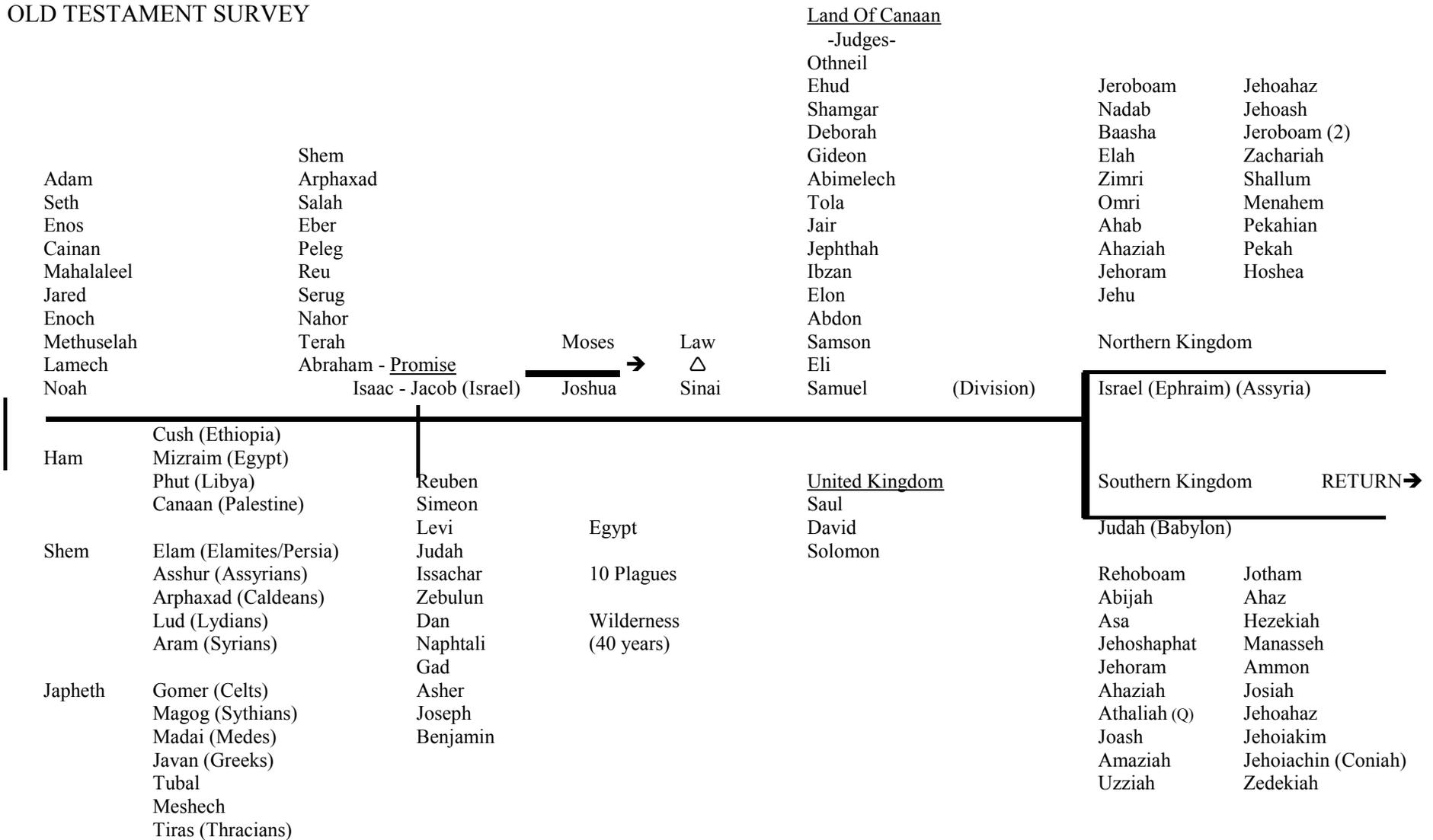
Power Point Lessons

POWER POINT PRESENTATIONS are being utilized more and more from the pulpit and in class situations. Texts, outlines, maps, and even pictures can be part of your presentation. It is worth the effort to become familiar with this software.

Availability Of Chart Lessons

Charts are available in Bible reference books and even in the back of study Bibles themselves. Here is an excellent chart to use with the outline provided in this book. It shows clearly an overall chronology of the Bible.

OLD TESTAMENT SURVEY



Chronology Chart For Children

Use butcher paper cut in half length wise. The chart that I made is 21 feet long (three 7 foot long strips of paper). Put pictures of Bible lessons you want to emphasize and very little writing. I traced my pictures from Bible color books. The pictures I drew along my time line are:

Adam & Eve
Abel offering a sacrifice
Noah's ark (I wrote his name here too)
Tower of Babel
Abraham offering Isaac (I wrote his name here)
Jacob's ladder to heaven (I wrote his name here)
Joseph's coat of many colors
I wrote here **430 years Egyptian Captivity**
Pharaoh
Mount Sinai with clouds at the top
The Tabernacle
Joshua holding a sword (I wrote his name here)
Samson holding a jawbone (I wrote **Judges** here)
Ruth holding bundle of wheat (I wrote her name)
A king with a crown
Write here:
Saul, David, Solomon 120 years of united kingdom

Time line divides here:

Israel / Northern Kingdom

Judah / Southern Kingdom

Draw lines showing the taking away into:

Assyrian and Babyonian captivity

Daniel in lions den
Temple being rebuilt
Jesus in the manger
Jesus on donkey entering Jerusalem
Jesus on the cross
Jesus ascending in the clouds

EXAMPLES OF DEVELOPED LESSONS:

The first lesson you teach is always important. You need to make a good “first impression” no matter if you have 1 year olds or 80 year olds. Begin with introductions. Don’t rush into the lesson. Take some time to convince the students that you are interested in the subject you are about to teach. Tell them why you wanted that subject or age group.

| | |
|--------------------------------|--|
| Convince the students you are: | interested in them interested in the subject you will be studying excited about the lessons delighted to be their teacher |
|--------------------------------|--|

Introductory Lessons

The *Gold Mine for Teachers* outline begins with what I call introductory lessons. I would like to illustrate them for you because they are rather unique.

EXAMPLE LESSON PLAN #1

The Bible Is . . .

Text - 1 Peter 1:25

CLASSROOM: Suggestions for the bulletin boards is to have the books of the Bible and their divisions. If there is a second bulletin board use it to welcome the children. Have a learning center in a corner of the room. For the center have a mobile of a paper candle, Bible, and heart. Hang it over a small table. Place on the table a book shelf of the books of the Bible, a clay tablet, a scroll, and a large family Bible.

INTRODUCTIONS:

Meet the children and write their names on the welcome bulletin board. It is their classroom. Make them feel welcome. Tell them something about yourself using a funny story or pictures of you at their age. Allow them to introduce themselves.

I. The Bible Is:

A. A map

1. Visual aid: a road map

- a. Talk about vacations the children may have had this Summer
- b. Show pictures of your vacation
- c. Visual aid: Show them shells or a postcard from your vacation

- d. Show the route you took on your vacation using the map
- 2. The Bible is a map to heaven (flip chart visual on heaven)
- 3. Revelation 22:14, Deuteronomy 5:32, and John 14:6
- 4. Sing “I Know The Lord Will Find A Way For Me”
- B. A light
 - 1. Visual aid: a candle
 - a. Light the candle and turn out the lights
 - b. Without a light we can’t see where or how to go
 - 1. Have you ever stumbled at night?
 - 2. Are you afraid of the dark?
 - 3. Do you sleep with a night light?
 - 2. The Bible is a lamp to our feet a light to our way so we will not stray
 - a. Matthew 5:14-16
 - b. Psalm 119:105
- C. A love letter
 - 1. Visual aid: a letter written to me from a Christian friend
 - a. I love my friends; they write me from thousands of miles away
 - b. Paul wrote to his Christian friends even from prison
 - 2. The Bible is a love letter from God showing His love for us
 - a. *Moods And Emotions* teaching picture of child hugging his father
 - b. God loves us and wants us in heaven with Him
 - 1. 1 John 4:8-10
 - 2. Exodus 34:6-7
- D. A treasure chest
 - 1. Visual aid: jewelry box made to look like a treasure chest
 - a. Talk of dreams people have had about finding treasure.
 - b. Think of all the wonderful things you could by with a treasure
 - 2. The Bible is a treasure chest full of blessings more valuable than jewels
 - 3. What is better than heaven with your loved ones?
 - a. Matthew 6:21
 - b. Matthew 19:21
 - c. Revelation 21:4

II. Let’s study God’s Book together

- A. As we have seen the Bible is a special book
- B. The Bible is God’s Word speaking to us
- C. As we study together we will see what God has to say to us
- D. Let us talk to God in prayer and thank Him for His Book

III. Take home:

- A. A packet for the parents with the year outline and goals for the class listed
- B. Pillow case for each student with books of the Bible written on it

EXAMPLE LESSON PLAN #2

How We Got The Bible

Text - 1 Peter 1:25

This lesson also is excellent for a substitute lesson. It also is a great lesson to introduce the *Gold Mine For Teachers* Chronological Outline. It relies strongly on the **How We Got The Bible** film strips which makes it a rather unique lesson. If you have access to the films you will see that it is an exciting, attention getting lesson that will be different from any you have taught. It will impress students with the effort their teacher has gone to and it most likely will introduce a subject most of them have never studied.

CLASSROOM:

Place on the Learning Center Table a book shelf of the books of the Bible, a clay tablet, a scroll, and a large family Bible.

REVIEW:

Show *The Best Book* film from the *Tammy Series* films (Gospel Services, Inc., Houston, TX) if the students are preschool. Discuss briefly main points from Lesson 1 using map, candle, letter and jewelry chest visuals.

OUTLINE:

- I. How did we get God's Word the Bible?
 - A. Visual aid: *How We Got The Bible* films (by Neil Lightfoot)
 - B. Do not play the record/cassette. Show the frames and paraphrase the narration manual on the comprehension level of the class.
 - C. Example text for paraphrasing: (Notice many frames are omitted. Flip past the frames not numbered. There are only 18 frames to be used for this lesson.)
 1. Frames 1, 2 and 3 read manual.
 2. Show frame 8 then skip to frame 13 and paraphrase "The Bible was written on stone, clay, leather and papyrus".
 3. Frame 14 "Writings on stone have been found all over the world. The earliest known examples of writing have been found on stone. Everyone knows the Ten Commandments were written on stone!"
 4. Frame 15 "The large rivers provided clay. Huge libraries, containing thousands of clay tablets, have been found".
 5. Frame 16 through 25 just read manual
 6. Frame 26 "The Bible is not just one book written by one man. It is a library of 66 books written over many centuries by many men inspired by God. End film.
 - D. Refer to the bulletin board.
 1. Discuss the divisions of the books.
 - a. Old Testament: 5 books of law, 12 books of history, 5 books of poetry,
 - b. New Testament: 5 books of history, 21 letters, and 1 book of prophecy
 - E. Allow the class to examine the display table.
 - F. Assignment: Learn the first five books of the Bible.
 1. The children will learn the books of the Bible at their own pace.

2. If a child already knows the names of the books he can work on memorizing the names of characters and events in each book.
 3. Send home a take home purchased from the Bible book store such as a book marker or pencil that has the books of the Bible printed on it.
- G. If time permits you may have clay and a stylus for each child to make a clay tablet or long strips of white paper to make scrolls. The children may write the first five books of the Bible on the scroll.

How To Emphasize A Lesson By Expanding It Over Several Weeks

The year outline devotes Lessons 3 through 6 to just three chapters in the Bible. This was done intentionally to emphasize the story of Creation. Anyone who has ever taught a children's Bible class has taught the creation story, but never underestimate the importance of this lesson. Secular schools try to rob our children's faith by the denial of this Biblical account of the beginning of time. Our children are taught almost from preschool that the earth was made over millions of years. It is our task as Bible teachers to teach them it was made in seven days.

When teaching these lessons do not neglect to warn your students that sometimes they may be lied to about how the earth was made. Warn them some people do not believe the Bible, and they have made up a story called Evolution.

Here are the developed lessons on the first three chapters of the Bible:

EXAMPLE LESSON PLAN #3

In The Beginning - Day 1, 2

Text - Genesis 1

*This lesson can be as complicated or as simple as you allow it to be. If you are adapting the Chronological Outline to adults or teenagers you may want to introduce the "canopy theory" (**The Genesis Flood** by John C. Whitcomb and Henry M. Morris) at this point just as an introduction for the upcoming lesson on Noah. Any materials you can obtain by Burt Thompson will help you in development of your lessons.*

CLASSROOM: One bulletin board can have the books of the Bible. The second board could have pictures of things God made: flowers, trees, sun, moon, food, animals, etc. Have shells, rocks, leaves, flowers, feathers, an insect collection, a turtle shell, and such natural objects on the learning table. Change the mobile over the table to one of the sun, moon and stars.

REVIEW: To review EXAMPLE LESSON PLANS #1 or #2 just discuss the importance of the Bible as the Word of God. Use the learning center table from those lessons and mobile in the discussion.

MEMORY WORK: Have each child try to recite the first five books of the Bible.

OUTLINE:

- I. Use film #1 from Jule Miller's *Bible Study Series* films. Do not use the record/cassette.
 - A. Frame 10 "In the beginning God created the heavens and the earth"
 - B. Frame 11 "And the earth was without form and void, and God said"
 - C. Frame 12 "let there be light. And there was light, and God saw the light that it was good"
 - D. Frame 13 read manual
 - E. Frame 14 "Let the earth bring forth grass, the herb yielding seed, and the fruit tree yielding fruit after his kind. Every living thing was created first by miracle, full-grown"
 - F. Frame 15 Gen. 1:16-17
 - G. Frame 16 Gen. 1:21
 - H. Frame 17 Gen. 1:24
 - I. Frame 18 Gen. 1:26
 - J. Frame 19 Gen. 2:23, 24
- II. What did God make on day one?
 - A. God made light before he made the sun or moon or stars!
 - B. God is light 1 Jn. 1:5
 - C. God is powerful. Men make huge dams to get enough power to generate electricity to light one city. Visual: picture of dam or field trip to a dam
- II. What did God make on day 2? Read Gen. 1:6-8
 - A. God made the sky and clouds. The earth was covered with water and then dry land appeared
 - B. What are clouds?
 1. Visual aid: pictures of clouds (from a science book with labels of types of clouds or from an art book with beautiful paintings of clouds)
 2. Visual aid: pictures of deserts where there is no rain. Pictures of rain drenched land. A video of this type scenery would be excellent.
 - C. God had a plan.
 1. Without rain from clouds nothing would grow.
 2. Visual aid: house plan or blue print.
 3. Visual aid: dress pattern
 4. Remind them of lesson 1 The Bible Is . . . and show the Bible is also a pattern
 - D. Make a terrarium (either before or during class as time will allow)
 - E. Show National Geographic pictures of animals, trees, flowers, fish, birds etc. and ask "What day was this made?" for each one.

- F. Take home: Cassette tape for each student with “Creation Song” on it for them to learn at home by playing and singing along with the tape. This song is excellent because it teaches that God made on each day of creation.

CREATION SONG

Day 1 Day 1 God made light when there was none (Repeat)
Day 2 Day 2 God made the sky of blue (Repeat)
Day 3 Day 3 God made grass and flowers and trees (Repeat)
Day 4 Day 4 Sun and Moon and Stars galore (Repeat)
Day 5 Day 5 God made birds and fish alive (Repeat)
Day 6 Day 6 God made man and animals that day (Repeat)
Day 7 Day 7 God is resting in His heaven (Repeat)

EXAMPLE LESSON PLAN #4

In The Beginning - Day 3, 4

Text - Genesis 1:10-13

This outline appeals to the senses and imagination of the children. They can smell the flavors of oranges, apples, and bananas, taste the seeds of sunflowers and pumpkins, see the beautiful varied shapes and colors of flowers and leaves, touch the rough shell of a peach seed, feel the weight of an avocado seed and imagine what would grow from tiny seeds they can barely see.

CLASSROOM: Same as for EXAMPLE LESSON PLAN #3 except add seeds to learning table. Avocado seeds are huge, peach seeds are recognizable, tiny seeds can bring on a fun guessing game as to what they are. Have seeds they can eat like pumpkin, sunflower, nuts, corn, and beans. Have fruit they can eat or fruit flavored candy so they can talk about the different smells and tastes. Have fresh flowers they can smell.

REVIEW: Quickly flip through some of the frames of the Jule Miller films.

MEMORY WORK: Books of the Bible

I. Read Genesis 1:10-13

- A. God made grass, flowers and trees.
- B. Visual aid: Seeds
 1. God created everything full grown.
 2. For them to multiply they must grow from a seed.
- C. Let the students plant a seed in class.
- D. God had a plan
 1. Refer back to previous lesson about God’s plan.
 2. Trees, grass and seeds are food.
 - a. Pictures of animals eating grass and leaves.
 - b. Pictures food that is actually seeds (i.e. flour, corn, beans and spices)
 - c. Have seeds they can eat (sunflower, pumpkin, peanuts or pecans)
- E. God gave us such wonderful gifts.

1. Pictures of many different kinds of flowers and trees.
 2. Wouldn't it be sad to only have one kind of tree and one kind of flower?
- F. Demonstrate the art of leaf impression.
- II. What did God make on Day 4? Read Genesis 1:14-19
- A. God made the sun, moon and stars.
 - B. God gave us day and night, months and years (show them a calendar).
 - C. Why did God make the stars?
 1. To show us His power.
 2. For their beauty.
 - D. Sunsets show the beauty and power of God too.
 1. Visual aid: Pictures or video of sunsets
 2. Visual aid: If your class is on a Wednesday night go outside and look at the stars.
 - E. Show the Tammy series film *God Made The Daytime* and *God Made The Nighttime* if you have a preschool class.
 - F. Sing the creation song and recite books of the Bible.

EXAMPLE LESSON PLAN #5

In The Beginning - Day 5, 6, 7

Text - Genesis 1:14-28

By now the class should have the idea of "days of creation" clearly set. They will most likely have learned the Creation Song which has them memorizing what was made on each day. Also, reviewing each lesson so far with the Jule Miller films has made them aware of the "days of creation."

CLASSROOM: Have on the activity table an animal that has been mounted by a taxidermist like a squirrel or bird. Also have a bowl of fish and a book or picture of the human body to show the organs, muscles and skeleton. Put a mobile over the activity table of birds flying.

REVIEW: Books of the Bible and days of creation

- I. What did God make on Day 5? Read Genesis 1:20-23
- A. Day 5 - God made birds and fish.
 1. Have books and pictures or a video about birds and fish.
 2. Emphasis on numerous kinds of birds and fish.
(The public library may even have a tape or record of different bird calls)
 3. God made them for beauty and for usefulness.
 4. Discuss the kinds of fish you eat.
(Maybe have an empty box of fish from the frozen section of the grocery store)
 - B. They were created full grown.
- II. What did God make on Day 6? Read Genesis 1:23-28
- A. Visual Aid: Match pictures with recorded sounds of animals.
 - B. Discussion - different kinds of animals in different types of climate / animals you eat
 - C. God created man and woman.
 1. Genesis 2:4-7

- 2. Visual aid - Video *The Bible . . . In The Beginning*
- D. Day 7 - God rested Genesis 2:2
- E. Grill class on what God made on each day with an oral test: “What did God make on day or “What day did God make the grass, What day did God make the Sun, What day

EXAMPLE LESSON PLAN #6

Man’s Fall Into Sin

Text - Genesis 3

Transgression, sin, evil, temptation, redemption, repentance and consequences are difficult concepts for children. Yet they are very important concepts. They are basic to understanding morality and God’s law. The teacher must find a way to communicate this lesson of the fall of man on the level of the student. Class discussion is an excellent way to tell if they really understand the concepts you emphasized.

CLASSROOM: The children should know the books of law by now. Add the books of history to the bulletin board. The board with pictures of creation needs to be changed to one about Man’s Fall. Use your own creativity. (A suggestion: a tree with a snake hanging down from one limb on one side of the board and the word Genesis in huge cut out letters beside it to let the children see the story of Adam and Eve is in Genesis. Seeing the word written will help them remember it). Learning Center ideas: a gold apple, a red apple, a snake puppet, a rabbit trap, hand cuffs, fig leaves, a lamb skin and a sword.

REVIEW: Flip through the frames of the Jule Miller films on the days of creation and progressing out of order ask “What day did God make this?”.

- I. Teacher: Read Genesis 3 before class and be able to tell the story.
 - A. Show this story from *The Bible . . . In The Beginning* video.
 - B. Discuss what the Garden Of Eden must have been like. [Perfect, no thorns, no fear of beasts, no evil . . . if students are adults refer to material in *The Genesis Flood* by John C. Whitcomb and Henry M. Morris]
 - 1. Names for the animals (Gen. 2:19) and Adam and Eve’s
 - 3. Tree of life and Tree of the Knowledge of Good and Evil
 - a. Beautiful
 - b. Forbidden to eat of one and commanded to eat of the other
 - 1. Visual - Picture of two trees, one with red fruit and one with gold
 - 2. Use gold and red apples from learning center while discussing
 - C. Satan tempted Eve to eat of the forbidden fruit
 - 1. Use toy snake while telling story
 - 2. Use rabbit trap to discuss the trap of sin and even when we escape it, scars are left
 - a. “Boy At The Door” picture from *Moods And Emotions* picture packet
 - 1. Open ended story about the boy being disobedient
 - 3. Lamb skin for verse 21
 - 4. Have a real sword for verse 24
 - D. Each child recite books of the Bible

Review Questions For:

*A Chronological Outline
Of The Bible
For Teaching The Three Dispensations
In One Year*

Review Questions For A Chronological Study Of The Bible

In the days of the one room schoolhouse our grandparents received their educations under primitive conditions. Textbooks had to be shared, a blackboard was the only visual aid, writing supplies were limited and all ages were taught as one class. Yet, this was the generation that brought us into the world of technology that we live in today. All of us have heard stories of the amazing accomplishments individuals made despite the fact that their education consisted of or at least began with just a few years in such a learning environment. This leads us to believe the teachers in those one room schools must have been doing something right. The teaching method that was used primarily was memorization and oral recitations. Spelling words, math tables, historical accounts, science reports . . . were all learned in class and then recited for a grade. This approach to learning developed students who had excellent memories and confidence in what they had learned. This approach to learning in a Bible class will produce students with a solid foundation for a lifetime of serious Bible study.

This section of Review Questions is to be used as a guide for the teacher. If the children are too young to grasp all the facts in the Review Questions it still will be valuable to the teacher. It will help her thoroughly organize her thoughts in presenting the lesson. There are some verse by verse outlines included in these pages of Review Questions to help teachers organize detailed lessons. Copies of the Review Questions can be sent home with each student prior to the study of that particular lesson. If the student can't read his parent should be encouraged to teach the facts to the child. In class the method of oral recitation can be combined with the "Class Participation Game" as described in *Class Discipline* the last paragraph. These Review Questions are organized to compliment the One Year Chronological Outline.

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Review Questions For Genesis 1 - 3

The Beginning

1. What did God make on Day 1? **Light** Day 2? **Sky** Day 3? **Grass, flowers & trees** Day 4? **Sun, Moon and Stars** Day 5? **Birds and fish** Day 6? **Man and animals**
2. What did God do on the 7th day? **Rested**
3. Who were the first man and woman? **Adam & Eve**
4. What was Adam made of? **Dust** What was Eve made from? **Adam's rib/dust**
5. What was the name of the tree they ate of that gave them eternal life? **The Tree of Life**
6. What tree were they forbidden to eat of? **The Tree of the Knowledge of Good and Evil**
7. Who ate of the forbidden tree first? **Eve**
8. Who tempted Eve to eat of it? **Satan**
9. What punishment came on Adam and Eve for eating of the forbidden fruit? **They could no longer live in the garden and eat of the Tree of Life so they began to die; also, they knew what evil was and realized they were naked**
10. What did they try to cover themselves with? **Fig leaf aprons**
11. What was the name of the garden? **Eden [Located between Tigris & Euphrates Rivers most likely near the city of Ur.]**
12. Where is the tree of life now? **Heaven**
13. What did God make their clothing from? **Animal skins**

IN GENESIS REMEMBER:

These names: God, Adam, Satan, Noah, Abraham, Isaac, Jacob, Joseph.
These Places: Eden, Mount Ararat, Babel, Ur of the Chaldees, Canaan, Egypt.

Review Questions For Genesis 4 Cain Murders Abel

1. What book of the Bible has this story? **Genesis**
2. Who was the oldest son of Adam and Eve? **Cain**
3. What was Cain's work? **Tiller of the ground** Abel's? **Shepherd**
4. What is a sacrifice? **An altar of uncut stones, fire, an animal whose blood has been shed, the burning of the animal**
5. Which brother offered a sheep as a sacrifice and was accepted of God? **Abel**
6. What did the other brother (Cain) offer? **Fruit of the ground**
7. Why did Cain kill Abel? **Angry that his sacrifice was rejected**
8. Who was the first murderer in history? **Cain**
9. How did God punish Cain? **Marked him, drove him away, could never be good at growing things again**
10. What was the name of the land Cain moved to? **Nod**

Review Questions For Genesis 6 - 9

Noah's Ark

1. What book of the Bible tells the story of the Flood? **Genesis**
2. Why did God decide to flood the earth? **The earth was corrupt and filled with violence**
3. Who found grace in the eyes of the Lord? **Noah**
4. What were Noah's sons names? **Ham Shem and Japheth**
5. What kind of wood did God tell Noah to use in making the ark? **Gopher**
6. How many windows and doors did God tell Noah to have in the ark? **One each**
7. How many animals went into the ark? **Two of every kind of unclean animal and seven of every kind of clean animal**

Clean and Unclean Animals

| <u>Classes</u> | <u>Clean</u> | <u>Unclean</u> |
|--|---|--|
| Mammals (Lev. 11:3-7 Deut. 14:6-8) | Two qualifications: 1. Cloven hoofs 2. Chewing of the cud | Carnivores & those not meeting both "clean" qualifications |
| Birds (Lev. 11:13-19 Deut. 14:11-20) | Those not specifically listed as forbidden | Birds of prey or scavengers |
| Reptiles (Lev. 11:29-30) | None | All |
| Water Animals (Lev. 11:9-12 Deut. 14:9-10) | Two Qualifications: 1. Fins 2. Scales | Those not meeting both "clean" qualifications |
| Insects (Lev. 11:20-23) | Those in the grasshopper family | Winged quadrupeds |

Review Questions For Genesis 6 - 9 - Continued Noah's Ark

8. How many years did Noah build the ark? **120**
9. What did Noah do besides build the ark for those 120 years? **Preach repentance**
10. Did anyone repent at Noah's preaching and join in helping to prepare for the flood? **No**
11. How many were saved? **8 (Noah, his wife, his three sons and their wives)**
12. How did the water save Noah (1 Peter 3:21) ? **It separated him from the world just as water baptism separates us from the world and sin**
13. Who shut the door of the ark when the flood came? **God**
14. How many days did it rain? **40 days and 40 nights**
15. How long did it take for the water to dry up enough for Noah to come out of the ark? **About A year** (Compare Gen. 7:6 and 8:13)
16. How old was Noah when the flood came? **600**
17. What two kinds of birds did Noah send out to see if the waters were still on all the earth?
Raven and Dove Gen. 8:7-13 (A raven was sent out and it never came back; a dove was sent out and it came back, 7 days later a dove was sent and it returned with an olive leaf, 7 days later a dove was sent that never returned).
18. What was the first thing Noah did after getting off the ark? **Built an altar unto the Lord and took of every clean beast and of every clean fowl and offered burnt offerings on the altar**
19. What did God promise Noah? **That He would never again destroy the earth with water**
20. What was the token of the promise God made to Noah? **A rainbow**
21. What did Noah do after the flood was over? **Planted a vineyard**
22. How old was Noah when he died? **950**

Review Questions For Genesis 11

Tower Of Babel

1. The population of the earth multiplied after the flood. **True or False**
2. Where did all the people live? **Plain of Shinar**
3. What did they learn to make? **Bricks**
4. What did they do with the bricks? **Built a city and a tower**
5. What did the people have in common? **All spoke the same language**
6. Was God pleased that they were building a tower? **No**
7. Why was God displeased? **He wanted them to look to Him for strength not their own greatness and He wanted them to multiply the earth**
8. How did God get them to stop building the tower? **Confused their language**
9. Why did the people move away (scatter abroad)? **They could not understand each other**
10. What other way could God have made them stop building the tower? **Fire, earthquake, darkness... but the way He chose was the best because it made the people do what he wanted--scatter**
11. What was the name of the tower? **Babel**
12. Why was it called Babel? **Babel means confusion**

Review Questions For Genesis 11 b - 14

Abraham And Lot

1. What Bible book tells about Abraham? **Genesis**
2. What city did Abraham first live in? **Ur** (In the vicinity of the Garden Of Eden)
3. God told Abraham to leave Ur--where did God tell him to go? **To a land He would show him**
4. God promised to make Abraham a great **Nation**
5. What was the name of Abraham's wife? **Sarah**
6. Abraham's nephew traveled with them. What was his name? **Lot**
7. What was the name of the land God promised Abraham? **Canaan**
8. It is said you could follow the path of Abraham by the smoke from his **sacrifices**
9. What is a herdsman? **Shepherd, someone who tends the sheep or cows**
10. Why did Abraham and Lot's herdsman fight? **Abraham and Lot were so rich . . . they had so many herds of sheep and cattle it was hard to find room for them**
11. How did Abraham resolve the problem? **He told Lot "We should not fight for we are brethren" he told Lot to choose which direction he wanted to take (the plain of Jordan or the plain of Mamre) and they would separate**
12. Lot had first choice and chose? **The Plain of Jordan toward Sodom and Gomorrah**
13. God promised to make Abraham's seed as numberless as? **The sand of the sea and the stars of the sky**
14. How many kings conquered Sodom and Gomorrah and took captives including Lot? **4**
15. A man escaped the battle and reported to Abraham that Lot was taken--What did Abraham do? **Got 318 men together and went to rescue Lot**
16. Was Abraham successful in rescuing Lot? **Yes, and he saved Sodom & Gomorrah**

