



TRAVEL THROUGH THE BIBLE

**Route 66: Travel Through the Bible**

Written by Mark Reed

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# BEFORE YOU HIT THE ROAD

Fasten your seat belts—*Route 66* will take you and your students on a journey through the entire Bible, from the dawn of time to the final revelation of God's glory. Attentive students should complete this study with an appreciation for the broad arc of Scripture, along with an introductory understanding of each book in context. Throughout the course, students can see how God uses imperfect men and women to reflect His majesty to the world.

We prepared this survey to help your students pursue the following objectives:

- Understand the primary themes of Scripture.
- Identify and locate key biblical events and figures.
- Note doctrines and passages for further study in context.
- Apply basic godly principles to thought, speech, and action.
- Respond personally to the gospel of grace in Jesus Christ.

As an academic curriculum and a devotional study, *Route 66* presents both factual content and personal application material. Students should gain an introductory understanding of biblical themes, but they should also be challenged to reflect the God who gave us the Bible.

As Christ prayed for all His followers in John 17:20–26, we pray that you would know God, trust in His love, and be unified together in Him.

## WHAT YOU NEED

You will need this Teacher's Manual to present the study as intended. And for most academic settings, we recommend that you provide a Student Manual for each student.

To encourage your students to explore Bible history, geography, and vocabulary together, we also suggest that you keep a reliable Bible dictionary and atlas on hand. The Teacher's Manual includes answers for all Student Manual questions, but students may better retain information that they discover on their own.

## FORMAT AND GRADE LEVEL

Although teachers have successfully adapted and taught this study in grades six through twelve, we recommend this content for the sixth through eighth grade. As with any other Bible study, your students' background, Scriptural literacy, and reading level will greatly impact their ability to approach this material. Some students may require additional teacher or parent involvement to understand and complete the exercises in the Student Manual.

## LESSON STRATEGY

This study features 70 lessons—two lessons per week for one school year, or one lesson per week for two school years. You can find a suggested weekly schedule on page 6.

You can teach each lesson by helping your students work through the exercises in their Student Manual. Students can usually discover answers by . . .

- Reading the provided Scripture reference
- Looking up the definition of a term in a dictionary or Bible glossary
- Or reviewing the content of a previous lesson

Some questions and blanks, however, will require you to reference this Teacher's Manual. Here you'll find facsimiles of all the Student Manual pages with suggested answers filled in.

Note also the additional comments, discussion questions, and activities you can insert into your lesson. We've numbered each section to show where it could be most helpful.

**Teach by working through the exercises in the Student Manual.**

**Insert additional material from the Teacher's Manual as needed.**

### LESSON 1

## WHERE DID THE BIBLE COME FROM?

### WHAT A BOOK!

- 1 The word *Bible* means book. The Bible is the most important book ever written. It has been translated into more languages, published by more companies in more versions and editions, and sold more copies than any other book in the world.

The Bible is also called Scripture, which means writings. Because this book contains the words that God spoke and commanded men to write down, it is called God's Word.

- 2 According to 2 Timothy 3:16–17, all Scripture is inspired, which means "God-breathed." That is, the words in the Bible are from God. What was written down was precisely what God wanted to say.

According to 2 Peter 1:16–21, God inspired men through the Holy Spirit. He spoke to them. Then they wrote His words to other people. Using a Bible dictionary, write the definition of *inspiration* in the following box:

- 3 Define *inspiration*: **God empowered men through the Holy Spirit to speak and write His truth.**

God used many people to write the Bible—likely several dozen different individuals. Many of them are unknown. For example, no one knows for sure who wrote the books of Job or Hebrews, which were written around 1400 B.C. and A.D. 100, respectively. Some books like Joshua and the prophets would appear to be named after the authors, but we have no specific biblical evidence. Still, the Bible is one unit. All of the books fit together to tell one story. This harmony of writings by different authors who lived many years apart shows that one mind guided them.

### LESSON 1

## WHERE DID THE BIBLE COME FROM?

### LESSON OBJECTIVES

#### Students will be able to...

- Define and discuss biblical inspiration
- List reasons for believing in the Bible's authority and developing a personal faith in God's Word
- List the literary divisions of the Bible and all the book names

- 1 Point out to your students that the word *Bible* comes from the Greek word *biblos*, meaning *book*. The Bible is the greatest book ever written because it reveals God to us.

- 2 Help your students understand that 2 Timothy 3:16 does not say that God breathed *into* the writings, which would mean that once they were written, He gave them power. Rather, God breathed *out* the words that were written; therefore, they are His words.

- 3 Throughout the lessons, you will find definition boxes for the students to fill in. They should look up the definition of the word in an English dictionary or a Bible dictionary, and then write their own definitions. Do at least the first few definitions as a class. For example, for the first definition box ask one student to look up *inspire* and *inspiration* in an English dictionary and ask another student to find them in a Bible dictionary. Write the various definitions on the board. Ask the class to help you build a simple definition using both words. Then give them the definition in the answer key.

You can find digital presentation tools on the *Route 66* product page at [positiveaction.org](http://positiveaction.org).

We encourage teachers to approach lessons not so much as a fact-finding process, but as a way to strengthen the students' relationship with God. Perfect truth includes love, and perfect love includes truth, so please take care to present this material in a way that both encourages and challenges your students. Make time for discussion, and encourage your students to share their questions with the class.

## **HOMEWORK**

Students can complete many of the exercises in the Student Manual independently. You may choose to assign a few sections each week as homework and then review the answers together.

## **TESTING AND EVALUATION**

For classes that require a score or grade, this study includes twelve unit tests and two semester exams. These cover essential themes from both the Teacher's Manual and the Student Manual, with question types including short answer, multiple choice, true-false, matching, and short essays. Review exercises are included at the end of each unit.

You can find reproducible tests and answer keys at the back of this Teacher's Manual. Editable versions of this material are available on the *Route 66* product page at [positiveaction.org](http://positiveaction.org).

Some teachers also grade Scripture memorization and extra activities. Note that all such testing can help you evaluate students' mastery of factual content—but not, of course, their spiritual growth.

## **SCRIPTURE MEMORIZATION**

On page 11, you'll find a Scripture memory program with a list of passages that correspond to each lesson's topic. In the past, teachers have used this optional component in the following ways:

- Assign verses to be recited or written in a graded quiz, whether weekly, monthly, or once a semester.
- Assign verses to be written on the back of regular unit tests, perhaps as extra credit.
- Evaluate the students' understanding of the verses by offering a fill-in-the-blank verse test, or one that requires students to match the text of each passage with its context or reference.

You can find printable verse cards on the *Route 66* product page at [positiveaction.org](http://positiveaction.org).

