



Chosen

**THE
STORY OF GOD
AND
HIS PEOPLE**

**STUDENT
ACTIVITY
BOOK**



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AND
HIS PEOPLE**

STUDENT ACTIVITY BOOK

AUGSBURG PUBLISHING HOUSE
Minneapolis

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CHOSEN

The Story of God and His People

Prepared under the auspices of the Division for Life and Mission in the Congregation and the Board of Publication of the American Lutheran Church

This Student Activity Book is for use with the *Chosen* Teacher's Guide Supplement and Class Cassette Set. Major materials for *Chosen* are a Student Reading Book and a Teacher's Guide.

Paul J. Blom, writer Henry J. Ehlen, editor

Photo: Rohn Engh, page 9.

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The Story of God's Love Part 1

Introduction

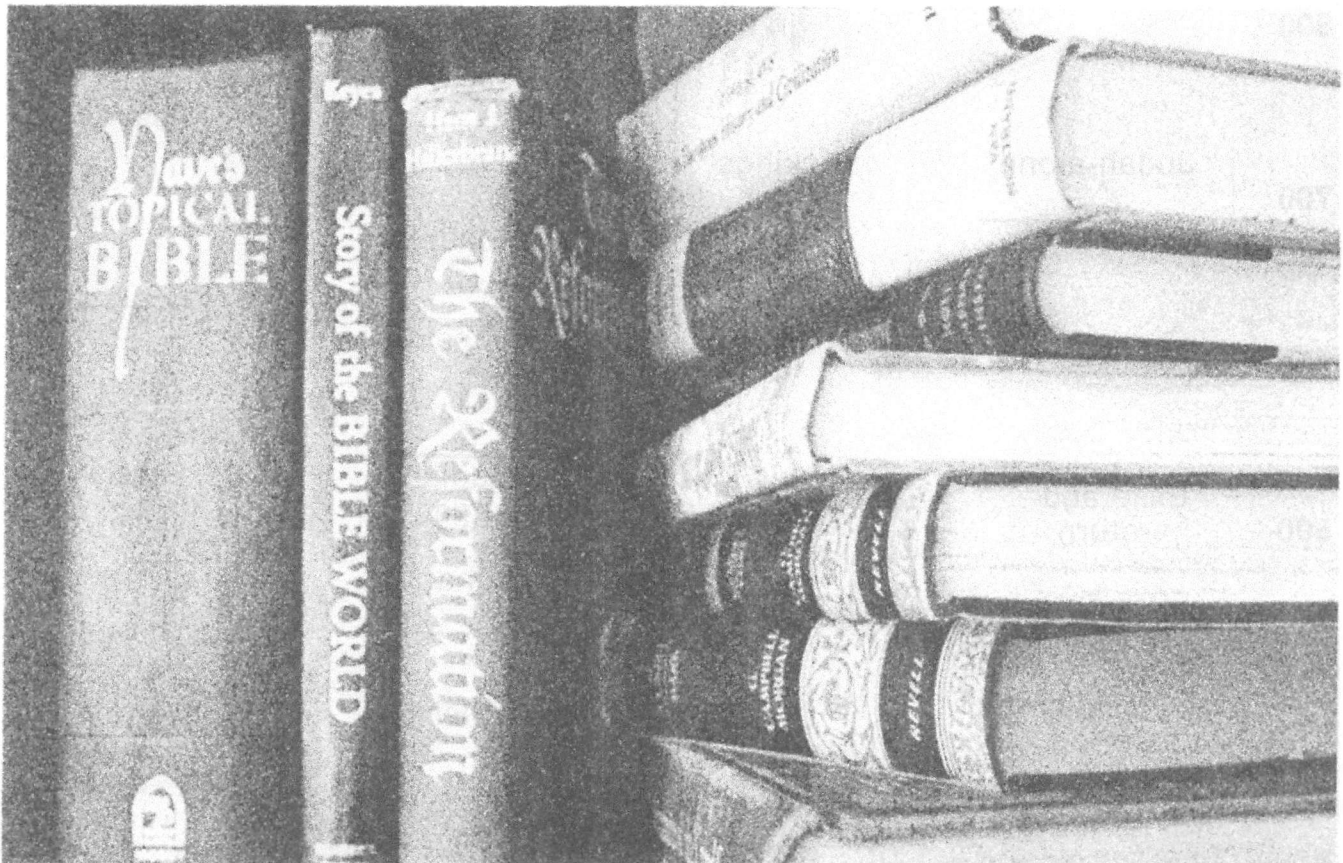
This activity book is intended to be used with the Bible survey, *Chosen*. There is a section in this workbook for each of the 32 lessons of *Chosen*.

Each section begins with a review of the material in the reading book. You can read the review as a summary of the lesson. Workbook activities include Bible study games, puzzles, and crosswords. The group activities are intended to be done in class: they will involve you with other students. Pick-a-project activities are designed especially for you to do by yourself, either in class or at home. Ideas for using the *Chosen* cassette set (for individual or group listening), are also sometimes included in this activity book.

Review

The Bible is like a library of many different kinds of books. Its main themes are the exodus in the Old Testament, and the life, death, and resurrection of Jesus in the New Testament.

The Bible is both a divine and a human book. It is divine because it is God's message to people and it is human because human beings wrote it down and it contains information about the times in which they lived. Even though the Bible was written over a period of about 1000 years, and contains many different kinds of books (history, songs, stories, parables, and laws), it still has a central theme running all the way through that shows its divine authorship: God loves sinful people. The Bible is the story of God and his people. It is your story, too.



	Biblical era	Leaders	Prophets	World powers
2000 B.C.				
	Patriarchs	Abraham		

1300		Joseph		
	Exodus	_____		
1200		Aaron		Egypt
		Joshua		Assyria
	Judges	Ehud		
1100		Jephthah		

		Samson	Samuel	
1000	United Kingdom	Saul	_____	

900	Divided Kingdom	_____ kings in Judah	_____	
		_____	Elisna	Syria
800		_____ kings in Israel	Amos	
			Hosea	
			_____	Assyria
700	Judah alone	_____ kings including	_____	
		_____	Zephaniah	

600			Habbakuk	

500	Exile and return	Nehemiah	Obadiah	Persia
		_____	Haggai	
			Joel	
			Zechariah	
400	Inter-testamental period		_____	
			Daniel	
100				Jewish independence
A.D.				_____

Workbook activity

Use this time line to help learn the relationship of Old Testament people and events. Fill in the blanks using the chart on page 103 of your *Chosen* reading book as a resource.

Group activity

One of the best ways of learning is to work with other students on a common project. Here are two possibilities for a group project related to this lesson.

1. Make a *large* time line of Old Testament Bible history.

- Pick the group you will work with on this. Some could choose to work on the second group project.

- Decide on the size of the time line and where you want to hang it. Do you want the members of the congregation to see it, or will it be for the Sunday school classes? Then choose the materials you want to use—posterboard, newsprint, felt-tip markers, crayons, paints.

- Next, decide who will do each step in the project. For example, who will design it, who will print names and dates, and who will choose the color scheme. Jot down all the things to do and assign people to each task (you may do several together or each person may do several).

- Determine which dates, places, people, and events will be included on the time line. Some resources to use include your reading text (pages 103 and 104), Bible handbooks, and Bible dictionaries.

- When you are finished, display it. You might have it publicized in your church newsletter, bulletin, or announcements at worship.

2. Practice using Bible resources such as a Bible dictionary and a concordance. Use them to learn how to do a word study.

- When you have assembled your work group, choose one or more of the following words, or pick a word your teacher agrees is suitable: *covenant, God, sin, love, faith, grace, man/woman*.

- Use these resources: A Bible with cross references or a concordance; a large concordance (check your church library or ask your pastor); a Bible handbook; a Bible dictionary.

- Trace the word you have chosen through the Old Testament and into the New Testament. Find as many Bible passages where it is used as you can; determine if the meaning is always the same or if it is different in different places; find out how many ways it is used in different parts of the Bible.

- Make a large word study chart or use a chalkboard. Use the following chart to record your findings. Make your chart like the following one.

Word Study Chart

Our word: _____

In this Bible verse it means this

Bible book,
chapter, and
verse

Did the meaning of your word change from one section of the Bible to another? How?

Pick a project

These projects are primarily for individuals to work on alone. Choose one. Some projects may be extended over a period of time if they are more complicated.

1. Make a chart showing the various kinds of writing in the Bible. Resources: *Chosen* reading book, p. 11, a Bible handbook.

2. Write an essay on this subject: "How the Bible is divine *and* human." Give at least one example of each category. Write about 100 words.

3. Memorize the names of the books of the Bible in order. Write them or say them to your instructor.

4. Draw a picture, make a mosaic or a banner of the major theme(s) of the story of the Bible. Choose one major theme, with one or two major symbols to illustrate the theme, for example. Display your work.

5. Listen to Segment 1 of the *Chosen* class cassette set. As you listen to the songs make a list of the words or phrases that remind you of the Israelites' journey through the desert after they left Egypt.



Promises, Promises

Review

People move from one place to another every day. This has been happening for a long, long time. There are many different reasons why people move, but a new place to live often seems to offer a new start in life for many people.

About 4000 years ago a man named Abraham moved from his home to a new place. His reason for moving was based on an agreement or promise or *covenant* with his God. God promised him that he would “bless” him and make him the father of a great nation of people. Abraham trusted God and he moved to a place called Palestine.

There were many threats and challenges to this agreement between God and Abraham. Some of the threats included a famine, fear for his life because of the beauty of his wife, old age, and a test of faith when Abraham was told to sacrifice his son, Isaac.

This chapter is about how God made a promise and kept it in spite of all the threats and challenges. He keeps his promises to us, his children, too. And he asks us to trust him just as Abraham did.

Workbook activity

1. Think of a promise to make to a classmate to keep during this coming week. Do not tell that person what the promise is at this time. Write it down and next week you will have an opportunity to talk about it with the other person. Your teacher will help you choose that person.

The name of the person is _____

I promise that I will _____

Here is how I intend to fulfill my promise:

2. Write in the names on your “family tree.” You may have to add extra lines to complete some branches of your family. You may also want to add pictures of the family members who are most important to you.

Grandmother

Mother

Grandfather

Me

Grandmother

Father

Grandfather

3. Read Genesis 11:31–12:5 and trace the route of Abraham’s journey on the map on the next page.

Group activity

1. Arrange to "move" to a "foreign country." This might involve going to another part of your town, city, or to a neighboring place. You could attend worship services at another church, eat with people who usually eat kinds of food that you are not used to eating, or stay overnight in homes of people from different ethnic backgrounds than your own. If it is not possible to travel far, you might meet as a class in a different part of your church (around the altar, behind the pulpit, in a storage room, or in the parking lot). If you have a residence for elderly people, or other kinds of group homes in your community, you might arrange to meet there.

2. Act out the movement of Abraham and his family right on your church site. Take along tents, camp cooking equipment, food that might be used by a nomadic tribe (do research to find out what these might be, such as dried foods). You might even wear the clothing of the time of Abraham. Move on a pre-planned route, from "Ur" to "Haran" to "Jerusalem," to get the feel for what happened.

Pick a project

1. Draw a map of the Old Testament world. Show the major cities, and mark the journey of Abraham on this map.

2. Write a brief paper on the situation in Israel today. How is it the same and how is it different from early Bible days? Share your findings with the class.

3. Interview a family that has moved recently. Ask them to tell what was fun, what was difficult, why they moved, and what they expected when they came to their new home. Compare this in your own mind with what it must have been like for Abraham to move with his family. Write down your discoveries.

4. Read Romans 4:1-5, 13-25 and Hebrews 11:8-19. Write and present a paper (about three paragraphs of 50 words each) on the following words: *faith*, *promise* (of God), *covenant*. Use these resources: concordance, Bible handbook, Bible dictionary. Also ask your pastor and go to your church library and look in the index under each word.





In the Beginning

Review

Before God made his promises to Abraham, who existed on earth? Where did earth, its creatures, and especially human beings come from? Who made the universe and how? These are some of the questions we are all interested in answering. The early Hebrew peoples told stories to express their faith about creation and the Creator, and eventually they wrote these stories down.

Their stories never attempted to tell *how* God made creation. They only tried to tell *who* the Creator was and is. Therefore, the Bible is not an answer-book for scientific questions (*how* questions), but it tries to deal with religious and faith questions (*who* and *why*).

In the story of creation in Genesis 1 and 2, there are three main points to remember: (1) There is one God who created everything; (2) God created all things good; (3) God gave human beings responsibility for caring for the creation.

Workbook activity

The story of God's creation of the world is told in two different ways in the Bible. This activity will help you discover what is the same and what is different in the stories. Fill in the blanks using the Bible verses from Genesis 1 and 2. Then draw a line from one column to the other every time you find similar information (such as mention of plants, animals, or people) in both columns.

After you have finished the part above, answer these questions:

1. How many places in the two stories do you find the same information given?
2. Both accounts begin by telling "who created." Why is that important? (Genesis 1:1 and 2:4).
3. In the stories of the creating of people, what significant differences do you find? What is "image of God" in Genesis 1:26-27? What is the "breath of God" in Genesis 2:7?
4. Which of the two stories are you most familiar with from past experience in Sunday school and other church-related classes? Why do you think that is so?

Days or eras of creation

Day 1 (Genesis 1:1-5)

Day 2 (1:6-8)

Day 3 (1:9-13)

Day 4 (1:14-19)

Day 5 (1:20-23)

Day 6 (1:24-31)

Day 7 (2:1-3)

Major events/aspects of creation

1. No plants, herbs, or people; a _____ watered the earth (Genesis 2:4-6).
2. The Lord God formed _____ and _____ life into _____ (2:7).
3. A _____ was planted. _____ was put there. The trees there included: (a) _____ (b) _____ (c) _____ (2:8-9).
4. There were four _____. They were named: _____ (2:10-14).
5. Man was told to do these things in the garden: (a) _____ (b) _____ (c) _____ (2:15-17).
6. It was not good for man to be _____. God made a _____ for man. The new creature is called _____ because _____ (2:18, 21-24).
7. God also created every _____ of the field and _____ of the air; man was given the privilege of _____ them (2:19-20).
8. The harmony of creation was shown when man and woman were _____ and not _____ (2:25).



Group activity

1. As a class or as a group from your class, choose and carry out a weekend clean-up project in your area. Perhaps your church yard needs weeding or picking up litter. Maybe there is a particular place in your town or city which would be greatly improved if your group cleaned it up. Be sure to check with proper authorities and get permission for this.

2. Make a large banner depicting the themes of the creation story. You might consider the responsibilities given to humankind: be fruitful and multiply; till the earth and keep it (take care of it); and have dominion over the earth (be responsible for it).

3. Arrange to make a short presentation during the sermon time at your worship service, perhaps for stewardship emphasis week. Your presentation could include the creation story and our responsibility to be stewards of the earth. As you plan how to present this, discuss in small groups the meaning of our responsibilities for population control, environmental caretaking, the role of men and women, and other issues of our day. Then, decide how you could communicate our need to be God's caretakers in these areas of living. Perhaps you could dramatize a family setting, with some members of the family trying to

help others learn their responsibilities. (One member is wasteful; another teaches that person to take more care.)

4. Listen to the youth discussions in Segment 3 of the *Chosen* class cassette set. Talk about the discussion questions.

Pick a project

1. Do an art project, banner, collage, or drawing depicting the themes of creation.

2. Make a poster showing the relationship between the biblical creation story (and the questions it tries to answer) and how science deals with creation (and the questions it tries to answer). This could also be a discussion topic for your class after you finish.

3. Do a "caring for the earth" project, something related to environmental care. It might be a clean-up project or a pollution prevention project (using your bike or walking instead of riding in an auto). Write a short report on what you did.

4. Write an article for your church newsletter (with your pastor's advice and help) on the topic of the creation and how we are responsible for it.

5. Study hymns that tell about the creation and our responsibilities as God's caretakers.



Trouble in the Garden

Review

The Hebrew storytellers continued to tell the story of God's creation by answering a couple of other questions. As they looked around, they could see how messed up the world and their own lives had become. So they tried to face these two questions: (1) Whose fault is it that things are in such a mess? (2) How is God going to get us out of this miserable situation?

In trying to answer the first question they looked at God, asking "Is this mess God's fault?" Then, using a sneaky creature as an example of how sneaky temptation and sin are, they asked in their story, "Could it be the snake's fault?" Finally, they asked, "Wasn't it really the people's fault for being so selfish and disobedient?"

Although it's hard to know how it all went wrong, the problems certainly resulted mainly from people's rebellion against God. Someone has said that "sin" should be spelled "sIn." The big *I* in the middle shows that "I want to be God!"

The stories of sinfulness in Genesis 3–11 include repeated glimmers of hope. One of these was God's promise never to destroy his creation by a flood again. Each story has a word of hope like that in it. This leads us right to the "covenant" promise given to Abraham in Genesis 12.

Group activity

1. Listen to the story of Ad and Effie in Segment 4 of the cassettes. Then discuss the questions.
2. Play the "Great Game of Life" with the instructions and choice cards from pages 17 to 22 in the teacher's guide.

Pick a project

1. Make a list of things that show how people have not lived up to their responsibility to take care of God's creation. What environmental problems do we face, for example, which are the result of this?
2. Using the chapters in the reading book and the Bible, write a page about what went wrong. How did God's creation get so messed up? Whose fault is it?

What things happened that people continue to do wrong?

3. Do a word study of some of the following words: *sin, alienation, separation, unfaithfulness, rebellion.*

4. Make a collage from newspaper headlines and magazine headlines showing the continuing result of the "trouble in the garden." Then make a similar collage with pictures (or printed words) showing how God responds to the trouble.

5. Make a list of all the ways you make excuses for your own mistakes, blame or hurt others, or in any other way "play God" in one week's time. You might also print a verse or two describing God's response to us.

Workbook activity

Do this crossword puzzle. It covers the stories found in Genesis 4–11.

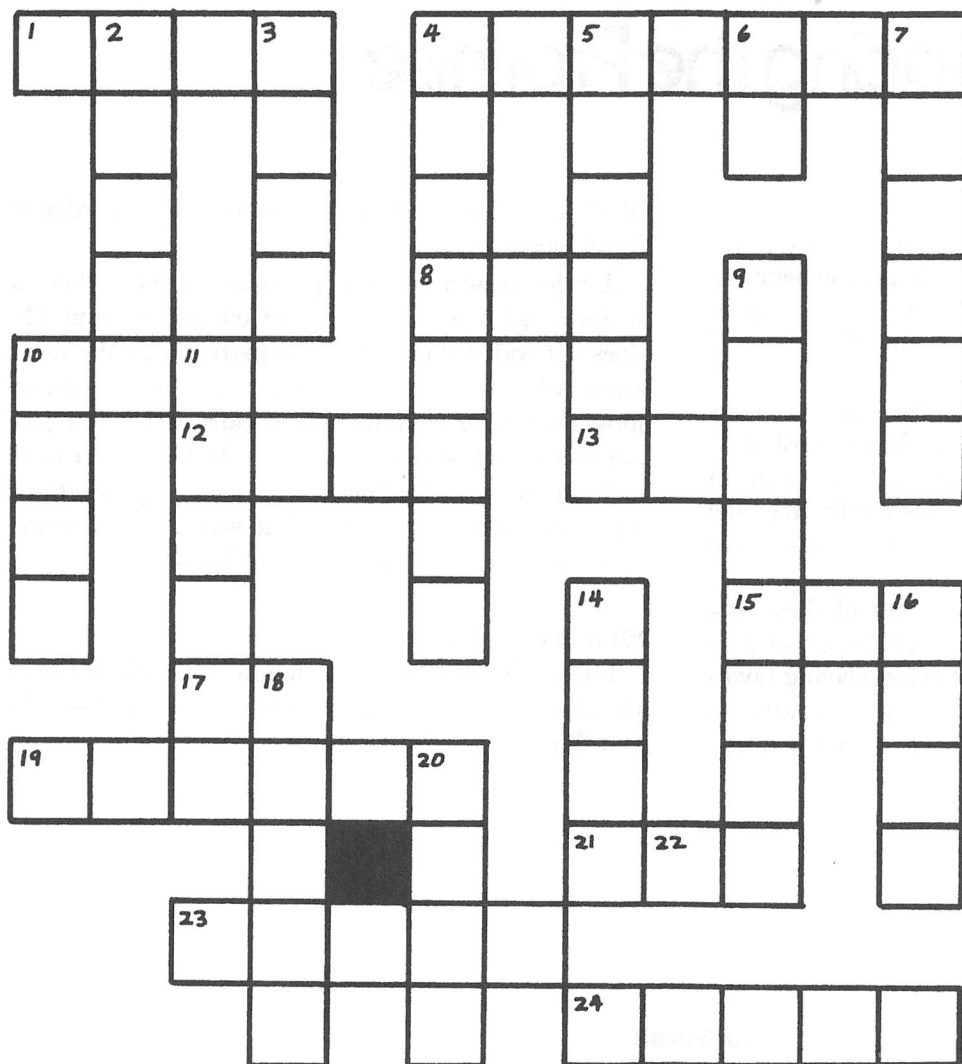
Across

1. Oldest son of Adam and Eve
4. One reason for the great flood (Genesis 6:11)
"The people were _____."
8. Mother of Seth (Genesis 3:20, 4:25)
10. What God told Noah to build
12. A thought
13. Alienation and separation from God
15. Pot
17. Exclamation of surprise
19. How long the great flood lasted
(Use numbers for first two squares)
21. Female sheep
23. Name the tower in the land of Shinar
24. Father of Abram

Down

2. What Noah built after the flood (Genesis 8:20)
3. The man who found favor in God's eyes (Genesis 6:8)
4. What God established with Noah (Genesis 9:9)
5. What are the Tigris, Euphrates, and Nile?
6. Place of Abram's birth

7. Occupation of Cain and Noah
9. Everyone used it until God mixed it up (Genesis 11:1-9)
10. Person that Cain killed
11. What God's mark protected Cain from being
14. One of the people on the ark with Noah
16. What the people in Shinar tried to make for themselves (Genesis 11:4)
18. Place where Terah died
20. Noah's oldest son





Tracing the Promise

Review

The promise to Abraham was given again to each new generation that followed him. In each generation, God chose someone to be the special person responsible for carrying on the task of "being the blessing" to all the people in God's name.