Review Questions For Genesis 18 - 19

Sodom And Gomorrah

1. What book in the Bible tells about Abraham and Lot? **Genesis**
2. Who is called the Father Of The Faithful? **Abraham**
3. What is the name of the two cities that Lot lived near? **Sodom and Gomorrah**
4. How many "men" (angels, messengers from God) visited Abraham in Mamre? **3**
One was the pre-incarnate appearance of Christ. Other pre-incarnate appearances of Christ: Daniel 3:25, Joshua 5:13-15, Judges 6:12-21, Judges 13:3-20
5. What did the angels say that Sarah laughed at? **Sarah shall have a son**
6. What other reason did the angels have for visiting Abraham? **To tell him they were going to destroy Sodom and Gomorrah**
7. Why did Abraham care if they were going to destroy the cities? **His nephew Lot was living there**
8. How did Abraham try to persuade the angels to not destroy the cities if there were righteous people there? **For 50's sake? for 45's sake? . . . for 40's sake? for 30's sake? for 20's sake? . . . for 10's sake?**
9. How many righteous did the angels find in the cities? **Only Lot and his family**
10. How did the angels stop the wicked people from hurting them? **Blinded them**
11. What warning did the angels give Lot and his family about how they were to escape? **Don't look back!**
12. Who looked back? **Lot's wife** What happened to her? **Became a pillar of salt**
13. Who escaped the destruction of Sodom and Gomorrah? **Only Lot and his two daughters**

Review Questions For Genesis 22

The Trial Of Abraham's Faith

1. How old was Abraham when he had Isaac? **100**
2. What had God promised Abraham? **A Son; God would make a Nation of Abraham, his seed would be more than the sand of the sea and stars of the sky; God also promised him Canaan land.**
3. Why did God want to test Abraham's love and faith for Him? **To see if Abraham loved his son Isaac more than God**
4. What did God tell Abraham to do? **Offer his son as a sacrifice**
5. Where? **Mt. Moriah**
6. What did Abraham take with him to Mt.Moriah? **His ass & two servants were left at the bottom of the mountain and he carried wood, a rope, a knife and his son**
7. Who stopped Abraham from killing his son? **An angel of God**
8. What did Abraham offer instead of Isaac? **A ram**
9. Where was the ram? **Nearby with his horns stuck in a bush**
10. Did Abraham demonstrate he loved God more than his son? **Yes**
11. Abraham had faith God could raise his son from the dead if necessary to fulfill His promise of making him a Nation **True or False** (Hebrews 11:19)

Review Questions For Genesis 24

Abraham's Servant Sent To Seek A Wife For Isaac

1. What book is this story in? **Genesis**
2. Abraham did not want Isaac to get a wife among the? **Canaanites**
3. What did it mean when the servant put his hand under Abraham's thigh? **It was like shaking hands is today to seal a promise**
4. How many camel's did the servant take on the trip? **10**
5. What did the servant "postulate" or how did the servant know who the angel of the Lord wanted him to choose as Isaac's wife? **Asked God to let the right girl be the one who would draw water for him and his camels**
6. Where was the well? **Mesopotamia the city of Nahor**
7. What was her name? **Rebecca**
8. How was she related to Abraham? **His niece, Isaac's cousin; Her father, Nahor was Abraham's brother**
9. What gifts did Abraham's servant give Rebecca? **Golden earring and two bracelets of gold**
10. What was Rebecca doing when Isaac saw her for the first time? **Riding on a camel**
11. Did Isaac love Rebecca? **Yes**

Review Questions For Genesis 25 - 27

Jacob & Esau The Birthright And Blessing

1. What Bible book tells about Jacob and Esau? **Genesis**
2. How old was Abraham when he died? **175**
3. What did Isaac and Rebecca name their twin boys? **Esau and Jacob**
4. Which was the oldest? **Esau**
5. What did he look like and what was his work? **Hairy, red hair, hunter**
6. What did Jacob look like and what was his work? **Not hairy, shepherd**
7. What is a birthright? **Inheritance of firstborn** How did Jacob trick Esau out of his?
Offered him a bowl of pottage for it
8. When Isaac got very old he became? **Blind**
9. Why was Esau Isaac's favorite son? **He loved venison which Esau hunted for**
10. What did Rebecca do when she heard Isaac was ready to give Esau his blessing? **Told Jacob to trick Isaac into blessing him instead**
11. How did they trick Isaac? **Cooked a sheep to taste like venison, put fur on Jacob's hands and neck to feel like Esau, and put Esau's clothes on Jacob to make him smell like Esau**
12. Did Isaac give Jacob Esau's blessing? **Yes, he was blind and could not tell it was Jacob**
13. How did Esau react? **Wanted to kill his brother**
14. What did Isaac and Rebecca tell Jacob to do? **Run away and live with their relative Laban and marry**

Review Questions For Genesis 28 - 30

Jacob's Ladder And Jacob Marries Leah And Rachel

1. Why did Isaac and Rebecca send Jacob away to Padanaram? **To escape Esau's anger**
2. Jacob had to sleep on the ground at Luz when he traveled to Padanarairn. What did he use as a pillow? **Stone**
3. What did Jacob dream that night at Luz? **A ladder that went up to heaven and angels going up and down on it**
4. God's voice spoke to Jacob from the top of the ladder. What did he say? **The promises of Abraham... he'd be a nation and inherit Canaan Land**
5. Because of this dream what did Jacob change the name of Luz to? **Bethel (House Of God)**
6. What did Jacob do with the stones he slept on? **Made a Pillar and anointed it with oil (Ebenezer 1 Sam. 7:12)**
7. What did Jacob promise God? **That he would obey Him always**
8. Where was Jacob when he first met Rachel? **At the well where she watered her sheep**
9. How many years did Laban say Jacob had to work for him to marry Rachel? **7**
10. How did Laban trick Jacob? **Gave him Leah to marry instead of Rachel**
11. How many more years did Jacob have to work for Laban to keep both wives? **7**
12. How many times did Laban change Jacob's wages after the 14 years to pay for his wives? **10**
13. Which of Jacob's wives was beautiful? **Rachel**
14. Name the children of Jacob. **Ruben, Simeon, Levi, Judah, Dan, Naphtali, Gad, Asher, Issachar, Zebulun, Dinah, Joseph and Benjamin**

| |
|---|
| Leah was the mother of Ruben, Simeon, Levi, Judah, Issachar, Zebulun and Dinah Rachel's handmaid, Bilhah was the mother of Dan and Naphtali Leah's handmaid, Zilpha was the mother of Gad and Asher Rachel was the mother of Joseph and Benjamin |
|---|

Review Questions For Genesis 31

Jacob And Esau Reunited

1. Why did Laban want Jacob to stay working for him so badly? **God was with Jacob, blessing him**
2. God was blessing Jacob even more than Laban so he was very rich. What did Laban's sons say about this? **He hath taken away all that was our fathers**
3. What did Jacob do when an angel told him God wanted him to go back to Canaan, to his father's house? **Without a word to Laban (he was away shearing his sheep) he obeyed God, packed up his camels and all his goods took his wives and children and left**
4. Was Laban angry that Jacob left? **Yes, he caught up with him and accused him of taking his daughters away like captives... not even saying goodbye... and of stealing his idols**
5. Who stole the expensive images? **Rachel** How did she hide them? **Under the camel's furniture and sat upon them when they were searching for them**
6. What did God do to show Jacob how happy he was that he was returning home? **Jacob saw the angels of God . . . it must have been thousands because he named the place Mahanaim (Hosts)**
7. Esau heard Jacob was coming and he went out to meet him with how many men? **400**
8. The night before Jacob was to meet Esau he slept away from his camp for fear of Esau. An angel wrestled with him all night and Jacob prevailed! The angel told Jacob "as a prince hast thou power with God and with men and hast prevailed" What did the angel change Jacob's name to? **Israel**
9. The angel injured Jacob in what part of his body? **Thigh, he limped**
10. Was Esau glad to see Jacob or did he want to kill him still? **He was glad to see him**
11. Was Isaac still alive when Jacob returned? **Yes**
12. What did Rachel name her children? **Joseph and Benoni**
13. How is it that Benoni came to be called Benjamin? **Jacob changed his name. Rachel named him that because she was dying from the childbirth. It means son of my sorrow but Benjamin means son of my strength**

Review Questions For Genesis 37

Joseph Is Ruthlessly Sold

1. Who were Joseph's parents? **Jacob and Rachel**
2. How many older brothers did Joseph have? **11**
3. Why were Joseph's brothers jealous of him? **Jacob loved him more, gave him a coat of many colors, and Joseph had dreams that meant they would someday bow down to him**
4. Describe the dreams. **They were all sheaves of wheat and theirs bowed to him; They were stars and theirs bowed to his**
5. When Joseph's brothers saw him coming to them at Shechem what did they say? **"Behold this dreamer cometh"**
6. What did they want to do to Joseph? **Kill him**
7. Which brother said don't kill him put him in the pit? **Reuben**
8. What plan did they come up with when they saw the Ishmaelites coming? **Sell him**
9. How much did they get? **20 pieces of silver**
10. What lie did they tell their father, Jacob? **That he'd been killed by a wild animal**
11. How did the brothers convince Jacob that Joseph was dead? **They tore up Joseph's coat of many colors and put goat blood on it**

Review Questions For Genesis 39 - 41

Joseph Sold Into Egyptian Slavery And Cast Into Prison

1. Who bought Joseph in Egypt? **Potiphar**
2. Did Joseph know his father thought he was dead? **No. He must have wondered why his father did not come and try to find him**
3. Did Joseph please Potiphar with his work? **Yes, he put him in charge of his house**
4. How did Potiphar's wife trick her husband into sending Joseph to prison? **She loved Joseph and wanted him to love her, when he didn't she screamed and accused him of accosting her... she had his garment in her hand as evidence**
5. What did Joseph do in prison? **Worked hard and gained the favor of the keeper of the prison; was placed over the other prisoners**
6. Who were the two men in prison with Joseph that had dreams? **A butler and baker**
7. What did they dream? **Butler--Vine with 3 branches, squeezed out wine and served it to the king Baker--Had 3 baskets of bread on his head, birds ate of the bread as he walked along**
8. God revealed to Joseph what their dreams meant. What were the meanings? **Butler--In 3 days he'd again serve wine to the king Baker--In 3 days he'd be hung and birds would eat his flesh**
9. When the dreams came true did the butler tell Pharaoh about Joseph in prison as he had promised he would? **No**
10. When did the butler finally remember Joseph? **When the king had a dream**

Review Questions For Genesis 41b

Joseph Interprets Pharaoh's Dream

1. What did Pharaoh dream? **7 fat cows came out of the Nile River and then 7 skinny cows and the skinny cows ate the fat cows but got no fatter--A second dream was the same only with 7 ears of wheat**
2. What did God reveal to Joseph that the dreams of Pharaoh meant? **7 years of plenty and 7 years of famine**
3. How did Pharaoh reward Joseph for interpreting his dream?
Took him out of prison
Made him a ruler over all the land of Egypt
Made him second in power to Pharaoh
Gave him his own ring from off his hand
Gave him linen clothing and put a gold chain about his neck
Made him to ride in the second chariot
Put him in charge of gathering the grain in the 7 years of plenty
4. How old was Joseph at this time? **30**
5. Joseph married. What did they name their two children? **Manasseh and Ephraim**
6. How did Joseph reserve the grain? **Storehouses**
7. Did they give away the grain when the famine came? **No. They sold it, and Egypt became very rich**

Review Questions For Genesis Chapter 42

The Years Of Famine

1. How many of Joseph's brothers did Jacob send to Egypt to buy corn? **Ten**
2. Which one stayed home? **Benjamin, Joseph's full brother**
3. How did Joseph's dreams come true when his brothers came before him? **They bowed down to him**
4. How did Joseph treat his brothers when they came to Egypt? **He spoke roughly, pretended not to know them, and called them spies.**
5. What did Joseph do to them? **Locked them up for 3 days**
6. Did Joseph's brothers know who Joseph was? **No, he spoke through an interpreter**
7. What did Joseph over hear Ruben say that made him cry? **That they had sinned against Joseph when they sold him and they were being punished for it**
8. Who did Joseph ask them to bring him? **Benjamin**
9. Which brother did Joseph keep as security? **Simeon**
10. What did Joseph put in their sacks of corn? **Their money back**

Review Questions For Genesis Chapter 43

Joseph's Brothers Return To Egypt

1. Were Joseph's brothers afraid when they discovered their money in their sacks? **Yes**
2. Did they hurry back to Egypt to return the money and get Simon? **No--they waited until they needed more corn.**
3. What did they take with them when they returned to Egypt? **Gifts of spices, honey, myrrh, nuts and double money and Benjamin**
4. What did Joseph do when he heard they had come to Egypt again? **Invited them to his home for a feast**
5. Did Joseph take Simon out of jail and let him eat at the feast too? **Yes**
6. What did Joseph ask them about his father? **"Is he still alive?"**
7. What were the brothers amazed about when they were told where to sit at the feast? **They were seated around the table according to their age**
8. What did Joseph do when he first saw Benjamin? **Left to cry**
9. How much did Joseph give Benjamin to eat? **Five times more than the others**

Review Questions For Genesis Chapter 44-45

Joseph Reveals His Identity

1. After Joseph provides a feast for his brothers he lets them all return to their Father, but what does he do to trick them? **He puts their money in their sacks again and his silver cup in Benjamin's sack**
2. When they are not very far out of the city why does Joseph send his steward after them? **To accuse them of stealing his cup**
3. What do the brothers do when they see Joseph's cup is in Benjamin's sack? **They rent their clothes and all went back to Joseph**
4. What did Joseph say had to be done to Benjamin for (supposedly) stealing his cup? **Benjamin would have to stay with Joseph and be his servant**
5. Which brother pleaded for Benjamin? **Judah**
6. What did Judah say would happen if they left Benjamin? **Their Father would die of grief**

---- Chapter 45 ----

7. What did Joseph do when he saw how his brothers wanted to protect Benjamin and save anymore grief for their Father? **He sent all the Egyptians out of the room and told his brothers who he was**
8. Was Joseph still angry at his brothers for selling him? **No, he told them he knew now that it was the will of God so that Egypt could be warned of the 7 years of famine.**
9. What did Pharaoh do when he heard Joseph had found his family? **He told Joseph to send for his Father, and gave his family the land of Goshen which was nearby**
10. How many more years of famine were there to be? **Five**
11. Jacob and all Joseph's brothers were shepherds. How is this significant in that they were allowed to live in Egypt? **Egyptians worshiped animals. They would never kill sheep for food. Yet, Pharaoh allowed them to live in Goshen**

Review Questions For Genesis 48 - Exodus 2

The Death Of Jacob And Joseph And The Birth Of Moses

1. Which child of Joseph's did Jacob bless before he died? **Ephraim**
2. Name Jacob's children. **Reuben, Simeon, Levi, Judah, Dan, Naphtali, Gad, Asher, Issachar, Zebulun, (Dinah), Joseph, Benjamin**
3. Name Joseph's sons. **Ephraim and Manasseh**
4. What does embalmed mean? **It is a process the Egyptians used to preserve a body after death (mummy)**
5. Who was embalmed in the book of Genesis? **Jacob and Joseph**
6. Where was Jacob buried? **In Canaan (in the cave of Machpelah)** Gen. 50:13
Genesis 50:6-14 has a beautiful description of Jacob's funeral.
7. Where was Joseph buried? **He was put in a coffin in Egypt**
8. Since Jacob's sons and their families had lived in Egypt were later generations eventually considered to be Egyptians? **No, they were named after their Father, Jacob, whose name had been changed by an angel to ISRAEL - they were called the Israelites**
9. How did subsequent Pharaohs treat the Israelites? **Made them slaves**

IN EXODUS WE SEE:

The Bondage in Egypt
The going out of Egypt
The giving of the Ten Commandments
The building of the Tabernacle
The wandering in the wilderness

10. How long had the Israelites been slaves when Moses was born? **350 years**
(Ex. 12:40 - Moses was 80 when they were released)

Genesis 48 Through Exodus 2 - Continued

The Death Of Jacob And Joseph And The Birth Of Moses

11. Why was Pharaoh afraid of the Israelites? **They had multiplied and he was afraid they might join with Egypt's enemies and fight against Egypt**
12. What did Pharaoh do to try to keep the Israelites from multiplying? **Told the midwives (nurses) to kill boy babies as soon as they were born**
13. Did the midwives do this? **No, and God was pleased with them and blessed them and gave them houses**
14. What was the next plan Pharaoh had for killing the babies? **Throw them into the river**
15. How did Moses' Mother keep the Egyptians from killing Moses for the first 3 months of his life? **Hid him**
16. What did she do when she could no longer hide him? **She made a small ark of bulrushes, slime and pitch then put Moses into it and put it in the river**
17. Who did Moses' mother leave to watch what would happen to Moses? **Moses' sister, Miriam**
18. Who came to wash at the river? **Pharaoh's daughter**

Thothmes I, 1541 - 1516 B.C. (Ruled 25 years)

This Pharaoh had a daughter whose name was Hatshepsut by his legal wife (the queen). The period of Moses' birth fits perfectly into Egyptian history which makes Hatshepsut the "Pharaoh's daughter" that adopted Moses against Egyptian law in Exodus 1:21-22. Moses was born in 1521 B.C., five years before Thothmes I died. If Hatshepsut was born one year after her father became Pharaoh (1540 B.C.), then she would have been 19 years old at the time.

19. What did Pharaoh's daughter want to do with Moses when she found him? **Keep him for her child**

Genesis 48 Through Exodus 2 - Continued

The Death Of Jacob And Joseph And The Birth Of Moses

20. What did Miriam do when she saw Pharaoh's daughter find Moses? **She told Pharaoh's daughter she would go find a nurse for him from among the Israelites**
21. Who did Miriam get to be Moses' nurse? **Moses' mother**
22. What does the name Moses mean? **Drawn from the water**
23. Where did Moses live after he was weaned? **In Pharaoh's house**
24. Did Moses know who his real mother was? **Yes**

Thothmes II, 1516 - 1503 B.C. (Ruled 13 years)

[Moses in the palace, see Acts 7:22. He was 6 - 18 years old]

At Thothmes I's death there was no legal heir to the throne, since Egyptian law did not recognize the power of queens to rule, therefore, he appointed his son by a concubine as Pharaoh. In order to qualify him to the throne of Egypt, Thothmes II married Hatshepsut, his half sister. (Pharaohs, as gods with divine blood, married only within the family to keep the bloodline pure). Thothmes II died very young and soon after his marriage.

Hatshepsut, 1503 - 1481 B.C. (Ruled 22 years)

[Moses' adopted mother ruled Egypt when Moses was 18 - 40 years old]

Thothmes II died without a legitimate heir to the throne from his marriage to Hatshepsut. Again, steps had to be taken to safeguard the survival of the dynasty, so, Thothmes III (a son of Thothmes II by a concubine) was proclaimed Pharaoh. Since he was only a child, Hatshepsut, his stepmother, was appointed go-regent. She soon assumed full regal power over Egypt. Since her country did not legally recognize a woman in the office of Pharaoh, although her bloodline was pure, she wore the clothes of a man and even her monuments reveal her as such. She ruled Egypt for 22 years.

Review Questions For Exodus 2b Through 4 Moses' Escape From Egypt And The Burning Bush

1. What is a Hebrew? **Another name for the Israelites because they spoke the Hebrew language. They were also called Jews** (Esth. 8:17; 2 Ki. 18:26; Gal. 2:14)
2. How did Moses feel about Pharaoh's treatment of the Hebrew people? **That it was unjust**
3. What did Moses do when he saw an Egyptian hitting a Hebrew? **He looked to make sure no one could see him and then he slew the Egyptian and hid the body in the sand**
4. The day after Moses killed the Egyptian, he tried to stop two Hebrews from fighting; What did they ask him when he stopped their fight? **Are you going to kill us like you killed the Egyptian?**
5. What did Pharaoh want to do to Moses when he heard Moses had killed a taskmaster? **Kill Moses**
6. What did Moses do to escape? **Ran away to the land of Midian**
7. How did Moses meet the priest of Midian and his 7 daughters? **Moses saw them being mistreated by shepherds at a well of water and Moses ran the shepherds away and helped the women draw their water; then the priest invited Moses to eat with them**
8. Moses married one of the 7 daughters, what was her name? **Zipporah**
9. Moses worked as a shepherd for his father-in-law, one day while keeping the sheep an angel of God appeared to him on what mountain? **Horeb**
10. How did the angel appear to Moses? **In a flame of fire out of the midst of a bush that was not consumed**
11. Why did God tell Moses to take his shoes off? **The place where he was standing was holy ground**
12. Why did God want Moses to go back to Egypt? **To tell Pharaoh to let God's people go so they could worship Him**
13. Did Moses want to go? **No** What 3 excuses did he give first? **1) That he was just a lowly shepherd, 2) That he didn't even know God's name and 3) No one would believe that God had appeared to him**

Review Questions For Exodus 2b Through 4 - Continued Moses' Escape From Egypt And The Burning Bush

14. What did God do to convince Moses after Moses' third excuse? **Turned Moses' rod into a snake and back into his rod and made Moses' hand leprous then back healthy**
15. What was Moses' next excuse? **“I am not eloquent . . . but am of a slow tongue”**
16. Who did God tell Moses to get to help him talk? **Aaron, Moses' brother**

Review Questions For Exodus 5 Through 12

Moses And The 10 Plagues

1. What did Pharaoh say to Moses and Aaron when they told him God wanted him to let the Israelites go? **"Who is the Lord, that I should obey his voice"**
2. Why did the Israelites get angry with Moses for asking Pharaoh to let them go? **Pharaoh increased their burdens (no straw to make brick) to punish them for wanting to go**
3. Did Pharaoh let the people go when Moses and Aaron proved God sent them with the miracle of turning Aaron's rod into a snake and back into a rod? **No, he even had his magicians copy the miracle using a trick**
4. Name the 10 plagues.

- 1. Water into blood Ex. 7:14-25**

Showed the superiority of God over the Egyptian god Hapi, the god of the Nile River.

- 2. Frogs Ex. 8:1-15**

Showed the superiority of God over the Egyptian god Heka, a frog headed goddess who was adored as the "Queen of the two worlds." At the end of this plague the frogs that they worshiped died instead of going back to their habitat.

- 3. Lice Ex. 8:16, 19**

The source of this plague was the dust of the earth. The Egyptians worshiped an idol by the name of Geb. Geb was the god of the earth. It was a blow to the Egyptians to have lice because they were meticulously and methodically clean and they could not worship their idols while they were unclean.

- 4. Flies Ex. 8:20-32**

The Egyptians offered sacrifices to an idol named Khepara, the god of eternal life. It was represented by a flying bug and this plague showed the superiority of God over this idol.

- 5. Murrain Ex. 9:1-7**

Murrain means a disease of the cattle. The Egyptians worshiped all kinds of animals but in particular the bull, Apis. This bull was supposed to be possessed by the spirit of ancient Egyptian god.

Exodus 5 Through 12 -- Continued

Moses And The 10 Plagues

6. **Boils Ex. 9:8-12**

As a part of their idolatry, the Egyptians would sacrifice both man and beast to the god Tryphon and the ashes of their body would be scattered as a blessing on the land. But, this so called blessing became a curse when God commanded Moses to take a handful of these ashes and sprinkle it toward Pharaoh and painful, infectious boils broke out on man and beast.

7. **Hail and Fire Ex. 9:13-35**

The Egyptian gods Osiris, the god of fire, and Isis, the goddess of water were no match for the power of God when the crops and livestock of Egypt were being destroyed.

8. **Locusts Ex. 10:1-20**

This plague not only destroyed and devastated the green vegetation of the earth: it also revealed the god, Serapis, the god of plenty, as a false god.

9. **Darkness Ex. 10:21-27**

The Egyptians regarded the sun as the fountain of light and life and was esteemed as the soul of the world and their sun god, Ra, was one of the most worshiped of their idols. However, the 72 hours of total darkness exposed their sun god, Ra's failure to be a god at all.

10. **Death of the Firstborn Ex. 12:29**

The final blow against Pharaoh. The historian, Herodotus, reveals that it was the custom of the Egyptians to rush from the house into the street to bewail the dead with loud and bitter cries of sorrow. How great the cry in Egypt must have been.

Thothmes IV, 1423 - 1414 B.C. (9 years)

Thothmes IV was not the firstborn son of Amenhotep II as revealed by a monument in Egypt. The story is told how that Thothmes IV had a dream which indicated he would unexpectedly become a Pharaoh. (**Cambridge Ancient History**, Vol. II, p. 91). This story engraved on stone in Egyptian history shows that his son was not in line as legal heir of the throne, unless something happened to the firstborn son. The unexpected did happen: Exodus 12:29, “. . . *at midnight the Lord smote all the firstborn in the land of Egypt, from the firstborn of Pharaoh that sat on his throne to the firstborn of the captive who was in the dungeon; and all their firstborn of the cattle.*”

Exodus 5 Through 12 -- Continued

Moses And The 10 Plagues

5. What does "God hardened Pharaoh's heart" mean? **The more God tried to convince Pharaoh (with miracles) to obey him the more Pharaoh would not budge, his heart was hard, unmoving; with each miracle God performed, the harder Pharaoh's heart "The same thing that melts wax hardens clay"**
6. What lie did Pharaoh say each time Egypt was plagued? **Promised to let the people go if the plague would stop but he never would**

COMPROMISES OF PHARAOH

When Moses and Aaron told Pharaoh that God had said, "Let my people go," Pharaoh immediately began to offer certain compromises:

- **He asked that the people stay in Egypt (Ex. 5). He didn't want them to go into the wilderness to worship (Ex. 8:25).**
- **"Ye shall not go very far" (Ex. 8:28).**
- **Leave the little ones at home (Ex. 10:9-11).**
- **Leave money, flocks and herds behind (Ex. 10:24).**
-

Pharaoh is typical of the devil. Are not these the same compromises that Satan offers today when we seek to serve God?

7. What did Moses tell the Israelites to do to prepare for the last plague? **Kill a lamb and roast it; eat it with bitter herbs and unleavened bread; be dressed ready to go with your shoes on and staff in your hand; take the blood of the lamb and put it on the lintel and door posts of your houses**
8. What was the blood for? **To mark the houses of those who fear God**
9. What was the plague of the firstborn? **The death angel of God came that night to every house without the blood and killed the oldest child in the family**
10. Did Pharaoh's first born child die? **Yes**
11. Did Pharaoh finally let God's people go? **Yes**
12. How many years had the Israelites been in Egyptian bondage? **430 years** (Ex. 12:40)

Review Questions For Exodus 13 Through 15

The Red Sea And Song Of Triumph

1. Where did the Israelites get all the jewels of gold and silver that they took with them when they left Egypt? **They borrowed them from the Egyptians!**
2. What unusual thing did Moses take with him when they left Egypt? **Joseph's bones**
3. What special way did God lead the people? **A pillar of cloud by day and a pillar of fire by night**
4. Did Pharaoh change his mind about letting the people go? **Yes, he went after them with six hundred chariots, horses, and his army**
5. What did the Israelites do when they saw the Egyptian army coming? **Got mad at Moses**
6. How did God save the Israelites? **Divided the Red Sea for them to escape**
7. What did the angel of God do to give the Israelites time to cross the Red Sea? **Put the pillar of cloud between the Israelites and the Egyptian army; the Egyptians could not see because the cloud was dark on their side, but the side of the cloud where the Israelites were was fire so they could see all night**
8. After the Israelites passed over safely and the cloud moved what did the Egyptian army do? **Tried to cross the Red Sea like the Israelites had, but Moses held up his rod again and the sea crashed in on them and drowned them**
9. How happy were the Israelites? **The sang and celebrated "The horse and his rider hath he thrown into the sea"**
10. Then the Israelites traveled for 3 days and found no drinking water. They came to Marah and the water was bitter there. The people murmured against Moses. What miracle did God do to provide water? **God had Moses cast a tree into the bitter water and it became sweet**

Review Questions For Exodus 16 Through 17 And Numbers 20

God Supplies Water, Manna And Quail

1. What does "murmured" mean? **Complained**
2. Did the Israelites say it would have been better to have died in Egypt? **Yes**
3. What is manna? **Bread that God rained from heaven**
4. What time of day did the bread come? **Morning**
5. Did they have to cook the bread? **Yes**
6. What would happen to the bread if they tried to save it? **Worms would get in it**
7. What happened to the manna that was left on the ground after everyone had gathered enough for their family? **Melted in the sun**
8. What are quails? **Birds God sent to the Israelites for food**
9. What time of day did the quail come? **Evening**
10. How many times did God provide water for the Israelites from a rock? **Twice**
11. What was Moses supposed to do to the rock the first time God told him He would bring water from a rock? **Strike the rock with his rod**
12. What was Moses to do the second time? **Speak to the rock**
13. The first time Moses was obedient but the second time how did Moses disobey? **He struck the rock instead of speaking to it**
14. How did God punish Moses for this? **Told Moses he could not enter the promise land**

Review Questions For Exodus 20, 24, 31-34 And Deuteronomy 9 through 10 Mount Sinai

1. Why did God want Moses to go up on Mt. Sinai? **To receive the law**
2. What would happen to any of the Israelites if they touched the Mountain while Moses was on it talking to God? **They would be killed**
3. What did Mt. Sinai look like while Moses and God were talking? **A huge cloud covered it; there was thundering and lightening; the sound of a trumpet; fire and smoke**
4. What did God give Moses? **Tablets of stone with the 10 commandments on them**
5. How long was Moses up there? **Forty days and forty nights**
6. What did Moses eat while he was on Mt. Sinai? **Nothing**
7. What had the Israelites done while Moses was on Mt. Sinai? **Made a molten image**
8. What did Moses do when he saw the molten image? **Broke the 2 tablets of stone**
9. What did Moses do to the molten calf? **Burned it, stamped it, ground it to dust and cast it into the brook**
10. What had the people said about the calf? **It was the god that brought them out of Egypt**
11. Who was in charge of making the calf? **Aaron, Moses brother**
12. How many days was Moses on Mt. Sinai the second time? **Forty days and forty nights**
13. Why were Aaron and all the people afraid of Moses when he came down? **His face shined**
14. What else did God give Moses on Mt. Sinai? **Plan for the tabernacle**
15. What chapter of the Bible lists the Ten Commandments? **Exodus 20**
In addition to the Ten Commandments, God gave “the Book of the Covenant” (Exodus 21, 22, 23, 24). Commandments were given about a great variety of things which the Israelites needed to know. The people were commanded to obey all of the commandments of God.