## SUGGESTED WEEKLY SCHEDULES

### ONE-YEAR OPTION

Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"> <li>• Begin the first lesson in the Student Manual.</li> <li>• Assign any Scripture memory verses.</li> <li>• Assign any homework or activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the first lesson.</li> <li>• Work on any verses, homework, or activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the second lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the second lesson.</li> <li>• Review any memory verses.</li> <li>• Complete any homework or activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Review both lessons in the Student Manual, correcting any homework answers.</li> <li>• Recite verses.</li> <li>• Review extra activities.</li> <li>• Take unit exam, if applicable.</li> </ul>

### TWO-YEAR OPTION

Day 1	Day 2	Day 3
<ul style="list-style-type: none"> <li>• Begin the lesson in the Student Manual.</li> <li>• Assign any Scripture memory verses.</li> <li>• Assign any homework or activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the lesson.</li> <li>• Review any memory verses.</li> <li>• Complete any homework or activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the lesson, correcting any homework answers.</li> <li>• Recite verses.</li> <li>• Review extra activities.</li> <li>• Take unit exam, if applicable.</li> </ul>

## FEEDBACK

Each curriculum remains a work in progress, and the people who teach these studies have a great impact on the scope and format of every new edition. If you have any comments, questions, or concerns, please don't hesitate to contact us—we'd love to hear from you.

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## A FINAL WORD

We pray that this study will help you and your students know God's glory, grow in that knowledge, and share it with others. To benefit the most from this study, we'd encourage you to do the following:

- **Spend time each day in the Word.** Use the material in this study to guide your devotional reading so that you can present God's truth and love from the heart. Spend time marking and adjusting the lecture content to suit your students' needs.
- **Keep moving.** In a survey course like this, it's tempting to stop and consider each character and event along the way, but don't lose sight of God's overarching work.
- **Keep reviewing.** The earliest lessons divide the books of the Bible into major categories, and you'll find it helpful to revisit this material throughout the course.
- **Pray for your students, and ask God to grow you.**
- **Be vulnerable to your students, expressing questions and confidence in equal measure.** Encourage them to explore Scripture with you. Discuss your differing opinions on vocabulary definitions or the application of godly principles.
- **Be the love and truth that you want to see from your students.**
- **Depend on God's strength and grace, even in your weakness.**

## LESSON OBJECTIVES

Lesson 1
Define and discuss biblical inspiration
List reasons for believing in the Bible's authority and developing a personal faith in God's Word
List the literary divisions of the Bible and all the book names

Lesson 2
List what God made on each of the days of Creation

Lesson 3
Trace the decline of mankind through the Fall, Flood, and Tower of Babel
Recognize the consequences of disobedience and trace God's plan of salvation

Lesson 4
List the promises of God's covenant with Abraham
Discuss the relationship between faith and obedience

Lesson 5
Draw Israel's family tree from Abraham to the twelve tribes
Recognize that God is always working to accomplish His plan for His people.
Describe how God used Joseph to fulfill promises to Abraham

Lesson 6
Summarize Moses' life and the events of the Exodus
List the ten plagues
Describe the Passover

Lesson 7
List the Ten Commandments
Diagram the tabernacle

Lesson 8
Describe five kinds of offerings and discuss Christian offerings
Describe the eight feasts

Lesson 9
Explain why God made Israel wander for forty years
Discuss the difference God makes in our decisions
Discuss Israel's complaints and God's answers

Lesson 10
Explain what God expected Israel to do with His law

Lesson 11
List three things they can do to be strong and courageous like Joshua
Discuss the three memorials
Fill in a map showing territorial divisions of the twelve tribes

Lesson 12
Explain the cycle of Israel's relationship to God
Identify at least six judges

Lesson 13
Trace Ruth's descendants to Jesus Christ
Show how Ruth's salvation points to our salvation in Christ

Lesson 14
Summarize the events of Samuel's early life

Lesson 15
Tell how Israel got its first king
Explain why God rejected Saul

Lesson 16
Discuss the place of 1 and 2 Chronicles in the Old Testament
Describe David's character
Define repentance and discuss David as an example

Lesson 17
Describe Solomon's kingdom
Describe Solomon's mistake

Lesson 18
Explain how and why Israel divided
List the kings of each division

Lesson 19
Discuss God's power in Elijah and Elisha

Lesson 20
Tell how idols caused Israel to fall



<b>Lesson 21</b>
Identify elements of prayer (Hezekiah)
Identify elements of revival (Josiah)
Recognize God's response when we repent and rely on Him alone
<b>Lesson 22</b>
Identify the remnant promise
Tell how the remnant promise is fulfilled
Discuss confession of sin
<b>Lesson 23</b>
Identify Nehemiah's leadership characteristics
<b>Lesson 24</b>
Recognize that God works His plan in our lives (Esther)
<b>Lesson 25</b>
Identify Job's two tests
Summarize Job's complaint and God's answer
<b>Lesson 26</b>
List six important themes of Psalms
Discuss the role of music in worship
Discuss methods of praise
<b>Lesson 27</b>
List benefits of wisdom (Proverbs)
<b>Lesson 28</b>
Recognize the priority of knowing God in understanding the meaning of life (Ecclesiastes)
<b>Lesson 29</b>
Recognize the beauty and strength of love (Song of Solomon or Song of Songs)
<b>Lesson 30</b>
Discuss the historical background to Isaiah's life
Connect Isaiah's prophecies to their fulfillment in Christ
<b>Lesson 31</b>
Discuss the historical background to Jeremiah's life
Identify the purpose of Lamentations
Describe Jeremiah's strong stand for God
<b>Lesson 32</b>
Describe Ezekiel's role as a watchman
List five of Ezekiel's ten dramas

<b>Lesson 33</b>
Describe God's faithfulness as Daniel displayed courage
Explain the meaning of Nebuchadnezzar's dream of a statue
<b>Lessons 34–43</b>
Identify the destination, period, and theme of each minor prophet
<b>Lesson 34</b>
Explain what Hosea's marriage symbolizes
<b>Lesson 35</b>
Discuss Joel's call to repentance
Discuss Joel's promises
<b>Lesson 36</b>
Tell what kind of worship God expects (Amos)
<b>Lesson 37</b>
Show how selfishness led Jonah to sin
See God's desire to draw people to Himself from all nations
<b>Lesson 38</b>
Discuss the dangers of pride (Obadiah)
Discuss God's wrath (Nahum)
<b>Lesson 39</b>
Show how the outline of Micah compares to the gospel
<b>Lesson 40</b>
Tell what Habakkuk learned from God
<b>Lesson 41</b>
Describe the day of the Lord (Zephaniah)
<b>Lesson 42</b>
Tell how we can encourage others not to quit (Haggai)
Identify Zechariah's Christ
<b>Lesson 43</b>
Discuss Israel's false religion (Malachi)
<b>Lesson 44</b>
Compare the purpose and scope of the four Gospels
<b>Lesson 45</b>
Tell the story of Jesus' birth and early life
<b>Lesson 46</b>
Summarize Jesus' teaching