Abraham's son, Isaac, was given the task. Then, his son Jacob (later named Israel) had the responsibility. Joseph, Jacob's favorite son, was next in line. In Chapters 12–50, the book of Genesis tells how the covenant of blessing was handed down through three generations.

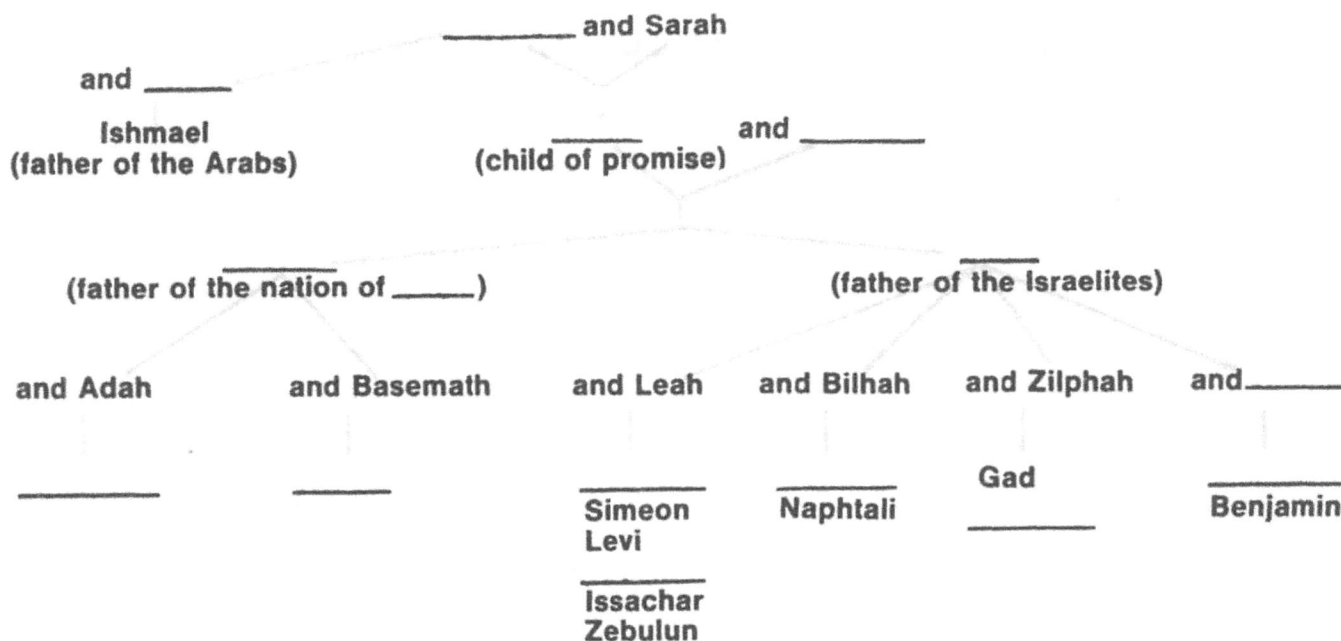
Three important questions come out of these stories: (1) How could God choose such imperfect people to carry his blessing? (2) Was God playing favorites when he picked out certain people to carry on the blessing? (3) What is the place of evil in God's

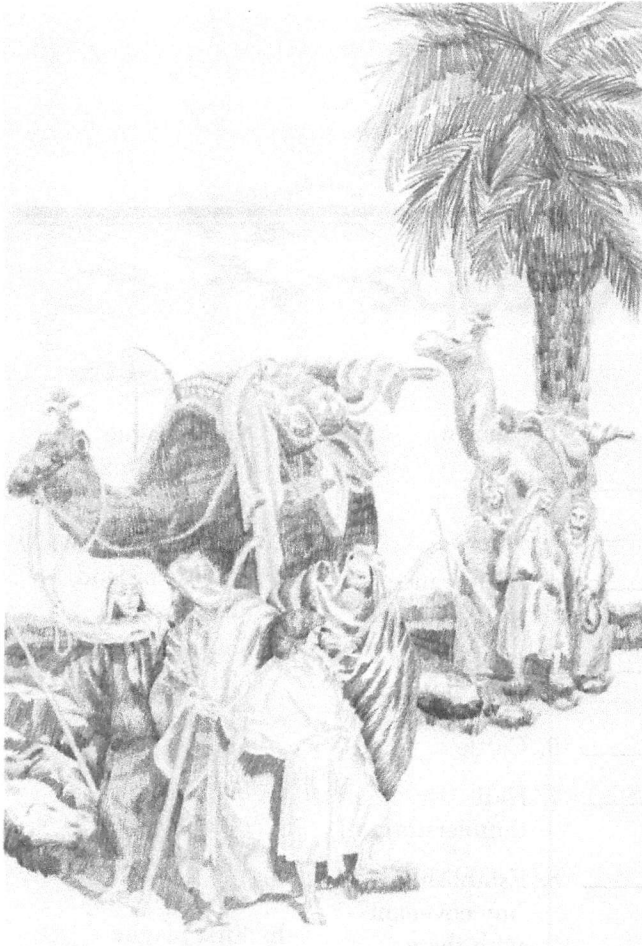
plan? Does God allow it or make use of it in order to bring blessing?

A brief answer to each question: (1) God chooses to love and bless us *in spite of* our sorry living. He does not wait for us to become perfect. (2) We don't know why God chooses certain people for certain jobs. One thing is certain: God calls us to do a job, not to sit back and take it easy. (3) God often used evil intentions and actions for his own purposes, turning things around to make what was a bad situation into one where his promise could be kept.

Workbook activity

Fill in the blanks of the family tree which traces the covenant of blessing: (Study Genesis 29:31–30:24 and 35:16–19.)





Group activity

1. Genesis 37 is a dramatic story. As a group you can get the deeper feeling of this story by role-playing it either with dialog or in pantomime. Decide who will represent each character. Before acting out the story, determine the main theme that you want to communicate. Practice your presentation once or twice. You might present it to your Sunday school or as part of a worship service. Here are a few questions to talk about as you plan:

- What was the relationship between Jacob and Joseph as compared to the relationship between Jacob and his other sons? How can you show that?
- What was the meaning and purpose of the dreams Joseph had? (Look ahead to Genesis 41:46–43:34 and the chapters that follow.)
- Joseph was sold into slavery by the traders. This has significance for a major event recorded in the book of Exodus—the exodus itself, freedom from slavery. How can this part of this story be a hint to the future?
- Why did the brothers agree to follow the advice of Reuben and Judah?

2. The characters in the story in Genesis 37 are listed below. Rank them in the order of “least at fault” to “most at fault.” That is, put a 1 by the person(s)

you feel is *least* at fault for what happened in the story. Then, put a 2 by the next least at fault and so on. The *most* at fault should then have the *highest number* when you finish. After you finish, divide into groups of four or five and discuss what each of you did in the ranking process.

- _____ Jacob
- _____ Joseph
- _____ Brothers of Joseph
- _____ Man in field (verse 15)
- _____ Reuben
- _____ Ishmaelites
- _____ Judah
- _____ Midianite
- _____ Potiphar

Pick a project

1. As a research project, do a study of the Arab people and their beginnings with Hagar and Ishmael. Relate it to the modern Arab world.

2. Do a character study of one of the people in the story in Genesis 37. You might use the format of a short magazine article or an item for an encyclopedia you have been asked to write for. What is the character like? What problems does this person have?

3. Write a news story telling the story in Genesis 37. Relate the story from several angles: human interest, straight factual reporting, foreign correspondent. Present the report to your instructor or class.

4. Trace the promise given to you in Baptism by doing a “family tree” showing each member of your family. (You can make your family as large as you want to by including cousins, aunts, uncles, and so on.) Include their baptismal sponsors and the baptizing pastor and the place and date of each baptism.



The Great Escape

Review

A new king took the throne in Egypt. He was not a friend of the Israelites and made slaves of them. He was cruel and even ordered that the boys born to the Israelite women be killed. He feared they might grow up and form an army too big to handle.

One boy baby was hidden by his mother in the tall grass along a stream. A daughter of the king found him and raised him. Moses was part of the palace for the first part of his life. But he had to leave the palace and Egypt after he killed an Egyptian soldier who was beating a Hebrew.

In the desert, Moses learned to be a shepherd. It was while he was out in the wilderness hills that God spoke to him and told him to go back to Egypt to free the Hebrews from slavery. Moses objected. He couldn't do that, he said, because no one would believe him and he couldn't speak well. But God insisted, so Moses went.

Moses warned the king that if he did not free the Israelites, God would bring much trouble to him. One after another, 10 plagues were sent to try to convince the king to let the Israelites go. The final blow came when the firstborn sons of all the people in the land died, except the Israelite sons. And then the king let them go. He did try to stop them, but the water of the Red Sea opened, blown by a wind, and the Israelites crossed safely.

God had not deserted the Israelites. He was still keeping his promises, and he had shown compassion and sent a deliverer to them when they were helpless.

Workbook activity

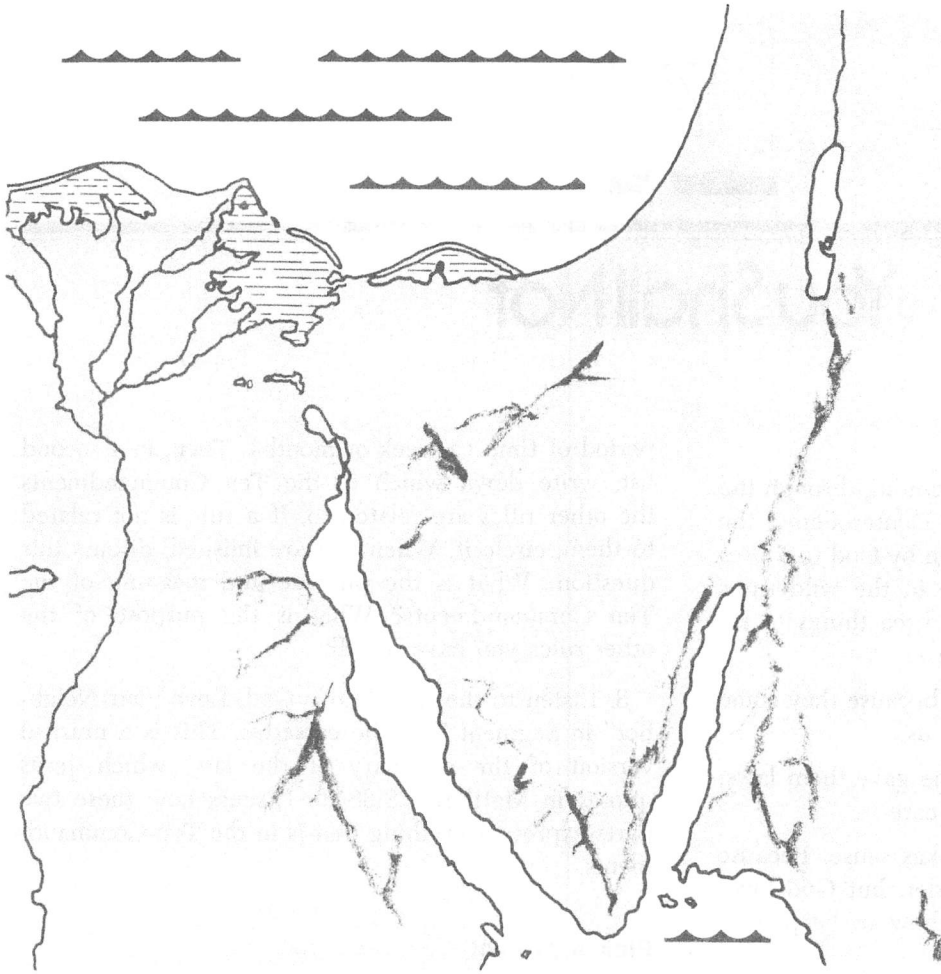
On the next page is a map of the Middle East as it was during the exodus. Using an atlas and a Bible dictionary, trace the route that Moses and the Israelites took during their journey of 40 years. Fill in the important stops along the way.

The following exercise is a matching activity to review the promises of God to Moses and the Israelites, and the plagues that affected the Egyptians. Put the proper letter by each number.

- | | |
|---|---|
| _____ 1. Canaan | a. Ninth plague
(Exodus 10:21-29) |
| _____ 2. Frogs | b. Second plague
(Exodus 7:25-8:15) |
| _____ 3. Boils | c. Promise of land
(Exodus 6:4) |
| _____ 4. Deliverance
from bondage | d. Seventh plague
(Exodus 9:13-35) |
| _____ 5. Pollution of
the Nile River | e. Third plague
(Exodus 8:16-19) |
| _____ 6. Cattle | f. Sixth plague
(Exodus 9:8-12) |
| _____ 7. Hail,
thunderstorm | g. Redemption
(Exodus 6:6) |
| _____ 8. Established
"my covenant"
with them | h. First plague
(Exodus 7:14-24) |
| _____ 9. "I have heard
the groaning
of my people" | i. Fourth plague
(Exodus 8:20-24) |
| _____ 10. Flies | j. Final plague
(Exodus 11:1-10) |
| _____ 11. Darkness | k. Fifth plague
(Exodus 9:1-7) |
| _____ 12. Death of
firstborn | l. Passover
(Exodus 12) |
| _____ 13. Gnats | m. Eighth plague
(Exodus 10:1-20) |
| _____ 14. Locusts | n. God helps the
oppressed
(Exodus 6:5) |
| _____ 15. "No plague will
destroy you" | o. God keeps his
promises
(Exodus 6:4) |
| | p. Aaron
(Exodus 5:1) |

Group activity

1. Work together to make a mural or a triptych (picture that has three parts that fold together). You will need the following materials: large sheets of paper, posterboard, or a large piece of newsprint,



enough for three different drawings, felt-tip markers, paint, crayons, pens, or similar writing and drawing equipment.

Divide your class into three groups. One group reads Exodus 2:1-15, the second reads Exodus 2:16-3:20, and the third reads Exodus 12:21-42; 14:1-30. Then discuss what kind of a mural or picture you would draw to tell the story of the passage or share the main theme. (You need not be good artists.) Then use your materials to do a mural or drawing as a group.

When all three groups are finished, tape the three drawings together and display them in a place for the congregation to see. Be sure to have a headline which will help viewers know the context of the drawings.

2. The Seder is the name of the meal celebrating the Passover event when God began the great exodus by "passing over" the homes of Israelites during the final plague. As a group or class you can celebrate the Seder. It can also help you understand more fully the Lord's Supper which came out of the Passover meal. This is an event that might involve parents and other family members. It might involve your congregation too.

Your pastor and instructor may have or know of resources to help you learn about the meal and the

parts of it. Because it takes a bit more planning, allow plenty of time to get everything in order for the meal. Each person should have tasks assigned, from gathering the necessary ingredients to who will say what during the meal.

Pick a project

1. If possible, watch the movie *Exodus* or read the book. Then discuss with your teacher or others how this modern-day event compares to the exodus recorded in the Bible.

2. Study a modern immigration of people from one part of the world to another. Try to learn why they went, what happened, and what hazards and troubles they encountered. Compare the modern event to the exodus of the Israelites in Moses' time. One modern example: the movement of people back and forth across the border between the United States and Mexico.

3. Make a banner or mural depicting the life of Moses in three parts: his birth and discovery as a baby in the Nile; his work as a shepherd and his call from God; his leading the people of Israel out of Egypt and the giving of the law.

4. Write a short paper to answer the following question: "Why was the exodus from Egypt considered the most important event in the life of Israel?"



You Shall Not

Review

Beginning in Exodus 20 and continuing through the books of Leviticus, Numbers, and Deuteronomy, the Bible tells us about many laws given by God to Moses and the Israelites during the time in the wilderness after the great escape. There are three things to remember about the laws God gave:

1. The laws are a gift from God; because they come from him, they are meant to help us.
2. God loved his people before he gave them laws; the laws are a result of his loving care.
3. God created a world that makes sense. Because of sin, it is not always in good order, but God loves his creation and his law tells us how to keep it in working condition.

There are many kinds of laws in the biblical books listed above. The Ten Commandments are the best known. The key to them is the first one, about our relationship with God. These laws are not specific but general, and they still apply today. The second large group of laws is called the Book of the Covenant (Exodus 21:22-36). Many of these laws were especially for that time, and Jesus also “fulfilled” these laws as he reinterpreted them for us. The third set is the food laws (Leviticus 11:1-47). These also applied to that time rather than now.

It is important to remember that there are many different laws (we have not mentioned all kinds) but the thing that holds them all together is God’s love for us. God’s love always applies in every age.

Group activity

1. During the coming week, everyone in the class should keep a list of all of the ways you see any of the Ten Commandments being broken. Also keep another list of all the times when you see someone obviously and deliberately *keeping* one of the commandments. Next time you meet as a class, compare the lists and see what you have learned.
2. On one side of a chalkboard, list all the rules that you must try to keep day by day during a given

period of time (a week or month). Then, in a second list, write down which of the Ten Commandments the other rules are related to. If a rule is not related to them, circle it. When you are finished, discuss this question: What is the purpose and meaning of the Ten Commandments? What is the purpose of the other rules you have listed?

3. Listen to the song “Love God, Love your Neighbor” in Segment 7 of the cassettes. This is a musical version of the summary of the law, which Jesus quotes in Matthew 22:36-40. Discuss how these two parts express everything that is in the Ten Commandments.

Pick a project

1. Rewrite the Ten Commandments in your own words. Use Luther’s Small Catechism for ideas. Explain the meaning of each commandment in your own life.
2. Interview several people about the meaning and purpose of laws today. Talk to a law officer, a school-teacher, a government official, a friend, your pastor, a member of your church. After they have talked about laws in general, ask them how they think the Ten Commandments might apply today. Write a brief report and present it to your instructor.
3. Put together a brief slide show with music or voice to explain each of the Ten Commandments. Give both the positive and the negative meaning of each commandment. (Example: *Do not bear false witness*—picture of two people whispering and pointing as if they were gossiping. *Put the best construction on your neighbor at all times*—picture of two people talking openly beside a sign with the word “truth” on it.) Present your work to your class or other members of your church.
4. Write an essay on how the Ten Commandments are all related to the First Commandment. Include the importance of understanding the context in which they were given and how God’s covenant ties them all together.

Workbook activity

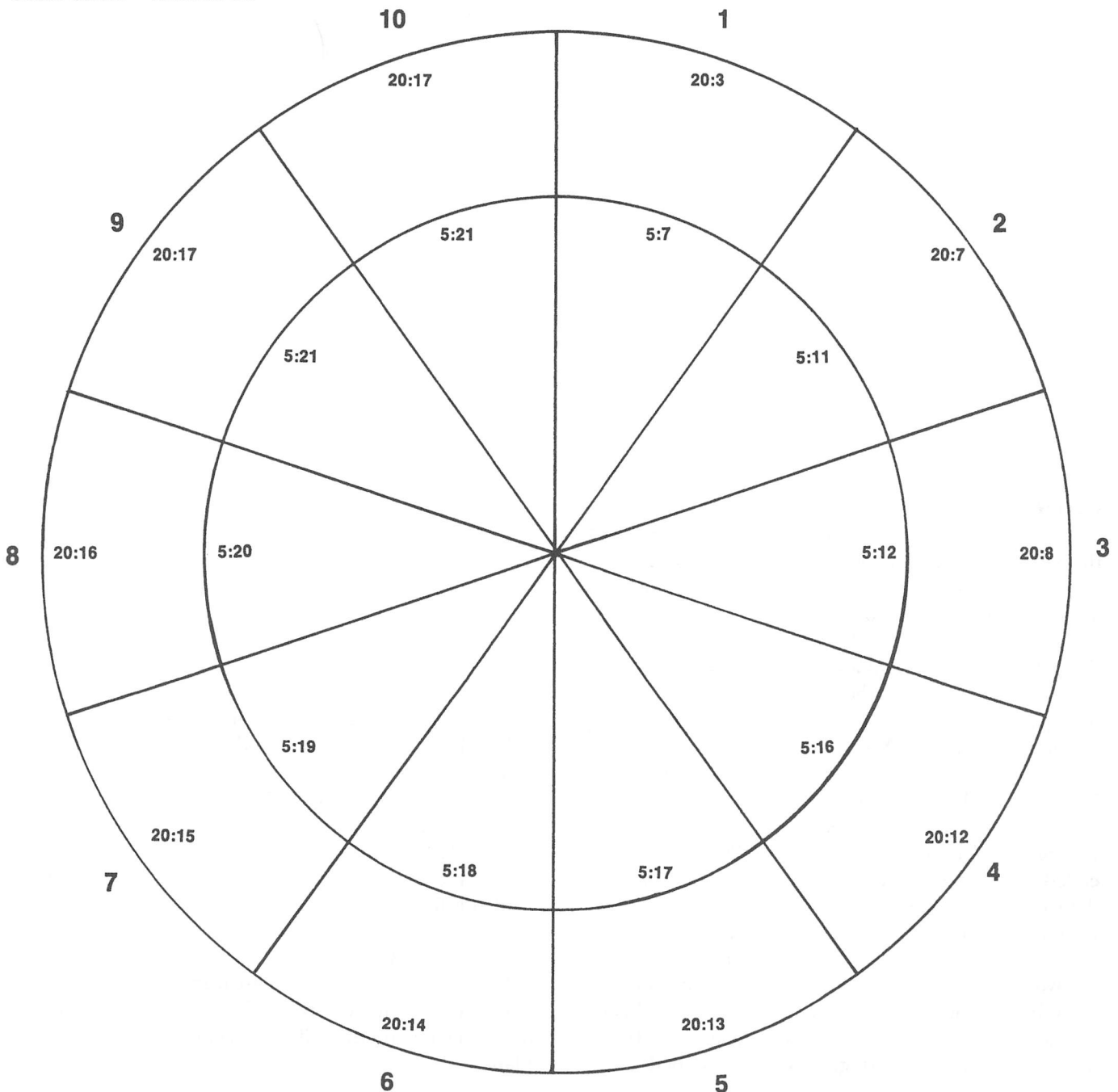
The Ten Commandments symbolize God's law for us. It is important that we know them and what they mean. The Commandments are recorded in two places in the Old Testament, Exodus 20 and Deuteronomy 5. In the space below are two circles with the numbers 1 to 10 around each. Using the two Bible texts, write the proper commandment under each number. If there is any difference in wording between the two versions, write what those words are in each case.