THE TEN COMMANDMENTS

- 1st** Thou shalt have no other gods before me
- 2nd** Thou shalt not make unto thee any graven image
- 3rd** Thou shalt not take the name of the Lord in vain
- 4th** Remember the Sabbath day and keep it holy
- 5th** Honor thy father and thy mother
- 6th** Thou shalt not kill
- 7th** Thou shalt not commit adultery
- 8th** Thou shalt not steal
- 9th** Thou shalt not bear false witness
- 10th** Thou shalt not covet

[See **GUIDE TO TEACHING MEMORIZATION** chapter to memorize the 10 Commandments]

The Old Law was nailed to the cross yet, read how the Ten Commandments are reiterated in the New Law:

The 1st commandment is taught in Eph. 4:6.

The 2nd commandment is taught in Acts 17:25.

The 3rd commandment is taught in Eph. 4:29

The 4th commandment is not in the new law.

The 5th commandment is taught in Eph 6:2.

The 6th, 7th, 8th, 9th, and 10th are in Rom. 13:9

The Greatest Commandment:

**“Thou shalt love the Lord, thy God
with all thy heart, with all thy soul, and with all thy might” (Deut. 6:5).**

This commandment is repeated over and over in Deuteronomy (Deut. 10:12; 11:1, 13, 22). It was quoted by Jesus Christ and given first place in His teaching (Mt. 22:37). The people were not to depend on public preaching alone, but were to teach God’s commandments at home (Deut. 6:6-9). (See II Tim. 3:1-9; Deut. 21:18-21).

Review Questions For Exodus 25:9

Pattern For The Tabernacle

1. What was the Tabernacle for? **Worship**
2. Where did they get the materials to build it? **Freewill offerings--the Israelites "borrowed" gold and silver and expensive items from their Egyptian neighbors.**
3. What were the two rooms called? **The Holy Place and The Most Holy Place**
4. Name the items in the courtyard. **Altar for burnt offerings, brazen laver**
5. Name the furniture in the first room. **Golden lamp stand, table of shew bread, table of incense**
6. Name the furniture in the second room. **Ark Of The Covenant**
7. What was inside the Ark Of The Covenant? **The Ten Commandments, Aaron's rod, and manna**
8. Describe the Ark Of The Covenant. **About the size of a coffee table, made of wood and overlaid with gold, two Cherubims on top with their wings up and the tips touching**
9. What was the special importance of the Ark Of The Covenant? **The presence of God was always over it, no one was to touch it**
10. Who was allowed to enter the Tabernacle? **Only the priests and only the High Priest was allowed to enter the Most Holy Place**
11. How often was the High Priest to enter the Most Holy Place? **Once a year for the sins of the people (he sprinkled blood on the Ark)**
12. Describe the garments of a High Priest. **When he entered the Most Holy Place he wore solid white; his everyday garment was elaborate: A robe and coat of fine linen embroidered with blue, purple and scarlet; a gold breastplate (Ephod) with two onyx stones engraved with the names of the twelve tribes and a different stone for each tribe onched in gold; the hem had embroidered pomegranates and gold bells attached; a hat called a mitre with a gold plate engraved with HOLINESS TO THE LORD**

Vocabulary: Mercy seat, curtain of the Tabernacle, staves of the ark, embroidered, court, overlaid, incense, cherubims, pomegranate, girdle, engraving

Review Questions For Special Jewish Days And Laws

1. What are the names of the months on a Jewish calendar?

| <u>Hebrew Month</u> | <u>Western Month</u> |
|---------------------|----------------------|
| Nisan | March-April |
| Lyyar | April-May |
| Sivan | May-June |
| Tammuz | June-July |
| Ab | July-August |
| Elul | August-September |
| Tishri | September-October |
| Marchesvan | October-November |
| Kislev | November-December |
| Tebet | December-January |
| Shebat | January-February |
| Adar | February-March |
| Adar Sheni | Intercalary Month |

2. What were some special days to the Jews?

| <u>Special Days</u> | <u>Day</u> | <u>Reference</u> | <u>Commemoration</u> |
|--|--------------|--|------------------------------|
| Passover <small>(Feast of Unleavened Bread)</small> | 14 Nisan | Ex. 12 <small>(Lev. 23:4-8)</small> | Deliverance from Egypt |
| Pentecost | 6 Sivan | Deut. 16:9-12 <small>(Lev. 23:9-14)</small> | Celebration of the Harvest |
| Day of Atonement | 10 Tishri | Lev. 16 <small>(Lev. 23:26-32)</small> | Sacrifices for sins |
| Feast of Tabernacles | 15-21 Tishri | Neh. 8 <small>(Lev. 23:33-36)</small> | Wanderings in the Wilderness |
| Purim (Lots) | 13-14 Adar | Esth. 9 | Failure of plot against Jews |

Review Questions For Special Jewish Days And Laws -- Continued

3. What were some of the offerings the Jews had to make?

| <u>Name</u> | <u>Portion Burnt</u> | <u>Offering</u> | <u>Occasion</u> |
|---|----------------------|---|---|
| Burnt offering (Lev. 1) | all | male without blemish | for sin and showed dedication |
| Meal or Tribute Offering (Lev. 2) | eaten by priest | unleavened salted cakes or grains | thankfulness |
| Peace offering a. Thank offering b. Vow offering c. Freewill offering (Lev. 3; 22:18-20) | fat | male/female without blemish according to wealth; (slight blemish allowed with freewill) | fellowship a. for unexpected blessing b. deliverance c. thankfulness |
| Sin Offering (Lev. 4) | fat eaten by priest | Individual: she-goat Priest/Cong.: bull King: he-goat | purification |
| Guilt Offering (Lev. 5-6:7) | fat eaten by priest | ram without blemish | for desecration of something holy, or for objective guilt |

Review Questions For Leviticus 10

Nadab And Abihu, Laws, Sacrifices And Feast Days

1. What book of the Bible is called the priest's handbook? **Leviticus**
2. What tribe did a priest have to be of? **Tribe of Levi**
3. Who was the first High Priest? **Aaron, Moses' brother**
4. Who were the Priests and High Priest when the tabernacle was finally finished and ready for the first sacrifice? **Aaron was the High Priest and his sons Nadab, Abihu, Eleazar and Ithamar were priests**

CAPITAL PUNISHMENT

Capital punishment was instituted by God in the Old Testament. The following offenses were punishable by death:

| | |
|-----------------------------|---|
| Murder | Gen. 9:6; Deut. 24:7 |
| Kidnapping | Ex. 21:16 |
| Death by Negligence | Ex. 21:28-29 |
| Smiting or cursing a parent | Ex. 21:15-17; Lev. 20:9; Deut. 21:18-21 |
| Idolatry | Deut. 20:1-5; 13; 17:2-5 |
| Sorcery | Ex. 22:18 |
| False Prophecy | Deut. 18:10, 11, 20 |
| Blasphemy | Lev. 24:15, 16 |
| Profaning the Sabbath | Ex. 31:14 |
| Adultery | Lev. 21:10; Deut. 22:22 |
| Rape | Deut. 22:23-27 |
| Ante-conubial immorality | Deut. 22:13-21 |
| Sodomy | Lev. 20:13 |
| Animal cohabitation | Lev. 20:15, 16 |
| Incestuous marriages | Lev. 20:11, 12, 14 |

This was God's law of capital punishment, though it was not always carried out. Sometimes other punishments were substituted. The key words of the Old Testament were "vengeance" and justice." The key words of the New Testament are "mercy" and "forgiveness." When the poor woman taken in adultery was brought before our Lord, he did not exact capital punishment, but said, "go thy way and sin no more."

Leviticus 10--Continued

Nadab And Abihu, Laws, Sacrifices And Feast Days

5. What did Nadab and Abihu do that the Lord commanded them not? **They took fire in their censers and put incense thereon and offered strange fire to the Lord**
6. How did God punish them? **Sent down fire from heaven and devoured them**
7. What did Moses say to Aaron, Eleazar and Ithamar about Nadab and Abihu's disobedience? **That God must be sanctified and glorified; and he warned them not to uncover their heads or rend their clothes or they would die too; also not to go out of the tabernacle for the anointing oil was on them**
8. What did Mishael and Elzaphan (Aaron's cousins) do when Nadab and Abihu were killed? **They carried the bodies in their coats out of the camp as Moses had asked them to do**
9. Were there more laws than just the 10 Commandments? **Yes**
10. What were some of the laws?
 - Lev. 11--Do Not Eat Unclean Animals**
 - Lev. 13--Laws about Leprosy and Plague**
 - Lev. 17:10--Do Not Eat Blood**
 - Lev. 19;9--Leave the Corners of the Field**
 - Lev. 19:17--Do Not Hate or Avenge**
 - Lev. 22:22--Do Not Offer to God Animals That Are Blind, Maimed, Scabbed Etc.**
 - Lev. 23--Three Feast Days: *Passover, Day of Atonement, and Feast of Tabernacles***
 - Lev. 25:9--Year of Jubilee**
 - Deut. 15:17--Slavery (Pierced Ears)**

Review Questions For Numbers 13

The Report Of The Twelve Spies

1. Before the Israelites sent in the spies how was Miriam punished for rebellion? **She was struck with leprosy when she and Aaron spoke against Moses because of the Ethiopian woman he'd married. They also wanted to have as much authority as prophets as Moses had** (Num. 12)
2. How were the twelve spies to be chosen? **A man from each of the twelve tribes**

SPIES SENT TO SEARCH OUT CANAAN

| Tribes | Spies |
|----------|---------|
| Reuben | Shammua |
| Simeon | Shaphat |
| Judah | Caleb |
| Issachar | Igal |
| Ephraim | Joshua |
| Benjamin | Palti |
| Zebulun | Gaddiel |
| Manasseh | Gaddi |
| Dan | Ammiel |
| Asher | Sethur |
| Naphtali | Nahbi |
| Gad | Geuel |

Read the names of the 10 spies to your class and ask if they have ever heard of them. No one ever remembers the 10 spies names. But, when you say Joshua and Caleb's names to the class they will remember them because of their faithfulness.

3. What did Moses tell the spies to find out about Canaan? **To see how many people lived there, how they lived: tents or strong holds, how rich the land was in food and wood, bring back some of the fruit**

Numbers 13--Continued

The Report Of The Twelve Spies

4. What kind of fruit did they bring back? **Grapes, pomegranates and figs**
5. How many days were they gone searching out the land? **40**
6. What was the report of the spies? **The land flows with milk and honey; there are walled cities; the people are giants**
7. Only 2 spies were not afraid to take Canaan, what were their names? **Joshua and Caleb**
8. Did the people of Israel want to take Canaan? **No, they were afraid like the 10 spies**
9. What did Joshua and Caleb do when they heard the people were afraid to take the land? **Rent their clothes and told them they should not rebel against the Lord**
10. What did the people want to do to Joshua and Caleb? **Stone them**
11. God was angry with the Israelites for being afraid to obey Him, what did God want to do to them? **Kill them all**
12. Why doesn't God kill them? **Moses persuades him to spare their lives with this plea: The Egyptians and other nations will hear of it and say you were not able to bring them into the land you promised them**
13. How does God punish them? **Sends them to wander in the wilderness for a generation (40 years) so none of the living Israelites will get to enter into the land of Canaan except for Joshua and Caleb**
14. What happened to the 10 spies who were afraid to take Canaan? **They died of a plague**

Review Questions For Numbers 14 - 21

Forty Years In The Wilderness

1. What happens to Israel when they try to take Canaan without the protection of God? **They are defeated** (Num. 14)
2. How many times does Moses plea for Israel to be spared when God threatens to destroy them? **4**

Numbers 12:3

“Now Moses was very Meek, above all the men which were upon the face of the earth”

Moses pleads for Israel to be spared four times:

| Incident | Eventual Result |
|---|---|
| Ex. 32:10 Golden Calf | <i>The Levites killed 3,000 men with their swords v. 26 ff.</i> |
| Num. 14:12 After the report of the 10 spies | <i>Not allowed to enter Canaan</i> |
| Num. 16:21 Korah, Dathan and Abiram rebel against Moses | <i>Earth opens and swallows them v. 32 v. 35 fire from the Lord kills 250 men who offered incense</i> |
| Num. 16:45 Day after the death of Korah | <i>14,700 died of a plague</i> |

3. How many men stood with Korah Dathan and Abiram in their rebellion against Moses? **250** (Num. 16:1-3)
4. Why did they hate Moses? **They blamed him for not getting to go into Canaan** (Num. 16:13)
5. Why did Moses tell these rebellious sons of Levi to burn incense in their censers? **For forgiveness** (Num. 16:4-11)

Review Questions For Numbers 14 - 21 - Continued

Forty Years In The Wilderness

6. How did God react to this rebellion? **He wanted to “consume” all Israel except for Moses and Aaron** (Num. 16:21)
7. Why didn't God consume them? **Moses pled for the people**
8. How did God punish Korah's rebellion? **He warned everyone to get back from the wicked men** (v. 26) **and he opened the earth and swallowed them and their houses and possessions** (v. 32)
9. What happened to the 250 men who had followed Korah and were holding incense? **God sent fire to consume them** (v. 35)
10. What happened to the censers? **They melted and were made into a covering for the altar** (v. 38)
11. What was the reaction of the rest of Israel to this incident of Korah? **The next day they accused Moses of murdering Korah and the 250 men** (Num. 16:41)
12. How did God answer this accusation? **He caused the cloudy pillar to appear at the tabernacle and he wanted Moses and Aaron to move away from the congregation so He could consume them**
13. How did Moses and Aaron plead with God this time? **They fell on their faces and then Moses told Aaron to light a censer and take it among the people to stop the plague for it had begun**
14. How many died in this plague? **14,700**
15. How did God demonstrate to Israel that Moses and Aaron were his chosen prophets? **He had each tribe take a rod and put their name on it. The rods were placed in the tabernacle. The rod which God choose blossomed . . . Aaron's rod budded and produced almonds!** (Num. 17)
16. What chapter in Numbers tells of Miriam and Aaron's deaths? **20**

Review Questions For Numbers 21:5; 27:18

Israel Plagued With Serpents; Death Of Moses

1. What did the Israelites complain about? **No water and they hated the Manna**
2. Who did they speak against when they complained? **Moses and God**
3. How did the Lord punish them? **Sent fiery serpents among them**
4. Did the snakes bite the people? **Yes, and they died**
5. What did the people do? **Told Moses they were sorry for speaking against him and God and asked for forgiveness and to have the snakes taken away**
6. What did God tell Moses to do to stop the snakes? **Make a brass serpent and set it on a pole and tell the people to look at the brass serpent if they wanted to be healed of the snake bites**
7. Who wrote the first five books of the Bible? **Moses (as God instructed him)**
8. The first five books of the Bible are known as the books of **LAW** .
9. What did Moses warn the Israelites about that they would do after he died? **That they would corrupt themselves**
10. What was the Song Of Moses about? **Warning that the Israelites would corrupt themselves** (Deut. 32)
11. Who did God tell Moses to appoint as the next leader of the Israelites? **Joshua**
12. Why did God not allow Moses to enter the promised land? **He struck the rock** (Num. 20:11)
13. How many years had the Israelites wandered in the wilderness? **40**
(42 journeys of the Israelites Num. 33)
14. Why did God tell Moses to go up on Mt. Nebo? **To see the promise land and to die**
15. Who buried Moses? **God**

Moses spent 40 years in the palace of Pharaoh, 40 years a refugee in Midian, and 40 years leading Israel in the wilderness

Review Questions For Joshua 2:1 Rahab And The Two Spies

1. What book in the Bible tells about the man who led the Israelites after Moses? **Joshua**
2. How many spies did Joshua send into Jericho? **Two**
3. How many spies did Moses send into the Promise Land 40 years before? **12**
4. Where did the spies hide in the city? **Rahab's house**
5. The King of Jericho heard there were spies in his city. What did he do about it? **Sent men to find them**
6. How did Rahab hide the two spies when the soldiers came looking for them? **On her flat roof under some flax**
7. Why did Rahab help the Israelite spies? **She had heard of how God was with the Israelites and she was afraid of them**
8. How did the spies escape? **Rahab's house was on the wall of the city and they climbed out the window**
9. What did the spies promise Rahab? **To save her and her family (all in her house) when they came to destroy the city**
10. How did Rahab mark her house so the Israelites would know which house was her's? **With a scarlet line in the window**
11. After leaving Rahab's house, how many days did the spies hide in the mountains from the king of Jericho before they could cross the Jordan River to where Joshua and all the Israelites waited? **3**

Review Questions For Joshua 3 - 5

Passage Through Jordan

1. How did the thousands of Israelites get across the huge Jordan River? **A Miracle. God told he priests to bare the ark of the covenant, and for all the people to follow them. When the priests' feet touched the water the Jordan stopped flowing and stood upon a heap**
2. The priests bearing the ark stood still in the midst of the river bed while the people walked around them. Who were the last people to cross the Jordan? **The priests bearing the ark**
3. God told Joshua to have a man from each tribe take a stone from the river bed with them to the other side. How many tribes/stones would that have been? **12**
4. What did the men do with the stones? **Took them home (to their tent/lodging) until Joshua took them to Gilgal and placed them there for a memorial**
5. What did Joshua do with 12 other stones? **Set them up in the midst of Jordan, by the place where the feet of the priests had stood**
6. Why were the Canaanites so afraid of the Israelites? **They had heard how the Lord had dried up the Red Sea for them and that they had utterly destroyed the two kings of the Amorites, Sihon and Og, on the other side of Jordan when Moses was their leader. They also heard about Joshua as their leader and that God dried up the Jordan River.**
(Josh. 2:10 & 5:1)

Outline: "Refuseth Passage"

Numbers 20-21

Edom 20:17-18 ♦ King Sihon of Heshbon 21:21-23 ♦ Amorites 21:31 ♦ Jazer 21:32 ♦ Bashan/King Og 21:33

7. Why did God have Joshua circumcise the males after crossing the Jordan? **The Israelites had not circumcised the males during the 40 years wandering so there was an entire generation that needed this sign of the covenant in their flesh** (Josh. 5:2)
8. How long did God provide manna for His people? **During the 40 years.** (Josh. 5:12)
9. Who is the man that Joshua worships before the siege of Jericho (Josh. 5:13-15)? **Christ. It was a pre-incarnate appearance of Christ. It couldn't be an angel because angels are not to be worshiped.**
10. Whose bones did they carry across the Jordan River? **Joseph's** Josh. 24:32; Gen. 50:26

Review Questions For Joshua 6

The Siege Of Jericho

1. What did God want the Israelites to do to all the inhabitants of the promised land (Canaan)? **Utterly destroy them, kill them**
2. Why did God want them dead? **They were wicked; they worshiped idols**
3. What was the first city they were to destroy? **Jericho**
4. What did Jericho look like? **It had a high wall around it**
5. What did God tell the Israelites to do? **All the Israelites (about 40 thousand prepared for war not to mention the old, young and women Josh. 5:13) to walk around the city wall once each day for 6 days**
6. Where was the ark of the covenant to be? **The priests were to bear the ark and walk around the city too with 7 priests blowing rams horns**
7. What was to happen the seventh day? **They were to go around 7 times (only quietly with no talking or trumpets blowing) and after the seventh time around 7 priests were to blow long blasts on rams horns and everyone was to shout**
8. What happened when they shouted? **The walls fell down flat and the Israelites took the city, killing men, women, old people, children and even their animals with the edge of the sword**
9. What happened to Rahab? **She was saved alive and all her house**
10. What else did they do to the city after everyone was killed? **Burned it**
11. What warning had God told them? **Do not take anything, not gold, not silver nor garments**

Review Questions For Joshua 7

Trespass Of Achan

1. What was the next city Joshua was to destroy after Jericho? **Ai**
2. What did the men who went to spy out Ai tell Joshua? **That Ai was small and they did not need to take all their soldiers to destroy it**
3. About how many men did Joshua send to Ai? **3,000**
4. What happened? **They had to retreat after 36 Israelites were killed**
5. What did Joshua do when he heard? **Rent his clothes and fell down in the dust before the ark**
6. Why did God allow Israel to be defeated at Ai? **Someone had taken gold, silver and garments from Jericho**
7. Who was it that had taken it? **Achan**
8. Where had he hidden it? **In his tent**
9. How did God have them punish Achan? **Stone him and his sons and daughters. Then burn them and cover them with a heap of stones**
10. How did Joshua finally destroy Ai? **At night he sent 30,000 men behind the city and in the morning Joshua and all the people approached the city from the front. The men of Ai went out after Joshua (and the people) as they retreated to draw them away from the city. The 30,000 ambushed the city from behind and Joshua and his number turned on those chasing them**
11. Were they allowed to take of the spoil? **Yes**
12. The king of Ai was captured alive and brought to Joshua. What did he do to the king? **Hanged him on a tree until evening. Then he put the body at the entering of the gate of the city and covered it with a heap of stones**
13. Then what did Joshua do? **Offered a burnt offering to the Lord and read Moses' law to the people**

Review Questions For Joshua 9; 10:1-27

Joshua Fights For The Gibeonites; The Sun Stands Still

1. Where did the Gibeonites live? **In Canaan**
2. What was Joshua supposed to tell God's army to do to all the people who lived in Canaan?
Kill them
3. How did the Gibeonites trick Joshua? **They were afraid of being killed because they lived in Canaan . . . so they pretended to be from far away**
4. How did they convince Joshua they were from a far country? **They dressed in dirty, old clothing and had old food (molded and dry) to appear they had been traveling**
5. What did the Gibeonites ask of Joshua? **That they had heard of their fame and had traveled a long way to be their servants and make peace with them**
6. Did Joshua turn to God for advice? **No**
7. What did Joshua do? **He and the men of Israel made peace with the Gibeonites**
8. How long after they promised peace did Joshua find out they were their neighbors? **3 days**
9. Was God pleased with this promise? **No**
10. What did Joshua decide to do to the Gibeonites to punish them for tricking him? **Made them be slaves, hewers of wood and drawers of water**
11. What did the other wicked people in Canaan think of the Gibeonites? **They wanted to kill them because they had sided with Joshua**
12. What did the Gibeonites do when they heard the 5 kings and their armies were coming?
Asked Joshua and the Israelites to protect them
13. How did God help Joshua and his army win this battle? **God delivered them into Joshua's hand . . . God sent hail stones on them . . . God made the sun stand still so there would be enough daylight to finish the battle**
14. What happened to the five kings? **They ran into a cave and the Israelites closed off the cave with stones; Joshua opened the cave and killed the kings and hung them on five trees, then put their bodies back in the cave and closed it with stones**

Review Questions For Joshua 13, 14, 19 - 21 The Land Division

1. How old was Joshua when Moses sent the twelve spies to spy out the land? **40**
2. How was the division of land determined? **By lot**
3. Does the Bible describe how the land was divided? **Yes, in the book of Joshua**
4. What is a city of refuge? **A city where “the slayer that killeth any person unawares and unwittingly may flee thither . . . a refuge from the avenger of blood”**
5. How many cities of refuge were there? **6**

All six cities of refuge were Levitical Cities (Num. 35:6). There were three east of Jordan: Bezer, Ramoth and Golan (Deut. 4:41-43). After the promises to Abraham were fulfilled, three cities were selected west of the Jordan: Kedesh, Shechem, and Hebron. Certain rules of warfare are given in Deuteronomy 20.

6. Did the Lord give to Israel all the land which he swore to give unto them? **Yes**
7. Did the Israelites possess it and dwell in it? **Yes**

THE LAW RECORDED AT MOUNT EBAL

The law of God was read to the people as Moses had commanded (Deut. 27:1-3). Shechem, in the center of the land, was between Mount Ebal and Mount Gerizim in a beautiful valley where Abraham, six hundred years before, had erected his first altar. Here Joshua in solemn ceremony read the Book of the Law to the people. (*Dehoff's Bible Handbook*, p. 65)

8. Were all their enemies delivered into their hand? **Yes**
9. What important point did Joshua make in his last speech? **“As for me and my house we will serve the Lord”** (Josh. 24:15)
10. How old was Joshua when he died? **110** (Josh. 24:29)
11. Was Joshua buried in Canaan land? **Yes** (Josh. 24:30)
12. Was Joseph buried in Canaan land? **Yes, the Israelites carried his bones out of Egypt when they escaped and kept them with them until they inherited the land** (Josh. 24:32)

Review Questions For Judges Overview

1. After the death of Joshua and all his generation there arose another generation that did not know God or the works He had done for Israel -- **True** or **False** (Judg. 2:11)
2. Who did Israel serve instead of God? **Baalim, Baal and Ashtaroth**
3. How did God punish Israel? **Sold them into the hands of their enemies**
4. How did God show that he still loved Israel? **Raised up Judges to deliver them from their enemies** (Judg. 2:16-19)

To memorize the names of the Judges sing them to the tune of **Ten Little Indians Boys**

| | |
|---------------------|----------------------------------|
| Judges 3:8 - 11 | Othniel --served 40 years |
| Judges 3 | Ehud --served 80 years |
| Judges 3:31 - 4:3 | Shamgar --served 10 years |
| Judges 4:4 - 6:6 | Deborah --served 40 years |
| Judges 6 - 9 | Gideon --served 40 years |
| Judges 9 | Abimelech --3 years |
| Judges 10:1-2 | Tola --served 23 years |
| Judges 10:3-6 | Jair --served 22 years |
| Judges 10:10 - 12:7 | Jephthah --served 6 years |
| Judges 12:8-10 | Ibzan --served 8 years |
| Judges 12:11-12 | Elon --served 10 years |
| Judges 12:13-15 | Abdon --served 7 years |
| Judges 13:2-16:31 | Samson --served 20 years |

(Eli and Samuel were Judges and Priests)

5. How many years did Israel serve Chushanrishathaim king of Mesopotamia before God delivered them? **8 years** (Judg. 3:8)
6. Who was the deliverer God sent to Israel? **Caleb's nephew, Othniel** (Judg. 3:9)
7. How long did Othniel judge Israel? **40 years** (Judg. 3:11)
8. Who oppressed Israel next? **Eglon king of Moab** (Judg. 3:12)
9. Who was the deliverer of Israel against Eglon? **Ehud** (Judg. 3:15)
10. How did Ehud have opportunity to kill King Eglon? **He was given an opportunity to meet with him privately because he brought a gift and claimed to have a secret for the King**

Review Questions For Judges Overview - Continued

11. How did King Eglon die? **Ehud stabbed him in his fat belly with a huge dagger he'd made**
12. How did Ehud escape? **He locked the doors to the parlor and slipped out the porch . . . the servants thought King Eglon was "covering his feet" (using the bathroom) and took a long time checking on him . . . thus Ehud had time to escape**
13. Where did Ehud go after escaping? **To Mt. Ephraim and blew a trumpet for the Israelites to come to battle against the Moabites . . . they killed 10,000 Moabites**
14. How long did Israel have rest after this victory? **80 years**
15. How many men did the Judge Shamgar kill? **600 Philistines with an ox goad**
16. What was the name of the woman Judge and Prophetess? **Deborah**
17. At the time Deborah judged Israel who was the king of Canaan? **An evil man named Jabin . . . he was not an Israelite**
18. How many years had Jabin ruled over Canaan? **20**
19. King Jabin had a huge army with 900 iron chariots; who was the captain of his army? **Sisera**
20. God told Deborah to send Barak with 10 thousand men from Israel into war with Sisera; what did Barak answer to Deborah? **"If thou wilt go with me"**
21. What did Deborah answer Barak? **"I will surely go . . . (it will) not be for thine honour; for the Lord shall sell Sisera into the hand of a woman**
22. Who won the battle? **The Israelites**
23. Sisera ran from the battle; where did he go? **To hide in a woman's tent**
24. What was that woman's name? **Jael**
25. What did Sisera ask her to do? **Give him something to drink and let him rest**
26. What did she give him to drink? **A bottle of milk**
27. What did she do to him when he fell asleep? **Drove a tent nail through his head**