<b>Lesson 47</b>	<b>Lesson 60</b>
Summarize Jesus' miracles	Identify leadership positions in the church and tell how we can become good leaders (1 and 2 Timothy)
<b>Lesson 48</b>	<b>Lesson 61</b>
Tell the story of Jesus' death and resurrection	Recognize that Christians must stand for the truth (Titus)
<b>Lesson 49</b>	<b>Lesson 62</b>
Tell how the church began	Discuss forgiveness (Philemon)
Describe worship in the early church	<b>Lesson 63</b>
<b>Lesson 50</b>	Recognize that the new covenant is superior to the old (Hebrews)
Outline the growth of the first church (Acts)	<b>Lesson 64</b>
<b>Lesson 51</b>	Explain the Christian action themes of James
Describe six missionary principles demonstrated by Paul	Understand the nature and results of saving faith
<b>Lesson 52</b>	<b>Lesson 65</b>
Outline Paul's gospel (Romans)	Discuss holy living in the midst of suffering (1 Peter)
<b>Lesson 53</b>	<b>Lesson 66</b>
Tell how Christians build unity (1 Corinthians)	Distinguish true teaching from false (2 Peter)
<b>Lesson 54</b>	<b>Lesson 67</b>
Discuss joy in serving Christ (2 Corinthians)	Discuss the three themes of John's letters and describe how they apply to their lives
<b>Lesson 55</b>	<b>Lesson 68</b>
Outline the Christian's relationship to God (Galatians)	Describe the warning of Jude
<b>Lesson 56</b>	<b>Lesson 69</b>
Explore the themes of Ephesians: the church, living in the light, and fighting the right fight	Discuss the purpose and scope of Revelation
Appreciate God's sovereignty and grace	Discuss the warning and hope of Revelation
<b>Lesson 57</b>	<b>Lesson 70</b>
Describe how to have joy in Christ (Philippians)	Summarize the major events and themes of all the books of the Old and New Testaments
<b>Lesson 58</b>	
Tell how we "think eternity" (Colossians)	
<b>Lesson 59</b>	
Describe how we are to live in light of Christ's coming (1 and 2 Thessalonians)	

## SCRIPTURE MEMORY PROGRAM

Lessons	Memory Verse	Bonus Verses
<b>1–2</b>	Genesis 1:27; Bible divisions	2 Timothy 3:16–17
<b>3–4</b>	Old Testament book names (in order)	Genesis 3:15 Genesis 12:2–3
<b>5–6</b>	New Testament book names (in order)	Ten plagues (Ex. 7–12); Exodus 3:14
<b>7–8</b>	1 Peter 1:15–16	Ten Commandments (Ex. 20); Hebrews 13:15–16
<b>9–10</b>	Deuteronomy 6:5	Philippians 2:14
<b>11–12</b>	Joshua 24:15	Joshua 1:6–9
<b>13–14</b>	Ruth 1:16	
<b>15–16</b>	1 Samuel 15:22	Psalms 51:1–2, 10–12
<b>17–18</b>	1 Kings 4:29, 34	
<b>19–20</b>	2 Chronicles 36:15–16	2 Kings 7:9
<b>21–22</b>	Psalms 119:11	1 Thessalonians 5:17
<b>23–24</b>	Nehemiah 1:5–6	Esther 4:14
<b>25–26</b>	Psalms 1	Job 1:21–22
<b>27–28</b>	Proverbs 3:5–6 (or finish Ps. 1)	
<b>29–30</b>	Isaiah 53:5–6	Isaiah 40:7–8
<b>31–32</b>	Jeremiah 9:23–24	Ezekiel 36:26–28; Lamentations 3:22–23
<b>33</b>	Daniel 6:23	(exam review)
<b>34–35</b>	Joel 2:13	Hosea 6:6
<b>36–37</b>	Amos 4:12–13	Matthew 12:38–42
<b>38–39</b>	Nahum 1:2–3	Micah 5:2; 6:8
<b>40–41</b>	Habakkuk 3:17–19	
<b>42–43</b>	Malachi 3:10	Zechariah 8:3
<b>44–45</b>	Luke 19:10	John 1:1
<b>46–47</b>	Names of the twelve disciples	John 3:16–18; Matthew 5:43–48
<b>48–49</b>	Acts 1:8	Acts 2:38; Matthew 28:18–20
<b>50–51</b>	Acts 2:42	Acts 4:12
<b>52–53</b>	Romans 1:16–17	Romans 12:1–2; 1 Corinthians 6:19–20
<b>54–55</b>	Galatians 4:4–5	Galatians 5:22–23
<b>56–57</b>	Philippians 4:8–9	Ephesians 6:1–3
<b>58–59</b>	Colossians 3:1–2	1 Thessalonians 5:16–18
<b>60–61</b>	Titus 3:4–7	1 Timothy 2:8; 2 Timothy 3:16–17
<b>62–63</b>	Hebrews 1:1–2	Hebrews 4:12
<b>64</b>	James 1:19–20	James 1:12; 2:17
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# LESSON 1

## WHERE DID THE BIBLE COME FROM?

LESSON OBJECTIVES
<b>Students will be able to...</b>
<ul style="list-style-type: none"><li>• Define and discuss biblical inspiration</li><li>• List reasons for believing in the Bible's authority and developing a personal faith in God's Word</li><li>• List the literary divisions of the Bible and all the book names</li></ul>

- 1 Point out to your students that the word *Bible* comes from the Greek word *biblos*, meaning *book*. The Bible is the greatest book ever written because it reveals God to us.
- 2 Help your students understand that 2 Timothy 3:16 does not say that God breathed *into* the writings, which would mean that once they were written, He gave them power. Rather, God breathed *out* the words that were written; therefore, they are His words.
- 3 Throughout the lessons, you will find definition boxes for the students to fill in. They should look up the definition of the word in an English dictionary or a Bible dictionary, and then write their own definitions. Do at least the first few definitions as a class. For example, for the first definition box ask one student to look up *inspire* and *inspiration* in an English dictionary and ask another student to find them in a Bible dictionary. Write the various definitions on the board. Ask the class to help you build a simple definition using both words. Then give them the definition in the answer key.
- 4 God's writers were not puppets. He delivered His message through each man's distinct personality and writing style. For example, the four gospels tell the same story in four different ways. Yet all of them are inspired by God, or "God-breathed."

J. W. McGarvey illustrated inspiration with a horse and rider: "You draw the lines (reins) to the right or left as you see that the horse needs guidance. You check him when he would go too fast, and urge him forward when he would go too slow; but he usually keeps the road and maintains the desired gait and speed of his own accord. Still your hand is ever on the lines, and its pressure on the bit is constantly felt, so that you are controlling the horse's movements when he is going most completely at his own will. Indeed, the horse is all the time going very much at his own will, and yet he is never without the control of the driver."

- 5 Pronounce and repeat the first five books together as the students fill in the chart. Do this after each section. You may want to discuss here that the original grouping of the books of the Old Testament was different from what most Christians use today, and what we describe here. Jews classified the books of the Hebrew Bible (our Old Testament) into the Law (the Pentateuch), the Prophets (some historical books and the prophets), and the Writings (other historical books and the poetic books).

## L E S S O N 1

## WHERE DID THE BIBLE COME FROM?

## WHAT A BOOK!

- 1** The word *Bible* means book. The Bible is the most important book ever written. It has been translated into more languages, published by more companies in more versions and editions, and sold more copies than any other book in the world.