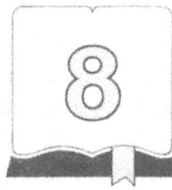
When you finish filling out the circle, discuss the following questions as a group:

1. Why is a circle a better symbol for the Ten Commandments than a list?
2. What is the context in which the Commandments are given?
3. Name at least one way we break each commandment in our daily living.
4. What does the word *jealous* mean in Exodus 20:5 and Deuteronomy 5:9?

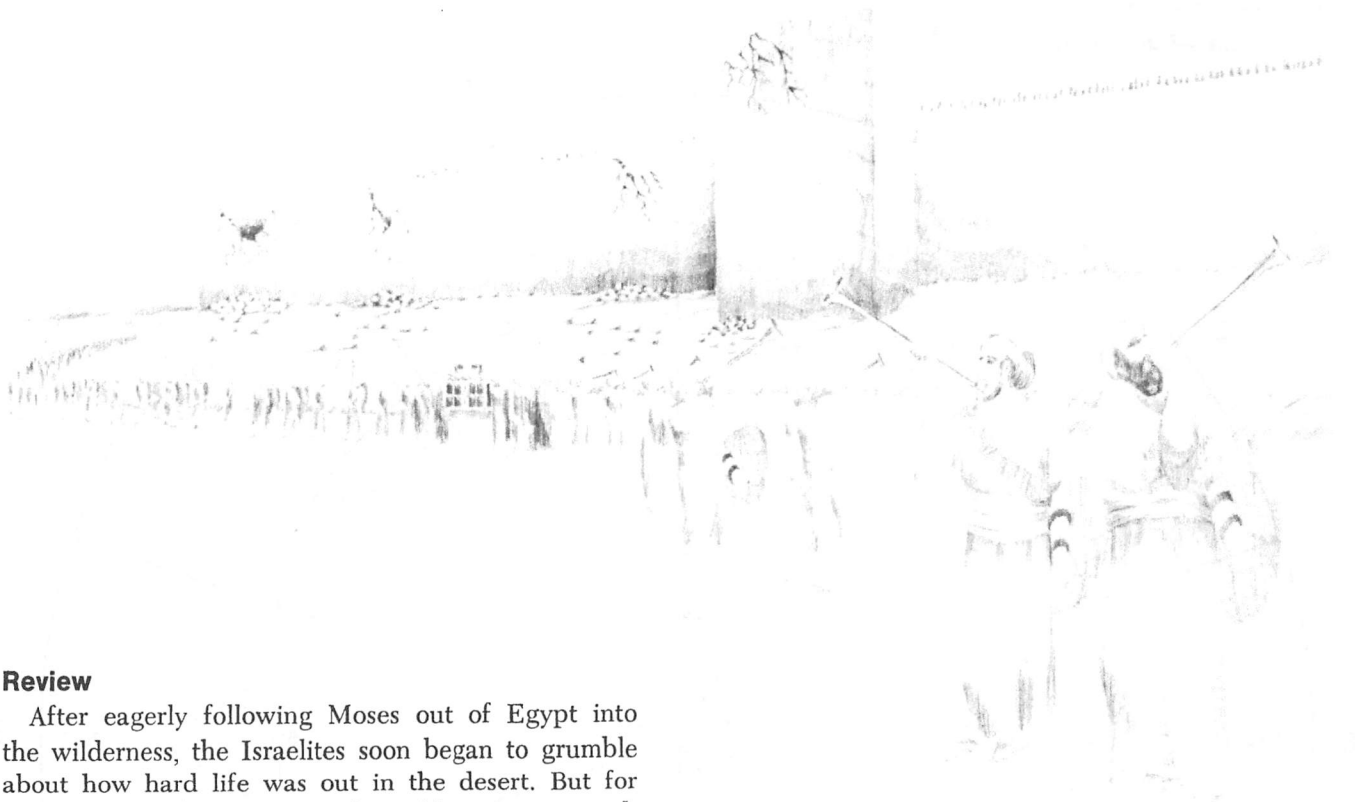
Inner circle—Deuteronomy 5

Outer circle—Exodus 20





The Conquest of Canaan



Review

After eagerly following Moses out of Egypt into the wilderness, the Israelites soon began to grumble about how hard life was out in the desert. But for 40 years they had to roam the wilderness in search of the promised land. Only two of the original group that left Egypt were still alive to enter the new homeland—all the rest were the descendants of those who took part in the exodus.

Through a series of raids and battles, the Israelites slowly but surely conquered the land of Canaan. At first, they had a very loosely organized government. When trouble came a leader who was called a judge was provided by God to help them. The judges were called “deliverers” because they helped the people defeat their enemies. There were six major judges during this period of about 200 years: Ehud, Deborah, Gideon, Jephthah, Samson, and Samuel.

Two problems come out of the history of this period: war and justice. What is a “holy war”? When is war justified? When is justice done? Are things always simply the good guys versus the bad guys?

There are no easy answers to these questions. We can only affirm our belief that God does not want evil to win out.

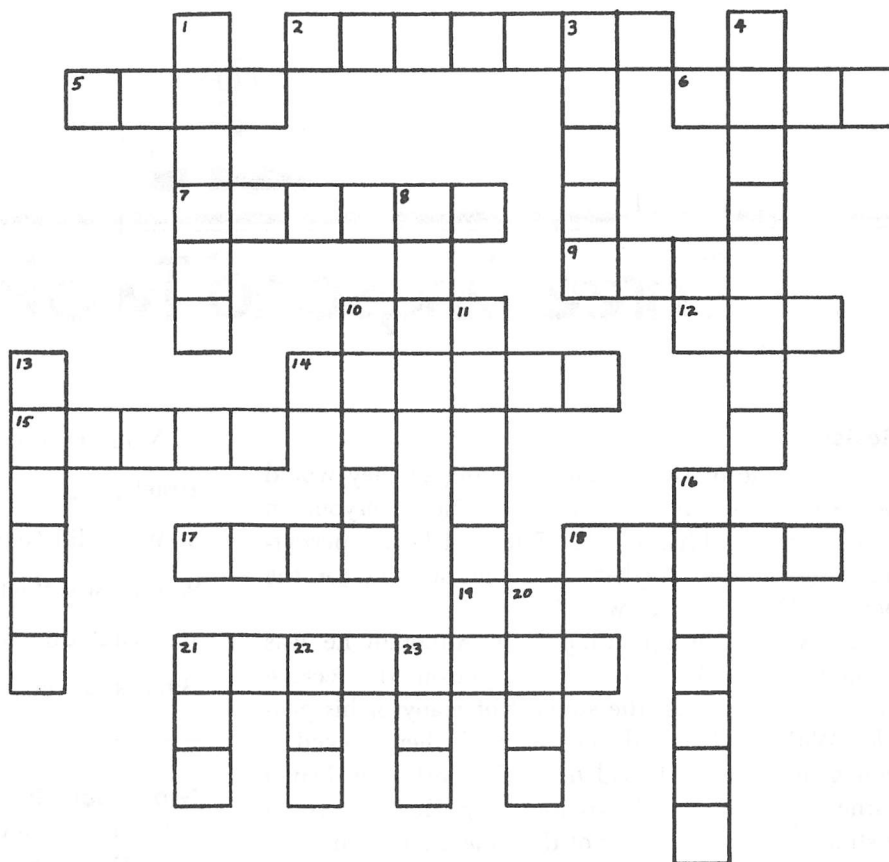
After a great debate, the period of the judges moved to a period when kings would rule. Samuel was the last of the judges and the first of the prophets. He was a transition person, the one who anointed Saul the first king.

Workbook activity

Do the crossword puzzle to learn more about the period of the judges. You will need a Revised Standard Version of the Bible to complete some of the blanks.

Down

1. He fought the Philistines (Judges 13-15)
3. King of Moab (Judges 3:12)
4. A person called to special service to the Lord (Judges 13:5)
8. He liberated Israel from Moab (Judges 3:15-30)
10. A kind of power describing two judges (Judges 6:12 and 11:1)
11. Woman judge (Judges 4-5)
13. Mother of Samuel (1 Samuel 1:20)
16. Gideon and his men used it as a weapon (Judges 7:19-22)
20. The man God told Samuel to anoint as king (1 Samuel 9:17)
21. Another name for Hebrews
22. Part of tent Joel used to kill Sisera (Judges 4:22)
23. Place Jephthah fled to (Judges 11:3)



Across

2. The judges were called to _____ the people.
5. The country Israel served for 18 years (Judges 3:14)
6. The pagan god whose altar was taken down (Judges 6:25)
7. The judge who was also a prophet (1 Samuel 1-3)
9. Opposite of fear
10. What chariots get stuck in
12. How many years Jephthah was a judge (Judges 12:7)
14. He delivered Israel from Midian (Judges 6-8)
15. They made war against Israel (Judges 11:4)
17. Ehud was _____ handed (Judges 3:15)
18. The leader of Deborah's army (Judges 4:6)
19. 13th word of Judges 5:7

Group activity

1. Your class will be divided into six groups. The instructor will assign you one of the major judges. Your group will put together a brief presentation on the judge assigned. Gather information from the reading book and use Scripture and a concordance to learn about your judge. Draw a series of very simple pictures (*Good News Bible* art is an easy style to use) to illustrate some events in the life of the judge. Write a comment that relates to each picture you have drawn and add an introduction and a summary

of the judge's life. Then tape the pictures together and present your person to the class.

2. Listen to the youth discussion in Segment 8 of the cassettes. Discuss these questions: Can you think of some reasons why the Israelites used war and battles to get the land God had promised them? Are fighting and killing ever right?

Pick a project

1. Make a scrapbook titled "Judges and Kings of Israel." Include a description of each of the six judges and three kings mentioned in the reading book. Make a drawing for each person showing something important from the person's life.

2. Based on your study of the six major judges of this lesson, write a poem which tells the story of why the judges were called by God to deliver the people. Include the major names and places. Study Judges 5 (known as the Song of Deborah) as an example. Display it for your class to read.

3. Go through the entire book of Judges and make a list of all of the judges you can find. Then write a short paper with a sentence or two about each of the judges.

4. Do some investigation into "the Baals" and "the Ashtaroth" (Judges 2:13). Use a Bible dictionary to learn more about them and write a short paper.



Three Kings and Two Prophets

Review

The people of Israel wanted a king so they would be like the neighboring countries. Not everyone in Israel agreed with this step. But God finally permitted Samuel, the prophet, to anoint a king for the people. The first king was Saul.

Saul was a disappointing king. Although he was a good warrior, he was a jealous person. He became very moody and lost the support of many of his people. With God's guidance, Samuel then picked a young man named David to be the next king. David turned out to be Israel's greatest king. He made Israel a strong nation, and most of the time, he helped them to be faithful to God. He did have one big failure, however, which led to much suffering: his affair with Bathsheba and the planned death of her husband Uriah. Nathan was the prophet who told David about his sin but also told the king God still loved him.

David's son, Solomon, was the next king, and he, too, did fairly well for a time. He was wise and built up the nation. But he imposed slave labor and heavy taxes on his people. That eventually led to a divided nation.

Workbook activity

Use this quiz as a review of Chapters 6-9.

1. Name the man who led God's people out of Egypt.

2. What are two things we learn about God from the story of the Exodus? _____
3. What number is important in the story of the life of Moses and his work with God's people? _____
4. How did God want people to view the law he gave them? _____
5. The Ten Commandments are an example of one kind of law we find in the Old Testament—name one other kind found there. _____
6. What do you think laws are for? _____

7. Name two judges God used to help the people of Israel. _____

8. What did God send judges to do? _____

9. Who was the first king of Israel? _____

10. What do you remember about David from the Bible story of him? _____

Group activity

1. Plan a news conference. Choose people to be Saul, David, Solomon, Samuel, and Nathan. The rest of the class will be a team of reporters.

Each of the five characters should spend some time reviewing the biblical information about themselves—their background, what they accomplished, what went wrong—so they can answer questions from the reporters. The reporters should prepare questions to bring out the important facts about the life and work of the characters. You could divide the reporters into five teams, one to concentrate on each character.

2. Listen to the story of David on Segment 9 of the cassettes. Then talk about the discussion questions.

Pick a project

1. Make a mural about the early kings of Israel, showing Saul, David, and Solomon and the prophets of their time. Include personality traits, important events, and contributions of each person involved.

2. Make a list of qualifications of an ideal or perfect leader. Then make a list showing what is more real and honest—not a dream, but what leaders probably are like. Finally, make a list of what the people of a country must do to support their leaders in order to help the leaders do their very best.

3. Draw symbols for each of the kings discussed in Chapter 9 and tell why you used each symbol.

4. Write a short paper on the theme "God's promise to David." David was the greatest king of Israel. Yet he made some big mistakes. How did God continue to use him as king, even after that? How can that be applied to us in our own lives?



The Big Split

Review

Solomon had made the mistake of putting his own people under a heavy burden through taxes and forced labor. When his son, Rehoboam, became king after Solomon died, Rehoboam demanded even more of the people. Finally, the people in the northern part of the country rebelled. They formed their own government and kingdom under a man named Jeroboam.

The stories of the kings of the two countries, called Israel (in the north) and Judah (in the south) are recorded in 1 and 2 Kings. Most of these kings were bad leaders because they were unfaithful to God. Some of them even worshiped pagan gods. Their unfaithfulness and poor leadership finally led to the capture of both countries by stronger powers. Israel fell to Assyria about 722 B.C. Judah was taken over by Babylonia about 587 B.C.

Many messengers from God tried to call the people and the kings back to faith in God. These messengers were known as the prophets. One of the greatest prophets was Elijah. He spoke fearlessly to call the people to repent, and he also performed several miracles.

In spite of warnings by the prophets and in spite of the wonderful things God had done to show his loving care, God's chosen people and their rulers continued to disobey him.

Group activity

1. Make a large chart of the kings of Israel and Judah to be posted for members of your congregation to see. Use varying colors to help people see the different times, countries and any other important details.

2. Invite a government official to come to your class to talk about the temptations of public leaders and ways to keep public power in perspective. In preparation, list those incidents you can think of in which public leaders have abused their power in this country and elsewhere. How many countries around the world are split into two or more parts? Where has persecution taken place because of leaders who will

do anything to stay in power? In our own country, state, city or town, are there examples of abused power? What about in our own lives? Why does it happen?

3. Discuss the following questions:

- Over and over again, the record of the kings of Israel (and sometimes of Judah) says: "They did what was evil in God's sight." What does that mean as you see it?

- How did God continue to keep his promise to bless his people in order to have them be a blessing?

- In your own life, when have you been unfaithful to God? Why do you think it happens? Is God still faithful to you? How do you know? What does it take to keep us faithful to God?

4. Listen to the story of King Rehoboam in Segment 10 of the cassettes. What would you advise King Rehoboam to do?

Pick a project

1. Make a map of the nation of Israel before and after the division into two kingdoms. Trace the movement of the people as they went into exile. Include important cities, nations, and other geographical places.

2. Choose one major king from both Israel and Judah. Write a brief biographical sketch on each king and include their accomplishments and mistakes. Be sure to note if they "walked with God."

3. Make a crossword puzzle on the kings and prophets who lived during the time of the two kingdoms. Clues should include an important fact about each person and a scripture reference. Try the puzzle out on your instructor.

4. Write two brief paragraphs, one from the point of view of a person living in Israel during the time of one of the major kings (you choose the king) and the other from the point of view of a person living in Judah during the reign of a major king. Describe what life is like under each king, whether the country seems to be thinking about God, and what each king is doing to help or hinder that. Your descriptions could be in the form of letters or poems.

Workbook activity

This activity is intended to give you an idea of how many kings ruled over the two kingdoms, who some of the kings were, and how they and the

prophets fit together into this part of the story of God's people. Fill in the blanks in this exercise by looking up the Bible references given.

Dates	Kings of Judah	Prophets	Kings of Israel
925 B.C.	<div>1 Kings 12</div> Abijah		<div>1 Kings 12</div> Nadab
900 B.C.	<div>1 Kings 15:9-12</div> <div>1 Kings 22:1-50</div> <div>2 Kings 8:16-19</div> Ahaziah Joash	<div>1 Kings 17</div> <div>1 Kings 19:19</div>	Baasha Elah Zimri Omri <div>1 Kings 16:29—22:40</div> Ahaziah Jehoram Jehu Jehoahaz Joash (Jehoash)
800 B.C.	<div>2 Kings 14:1</div> <div>2 Kings 15:1-7</div> <div>2 Kings 15:32-38</div> <div>2 Kings 16:1-4</div> Hezekiah Manasseh Amon <div>2 Kings 22:1-2</div> Jehoahaz Jehoiakim Jehoiachin	Hosea Amos Jonah Micah <div>2 Kings 19:2</div> Zephaniah Nahum Habbakuk <div>2 Chronicles 32:25</div>	<div>2 Kings 14:23-29</div> Zachariah Shallum <div>2 Kings 15:17-18</div> Pekahiah Pekah <div>2 Kings 17:1-2</div> FALL OF ISRAEL/ SAMARIA—722 B.C.
700 B.C.			
600 B.C.	<div>2 Kings 24:18-20</div> FALL OF JUDAH 587 B.C. EXILE TO BABYLONIA		



Gloomy Prophets

Review

When God's chosen people, Israel, became unfaithful and no longer trusted him or worshiped him, he sent spokesmen to call them back to faith again. These spokesmen were the prophets.

The Old Testament prophets called for repentance (which means to "turn around") and warned that difficult times were ahead unless Israel did repent. The people did not want to listen to them because of their harsh words, but their message turned out to be true.

The prophets talked about doom, but they also spoke of hope. Their words of judgment were almost always followed by words of hope. They reminded the people that God still loved them and that he would not cut them off from himself.

Workbook activity

Put your name in the middle of the "repentance cycle." Starting with Step 1, answer the question for each section. When you have finished working through the four parts of the cycle, divide into small groups and discuss what you wrote.

Repentance cycle

1
Think of some law or instruction God has given about how to treat others. Write an example of what he says we should do.

2
Can you think of a time when you found this thing very hard to do—when you did not do what you think God asked you to do? What did you do? Be specific.

3
Was there someone who told you that you did wrong? Who was it and how did you feel about that person?

4
What did you do when you were warned about what you were doing? Did you repent? How did you feel about it?

(Name)

Group activity

Make a list of things that are wrong in our society. Include such problems as racial or sexual injustice, hunger, misuse of resources, and violence. Include things the Old Testament prophets spoke out against and also more modern problems. Then divide into small groups and have each group discuss one of the items from the list. Each group will decide what a modern prophet might say to the person or group responsible for the problem. Using some of the prophets you have studied as a model, put together a message of warning telling what is wrong, what ought to be done, and what may happen if the wrong is not corrected. Come back together as a group, and choose someone to speak for each group to share your messages with each other.

Pick a project

1. Make a "repentance cycle" like the one in the first column of this page and have your family use it as a devotional aid in your home.

2. Write a prophecy as though you were a modern prophet, warning people about their wrong actions and attitudes and what they should do to change them. Also tell them what will happen if they do not change. Choose a specific person or group of persons to which the prophecy will be written. Then share and discuss your writing with classmates. Do they agree or disagree? To whom would they write and why?

3. Choose one section from one prophet in the Old Testament (just a few verses) that speaks of judgment and a second section that speaks of hope. Then, using newspapers and magazines, make a collage of pictures showing the themes of that prophet. Depict the message of the prophet you choose—but in modern pictures. Post it with a proper headline for others to see.

4. Do a word study of *repentance*. Use a concordance and a Bible dictionary to see where the word appears in Scripture, and make a list of some of the different ways the word is used.



Hope in the Midst of Disaster

Review

After the nations of Israel and Judah were conquered by more powerful nations, in 722 and 587 B.C., the people were taken away into slavery and many of them were scattered all over the known world of that time. The exile, as this event is called, caused many of the Hebrew people to wonder if their God had abandoned them or at least was reconsidering his promises to bless them and make them a great nation.

The prophets tried in various ways to keep the faith of the people alive. They faced the hard questions that were being asked by the people, and they gave straightforward answers. Sometimes the answers weren't clear to the people, but they later proved to be true. Some of the questions the prophets faced were these: Is God all-powerful? (Isaiah 45:18-25); Can God be trusted? (Habakkuk 1:12-2:4); Can we survive in exile? (Ezekiel 10:18-19; 11:22-25); When will the punishment end? (Jeremiah 14:19-22 and Lamentations 5).