Review Questions For Judges Overview - Continued

28. How long after the death of Sisera did Israel rest from Her enemies? **40 years** (Judges 5:31)
29. What people prevailed against Israel next? **Midianites** (Judges 6)
30. What affect did the Midianites invading Israel have upon the Hebrews? **Impoverished them**
31. How did God call Gideon into service against the Midianites? **An angel spoke to him** (Judg. 6:12)
32. What miracle did the angel do to convince Gideon? **The angel put forth his staff and consumed Gideon's offering** (Judg. 6:21)
33. What did Gideon do that night? **Threw down his father's altars and built an altar to God**
34. What miracle did God use to convince Gideon he was chosen to lead the Israelites against the Midianites? **The fleece** (Judg. 6:36-40)
35. How many men gathered with Gideon for war? **32 thousand** (Judg. 7:3)
36. After God had him send home 22 thousand how did He have Gideon narrow down the number from 10 thousand? **By how they drank water . . . those who lapped with his tongue as a dog stayed**
37. How many went with Gideon to war? **300**
38. How did they win? **Following God's plan of trumpets, fire in jugs and yelling to surprise the enemy**
39. What did Gideon tell Israel when they asked him to rule over them? **That God would rule over them not him** (Judg. 8:22-23)
40. How many sons did Gideon have? **70** (Judg. 8:30)
41. How many years was the country in quietness because of Gideon? **40** (Judg. 8:28)

Review Questions For Judges 13 - 17

Samson

1. When was Samson chosen by God to be a Judge? **Before he was born**
2. How did God choose Samson to be a Judge? **Sent an angel to speak to Manoah's wife and tell her that she was to have a child and he was to be a Nazarite**
3. What is a Nazarite? **A person who takes a vow of separation that includes restriction such as not eating or drinking grapes and not shaving their head and not going near a dead body** (Num. 6:2 ff.)
4. What unusual act did the angel do to convince Manoah and his wife that he was from God? **When Manoah offered a sacrifice to God the angel ascended in the flame of the altar**
5. Why did Samson want to marry a woman from Timnath who was a Philistine? **He said, "She pleaseth me well" and he sought an occasion against the Philistines** (Judg. 14: 4)
6. What animal did Samson kill as he was on his way to Timnath? **Lion**
7. Later, what was in the lion's carcass when Samson passed by? **Honey**
8. Why did Samson make up a riddle at his wedding feast? **To have occasion against Philistines**
9. How did the Philistines find out what the riddle meant? **By threatening Samson's wife**
10. How did Samson pay the Philistines? **By killing 30 Philistines and taking their garments**
11. How did the Philistines retaliate? **They gave Samson's wife to another man**
12. How did Samson express his anger over his wife being taken from him? **He caught 300 foxes and tied torches to their tails and let them set the wheat, vineyards and olive groves afire**
13. How did the Philistines retaliate? **They burned his wife and her father to death**
14. How did Samson retaliate? **He smote them hip and thigh** (Judg. 15:8)
15. How many Israelites went to Etam (Judg. 15:11) to bind Samson over to the Philistines? **3,000**
16. What did Samson make the Israelites swear to him before he let them bind him? **That they would not fall on him themselves**

Review Questions Judges 13 - 17 - Continued Samson

17. How did they tie him? **With two new cords**
18. What happened when Samson was delivered bound to the Philistines? **The Spirit of the Lord came upon him and he tore the cords off and killed 1,000 men with the jawbone of an ass**
19. How did God provide water for Samson after this battle? **It sprung from a hollow in the jawbone**
20. How did Samson escape from Gaza? **He left at midnight taking the gate, posts and bar of the city with him and put them on top of a hill**
21. Who was Delilah? **A woman Samson loved**
22. What did the lords of the Philistines promise Delilah if she would betray Samson by telling them what the secret of his strength was? **Eleven hundred pieces of silver**
23. What lies did Samson tell Delilah about his strength? **Bind me with seven green withs . . . Bind me with new ropes . . . Weave the seven locks of my hair with a web**
24. What was the real secret of his strength? **That his hair had never been shaved**
25. What did the Philistines do to him after Delilah shaved his head and he lost his strength? **Put his eyes out, bound him with fetters of brass and he did grind in the prison house** (Judg. 16:21)
26. How did he regain his strength? **His hair grew back and he asked God to give him his strength to take vengeance on the Philistines**
27. How did Samson avenge himself? **By pushing down the pillars which held up the temple of Dagon and killing more at his death than he had slain in his life**
28. How many years did Samson judge Israel? **20**

EASY TO FOLLOW, STEP BY STEP,
VERSE BY VERSE OUTLINE:

CHAPTER 13

- Verse 3 Angel appears
- Verse 6 She tells her husband about the angel
- Verse 8 Manoah intreats God
- Verse 10 Manoah's wife calls him to see the angel
- Verse 16 Angel won't eat
- Verse 18 Angel will not reveal his name
- Verse 19 Angel did wonderously
- Verse 24 Names child Samson
- Verse 25 Spirit moved Samson

CHAPTER 14

- Verse 1 Woman of Timnath
- Verse 4 "Sought an occasion against the Philistines"
- Verse 5 Young lion
- Verse 8 Honey
- Verse 10-11 Feast / 30 companions
- Verse 12 Wage
- Verse 14 Riddle
- Verse 17 Samson tells riddle to his wife
- Verse 18 Men solve riddle
- Verse 19 Samson slew 30 men
- Verse 20 His wife given to a friend

CHAPTER 15

- Verse 4 300 foxes
- Verse 6 Philistines killed her and her father - fire
- Verse 7 Samson's revenge for her death
- Verse 10 Philistines stir up Israelites
- Verse 12 Israelites want to bind over Samson
- Verse 14 Ropes break like flax
- Verse 15 Samson kills 1,000 with jawbone of an ass
- Verse 18 His thirst / hollow place from jaw

CHAPTER 16

- Verse 1 Samson trapped in Gaza
- Verse 3 Gate at the top of the hill
- Verse 4 Delilah
- Verse 5 1,100 pieces of silver
- Verse 7 7 green withs
- Verse 11 New ropes
- Verse 13 Weave his 7 locks
- Verse 17 Reveals his secret
- Verse 21 Put out his eyes
- Verse 23 Dagon their god

PRAYERS FOR STRENGTH

Just as Samson faced temptation
When the lion roared
And bravely stood his ground
Then left him ripped and torn.
And the next time that he saw it
A nest of honey was there within.
It can be the same with us
When we overcome or sin.
To be tempted and tried by fire
Is to turn bone to flint.
You are never so near victory
As when prayers for strength
Are heaven sent.

Review Questions For The Book Of Ruth

1. God was not blessing His people in the land of Canaan because of their evil ways. A famine was in the land. An Israelite from Bethlehem named Elimelech and his wife and two sons, Mahlon and Chilion moved to the land of Moab because of the famine. What was Elimelech's wife's name? **Naomi**
2. Elimelech died and the two sons took wives of the women of Moab. The name of one was Orpah. What was the other wife's name? **Ruth**
3. How long did they live in Moab? **About 10 years**
4. Why did Naomi decide to move back to Canaan? **She heard the famine was over. Also, her two sons died, and she was alone with her two daughters-in-law**
5. Naomi told her daughters-in-law to go live with their parents in Moab and not follow her into Canaan. One daughter-in-law kissed Naomi and left to live with her family but the other one refused to leave Naomi. Which one stayed with Naomi? **Ruth**

Memorize: Ruth 1:16-17

6. What work did Ruth find to do in Bethlehem? **It was at the time of barley harvest. Ruth gleaned grain in the field of Boaz, a kinsman of her dead husband who was wealthy**
7. What did Boaz do when he heard Ruth was gathering the corners of his fields and after his reapers? **He told her to work with his reapers, to eat and drink with them and he would have his men protect her from harm.**
8. What did Boaz tell his men workers? **To drop handfuls of barley on purpose for Ruth to gather**
9. What did Naomi tell Ruth to do to let Boaz know that she loved him? **When he slept on the threshingfloor she should slip in at night and uncover his feet and lay down until he noticed her and told her what to do**
10. What time of night did he notice Ruth at his feet? **Midnight**
11. What did Boaz think of Ruth when he saw her at his feet? **He thought well of her because she had not sought after young men (he must have been older than her), and he told her she was a virtuous woman. He told her to lay at his feet until the morning.**

Ruth - Continued

12. Why did Boaz have to go to the elders of the city before he could marry Ruth? **There was a man who was a nearer kinsman and eligible first to marry her.**
13. Why did the nearer kinsman not want to marry Ruth? **There was some land that had belonged to Elimelech involved in the transaction and he did not want to mar his own inheritance**
14. What was the sign that closed the transaction? **“He drew off his shoe”**
15. How did Boaz “purchase” Ruth to be his wife? **Bought the land that had belonged to Elimelech**
16. What did Ruth name her first born son? **Obed (father of Jesse, father of David)**

This small book is very effectively taught by stepping through it verse by verse in one class session. The following outline pinpoints verses that will move you through the story. For older classes select a talented reader to read each verse as you come to it in the telling of the story.

VERSE BY VERSE OUTLINE:

| | |
|---|---------------------------------|
| 1:1 Famine in land | 2:15 Ruth gleaned sheaves |
| 1:2 Names of characters | 3:3 Naomi's Plan |
| 1:4 Wives taken in Moab | 3:7 Laid at his feet |
| 1:5 Death of husbands | 3:9 Who are you? |
| 1:6-17 Leaving Moab / Love of Ruth | 3:13 Tarry |
| 1:22 Home in Bethlehem at harvest | 4:6 Other kinsman cannot redeem |
| 2:1 Boaz near kin | 4:7 Shoe as a testimony |
| 2:9 Protection of Boaz / water when thirsty | 4:13 Ruth bore a son |
| 2:11 Boaz had heard of Ruth | 4:15 Grandmother Naomi |
| 2:14 Meals with Boaz | 4:17 King David |

Naomi was faithful though she and her family must have suffered loss when the famine forced them from Canaan. She was faithful in the ten years she lived in a foreign land though her husband died and then her sons died after marrying foreign women. She was faithful though she had to face poverty when it became possible to return to Canaan. If anyone ever deserved a loving daughter-in-law like Ruth it was Naomi.

PRAYER FOR RELIEF

Is it a trial from God,
Or just the way that things are
As a result of the fall?

Does the fire that tests your soul
Melt your heart, make you strong
Or does it bake it into a stone?

It rains on the just and the unjust
Whether the rain is wanted or not.
You must pray if you want it to stop.

PRAYER FOR GRACE

Adversity holds things to be admired.
It can comfort and it can inspire.
It makes the idle industrious,
And though an antagonist it helps us.
Our highest countenance
Is oft our lowest estate.
Yet, the trials of affliction
Are not my benediction.
The cup is too bitter for my taste.
So I push it away
As I earnestly pray
To be blessed with
His infinite Grace.

Review Questions For 1 Samuel 1 - 2

Birth Of Samuel

1. First Samuel chapter one tells of a man named Elkanah who had two wives. One was named Peninnah. What was the other wife's name? **Hannah**
2. Which wife had children and which could not have a child? **Peninnah had children but Hannah could not**
3. Was Hannah sad because she had no children? **Yes, she cried and would not eat**
4. What was the promise Hannah made to God? **She prayed for a child; if the Lord gave her a child she would give it back to Him** (Nazarite Vow: Num. 6 & see Judges 13 on Samson)
5. What did the priest, Eli, think was wrong with Hannah when he saw her lips move but no voice was heard? **That she was drunk!**
6. What did Eli promise Hannah when he found she was not drunk but rather asking God for a child? **That she had found grace in the sight of God and would have a child**
7. What did she name her child? **Samuel**
8. Did Hannah keep her promise? **Yes, she gave Samuel to Eli to be trained as a priest**
(1 Sam. 2:1 ff. Hannah's Song Of Thanksgiving has a prophecy in v. 10 of a King)
9. Did Hannah have other children after that? **Yes, three sons and two daughters**
10. What clothing did Samuel wear even as a child? **A linen ephod**
11. Did Hannah visit Samuel? **Yes, she brought him a coat every year**

SHILOH:

Shiloh was the center of worship in the period of the Judges (Deut. 12:5 ff.). It was the place where Joshua set up the tabernacle (Josh. 18:1). Today it is no more than a ruin of fallen stones. During the time of Eli it was most likely the tabernacle made by Moses but the reference to it being the temple in 1 Sam. 1:9 and the house of the Lord in 1 Sam. 1:24 leads some to ponder if there was a permanent structure in Shiloh.

Review Questions For 1 Samuel 3 - 7

The Lord Calls Samuel

1. Who was the High Priest that Samuel served at Shiloh? **Eli**
2. Did Eli have sons of his own? **Yes, and they were wicked** (1 Sam. 2:12)
3. Was Samuel obedient? **Yes**
4. One night when both Samuel and Eli were going to sleep God called Samuel. Who did Samuel think was calling him? **Eli**
5. What did Eli tell Samuel when he answered his call? **I didn't call, go back to sleep**
6. How many times did Samuel go to Eli and wake him to ask if he was calling? **3 times**
7. What did Eli tell Samuel the third time? **That it was God calling him and he should answer "Speak, Lord; for thy servant heareth"**
8. What did God tell Samuel that night? **That he was going to bring judgment upon Eli's house because of Eli's evil sons** (See: 1 Sam. 2:12 ff / Num. 18:8-20 / Deut. 18:1-5 Eli's sons get the best meat before it is offered to God v. 15. Also see 1 Sam. 2:22--prostitution)
9. Did Samuel tell everything to Eli? **Yes**
10. What did Eli say about God's message? **"It is the Lord: let Him do what seemeth him good"**

The Judgment Upon Eli's House

11. How many Israelites died in the battle against the Philistines at Aphek? **4,000** (1 Sam. 4:1-2)
12. What did the Israelites hope would help them win the next battle? **To get the Ark Of The Covenant from Shiloh** (1 Sam. 4:3)
13. When they brought the Ark into the camp of the Israelites what did the Israelite army do? **Shouted for joy so loud that the Philistines heard them and were afraid**
14. Why did the Philistines fear the Israelites? **They knew they had a powerful God, and had smote the Egyptians. Also the Philistines had mistreated the Hebrews making them servants and they knew the Hebrews would have no mercy on them. They did not want to be servants or be killed.** (1 Sam. 4:6-9)

1 Samuel 3 through 7 - Continued

The Lord Calls Samuel

15. Who won the battle? **Philistines** (1 Sam. 4:10 Most likely destroyed at Shiloh)
16. How many Israelites died? **Thirty thousand** (1 Sam. 4:10)
17. What happened to Eli's sons, Hophni and Phinehas? **They were killed** (1 Sam. 4:11)
18. What happened to the Ark Of The Covenant? **Taken by the Philistines**
19. A man named Benjamin ran back to Shiloh with his clothes rent and earth upon his head to tell of the Ark. What did the city do when they heard? **Cried out** (1 Sam. 4:12 ff.)
20. Describe Eli. **98 years old, blind, fat** (1 Sam. 4:15)
21. The messenger told Eli his sons were killed. What did Eli do when he heard the Ark Of The Covenant was taken? **Fell off his seat backwards and broke his neck** (1 Sam. 4:18)
22. How many years had Eli judged Israel? **40**
23. Where did the Philistines take the Ark? **Into the house of their false god Dagon** (1 Sam. 5:2-4)
24. What plague came upon the Philistines because of the Ark? **Emerods** (1 Sam. 5:6-12)
25. How did they return the Ark? **On a new cart pulled by two milk cows leaving their calves behind and lowing all the way**

| |
|--|
| <p>1 Sam. 6:1 They had the ark 7 months 1 Sam. 6:2 Philistine priests & diviners told them how to get rid of the Ark 1 Sam. 6:3 ff. Five golden emerods / Five golden mice for Five lords of the Philistines (1 Sam. 6:16) 1 Sam. 6:7 New cart / Milch Kine 1 Sam. 6:12 "Lowing as they went" to Bethshemesh 1 Sam. 6:14 Sacrifice using wood of cart 1 Sam. 7:1 Ark in house of Abinadab 20 years! (v. 2) 1 Sam. 7:17 Samuel's house was in Ramah and an altar was there 1 Chron. 15:24, 25 Ark was in Obededom's house till David moved it</p> |
|--|

26. How many men did God smite because they had looked upon the Ark? **50,070**

Review Questions For 1 Samuel 8:6

Israel Desires A King

1. How did God communicate to Israel after the land of Canaan had been conquered? **Through Priests, Judges and Prophets**
2. Why did the people desire a King? **They wanted to be like all the other nations**
3. What kinds of things did God warn the people a king would do? **He would take their sons and daughters for his servants, he would tax them of all their land, crops, and livestock until they cried to God in their misery** (1 Sam. 8:10 ff.)
4. Did the Israelites listen to this warning Samuel delivered to them from God? **No, they still wanted a king** (1 Sam. 8:19)
5. Who was the first king of Israel? **Saul the son of Kish** (1 Sam. 9:1, 2)
6. What did he look like? **Tall, a “goodly” man**
7. What did Samuel do to show Saul was chosen of God to be king? **Anointed him**

Have a reader read these verses to move through the lesson as you tell the story:

| SAUL SEEKING THE ASSES | | |
|------------------------|------------------------|-----------------|
| 1 Sam. 9:3 | 1 Sam. 10:1 | 1 Sam. 10:9 |
| 1 Sam. 9:6-8 | 1 Sam. 10:2 (2 men) | 1 Sam. 10:20 |
| 1 Sam. 9:11-12 | 1 Sam. 10:3 (3 men) | 1 Sam. 10:23-24 |
| 1 Sam. 9:15 | 1 Sam. 10:5 (Prophets) | |
| 1 Sam. 9:20-21 | 1 Sam. 10:6 | |

8. How did Saul disobey God? **Offered a burnt offering** (1 Sam. 13:8, 15; 15:3, 9, 11, 22, 24, 27, 33)
9. How did God punish Saul? **Took the Kingdom away from him**
10. Who did God choose to be the next King of Israel? **David** (1 Sam. 16:7, 13)
11. How many sons did Jesse (David’s father) have? **8** (1 Sam. 17:12)
12. Where was David when Samuel came to find the next King among Jesse’s sons? **Keeping the sheep**

1 Samuel 8:6 -- Continued Israel Desires A King

13. What instrument did David play for Saul? **Harp (1 Sam. 16:16-20)**
14. What book of poetry did David write? **Psalm**
15. What is the most quoted Psalm of David? **Psalm 23**
16. Can you quote the 23rd Psalm?

DEATH OF SAMUEL / 1 SAMUEL 25:1

Samuel is one of the few characters in the Bible of whom nothing is recorded about his failures. We are told of his faithfulness and devotion to God from his childhood until his death. Ramah was an important place for Samuel:

He was born in a house at Ramah 1 Samuel 1:19

He judged from Ramah and worshiped there 1 Samuel 7:17

He was buried in his house at Ramah 1 Samuel 25:1

Review Questions For 1 Samuel 17

David And Goliath

1. What two animals did David kill while keeping his father's sheep? **A lion and a bear**
(1 Sam.17:34 ff.)
2. What was the giant's name that challenged Israel to choose a man to fight him? **Goliath of Gath** (Description of Goliath 1 Sam 17:4 ff.)
3. What army did Goliath represent? **Philistine**
4. How many days did Goliath present his challenge? **40** (1 Sam. 17:16)
5. Why didn't Saul send a soldier from the Israelite army to fight him? **They all were afraid**
6. Why was David not afraid to fight Goliath? **He had faith in God** (1 Sam. 17:26)
7. What did Saul give David for his battle with Goliath? **His own armor and sword**
8. Did David wear Saul's armor? **No**
9. How did David kill Goliath? **With a sling shot and one stone** (1 Sam. 17:40)
10. Where did the stone hit Goliath? **In the forehead**
11. What did David do to Goliath after he had killed him? **Chopped off his head** (1 Sam. 17:51)
12. Why did King Saul start to hate David? **He was jealous of him** (1 Sam. 18:6-9)
13. Who was David's best friend? **Jonathan, Saul's son** (1 Sam. 18:1-9)
14. What was the name of Saul's daughter that David married? **Michael** (1 Sam. 18:20, 21, 25, 28)
15. After Samuel died Saul had no way to know if and when he should go into battle. What did Saul do to try and reach Samuel? **Disguised himself and went to a witch to try and call Samuel back from the dead** (1 Sam. 28:3, 5, 6, 7; 1 Chron. 13:3; 1 Sam. 28:8, 11, 12, 14, 15, 19)
16. When God allowed Samuel's spirit to appear before Saul who was the most surprised? **The witch of Endor!**
17. What did Samuel tell Saul? **That Saul and his sons would die the next day in battle with the Philistines**

1 Samuel 17 -- Continued David And Goliath

18. How did King Saul feel about David's popularity? **He was jealous of him** (1 Sam. 18:10-11)
19. How did King Saul's son, Jonathan, feel about David? **He loved him** (1 Sam. 19:2)
20. How successful at war was David compared to Saul?

EDOM -The Father of the Edomites was Esau, son of Isaac (Num. 20:14-21; Judg. 1:35-36)
During the time of the Judges Edom was under partial control of the Amorites
Saul took some cities from Edomite territory (1 Sam. 14:47)
David conquered and subjugated Edom (1 Chron. 18:12)

MOAB - Moab, son of Lot and his eldest daughter.
Was conquered by Sihon and the Amorites (Num. 21:26)
King Balak feared Israel and wanted Balaam to curse them (Num. 22)
Israelite Judge Ehud delivered Israel from 18 years of Moab oppression (Judg. 3)
Saul took some cities from Moabite territory (1 Sam. 14:47)
David conquered and subjugated Moab (2 Sam. 8:2)

AMMON - Ben-Ammi, son of Lot and his second daughter
Israelite Judge Jephthah delivered Israel from 18 years of oppression (Judg. 10-12)
Saul defeated Nahash (1 Sam. 11:1-11)
Saul took some cities from Ammonite territory (1 Sam. 14:47)
David defeated Hanun, captured Rabbah and subjugated Ammon (2 Sam. 12:26-31)

AMALEK - Amalek, son of Eliphaz who was a son of Esau
Defeated by the Israelites at Rephidim (Ex. 17:8-16)
Defeated the Israelites at Hormah following report of the spies (Num. 14:45)
During time of the Judges Amalek was an ally of Moab
Saul failed to destroy Amalek totally as God had commanded (1 Sam. 15:1-9)
Destroyed David's camp at Ziklag while he was gone
David pursued and wiped them out--this is the last mention of them. (1 Sam. 30)

Review Questions For 2 Samuel 11

David And Bathsheba

1. David was a victorious King. How did God describe David at this obedient time in his life?
He said he was “a man after God’s own heart”
2. How did David sin? **Wanted another man’s wife**
3. What was her name? **Bathsheba**
4. How did he first see her? **He saw her bathing on her roof**
5. What was her husband’s name? **Uriah**
6. Where was Uriah? **Fighting in King David’s army**
7. What evil thing did David do to get rid of Uriah? **Sent him into the heat of the battle that he might be killed**
8. Did David marry Bathsheba now that her husband Uriah was dead? **Yes**
9. What was the prophet’s name that came to warn David about this sin? **Nathan**
10. What parable did Nathan tell to David? **About two men in one city. One rich and one poor. The poor man only had one little ewe lamb that was to him as a daughter. A traveler came to the rich man and the rich man didn’t want to feed him from his many flocks. He took the poor man’s lamb and killed it to cook for the traveler.**
12. What did David say about this parable? **The rich man should die**
13. What did Nathan the prophet say to David? **“Thou art the man”**
14. When David realized what Nathan meant about this in regard to his own sin what did he do?
He said “I have sinned against the Lord”
15. How was David punished for this sin? **Bathsheba had his child and it got very sick and died**
16. How did David act for the seven days the child was sick? **He did not eat or sleep in his bed . . . but when the child died he was through mourning . . . “He cannot come back to me but I can go to him”**

THE PRAYER OF JABEZ

Judah was prospering under David's reign
As sorrowful Jabez called on the God of Israel's name.
He prayed to be blessed,
For his coasts to be enlarged,
To be kept in the hand of the Almighty God.
He asked, "Protect me from evil
That I might not be grieved"
All he requested God made sure he received.

If you're afraid your prayers
Ask too much of Him,
Turn in your Bible
To First Chronicles 4:10.
Read about Jabez
And how God blessed his life,
Then think about him
When you say your prayers tonight.

Review Questions For 1 Kings 1 - 11

King Solomon

SUMMARY OF 1 & 2 KINGS:

1 Kings--Israel is filled with pride and arrogance and falling apart.

2 Kings--Israel is still sinning and went into captivity.

THE SINS OF ISRAEL ARE LISTED IN EZEKIEL 22

Idolatry, murder, deceit, mistreatment of orphans and widows, profaned the sabbaths, slanders, lewdness, immodesty, immorality, adultery, incest, bribery, cheating, extortion, dishonesty, lying, uncleanness, conspiracy, thieves, law breakers, vexed the poor.

OUTLINE OF HISTORY:

The Northern Kingdom and the Southern Kingdom war for 80 years.

The Northern Kingdom and the Southern Kingdom have peace for 80 years.

The Northern Kingdom and the Southern Kingdom war again for 50 years.

Elijah and Elisha warned Northern Kingdom of impending captivity.

The Northern Kingdom is carried away into captivity by the Assyrians.

Isaiah, Nathan, Jeremiah, Joel and Zephaniah warned the Southern Kingdom.

The Southern Kingdom is carried away 136 years later by Nebuchadnezzar king of Babylon.

The Southern Kingdom was to return to Jerusalem after 70 years.

Book of Ezekiel

Book of Daniel

God used a heathen king (Cyrus of Persia) to issue a decree which allowed Israel to return home.