The Bible is also called Scripture, which means writings. Because this book contains the words that God spoke and commanded men to write down, it is called God's Word.

- 2** According to 2 Timothy 3:16–17, all Scripture is inspired, which means “God-breathed.” That is, the words in the Bible are from God. What was written down was precisely what God wanted to say.

According to 2 Peter 1:16–21, God inspired men through the Holy Spirit. He spoke to them. Then they wrote His words to other people. Using a Bible dictionary, write the definition of *inspiration* in the following box:

- 3** Define *inspiration*: **God empowered men through the Holy Spirit to speak and write His truth.**

God used many people to write the Bible—likely several dozen different individuals. Many of them are unknown. For example, no one knows for sure who wrote the books of Job or Hebrews, which were written around 1400 B.C. and A.D. 100, respectively. Some books like Joshua and the prophets would appear to be named after the authors, but we have no specific biblical evidence. Still, the Bible is one unit. All of the books fit together to tell one story. This harmony of writings by different authors who lived many years apart shows that one mind guided them.



Read Exodus 34:27 and 1 Corinthians 2:10–13 to learn how God guided the human authors of the Bible.

- God told Moses what to write.
- God's Spirit taught people.

- 4** God told some writers exactly what to write down. Moses, for example, wrote down the laws as God dictated them (Exo. 34:27–28). Other writers wrote about what they saw and heard. For example, Matthew, a disciple of Jesus, wrote about the things he saw Jesus do and what he heard Him say. Some writers, such as Luke, investigated and wrote down what others told them (Luke 1:1–4). Some authors copied the history from other books (2 Sam. 1:17–27). The Holy Spirit guided all of these men and their methods so that whatever they wrote was true.

People communicate in two basic ways.

- words
- actions

God has spoken to humankind in these two ways.

As you read John 1:1, 14; 14:9–11, and Hebrews 1:1–2, discover how God has spoken to us in these ways. Then fill in the following:

- God's words are summarized in the Bible.
- God's actions are summarized in Jesus Christ.

## HOW IT ALL ADDS UP

As you read the following information, fill in the appropriate Bible division charts. Use the contents page in your Bible to fill in the name of each book.

## OLD TESTAMENT DIVISIONS IN ENGLISH BIBLES

- 5**
- Law—Moses wrote these first five books of the Bible. They describe the beginning of time, the beginning of the world, and the beginning of God's nation, Israel.
  - History—The books Joshua through Esther cover 1,000 years of Israel's history, recording Israel's conquest of the land that God promised and how the nation rose and fell under its judges, kings, and prophets.
  - Poetry—This section is also called Wisdom Literature because wise men wrote their advice in these books. They include poems, songs, story-poems and wise sayings, and teachings. Except for Job, each of these books was written in the days of David and Solomon.
  - Major prophets—Because these books are longer than the other prophets' writings, they are called major. The four authors, all prophets, lived during the time of Israel's kings. Lamentations is also a book of poetry.

Define *prophet*: **God's spokesman; one who speaks to man for God**

Define *prophecy*: **words spoken by God through men (may include predictions of future events)**

- Minor prophets—These twelve prophets who wrote shorter books also lived during the time of Israel's kings.

## OLD TESTAMENT BOOKS AND DIVISIONS

Genesis
Exodus
Leviticus
Numbers
Deuteronomy

### Law

Joshua
Judges
Ruth
1 Samuel
2 Samuel
1 Kings
2 Kings
1 Chronicles
2 Chronicles
Ezra
Nehemiah
Esther

### History

Job
Psalms
Proverbs
Ecclesiastes
Song of Solomon

### Poetry

Isaiah
Jeremiah
Lamentations
Ezekial
Daniel

### Major

### Prophets

Hosea	Joel	Amos	Obadiah	Jonah	Micah	Nahum	Habakkuk	Zephaniah	Haggai	Zechariah	Malachi
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Minor Prophets

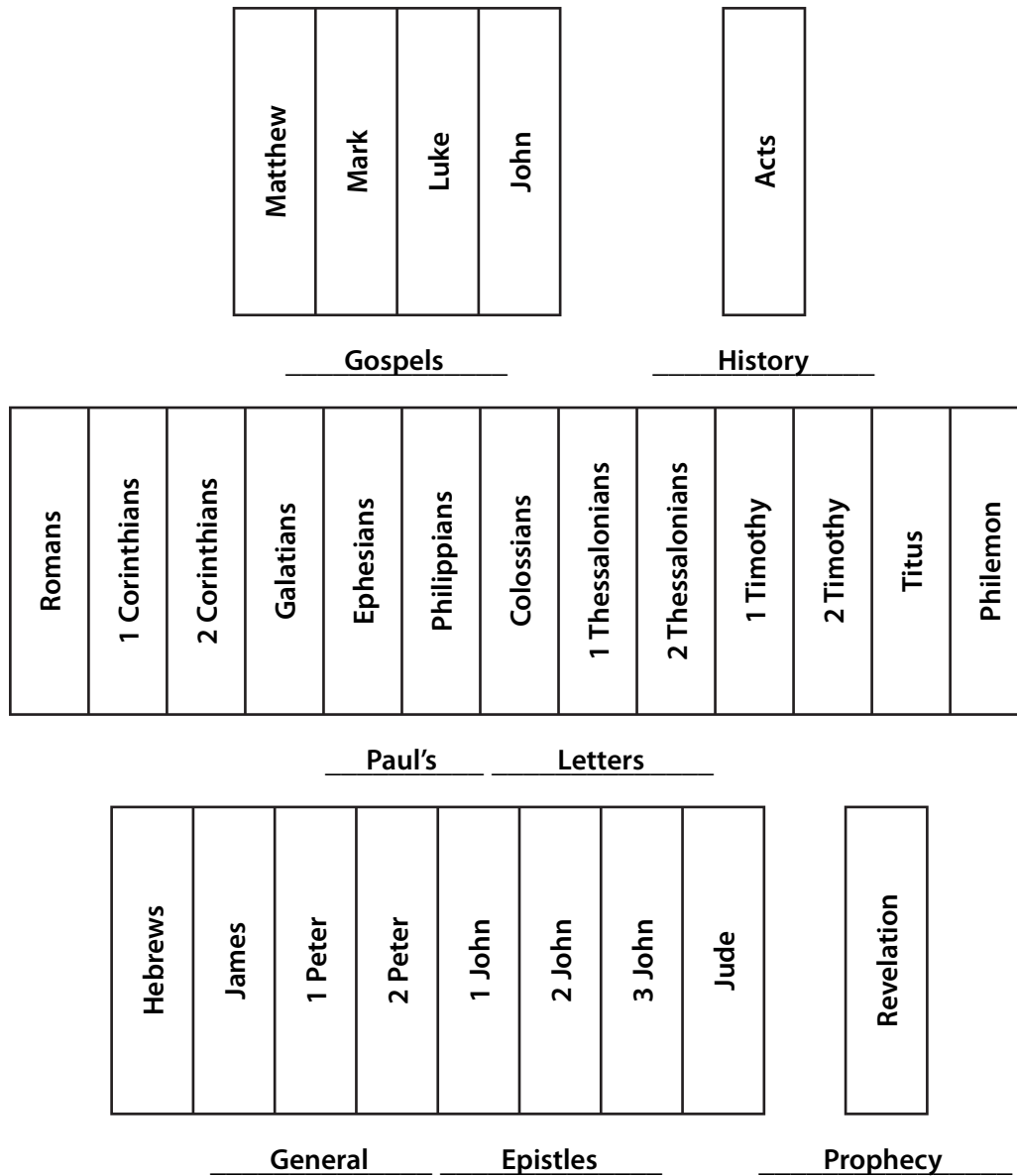
## NEW TESTAMENT DIVISIONS

- Gospels—These four books record the story of Jesus’ life, death, and resurrection.