Workbook activity

Read about each situation and then finish the incomplete sentences below. When everyone in the class has finished, seat yourselves in a circle. The instructor will read each incomplete sentence and you can take turns reading what you wrote. Take a few minutes for discussion after everyone has shared their answers. Decide which answers probably would be the closest to the feelings of the whole group.

1. You are at home with your family one evening. There is a knock on the door. You open it, and a man with a gun in hand and dressed in some kind of a uniform pushes his way into your house. He orders your family to lie on the floor. Other uniformed people come in, and you and your family are handcuffed and taken to the local jail. You don't know why this is happening to you.

As I'm sitting here in jail, I feel like

The one question I want to ask is this:

When I wake up the next morning and I am still in jail, I feel

As a Christian, I can't help wondering

2. One afternoon you are on your way home from school. As you get close to home, your parents come driving up in the car very fast and slam on the brakes. In a tense tone of voice they tell you to get in. You jump in and the car takes off in a hurry. As you ride with them, they tell you this: "I can't explain everything right now, but listen carefully. I have some of your clothes in this paper bag. Take it with you. We probably won't see each other for a long time—maybe never again. I want you to try to get away to another country and we'll try to find you later. God go with you." And then the car stops. Your parents get out of the car with you and wait by the road, and in a minute another car comes along full of young people like yourself. Your parents give you a quick kiss and say goodbye as you get into the back seat of the other car. The door shuts, the car roars off, and you are gone. You still don't understand what's happening or why.

I feel

The first thing I would do as I rode is

One of the things I hope is that

My memories of my home and parents would include

The best thing I could do under the circumstances is

As a Christian, I'm thinking that

Group activity

1. Your instructor is going to lead you in a special group experience called a "trust walk." When you have completed the trust walk, take 10 minutes to write a poem about what you experienced. It doesn't have to rhyme or be fancy. Just express your feelings and thoughts. When everyone is finished, share your poems and discuss them together with these questions:

- What is it like to be moved from a familiar place to an unfamiliar one?
- How does it feel to be dependent on someone else?
- What do you think about when you don't know where you are or where you're going?
- How can you move around safely when you can't see or talk?
- How did you feel when you recognized something along the way?

2. When we get into frightening situations, it's easy for us to think about God, faith, hope, and things like that. Read about the questions and feelings of the Israelites, and discuss the following questions as a group:

- When everything seems to fall apart, is God really so powerful? If you were wealthy and lost everything you had, would God seem far away or weak or strong? Read Isaiah 45:18-25. How did the Israelites react?
- Have you ever felt that trusting in God was useless? Why did you feel that way? How was your trust restored, if it was? When Israel was taken into exile they received words of hope from Habakkuk 1:12-2:4. Read this section. Does it speak of hope to you? If so, how? If not, why not?

- If you were locked in a prison cell alone for many months (like many prisoners are), could your faith survive? Or if you were in a country where you could not show your Christian beliefs openly, but you knew a few other Christians, could your faith survive? How? Read Ezekiel 10:18-19 and 11:22-25. Would it help to hear those things? How could they help?

- Read Jeremiah 14:19-22 and Lamentations 5. They help answer another important question: When will it end? Have you ever felt that way? When?

- Do you see any signs of hope in our world today? In trying to solve problems like pollution, war, crime, and world hunger, where do you see signs of hope? Is God really doing anything about these problems? Can we survive it all? Will it ever end? What does your faith tell you?

Pick a project

1. Study the exile of an individual or group of people. Write a two-page paper describing the circumstances of the exile, the move, the adjustments, the feelings of those involved. Also include your own feelings and thoughts about their experience.

2. If possible, find an opportunity to talk to a recent refugee, someone in exile from another country, such as Vietnam or Cuba. Interview the person with a cassette tape recorder or take notes if a recorder is not available. Be sure to make up a list of questions ahead of time (Why did you leave? Do you still have family there? What was it like to go through such an experience?) Take a picture of the person if possible. When finished, make a presentation to your instructor, class, or congregation on your interview, using the recorder and pictures.

3. Arrange to have recent refugees come to speak to your class, or to some other organization in your church. Have a format with questions and answers prepared in advance. You might ask the guests to bring pictures of their old homes if they have them.

4. Plan an exile event for yourself and members of your class or friends. Perhaps going on a retreat would be a good project. Or you might take some people on an "unknown journey" around your town. Don't tell them where they are going beforehand. One possibility for this kind of event is to arrange a "come as you are" party for a Saturday morning. (You'll need the help of some adults.) Call a few classmates or friends early in the morning, tell them you will be picking them up in two minutes or simply stop at their house and get them—unannounced! Have them put on blindfolds, and take them on a car ride and finally go to your place for breakfast. Afterward, let your "guests" talk about what happened and how it felt. Report on the event to your instructor.



Living in Hope

Review

Following a long period of exile, the Jews longed for a new and better world. They had barely survived the exile, and their hope for a new beginning was part of what helped them through it. Earlier the prophets had proclaimed words of doom, but now they added strong words of hope—hope for a Messiah and for a new age, for a good government, for a new covenant relationship with God, for someone to bear the sins of the people, and for God to finally destroy evil.

Workbook activity

Complete the matching exercise below. You will have to have your Bible handy to look up the passages. The answers in the right-hand column may be used more than once.

- | | |
|-----------------------------|-----------------------|
| _____ 1. Isaiah 9:6-7 | a. Hope for a Messiah |
| _____ 2. Ezekiel 43:1-12 | b. Hope for the |
| _____ 3. Isaiah 61:1-4 | messianic age |
| _____ 4. Jeremiah 31:31-34 | c. Hope for religious |
| _____ 5. Daniel 12:1-13 | leadership |
| _____ 6. Isaiah 53 | d. Hope for a new |
| _____ 7. Philippians 2:5-11 | covenant |
| _____ 8. Luke 4:16-21 | e. Hope for a |
| _____ 9. 2 Corinthians 4-11 | suffering servant |
| _____ 10. Acts 8:32-33 | f. Hope for a final |
| _____ 11. Matthew 25:46 | victory |
| _____ 12. Matthew 1:22-23 | |
| _____ 13. Revelation 20:4-6 | |
| _____ 14. Romans 8:37-39 | |

Group activity

1. Your instructor will provide materials for you to make a symbol of hope for your room or your home. Symbols can be in many shapes, forms, and sizes. They can be created from everything, from a speck of sand to a railroad tie. Use your imagination. Everyone is capable of dreaming of what they think certain things are like—and what they should be like. *Hope* is an abstract word. You cannot see, touch, smell, taste or feel hope, or buy it at a store. But to make hope become more meaningful, we can repre-

sent it with symbols. Begin by dreaming a bit about what hope is for you; you might brainstorm with a classmate or two to get more ideas; then, using the materials available, make a symbol of hope.

2. Next Sunday when your congregation assembles to worship, many of the people have probably had a hard week at work, home, or elsewhere. As a group, how could you surprise them with a hopeful message or event? What might raise their spirits to feel hopeful about life and the coming week? Here are some possibilities: When the people walk into church, hand them flowers and say "Have a hope-filled week." Arrange to sing hymns of hope, have a banner on hope, and ask everyone to turn to their neighbor and share one hope they have for the coming week. Can you think of other things to do? Be creative.

3. Listen to the hymns and Bible readings in Segment 13 of the cassettes. Then make a list of everything there is for us to hope for in the coming and the death of Christ. Examples: peace on earth, justice, freedom from the power of sin. Pick someone to compile a class list on the chalkboard, and discuss.

Pick a project

1. Do a biblical study of the prophets, using Chapters 11 and 13 of *Chosen* as a starting point. Find out who these men were, what they did before their call as prophets, how they came to be prophets, and what their central message was. Choose at least three prophets to study.

2. Compare the prophets of gloom and the prophets of hope. Choose two from each group. Show how their messages differed and how they were the same.

3. Do a word study of *hope*. Find out how many different meanings it has and how you could apply them. Then apply the meanings by bringing hope to some people who can use some hope. (See group activity suggestions for ideas.)

4. Make a hope mobile. Go through magazines and clip out words and pictures that say something about your hopes for the world—for peace, for a good society. Select some symbol for God to put at the top for everything else to hang from. Display.



The Survivors Return

Review

After 50 years in exile, and after dreaming and hoping for the time when they could return to their beloved homeland, the Israelites finally had their dreams come true. Cyrus, ruler of Persia, defeated the Babylonians and allowed the Hebrews to go home.

However, what the Jewish people found when they returned to Palestine was not what they expected. Regaining their land did not turn out to be the glorious event they had dreamed about. Instead it was hard, discouraging work.

But some good things happened. Once again, Jewish people were living in their own homeland, the land God had promised them so many centuries earlier. With the encouragement of prophets like Haggai and Zechariah, the temple was rebuilt. And the collection of writings we know today as the Bible began to take shape during that time.

However, there were serious problems, too. Because they were afraid of again falling into disobedience and losing their land, the people of God became very legalistic, very concerned with keeping every detail of the Law. And they began to isolate themselves

from outsiders because they were afraid of bad influences and afraid of losing their own identity.

Their disappointing experience led some of God's people to be bitter and others to lose hope. But they still wondered about God's plan.

Workbook activity

1. Put these events in order by numbering them from 1 to 7. Use the charts in the reading book on pages 103 and 104 if you need help.

- _____ David is crowned
- _____ Babylon captures Jerusalem
- _____ Temple is rebuilt
- _____ Solomon dies
- _____ Persia frees the captives
- _____ Elijah warns of idolatry
- _____ Ten Commandments are given

2. As a review of Chapters 11–14, in the space below write a short news story based on the headline. Use the questions *who*, *what*, *when*, *where*, *how*, and *why* to give the important facts about the message of the prophets and their call to repentance, the captivity, and the return.

Returning Exiles Reveal Plans to Rebuild Temple

Group activity

1. Using a Bible dictionary, Bible handbook, your textbook, and the Bible, construct a replica of the temple that was built after the Israelites returned from exile in Babylonia. You can choose any number of materials, including wood, papier-mache, cardboard, cloth, cork, pipe cleaners, and Styrofoam. Use a sturdy platform like a big board to build it on. Display it when finished.

2. If there is someone in your community who has experienced some form of exile and then has returned home, you might arrange to have that person visit your class and tell of their experiences. Or you might arrange to go to that person's home. Some possibilities are former prisoners of war or immigrants from other countries who haven't visited their old country since leaving it. Before you meet with the person, make up a list of questions you would like to ask. You might ask the person to bring any pictures or other materials to show.

3. Have the class go on an "exile journey." Try to understand through the experience the feelings that exiles might have. Do this by dividing into small groups and picking a leader in each group. Then blindfold all of the group members except for the leader. The leader will take the hand of the first blindfolded person and each of the others will stay

together by putting their hands on the shoulders of the person in front of them. The group is then led around through the building or outdoors, depending on the leader to keep them out of danger. Return to your meeting place, remove your blindfolds, and talk about the experience. Were there feelings of fear? Anger? Hope?

Pick a project

1. Make a map of the journey of the Jewish exiles. Mark all the important places, beginning with their capture. Tell the important accomplishments, the people who were leaders, and the problems they encountered. Include a map showing the route of their journey home. You could make this one a large piece of poster board and display it when it is finished.

2. Using the form of a news show, present "The Return of the Exiles." Write a script, and use interviews with others to show the problems, hopes and dreams, projects, and the daily routine of the people. Present your final "documentary" to your instructor, class, or other groups in your congregation.

3. Visit and interview a person in your community who has experienced exile and return. Have a list of questions ready before the visit. You might record your interview and play it back for your instructor or class.



Stories, Songs, and Wisdom

Review

There are some writings included in the Bible that are not like any of the others. They tell us about people and how they felt about life and its meaning, including their relationship to God.

Some of these writings are in story form. These stories teach us in the same way that a parable does. Ruth and Jonah are two examples.

Another group of writings in the Bible are called songs. In fact, many of them are still being sung today, especially in worship settings. Some of the songs are the psalms. There are various kinds of songs: thanksgiving psalms, royal or messianic songs, laments (the largest group of Psalms), and love songs (like the Song of Solomon).

A third kind of writing in the Old Testament is called the wisdom literature. This material represents reflections by wise people, using the gift of their minds, to help others see some common sense in life. Proverbs is an example. There are some wisdom writings that show despair and testing too. Job and Ecclesiastes are two examples. These writings teach us that we can be honest about whatever is happening in our lives, and God will not desert us, no matter what happens.

Workbook activity

Pick one or more of the following and write what is asked for on a separate piece of paper. Share or post.

1. Write a short story of not more than 100 words about a boy or girl who prayed to God for help with a problem. Show how God helped with the solution.
2. Using one of the following Bible passages, rewrite the main message into two stanzas (four to six lines long) of a song. Use a melody that you know such as a Bible school song like "Jesus Loves Me," or a nursery rhyme melody. Use Psalm 46; Psalm 51:1-9; or Psalm 133.
3. Write a poem telling what you would say to someone who didn't believe in God or Christ. See Proverbs 16:1-9 as an example of "wise comments."

Group activity

Your instructor will divide you into three groups. Each group will receive an assignment under the headings listed below. Work together or as a group, whatever is best for your situation and at your instructor's direction.

Stories

Songs

Wisdom

Pick a project

1. Write a song or story about yourself telling about your relationship with God. Talk about how you feel about him, how you know him, and how his love has affected you.
2. Study either Ruth or Jonah. What is the main theme of the book? Summarize it in writing and share it with your instructor.
3. Study Jonah or Ruth and discuss "legalism" (religious narrow-mindedness) with your instructor. What do these stories tell us about legalism? Why do you think these stories might have been written? What do they have to say to us today? Can you name some examples of legalism today, in your own life or experience?
4. Plan a worship service using the original music and poetry that you studied in this lesson. Use psalms and other songs and poems in the Bible. Include prayers, responsive readings, and commentary appropriate to your general theme. You might also use slides and current popular music to show parallels between our day and biblical days.
5. Listen to Segment 15 on the cassettes. After you have heard the modern, musical versions of some of the psalms, pick a familiar psalm, such as Psalm 1, 23, or 121, and rewrite it in your own words.

The Time Between

Review

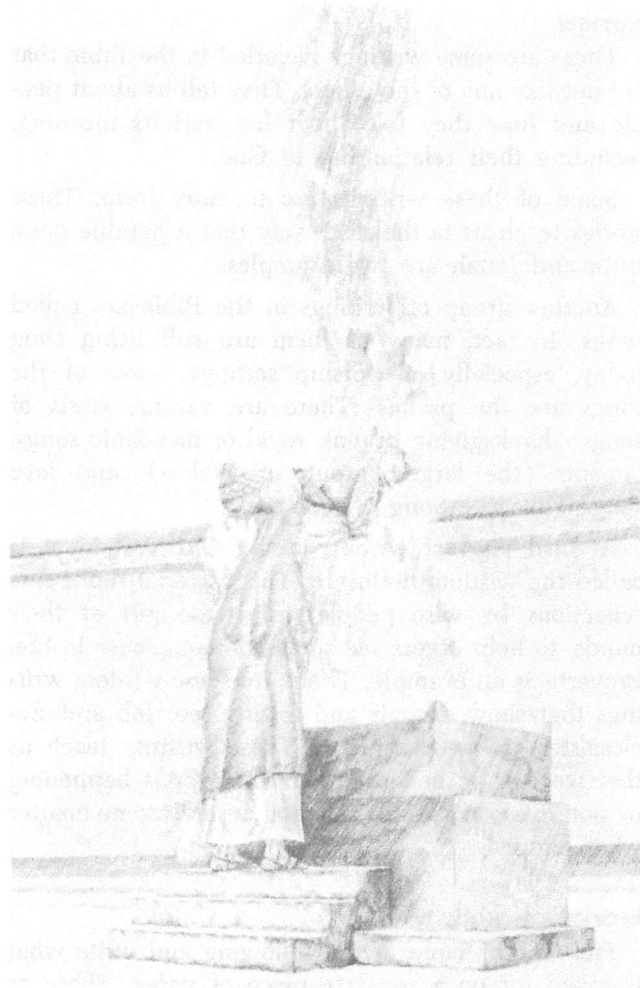
Following the return of the exiles from Babylon and the rebuilding of the temple, the Bible gives us very little historical information on the rest of the Old Testament period. It simply leaves a gap in the time between 350 B.C. and the birth of Jesus. What we do know from this period comes from books that are not part of the Bible as we know it. Some of these writings are part of the Roman Catholic Bible, and some are the writings of a first century Jewish historian named Josephus.

Greece, under Alexander the Great, became the dominant world power during this time, and the Greek language was very widely used. The Old Testament was translated into Greek. At a later time this common use of Greek throughout the Mediterranean world would help in telling the story of Jesus.

When the power of Greece began to break up, the Jewish people were ruled first by Egypt, and then by Syria. One of the Syrian kings, Antiochus Epiphanes, oppressed the people by forbidding Jewish religious activities, and even made the temple unclean by sacrificing a pig on the altar. The Jews rebelled and fought for their independence, which they kept for about 100 years, until Rome conquered them in about 63 B.C.

The last book of the Old Testament to be written was probably Daniel. It tells the story of a hero named Daniel and how God helped him survive in the face of overwhelming odds. It was written to give hope to the Jewish people at a very difficult time.

The question of how to survive was a big concern in the minds of the Jews at this time. Where was God and why hadn't he acted to rescue them? God's people tried various ways of living during these times. Some joined the unbelieving society and let their religious faith slide. Others formed communities to separate themselves from the world in order to remain pure. Still others simply went into hiding in communes. A final group developed into freedom fighters to try to get rid of Roman rule and put a new king on the throne in Jerusalem.



The needs of the people of God were great. God, in his divine wisdom, acted when the time was right, but in a way not expected by the Jews or anyone else.

Workbook activity

Complete the quiz below as a way of reviewing Chapters 14-16.

1. Name one important accomplishment during the period after the return from exile. _____

2. Name one of the problems during this time.

3. Name one book of the Old Testament which covers one of these problems and what to do about it.

4. Name two of the three categories of writing in the Old Testament besides the story we've been following. _____
5. Name one book of the Bible that is an example of human response to God. _____
6. Name two different kinds of psalms.

7. What do the wisdom writings have in common?

8. Who was the most important world leader during the intertestamental period? _____
9. What is the name given to books written at this time which are included in the Roman Catholic Bible but not in the Protestant or Jewish Scriptures?

10. What book of the Bible included much talk about the end of the world? _____

Group activity

1. There are many important people in the first part of the story of God's love, the Old Testament. Some of them probably impressed you more than others. The purpose of this exercise is to review some of the people in the Old Testament story. Each member of your class is to choose one "hero" and make a two-minute presentation telling about your chosen character. You will need to take a few minutes to research your choice. Jot down the important events

in your hero's life, and how the person lived or failed to live in relationship to God. Also include names of others who were important to the person. But do not tell them the name of your hero. After each presentation, every person in the class is to jot down the name of the presenter (the classmate) and then guess the name of the person they think is being portrayed. Don't guess out loud! When all heroes have been presented, see how many you were able to identify.

2. Divide the class into two groups and play a game of charades, based on the Old Testament material you have studied. Each team will take turns choosing an Old Testament person, place, or event and acting out clues about it. Try to see how little time or how few guesses are needed to get the right answer. Then the other team picks a person, place, or event, and the first team guesses.

Pick a project

1. Make up a crossword puzzle which covers the major events and themes of the Old Testament. Have several people try it and correct it for them. You might see if it could be published in the church newsletter.

2. Do a research paper on the Apocrypha. Using Bible handbooks and dictionaries, develop a two-minute presentation for your class on this topic. A good resource is *The New Oxford Annotated Bible with Apocrypha*.

3. Make a complete time line of the intertestamental period. Include important leaders and events. Put it up on a bulletin board or wall for members of your congregation to see.

4. Choose one or two people from the following list and do research on their lives: Alexander the Great, Herod the Great, Augustus Caesar, Antiochus Epiphanes. How did they affect the history of the Jewish people?

The Story of God's Love Part 2

Review

The story of God's love centers around people. People living at many different times. All kinds of people—including you. The 39 books of the Old Testament and the 27 of the New Testament make up a great library of people and events that tell us about God's love for us.

In the New Testament there are basically four kinds of writing: the gospels, which tell about the life and ministry of Jesus of Nazareth; the Acts of the Apostles, which tells about the beginning of the Christian church; the epistles or letters of church leaders to the early Christians; and the Revelation, a book of encouragement to early Christians that also tells about the end of the world.

When Jesus came, however, not everyone believed he was the Messiah or Christ sent from God. They expected either a soldier or a new prophet or a new king. But after the resurrection, his followers told everyone he was the Christ.

As time went on, some people got things confused. So the disciples and followers of Jesus wrote down the important things they thought should be remembered. There were many other things that were not written down, but the message is complete enough for us to know the truth that God loves us very much.