1. Who was the third King of Israel? **David's son, Solomon**
2. Was David loyal to God when he died? **Yes**
3. What did David call God's ways, statutes, commandments, judgments and testimonies? **The written law of Moses 1 Kings 2:3**
4. What did David tell Solomon would happen if he would walk before God in truth? **He would not fail as king**
5. What did God ask Solomon in a dream? **"Ask what I shall give thee"**

1 Kings 1 - 11 -- Continued King Solomon

6. What did Solomon answer? **“Give (me) an understanding heart to judge thy people”**
7. What else did God give Solomon? **Riches, honor and a long life**
8. In Solomon’s judgment of the two women, one dead baby and one live baby of 1 Kings 3:16 what did Solomon threaten to do to the live child? **Cut it in half**
9. How many wives did Solomon have? **700 wives and 300 concubines** (1 Kg. 11:1-3)
10. What caused Solomon to turn away from God? **His wives turned away his heart** (1 Kg. 11:4-9)
11. Who built the temple in Jerusalem? **Solomon** (1 Kgs. 5:3)
12. What books of the Bible were written by Solomon? **Proverbs, Ecclesiastes and Song Of Solomon**
13. How many years was Solomon King? **40** (1 Kg. 11:42)
14. Who was the next King? **Solomon’s son, Rehoboam** (1 Kg. 11:43)

Review Questions For 1 Kings 11 - 15

The Divided Kingdom

Israel was the Northern Kingdom Judah was the Southern Kingdom

1. Who did Solomon want to be King after his death? **His son, Rehoboam** (1 Kg. 11:1-11 esp. v. 9)
2. Why did God tell Jeroboam the son of Nebat (a mighty man of valor) that he could be King over 10 of the tribes of Israel? **Because Solomon had not remained faithful to God's law** (1 Kg. 11:11, 12)
3. What happened when Solomon heard that the kingdom was promised to Jeroboam? **Solomon sought to kill Jeroboam, so Jeroboam fled into Egypt until Solomon died** (1 Kg. 11:31, 32, 34, 36)
4. How did Ahijah's prophecy of a divided kingdom come about? **The people wanted Rehoboam to "lighten the yoke" that his father Solomon had put on them. After 3 days of counseling with first the old men and then the young men, Rehoboam followed the advice of the young men. The advice was to make the yoke heavier. The people then rejected him as King** (1 Kg. 12:4, 5, 6, 8, 10)
5. What did the people do to Rehoboam's tax collector, Adoram? **Stoned him to death** (1Kg. 12:18)
6. Where did Rehoboam live? **Jerusalem**
7. What two tribes were with Rehoboam? **Judah and Benjamin**
8. Where did Jeroboam live after returning from Egypt and accepting the position of King over 10 of the tribes of Israel? **Shechem**
9. Where were the Israelites supposed to do sacrifice? **At the temple in Jerusalem**
10. Why was Jeroboam afraid to let his 10 tribes go to the temple in Jerusalem to sacrifice? **He was afraid the people might decide to change and follow Rehoboam or they might even kill Jeroboam if they went to Jerusalem and were influenced by Rehoboam** (1 Kg. 12:27-31)
11. What did Jeroboam decide to do about Israel's worship? **He set up two calves of gold and said "it is too much for you to go up to Jerusalem. Behold thy gods, O Israel, which brought thee up out of Egypt." He put one calf in Bethel and the other in Dan. He made priests of the lowest people who were not even Levites**

1 Kings 11 - 15 - Continued

The Divided Kingdom

12. Who did a prophet say would kill these fake priests and burn them? **Josiah** (1 Kg. 13:1 ff.)
13. What happened to Jeroboam when he reached out to lay hold on the prophet? **His hand dried up** (1 Kings 13:4)
14. How many years did Jeroboam reign? **22** (1 Kg. 14:20)
15. How angry was God with Jeroboam's disobedience? **Very, he said the only person in his family that would be buried was his infant son. He and all the rest would be eaten by dogs and fowls of the air** (1 Kg. 14:11)
16. How evil was Rehoboam's reign at Jerusalem? **His reign was extremely evil: images, high places, and sodomites** (1 Kg. 14:22-24)
17. How was he punished? **Shishak, king of Egypt came up against Jerusalem and took away the treasures of the house of the Lord and of the king's house.**
18. Where was Rehoboam buried? **With his fathers in Jerusalem**
19. Who reigned after him? **Abijam his son**
20. List the Kings of Israel. **(See Chart on next page)**

Kings Of Israel

The kingdom lasted 120 years before dividing

Saul reigned 40 years (Acts 13:21)
David reigned 40 years (2 Sam. 5:4)
Solomon reigned 40 years (1 Kings 11:22)

10 Tribes formed the Northern Kingdom called Israel
Judah and Benjamin formed the Southern Kingdom called Judah

Kings of Israel

| | |
|-------------|---------|
| Jeroboam | 933-911 |
| Nadab | 911-910 |
| Baasha | 910-887 |
| Elah | 887-886 |
| Zimri | 886 |
| Omri | 886-875 |
| Ahab | 875-854 |
| Ahaziah | 855-854 |
| Joram | 854-843 |
| Jehu | 843-816 |
| Jehoahaz | 820-804 |
| Joash | 806-790 |
| Jeroboam II | 790-749 |
| Zechariah | 748 |
| Shallum | 749 |
| Menahem | 738-736 |
| Pekahiah | 738-736 |
| Pekah | 748-730 |
| Hoshea | 730-721 |

Kings Of Judah

| | |
|-------------|---------|
| Rehoboam | 933-916 |
| Abijah | 915-913 |
| Asa | 912-872 |
| Jehoshaphat | 874-850 |
| Jehoram | 850-843 |
| Ahaziah | 843 |
| Athaliah | 843-837 |
| Joash | 843-803 |
| Amaziah | 803-775 |
| Uzziah | 787-735 |
| Jotham | 749-734 |
| Ahaz | 741-726 |
| Hezekiah | 726-697 |
| Manasseh | 697-642 |
| Amon | 641-640 |
| Josiah | 639-608 |
| Jehoahaz | 608 |
| Jehoiakim | 608-597 |
| Jehoiachin | 597 |
| Zedekiah | 597-586 |

Review Questions For 1 Kings 16 through 2 Kings 7 Elijah And Elisha

1. How many years did Elijah and Elisha's ministry last? **75 years (about B.C. 875-800) during the reigns of Ahab, Ahaziah, Joram, Jehu, Jehoahaz and Joash**
2. What were Elijah and Elisha sent to do? **Save the Northern Kingdom**
3. Did they save the Northern Kingdom? **No. The Northern Kingdom (Israel) fell about B.C. 721 at the hands of the Assyrians. The Southern Kingdom (Judah) fell about B.C. 600 at the hands of the Babylonians.**
4. Describe Elijah. **The great prophet during the times of Ahab King of Israel. Elijah was a native of Gilead. He wore a cloak of sheepskin or camel hair with his own long hair hanging down his back. He and Enoch (Gen. 5:24) were the only two to never die.**

ELIJAH'S MIRACLES, WONDERS AND DEEDS OF MERCY

Three years of drought

Fed by ravens

Oil & meal (widow of Zarephath)

Healed widow of Zarephath's son

Fire from heaven on the altar

Ran down from Mt. Carmel before Ahab

Fire from heaven on the 50

Parting of Jordan

Ascension in whirlwind

5. Describe Elisha. **A prophet, the disciple and successor of Elijah. He was the son of Shaphat, lived at Abel-meholah, at the northern end of the Jordan valley and a little South of the Sea of Galilee. Nothing is told of his parents but the father's name, though he must have been a man of some wealth and doubtless of earnest piety. No hint is given of Elisha's age or birth-place, and it is almost certain that he was born and reared at Abel-meholah, and was a comparatively young man when we first hear of him. His early life thus was spent on his father's estate, in a god-fearing family, conditions which have produced so many of God's prophets. His moral and religious nature was highly developed in such surroundings, and from his work on his father's farm he was called to his training as a prophet and successor of Elijah.**

Review Questions For Elijah and Elisha - Continued

ELISHA'S MIRACLES, WONDERS AND DEEDS OF MERCY

Divided Jordan River

Healed spring of water

42 children killed by 2 bears for mocking Elisha

The widow's oil was increased

The Shunammite's son was raised from the dead

Poisonous pottage was healed

Loaves of bread were multiplied

Naaman's leprosy was healed

Struck Gehazi with leprosy

The axe head was made to swim

Fiery Chariot

His bones raise a man from the dead

6. Make a comparison of these two great Prophets.

Elijah was a fiery and tempestuous man.

***Elisha* was like the still small voice.**

Elijah was a blunt man of the wilderness.

***Elisha* was gentle, gracious and diplomatic.**

Elijah dressed as a man from the wilderness.

***Elisha* dressed like people from the city.**

7. What two New Testament people have they been compared to? **Elijah and Elisha in their personal lives and public work seemed to have been a prophetic picture of John the Baptist and Jesus. John is called Elijah (Mt. 11:14) and Jesus' ministry of kindness was a fuller development of the type of work Elisha had started.**
8. What does anoint mean? **The act of pouring oil on someone to signify their calling to a position**
9. Sometimes God would tell Prophets to anoint certain people to be kings or prophets. **True**
10. Was Elijah a Prophet (spokesman for God) ? **Yes**
12. Name 2 Kings Elijah anointed. **Hazael (over Syria) Jehu (over Israel)**
13. Are the governments today ordained of God? **Yes** (Rom. 13:1)
14. What did God tell Elijah to anoint Elisha to be? **A Prophet in his place**

VERSE BY VERSE LESSON PLAN FOR ELIJAH & ELISHA

THE JUDGMENT OF DROUGHT

I Kgs. 16:29 Description of Ahab

I Kgs. 16:31 Description of Jezebel

I Kgs. 16:32-34 Ahab and Jezebel: Worshipers of Baal / Rebuilt Jericho

I Kgs. 17:1 God's judgment against Israel announced by Elijah

I Kgs. 17:3-4 God sent Elijah to Cherith where he drank from the brook and was fed by ravens.

I Kgs. 17:7 Brook Cherith dried up.

I Kgs. 17:9 God sent Elijah to the widow of Zarephath.

I Kgs. 17:10 ff. The miracle of the oil and meal.

I Kgs. 17:17 Widow of Zarephath's son fell sick.

I Kgs. 17:21 ff. Elijah revives her son by stretching upon him 3 times in the loft on the bed .

I Kgs. 18:1 Drought lasted over 3 years before God sent Elijah to Ahab with the prophecy of rain.

I Kgs. 18:4 During the 3 years Jezebel cut off God's prophets but the governor, Obadiah, had hidden 100 of them in
2 caves and fed the bread and water.

I Kgs. 18:8 Elijah told Obadiah to tell Ahab that he wanted to see him.

I Kgs. 18:12-14 Obadiah is afraid to tell Ahab / he's convinced he'll be killed if Elijah doesn't show up.

I Kgs. 18:16 Finally Elijah convinces Obadiah he will not disappear.

I Kgs. 18:18 ff. Elijah tells Ahab he has troubled Israel and to gather:

450 Prophets of Baal
400 Prophets of the groves
850 against one

I Kgs. 18:21 "How long halt ye between two opinions?"

I Kgs. 18:23ff. Altar of Baal prepared. They leap on it and call for Baal to send fire.

I Kgs. 18:27 Elijah taunts them that their god is talking, pursuing, on a long journey, or is sleeping.

I Kgs. 18:28 Prophets of Baal cut themselves and blood flows.

I Kgs. 18:35 Elijah prepares his altar by digging a trench and filling it with water.

I Kgs. 18:38 God sends fire that consumes the sacrifice, altar, stones, dust and water.

I Kgs. 18:40 Elijah took the prophets of Baal to the brook Kishon and slew them there.

I Kgs. 18:43 Elijah said it was going to rain; put his face between his knees and sent his servant to look 7 times.

I Kgs. 18:44 A cloud like a man's hand was over the sea / Elijah told Ahab to get his chariot ride down from
Mt. Carmel because it was going to rain.

I Kgs. 18:46 "And the hand of the Lord was on Elijah; and he girded up his loins, and ran before Ahab to the
entrance of Jezreel."

I Kgs. 19:1-2 Jezebel swore to kill Elijah for killing the prophets of Baal.

HOPELESS ELIJAH RECEIVES COMPASSION FROM GOD

I Kgs. 19:3-4 Elijah escaped Jezebel, went into the wilderness alone, sat under a Juniper tree, and requested to die.

I Kgs. 19:5-6 An angel touched Elijah and told him to eat / The angel provided Elijah cake baked on coals and a cruse of water / Elijah ate it and went back to sleep.

I Kgs. 19:7-8 The angel fed Elijah again and he went 40 days on that food.

I Kgs. 19:9 Elijah lodged in a cave on Mt. Horeb.

I Kgs. 19:10 Elijah told the angel he was the only prophet of God left and the children of Israel wanted to kill him.

I Kgs. 19:11 The angel told Elijah to stand and the Lord would pass by.

There was a wind . . . He was not in the wind
There was an earthquake . . . He was not in the earthquake
There was a fire . . . He was not in the fire

I Kgs. 19:12 There was a still small voice and God spoke to him.

I Kgs. 19:13-17 God told him to go to Damascus and anoint Hazael king over Syria and anoint Jehu king over Israel, and anoint Elisha prophet in thy room.

I Kgs. 19:18 “Yet I have left me seven thousand in Israel, all the knees which have not bowed unto Baal, and every mouth which hath not kissed him”

I Kgs. 19:19-21 Elijah finds Elisha plowing with twelve yoke of oxen and casts his mantle on him.

NABOTH

I Kgs. 21:1 Naboth had a vineyard in Jezreel hard by the palace of king Ahab.

I Kgs. 21:2 Ahab wants to buy Naboth’s vineyard to make it an herb garden.

I Kgs. 21:3 Naboth will not sell for it is the inheritance of his fathers.

I Kgs. 21:4 Ahab was so displeased he went to bed and wouldn’t eat.

I Kgs. 21:5-7 Ahab tells Jezebel why he is sad and she says she will get the vineyard for him .

I Kgs. 21:8-14 Jezebel tells the lie that Naboth blasphemed God and the king and has him stoned.

I Kgs. 21:17-23 God told Elijah what Ahab and Jezebel had done.

Ahab went to them and told them their punishment:
Dogs would lick Ahab’s blood.
Dogs would eat Jezebel by the wall of Jezreel.

DEATH OF AHAB

I Kgs. 22:30 Ahab disguised himself and went into battle.

I Kgs. 22:34 In the battle a certain man drew a bow at a venture and struck Ahab.

I Kgs. 22:35 Ahab died in the chariot . . . blood was in the chariot.

I Kgs. 22:38 Dogs licked the blood of Ahab as it was washed from the chariot and from his armor.

DEATH OF JEZEBEL

II Kgs. 9:30 Jezebel painted her face and tired her head and looked out her window.

II Kgs. 9:31-32 Jehu told those with Jezebel to throw her out the window.

II Kgs. 9:33 Her blood sprinkled on the wall and the horses trode her under foot.

II Kgs. 9:34 Jehu went in and ate before sending someone out to bury her.

II Kgs. 9:35 All that was left of her was her skull, feet and palms of her hands.

II Kgs. 9:37 People would see dog dung and say “this is Jezebel.”

ELIJAH AND AHAZIAH

II Kgs. 1:1 Moab rebelled against Israel after the death of Ahab.

II Kgs. 1:2 Ahaziah fell down through a lattice and was sick. He turned to Baal for help rather than God.

II Kgs. 1:3-4 God has Elijah tell messengers of Ahaziah that he will die.

II Kgs. 1:9 When Ahaziah hears Elijah’s message he sends 50 soldiers to get Elijah.

II Kgs. 1:10 Elijah calls for fire from God and kills the 50.

II Kgs. 1:11-12 Another 50 is sent and Elijah calls for fire again and they are killed.

II Kgs. 1:13 Another 50 is sent and the captain of it pleads to be spared.

II Kgs. 1:15 The angel of God tells Elijah to go with the captain.

II Kgs. 1:16-17 Elijah tells Ahaziah to his face the message from God and the prophecy comes true.

ELIJAH IS TRANSLATED

II Kgs. 2:1-7 Elijah must leave his work to Elisha but Elisha doesn’t want Elijah to . . . a little like Ruth and Naomi.

II Kgs. 2:8 Elijah smote the Jordan with his mantle and the water divided.

II Kgs. 2:9 Elisha asks for a double portion of Elijah’s spirit to be on him.

II Kgs. 2:10 Elijah says if Elisha sees him taken up then his request will be granted.

II Kgs. 2:11 A chariot of fire appeared and parted them . . . Elijah was taken up by a whirlwind into heaven.

II Kgs. 2:12-14 Elisha saw Elijah taken up and he took Elijah’s mantle and smote the Jordan and it parted.

II Kgs. 2:15-17 The sons of the prophets would not believe Elisha when he told them Elijah was taken up . . . they sent out 50 men who sought for Elijah for 3 days and found him not.

ELISHA'S MINISTRY BEGINS

HEALING OF A SPRING

II Kgs. 2:21 Elisha's ministry begins with him healing a spring of water near Jericho.

DITCHES OF WATER LOOK LIKE BLOOD

II Kings 3

Jehoram the son of Ahab began to reign over Israel in Samaria.

And he wrought evil in the sight of the LORD.

Mesha king of Moab rebelled against Jehoram and would not render to him (pay taxes of lambs and wool).

So the king of Israel, king of Judah, and the king of Edom went out to have war against Moab.

It was 7 days journey to the border for the battle.

There was not enough water and it looked like they might fail to conquer Moab.

Jehoshaphat asks if they can get help from a prophet of God.

A servant says yes, Elisha.

Elisha asks sarcastically why they don't get the false prophets of Ahab and Jezebel to help them.

Then he finally agrees to help because Jehoshaphat king of Judah is there.

Elisha asks for a minstrel.

As the music played the Lord came upon him.

He instructed them to make the valley full of ditches.

He prophesied it would not rain but the ditches would be filled with water for them and their cattle to drink.

Also the Lord would deliver the Moabites into their hand.

IT CAME TO PASS:

The next morning the valley was filled with water.

The Moabites heard the kings were come up to fight and they put on armor.

When they saw the morning sun shining on the water it looked like blood.

The Moabites thought the 3 kings had killed each other.

But the Israelites rose up and smote the Moabites.

The king of Moab in desperation took 700 men with swords and tried to break through but could not.

Then he took his eldest son and offered him for a burnt offering upon the wall.

And there was great indignation against Israel and they departed from him, and returned to their own land.

BEARS KILL 42 CHILDREN

II Kgs. 2:23-24 Bethel was a seat of Baal worshipers. It is here that children mocked Elisha "go up thou bald head, go up thou bald head" and he cursed them in the name of the Lord. Two bears out of the wood killed 42 of them.

II Kgs. 2:25 From Bethel Elisha passed on to Mt. Carmel, the home of a school of the prophets, spent some time there and returned to Samaria the capital.

SON OF THE PROPHETS' WIDOW

II Kgs. 4:1-7 His next deed of mercy was to relieve the pressing needs of a widow of one of the prophets.

v. 1 Widow's sons to be taken as bondmen.

v. 2 All she had was oil.

v. 3 Elisha told her to borrow vessels.

v. 4 Elisha tells her to fill the vessels from her one container.

v. 6 The oil kept pouring as long as they had vessels.

v. 7 She sold the oil to pay her debt and lived on the rest.

GREAT WOMAN OF SHUNEM (Great woman refers to her size)

II Kgs. 4:8-10 On his many journeys up and down the country, he frequently passed by the little village of Shunem, on the slopes of "Little Hermon." The modern name is Solam. It was about three miles from Jezreel. Accustomed

to accept hospitality of one of the women of the place, he so impressed her with his sanctity that she appealed to her husband to build a chamber for the "holy man of God, that passeth by us continually."

II Kgs. 4:12-17 In return for this hospitality a son was born to the woman.

II Kgs. 4:18-37 Her son dies in early boyhood and is restored to life by the prophet.

v. 19 The boy said "My head, my head" and was carried to his mother.

v. 21 She laid him on the prophets bed and rode an ass to find the prophet.

v. 25-26 Elisha sent his servant, Gehazi, to meet her when he saw her coming.

v. 29 Elisha sent Gehazi to the child and had him lay his staff on the face of the child.

v. 32 When Elisha arrived the child was dead.

v. 33 Elisha prayed, lay on the child, put his mouth on his mouth, his eyes on his eyes, his hands on his hands.

v. 35 The child became warm, sneezed 7 times, and opened his eyes.

DEATH IN THE POT

II Kgs. 4:38-41 Elisha is next at Gilgal, residing with the sons of the prophets. It is a time of famine and they are subsisting on what they can find. One of them finds some wild gourds shreds them into the pot and they are cooked.

The men have no sooner begun to eat than they taste the poison and cry to Elisha, "O man of God, there is death in the pot." Throwing in some meal, Elisha at once renders the dish harmless and wholesome.

MULTIPLIES THE BREAD

II Kgs. 4:42-44 Probably at about the same time and place and during the same famine, a man from Baal-shalishah brought provisions as a present to Elisha—twenty loaves of fresh barley bread and fresh ears of grain. Unselfishly Elisha commands that it be given to the people to eat. The servant declared it was altogether insufficient for a hundred men, but Elisha predicts that there will be enough and to spare. This miracle closely resembles the two miracles of Jesus.

NAAMAN THE LEPER IS HEALED

II Kgs. 5:1-19 Naaman was the captain of the host of the King of Syria and a leper. His wife had an Israelite maid.

II Kgs. 5:3 The maid claimed a prophet in Israel could cure Naaman's leprosy.

II Kgs. 5:5 The King of Syria sent a letter for Naaman to the King of Israel asking for him to be healed

II Kgs. 5:7 The King of Israel rent his clothing when he got the letter

II Kgs. 5:8 When Elisha heard the King had rent his clothes he sent a message that he could cure Naaman

II Kgs. 5:9 Naaman rode a chariot up to Elisha's house and Naaman sent a messenger to answer him

II Kgs. 5:10 Elisha's message to Naaman was to wash in the Jordan 7 times.

II Kgs. 5:11 Naaman was insulted and started home. II Kgs. 5:13 Naaman's servants: "If the prophet had bid thee do some great thing wouldst thou not have done it?"

II Kgs. 5:14 Naaman listened to his servants and dipped 7 times in Jordan. He was cleansed.

II Kgs. 5:16 Elisha would accept no gift of thanks from Naaman.

GEHAZI LIES AND ELISHA STRIKES HIM WITH LEPROSY

II Kgs. 5:22 Gehazi, without Elisha's knowledge, ran after Naaman and asked for silver and 2 changes of garments.

II Kgs. 5:25 Gehazi lied to Elisha about accepting the gifts.

II Kgs. 5:27 Elisha struck Gehazi with leprosy for this deceitfulness

AX HEAD SWIMS

II Kgs. 6:1-7 A group of the sons of the prophets finding their quarters too small, determine to build new quarters near the Jordan. While felling the timber the ax-head of one, a borrowed tool, fell into the water and disappeared. It would have been useless to have attempted to search for it in that swift and muddy stream, so he cries in distress to the prophet. Elisha breaks off a stick, casts it in the spot where the ax fell, and makes the iron swim on the surface.

RING OF FIERY HORSES

II Kgs. 6:8-23 The king of Syria hears that the prophet Elisha uses his power to find out the king's secret plans.

v. 14 The king sends a large army to capture Elisha in Dothan

v. 15 Elisha's servant is afraid when he sees the Syrian army.

v. 16 Elisha says, "Fear not: for they that be with us are more than they that be with them."

v. 17 God opens the servants eyes (at Elisha's request) and he sees God's army of horses, chariots and fire

v. 18 Elisha prays for God to smite the Syrian army with blindness.

v. 19 Elisha leads the Syrian army into Samaria

v. 22 Elisha forbids the king of Israel in Samaria to kill the Syrian army.

v. 23 Elisha has them fed, provided for and sent back home . . . Syria came no more into the land of Israel

KING OF ISRAEL BLAMES ELISHA FOR A FAMINE WHERE A WOMAN EATS HER OWN CHILD

II Kgs. 6:24 Ben-hadad king of Syria besieged Samaria.

II Kgs. 6:25 And there was a great famine in Samaria: and, behold, they besieged it, until an ass's head was sold for fourscore pieces of silver, and the fourth part of a cab of dove's dung for five pieces of silver.

II Kgs. 6:26-29 And as the king of Israel was passing by upon the wall, there cried a woman unto him, saying, Help, my lord, O king . . . this woman said unto me, Give thy son, that we may eat him to day, and we will eat my son to morrow. So we boiled my son, and did eat him: and I said unto her on the next day, Give thy son, that we may eat him: and she hath hid her son.

II Kgs. 6:30 The king rent his clothes and put on sackcloth. Then he said, "God do so and more also to me, if the head of Elisha the son of Shaphat shall stand on him this day."

II Kgs. 6:32 But Elisha sat in his house, and the elders sat with him; he knew the king had sent a man to behead him.

II Kgs. 6:33 - II Kgs. 7:1 Elisha prophesied a message for the king: "Tomorrow about this time shall a measure of fine flour be sold for a shekel, and two measures of barley for a shekel, in the gate of Samaria."

II Kgs. 7:2 A lord of the king said the windows of heaven would have to open for that to be true! and Elisha said "you will see it with your own eyes but not eat thereof."

II Kgs. 7:3 There were 4 leprous men at the gate who decided to go to the camp of the Syrians for food even though they were the enemy and most likely would kill them (but they were going to die anyway of starvation and illness).

II Kgs. 7:5-7 At twilight they went in the camp of the Syrians and there was no man there, they had fled for their life. (God had made the Syrians hear a noise of horses and chariots and they thought Israel had hired other armies to fight them).

II Kgs. 7:8 The lepers looted the camp and hid the possessions . . . then they remembered the starving Israelites and told the porter of the city about the empty camp being deserted.

II Kgs. 7:9-15 The porter told the king and he was afraid it was a trap so he sent 2 men on horses to look for the Syrians but all they found were discarded garments and vessels cast away in haste all the way to Jordan.

II Kgs. 7:16 The Israelites spoiled the tents of the Syrians. So a measure of fine flour was sold for a shekel, and two measures of barley for a shekel, according to the word of the LORD.

II Kgs. 7:17-20 And the king appointed the lord on whose hand he leaned to have the charge of the gate: and the people trode upon him in the gate, and he died, as the man of God had said, who spake when the king came down to him.

BONES RAISE THE DEAD

II Kgs. 13:21 The last wonder in connection with Elisha occurs after this death. A man was raised from the dead when his body touched Elisha's bones.

Review Questions For 2 Kings 22

The Boy King

1. Who is known as the boy King? **Josiah**
2. How old was he when he became King? **8**
3. Where did he reign and for how long? **Jerusalem for 31 years**
4. Did he do that which was right or evil in the sight of God? **Right**
5. Who did Josiah put over the money gathered from the people and repairing the temple?
Shaphan
6. What was Shaphan? **A Scribe**
7. While repairing the temple the priests found a book. What did Josiah do when Shaphan read the book to him? **Rent his clothes**
8. Why did Josiah rent his clothes? **The book was the law of God and they had not been obeying it**
9. What did Josiah do? **He had the book read to the Prophets, Priests and all the people and vowed to obey it**
10. How far did Josiah carry his obedience of the law? **He burned the vessels and idols to Baal; slew the priests of Baal, Molech and other idols; destroyed the houses of the Sodomites; tore down the high places; commanded the people to keep the Passover**
11. How did Josiah compare to other Kings? **“And like unto him there was no king before him, that turned to the Lord with all his heart, and with all his soul, and with all his might, according to all the law of Moses; neither after him arose there any like him”**
(2 Kgs. 23:25)
12. How did he die? **He was slain in battle against Pharaohnechoh King of Egypt** (2 Kgs. 3:29).
He was buried in Jerusalem v. 30.
13. What caused his untimely death? **His confidence in God’s favor went beyond sound wisdom and amounted to presumption. He thought he was invincible. His enthusiasm lacked prudence.**

Review Questions For The Book Of Job

The Trying Of A Faithful Man

Wisdom literature: Job, Psalms, Proverbs, Ecclesiastes, Songs of Solomon and Lamentations.

1. What kind of man was Job? **Perfect, upright, feared God, eschewed evil.**

Job was a real man who lived in the land of Uz. Many have thought Job was not a real person, but a personification of the suffering of humanity. God, through the prophet Ezekiel said, “Though these three men Noah, Daniel, and Job, were in it, they should deliver but their own souls” (Ez. 14:14) . James said, “Ye have heard of the patience of Job” (Jas. 5:11). There is no reason to think Job was not a real character who lived on earth. ([Dehoff's Bible Handbook](#), p. 111)

| | |
|---------------------------------|------------------|
| Job was a perfect man | Job 1:1 |
| Job was a prosperous man | Job 1:2 |
| Job was a praying man | Job 1:5 |
| Job was a popular man | Job 29:21 |
| Job was a proven man | Job 42:10 |

2. Where did Job live? **Land of Uz**
3. How many sons and daughters did Job have? **Seven sons and three daughters**
4. How rich was Job? **He was the greatest of all men of the east having: 7,000 sheep, 3,000 camels, 500 yoke of oxen, 500 she asses and many servants**
5. What did Job do daily for his family? **Offered sacrifice for each of them**
6. Who is Satan? **The devil**
7. What did Satan say he had been doing? **Going to and fro in the earth, and from walking up and down in it”** (Mt. 12:43 & 1 Pet. 5:8)
8. Was Satan impressed with Job’s faithfulness? **No, he accused Job of being faithful only because God had so abundantly blessed and protected him**
9. What did Satan want to do? **Bring grief and pain and poverty upon Job and show God that Job will lose his faith when he loses His protection**

Review Questions For Job - Continued

10. Did God agree to allow Satan (James 1:12-13) to tempt Job? **Yes**
11. What bad news did the first messenger bring to Job? **Sabeans stole Job's oxen and asses and killed Job's servant's**
12. What bad news did the second messenger bring to Job? **Fire came down from the sky and burned up Job's sheep and servants**
13. What bad news did the third messenger bring to Job? **Chaldeans stole Job's camels and killed the servants**
14. What bad news did the fourth messenger bring to Job? **A great gust of wind blew down Job's oldest son's house and killed all Job's children**
15. All of these things happened in one day. **True or False** ("And while he was yet speaking," Job 1)
16. What did Job do after hearing all this bad news? **Shaved his head, tore his clothes and fell down and worshiped**
17. What did Job say after all these tragedy struck him? **"Naked came I out of my mother's womb, and naked shall I return thither: The Lord gave and the Lord taketh away; blessed be the name of the Lord"**
18. What did God think of Job's behavior? **"In all this Job sinned not, nor charged God foolishly"**
19. Now what did Satan want to do to make Job sin? **Threaten Job's life with sickness**
20. What did God say Job was not allowed to do? **Kill Job**
21. What kind of sickness afflicted Job? **Boils from the sole of his foot to the top of his head**
22. What did Job's wife tell him to do when she saw him sitting in ashes scraping his sores? **"Curse God and die"**
23. What did he call her? **Foolish**
24. What were Job's three friends names who came to mourn and comfort? **Eliphaz, Bildad and Zophar**

Review Questions For Job - Continued

25. What reaction did the three friends have when they saw how bad Job was afflicted? **They rent their clothes and sprinkled dust on their heads; then sat down on the ground by him for 7 days and 7 nights without speaking a word**
26. What did Job finally say to his friends? **That he was sorry he was ever born. Judas also said he was sorry he was ever born (Mt. 26).**
27. What mistake do Job's friends made in advising Job? **They think Job is being punished for sins he hasn't repented of**
28. How does Job describe his friends after he hears their advise? **"Miserable comforters are ye all"** (Job 16:1)
29. While exclaiming God's power how does Job describe the earth? **"He stretcheth out the north over the empty place, and hangeth the earth upon nothing"**
30. When Job's three friends were through trying to convince him he was not righteous who spoke up in anger? **Elihu** (Job 32)
31. Why was Elihu angry? **He was angry at Job for justifying himself and at his three friends for finding no answer and yet condemning Job**
32. Did Elihu accuse Job of being punished for sins? **Yes** (Job 36)
33. Who spoke to Job after Elihu? **God, out of a whirlwind** (Job 38:1)
34. What did God say Job lacked? **Knowledge**
35. How does God describe his power? **By describing his mighty works**
36. What unusual animals are described in chapters 40 and 41? **Behemoth and Leviathan**
37. What are these animals thought to have been? **What we call dinosaurs**
38. Why? **The Behemoth's tail is like a cedar, his bones are like brass or bars of iron, he drinks up a river; The leviathan's teeth are terrible, he has scales that are sealed together and can't be pierced, he swims and goes on land, he has fire coming out of his mouth and smoke out of his nose**
39. Does Job humble himself at God's greatness and his own ignorance? **Yes**

Review Questions For Job - Continued

40. Does Job repent of his ignorance? **Yes** (Job 42:6)
41. What does God have Job's friends do to show repentance for speaking wrong about God?
Offer a sacrifice of 7 bullocks and 7 rams and have Job pray for them
42. How did God reward Job's faithfulness? **Doubled his blessings:
7 sons & 3 daughters / 1,000 yoke of oxen / 14,000 sheep / 1,000 asses / 6,000 camels**
43. How old was Job when he died? **140 years**
44. Who were the 3 most righteous mortals who ever lived? (Ezekiel 14:14, 20) **Job, Noah and Daniel**

Review Questions For The Prophets

1. What is a prophet? **A spokesman for God.** Prophets were sometimes called **Seers** (I Sam. 9:9).

The prophetic office was not hereditary as the priests office was. Each man received his call from God. There were prophets in the Patriarchal Age, Mosaical Age and Christian Age.