Define *gospel*: **Good news!**

- History—Acts tells the story of how the church began. The four Gospels are sometimes placed in this category too.
- Paul’s letters—The apostle Paul wrote to churches and friends to teach them God’s will. Some Bibles use the word *epistle*, which simply means “letter.”
- General letters—Peter and other church leaders also wrote to churches and friends to explain God’s will. People who believe Paul wrote Hebrews include it with his letters. Because no one knows for sure who wrote it, we have placed it here.
- Prophecy—Revelation tells about the past as well as the present and the future. It reveals secret truths. Sometimes it is called the Apocalypse, which means revealed truth or revelation.

## NEW TESTAMENT BOOKS AND DIVISIONS



# LESSON 2

## IN THE BEGINNING

LESSON OBJECTIVE
Students will be able to...
<ul style="list-style-type: none"><li>List what God made on each of the days of creation</li></ul>



- 1 Have your students look up the passages that are listed and fill in the blanks. Then after they have done this on their own, go through the list and have them tell you their answers.
- 2 Help your students understand the importance of creation and its foundational position in the Christian faith. Discuss why people would want to deny that God had created the world and mankind. Discuss some of the results that come from rejecting God as Creator.

Optional activities:

- Have the students memorize what was created on each of the days of Creation.
- Have the students explain the theories of “apparent age” and the “young earth” as opposed to the theory of evolution. Begin by asking what evidence scientists give that the earth is millions of years old. Discuss whether God could have created the earth with characteristics that make it appear very old even if it is not. See the “Answers in Genesis” web site and publications for helpful information on these topics.
- Have the students give examples of how the theory of evolution has influenced entertainment, education, and views on the purpose of life.

# L E S S O N 2

## G E N E S I S

### IN THE BEGINNING...

#### GENESIS MEANS “BEGINNING”

**1** Genesis is a book of beginnings.

- The beginning of earth (1:1–25)
- The beginning of man and woman (1:26–2:25)
- The beginning of sin in the world (3:1–7)
- The beginning of redemption and salvation (3:8–24)
- The beginning of family life (4:1–4)
- The beginning of civilization, cities and skills (4:17–22)
- The beginning of nations (10:1–32; 11:1–9)
- The beginning of the Hebrew race (12:2)

God prepared Moses to write Genesis by having him trained to read and write in the palace of Pharoah of Egypt (Exo. 2:1–10). God spoke to him at Mount Horeb (Exo. 3:1), which is another name for Mount Sinai. God also commanded him to write down the laws that are recorded in Exodus through Deuteronomy.

In the first verse of Genesis, God tells us the most important facts we must know about Him. Write those facts in the blanks.

When: in the beginning

Who: God

How: created

What: the heavens and the earth

- 2** The only question not answered in that verse is Why? Why did God create the world? David gives us a clue in Psalm 19:1. What is it?

- to declare His own glory

## CREATION: THE BEGINNING OF OUR WORLD

Study Genesis 1. Place each of the following items in the proper box according to the day on which it was created:

wild animals	light	cattle
moon	sky/atmosphere	fish
trees	sun	stars
birds	plants	seas
man		

Day 1: <b>light</b>	Day 2: <b>sky/atmosphere</b>
Day 3: <b>seas, trees, plants</b>	Day 4: <b>sun, moon, stars</b>
Day 5: <b>fish, birds</b>	Day 6: <b>cattle, wild animals, man</b>

**Extra Assignment:** Write Genesis 1:27 in the space below. Rehearse it until you have it memorized.

Answers will vary, depending on translation.

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## THINK ABOUT IT

What would we not know about God if He had not given us the book of Genesis?

**Answers will vary.**

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# LESSON 3

## HOW IT FELL APART

### LESSON OBJECTIVES

#### Students will be able to...

- Trace the decline of mankind through the Fall, Flood, and Tower of Babel
- Recognize the consequences of disobedience and trace God's plan of salvation

**1** Read Genesis 2. Ask the students to describe God's perfect world, the Garden of Eden. Have one of the students make notes on the chalkboard. Ask the students to imagine life in the garden: daily tasks, fun activities, relationship with animals, relationship with God, etc. To help them, review 1:28–31.

**2** Discuss man's special role in God's creation. Man is like the animals physically, but mentally, spiritually and emotionally he is like God. According to Genesis 1:26, man was created in God's image.

Discuss our responsibilities as caretakers of God's creation. Include the following topics in your discussion: land and water conservation, pollution control, animal conservation, mineral and oil conservation, and general protection of the environment.

**3** Optional assignments:

You might discuss Cain and Abel, whose story is omitted from these lessons. See Genesis 4.

Have your students find out who Enoch was and why he was such a special man to God (Gen. 5:21–24; Heb. 11:5–6).

**4** Have the students “broadcast” their stories to the class. Then discuss the event, bringing out the central reason why God dispersed the people: they were depending on themselves (the strength of their own unity) rather than upon God.

**5** Class activity:

Have a Bible drill using the following references: Genesis 1:28; Romans 5:12; Genesis 3:15; Romans 5:8; Psalm 19:1; Genesis 6:5; Hebrews 11:5; Genesis 9:6.

## L E S S O N 3

## G E N E S I S

## HOW IT FELL APART

## THE FALL OF MAN

**1** What three commands did God give to Adam and Eve in Genesis 1:28 and 2:15–17?

1. **Multiply and fill the earth.** \_\_\_\_\_
2. **Subdue the earth; rule over the animals and plants.** \_\_\_\_\_  
\_\_\_\_\_
3. **Do not eat of the tree of knowledge of good and evil.** \_\_\_\_\_  
\_\_\_\_\_

**2** According to Genesis 3:1–24, what eight things happened to Adam and Eve when they disobeyed God?

1. **Their eyes were opened to good and evil.** \_\_\_\_\_ (3:7)
2. **They became afraid of God.** \_\_\_\_\_ (3:8–10)
3. **They blamed others for their troubles.** \_\_\_\_\_ (3:12–13)
4. **They became enemies of the serpent and his seed.** \_\_\_\_\_ (3:15)  
\_\_\_\_\_
5. **Women were made to have increased pain in childbirth.** \_\_\_\_\_ (3:16)  
\_\_\_\_\_
6. **Wives were made submissive to their husbands.** \_\_\_\_\_ (3:16)
7. **Caring for the earth became hard work.** \_\_\_\_\_ (3:17–19)
8. **Death** \_\_\_\_\_ (3:19, see also 2:17)

This is called “the Fall” because Adam and Eve fell from their perfect relationship with God. They fell from His good pleasure. The world fell, too, because sin had arrived. But God had a perfect plan to save His creation from complete destruction by sin. It would take centuries to prepare for the main event in the plan; it would take the entire history of the earth to finish the plan. Nonetheless, from the very beginning God knew exactly what He intended to do.