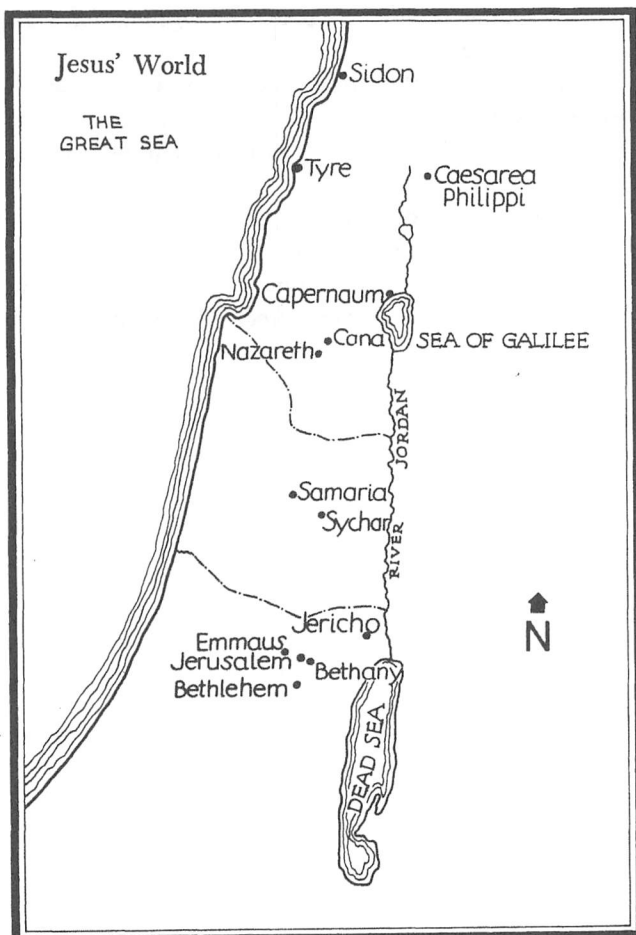
Workbook activity

Put the following events found in the New Testament in the order they happened by numbering them from 1 to 7. (Refer to *Chosen*, Chapter 17, for information.)

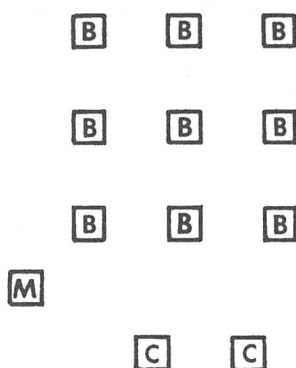
- _____ the stories about Jesus told by word of mouth
- _____ the ministry of Jesus
- _____ the gospel of Mark
- _____ the letters of Paul
- _____ the gospels of Luke and Matthew and the book of the acts of the Apostles
- _____ the Revelation of John (known as the "Apocalypse")
- _____ Jesus' death and resurrection

Group activity

1. Your instructor will have you choose a slip of paper out of a container which will have the name of a person or event from the New Testament written on it. When you get your slip of paper, try to decide when your person or event appeared in history, according to the New Testament. Then stand in a line in the proper order—with the first event or person at the front of the line and the last person or event at the end of the line. Remember: Just because an event is found right in the middle of the New Testament *writings* doesn't automatically mean that it happened right in the middle of New Testament *history*.



2. Another option for a group activity in this lesson uses the format from the game of tic-tac-toe as used on the TV program "Hollywood Squares." Assemble a group as shown below. The moderator in-



vites one of the two contestants to choose a member of the tic-tac-toe board. The moderator asks that person a question. After the member of the board answers the question (either correctly or incorrectly) the contestant decides whether to agree or disagree with the board member. If the contestant is right in agreeing or disagreeing, the board member stands (or holds an X or O, depending on how you want to organize it). The other contestant in turn chooses a board member. When one contestant gets any three of the board members lined up, that person wins the game. If your class is large enough you can set up several games at a time. Usually, your instructor will be the moderator and will ask the questions. Questions and answers must be made up ahead of time,

of course, and you should have at least 25 questions for each game, because some responses by the contestants do not win tic-tac-toe's.

3. As a class, you may want to depict the ongoing story of God's love as it flows through both Testaments by designing and putting together a mural. Using a large piece of paper (newsprint or similar material), draw pictures of the important Bible people and events in their order of appearance in history. Include the theme of the Bible, God's love for us. Then place it on a wall or board for your congregation to see.

Pick a project

1. Write a one-page report explaining the time relationships in the writing of the New Testament. Use a Bible handbook if you need to. What is the reason for the order of the books as we find them in the New Testament?

2. Make a chart of the Old and New Testaments, listing the books in each and the kinds of writing found in each. Discuss the similarities and the differences in the two parts of Scripture, telling about the main theme in each.

3. Describe a savior. Review and give a report on the kinds of messiahs the people expected in Jesus' day. Then do a comparison of what people are looking for today in their "messianic" hopes and dreams. How did Jesus fit, and not fit, the expectations of both times?

4. Make a detailed time line of the New Testament. Include the dates of each book and the major characters in the New Testament records on the line. Display it for others to see.



Death to King Jesus!

Review

Some day you will die. Everyone has to face the fact: no one escapes death. Why doesn't God stop it? Why doesn't he do something? In the gospels of the New Testament and in the letters of Paul, we discover that Jesus' death on the cross is the very center of what God has done to deal with death.

Jesus came to earth and he faced, head on, the destroyer that no one else could handle. In the death of Jesus, God worked a miracle that stopped the power of death from permanently separating us from him and his love. Then God raised Jesus from the

grave, giving him new life and promising resurrection and eternal life to us.

Workbook activity

1. The accounts of Christ's suffering in the four gospels have some similarities, but also have some fascinating differences. Each writer chose to tell the story in his own way. Below are four parallel columns of verses from the four gospels. Look up the verses listed from each gospel and takes notes on each reference. List similarities and differences. Which writers might have used which other writers' descriptions of the same events?

Matthew	Mark	Luke	John
27:32	15:21	23:26	19:17
27:37	15:26	23:38	19:19-22
27:44	15:32	23:39-43	19:18
27:50	15:37	23:46	19:30

2. In the exercise below you will find parts of the "seven last words" (sayings) of Christ before his death. Look in each of the gospels to see which writers record which words. Are there any that are reported

by more than one gospel writer? Can you think of some possible reasons why each writer might have chosen to record what he did? What might it tell you about the writers?

Quotation	Where found	Why recorded
"I thirst."		
"Behold your son."		
"Today you will be with me."		
"My God, why hast thou forsaken me?"		
"Father, forgive them."		
"It is finished."		
"Father, into thy hands I commit my spirit."		

Group activity

1. Plan a Good Friday service for your congregation. Invite your pastor to sit down with you to help plan the service. The pastor can help you determine the important elements in designing a worship service. Choose a major thrust such as the Seven Last Words, or people who were at the cross. Determine which Scripture passages will be used, and choose appropriate music. Decide who will lead each part of the service, and consider inviting adult members to participate too. You could use your choirs and other organizations. A coffee or punch hour might follow the service to permit further discussion.

2. Follow the pattern of the first activity, but present the service in the form of a drama or short play.

3. Make a special banner or a cross out of wood. Use materials that will express death. If you make a cross, use some fence posts or part of a telephone pole or similar wood. Arrange with your pastor to place it in your church sanctuary during Lent. You could add a new dimension to the banner or wood cross each week. A nail, a thorn, a piece of wire, a knife (or other things that symbolize death).

4. Listen to the youth discussion of Jesus' death in Segment 18 of the cassettes. Then discuss the questions raised. What did Jesus really accomplish by dying? What if he had decided not to die?

5. Visit a funeral home. Think of questions to ask

the director before you go. What are people's reactions to death? Fear? Anger? Acceptance? When your class meets again, divide into small groups and discuss these questions: How do I feel about my own death? Is it all right to be afraid of dying? How should I feel about my own death or the death of someone close to me?

Pick a project

1. Write a two-page paper on "What my death means to me." Talk to at least five people and ask them to tell you how they feel about the idea of their own death. Then include your own response with theirs. Do some research on the meaning of death in the Christian faith. Include at least three scripture passages that talk about death.

2. Write your own will. Think about what you want others to have that is now yours, what you want to say to them and others, and how you would like to be remembered. Have your instructor read it and discuss it with you.

3. Write a poem about the death of Christ. It could be original, or you could write a paraphrase of one of the hymns for Good Friday in your congregational hymnal.

4. Plan your own funeral service. What Scripture should be read? What hymns should be sung? Think about the purpose of a funeral service as you plan.



Long Live King Jesus!

Review

When the women arrived at the tomb of Jesus on Easter morning, a surprise they could not have possibly imagined was waiting for them. The message, “He is not here, he is risen!” was good news—but it was startling and confusing too. In terms of science, we can’t explain *how* the resurrection happened. But the gospels tell us that the tomb was empty, that the disciples saw Jesus, spoke to him, touched him and ate with him—after they had *seen* him die. He was indeed risen and alive.

The resurrected Lord is now Lord of all creation. He has left us to sit in glory and reign as Lord of all. We are given the responsibility of telling everyone we know and meet that Jesus is Lord. And Jesus promised and then sent his Holy Spirit to guide and strengthen us to be “the resurrection people” on earth. He has prepared us to take the good news with us, telling others of the resurrection miracle and showing what he has done with our lives.

Group activity

1. Plan an Easter worship celebration. If possible, use the service on Easter Day in your church. Use a format similar to the Good Friday service (hymns, prayers, Scriptures), and plan to use it with your congregation. Or you could investigate the possibility of leading the Sunday worship in the next week or two and using your service. *Every* Sunday is another celebration of Easter! As an option you could use drama to present the Easter story in the service. Play the roles of those involved in the Scripture accounts, and use modern language and interpretation.

2. Make an Easter mural. This could be one large, unified piece of art, or each person could make parts and fit them together in a series. Make a list of the events you could portray. If each student does an individual event, perhaps the finished pieces can be hung around your church for the Easter services.

3. Tape the Easter story as though it were going to be used for broadcast later in the day. Assign roles of the characters from the gospels. Assign roles to the interviewers and reporters. Those asking the

questions should take time to prepare them and think them through. How, for example, would you try to get this story out to the general public? Good questions are important. When the tape is completed, arrange to have parents or another group listen to it. Perhaps an adult Sunday school class would be a good group to discuss your tape with.

4. Interview members of your congregation (after worship on Sunday or by appointment) asking questions like the following, and any others you want to ask: What do you recall about the resurrection accounts in the gospels? What do you think is the most important point in the gospel accounts? Which of the four accounts is your favorite and why? What effect does the resurrection of Jesus have on us? Return to class and compare the responses you received. Then answer the questions yourself and discuss them as a group.

5. Listen to Segment 19 on the cassettes. Sing “Crown Him with Many Crowns” as a group and talk about the hymn’s references to Jesus’ death and resurrection.

Pick a project

1. Prepare an Easter sermon that you feel would communicate the basic message of Easter. Write it out and present it to your instructor.

2. Make an Easter banner. Use the symbols of the Easter message and “alive” colors to tell your story. Arrange to hang it for others to see it in your church.

3. Make an Easter art project. Using materials such as egg cartons, tissue paper, yarn, cloth, poster board, tempera or water-colors create an art form that will communicate the basic message of Easter.

4. Make a triptych of Easter. This is a three-part art piece which can be made by cutting poster board into parts that fold together. The center picture carries the main idea and the side panels use ideas or symbols pointing to the main idea.

5. Make up an Easter crossword puzzle for family or friends or for use in class. Design it so that all of the Easter accounts in each of the gospels are used to solve the puzzle.

Workbook activity

Below are the texts which tell about the resurrection. Complete the answer to the questions on the

left side of the page by reading the passages from each gospel.

Question	Matthew 28:1-10, 16-17	Mark 16:1-9	Luke 24:1-32	John 20:1-18
1. How was the empty tomb discovered?				
2. What message did the women receive?				
3. Where did Jesus tell his followers he would meet them?				
4. Name the women who were involved.				
5. To whom did Jesus appear first in the accounts we have listed?				
6. How did the disciples respond to the women's message?				
7. Thought question: What would have been your reaction as either one of the women or as one of the disciples? Why? Is there any parallel between their experience and ours in the discovery of the risen Lord?				

Get Ready for the Kingdom

Review

After Jesus had ascended and left his disciples, they began to remember what Jesus had said and done. They began to think about his plan for their lives as his disciples. They realized it was important, first of all, to tell everyone that "Jesus Is Lord," that Jesus of Nazareth is the Messiah, God's anointed one. Second, they believed they should try to be like their teacher and follow the way he lived.

As they began to tell others about Jesus, it was clear that his followers remembered different things about his life and ministry. They told the same story, but in different ways. But they all agreed that Jesus' ministry began with his baptism by John the Baptist.

John was the last great prophet. He represented the end of one part of history, and when Jesus began his ministry, a new part began. John the Baptizer had called for repentance; Jesus did too. And so did his followers. The question that Jesus asked and asks of us today was simply: Are you with me? If you are, then you will be among those who preach good news to the poor, proclaim release to the captives, give sight to the blind, and bring liberty to the oppressed.

Workbook activity

This quiz reviews Chapters 17–19 in your reading book. Answer each question in a sentence or two.

1. What is the central event in the New Testament?

2. Why are the four gospels first in the New Testament? _____

3. How many books are in the New Testament? _____

4. Why is death in the world? _____

5. Did Jesus really die? How do you know? _____

6. How should I feel about dying? _____

7. What is the central point of the resurrection story? _____

8. What is one symbol we connect with the resurrection? _____

9. Why did Jesus leave and return to his Father in heaven? _____

10. What event is the highlight of the whole story of God and his people? _____



On pages 126-127 in your *Chosen* reading book you will find the four gospel accounts of Jesus' baptism by John the Baptist. Do the following exercises with those four accounts.

1. Underline all the words and phrases that are the same in the four accounts, sentence by sentence.

2. In the spaces below, write what you believe each account is trying to say about the baptism of Jesus. Highlight the differences especially.

Matthew 3:13-17

Mark 1:9-11

Luke 3:21-22

John 1:29-34

Group activity

1. Study the accounts of Jesus' baptism. Then pick roles to play and act out the baptism. When you have finished discuss the following questions:

- What kind of baptism was John using and proclaiming?
- Why did Jesus come to John to be baptized?
- What part does the Holy Spirit play in this event?
- What meaning do the words from heaven have in telling us who Jesus is and what his mission on earth is?

2. Each person in the class spend 10 minutes making a list of all the things remembered about the life of Jesus. Put down stories heard in Sunday school, at home, or elsewhere. Try to put them into categories: miracles, parables, teachings, and other important events. When the class members have listed all they can think of, have someone write on a chalkboard what group members recalled. List the material under the various headings, and check off an item each time someone mentions it. (This will show how important the item is for your class.) After everyone has contributed what they remembered, break up into smaller groups and talk about why different people remember some parts of Jesus' life more clearly than others. Are there some things that everyone in the group recalls? Why? Do these seem to be the most important things? The point is to get an idea of how the gospel writers wrote down what they did.

3. Listen to the dramatization of Jesus' baptism in Segment 20 of the cassettes and talk about the questions raised in the segment. What did John the Baptist call Jesus? What did God call Jesus? Why did Jesus want to be baptized? Did he have to be?

Pick a project

1. Make a large chart showing the variety of the descriptions of the four gospel writers. Choose a common event or story such as Jesus' baptism or temptation and show how each writer presented the message. Use various colors of pens, showing which words are alike by the same color and which are different by other colors. Display the finished product for others to learn from.

2. Do an art piece on John the Baptist. Choose a mural, a banner, a collage, mobile, sculpture, or painting to depict John's ministry.

3. Study the word *repentance* as it is used by John the Baptist in contrast to other uses in the Bible.

4. Write a one-page paper on this topic: "What is the meaning of the voice from heaven and its message in the accounts of Jesus' baptism in the gospels?"



Follow Me

Review

People who make strong claims about who they are or what they can do are usually tested by their audience. Old Testament prophets went through the testing process and so did Jesus. Most of the people who heard Jesus were very cautious about him, although they were amazed by what he said and did.

The miracle stories about Jesus point to one major thing: God was present in what was happening. Only God could do what Jesus was doing. The miracles were important because of what they pointed toward: Jesus was the Son of God.

But not everyone believed this about Jesus: some wondered; others became angry. Think about this: If you had been in the crowds watching Jesus, would you have responded like the disciples or like the Pharisees?

Workbook activity

Below are some scrambled sentences. Working individually or in small groups, unscramble each word to discover what is being said. After everyone has discovered the message, discuss the following question: What does this message mean in our lives? Give examples and try to make them very down-to-earth and real in your own lives and experiences.

1. fi nay anm dulwo eocm rtefa em, elt hmi eydn msfleih dan ktae pu sih rscos nda offwol em.

2. nhew rtchsi lsica a nma, eh dbis ihm emoc adn ied.

3. ehret si on wla ot ybeo. etrhe si a tchsir ot wlloof.

4. ncahirist emfored yaalsw sha sit iittmlnsoa: uyo rea loyn sa efre sa het vsrnates fo dgo, on sesl, on rome.

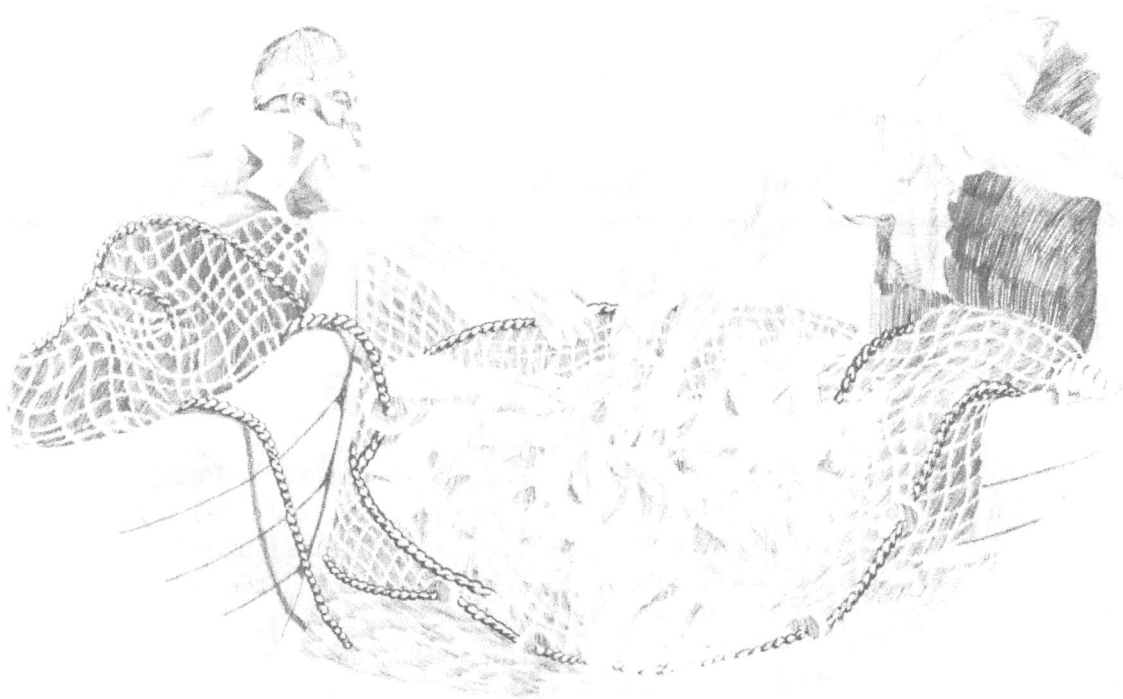
5. (Decode and finish this sentence): rof em ot eb a spciidel fo susej names . . .

Group activity

Divide into four groups. Each group will be assigned one of the four sections of the account from Luke related to this lesson. Follow the instructions below for each of the groups.

Group 1: Read Luke 5:1-11. Discuss what happened, why Jesus did what he did and how you would react to this event if you had been part of it directly. Then, as a group, write a newspaper article to describe this event for the newspapers' readers. Start with the facts of the event. Include how people reacted and try to describe the scene, using your imagination. Finish the report with personal information on Peter, James and John. Try to show your own feelings as you describe what happened.

Group 2: Read Luke 5:17-26. Then try to imagine yourself in the situation of the paralyzed man, and as



a group write a letter to a friend in a nearby town. Tell the story of the man's affliction, how long and difficult it had been. Describe what it was like as he saw the onlookers, what Jesus did and said, and how the man felt after it was all over. You might also include what kinds of hopes and plans he might have as a healed man.

Group 3: Read Luke 5:27-32. Dramatize this story by assigning parts to each class member. While there are only two main characters, the other class members could have parts as observers who share their feelings about what happened. Some could be good friends of Levi (Matthew) and would talk about the changes they saw in him and what they thought about it all. Still others could be part of the Roman government for whom Levi worked. Others might be part of the Jewish community who despised Levi and other tax collectors. Write out your dialog and then present it to the class.

Group 4: Read Luke 5:29-6:11. Then pretend that you are holding a church council meeting to talk about Jesus and what he has been doing. Remember that the religious leaders of Jesus' day were very much opposed to his tactics. Talk about the people Jesus has been spending time with and the kind of influence you think they might be. How should your church react to the situation, and what recommendations will your church council make to church members? Organize your class into a church council and have a meeting to decide how to proceed. Write the minutes of your meeting into a report. Present it to the class as if you were the council reporting to the congregation.

Pick a project

1. Study the miracles of Jesus as discussed in Chapter 21. Either write a poem about how he used them or a report on what they were meant to do. Include some details about what happened and the effect it had on the people.

2. Do a study of the concept of the "Son of man." Write a short paper about what the Hebrews believed it meant, how Jesus applied it to himself, and how this term has been used since then. (Use Bible dictionaries and handbooks, interview your pastor, and look in books on the Old Testament for information.)

3. Create and present an audiovisual presentation on the theme "Miracles—then and now." Take pictures (slides) of things that are examples of things you see as miracle events (examples: the blossoming of a flower, a newborn child, new grass in springtime). You may have to arrange a few scenes that depict the meaning of a miracle as it looked during Jesus' day. You might have someone helping another person up from the ground to show healing. Or have a person feeding several others to portray the feeding of the 5000.