Abraham was a patriarch and prophet (Gen. 20:7).

Noah prophesied the flood.

Joseph prophesied 7 years of plenty and 7 years of famine.

Aaron was a prophet (Ex. 7:1).

Moses was a prophet (Num. 12:6 Deut. 34:10).

Gideon was a prophet (Judg. 6:8, 13) [The only time the word prophet appears in Judges is in chapter 6 yet the Judges were known for their prophecies].

Samuel was a prophet (1 Sam. 3:20).

Gad was a prophet for King David (1 Sam. 22:5).

Nathan was a prophet for King David (2 Sam. 7:2).

Ahijah was a prophet for Jeroboam (1 Kgs. 11:29).

Jehu was a prophet for King Baasha (1 Kgs. 16:7).

Elijah prophesied about the fall of the Northern Kingdom (1 Kgs.).

Elisha also prophesied about the fall of the Northern Kingdom (2 Kgs.).

Obed was a prophet for King Asa (2 Chron. 15:8).

Then of course there are the books of the prophets both Major and Minor.

Jeremiah and Ezekiel were priests and prophets.

Zechariah was perhaps also a priest.

Isaiah, Daniel, and Zephaniah were of royal blood.

Amos was also a farmer.

The mission of the prophets was to save the nation from idolatry. They were to promise that a remnant would be saved and that from this remnant would come the man, Christ Jesus, a descendant of David who would be raised up to sit on David's throne and who would establish a kingdom which would never be destroyed.

There were **false prophets** and ways to determine if a prophet was true or false (Deut. 31:1 ff. and Deut 18:21 ff.).

2. How many books of prophecy are there in the Old Testament?

17 Books of Prophecy

16 Prophets (Jeremiah wrote both Jeremiah and Lamentations)

13 Prophets connected with the destruction of the Hebrew Nation

3 Prophets connected with the restoration of Israel

3. When did the Northern Kingdom fall?

B.C. 734 - 721

Review Questions For Prophets--Continued

4. When did the Southern Kingdom fall?
B.C. 606 - 586
5. Which prophets prophesied the restoration of the nation of Israel?
Three prophets: Haggai, Zechariah and Malachi (B.C. 536 - 444)
6. Name the Minor Prophets.

| | |
|----------------|------------------|
| Hosea | Nahum |
| Joel | Habakkuk |
| Amos | Zephaniah |
| Obadiah | Haggai |
| Jonah | Zechariah |
| Micah | Malachi |
7. What years did they preach? **About 845 B.C. to 433 B.C.**
8. What is the chronological order of the Prophets?

CHRONOLOGICAL ORDER OF THE PROPHETS

| | |
|--------------|---|
| Jonah | Between 856 and 784 |
| Amos | Between 810 and 725 |
| Hosea | Between 810 and 725 |
| Isaiah | Between 810 and 698 |
| Joel | Between 810 and 660 |
| Micah | Between 758 and 699 |
| Nahum | Between 720 and 698 |
| Zephaniah | Between 640 and 609 (In the reign of Josiah) |
| Jeremiah | Between 628 and 586 (In the 13th year of Josiah) |
| Lamentations | 586 |
| Habakkuk | Between 612 and 598 |
| Daniel | Between 606 and 534 (During all of the captivity) |
| Obadiah | Between 588 and 583 (After the taking of Jerusalem by Nebuchadnezzar) |
| Ezekiel | Between 595 and 536 (During part of the captivity) |
| Haggai | Between 520 and 518 (After the return of Babylon) |
| Zechariah | Between 520 and 518 (After the return of Babylon) |
| Malachi | Between 436 and 420 (After the return of Babylon) |

Review Questions For Prophets--Continued

9. What years did the Major Prophets preach? **About 739 B.C. to 530 B.C.**
10. What was the message of each Prophet (Major and Minor) ?

THE MESSAGE OF EACH PROPHET

Isaiah--The coming of Christ and the establishment of His Kingdom.
Jeremiah--Jerusalem's sin, destruction and future glory.
Lamentations--A funeral dirge over the destruction of Jerusalem
Ezekiel--Fall of Jerusalem, restoration of God's people.
Daniel--The four worldly kingdoms and God's everlasting kingdom.
Hosea--Jehovah will be the God of all nations.
Joel--A vision of the gospel age.
Amos--A descendant of David will rule the world.
Obadiah--Edom shall perish.
Jonah--God wants His enemies saved.
Micah--The coming King and His reign.
Nahum--Judgment on the city of Nineveh.
Habakkuk--God's people will be victorious.
Zephaniah--A new message for God's people.
Haggai--The second temple and the greater temple of the future.
Zechariah--The coming King and His kingdom.
Malachi--The closing message while the people awaited the coming of the Messiah

11. How many "carrying aways" took place at the fall of Israel?

THE FALL OF ISRAEL / NORTHERN KINGDOM

(The Three Carrying Aways)

The first Carrying Away.....2 Kings 15:29
The Second Carrying Away.....2 Kings 17:1, 2
The Third Carrying Away.....(722 B.C.).....2 Kings 17:5, 6

Review Questions For Prophets--Continued

12. How many “carrying aways” took place at the fall of Judah?

| THE FALL OF JUDAH / SOUTHERN KINGDOM | |
|--|--|
| (The Three Carrying Aways) | |
| 2 Kings 20:12, 17, 18; Isa. 39:1-7 | |
| The First Carrying Away.....(605 B.C.)..... | 2 Kings 24:1; 2 Chron. 36:5, 6; Dan. 1:1-3 |
| The Second Carrying Away.....(597 B.C.)..... | 2 Kings 24:10-17; 2 Chron. 36:9, 10; Ezek. 1:1-3; Jer. 22:24-30 |
| The Third Carrying Away.....(586 B.C.)..... | 2 Kings 25:1-7; Jer. 39:4-10; 2 Kings 25:8-17, 27-30; Jer. 52:31-34 |

13. What is the Chronology of the Jews restoration?

| Chronology Of The Jews Restoration | |
|---|--|
| B.C. 536 | 49,897 Jews returned from Babylon to Jerusalem |
| B.C. 536 | in the seventh month they built the altar and offered sacrifice |
| B.C. 535 | work on the temple began, but was soon stopped |
| B.C. 520 | work on the temple renewed by Haggai and Zechariah |
| B.C. 516 | the temple was completed |
| B.C. 478 | Esther became Queen of Persia |
| B.C. 457 | Ezra went from Babylon to Jerusalem |
| B.C. 444 | Nehemiah rebuilt the wall around Jerusalem |
| B.C. 432 | Nehemiah returned again from Babylon |

Review Questions For The Book Of Jonah

Jonah And The Whale

Jonah was the son of Amittai. His family is otherwise unknown (Jonah 1:1; 2 Kgs. 14:25). He came from the town of Gath-hepher in the tribe of Zebulun (2 Kgs. 14:25).

1. Where did God tell the prophet Jonah to go? **Nineveh**
2. What did God want Jonah to preach to the people of Nineveh? **For the people to repent**
3. Did Jonah get on a boat heading for Nineveh? **No, it was headed for Tarshish**
4. How did God show His displeasure over Jonah's disobedience? **He sent a great wind and caused the sea to be so violent that it was about to break the ship**
5. What did the sailors do? **Threw things overboard to lighten the ship and prayed**
6. What was Jonah doing? **Sleeping down below**
7. What did the sailors tell Jonah to do when they woke him? **Pray**
8. How did they determine who had brought the wrath of God against them? **Casting lots**
9. What did Jonah tell them to do to him to stop the storm? **Throw him overboard**
10. Did they throw Jonah overboard? **Yes, but first they tried to row to land but couldn't**
11. What kind of a fish did God prepare to swallow Jonah? **A whale** Mt. 12:40
12. How long was Jonah in the whale? **3 days and 3 nights**
13. What did Jonah do while in the whale? **Prayed**
14. How did Jonah get out of the fish? **God had the fish vomit him out on the land**
15. Did Jonah go to Nineveh then? **Yes, and he preached repentance or the city would be destroyed in 40 days**

Review Questions For The Book Of Jonah--Continued

16. Did the people repent? **Yes, in sackcloth and ashes**
17. Was Jonah happy they had repented? **No, he was angry**
18. What did Jonah do to show his anger? **Sat outside the city waiting to see it destroyed**
19. Was God displeased with Jonah's anger? **Yes**

PRAYER FOR COMMITMENT

For some people it takes a storm
And to be thrown overboard
Before they'll fully repent.

Or to be in the belly of a whale
And spat out on the ground
Before they'll go where they're sent.

Some are angry at God
If He doesn't rain down His fire
On those to whom their anger is bent.

But unlike Jonah of old
I pray when my story is told
They'll say, "God said go and she went!"

Review Questions For Isaiah

The book of Isaiah was one of the Dead Sea Scrolls found in 1947. It was written on parchment about 24 ft. long. Scholars believe this copy was written at least 200 B.C.

1. Which books are called the Major Prophets and why? **Isaiah, Jeremiah, Ezekiel and Daniel because of their size**
2. Who was this man Isaiah?
 - **His name means “a remnant will return.”**
 - **He was a prophet of the Southern Kingdom of Judah, at the time the Northern Kingdom was destroyed by the Assyrians.**
 - **He lived in the reigns of Uzziah, Jothan, Ahaz, and Hezekiah.**
 - **He wrote other books which we do not have, such as a life of Uzziah (II Chron. 26:22) and a book of the kings of Israel and Judah (II Chron. 32:32).**
 - **He is quoted in the New Testament more than any other prophet.**
3. What was Isaiah’s task as a prophet? **Fruitless warning and exhortation** (Isa. 6:9-13)
4. What is so amazing about the prophecy Isaiah made about Cyrus? **Isaiah prophesied Cyrus, king of Persia, would permit the Jews to return to Jerusalem and let them rebuild the temple. This prophecy is so amazing because it was made 150 years before the time of Cyrus yet he called him by name and prophesied that he would rebuild the temple. In Isaiah’s day, the temple had not yet fallen!**
5. Isaiah’s prophecies about Christ:

| | |
|--|---|
| His advent, 40:3-5 | Righteousness of His reign, 32:1-8 |
| His Virgin Birth, 7:14 | His vast influence, 49:7 |
| Galilee as scene of His ministry, 9:1-2 | His rule over the Gentiles, 2:2-3; 42:1 |
| His deity, 9:6-7 | His justice and kindness, 42:3-4, 7 |
| His sufferings, 53 | Death to be destroyed, 25:8; 26:19 |
| Die with the wicked, 53:9 | New Name, 62:2; 65:15 |
| Buried with the rich, 53:9 | New Heaven & New Earth, 65:17; 66:22 |
| Might of His reign, 40:10-11 | |

Review Questions For Isaiah--Continued

6. What enemies did Isaiah face?

Tiglathpileser III
Pekah
Rezin
Shalmaneser IV
Sargon II
Death
Merodach-baladan
Sennacherib
Rabshakeh
Tirahkah

During the reign of Jotham:

Tiglathpileser III who is called “Pul” in 2 Kgs 15:19 reigned over Assyria.

To resist Assyria he formed an alliance with:

Pekah, king of North Israel
Rezin, king of Damascus

During the reign of Ahaz:

Pekah and Rezin alliance threatened to dethrone Ahaz if he didn't join them.

War ensued. Ahaz called on Judah's old enemy Tiglathpileser for help and was forced to pay dearly for his protection . . . Judah was brought very low (2 Kgs. 15:29; 16:7-9; 2 Chron. 28:19; Isa. 7:1). To please Tiglath-pileser, Ahaz went to Damascus to join in the celebration of victory. While there he saw a Syrian altar and he brought the pattern to Jerusalem and had a copy set up in the temple in place of the brazen altar of Solomon. Thus Ahaz introduced idolatry into Jerusalem, even causing his sons to pass through the fire (2 Kgs. 16:10-16; 2 Chron. 28:3).

During the reign of Hezekiah:

Shalmaneser IV who succeeded Tiglath-pileser

Besieged the city of Samaria when King Hoshea of North Israel stopped paying Assyria annual tribute (2 Kg. 17:4).

Sargon II who succeeded Shalmaneser IV

Captured Israel's choicest people and deported them to Assyria. Northern Israel passed into oblivion, and Judah was left exposed to direct political and religious ravages by Assyria and Babylon. Judah only escaped by promising heavy tribute.

Death

Hezekiah was at death's door. Judah needed him. He had removed the high places and broken down idols (2 Kgs. 18:4, 22). Being childless he was seriously concerned for the future of Judah. He prayed to recover and God extended his life 15 years (2 Kgs. 20; Isa. 38:1).

Review Questions For Isaiah--Continued

During the reign of Hezekiah--Continued:

Merodach-baladan

Babylon king and enemy of Assyria. Wanted to form an alliance with Hezekiah against Assyria. Nothing came of it though before Sargon's army reappeared.

Sennacherib

Hezekiah was panic stricken at the destruction of Sennacherib and hastened to bring rich tribute, stripping even the temple and the palace of their treasures to do so (2 Kgs. 18:13-16). But, Sennacherib was not satisfied and overran Judah taking small towns without number, carrying over two hundred thousand of Judah's population into captivity to Assyria, demanding high tribute, and even capturing Hezekiah's daughters in his enormous spoil.

Rabshakeh

Commander-in-chief of Sennacherib. Took a strong detachment to besiege Jerusalem (2 Kgs. 18:17-19:8; Isa. 36:2-37:8). He described his blockade with this inscription: "I shut up Hezekiah in Jerusalem like a bird in a cage." He failed to capture the city of Jerusalem however.

Tirhakah

Commander-in-chief of Egypt's forces and afterward king of Ethiopia. Though an enemy of Judah his attack on Sennacherib's forces who were demanding surrender of Jerusalem slowed down Sennacherib though Tirhakah was defeated without difficulty. Then Sennacherib's host was miraculously and suddenly smitten, and the great Assyrian conqueror was forced to return to Nineveh (2 Kgs. 19:34).

The invasion of Judah by Sennacherib in 701 B.C. was the great political event in Isaiah's ministry. Had it not been for the prophet's statesmanship, Jerusalem might have capitulated. As it was, only a small, insignificantly small, remnant of Judah's population escaped. Isaiah had at this time been preaching 40 years. It is recorded in Jewish history that he suffered from leprosy in his latter years and was finally martyred by being sawn in half (Heb. 11:37).

Review Questions For Jeremiah

This book presents God's final effort to save Jerusalem. Jeremiah prophesied about 100 years after Isaiah. Isaiah had saved Jerusalem from Assyria. Jeremiah tried to save it but failed. Jeremiah was a priest by birth (Jer. 1:1). His father was Hilkiyah the priest. Some think his father was the "Hilkiyah" the priest in 2 Kgs. 22 who brought the book of the Lord to the attention of King Josiah. Jeremiah was called to be a priest in the 13th year of the reign of Josiah (Jer. 1:2). This was about B.C. 626. Jerusalem was partly destroyed in B.C. 606 and further destroyed in B.C. 597, and finally burned and laid waste in B.C. 586. Jeremiah lived through the terrible 40 years at the close of the monarchy and while the nation was in its death throes. He never married and was a pathetic, lonely figure giving God's last message to a city which had been hopelessly attached to idols. (Dehoff's Bible Handbook, pg. 143).

1. When did God appoint Jeremiah to be a prophet? **Before he was born** (Jeremiah 1:5)
2. When Jeremiah objected to being a prophet at such a young age how did God reassure him?
By touching Jeremiah on the mouth and indicating He would give Jeremiah the words to say.
3. Who was Jeremiah?
The son of a priest (Hilkiyah)
He was called to be a prophet in the thirteenth year of the reign of Josiah (Jer. 1:2)
He never married (Jer. 16:1-2)
He was a pitiful, lonely figure giving God's last message to a city which had been hopelessly devoted to idols.
4. What is the historical background for this book? **The Northern Kingdom had been taken captive into Assyria. Much of Judah had been taken. Only Jerusalem was left. Isaiah had prophesied 100 years before and saved Jerusalem. Assyria, Babylon and Egypt were battling for world power. Babylon won and ruled the world for 70 years. These are the 70 years of Jewish captivity.**
5. What prophets were contemporary with Jeremiah?
 - **Ezekiel--a fellow priest somewhat younger than Jeremiah who preached in Babylon among the captives the same things that Jeremiah was preaching in Jerusalem.**
 - **Daniel--a man of royal blood who served in the palace of Nebuchadnezzar**
 - **Habakkuk and Zephaniah--who helped Jeremiah in Jerusalem**
 - **Nahum--who predicted the fall of Nineveh**
 - **Obadiah--predicted the ruin of Edom**

Review Questions For Jeremiah--Continued

6. What message did God want Jeremiah to proclaim?
- **That God would pluck up, break down, destroy and overthrow the kingdom of Judah for it's unfaithfulness.**
 - **He warned that Babylon would become a world power and destroy Judah.**
 - **He warned that Judah would be taken captive by Babylon.**
 - **He prophesied also that after the 70 years of captivity Babylon would be destroyed never to rise again, while a remnant of the Jews would be gathered home.**
7. What cruel punishment did Jeremiah suffer for proclaiming the Word of God? **He was put into a cistern deep in mire and given no food** (Jer. 38)
8. What are some of the symbols Jeremiah used in his prophecies?

| SYMBOL | CHAPTER |
|-----------------------------------|-----------|
| The Almond Rod | 1 |
| The Boiling Caldron | 1 |
| The Marred Girdle | 13 |
| The Full Bottle | 13 |
| The Famine | 14 |
| The Potter's Vessel | 18 |
| The Broken Bottle | 19 |
| Two Baskets of Figs | 24 |
| Bonds and Bars | 27 |
| Buying a Field | 32 |
| The Hidden Stones | 43 |
| Book Sunk in the Euphrates | 51 |

9. How did Jeremiah describe Christ?
- | | |
|----------------------------------|--------------|
| Fountain of Living Waters | 2:13 |
| Great Physician | 8:22 |
| The Righteous Branch | 23:5 |
| The Lord of Righteousness | 23:6 |
| David the King | 30:9 |
| Good Shepherd | 31:10 |
| The Redeemer | 50:34 |

10. How did Jeremiah continue to proclaim God's Word after being forbidden to speak in the temple? **He dictated to Baruch, his scribe, and sent him to read it to the people**

Review Questions For Jeremiah--Continued

11. What did Jehoiakim do to the scroll of God's Word dictated by Jeremiah to Baruch?
Penknifed it and burned it
12. Did Jeremiah's prophecy come true? **Yes, Babylon's king Nebuchadnezzar conquered Jerusalem, looted the temple and carried away the people into exile. Psalm 137:1-9**
13. Did the exile bring about the end of Judah, the Southern Kingdom? **Yes**
14. What other book is written by Jeremiah? **Lamentations**

“The last chapter of Jeremiah should be read as an introduction to Lamentations. It gives Jeremiah's sorrow over the city which he had done his best to save. Just outside the north wall of Jerusalem is a place called “Jeremiah's grotto,” where tradition says Jeremiah wept bitter tears and composed this book. This grotto is under a knoll that is called Golgotha. The suffering prophet wept where later the suffering Savior died”. (Dehoff's Bible Handbook, p. 150).

Jeremiah and King Josiah

In the early years of Jeremiah's ministry he prophesied during the reign of Josiah (Jer. 2:12). We know Josiah as the boy king, the king who found the Book of God and read it to the people, the king who at 20 years old began to try and reform his people by attempting to destroy idol worship. He tore down idols in Judah and even in Israel. But remember, the Northern Kingdom had been in captivity 100 years when Josiah became king. Josiah would have known about their disobedience and the reason for their captivity. This should have been a warning in itself to any king of Judah and the people who served him.

Yet, during Josiah's reign Jeremiah the prophet was persecuted for his words of prophecy and exposing the immorality of the people (Jer. 7:1-26). His chief enemies were the priests and the prophets (Jer. 26:7-8) who had a large following among the people while Jeremiah was merely a “voice crying in the wilderness.” Jeremiah nearly lost his life because of his prophecy (Jer. 7, 26). The men of his hometown had made a conspiracy to put him to death (Jer. 11:18-23). His neighbors and even his own relatives were disloyal to the young prophet.

Not much is known about the later years of Josiah's reign. In the death of King Josiah at the battle of Megiddo, Judah suffered a calamity from which she never recovered. King Josiah was succeeded by his younger brother Jehoahaz who reigned only 3 months. He was deposed by Necho and carried off in chains to Egypt where he died. Necho appointed Jehoiakim to be ruler.

Josiah

II Chronicles 34

| | |
|--|----------------------------------|
| The Boy, v. 1. | The Bearers of Burden, vv. 12-13 |
| The Behavior, v. 2. | The Bringing, vv. 14, 17. |
| The Beginning, vv. 3-6 | The Book, v. 15. |
| Began to Reign, | The Bewilderment, vv. 16-20. |
| Began to Seek, v. 3. | The Beseeking, vv. 21-25. |
| Began to Purge, v. 3. | The Benefit, vv. 26-28. |
| The Breaking & Burning & Beating, vv. 4-7. | The Bequest, vv. 29-32. |
| The Building, vv. 8-11. | The Banishing, v. 33. |

Review Questions For Daniel 1 - 3

Babylonian Captivity, Nebuchadnezzar's Dream & The Fiery Furnace

1. About how old was Daniel when he was captured and taken into Babylonian exile? **A young man, most likely under 20 years old**
2. Who was the king of Babylon that conquered Jerusalem? **Nebuchadnezzar**
3. What kind of people were captured? **Royalty, princes, mighty men . . . only the poorest people of the land were left** (2 Kings 24:14)
4. Daniel had three friends who also were captive; the Babylonians changed their names; what were their new names?
Daniel - Belteshazzar
Hananiah - Shadrach
Mishael - Meshach
Azariah - Abednego

Psalms 137

1 By the rivers of Babylon, there we sat down, yea, we wept, when we remembered Zion.
2 We hanged our harps upon the willows in the midst thereof.
3 For there they that carried us away captive required of us a song; and they that wasted us required of us mirth, saying, Sing us one of the songs of Zion.
4 How shall we sing the LORD's song in a strange land?
5 If I forget thee, O Jerusalem, let my right hand forget her cunning.
6 If I do not remember thee, let my tongue cleave to the roof of my mouth; if I prefer not Jerusalem above my chief joy.
7 Remember, O LORD, the children of Edom in the day of Jerusalem; who said, Rase it, rase it, even to the foundation thereof.
8 O daughter of Babylon, who art to be destroyed; happy shall he be, that rewardeth thee as thou hast served us.
9 Happy shall he be, that taketh and dasheth thy little ones against the stones.

5. Why did these four Jewish boys refuse to eat the king's food? **They did not want to defile themselves; they did not want to disobey God's dietary laws**

Review Questions For Daniel 1 - 3--Continued

6. Who looked more healthy Daniel and his three friends who ate pulse or the other boys who ate the king's food? **Daniel and his friends**
7. Nebuchadnezzar had a dream and demanded his wise men not only interpret it but also tell him what he had dreamed; what was the king going to do if no one could do it? **Kill them**
8. Who finally told Nebuchadnezzar his dream and the interpretation of it? **Daniel**
9. What was the dream? **A great image that broke into pieces**
10. What was the interpretation? **The kingdom of Babylon was the gold head of the statue and other kingdoms which would come after Babylon were represented by the chest and arms, belly and thighs, legs and feet; also Daniel prophesied a kingdom was coming that would never be destroyed (the church)**
11. How did Nebuchadnezzar react to Daniel's interpretation? **He was impressed enough to say Daniel's God was "God of gods and a Lord of kings;" also he placed Daniel over all the wise men**
12. Describe the image Nebuchadnezzar made. **Gold; 21 cubits tall**
13. What did Nebuchadnezzar command regarding his image of gold? **That everyone bow down to it when music was played**
14. What was the punishment king Nebuchadnezzar reserved for those who refused to bow? **Burn them in a fiery furnace**
15. Who refused to worship the image? **Shadrach, Meshach and Abednego**
16. Did Nebuchadnezzar send Shadrach, Meshach and Abednego to the fiery furnace? **Yes**
17. What happened to the man who threw them into the furnace? **He was burned up because the fire was so hot**
18. Did Shadrach, Meshach and Abednego die? **No, they didn't even smell like smoke**
19. Who protected them? **An angel**

Review Questions For Daniel 1 - 3--Continued

20. Why doesn't this incident mention Daniel? **He had been placed in a position of power as a prince or wise man because of the interpretation of the king's dream . . . maybe he was far away tending to responsibilities and wasn't around when this happened . . . the Bible doesn't say**
21. Over and over Nebuchadnezzar was shown there is only one powerful God yet he'd soon have to be reminded again; What strange behavior did Nebuchadnezzar exhibit for 7 years that convinced him again that God rules the kingdoms of men. **He behaved like a beast, lived with the beasts of the field, his hair was like feathers and his nails like bird's claws**

Review Questions For Daniel 6

Daniel In the Lion's Den

1. A new king ruled Babylon named Darius and he appointed 120 princes under him; Who was the first prince? **Daniel**
2. Were the other princes jealous of Daniel? **Yes**
3. How did they plan to get rid of Daniel? **They talked Darius into making a new law that prohibited prayer for a 30 day period knowing Daniel prayed 3 times a day**
4. What was the punishment for disobedience regarding this new law? **Thrown in the lions den**
5. Did Daniel pray anyway? **Yes**
6. Did Darius send Daniel to the lions? **Yes**
7. Did Darius regret making the new law? **Yes, he spent the night fasting and couldn't sleep**
8. How was Daniel saved in the lion's den? **An angel came and shut the lions mouths**
9. Was the king happy to find Daniel still alive the next day? **Yes**
10. What did king Darius do to punish the princes for their evil plot? **He had them thrown in the lion's den**

Review Questions For The Book Of Ezekiel

Ezekiel, Priest And Prophet

Ezekiel was much younger than Jeremiah and may have been his student. He was married (Ez. 24:15-18) and had a home (Ez. 8:1). Daniel had been in Babylon nine years when Ezekiel arrived (Ez. 15:14-20). Daniel served in the palace while Ezekiel served in the countryside. They may have known each other well.