God told Adam and Eve about His plan in Genesis 3:15. Answer the following questions about this verse:

- Whom does the serpent represent? **Satan**
- If the offspring of the woman is one man who crushes Satan, who would that man be? **Christ**
- How did Satan bruise Christ’s heel (Mark 14:64)?  
**by having Him condemned to death**
- How did Christ bruise Satan’s head (Rom. 5:6–11, 15–17)?  
**by saving sinners through His death and resurrection, and, in the future, by His final defeat and judgment of Satan**

**Extra Assignment:** Memorize Genesis 3:15.

## THE FLOOD

**3** Study Genesis 6:1–9:17 and fill in the missing words below.

- Noah’s sons were named **Shem**, **Ham**, and **Japheth**.
- God decided to destroy the earth because everything man thought and did was **evil**. God felt **grieved** (6:6–7) that He had made man because the earth was full of **violence** (6:11).
- God saved Noah and his family from the Flood because Noah was a **righteous/just** man, and he **walked** with God (6:9).

God made a special covenant with Noah. List the six promises that God made to Noah and Noah’s six responsibilities.

GOD'S PROMISES	NOAH'S RESPONSIBILITIES
6:17 <b>to send a flood</b>	6:14–16 <b>to build an ark according to God's plan</b>
6:18 <b>to spare Noah's family</b>	6:19–21 <b>to gather animals on an ark</b>
8:21–22 <b>never to curse the earth or destroy all creatures again</b>	8:20 <b>to honor God with sacrifices</b>
9:2–3 <b>to make man caretaker of the earth</b>	9:1, 7 <b>to multiply and fill the earth</b>
9:9–11 <b>never to send another world-wide flood</b>	9:4 <b>not to eat bloody meat</b>
9:12–17 <b>to set a rainbow in the sky to remind men of His promise</b>	9:5–6 <b>not to kill people</b>

### THE TOWER OF BABEL

- 4** Imagine that you are a radio news reporter during the time recorded in Genesis 11:1–9. On a separate sheet of paper, write a news story about the day God confused the languages at Babel. Add some details by using a Bible dictionary, encyclopedia, or commentary. Create some other details using your imagination. (Remember, a good news story tells who, what, when, where, how, and why.)

### THINK ABOUT IT

- 5** What was God revealing about Himself when He promised a plan to redeem people in Genesis 3:15 and when He provided a way of deliverance for Noah and his family? **He was revealing that He is a gracious God who saves His people.**

Why was God displeased with the intentions of the people who built the Tower of Babel? **They were trying to make a name for themselves rather than honoring His name.**

# LESSON 4

## ABRAHAM

### LESSON OBJECTIVES

#### Students will be able to...

- List the promises of God's covenant with Abraham
- Discuss the relationship between faith and obedience

**1** From Ur to Haran is nearly 800 miles. From Haran to Canaan is about 500 miles. See if your class can calculate how long each of these journeys might take. Take into account that they would travel with slow ox-drawn carts filled with possessions. Part of the journey might follow a dirt road. Some of it would be over rough country with no road. They might do well to cover ten miles a day.

**2** Read Hebrews 11:1–12. Knowledge is based on experienced facts. For example, I know this room exists because I see it. Faith is based on both experienced facts and second-hand facts—that is, what someone trustworthy says or promises.

For example, a trustworthy person tells me that in another room in this building all the furniture is made of chocolate. That the person is trustworthy is an experienced fact. But chocolate? Until I can see the room for myself, I must choose either to believe or disbelieve the person who told me. If I believe him, that's faith. Once I see the chocolate room and nibble an armchair, it becomes experience and is no longer faith.

We have not seen God and can believe in His existence only by faith. We have good facts—such as the existence of our complex world, the Bible, and the life, death, and resurrection of Jesus Christ—on which to base that faith.

Abraham knew that God existed because God had spoken to Him, but he had not experienced a son. Having a son was inconceivable at Abraham and Sarah's age. He accepted that promise by faith.

**3** According to Paul, righteousness comes by faith alone. This principle did not begin with the new covenant. How do we know? Because we see that it was at work back in Abraham's day (see Gen. 15:6).

**4** Remind the students that in Abraham's hometown of Ur, the people made human sacrifices to the moon-god. Human sacrifice may not have sounded that strange to Abraham.

**5** Ask the class when they think Isaac realized that he was about to be sacrificed. How do you think he reacted? Did he have faith? In whom?

**6** Point out Abraham's key statement in 22:8. God always provides for those who put their confidence in Him. He never lets us down. In discussing Abraham's faith, review Hebrews 11:17–19. Faith and obedience are intertwined in this story. Neither can they be separated in the Christian life.

**7** Note the following comparisons between Isaac and Christ.

- Both were innocent yet sentenced to die.
- Both carried the instruments of sacrifice on their backs.
- Both were led up a mountain or hill.
- Both carried on with faith in their fathers.
- Both were only sons of their fathers (Gen. 22:2).

Note the following comparisons between Isaac and a sinner.

- Both are doomed without mercy.
- Both are spared by a substitute sacrifice.

Note that at the end of the story, Isaac's is no longer a valid comparison to Christ. The ram stuck in the thicket is. The ram provides the sacrifice that takes the place of Isaac, the sinner.