Then make a sound track to go with your visual presentation. Use music from records or tapes (or your own playing) and read the miracle story you picked from Scripture. Record the words and music together to make a short presentation of the theme you choose. Show the final production to classmates or other members of your congregation.

4. Listen to "The Gathering of the Disciples" in segment 21 on the cassettes. Talk about the song. In what ways does Jesus invite each of us to follow him today?



Now Hear This!

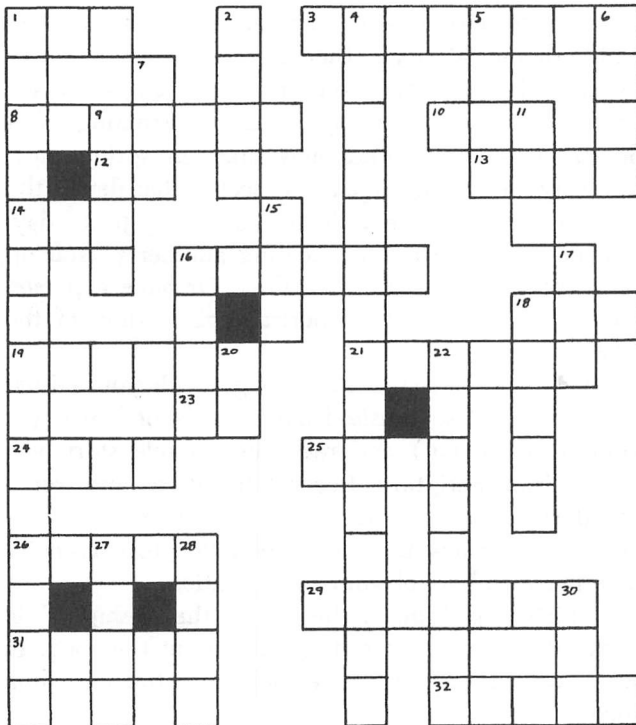
Review

Jesus was an unforgettable teacher. Most of the time he used stories to teach his listeners. As he began to tell stories, people would gather around and some of them would raise questions. Instead of debating or arguing with them, he would use a story to make his point.

Many of the stories Jesus told were meant to help us understand what the kingdom of God is like. His stories were both interesting and disturbing. He did not tell stories just to entertain people; in fact he often made them a little uncomfortable. Yet when it was needed, he told stories to help people know that they were loved and that he would help them. So the stories of Jesus are not all of one kind, but all of them tell us about the greatness of God's care for us.

Workbook activity

This crossword puzzle is based on the parables of Jesus.



Across

1. Person to be loved (Luke 10:27)
3. Stories Jesus told (Luke 8:4)
8. The bosom of (Luke 16:22)
10. What Jesus did beside the sea (Matthew 13:1)
12. Indefinite article
13. How to communicate a story (Luke 20:9)
14. Licked Lazarus' wounds (Luke 16:21)
16. Telling out loud
18. Children's game
19. What the kingdom of God is like (Luke 13:21)
21. He killed the fatted calf (Luke 15:27)
23. "— unto others as you would have them — unto you"
24. A leader (Luke 14:31)
25. Gospel writer and doctor
26. She bothered the judge (Luke 18:2-5)
29. Beggar's name (Luke 16:20)
31. Woolly animal (Luke 15:4)
32. Christ is the corner — (Luke 20:17)

Down

1. Jesus' admonition (Luke 10:37, four words)
2. What they went up to temple to do (Luke 18:10)
4. Kingdom of God is like — seed (four words, Luke 13:19)
5. Jesus' speaking platform (Luke 5:3)
6. What the man does with everything he has (Matthew 13:44)
7. He went to Jericho (Luke 10:30)
9. Extreme anger
11. Number of pounds (Luke 19:13)
15. Used for seeing
16. What the sower threw (Luke 8:5)
17. — country: where the nobleman went
18. Purpose of parables
20. Opposite of yes
22. Heavenly bodies (two words)
27. Paper which shows ownership of property
28. Jesus' response to death (John 11:35)
30. — of man (refers to Jesus)



Group activity

1. Divide your class into groups of three or four people. Each group should read Luke 15:11-32, the story of the prodigal son. Each person is to take a part or role of one of the characters. You will then role-play this event as it might happen today. You can use your imagination to determine a modern setting, decide on the dialog between the father and sons, and you might decide to pick a fourth person as the moderator to fill in the gaps in the conversation. Here is one twist on the story that might be interesting to try out: The prodigal son takes his inheritance, leaves home, invests wisely, and becomes wealthy, and then . . .

2. After you have role-played the parable of the prodigal son, gather as a class or in small groups of no more than eight and discuss the following:

A. Was the younger son wrong in asking for his inheritance?

B. What does the word "prodigal" mean?

C. Knowing what "prodigal" means, could you argue that the father was the real prodigal in the story?

D. Who do you think the younger and older sons might be today? Which of the two do you most identify with yourself? Why?

E. What does verse 17 mean when it says "he came to himself"?

F. If you were the father, would you have acted in the same way toward your sons as the father in the story did? Why or why not?

G. In the Lord's Prayer, we are invited to call God "Our Father." What kind of picture do we get from the story in Luke 15 of God as our Father?

3. To show how a parable can work in teaching and learning, here is a short exercise in story telling. Your instructor will have some slips of paper with the beginnings of stories written on them. Each person is to draw a slip in turn and try to finish the story.

4. Listen to Segment 22 on the cassettes and discuss the question at the end of the segment.

Pick a project

1. Write a parable which will communicate how you see your own congregation, its people, and its goals. In story form, tell how your congregation relates to the neighbors around it.

2. Imagine that you have lost something very valuable. Write a newspaper ad to describe it and ask for its return. What things would you say in the ad to help you get back what you lost?

3. Do an art project that depicts two or three of the parables and miracles of Jesus. Use the art form you feel most comfortable with (painting, sculpture, montage, yarn, paper, or others). Display it when finished.

4. Write a letter home from the point of view of the prodigal son in Luke 15. Then write a diary account covering three days from the point of view of the older son. Then write a letter from the point of view of the father to an old friend of his. (If the three pieces together will take too much time, choose just one of them to do.)

5. Prepare (and present, if possible) a children's sermonette for a Sunday worship service. Use a parable or story with visual aids for the sermonette. The Gospel or one of the Lessons for that Sunday should be your guide and starting point.



Who Do You Say that I Am?

Review

The main question raised in the New Testament is "Who do you say Jesus is?" Those who lived in Palestine with him were not too sure who he was—even as there are many who are not too sure today.

Many people who followed Jesus or had heard about him thought he was a new prophet, or an old prophet, Elijah, returned to life in their time. He was able to do things that Elijah did. He healed the sick, raised the dead and fed the hungry. That seemed to be a pretty good indication that he might be Elijah or someone like him. John the Baptist wondered, too. As he sat in prison, awaiting death, he sent some of his followers to ask Jesus if he had really been sent from God. Jesus answered in an indirect manner. "Look at what is happening," Jesus said to the messengers John had sent. "The sick are healed, the blind see." Jesus was doing what the Old Testament prophets had said God's promised one would do.

Two stories in the gospels show very clearly who Jesus is. The first deals with a direct question to the disciples. Jesus asked who they thought he was and Peter answered, "You are the Christ." Even in declaring his faith in Jesus like that, Peter and the other disciples still didn't know the kind of king Jesus was to be until after the resurrection. But the story helps us know Peter was right. The second story centers on a special vision seen by Peter, James, and John. They saw Jesus standing between figures who looked like Moses and Elijah on a mountain. The Old Testament figures represented those whom God had used to save his people. Moses led the exodus and Elijah was the greatest prophet. So this scene hinted, and later made clear, that Jesus was God's anointed one. He was indeed the Savior.

Workbook activity

A coded message is printed here. Each letter of the alphabet has a number that corresponds to it. You must figure out what each number represents in the alphabet and then decide the message. Fill in the decoder as you work. The message is based on Luke 9:18-22. The first part is solved for you.

Message

"92-50-19 21-19 22-19-30 0-5-22
W H O D O Y O U S A Y

17-50-5-17 7 5-4?" 5-0-44-0
T H A T I A M A S K S

11-1-0-30-0 19-8 1-5-3-50 19-8 30-0.
J E S U S O F E A C H O F U S

17-50-1 9-1-19-9-2-1 92-50-19 4-1-17

50-7-4 8-5-3-1 17-19 8-5-3-1

92-19-13-21-1-51-1-21 92-50-19 50-1

4-7-6-50-17 18-1. 0-19-4-1

17-50-19-30-6-50-17 1-2-7-11-5-50.

5-13-21 19-17-50-1-51-0

17-50-19-30-6-50-17 11-19-50-13 17-50-1

18-5-9-17-7-0-17, 18-19-17-50 18-5-3-44

8-51-19-4 17-50-1 21-1-5-21.

9-1-17-1-51 0-5-7-21: "22-19-30

5-51-1 17-50-1 3-50-51-7-0-17 19-8

6-19-21." 92-50-19 21-19 22-19-30

0-5-22 11-1-0-30-0 7-0?

Decoder

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

Group activity

1. People have always been very curious about Jesus of Nazareth. Read Luke 7:1-9:36 and keep track of how many times someone asks one of the following questions: "Who is this?" "Who is he?" Then see how many times Jesus asks others "Who do you think I am?" How many times is it stated who Jesus is? How does Jesus answer who he is?

Discuss what you find. Why were people asking these questions? Who do *you* say Jesus is? Why do you say what you say?

2. After doing the preceding exercise, plan some ways to survey people in your neighborhood. Arrange to go to a place where there are a lot of people, such as a supermarket or shopping center. Each class member, or group of two or three, is to ask five people the question from the texts you have just studied: "Who do you believe Jesus of Nazareth is (was)?" Make sure that everyone doesn't ask the same people and explain that you are on an assignment from your church school class. Take notes on what they say or use a cassette recorder, but don't debate or argue with them. *Their* answer is what you are after.

Meet at church or at someone's home and share what you found out. Why do you believe people said what they did? In terms of how Jesus answered when John asked him, how would you answer the people asking the question of you?

3. As a class you may choose to express your own answers to the question of this lesson. Who do you say Jesus is? Use an art form to express your answer. Think through what you are trying to communicate.

Pick a project

1. Write a one-page paper on the theme of this lesson, "Who Jesus is to me." Study the reading book and the biblical texts related to it. Then put into paragraph form what you want to say that states your belief about who Jesus is.

2. Write a poem that answers the question Jesus asked in Luke 9:18-22. Who do you say Jesus is? Put your feelings and thoughts into poem form.

3. Listen to Segment 23 on the cassettes. Play the songs through several times and make a list of the names and titles for Jesus.

4. Make up a quiz for members of your congregation. Design the quiz so that the person taking it must face the question "Who Do You Say I Am?" in his or her own life. Include questions about the people of Jesus' day and what they thought of him, and then move to what we think of him today.



Chosen to Serve

Review

During the journey from Galilee to Jerusalem, described in Luke 9:51–19:27, Jesus taught us what we are to do and be as his followers. We are to announce that his kingdom is here on earth, pray and worship together, take care of those who need help, and be prepared for the return of the King.

One of the difficulties we all have sometimes is that, like the early disciples, we are angered or frustrated when those to whom we announce the kingdom reject us and our message. We feel like condemning them! But that is not our place or task. Our job is just to tell them the gospel message that Jesus is Lord and that Jesus loves them. We are not called to judge them. God is the judge; it is *his* kingdom, not ours.

And, we are supposed to pray. Jesus taught his disciples a way to pray in the Lord's Prayer. But it is not just a matter of talking. It means living out the prayers too. We get our marching orders as we converse with God and listen to him. Prayer touches all parts of our lives.

Finally, we don't need to spend time wondering and worrying about when Christ will return. That, too, is God's decision. We are only supposed to be ready whenever it happens. If we are doing our tasks as messengers of Jesus—announcing the kingdom, caring for others, worshiping and praying—there will be little time left for worrying about when Jesus is going to return.

Workbook activity

Write a brief paragraph explaining what you believe Jesus is teaching us about prayer in each of the following passages from Luke.

Luke 11:5-13

Luke 18:1-8

Luke 18:9-14

Take this quiz as a review.

1. Which of the gospels tells the story of Jesus?

2. Name two kinds of books we can find in the New Testament. _____
3. Name two types of savior the people of this time were looking for God to send them. _____
4. Write one advantage in having four different gospels written by four different men. _____
5. Why do you think people die?

6. How does a Christian face death?

7. What great New Testament event declares that God is in charge of the world? _____
8. How does Jesus become known after his resurrection? _____
9. Why is John the Baptist called the last of the great prophets? _____

10. What question would you ask about a prophet such as Jesus who came claiming to be God's Son?

11. What clues do we have that Jesus was a good teacher?

12. What name is given to the short stories Jesus told?

13. What might one purpose of the miracles have been?

14. Why did some people think Jesus might be Elijah?

15. Who does Peter say that Jesus is when Jesus asks him?

16. Name two things Jesus expects us as his disciples to be about.

17. Why should we continue to pray and worship together?

18. How do we know when the final coming of the kingdom will be?

19. Where was Jesus heading during the time we have just studied?

20. Why did Jesus teach his disciples the Lord's Prayer?

Group activity

1. Arrange to attend a church council meeting as a class. Your purpose in attending the meeting will be to discover how your congregation answers this question: What is our mission? Plan to take notes, and if you can arrange it with the council leaders, ask questions about what they do and what their goals and purposes are.

As an alternative, have the leaders of your congregation attend class as a panel to be interviewed by the class. Prepare questions ahead of time and ask them about what they do. Have the pastor on the panel, too, to see how the leaders and pastor see their tasks together. Leaders from all organizations could be included, not just council members.

2. Make triptychs depicting the three things Jesus told us to do as his followers. Your instructor will remind you what a triptych is and how to make it. Divide into groups of three to do the task. You may choose to make a collage, a painting, or mural, or you may think up a design and plan some unusual means to accomplish it. When the outer two panels of the triptych are closed over the middle one, the folded

triptych could have the title: *What We Are to Be Doing*.

3. Using the three things Jesus told us to be doing (announcing peace and his kingdom, praying and worshiping, and taking care of those in need), arrange to do each of the three as a class in the coming week. Discuss ways you can announce the kingdom of God individually or together. Plan an opening devotional for your next class meeting, or arrange to sit together as a class in church next Sunday. Finally choose a service opportunity to help someone who needs help. You might pick a messy part of your community and clean it up. You might find someone who needs some painting done and help with it. Consult with your instructor, pastor, and other church leaders to find out who could use help and how it could be done.

Pick a project

1. Make a chart with three headings, based on what Jesus told us to be doing and on the theme of this lesson. Divide the chart in half. Then study part of the gospel of Luke (9:1–19:27), to see how Jesus carried out the directives he gave us.

Activity			
How Jesus did it			
How we do it			

Write down examples of how Jesus proceeded. Then on the lower half of the chart (same headings) write down how your congregation does these things. To find out, you will have to interview some of the leaders. Ask them to describe how they see the three areas working in your congregation. Display the poster when finished.

2. Using the three things Jesus told us to be doing, decide how you can accomplish one step in each area in the next three weeks (one each week). Jot down what you intend to do. Keep a weekly diary of what happens and how things go. Then share what happened with your instructor and/or class.

3. Using either a movie or slides, make a short presentation of what is happening in your congregation under the three headings of Jesus' directives to us. Arrange to show what you have done to your class, the church council, and other people in the congregation.

4. Listen to Segment 24 on the cassettes. Write a one-page paper about prayer to answer these questions: Does God always answer our prayers? Does prayer make a difference in my life? What are the parts of a prayer?

Hail to the Chief

Review

Jesus' entrance into Jerusalem looked like the coming of the long-awaited king, the Messiah. There was joy and shouting from the people. But Jesus knew that his ride into Jerusalem was very dangerous. The religious leaders were disturbed by Jesus' challenge to their authority and power. He came right into the temple and overturned the tables of the money-changers. To them he was a menace. He had to be destroyed.

First they tried to get rid of Jesus by asking him a series of questions designed to trick him into looking like either a fool or a traitor to the Jewish religion. But Jesus answered each question by asking another question. Sometimes he turned the problem around and gave it back to his questioners, or forced them to admit their own deceptions.

Because of sin, people can be cunning, deceptive, and cruel. Jesus' escape from his questioners was only temporary. They did not quit in their attempt to destroy him. Eventually they succeeded, but the story didn't end there!

Workbook activity

1. The following events are from the life of Jesus. Put the list in the order in which they happened by ranking them with numbers.

- _____ Entry into Jerusalem
- _____ Resurrection of Jesus
- _____ Birth of Jesus
- _____ Death of Jesus
- _____ Teaching and miracles
- _____ 40 Days in the Wilderness
- _____ The trial before Pilate

2. Solve this crossword puzzle as a review of the story of Jesus' entry into Jerusalem and the events connected with it.

Across

4. One of the towns near Mount Olivet (Luke 19:29)
5. What the crowd called Jesus (Luke 19:38)
6. Another town near Mount Olivet (Luke 19:29)
9. The Sadducees did not believe in this (Luke 20:27)
10. The ruler to whom Jesus said taxes should be paid (Luke 20:22)
11. The work John did (Luke 20:4)

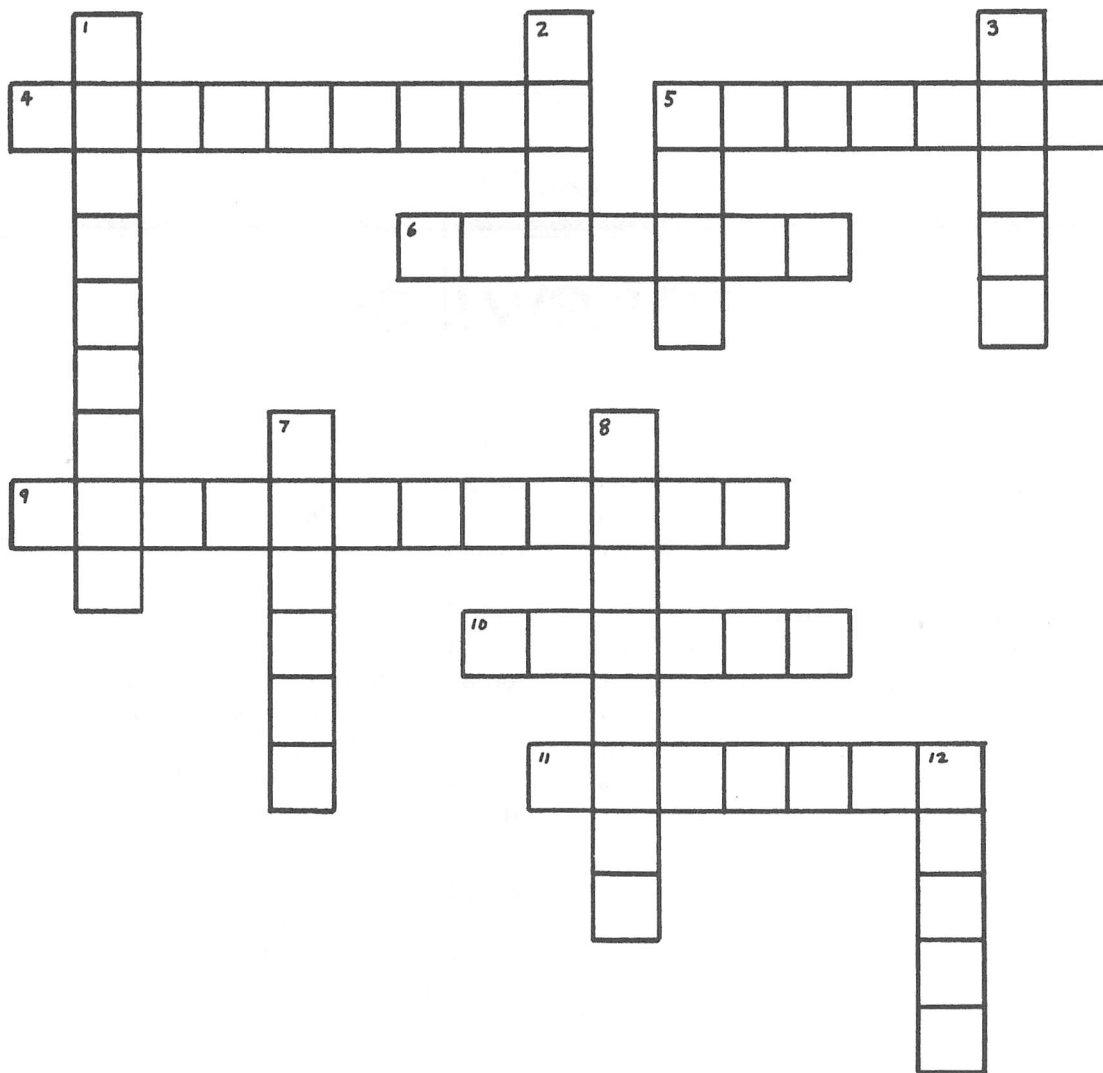
Down

1. Where Jesus went the Sunday before his death (Luke 19:28)
2. What Jesus did when he saw Jerusalem (Luke 19:41)
3. Part of the greeting of the Palm Sunday crowd (Luke 19:38)
5. What the tenants did to the servant (Luke 20:10)
7. The temple was called a house of _____ (Luke 19:46)
8. A story Jesus told was the parable of the _____ (Luke 20:9)
12. A great Old Testament person mentioned to show that Jesus believed in the resurrection (Luke 20:37)

Group activity

1. Discuss the following questions:
 - Why did Jesus weep over Jerusalem? (Luke 19:41-44)
 - Why did he chase out the sellers? (Luke 19:45-46)
 - What is the meaning of the parable of the vineyards? (Luke 20:9-18)
 - Who is the "stone"? (Luke 20:17-18)
2. Imagine that you were in Jerusalem on Palm Sunday. Using a cassette recorder, interview other class members as if they were present when Jesus rode into the city. One or two students can be news reporters, and others can be onlookers. Have the reporters ask the rest what they saw and how they felt about it. Who is this person? How important is he, really? Is he a new king? What kind of king?