1. Was Ezekiel taken captive to Babylon? **Yes**
2. How was Ezekiel called to be a prophet? **In the 5th year of Exile he saw a dazzling vision**
(Ezekiel 2:10)
3. The message he was to deliver was given to him on a scroll that he was told to **eat**
4. What ability was taken from Ezekiel for a time except for the times he was to prophesy? **The ability to speak** (Ezekiel 3:26)
5. What finally convinced the people to take Ezekiel seriously? **When his prophesy about the fall of Jerusalem was fulfilled**
6. What prophesy did Ezekiel make that gave the people hope? **A return to Jerusalem and rebuilding of the temple**
7. What prophecy or vision of Ezekiel's gave a graphic message of hope? **Valley of Dry Bones**
(Ezekiel 37)
8. What happened to the bones? **They came together with the noise of shaking bone to bone and then flesh came on them and wind breathed breath into them**
9. What hope did this give God's persecuted people? **A prediction of a glorious future**
10. Why did Ezekiel warn the Jews so strongly against making that which is holy profane? **(Ez. 44:23) He was trying to get them to keep the holy law of God when they were polluting it and worshiping false gods.**

Review Questions For The Book Of Ezekiel--Continued

11. What does profane mean?

Profane means:

Not concerned with religion or religious purposes

Secular (of or relating to the worldly)

Temporal

Exclusion of religion and religious consideration

Not holy because not consecrated

Impure or defiled

Serving to debase or defile what is holy

Irreverent

Not possessing esoteric or expert knowledge

12. Describe a profane person.

Blasphemous--impiously irreverent; profane

Impious--lacking in reverence or proper respect

Irreverent--not showing honor or respect

Sacrilegious--an outrageous violation of what is sacred to God

Coarse--offensive to good taste or moral principles

Lewd--obscene

Vulgar--lacking taste; morally crude

Worldly--devoted or relating to this world and its pursuits rather than to religion

Debased--to lowered in status, esteem, quality or character

Capable of Desecration--violating the sanctity of

Disrespectful--lack of esteem

Impudent--marked by contemptuous or cocky boldness or disregard of others

Insolent--insulting contemptuous speech or conduct: boldness or effrontery

Capable of Effrontery--shameless boldness; insolence

Temerarious--unreasonable or foolhardy contempt of danger or opposition

13. List some clear examples of the profane.

Dishonor Christ

Robes worn for religious show

Christian rock music

Disobedient to parents

Religious T-shirts

Religious yard art

Uncontrolled tongue

Crucifixes (jewelry or otherwise)

Tattoos (Lev. 19:28, 21:5)

Using God's name in vain

Saying "Lord" as an expletive

Review Questions For The Book Of Ezekiel--Continued

14. What are some Bible references to profane?

| | |
|---------------------|---|
| Ezek. 44:23 | “And they shall teach my people the difference between the holy and profane |
| Heb. 12:16 | “lest there be any profane person, as Esau who for one morsel . . .” |
| 1 Tim. 1:9 | “that the law is not made for a righteous man but for . . . and profane, for murders of fathers . . .” |
| Lev. 18:21 | “ . . . nor profane God’s name” |
| Lev. 19:12 | “ . . . nor profane God’s name” |
| Lev. 21:6 | “ . . . nor profane God’s name” |
| Lev. 22:2 | “ . . . nor profane God’s name” |
| Acts 24:16 | “ . . . profane the temple . . .” |
| Neh. 13:18 | “ . . . ye bring more wrath upon Israel by profaning the Sabbath” |
| Mal. 1:12-14 | they profaned the table of the Lord with torn, lame and sick sacrifices |
| Jer. 23:15 | the people were punished for the profaneness of the prophets |

Review Questions For Esther

1. How powerful was King Ahasuerus? **He reigned from India to Ethiopia; over 127 provinces**
2. What was his Queen's name? **Vashti**
3. What did King Ahasuerus command Vashti to do? **To come before the princes and all the people to show her beauty at a drunken party**
4. How did the King punish Vashti for refusing? **She was to never again to come before the King and her royalty was taken away**
5. Why did the King feel he had to punish Vashti so severely? v.17 **He feared the women in his kingdom would "despise their husbands" and no longer (v. 20) "give to their husbands honour" and the men would no longer bear rule in their own houses** v. 22
6. What did the King's servants suggest the King do to replace Vashti? **He should gather all the beautiful virgins to the palace in Shushan and choose a new Queen from them**
7. Who did King Ahasuerus choose? **Esther**
8. Who was Esther? **A Jew, young cousin and adopted daughter of Mordecai**
9. Who was Mordecai? **A Jew of the tribe of Benjamin who had been captured by Nebuchadnezzar King of Babylon and carried away from Jerusalem**
10. Did the King know Esther was a Jew? **No**
11. Did the King love Esther? **Yes, above all others**
12. How did Esther save the life of the King? **Mordecai overheard 2 men plotting to kill the King. Mordecai told Esther about it and she warned the King. The 2 men were hanged.**
13. Why did Haman, a prince of the King, hate and want to destroy Mordecai? **Because Mordecai refused to bow to Haman**
14. How did Haman plan on getting rid of Mordecai? **He found out Mordecai was a Jew and he set out to destroy all Jews**

Review Questions For Esther - Continued

15. How did Haman go about trying to rid the kingdom of Jews? **He told the King Ashasuerus, there was a people scattered through out the kingdom that did not obey the King's laws; he asked for silver from the King's treasury to pay people to kill all the Jews**
16. Did King Ashasuerus know Mordecai and Esther were Jews when he agreed to give Haman the silver? **No**
17. How did Haman plan to have all the Jews killed? **By sending out a decree to every people in every language that on December 13th all the Jews, young and old, male and female, were to be killed**
18. How did Esther hear about the decree to kill the Jews? **She heard Mordecai was in sack cloth and ashes; she sent a chamberlain with new clothes for Mordecai but he would not wear them. She had a chamberlain find out, for her, why Mordecai was grieving.**
19. What message did grieving Mordecai send to Esther by her chamberlain? **He told her about the decree to have the Jews killed and charged her to go before the King and request he save her people**
20. What message did Esther send back to Mordecai? **That there was a law that no one could enter the King's court unsummoned; you would be killed for doing so unless the King held out his golden sceptre**
21. How long had it been since the King had summoned Esther to his court? **30 days**
22. What was Mordecai's response? **He commanded Esther to not think she could escape being killed for she was also a Jew. That if she "held her peace" her "fathers house" would be destroyed.**
23. What are the most quoted words spoken by Mordecai to Esther? **"Who knoweth whether thou art come to the Kingdom for such a time as this?"** (Esther 4:14)
24. What did Esther ask Mordecai to do for 3 days before she would go unto the King? **Fast**
25. What are the most quoted words Esther says to Mordecai? **"If I perish, I perish"** (Esther 4:16)
26. Did King Ahasuerus put forth his golden sceptre for Esther? **Yes**
27. What did Esther ask Ahasuerus? **If he and Haman would come to a banquet she had prepared for him that day**

Review Questions For Esther - Continued

28. What happened the day of the banquet to make Haman very angry? **Mordecai refused to bow before him again**
29. What did Haman's wife and friends tell Haman to do about his anger? **Build a gallows to hang Mordecai**
30. There was a feast planned by Esther for the next day. What did Haman plan on asking the King at that feast? **If he could hang Mordecai**
31. The King could not sleep that night so he read in the book of records and chronicles. What did he find written in the chronicles about Mordecai? **A record of Mordecai's warning the King that 2 men were plotting to kill him**
32. Had the king awarded Mordecai for saving his life with this warning? **No**
33. Before Haman could ask king Ahasuerus for permission to hang Mordecai what did Ahasuerus ask Haman? **"What shall be done unto the man the King delighteth to honor?"**
34. Who did Haman think the King was wanting to honor? **Himself, Haman**
35. What did Haman tell the King should be done to honor someone? **He said such a man should wear the King's clothes, ride the king's horse, wear the king's crown and he should ride through the streets with people praising him**
36. Was Haman shocked and humiliated that the King was planning to honor Mordecai rather than himself? **Yes, he was mourning and covered his head**
37. Who had to dress Mordecai in the King's clothes and lead him down the streets? **Haman!**
38. When Esther again gave a feast for the King did she get up the courage to ask the King for her life and that of all the Jews? **Yes**
39. What was the King's answer to her petition? **He wanted to know who was behind the plot to kill all Jews**
40. Was the King angry when he found out it was Haman? **Yes, he stormed out of the banquet into the garden**
41. What did Haman do while the King was in the garden? **He went to Esthers side to pled for his life and laid across the bed she was on**

Review Questions For Esther - Continued

42. What did the King order to be done with Haman when he caught him on Esther's bed? **That Haman should be hung on his own gallows that he had built to hang Mordecai upon**
43. What happened to the Jews? **They were given permission by the King to kill their enemies (500 in Sushan the palace)**
44. What happened to Haman's 10 sons? **They were hanged on the gallows**
45. What happened December 13th (the day Haman wanted all the Jews killed)? **The Jews had a day of feasting and gladness**
46. What did they call that day? **Purim** (Esther 9:32)
47. What happened to Mordecai? **He was advanced to a position second only to the King and he was great among the Jews; he spent the rest of his life seeking wealth for the Jews and speaking peace to them**

Review Questions For Ezra And Nehemiah

1. What are these books about?
 - The Jews return from Babylonian captivity**
 - The rebuilding of the temple**
 - The rebuilding of the great city of Jerusalem**
 - The re-establishment of the people in their homeland**
2. What prophets wrote during this period of Jewish history? **Haggai, Zechariah and Malachi**
3. These books describe two time periods. Who was the governor, priest and prophet of the first period? Of the second?

| <u>Two Periods</u> | |
|--|---|
| 1st period: Zerubbable--governor Joshua--priest The temple was rebuilt (Ezra 3-6) Haggai and Zechariah--prophets Lasted about 20 years (B.C. 536-516) | 2nd Period: Nehemiah--governor Ezra--priest Rebuilt wall; Jeru. was restored Malachi--prophet Lasted about 25 years (B.C. 457-432) |

4. What period do each of them write about? **Ezra gives an account of both periods. Nehemiah tells of the 2nd period (Esther comes in between the two periods).**
5. Describe the three returns.

| <u>Three Returns From Captivity</u> | |
|---|--|
| The 1st lead by Zerubbabel with: | 42,360 Jews, 7,337 servants, 200 singers, 736 horses, 245 mules, 435 camels, 6,720 asses, 5,400 gold and silver vessels. (About B.C. 537) |
| The 2nd lead by Ezra with: | 1,754 men, 100 talents, 750 talents of silver. (About B.C. 457) |
| The 3rd lead by Nehemiah: | Army escorts supplied by Artaxerxes I. Nehemiah rebuilt and fortified Jerusalem (About B.C. 444). |

Review Questions For Between The Testaments

1. What is the time between the Testaments sometimes called? **The 400 silent years or the inter-Testamental Period**

Synagogue Worship Began

2. What is a synagogue? **A place of worship that substituted temple worship after the temple was destroyed**
3. How many synagogues were there? **Wherever ten Jewish families settled, a synagogue could be formed**
4. How did synagogue worship likely begin? **Elders of Israel gathered in the prophet's house (Ez. 8:1; 20:1-3); such gatherings became more regular and organized resulting in weekly synagogue services**
5. What does the word synagogue mean? **It means a gathering of people or a congregation**

6. What are Pharisees, Sadducees, Essenes, Zealots and Herodians? **Sects or divisions of the Jews that came about during the inter-Testamental Period:**

Pharisees: The word Pharisee means separated ones. It was the strictest sect Acts 26:5. They expressed a desire to be separate from the influences of culture and civil authority. Their traditions were often raised to the level of scripture itself. They were known to carry purity laws to the fullest degree and emphasize ceremony (Mt. 23:24). They had control of the Temple and maintained the synagogues. They opposed Roman rule and plotted against Jesus along with the Herodians (Mt. 22:16; Mk. 3:6, 12:13).

Sadducees: The sect of the High Priesthood. They were wealthy and had positions of political influence. They did not believe in the resurrection (which was "Sad U see"), spirits or angels (Mk. 12:18; Lk. 20:27; Acts 23:8). They rejected the Pharisee's oral laws.

Essenes: The Essenes had an even more extreme reaction to the influences corrupting Jewish life. They lived apart from normal civilization in their own communities. Qumran was one such community where the Dead Sea scrolls were found. They dedicated their lives to religious devotion and study. They did not believe in a bodily resurrection, slavery or war and discouraged marriage. The Essenes are not mentioned in the Bible.

Zealots: Roman rule was abhorrent to the Zealots. They refused to pay taxes and considered it a sin to acknowledge loyalty to Caesar. The Zealots eventually won many followers and their defiance resulted in the destruction of Jerusalem in A.D. 70.

Herodians: Jews who followed Herod. They built Masada. They sided with the Pharisees against Jesus (Mt. 22:16; Mk. 3:6, 12:13).

Review Questions For Matthew 1 - Continued Between The Testaments

7. What caused these divisions? **The influence of the Greek civilization . . . some adopted liberal views of God's law, others reacted against cultural influences by striving to appear pious**
8. What is a Rabbi? **A title of respect meaning teacher**

Under S

9. What is a Scribe? **A secretary . . . one who copied, taught and explained the law; before the exile the Scribes were Levites; by the time of Jesus scribes were a new upper class; Priests were often scribes; scribes were not paid for their services and had to support themselves with secular occupation**
10. What is a Samaritan? **Someone from Samaria**

Samaria was the last city of Israel to fall to Assyria. The Jews in Samaria were influenced by and even inter-married with non-Jews after the fall. About a century and a half after the fall of Samaria the Babylonians destroyed Jerusalem and then the temple itself. The Jews refused the Samaritans help when they returned to Jerusalem to rebuild it because the Jews feared God's judgment; the Samaritans were known to be idolaters. The Samaritans built their own temple on Mt Gerizim and had their own priesthood.
11. What is a Sanhedrin? **The highest legal and administrative body among Jews in the Roman times**
12. What is the Septuagint? **A Greek version of the Old Testament**
13. Did all the Jews return to Palestine when they were released from Babylon? **No**
14. What 4 books of the Bible are about men who were close colleagues and were among the exiles who returned from Babylon to reestablish the Jews in Judah? **Nehemiah, Ezra, Haggai and Zechariah**
15. Who ruled Palestine at the beginning of the New Testament? **Rome; King Herod**
16. Who is Josephus? **A historian who wrote a book named Josephus about the period between the testaments**
17. Is the book Josephus inspired? **No**

Between The Testaments – Continued

18. What does it mean when we say a book is inspired? **That it was written by humans that were guided by God and chosen by Him to officially proclaim His Word**
19. How do we know if a book is inspired? **There are criteria that inspired books meet that identify them as inspired such as: references to God, the claim within the book itself that it is inspired (“God said,” “God spoke,” and “God moved”) and connections with other books with “it is written” or genealogy and history.**

Review Questions For Matthew 1:21

Appearances Of An Angel

1. What does Messiah mean? **Anointed one**
2. Who was the Messiah the Jews were looking for? **Jesus Christ**
3. What did the Jews think Jesus was going to do for them? **Free them from Roman rule and reign on earth as their king**
4. Is that why Jesus came to earth? **No, he came to pay the price for our sins with His blood and start a heavenly kingdom**
5. What does genealogy mean? **A list of a persons ancestors containing members of each generation in succession; a family tree**
6. Who could Jesus trace his genealogy to? **Abraham and even back to Adam** (Mt. 1; Lk. 3)
7. What tribe was Jesus from? **Judah**
8. Who was Jesus' mother? **Mary**
9. Who was Mary's husband? **Joseph**
10. What did an angel tell Mary? **That she was going to have a child** (Mt. 1:21)
11. Did the angel appear to Joseph too? **Yes**
12. Who did the angel say was *also* going to have a baby? **Elizabeth, Mary's cousin** (Luke 1:36)
13. Had the angel appeared already to Elizabeth? **No, but the angel appeared to Elizabeth's husband, Zacharias**
14. What happened to Zacharias to show him what the angel said was true? **He was struck dumb**
15. What occupation was Zacharias? **A priest**
16. What was the angel's name? **Gabriel**

Review Questions For Matthew 1:21 - Continued Appearances Of An Angel

17. What did the angel tell Zacharias to name Elizabeth's child? **John**
18. When did Zacharias' voice return? **When John was 8 days old**
19. How much older was John than Jesus? **About 6 months**
20. What did Mary do as soon as she heard from Gabriel that Elizabeth was with child and that she was to have Jesus? **She went with haste to see Elizabeth**
21. What happened when Elizabeth saw Mary? **The child jumped in Elizabeth's womb and she said "Blessed art thou among women"** (Lk. 1:44-55)
22. How long did Mary stay with Elizabeth? **3 months**
23. What did the angel Gabriel tell Zacharias about the child Elizabeth was to have? **That he would be great in the sight of the Lord, drink no strong drink, be filled with the Holy Ghost and many of the children of Israel shall be turned to the Lord their God**

Review Questions For Luke 2

The Birth Of Christ

1. After making the trip to visit Elizabeth where did Mary have to go? **Mary and Joseph had to go to Bethlehem to pay their taxes**
2. Where did they have to sleep? **In a stable because there was no room for them in the Inn**
3. Where was Jesus born? **In the stable that night**
4. What did they dress him in and lay him in? **Swaddling clothes and laid him in a manger**
5. What did the shepherds in the fields nearby see and hear? **An angel announcing the birth of Christ and then a multitude of heavenly hosts singing and praising God**
6. Who came to see Jesus in the stable? **The shepherds**
7. Wise men saw a sign that the King of the Jews was born. What was that sign? **A star**
8. Who did the wise men go to to find the Messiah? **King Herod in Jerusalem**
9. Was Herod happy to hear of the birth? **No, it troubled him**
10. What did Herod do to help the wise men find Jesus? **Called all the chief priests and scribes together and asked where God's prophecy said the child was to be born**
11. Why did Herod want to find Jesus? **To kill Him**
12. How did the wise men find the house Jesus was in? **The star**
13. Why did the wise men want to find Jesus? **To worship Him and give Him gifts**
14. What gifts did they bring? **Gold, frankincense and myrrh**
15. What instructions had Herod given the wise men? **To return to Him and tell Him where Jesus was**
16. Why didn't the wise men return to Herod? **They were warned of God in a dream**

Review Questions For Luke 2 - Continued

The Birth Of Christ

17. Why did an angel appear to Joseph in a dream after the wise men left? **To warn him that Herod wanted to kill Jesus and that he should go to Egypt until he was contacted again by the angel**
18. Did Joseph obey the angel? **Yes, he took Mary and Jesus into Egypt until he got word that Herod died**
19. What did Herod do to try and kill Jesus when he saw the wise men were never coming back to him? **He sent men to Bethlehem to kill all the children 2 years old and under**
20. Where did Joseph and Mary live after they left Egypt? **Nazareth**

Review Questions For Luke 2:40-52

Joseph And Mary Find Jesus In The Temple

1. Where did Mary and Joseph go each year? **To Jerusalem to observe the Passover**
2. What was the Passover? **A Jewish feast that was a memorial of their flight from Egyptian bondage when the death angel struck the houses without blood on the door posts**
3. Did Jesus go with his parents every year? **No, not until he was old enough; 12 yrs. old**
4. Was Jerusalem a crowded place at this feast? **Yes, the roads leading to it would have been crowded**
5. Did Jesus get lost? **Yes, his parents assumed he was with their traveling companions and they were a days journey from Jerusalem before Jesus was missed**
6. How many days did Mary and Joseph look for Jesus? **3**
7. Where did they find him? **In the temple**
8. What was he doing? **Learning and teaching the Scriptures**
9. What did they think of Jesus that heard him teach? **They were astonished at his understanding and his answers**
10. What did Mary say to Jesus when she found him? **“Son why hast thou thus dealt with us? Behold, thy father and I have sought thee sorrowing”**
11. What did Jesus reply? **How is it that ye sought me? Wist ye not that I must be about my Father’s business?”**
12. Did Jesus return home with them? **Yes**

Review Questions For Matthew 3

John The Baptizer

1. Describe John the son of Zacharias and Elizabeth, Mary's cousin. **He wore clothing of camel's hair, a leather girdle and ate locusts and wild honey; he was full of the Holy Ghost yet did no miracles** (Jn. 10:41); **he preached repentance and baptized Jews for the remission of sins**
2. Who did John say he was preparing the way for? **The Messiah**
3. How did John describe the Messiah? **He said he was "mightier than I, whose shoes I am not worthy to bear"**
4. How did John compare the baptism he was doing with that Jesus would do? **"I baptize you with water but He shall baptize you with the Holy Ghost and fire**
5. Where all did John preach? **Jerusalem, all Judea and all the region round about Jordan**
6. Is it possible the thief on the cross was baptized by John during his ministry? **Yes**
7. What did John say when Jesus came to him and asked him to baptize Him? **"I have need to be baptized of thee and comest thou to me?"**
8. What did Jesus reply? **"Suffer it to be so now . . . to fulfill all righteousness"** (Mt. 3:15); **Jesus did it for an example**
9. Did Jesus have sins? **No** (1 Pet. 2:21)
10. What happened when Jesus came up out of the waters of baptism? **The heavens were opened unto Him and he saw the Spirit of God descending like a dove and lighting upon him; then God spoke from heaven and said "This is my beloved son, in whom I am well pleased [All 3 of the Godhead are present which is a significant point to make with the "Jesus Only" doctrine of some Pentecostals]**
11. Why was John later cast into prison? **For reproving Herod for all the evil he had done**
12. Herod wanted to kill John for reproving him. Why didn't he? **The people were repenting and being baptized of John; they were following him; Herod was afraid of the reaction of the people**
13. Why did Herod tell Herodias' daughter she could have anything she asked for? **Because Herod was pleased that she danced at his birthday feast**

Review Questions For Matthew 3 - Continued

John The Baptizer

14. What did Herodias tell her daughter to ask Herod for? **John the Baptists head on a charger**
15. Did Herod have John beheaded? **Yes**
16. What happened to John's body? **His head was presented on a charger and his body was taken by the disciples of John and laid in a tomb**
17. What was Jesus' reaction when he was told about John's murder? **He was very sorrowful**

Review Questions For Matthew 4

The Temptation Of Christ

1. Why did the Holy Spirit lead Jesus into the wilderness after his baptism? **To be tempted**
2. How many days did Jesus fast before He was tempted? **40 days and 40 nights**
3. Who came to Jesus in the wilderness to tempt Him? **The devil**
4. What was the first temptation? **Command stones be made bread**
5. What was Jesus' reply? **Man shall not live by bread alone"**
6. What was the second temptation? **The devil took Him up on the pinnacle of the temple and told Him to cast Himself down so the angels could save Him**
7. What was Jesus' reply? **Thou shalt not tempt the Lord they God**
8. What was the third temptation? **The devil took Jesus up on a high mountain and told Jesus he would give Him all he could see if He would fall down and worship Satan**
9. What was Jesus' reply? **"Get thee hence, Satan: for it is written, Thou shalt worship the Lord they God, and Him only shalt thou serve"**
10. Who came to Jesus after Satan left? **Angels to minister to Him**

Review Question For Matthew 5

Sermon On The Mount

1. What chapters of the New Testament contains the sermon on the mount? **Mt. 5-7**
2. When Jesus began His ministry were many people interested? **Yes, multitudes; John had prepared the way for Christ**
3. What chapter contains the Beatitudes? **Mt. 5**
4. What two things attracted people to Jesus? **The miracles he did to confirm His Word and the fact that He taught with such authority**
5. What is the general theme of the sermon on the mount? **“Be ye therefore perfect, even as your Father which is in heaven is perfect”** (Mt. 5:48)
6. What is meant by “perfect?” **Completeness, wholeness or maturity**
7. What does “blessed” mean? **Happy**

Topics, Terms and Familiar Phrases for Discussion:

Definition of the word *persecution* (Mt. 5:10)
Salt of the world (Mt. 5:13)
Light of the world (Mt. 5:14)
Fulfillment of the law (Mt. 5:17)
Comparison of the Old and New Laws (Mt. 5:21 ff.)
An eye for an eye and a tooth for a tooth (Mt. 5:38)
Alms before men (Mt. 6:1, 2)
Lord’s prayer (Mt. 6:9 ff.)
Fasting (6:16)
Consider the lilies of the field (6:28)
The mote in your brother’s eye (7:3)
Pearls before swine (7:6)
Knock and the door shall be opened (7:7)
Golden Rule (7:12)
Broad is the way that leadeth to destruction (7:13)
Sheep’s clothing (7:15)
By their fruits ye shall know them (7:20)
Wise man who built on a rock (7:24 ff)

Review Questions for Matthew 5 Continued Sermon On the Mount

8. What is a hypocrite? **One who pretends to be what he is not**

9. Are we to love those who hate us? **Yes**

When teaching grade school age children this point should be emphasized. When children start school they, for the first time in their lives, make friends on their own. They must cope with the bully of the class, endure the ruffian, and acquire the insight needed to get along with others. Children see things as right or wrong, fair or unfair, mean or kind. It is difficult for them to “let it go” if they are wronged. They want justice if they did not get a turn, or they were pushed, or they were called a name.

Bible class is a great place to teach them to turn the other cheek. They need to understand that, yes, it is easier to love those who love us first but that being kind to someone who mistreats us has rewards. The reward is the approval of God. The reward is also that they will be recognized by others as mature. [Only babies tattletale and whine that they were mistreated]. Also, being nice to those who are mean to us heaps coals of fire on their heads (Proverbs 25:22, Rom. 12:20).

When teaching this lesson it is helpful to utilize your public library’s children’s books that tell stories about children making friends and that illustrate attitudes, good and bad.

10. What are disciples to see first? **The kingdom of heaven**

12. What did Jesus teach us with the parable of the wise man building his house on the rock?
That we must do what Jesus taught; we must keep God’s commandments

Review Questions For Matthew 9-10

Christ Calls His Followers

1. Why did Jesus need the 12 Disciples? **To train them and prepare them for the birth of the kingdom when they would be filled with the Holy Spirit and “feed the sheep”**
2. What was Matthew doing when Jesus called him? **Collecting taxes**
3. What did Jesus say to Matthew? **“Follow me”**
4. Could the 12 disciples do miracles too? **Yes, Jesus gave them this power**
5. What were Simon Peter and Andrew doing when Jesus called them? **Fishing in the sea of Galilee with a net**
6. What did Jesus say to them? **That He would make them fishers of men**
7. What were James and John doing when Jesus called them? **Mending their nets**
8. Were James and John brothers? **Yes, their father was Zebedee**
9. Name all the apostles.

| | | |
|--------------------|-----------------------|-----------------|
| Peter | Thomas | Matthias |
| Andrew | Matthew | Paul |
| James | James the less | |
| John | Simon | |
| Philip | Thaddeus | |
| Bartholomew | Judas | |

Review Questions For John 2

The Miracles Of Christ

1. What was the first miracle? **Turning water to wine at a wedding feast**

2. Was it alcoholic? **No, it was juice from grapes**

The Scriptures say Jesus provided the wine after they had “fully drunk.” Jesus would never encourage people to sin by providing them with strong drink after they had “fully drunk.”

The Greek word for: 1. the fruit in the cluster, 2. the juice and 3. wine is the same for all three. The word *wine* is used for all three forms of the fruit in English Bibles, and this is why it has been claimed by so many that Jesus drank alcoholic wine.

Many argue that it had to be alcoholic because that was the only way to preserve it . . . this is ignorance. There are several ways to preserve juice without it being alcoholic and they were known way before the time of Christ. In fact it was a easier process to preserve it nonalcoholic.

3. Who was at the wedding feast with Jesus? **His mother**

4. How many stone water pots did Jesus turn into wine? **6**

5. What is a miracle? **A wonder that occurs against the laws of nature**

6. Why did Jesus do miracles? **To fulfill prophecy, and confirm His Word**

7. What kind of miracles did Jesus do?

NATURE MIRACLES

| <u>Miracle</u> | <u>Scripture</u> |
|-------------------------|-----------------------------|
| Turning water into wine | Jn. 2 |
| Feeding of 5,000 | Mt. 14, Mk. 6, Lk. 9, Jn. 6 |
| Calmed the storm | Mt. 8, Mk. 4, Lk. 8 |
| Walked on the sea | Mt. 14, Mk. 6, Jn. 6 |
| Tax from fish | Mt. 17 |
| Feeding 4,000 | Mt. 15, Mk. 8 |
| Withering fig tree | Mt. 21, Mk. 11 |
| First catch of fish | Lk. 5 |
| Second catch of fish | Jn. 21 |

Review Questions For John 2 - Continued

Miracles Of Christ

HEALING MIRACLES

| <u>Miracle</u> | <u>Scripture</u> |
|----------------------------------|------------------------|
| Nobleman's son at Cana | Jn. 4 |
| Blind man at Bethsaida | Mk. 8 |
| Man born blind | Jn. 9 |
| Raising of Lazarus | Jn. 11 |
| Demon-possessed men | Mt. 8, Mk. 5, Lk. 8 |
| Raising of Jairus's daughter | Mt. 9, Mk. 5, Lk. 8 |
| Invalid at Bethesda | Jn. 5 |
| Bleeding woman | Mt. 9, Mk. 5, Lk. 8 |
| Paralytic at Capernaum | Mt. 9, Mk. 2, Lk. 5 |
| Leper near Gennesaret | Mt. 8, Mk. 1, Lk. 5 |
| Peter's mother-in-law | Mt. 8, Mk. 1, Lk. 4 |
| Withered hand | Mt. 12, Mk. 3, Lk. 6 |
| Child with a demon | Mt. 17, Mk. 9, Lk. 9 |
| Blind, dumb, demoniac | Mt. 12, Lk. 11 |
| Two blind men | Mt. 9 |
| Dumb, demoniac | Mt. 9 |
| Deaf-mute | Mk. 7 |
| Blind Bartimaeus | Mt. 20, Mk. 10, Lk. 18 |
| Greek girl healed | Mt. 15, Mk. 7 |
| Centurion's servant | Mt. 8, Lk. 7 |
| Demon-possessed man in synagogue | Mk. 1, Lk. 4 |
| Raised widow of Nain's son | Lk. 7 |
| Woman crippled for 18 years | Lk. 13 |
| Man with dropsy | Lk. 14 |
| Ten lepers | Lk. 17 |
| Malchus's ear | Lk. 22, Jn. 18 |

Review Questions For Parables Of Christ

1. What parables are considered to be the KINGDOM PARABLES?

| <u>Parable</u> | <u>Scripture</u> |
|----------------------|----------------------|
| Sower and the seed | Mt. 13, Mk. 4, Lk. 8 |
| Tares | Mt. 13 |
| Mustard seed | Mt. 13, Mk. 4, Lk 13 |
| Leaven | Mt. 13, Lk. 13 |
| Hidden treasure | Mt. 13 |
| Pearl of great price | Mt. 13 |
| Dragnet | Mt. 13 |
| Growing seed | Mk. 4 |

2. What other categories of parables are there?

| <u>Parable</u> | <u>Scripture</u> | <u>Category</u> |
|---------------------------------|-----------------------|------------------------|
| Friend at midnight | Lk 11 | Prayer |
| Persistent widow (unjust judge) | Lk. 18 | Prayer |
| Lowest seat at feast | Lk. 14 | Humility |
| Pharisee/tax collector | Lk. 18 | Humility |
| Good Samaritan | Lk. 10 | Love for neighbor |
| Workers in the vineyard | Mt. 20 | Service |
| Talents | Mt. 25 | Service |
| Ten pieces of money | Lk. 19 | Service |
| Unworthy servants | Lk. 17 | Service |
| Lost sheep | Mt. 18, Lk. 15 | Evangelical |
| Lost coin | Lk. 15 | Evangelical |
| Lost son | Lk. 15 | Evangelical |
| Two debtors | Lk. 7 | Evangelical |
| Ten virgins | Mt. 25 | Prophetic and Judicial |
| Wise and wicked servants | Mt. 24, Lk. 12 | Prophetic and Judicial |
| Man taking far journey | Mk. 13 | Prophetic and Judicial |
| Man with two sons | Mt. 21 | Prophetic and Judicial |
| Wicked Husbandmen | Mt. 21, Mk. 12, Lk 20 | Prophetic and Judicial |
| Barren fig tree | Lk. 13 | Prophetic and Judicial |
| Wedding banquet | Mt. 22 | Prophetic and Judicial |
| Unmerciful servant | Mt. 18 | Prophetic and Judicial |
| The unjust steward | Lk. 16 | Prophetic and Judicial |