## L E S S O N 4

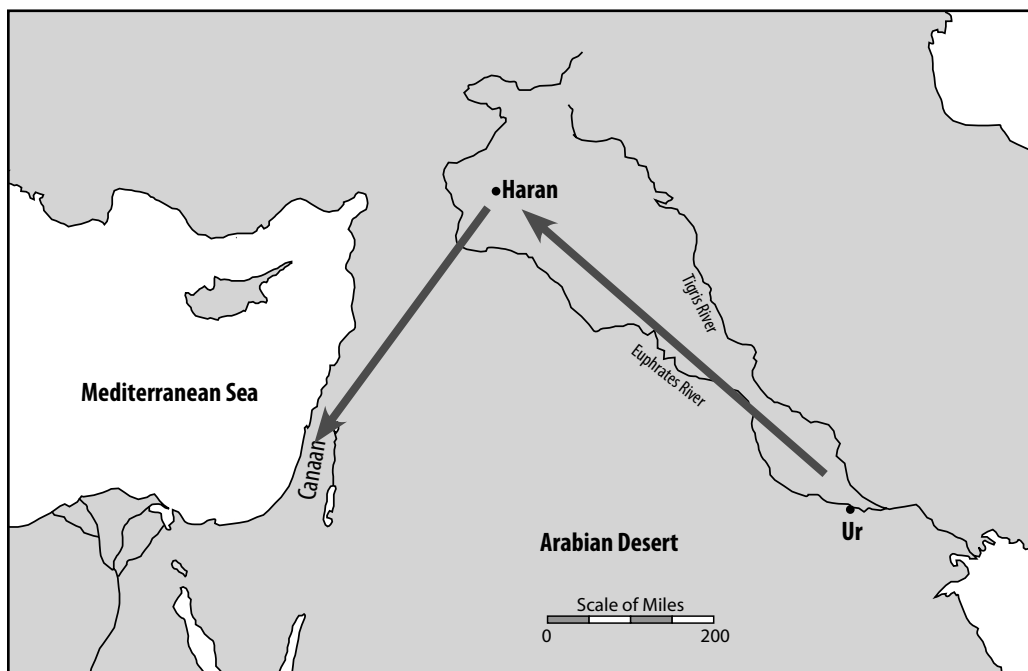
## G E N E S I S

## ABRAHAM

## THE CITY OF UR

Abram, whose name God later changed to Abraham, grew up in a city called Ur of the Chaldees. The Chaldees lived in the area of what is today Iraq and built magnificent cities. In Ur's famous schools and libraries, students learned reading and writing. They wrote with sticks on clay tablets. Many of these tablets, or "books," have been found at Ur and other ruined cities where the Chaldeans lived.

- 1 Citizens of Ur worshipped the moon-god, Nannar. Sometimes they offered human sacrifices to her. Using the following verses, trace on the map Abraham's journey from Ur to Canaan: Genesis 11:31; 12:1, 4–5.





## GOD PROMISED ABRAHAM...

Match the following verses to the appropriate promises. Write the letter of the references in the blanks to the left of the promise.

<b>12:2a</b>	1. His children would become a great nation.	12:2a
<b>12:3a</b>	2. God would bless those who blessed him.	12:2b
<b>12:7</b>	3. His descendants would own the land of Canaan.	12:3a
<b>18:1-5</b>	4. He and Sarah would have a son.	12:3b
<b>12:3c; 22:18</b>	5. All nations would be blessed by one of his descendants.	12:3c; 22:18
<b>15:1</b>	6. God would protect Abraham like a shield.	12:7
<b>12:2b</b>	7. He would be a great man who would bless others.	15:1
<b>12:3b</b>	8. God would curse his enemies.	18:1–15

## ...AND ABRAHAM BELIEVED GOD

Write Genesis 15:6 in the following space: Answers will vary, depending on translation.

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Abraham believed what God told him, even though it sounded impossible. How could God make his descendants a great nation when he was old, had no children, and his wife was unable to bear children? Abraham asked questions (15:2) and wondered how God would keep His promises, but he never doubted that God would do it.

Do you ever wonder how God is going to work out His promises? Maybe He asks you to control your temper, and you think you can't. Maybe He asks you to tell the truth, but you are afraid. Sometimes it seems as though God doesn't mean what He says in His promises. But when you obey Him, you discover that with His help you *can* do whatever He asks (Phil. 4:13). It's never as impossible as you think!

Just like Abraham, all of us wonder about God's plan. But that doesn't mean that we lose faith. We still believe that God is going to carry out His plan. We're just not sure about all of the details of that plan.

God rewards faith. Abraham believed, and God counted that faith as righteousness. God declared him to be righteous, in spite of his faults, because he believed. Do you think that God does the same with us?

- 2** Define *faith*: **trust; believing in something you have not seen or experienced**

- 3** Read Romans. 3:22–24. According to Paul, how does a person become good (righteous and just)? **by faith; through God's grace and Christ's redemption**

The implication is that when God sees believers, He sees neither their sinfulness nor some goodness that they have produced, but rather the righteousness of His holy Son.

One of the greatest demonstrations of Abraham's faith is found in Genesis 22:1–18. After reading that passage, check T (true) or F (false) for each statement.

- 4**     ☒ T | ☐ F    1. God told Abraham to go to the mountain to sacrifice his only son, Isaac.  
          ☐ T | ☒ F    2. God demanded a sacrifice because He was angry with Abraham.  
          ☐ T | ☒ F    3. Abraham refused to go.
- 5**     ☒ T | ☐ F    4. Isaac did not know that he was to be the sacrifice.  
          ☒ T | ☐ F    5. God provided a ram to take Isaac's place on the altar.
- 6**     ☒ T | ☐ F    6. Abraham named the place *Yahweh-jireh*, or "The Lord will provide."

### THINK ABOUT IT

- 7** What was God revealing about Himself when He called Abram out of a land of idolatry to become the father of a great nation with a special relationship to God?  
**Answers will vary.**

# LESSON 5

## WHO'S WHO?

### LESSON OBJECTIVES

#### Students will be able to...

- Draw Israel's family tree from Abraham to the twelve tribes
- Recognize that God is always working to accomplish His plan for His people.
- Describe how God used Joseph to fulfill promises to Abraham

- 1** Complete the chart together as a class, reading the verses and following the story of Abraham's descendants.
- 2** Optional assignment:  
  
Have your students read through Genesis 37 and list all the ways God providentially allowed Joseph to be removed from his home and sold into slavery in Egypt. Compile a list of the providences on the board. Then discuss the fact that God is not once mentioned by name in this chapter. God often works behind the scenes to accomplish His plan for His people.
- 3** Assign reading of Genesis 42–45. Then discuss how God used Joseph to save his brothers' families and his father. How did this relate to God's promise to Abraham in 22:17? How did it relate to another of God's promises to Abraham in 15:13?

# LESSON 5

## GENESIS

### WHO'S WHO?

#### ISRAEL'S FAMILY TREE

- 1** Abraham's family multiplied just as God had promised. Place the following names on Israel's family tree on the following page. Wives' names go in the box that is connected by a broken line to their husbands' names. Be sure to match the twelve sons of Jacob with the right mothers. Names go in order of birth, starting with the eldest at the top.