Characters might include people in the crowd, some of the religious leaders (like the High Priest),



some Roman government officials, some soldiers, and a disciple of Jesus. After the interviews are finished play them back and listen to what was said by each person. To make it more interesting, have two interviewers in separate places interviewing different people, or the same people with different questions.

3. Your class can also role-play the event of Jesus' arrival in Jerusalem and what happened to him in the days that followed. Assign roles to class members and act out the events recorded by Luke and the other gospel writers. This exercise can be very helpful in understanding what really occurred and what it felt like to be there. Choose two or three major scenes to depict. Do not try to do all of those reported in the gospels. After you have completed the dramatization, take time to discuss what it might be like if this happened in our day. How do you think you would react?

Pick a project

1. You have just been chosen to be the campaign chairman for the "Jesus for King" (or president) campaign. Show how you would attempt to carry out

your task. What kind of image would you try to present? Is it an honest image? What slogans would be used? Whom would you ask to help you? Lay out your campaign on paper and discuss it with your instructor.

2. You have been asked to give the sermon in your congregation on Passion (or Palm) Sunday. Your text is Luke 19:28–20:40. Write the sermon out, presenting what you believe are the major points you would make and what you would want people to hear and remember, and then show it to your instructor and pastor for discussion.

3. Listen to Segment 25 of the cassettes, especially the youth discussion about Palm Sunday. Then write a one-page paper about the meaning of Palm Sunday. What did it mean to the people who were there? How did some of them get the wrong idea about Jesus? What kind of king did he really want to be? What does Palm Sunday mean to you?

4. Write a poem with three stanzas. Each stanza is to present the view of a separate individual who was involved in some way with Jesus' entry into Jerusalem. Present it to your class for discussion.

It's a New Day

Review

Not long after Jesus' resurrection from the dead, another miracle, called Pentecost, happened to the followers of Jesus. On that occasion God's Spirit came upon them to form the community of believers, the "communion of saints," or the church.

This event is described in the book of Acts, which tells us about the beginning of the Christian church. Jesus had told his followers they would be his witnesses in the local area, in the country around the city of Jerusalem, into the neighboring country (Samaria), and out to every part of the earth. On Pente-

cost they were given their marching orders to accomplish that task.

Much of the book of Acts centers on two major characters of the early Christian church: Peter and Paul. The first part of the book is mainly concerned with Peter, the second part with Paul. However, it deals with many other people, too: people of all sorts, forms, shapes, and sizes, people like you and me. Our story could well be found in Acts, because we are like those people in many ways. The tie we share is that Jesus died and rose for us. We are forgiven. And we are also commissioned and sent out as witnesses.

Workbook activity

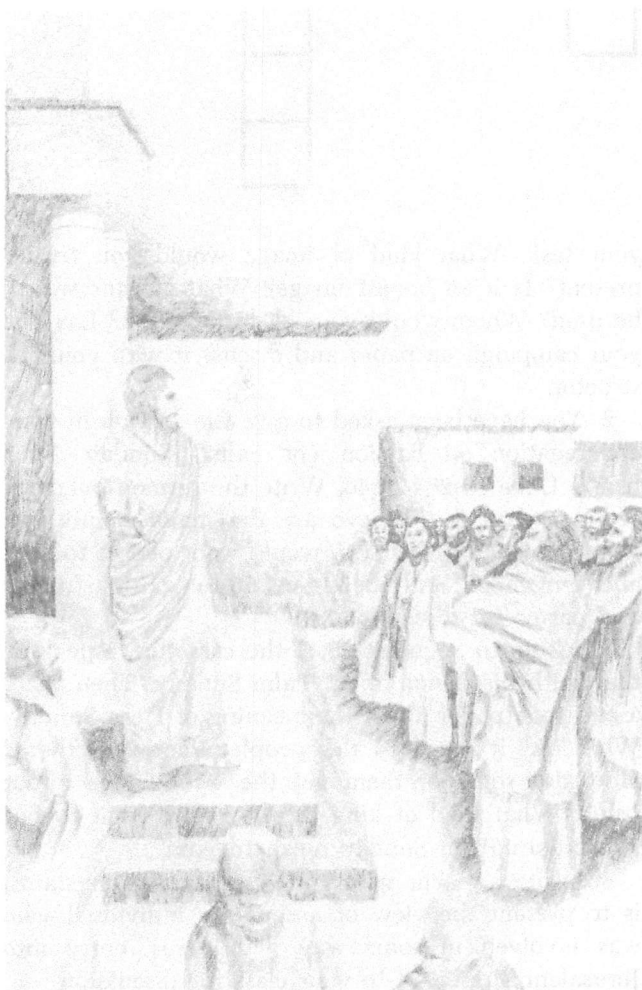
1. The entire quotation of Jesus' words in Acts 1:7-8 is included in the following scramble graph. Find the words in the passage by reading forward, backward, up, down, or diagonally up or down. Draw a circle around each word in the puzzle when you find it. Words sometimes cross or overlap and letters may be used more than once. In addition to Jesus' words you will also find other words related to the Pentecost story. They are:

WORLD
FIRE
PENTECOST
DISCIPLES
JESUS
UP
ACTS

2. Now solve the rebus. A rebus is a puzzle in which symbols and parts of words are combined to make a message. Hint: look up Acts 1:8 if you need help.

Group activity

1. Plan a birthday party based on the day of Pentecost, the birthday of the church. Have a cake or cupcakes or cookies with three candles to represent the Father, the Son, and the Holy Spirit. Invite others to join in the party, or perhaps arrange to celebrate with your whole congregation on a Sunday morning.

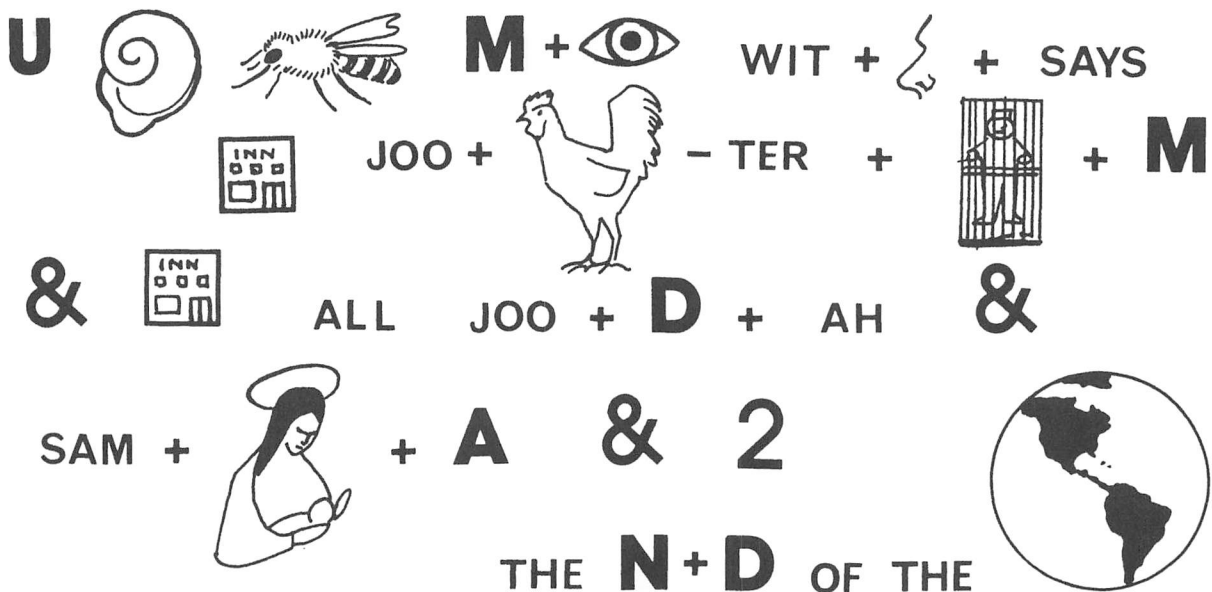


Scramble Graph

E P M O T J E S U S P H S U W
 A O C Y O U P O N H E A A O H
 R W O R L D C T S A N S M Y I
 T E M W S E P E F L T W A K C
 H R E V N A L N I L E A R T H
 T I M E S P C D X M C E I D B
 L X B Y I T H E E N O T A W S
 B U T C F A L L D S S I N H E
 O F S A N D A T A C T S D E A
 W I T N E S S E S I A N D N S
 D R Y O U K R R S P I R I T O
 X E E R L O E L U H I S A C N
 T H E L F H E W T H E R X N S
 T J A U T H O R I T Y Y I N D
 F H H A S N R K L M H H O L Y
 S X F P K R E C E I V E J U P

Rebus

Hint: see Acts 1:8



Plan to review the major aspects of the church's history and life. Play games that will celebrate your "birthday" as members of the Christian community. Perhaps you can arrange to have small gifts brought by each class member to be given to other members of the church or to people in your community as an expression of your witness to love and care for others and to share the gospel of Jesus Christ.

2. Make a large banner or make individual banners depicting Pentecost as the birthday of the church. Learn about symbols the church has often used to describe this event. When finished, arrange to hang your banners in appropriate places in your church buildings.

3. Memorize Acts 1:7-8, and say it to each other. Then plan something that will carry out the assignment given by Jesus to be witnesses. Do something to show your witness in your local area, in a larger region (state or country), and in the world. Before deciding what to do, study the meaning of the word *witness* as used in the New Testament.

4. Do a word study of *witness*. Look up the New Testament meanings in a Bible handbook or dictionary. Then each student should write a paragraph completing the following sentence: "I am a witness when I . . ." When everyone has finished, have several classmates read what they wrote and discuss the relationship of your comments to Pentecost and especially to Peter's sermon in Acts 2.

Pick a project

1. Write a research paper on the book of Acts. Read Chapter 26 in your reading book first; then read the entire book of Acts. Learn all you can about authorship, dates, and themes. Present your paper to your pastor or to one of the study groups in your congregation for discussion, so people in your parish can benefit from the project. You can be an "expert" on Acts for your congregation.

2. Make a visual presentation of how your congregation witnesses. Using a camera and cassette tapes, arrange a presentation that shows the members of your congregation in action. If possible, arrange to show it to several groups in your church. (It would be an excellent aid for stewardship and evangelism emphasis.) To get an idea of what to look for, study the book of Acts to see what the early Christians did. You may discover that different methods are used now, but the message should be basically the same. Three categories you might consider starting with are worship, education, and service.

3. Study one of the great figures of the Christian church as a witness of the faith. For example, study Martin Luther and the kind of witness he was. Give an oral report to your instructor or to your class when finished.

4. Underline all the phrases in Acts 2:22-42 that remind you of things in the Apostles' Creed.

Dangerous Business

Review

Being tossed in jail and dragged into court, being beaten and stoned to death is not exactly the kind of life we often expect as Christians. The early Christians, however, faced that kind of treatment from the religious leaders. When Jesus told his followers they were to be his witnesses, it was not an easy assignment. In fact, the New Testament writers used the same word for "witness" that is used for "martyr."

The first Christian martyr was Stephen. He preached and spoke to people about Jesus without much concern for his own welfare. When he told the religious leaders that the Jesus they had crucified was God's promised Messiah, they became angry and plugged their ears so they couldn't hear any more of what he was saying. They dragged him outside the city of Jerusalem and threw rocks and heavy stones at him until he died. Even while they were stoning him, Stephen asked God to forgive them.

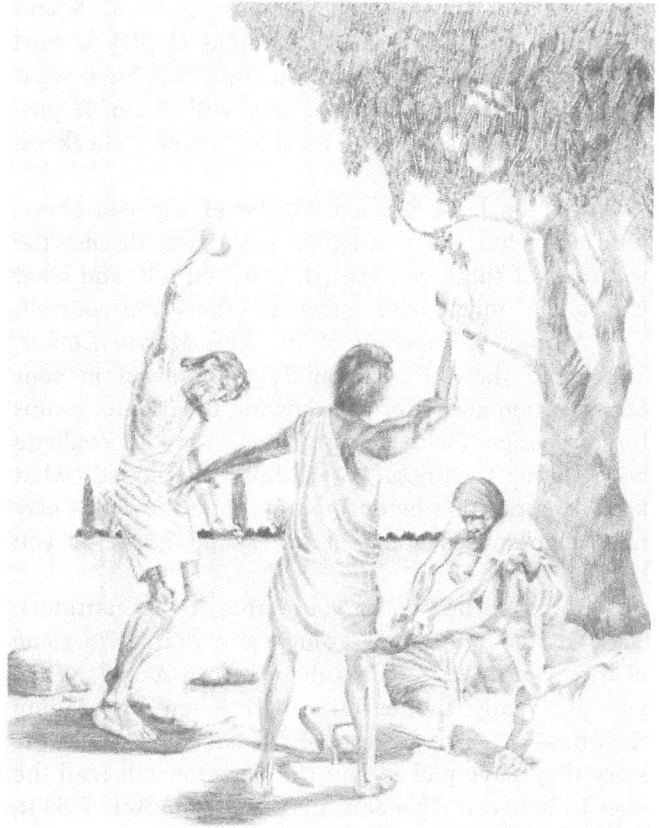
It is important to notice that in the crowd at the stoning of Stephen was a man named Saul, a young Jew who was also a Roman citizen. Later on, he will have a major part in our story.

Workbook activity

Read the passages listed below and follow the instructions for each part.

Acts 6:5-6. List the seven helpers. Write a sentence describing the two that we know something about

(Stephen and Philip)._____



Acts 7:1-50. List the Old Testament characters in this passage._____

Acts 7:51-60. List the New Testament characters in this passage._____

Acts 5:12-8:3. List the titles and names for Jesus in the whole text for this lesson._____

Group activity

1. As a class arrange to take one of the following field trips:

Visit a nursing home for elderly citizens in your community. Arrange to present a short program of singing and Bible reading, and then visit with the people, one to one. Make cookies or brownies or something similar to take with you. Pass them out with the note attached, "God loves you and we do too." You could include a copy of one of the gospels from the American Bible Society.

Visit some of the shut-in members of your own congregation. Bring them a gift they will enjoy receiving, like flowers, books, or magazines. Spend time with them: You might arrange to play a card or board game together as you visit; ask them what their favorite hymns are and sing with them. If possible, bring in a special meal or snack (check on diet requirements first).

When you have finished whichever trip you chose, return to church (or another spot) and discuss the reactions of those you visited, how you felt, and what it meant or might have meant to others and yourself.

2. Arrange a showing of the film *Martin Luther*. You could show it as a family night event in your congregation and after the showing break into groups for discussion (with refreshments). Try to evaluate how Luther's witness to his faith developed, what kind of opposition he encountered and, how you may have experienced some of the same things, if you have in any way.

3. Pick one or two of your group to be narrators. Then divide into small groups and dramatize some of the events that Stephen described in Acts 7. When you are ready the narrator will begin by reading Acts 6:8–7:3. The group will act out the parts of the story they have picked and the narrator will read the ones in between. The narrator reads from Acts 7:54 to the end of the chapter.

4. Listen to Segment 27 of the cassettes. After listening to the stories of Stephen, discuss some of the

problems of witnessing for Christ. Are our lives really in danger, or are we more often afraid of what others will think of us? Is this how we are called to suffer today?

Pick a project

1. Plan to visit a nursing home for elderly people or a shut-in member of your congregation. You can ask your pastor for suggestions. Spend some time visiting with the persons you choose. Encourage them to talk about their life, their faith, and their interests, and also share what your faith means to you. You may wish to bring a card or board game to play together, and you could bring a gift that says something about your faith—a homemade cross, a modern version of the Bible or some other book.

2. Ask five friends about their faith. Find out some of the ways they witness to their faith. When is it difficult for them and why? When is it easy and why? Write a report on your discussions and give to your instructor.

3. Think about the following quotations from the book *Love Is a Spendthrift* by Paul Scherer. Write down what you think the statement says about witnessing and its dangers:

"You aren't likely to be sent out under the will of God to do startling, impossible things. You are likely to be sent out to do the quiet, unspectacular things that matter, precisely where you are and with what you have!"

"The cross is any place where a saving love goes out to undergird this life of ours and comes back with the hot stab of nails in its hands."

4. Become acquainted with the story of Job in the Old Testament. (*The Color of the Night*, by Gerhard Frost, Augsburg, is one book that will help.) Then jot down as many times as you can think of when you tried to tell your story as a Christian and found it uncomfortable or difficult. Why is being a witness for Jesus Christ a dangerous business sometimes? Discuss with your instructor.



Friend or Foe?

Review

Saul's dramatic change from Pharisee and persecutor to missionary preacher was an astonishing event. It took people by surprise, and naturally they were suspicious at first. However, Jesus had told his disciples they would be his witnesses to "the ends of the earth," and Paul, as he was now called, was chosen to lead the way.

Part of the process which helped Paul become a great spokesman for the Christian gospel was the first church convention—the Jerusalem Council—held about A.D. 49. The leaders decided that non-Jewish people did not have to become Jewish before becoming Christians. That allowed Paul to tell the story of Jesus without the restrictions of the Old Testament laws and rituals. It also meant that *all* people were accepted by God, *as they are*, in Christ.

Workbook activity

On page 56 you will find three passages from Acts, all describing Paul's experience on the road to Damascus. Read through the passages and follow the instructions at the top of the page. Then, in the space below, list some of the differences you found.

Discussion questions

- In each account, who is telling the story? To whom?

- How would you have reacted if you had been Saul? Ananias? The early church leaders in Jerusalem, when they heard about this event?

- What major changes happened in the life of Paul and especially the Christian church after this experience of Paul's? Look up the following passages: Acts 9:1-19; 10:1-48; 15:1-29. Concentrate especially on Acts 9:15; 10:1, 28, 45; 15:1-5, 19-20.

Group activity

1. Arrange to visit a synagogue, if possible. Before you go there, talk about what things you will want to ask the rabbi or person who will guide you. Meet together afterward to discuss your impressions and observations.

2. Put together a bulletin board for your congregation that tells how the church has changed down through the centuries, especially as it relates to the story of Paul and the other Christian leaders in this chapter.

3. Listen to Segment 28 of the cassettes. After hearing the song "Jesus Shall Reign," sing it as a group and talk about what it means for Christ to reign all over the world.

Pick a project

1. Write a one-page report on the conversion of Paul. In conjunction with your report, either talk to or write a letter to a person who says he or she has had a "conversion experience" to Christianity. Compare the other person's experience to Paul's. Find out where the similarities and differences are. What makes it "for real" and not some kind of gimmick or shallow "holier than thou" story? Report your findings to your teacher.

2. Arrange to visit a synagogue. Study the traditions of the Jews and learn about their impression of who Paul is. If there is not a synagogue nearby, you might visit with any Jewish person about these matters.

3. Do a one-page report on the Jerusalem Council. Use Bible dictionaries, handbooks, and other reference books to get the information that provides the background. The book of Acts is your major resource.

Three passages from Acts are printed in parallel columns below. Study all three and underline the

common elements in one color and the differences in other colors.

Acts 9:1-19

But Saul, still breathing threats and murder against the disciples of the Lord, went to the high priest and asked him for letters to the synagogues at Damascus, so that if he found any belonging to the Way, men or women, he might bring them bound to Jerusalem. Now as he journeyed he approached Damascus, and suddenly a light from heaven flashed about him. And he fell to the ground and heard a voice saying to him, "Saul, Saul, why do you persecute me?" And he said, "Who are you, Lord?" And he said, "I am Jesus, whom you are persecuting; but rise and enter the city, and you will be told what you are to do." The men who were traveling with him stood speechless, hearing the voice but seeing no one. Saul arose from the ground; and when his eyes were opened, he could see nothing; so they led him by the hand and brought him into Damascus. And for three days he was without sight, and neither ate nor drank. Now there was a disciple at Damascus named Ananias. The Lord said to him in a vision, "Ananias." And he said, "Here I am, Lord." And the Lord said to him, "Rise and go to the street called Straight, and inquire in the house of Judas for a man of Tarsus named Saul; for behold, he is praying, and he has seen a man named Ananias come in and lay his hands on him so that he might regain his sight." But Ananias answered, "Lord, I have heard from many about this man, how much evil he has done to thy saints at Jerusalem; and here he has authority from the chief priests to bind all who call upon thy name." But the Lord said to him, "Go, for he is a chosen instrument of mine to carry my name before the Gentiles and kings and the sons of Israel; for I will show him how much he must suffer for the sake of my name." So Ananias departed and entered the house. And laying his hands on him he said, "Brother Saul, the Lord Jesus who appeared to you on the road by which you came, has sent me that you may regain your sight and be filled with the Holy Spirit." And immediately something like scales fell from his eyes and he regained his sight. Then he rose and was baptized, and took food and was strengthened.