Review Questions For Matthew 16:18

Peter's Confession

1. Did the disciples fully understand that Jesus had to die? **No**
2. Who did people think Jesus was? **John the Baptist, Elijah, Jeremiah, or one of the prophets**
3. Who did Peter say Jesus was? **“Thou art the Christ, the Son of the living God.”**
4. On what “rock” did Jesus say He was building His church? **Peter's confession**
5. What did Jesus give Peter for his true confession? **The keys of the kingdom**
6. When and how did Peter use these figurative keys? **On the day of Pentecost when he preached the first gospel sermon**
7. What did Peter tell Jesus when Jesus said He must go to Jerusalem and die? **Peter said he didn't want it to happen**
8. Was Jesus insulted by Peter's reaction? **Yes, he said “Get thee behind me Satan”**
9. After Jesus told his Disciples He must die at Jerusalem what unusual thing did Jesus show them? **He took them up on a high mountain and was transfigured before them so they could see His glory**
10. Who else did Jesus let them see? **Moses and Elijah**
11. What did Peter want to do on that mountain? **Build 3 tabernacles**
12. Who answered Peter? **God from a cloud; He said “This is my beloved Son in whom I am well pleased; hear ye Him”**

Review Questions For Matthew 21:9

The Praise Of The Multitude And Hatred From Enemies

1. Did Jesus know He would be killed if He went to Jerusalem? **Yes** (Mt. 16:21)
2. Why did He go to Jerusalem if He knew this? **To fulfill prophecy; to obey His Father; to save the world from sin**
3. Who wanted to kill Jesus? **The elders, chief Priests, scribes and all who heard His teaching and didn't believe Him**
4. When Jesus was near Jerusalem what did he send 2 of His disciples to get? **An ass and a colt to ride upon**
5. Many people came to see Jesus when they heard he was in Jerusalem; what did they do to welcome Him? **Laid down their clothes and branches from trees for a path for Jesus to pass over**
6. What did the people cheer? **Hosanna in the highest to the Son of David; blessed is He that cometh in the name of the Lord**
7. What does Hosanna mean? **"Save I pray"**
8. Why were the people so happy to see Jesus? **They heard He was a prophet who did mighty miracles; He was from God**
9. Where did Jesus go in Jerusalem? **To the temple**
10. What did Jesus do at the temple that angered the scribes and chief priests? Mt. 11:18 **Cast out them that bought and sold in the temple, overthrew the tables of the moneychangers, and the seats of them that sold doves**
11. What did Jesus say the people had made the temple (a house of prayer) into? **A den of thieves**
12. What did Jesus do next that angered the chief Priests and scribes? **Healed the blind and lame**
13. Why did this anger them? **The children were shouting in the temple that Jesus was the son of David, the Messiah and the scribes and chief Priests thought this was blasphemy**

Review Questions For Matthew 26

The Passover And Last Supper

1. What was the Passover? **A feast celebrated every year by God's people to remember their deliverance from their slavery in Egypt when death passed over the houses with the blood on the door posts**
2. Who provided a Passover meal for Jesus and the 12 disciples? (Mt. 26:18) **A man Jesus chose and sent the disciple to**
3. What time of day did Jesus sit down to the Passover meal with His 12 disciples?
Evening
4. What shocking news did Jesus tell them? **That one of the 12 was going to betray Him**
5. What did the disciples do when Jesus told them this? **They asked "Is it I?"**
6. What did Jesus have to say about this man who was to betray Him? **That it would have been better if he had never been born**
7. What did Jesus say to Judas when he said "Lord is it I?" **"Thou hast said"**
8. What had Judas already done before the Passover meal? **Gone to the chief priests and asked for money to deliver Jesus to them**
9. How much money did the chief priests agree to pay Judas? **30 pieces of silver**
10. What memorial did Jesus institute during the Passover meal? **The Lord's supper**
11. What is the Lord's supper? **Remembering the death of Christ by eating unleavened bread representing his body and drinking "wine" representing his blood**
12. What did they do after Jesus instituted the Lord's supper? **Sang a hymn**
13. Where did they go after observing the Passover? **To the mount of Olives**
14. What did Jesus tell His disciples on the mount of Olives? **That his disciples would scatter after He was smitten (crucified)**
15. What was Peter's reaction to this prophecy? **That he would stay by Jesus no matter what**
16. What did Jesus prophesy regarding Peter? **That Peter would deny Him 3 times**

Review Questions For Matthew 26

Gethsemane's Scene Of Agony And Betrayal

1. Where did Jesus and His disciples spend the night before He was arrested? **The garden of Gethsemane**
2. What did Jesus do all night in the garden of Gethsemane? **Prayed**
3. What did Jesus ask the disciples to do? **Stay awake and pray**
4. Did they? **No, they fell asleep**
5. How did Jesus feel and what did He pray? **He was sorrowful and prayed that God's will be done even though He dreaded what was to happen**
6. How hard did Jesus pray? **Until His sweat was as it were great drops of blood falling down to the ground** (Lk. 22:44)
7. Who strengthened Jesus that night? **An angel**
8. When a multitude came looking for Jesus who pointed Jesus out and how? **Judas with a kiss**
9. What was Peter's reaction to the arrest of Christ? **He drew his sword and cut off the right ear of the high priest's servant**
10. What was the high priest servant's name? **Malchus**
11. What did Jesus do about Peter's attack? **He told him to put his sword away and healed Malchus' ear**

Review Questions For Matthew 27

Christ Before Pilate; Christ Condemned And Crucified

1. What did the disciples do when Jesus was arrested? **Forsook Him and fled**
2. Where was Jesus taken? **To Caiaphas the high priest where the scribes and elders were assembled**

Biography of Caiaphas

- Important official in Jerusalem
- Sometimes referred to as High Priest [The term *High Priest* had come to designate even the elite families from whom candidates were chosen to be Priests . . . Caiaphas' father, Annas, was a High Priest. Jn. 18:13; Acts 4:6; Lk. 3:2]
- He was mentioned 9 times by name in the NT: Mt. 26:3, 57; Lk. 3:2; Jn. 11:49, 18:13, 14, 24, 28; Acts 4:6
- Next to Pilate, the Roman Governor, Caiaphas was the most powerful dignitary in Judea.
- He served for 18 years (A.D. 18-36) in a political position for the Roman Government. **He was a vicious enemy of Jesus.**
- It was Caiaphas who suggested that there was a solution to the stir Christ was making--put this man to death Jn. 11:49-53 also see Mt. 26:62 & Mt. 27:3. [Major irony of history--Caiaphas' solution brought an end to the Hebrew nation.]
- When Jesus was later arrested he was carried to Caiaphas' house Mt. 26:57; Jn. 18:24.
- After the establishment of the church Caiaphas was a persecutor of Christians Acts 4:6 ff.
- **Archaeology**--In 1990, just south of Jerusalem, a Jewish burial cave was accidentally discovered. When the cave was finally entered, archaeologists found several limestone ossuaries (boxes containing bones). One of these contained the remnants of several persons suggesting that it housed the remains of someone important. On the exterior were these words, "Joseph, son of Caiaphas," or, as scholars suggested the meaning may be "Joseph of the family of Caiaphas." According to Josephus, the high priest who succeeded Annas was "Joseph Caiaphas." Ronny Reich, of the Israel Antiquities Authority, suggests that these bones are "in all probability" the bones of that same high priest who prosecuted Jesus Christ. Now he awaits judgment.

Review Questions For Matthew 27 - Continued Christ Before Pilate; Christ Condemned And Crucified

3. Where was Peter? **He followed afar off to the high priest's palace and went in and sat with the servants to see what would happen**
4. What did the chief priests do first? **They tried to find false witnesses so they could have something against Jesus and kill Him**
5. Did they finally find false witnesses? **Yes, 2**
6. What did the false witnesses say? **That they'd heard Jesus say He could destroy the temple of God and build it in 3 days**
7. What did the high priest ask Jesus? **If He was Christ, the Son of God**
8. What did Jesus answer him? **"Thou hast said"**
9. What did the high priest call Jesus' answer? **Blasphemy**
10. What did the high priest, elders and all the council think Jesus' punishment should be? **Death**
11. How did these men treat Jesus? **They spit on Him, slapped Him and mocked Him**
12. What was going on with Peter while all this was happening to Jesus? **3 times he was asked if he was with Jesus and 3 times he denied Christ**
13. The 3rd time Peter was asked they said his speech gave him away and he was with Jesus; How strong was Peter's denial? **He cursed and swore that he didn't know Jesus**
14. What did Peter hear after his 3rd denial? **A cock crow**
15. What did Peter remember? **The prophecy of Christ that he'd deny Him**
16. What did Peter do? **He left and wept bitterly**
17. What did the chief priests and elders do with Jesus when morning came? **They bound Him and delivered Him to Pontius Pilot the governor**

Review Questions For Matthew 27 - Continued Christ Before Pilate; Christ Condemned And Crucified

18. What did Judas do when he saw that Jesus was condemned? **He was regretful for his betrayal; cast down the 30 pieces of silver in the temple before the chief priests and elders and went out and hanged himself**
19. What did the chief priests do with the 30 pieces of silver? **Bought potters field to bury strangers in (The field of Blood)** (Mt. 27:8)
20. What did Pilate ask Jesus? **If he was the king of the Jews**
21. How did Jesus answer him? **“Thou sayest”**
22. What warning did Pilate’s wife give Pilate? **That he should have nothing to do with Jesus because she’d dreamed a terrible dream about it**
23. Did Pilate want to crucify Jesus? **No**
24. Why were the chief priests and elders compelling Pilate to kill Jesus? **Envy** (Mt. 27:18)
25. How did Pilate try to make the choice up to the people and none of his? **He was to release a prisoner that day as was custom for that particular feast day; Pilate left it up to the people whether he should release Jesus or a man named Barabbas**
26. How did Pilate try to reject any responsibility for Jesus’ death? **By washing his hands in water before the people and saying he was innocent of the blood of this just person**
27. What day was it when Jesus was taken to Pilate for trial? **Friday**
28. How did the people treat Jesus after Barabbas was released? **They scourged Him and a whole band of soldiers stripped Him and put a scarlet robe on Him; they platted a crown of thorns and put it on His head and a reed in His right hand and mocked Him**
29. Who was compelled to carry Jesus’ cross? **Simon of Cyrene**
30. What was the name of the place Jesus was crucified at? **Golgotha**

Review Questions For Matthew 27 - Continued Christ Before Pilate; Christ Condemned And Crucified

31. What was given Jesus to drink while he was on the cross? **Vinegar**
32. What did the soldiers do with Jesus' clothes? **Cast lots for them**
33. What sign was set up over Jesus' head? **This is Jesus the king of the Jews**
34. Who was crucified with Jesus? **2 thieves**
35. What request did one of the thieves make? **“Lord remember me when thou comest into thy kingdom”**
36. What did Jesus reply? **“Today thou shalt be with me in paradise”**
37. What strange thing happened at the crucifixion of Christ? **Darkness, earthquake, tombs opened, saints rose from the dead** (Mt. 27:51-56; Lk. 23:44)
38. What happened to the veil of the temple? **Rent**
39. Was Mary, the mother of Jesus there? **Yes, Jesus told John to take care of her**
40. What were Jesus' last words? **“Father into Thy hands I commend my spirit; it is finished”**
41. Why didn't the soldiers break Jesus' bones since that was their custom? **He was already dead**
42. What did they do to Him? **Thrust a spear into His side**
43. Who asked Pilate for the body of Jesus? **A secret disciple, Joseph of Arimathea**
44. Where did they bury Jesus? **In Joseph of Arimathea's new (nearby) sepulcher**
45. Who guarded the tomb? **Soldiers sent by Pilate**

PRINT OF THE NAILS

John 20:24-29

What Held Jesus To The Cross? --Not The Nails

His submission to the will of God

Heb. 5:8,9 Jn. 9:4

His love for the lost

Rom. 15:3

His desire to fulfill the Word of God

Mt. 5:17 Jn. 19:28, 30 Lk. 24:44

His knowledge of Condemnation

The word Hell is said more by Jesus than all others combined

Christian Age

Review Questions For Matthew 28 Resurrection

1. How many days was Jesus in the tomb? **3**
2. What day of the week did Jesus rise from the dead? **Sunday**
3. What were the women's names that discovered Jesus was risen? **Mary & Mary Magdalene**
4. What had happened at the tomb? **An earthquake had come and an angel had rolled away the stone from the door of the tomb**
5. What was the angel doing when the women saw him? **Sitting on the stone**
6. What did he look like? **“His countenance was like lightening and his raiment white as snow**
7. What reaction did the soldiers have at the sight of the angel? **They shook with fear and fell over as dead men**
8. What did the angel tell Mary Magdalene and Mary? **He told them Jesus was risen; come see the place where He lay; go quickly to tell the disciples He is risen; Jesus is going to Galilee and they could see Him there**
9. Who did the women see as they ran to tell the disciples? **Jesus**
10. What did He say to Mary Magdalene and Mary? **For them to tell the disciples to go to Galilee and they would see Him there**
11. What did the soldiers do? **They told the chief priests what had happened and the chief priests and elders gave them large money to lie and say the disciples had stolen the body**
12. Who ran to Jesus' tomb when the women told the disciples Jesus was risen? **Peter and John (John got there first but Peter entered first)**

Review Questions For Matthew 28 - Continued Resurrection

13. Who did Jesus appear to after He was risen? **See chart below**

He Lives

Acts 1:1-3

- The Empty Tomb Witnessed by Mary, Jesus' Mother, Mary Magdalene, Joanna, and other unnamed women, Luke 24:10
- The Empty Tomb Witnessed by John and Peter, John 20:3-9.
- Jesus Appeared First to Mary Magdalene, Mark 16:9; John 20:11-18
- Jesus Was Seen of Peter, 1 Cor. 15:5.
- Jesus Communed with Two Disciples, one of whom is known to be Cleopas, In Route to Emmaus, Luke 24:13-25; Mark 16:12-13.
- Jesus Appeared to the Apostles, Thomas being Absent, John 20:19-23.
- Jesus Appeared to the Apostles Eight Days Later, Thomas being Present, John 20:24-29.
- Jesus Appeared to Seven Disciples at the Sea of Tiberias, Including the Apostles, Peter, Thomas, James, and John, John 21:1-25.
- Jesus Appeared to Above 500 Brethren at Once, 1 Cor. 15:6.
- Jesus Was Seen of James Then of All the Apostles, 1 Cor. 15:7.
- Jesus Was Seen of the Apostles at The Mount of Olives as They Were Commissioned by Him Just Prior to His Ascension, Mark 16:15-20; Acts 1:4-12.
- Jesus Appeared to the Apostle Paul, 1 Cor. 15:8; Acts 9; 22; 26.

Review Questions For Matthew 28 - Continued Resurrection

14. How long was it after Jesus rose from the dead until He ascended to His Father? **40 days**
(Acts 1:3)

THE TWELVE RESURRECTIONS

1. Samuel Raised by Witch of Endor (1 Sam. 28)
2. Elijah Raised the Widow's Son (1 Kings 17)
3. Elisha Raised the Shunammite's Son (2 Kings 4)
4. Elisha's Bones Raise a Man (2 Kings 13:21)
5. Jesus Raised Jairus' Daughter (Mark 5)
6. Jesus Raised the Son of the Widow of Nain (Luke 7)
7. Jesus Raised Lazarus (John 11)
8. Saints Which Slept (Mt. 27:52)
9. Jesus Raised after Being in the Tomb 3 Days (Mt. 28)
10. Peter Raised Dorcas (Acts 9)
11. Paul Raised Eutychus (Acts 20)
12. Final Resurrection (John 5:28-29)

Review Questions For Acts 2

The First Gospel Sermon

1. Did the apostles know what to do after Jesus died? **No, in fact Peter told 6 of the disciples he was going back to fishing and they went with him**
2. What special instruction did Jesus give the Apostle Peter before he ascended? **“Feed my sheep”**
3. When was the last time Jesus was seen on earth? **When he was seen of the apostles and gave them the great commission; he blessed them and they saw him be taken up to heaven in a cloud; then 2 angels in white appeared and told them Jesus would return someday the same way, in a cloud** (Acts 1:11)
4. What is the great commission? **“Go ye into all the world and preach the gospel to every creature”** (Mk. 16:15)
5. What instructions did Jesus give the apostles regarding the coming of the kingdom? **To go to Jerusalem and wait for it to come with power** (Acts 1:3-5)
6. What day did the Holy Spirit come on the apostles? **Pentecost**
7. What is Pentecost? **The feast of weeks observed 50 days after Passover, Jews from throughout the world went to Jerusalem**
8. Why was Pentecost in Jerusalem a good time and place for the kingdom to come? **So man Jews were there in Jerusalem for the holy day and the gospel was to go to the Jew first and then to the Gentile**
9. Where were the apostles when the Holy Spirit came? **All together in a house**
10. What was it like when the power of the Holy Spirit came? **There was a sound like a rushing mighty wind in the house; there appeared cloven tongues like fire on each apostle; each apostle suddenly had the ability to speak tongues (other languages)**
11. Why was it they needed to speak other languages? **People from all over the world were in Jerusalem and they all needed to understand the gospel in their own tongue**
12. What did the people in Jerusalem think of the apostles at first? **That they were drunk**
13. Who preached the first gospel sermon? **Peter**

Acts 2 - Continued

The First Gospel Sermon

14. What was the reaction to his sermon? **They were pricked in their hearts and wanted to know what to do to be saved**
15. What did Peter tell them they must do? **Repent and be baptized in the name of Jesus Christ for the remission of sins**
16. How many were saved? **3,000**
17. How did they get into the church? **The Lord added them when they were baptized into Christ**

Review Questions For Acts 5

Ananias And Sapphira

1. Could the apostles do miracles to confirm the Word? **Yes**
2. What unusual miracle happened to Ananias and Sapphira before the apostle Peter? **They were struck dead**
3. What did Ananias and Sapphira do to deserve this? **They lied to the Holy Spirit**
4. What was their lie? **They sold some land and brought only part of the price to the apostles but said it was all of it**
5. Who died first? **Ananias**
6. What reaction did these deaths have on the church? **Fear**

| MIRACLE | PROVIDENCE |
|---------------------------------------|---------------------------------------|
| Characterized by maximum interference | Characterized by minimum interference |
| End result only incidental | End result primary |
| Obvious | Not obvious |
| Declares itself | Makes no declaration |
| Associated with agent | Not necessarily associated with agent |

Review Questions For Acts 6:7 - 7:60

Stoning Of Stephen

1. Who was Stephen? **One of the first 7 deacons of the church**
2. How does Luke describe Stephen in the book of Acts (6:8)? **Full of faith and power; he did great wonders and miracles**
3. What reaction did Stephen get from the Jews when he preached the Old Testament had been fulfilled in Christ? **They accused him of blasphemy and persecuted and arrested him**
4. What great Jewish counsel did Stephen address in his defense upon his arrest? **Sanhedrin**
5. What did his face look like as he was confronted by false witnesses at this counsel? **Like the face of an angel**
6. Was Stephen bold in defending the truth? **Yes, he even called the dignified counsel stiffnecked, dull of hearing, resisting the Holy Ghost, and of persecuting God's prophets**
7. How did the counsel react to Stephen's defense? **They were cut to the heart and gnashed on him with their teeth**
8. What did Stephen do as they attacked him? **Looked up to heaven and said he saw the glory of God and Jesus on his right hand**
9. What was their reaction to Stephen saying he saw heaven? **They yelled, stopped their ears, ran upon him, cast him out of the city and stoned him to death**
10. What important person was holding the coats of those who stoned Stephen? **Saul**
11. What were Stephen's last words? **"Lord lay not this sin to their charge"**

Review Questions For Acts 8:25 - 40

The Ethiopian Eunuch

1. Who was Philip? **An evangelist, one of the first 7 deacons of the church; he had 4 virgin daughters who prophesied** (Acts 21:9)
2. Who is the Ethiopian eunuch? **An official of great authority under Candice the Queen of Ethiopia**
3. Who told Philip to go south down from Jerusalem unto Gaza? **An angel**
4. Who did Philip meet there at Gaza? **The Ethiopian eunuch**
5. Where had the eunuch been? **Jerusalem to worship**
6. What was the eunuch doing? **Sitting in his chariot reading Isaiah**
7. How did Philip approach the eunuch? **Ran up to him and asked him “Understandest thou what thou readest?”**
8. What was the eunuch’s reply? **“How can I except some man should guide me?”**
9. Did the eunuch invite Philip to sit with him? **Yes**
10. Who was the scripture describing that they read in Isaiah? **Jesus**
11. Did Philip preach Jesus to the eunuch? **Yes**
12. What was the eunuch’s response? **“See here is water; what doth hinder me to be baptized”**
13. What did Philip tell the eunuch he had to believe first? **That Jesus Christ was the Son of God**
14. Describe how Philip baptized the eunuch. **They both went in the water and Philip immersed him**
15. What happened to Philip after the baptism? **Philip was caught away by the Spirit and the eunuch saw him no more; the eunuch went on his way rejoicing**
16. Where did Philip go? **Preaching from city to city till he came to Casarea**

Review Questions For Acts 9

The Conversion Of Saul

1. Who was Saul of Tarsus? **A Jew who threatened, slaughtered and persecuted Christians**
2. Why was Saul going to Damascus? **To persecute Christians**
3. What did Saul do when suddenly there shined round about him a light from heaven? **Fell to the earth**
4. Whose voice did Saul hear? **Jesus'**
5. What did Jesus say? **"Saul, Saul why persecutest thou me?"**
6. What did Jesus tell Saul to do? **To go into the city and it would be told him what he should do**
7. What did the men with Saul hear and see? **They stood there hearing a voice but seeing no man**
8. Why did the men with Saul have to lead him to the city by the hand? **He was blinded**
9. How many days was he there at Damascus? **3 Days**
10. Did he eat and drink? **No, he prayed**
11. Who did God send to Saul to help him? **Ananias, who lived in Damascus**
12. What happened to Saul when Ananias layed hands on him? **He received his sight**
13. What did Saul do immediately after he received his sight? **He was baptized**
14. What kind of reaction did Saul get to his preaching? **The Christians were amazed and some were still afraid of him; the Jews wanted to kill him**

Review Questions For Romans 16:16

The Church Of Christ

1. Is the kingdom and the church the same? **Yes** (Mt. 16:18)
2. How did the gospel get preached to all the world? **The apostles took it and confirmed it with miracles; the missionary journeys are described in Acts**
3. Could all members of the church do miracles? **No, the apostles had to lay hands on them to give them a gift and only the apostles could give these gifts**
4. What is the significance of the letters in the New Testament? **It was special communication to the churches; these infant churches needed to be encouraged, reprovved and instructed; these letters are inspired words**
5. How was the church organized? **Elders and deacons** (requirements in Timothy and Titus)
6. What are the acts of worship for the New Testament church? **Preaching, singing, praying, communion and contribution**
7. Did the New Testament church use instrumental music in worship? **No**
8. Would we be authorized to use instrumental music in worship today? **No**
9. Were there denominational churches in the New Testament? **No; in fact Jesus prayed that we may all be ONE**
10. What book of the Bible describes heaven? **Revelation 21**

There is more to becoming a Christian than just believing in Jesus. Denominational preachers often teach the “Only Doctrine.” They say you are saved by FAITH ONLY, GRACE ONLY, or BELIEF ONLY. That is a lot of ONLY’S! They say, “Just accept Him into your heart,” or “Pray the Sinners Prayer.” Look at the commands and examples regarding conversion in the Scriptures. You will see God’s part is His mercy and grace and our part is obedience. Denominational people say they “got saved” and the Bible says one must “obey the gospel.

Steps To Salvation

Hear the Gospel--Acts 2:14, 22, 27

Believe the Gospel--Acts 2:36-38

Repent of Past Sins--Acts 2:38a

Confess Jesus as the Christ--Mt. 16:16

Be Baptized for Remission of Sins--Acts 2:38b

WATER BAPTISM STANDS BETWEEN

The Sinner.....AND.....Salvation (Mk. 16:16)

The Sinner.....AND.....Remission of Sins (Acts 2:38)

The Sinner.....AND.....Washing (Acts 22:16)

The Sinner.....AND.....Calling (Acts 22:16)

The Sinner.....AND.....Death of Christ (Rom. 6:3)

The Sinner.....AND.....New Creature (2 Cor. 5:17)

The Sinner.....AND.....Putting on Christ (Gal. 3:27)

The Sinner.....AND.....Cleansing (Eph. 5:26)

The Sinner.....AND.....Sanctification (Eph. 5:26)

The Sinner.....AND.....Putting Away Sins (Col. 2:11)

The Sinner.....AND.....New Life in Christ (Eph. 2:6)

The Sinner.....AND.....Quickened with Christ (Eph. 2:5)

The Sinner.....AND.....Forgiveness (Col. 1:13)

The Sinner.....AND.....The Kingdom (Jn. 3:5)

The Sinner.....AND.....Blood of Christ (Jn. 19:34)

The Sinner.....AND.....The Body of Christ (1 Cor. 12:13)

THE NEW TESTAMENT CHURCH

Organization

ELDERS / DEACONS / MEMBERS

Acts 14:23; Acts 20:17, 28; 1 Pet. 5:1-3; 1 Tim. 3:1-7; Phil. 1:1; 1 Tim. 3:8-13; Acts 2:41-47; Rom. 12:4-5

Name (Collectively)

| | |
|---------------------|------------------------|
| CHURCH OF GOD | 1 Cor. 1:2; Acts 20:28 |
| CHURCH OF CHRIST | Rom. 16:16; Mt. 16:18 |
| HOUSE OF GOD | 1 Tim. 3:15 |
| CHURCH OF FIRSTBORN | Heb. 12:23 |

Name (Individually)

| | |
|------------|------------------------------|
| DISCIPLES | Acts 11:26; Acts 20:7 |
| SAINTS | 1 Cor. 1:2; Rom. 1:7 |
| BRETHREN | Gal. 6:1; 1 Cor. 15:1, 3, 22 |
| CHRISTIANS | Acts 11:26; Acts 26:28 |

Worship

| | |
|----------------------|-----------------|
| IN SPIRIT & IN TRUTH | Jn. 4:24 |
| SING | Eph. 5:19 |
| PRAY | 1 Thess. 5:17 |
| TEACH | Acts 20:7 |
| COMMUNION | 1 Cor. 11:23-29 |
| CONTRIBUTION | 1 Cor. 16:2 |

Christ prayed for unity. The division caused by denominationalism is contrary to God's desire for the church. We are to be united in ONE BODY.

ONE BODY

Eph. 4:1-6

- One Body . . . called in Col. 3:15
- One Body . . . reconciled in Eph. 2:16
- One Body . . . baptized in 1 Cor. 12:13
- One Body . . . yet but one 1 Cor. 12:20

HEAVENLY ERRAND

I've been many places
All over the world
But my favorite place
Is in Thy worship, O Lord.
If I had no other heavenly errand
But the communion of the saints,
The fellowship of the faithful,
Of the flock of Thy lambs.
The precious redeemed,
Christians who were baptized in blood,
Elders and evangelists,
Mothers who brought children up,
Brothers and sisters, rich and poor,
It would be worth all the pain
That I in this life endure.

When a person sins after obeying the gospel they must seek God's second law of pardon. Contrary to denominational doctrines of men which teach once you are saved you are always saved the Bible teaches you must repent or perish.

God's Second Law of Pardon

Psalms 139:23-24 search my heart

Luke 13:3 except you repent

Acts 8:22 repent and pray

James 1:27 stay unspotted

James 5:16 confess and pray

II Peter 2:21 better not to have heard

I John 2:1 an advocate with the Father

PRAYER TO FORGET

In Hebrews 8:12

You make it abundantly clear

That when You forgive You forget.

I keep reminding You though of a sin

Long ago concerning which, I did already repent.

You must think that it's strange

When I bring it up again.

It is I who can't

Put it behind.

The consequences are gone,

There is no one who knows, yet,

My conscience grieves me at night.

I shall not let it daunt that my memory haunts,

For I've done what I could to amend.

I think I need it as a reminder

To keep me humble

And kinder and not

Repeat it again.

BACK COVER OF THE BOOK



“Many earnest persons, who have found direct education for themselves fruitless and unprofitable, declare that they first began to learn when they began to teach, and that in the education of others they discovered the secret of their own” (Gamaliel Bradford). It was so for me. I found that to thoroughly teach another is the best way to learn for yourself. Yet, “I had six honest serving men who taught me all I knew: their names were Where, What, When, Why, How, and Who” (Rudyard Kipling). Truly though, I would never consider myself to be self-taught. So, who taught the teacher? My husband, Gary McDade. I learned along with my children as over the years he taught us in family devotions. Nothing could have proven so strongly his true sincerity or so

powerfully awakened our reverence, as the instruction he gave in those devotions which over thirty years ago took a distinguished place in our home. I learned along with him as he earned a bachelor’s degree and then a masters in Bible. I typed his papers, listened to him preach every Sunday, and observed his example. He is so very wise and dedicated to leading others to righteousness. What better teacher could I have had?

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