Acts 22:4-16

"I persecuted this Way to the death, binding and delivering to prison both men and women, as the high priest and the whole council of elders bear me witness. From them I received letters to the brethren, and I journeyed to Damascus to take those also who were there and bring them in bonds to Jerusalem to be punished. As I made my journey and drew near to Damascus, about noon a great light from heaven suddenly shone about me. And I fell to the ground and heard a voice saying to me, 'Saul, Saul, why do you persecute me?' And I answered, 'Who are you Lord?' And he said to me, 'I am Jesus of Nazareth whom you are persecuting.' Now those who were with me saw the light but did not hear the voice of the one who was speaking to me. And I said, 'What shall I do, Lord?' And the Lord said to me, 'Rise, and go into Damascus, and there you will be told all that is appointed for you to do.' And when I could not see because of the brightness of that light, I was led by the hand by those who were with me, and came into Damascus. And one Ananias, a devout man according to the law, well spoken of by all the Jews who lived there, came to me, and standing by me said to me, 'Brother Saul, receive your sight.' And in that very hour I received my sight and saw him. And he said, 'The God of our fathers appointed you to know his will, to see the Just One and to hear a voice from his mouth; for you will be a witness for him to all men of what you have seen and heard. And now why do you wait? Rise and be baptized, and wash away your sins, calling on his name.'"

Acts 26:9-18

"I myself was convinced that I ought to do many things in opposing the name of Jesus of Nazareth. And I did so in Jerusalem; I not only shut up many of the saints in prison, by authority from the chief priests, but when they were put to death I cast my vote against them. And I punished them often in all the synagogues and tried to make them blaspheme; and in raging fury against them, I persecuted them even to foreign cities. "Thus I journeyed to Damascus with the authority and commission of the chief priests. At midday, O king, I saw on the way a light from heaven, brighter than the sun, shining round me and those who journeyed with me. And when we had all fallen to the ground, I heard a voice saying to me in the Hebrew language, 'Saul, Saul, why do you persecute me? It hurts you to kick against the goads.' And I said, 'Who are you, Lord?' And the Lord said, 'I am Jesus whom you are persecuting. But rise and stand upon your feet; for I have appeared to you for this purpose, to appoint you to serve and bear witness to the things in which you have seen me and to those in which I will appear to you, delivering you from the people and from the Gentiles—to whom I send you to open their eyes, that they may turn from darkness to light and from the power of Satan to God, that they may receive forgiveness of sins and a place among those who are sanctified by faith in me.'"

Hang On to the Gospel

Review

The New Testament includes many letters. Paul is listed as the author of the great majority of them. He probably did not write all of them himself, but a secretary or close companion may have done some of the writing with Paul's knowledge and approval.

One of the New Testament letters is addressed to the Christians in a place called Galatia. It is not really a town, but an area with several towns. This letter is often called a "declaration of Christian freedom," because in it Paul states very clearly that we are free from the old laws and rituals of Judaism (or any other religion or tradition) because of what God did for us through Christ Jesus. We do not have to beg for, earn, or win God's favor and love. He gives it to us freely and without any conditions. One reason Paul spoke so strongly about this was because some Jewish Christians were saying that Paul was not preaching the real gospel. They said to be a Christian one had to become a Jew first. Paul said, No!—the gospel frees us from the old ways and gives us a new life-style. And he concludes: Don't let them fool you! Hang onto the gospel!

Workbook activity

This quiz will help you review what you have studied. Circle the right answers or fill in the blanks.

1. A non-Jewish person is called a _____
2. Ananias was afraid to go to see (a) Peter, (b) James, (c) Saul, (d) Bart.
3. The reason Ananias was afraid to see this person was because _____
4. Write Acts 1:7-8 from memory:

5. True or false: The earliest Christians were Greeks and insisted that all Jews had to become Greeks before becoming Christians. _____
6. The day known as the "birthday of the church" is called _____
7. The first Christian martyr was: (a) Saul, (b) John, (c) Mary Magdalene (d) Stephen, (e) Martin Luther.
8. The word "martyr" means _____
9. A Hellenist was a (a) Roman citizen, (b) a follower of Satan worship, (c) Greek-speaking Christian, (d) none of these.
10. How many books are there in the New Testament? _____

Group activity

1. Play a guessing game based on the life of Paul. Choose one person to be Paul (it could be a student or even your instructor or your pastor). The other class members will pick incidents from Paul's life



and play the parts of different people who shared those experiences with him. The players will give hints until "Paul" finally guesses the person or the event. Example: The captain of the wrecked ship can give hints about how bad the weather is and that it isn't a good season to travel and that he's really afraid of snakes. For preparation two or three students can research each person and write the comments. Be sure the comments are not too vague and give a good clue to the person playing Paul.

2. Using a Bible atlas, follow the journeys and travels of Paul as he went around the known world. Then trace these routes on the map below, using a different color for each trip.

3. Listen to the discussion of faith and doubt in Segment 29 of the cassettes. Discuss your feelings about doubt. What kinds of doubts do you have? Where do doubts come from? Where does our faith come from?

Pick a project

1. Draw a map of the world as Paul knew it. Include the cities, countries, waterways and other geographic items.

Also trace the routes taken by Paul on his major journeys (using a different color for each journey). Post it for others to learn from.

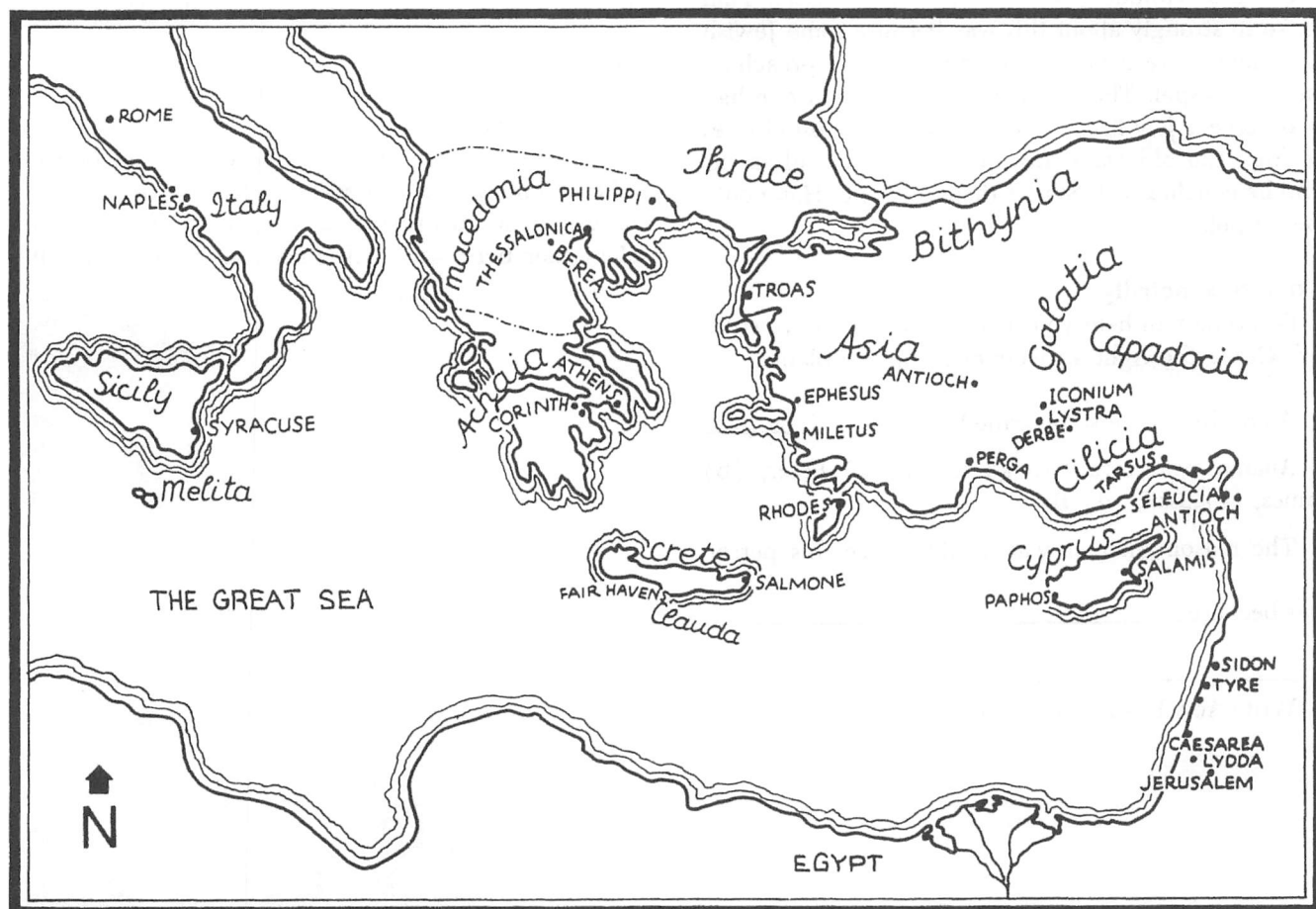
2. Read the book of Galatians. Study Chapters 29-31 in your reading book, and use commentaries, atlases, and other helps. Then make a report on the reason for Paul's writing the letter, the people to whom he was writing, the date, and the major themes. What does his letter to the Galatians say to us today?

3. Write a character study of Paul, describing who he was, what his training was, how he became a Christian witness and missionary, and what his contributions to the church were.

4. Plan a missionary journey in today's world. Where would you go? What would you take along? Who would go with you? What would your purposes be?

5. Write to two missionaries sponsored by your congregation or national church body. You can get names and addresses from your pastor. Ask them about their jobs, about their background and experiences, and how Paul as a missionary has influenced them. Report to your class.

Paul's World





Who Can You Trust?

Review

The writings of the Bible are varied—you have already discovered that fact. Paul's letters are a bit different from other writings because Paul was a theologian (someone who studies about God). He made people dig into their faith and learn and grow. In Galatians 3 and 4, he presents some thoughts that are intended to get Christians to move from being infants in the faith toward being mature adults.

In Chapter 3 the theme is that God's promise is for real—he will be faithful to bless us and be responsible for us. We are to respond in faith, trusting that God really means what he says. He has demonstrated his promise all the way from Abraham to Jesus and to you and me. He tells us that we can't please him by doing good deeds or obeying laws. We can only trust him. The laws he gave are only to guide us in our trusting relationship. And most important, we are *all* chosen for this relationship, not just a select few. Everyone who belongs to Christ inherits God's promise—people of every race, country, or age—anyone.

In Chapter 4 Paul talks about growing up in the faith. Some of the Galatian Christians liked the security of living under the law. They liked the idea of someone else doing their thinking for them and telling them what to do.

Paul tried every argument he could think of to show the Galatians what a mistake it was to live this way. The point is that God wants his children to be free, not slaves of anybody or any thing. He wants us to trust him—that's when we are really free.

Workbook activity

Write answers to the following questions and then have a discussion, sharing your answers and telling how these answers apply to you.

- What does it mean that Abraham “believed God and it was reckoned to him as righteousness” (Galatians 3:6)?

- Read Genesis 15:1-6 to see what Abraham's faith was about. What promise of God did Abraham believe?

- What does Galatians 3:13 refer to?

- What does Galatians 3:17-18 mean?

“Translate” the following Scripture verses by unscrambling the letters. Look at Galatians 4:1-7 in the Revised Standard Version if you need help.

“I mean that the EHRI _____, as long as he is a DLICH _____, is no better than a VALES _____, though he is the owner of all the TATEES _____; but he is under RAGUDNIAS _____ and trustees until the date set by the RATHEF _____. So with us; when we were DLICHNER _____, we were slaves to the elemental spirits of the VERSINUE _____. But when the EMIT _____ had fully EMOC _____, God sent forth his NOS _____, born of MONAW _____, NORB _____ under the AWL _____, to MEEDRE _____ those who were under the law, so that we might CERIVEE _____ DAPOTION _____ as sons. And because you are sons, God has sent the TIRIPS _____ of his Son into our RATSEH _____ crying, ‘Abba! Father!’ So through God you are no GERNOL _____ a VALES _____ but a son, and if a NOS _____, then an EHRI _____.”

Group activity

1. Make grace mobiles. Using materials provided by your instructor, design and make a mobile that expresses the meaning of the word *grace* as it applies to us in our relationship to God and to each other. You may use words or pictures or pictures with words or other formats as you think of them. Hang the mobiles in your church for others to see and learn from them for a week or two; then take them home and hang them in your room.

2. Use the following prayer for a general discussion. What is the main point of the prayer? When have you felt like the author of the prayer? What does it mean to trust God with everything you are?

All Glory to God

If I can't be honest with you, Lord, I can't be honest with anyone. You are the only person I know who can take it, no matter what I say.

People are offended if I'm honest. They want to hear nice things, sweet words of happiness, gentle hymns to a gentle God smiling somewhere on a red velvet throne.

Well, I'm sick of being phony and I don't like to act as if there's nothing wrong with me, or my friends, or the world or you.

Sometimes I want to scream at you and let it out. I have a million unanswered prayers stuck in my craw.

I want you to listen when I yell at the sky, pound my pillow, kick the ground, throw stones at the stars, slam doors, or swear at the world.

Perhaps that's not giving all glory to God, as others do, with folded hands and frozen face, but for me it means I'm paying you the highest respect there is. It means I trust you with the truth—all the truth.

From *Interrobang: Open 2*, Norman C. Habel,
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3. To learn the meaning of trust, take a trust walk. Divide into twos and take turns letting one be the leader and the other be the follower. The follower is blindfolded and is led around by the hand. The leader picks the path and is responsible for not leading into danger or injury. After a few minutes, switch roles and repeat the experience. The point of this exercise is to learn the feeling of having to trust someone to lead you and look out for your safety. After everyone has had a turn, discuss why you had a tendency to duck your head or to hold your free arm out to shield yourself.

4. Listen to the youth discussion in Segment 30 of the cassettes. Break up into small groups and talk about the questions raised by the discussion. Are the expressions "accepting Christ" and "personal Savior" familiar ones? What do they mean to you? How would you express the same things if you were talking to a friend?

Pick a project

1. Write a poem or short story on the theme "God invites us to trust him because he has trusted us."

2. Keep a diary every day for a week, and write down events, experiences, and observations you have which show you something of the meaning of trust. At the end of the journal, write a short summary and include the meaning of trust, as you understand it, particularly as it relates to your relationship to God.

3. Write and present an object lesson on what it means for God to be gracious to us. This lesson could be presented in a Sunday school class or in a children's sermonette at a worship service. Arrange to present it with the teacher or pastor. Use a visual aid to make the point. See Galatians 3–4 for ideas.

4. Interview five members of your congregation, each from a different age decade (one who is between 10 and 20, one between 20 and 30 and so on) and ask them to tell you what God's grace means to them. Ask also what the word *trust* means. Use a tape recorder, if you'd like. Report to your instructor what you learned, and discuss what grace and trust mean for you, based on your experience and on your study of Galatians.



Free! Free! Free!

Review

The message Paul emphasized again and again in his writings, and especially in Galatians, was that we are free people as members of God's family. He was trying to show the Galatians and us that Christians don't have to go through certain rituals and obey certain rules and laws before God will love them. God's love in Christ is given freely, and we are free from the past as forgiven people.

Since we are free in Christ, however, that does not mean we can do as we please without concern for ourselves or others. Rather, Christian freedom carries a responsibility with it. Our main responsibility is to love our neighbors as ourselves. God loves us and

frees us, so that we can love and free others.

The people called the church are not perfect people. They admit they are sinners, but they know they are forgiven and free from their past sins. The good news is that because we are loved we can be loving, because God cares for us we can be caring.

Workbook activity

You will need a stack of newspapers for this Bible study. You will also need scissors and glue or paste.

1. Begin by reading Galatians 5:1–6:10, especially 5:3, 19–21. Then look for headlines in the newspaper which point to things that “tie people up.” Cut out the headlines and paste them in the space below.

2. Now go through the paper again and find headlines and stories that relate to setting people free. If you cannot find very many, write up headlines from your own experience, things which show freedom. (See Galatians 5:22–6:6 for examples.)

3. *Freedom* is a word that can be used in many ways. All of us are free *from* certain things and we are free *for* other things. Based on what Paul writes in Galatians 5 and 6, list five examples from your own experience in each column below and add a sentence about why you believe it fits in that column.

Freedom from . . .

- 1.
- 2.
- 3.
- 4.
- 5.

Freedom for . . .

- 1.
- 2.
- 3.
- 4.
- 5.

What is the difference between “freedom from” and “freedom for” something?

Group activity

1. Divide your class into groups of four to six people. Your instructor will give you a situation which

calls for some form of decision on the part of your group. You are to *role-play* the solution that you decide is best to deal with the given situation. After each role-play is completed, discuss with the whole class what happened and whether the solution given to the situation was realistic. Remember that the “acting” is not to be judged, just the point of the presentation.

2. Make up a review of the whole year’s study. Divide into small groups and have each group plan a review of a certain number of chapters. Think of ways to make the review interesting and fun as well as useful. You might consider games using TV show formats or cards or board games. Or you could use a quiz format or visual aids (charts or maps) or a skit. The important thing is to make sure the major themes and people are recalled.

3. Show a film dealing with Christian responsibility. You can order rentals from local religious film outlets or contact the Augsburg Publishing House audio-visuals department for a catalog. If you decide to use a film, be sure to place your order in plenty of time to have the film arrive for the proper date. Plan to have a party with the film to celebrate the year.

4. Listen to the discussion in Segment 31 of the cassettes and discuss these questions: Do we have enough rules? Too many? What is the best way of running a school or a home? How much freedom is good for us?

Pick a project

1. Do a study and write a paper on the theme of Christian freedom as it relates to Galatians 5–6. Describe what you believe Paul is getting at in the letter. Give several examples of the difference between “freedom” and “irresponsibility.” The title of your paper could be: “I am free from . . . and I am free for. . . .”

2. Prepare and arrange a debate on the theme of Christian freedom. One of you takes the position that to be free means that you must live up to the responsibilities that come with being loved. The other person takes the position that true freedom is based on being able to do your own thing. Have your class be the judges in the debate. Use Scripture and other resources to prepare your side of the debate.

3. Prepare a Bible study on Galatians 5–6. Write a quiz to help people seek answers to questions on Christian freedom. Arrange, if possible, to teach your study to members of your congregation including adults.

4. Make a collage depicting the theme of Christian freedom. Include the struggle between the works of the flesh and the fruit of the Spirit (Galatians 5:16–25). Make it big enough to express all the dimensions described in these verses. Use paints, cut-out pictures, or a combination of them.



The End?

Review

When does the story of God and his people end? It has and it has not—at the same time. It has ended because God has completed his work of redemption in the life and work of Jesus the Christ. It has not ended because God's kingdom goes on forever.

The last book in the New Testament and the Bible is called the Revelation to John. It is a book full of wild imagery and important symbols. It was written in a time when the Christian people were under severe persecution by the Roman government. John's vision, expressed in Revelation, gave hope to the people who were being persecuted. He encouraged them to continue to be faithful to Christ no matter what happened to them. He wanted them to remember that Jesus is Lord of all time and all things. No government or earthly ruler or any other force can ever change that.

Workbook activity

The book of Revelation uses many symbols and word pictures. They represent things that were familiar to John's readers. Some of these symbols or images are used in other places in Scripture, and these other references can tell us something about the way John is using them in his writing. Several of these images are listed below, together with some Bible passages. Look up the passages which are listed with each term to try to discover the meanings it may have and then answer the questions. There may be more than one correct answer for each question.

1. What is the meaning of a "new heaven and new earth" (Revelation 21:1)?

Isaiah 65:17; 66:22
Romans 8:19-21

Genesis 1:1
2 Peter 3:13

2. What is the meaning of "the holy city, new Jerusalem" (Revelation 21:2)?

Galatians 4:26
Isaiah 60:14

Hebrews 12:22
Philippians 3:20

3. What is the "water of life" (Revelation 21:6; 22:1)?

Isaiah 55:1
Jeremiah 2:13; 17:13

John 4:13-14; 7:37-38
Matthew 5:6

4. What is "the bride" (Revelation 21:9-10)?

Isaiah 62:5
2 Corinthians 11:2

Ephesians 5:21-33

5. What is "the tree of life" (Revelation 22:2)?

Genesis 2:9; 3:22-24
Proverbs 11:30

Galatians 3:13
Revelation 2:7

Group activity

1. Do an evaluation of your year together as a class. Discuss what has been most helpful and what could be improved for classes in following years. Share with each other the three most important things you learned this year. List them on a sheet of paper first, and then as you share them have someone jot them down on a chalkboard. You might consider a party as a way to thank your teacher(s).

2. Each student in a class contributes something special. Each person has something uniquely his or her own that adds and aids others in the class setting. Using index cards or sheets of paper cut to 3"x5" size, each class member is to write a brief, personal note to each of the other class members. Indicate how that person contributed to the class from your point of view. If another person helped you in a special way, say thank you for it. Be sure to include your instructor in this exercise.

3. Consider having a party as a way to say thank you to your instructor(s) and to each other. Draw names of the class members and bring an inexpensive gift as a way of recognizing the special gifts or talents that each person contributed to the class experience.

4. Listen to the song "This Is the Feast of Victory" in Segment 32 of the cassettes. When you have heard it several times, sing along. Talk about the song. Why is Christ's death a victory?

Pick a project

1. Write a one-page description of your understanding of the end of the world and what heaven is like. Compare your description to Revelation 22. Discuss your descriptions with your instructor and talk about the biblical background for them.

2. Write an evaluation of the year of study you have just completed. Determine what was best and what needed improvement. Include the five things that you learned that were most important. Discuss your evaluation with your instructor.

3. Make a gift that depicts what you think are your "God-given" talents. How have you contributed to your class this year? What does it mean to look honestly at your own gifts? Show your project to your instructor and discuss it.

4. Write a devotion which would be fitting for the close of the year's study. Include two or three scripture passages, two prayers, a hymn or song, and a benediction. Lead your class in a closing devotion.





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