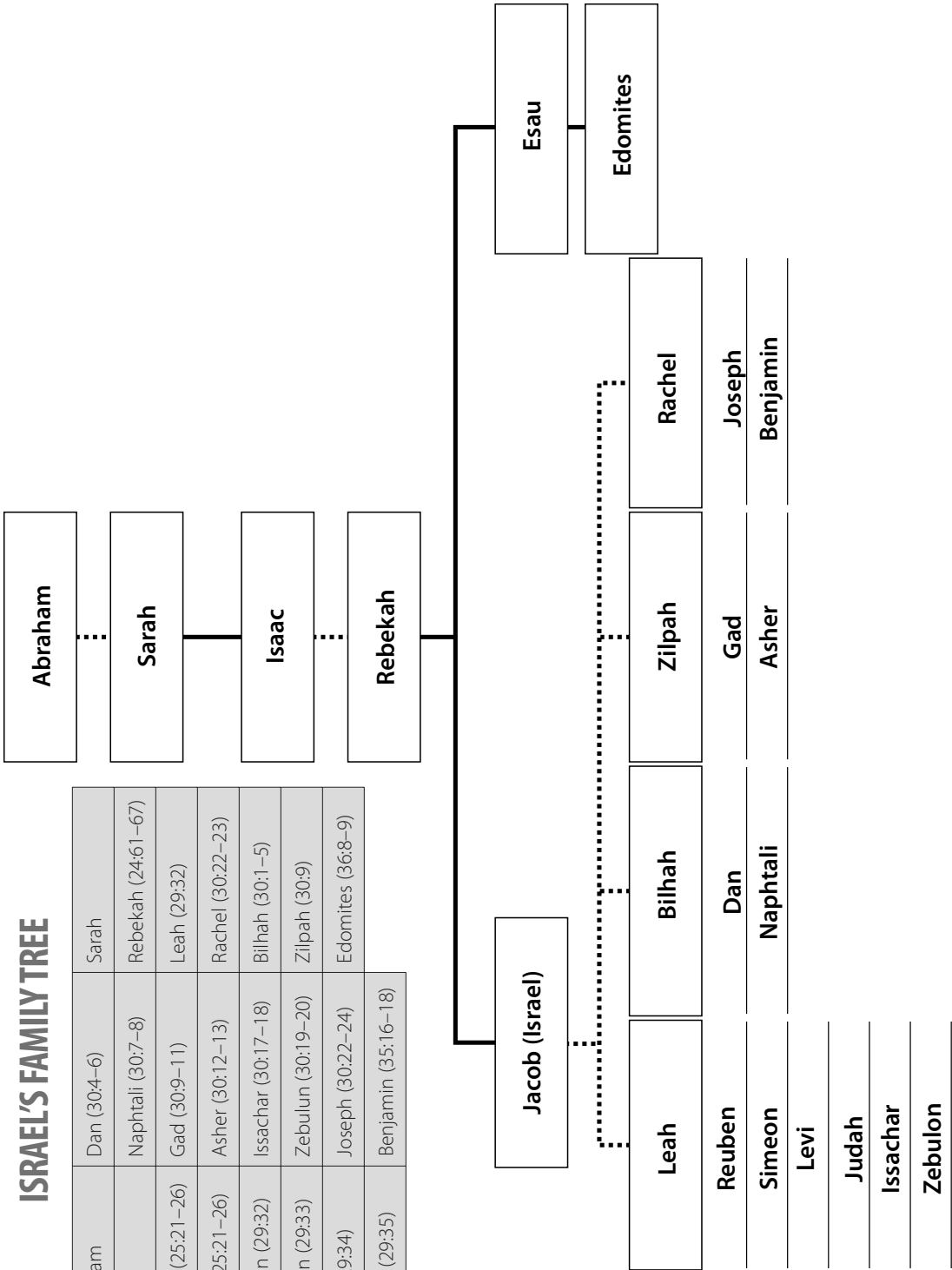
Abraham	Dan (30:4–6)	Sarah
Isaac	Naphtali (30:7–8)	Rebekah (24:61–67)
Jacob (25:21–26)	Gad (30:9–11)	Leah (29:32)
Esau (25:21–26)	Asher (30:12–13)	Rachel (30:22–23)
Reuben (29:32)	Issachar (30:17–18)	Bilhah (30:1–5)
Simeon (29:33)	Zebulun (30:19–20)	Zilpah (30:9)
Levi (29:34)	Joseph (30:22–24)	Edomites (36:8–9)
Judah (29:35)	Benjamin (35:16–18)	

#### WHAT HAPPENED NEXT?

- 2**
- God changed Jacob's name to Israel (35:9–10).
  - Joseph's brothers threw him into a pit because they were jealous of him because Jacob had given him a special coat (or coat of many colors), and he had told them about his dreams of ruling over his family (37:1–24).

ISRAEL'S FAMILY TREE

Abraham	Dan (30:4–6)	Sarah
Isaac	Naphtali (30:7–8)	Rebekah (24:61–67)
Jacob (25:21–26)	Gad (30:9–11)	Leah (29:32)
Esau (25:21–26)	Asher (30:12–13)	Rachel (30:22–23)
Reuben (29:32)	Issachar (30:17–18)	Bilhah (30:1–5)
Simeon (29:33)	Zebulun (30:19–20)	Zilpah (30:9)
Levi (29:34)	Joseph (30:22–24)	Edomites (36:8–9)
Judah (29:35)	Benjamin (35:16–18)	



- The Ishmaelites bought Joseph as a slave and took him to Egypt where they sold him to Potiphar, the captain of Pharaoh's guard (37:25–36).
  - Joseph went to prison because Potiphar's wife falsely accused him. Nonetheless, Joseph succeeded in whatever he did because the Lord was with him (39:1–23).
  - Joseph got out of prison by interpreting Pharaoh's dream.
  - Pharaoh put Joseph in charge of the whole land of Egypt.
  - Joseph stored up food for seven years. He saved Egypt from a famine that lasted seven years (41:1–57).
- 3** • Joseph's brothers bowed before him to ask for corn (42:1–26).

**Extra Assignment:** (The answers to the following questions are found somewhere in the chapters in Genesis that we have covered in this lesson.)

- Jacob's wife Leah also had a daughter named Dinah (30:21).
- Joseph's two sons were named Manasseh and Ephraim (41:50-52).

### THINK ABOUT IT

What does Genesis 50:20 reveal about God's purposes for Joseph's slavery and imprisonment? **Answers will vary.**

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# UNIT ONE: LESSONS 1–5 REVIEW

## IDENTIFICATION

Use the following word list to play a letter-guessing game like “Wheel of Fortune” or to hold a spelling bee. As you play, review the significance of each person or thing.

Bible	Judah	inspiration	Issachar
Noah	Zebulun	Adam	Dan
Eve	Naphtali	Babel	Gad
Abraham	Asher	Jacob	Joseph
Esau	Benjamin	Isaac	Manasseh
Rachel	Ephraim	Rebekah	faith
Leah	Pharaoh	Bilhah	Egypt
Zilpah	Potiphar	Reuben	Genesis
Simeon	Haran	Levi	Ur

## COVENANTS

Appoint a scribe (someone to write on the board). Each student suggests a promise God made in Noah’s covenant. If the class approves, it is written on the board. If the class does not approve, it is not. If students are stumped, have them look back to Lesson 3 in their books. Do the same with God’s promises to Abraham listed in Lesson 4.

## MEMORY WORK

Recite Genesis 1:27 together. Then have a relay race with two teams. Once the race begins, the first student from each team races to the board, writes the first word of the verse, and then races back to his seat. The second student then races to the board to write the second word and so on. The first team to complete the verse correctly wins.

## CREATION DAYS

Draw seven circles on the board and label them with the numbers 1–7 to stand for the seven days of the creation week. Divide the class into two teams. Using the list of items in Lesson 2, give the first student on Team A one of the items on the list, and tell him to go to the board and write it in the correct circle. Once the student has done this, ask his team if they agree with his choice. The scoring is as follows:

- If the team agrees and the student is right, the team gets 10 points.
- If the team disagrees and the student is right, the team gets 3 points.
- If the team disagrees and the student is wrong, the team gets 3 points.
- If the team agrees and the student is wrong, the team gets 0 points.

In other words, if both the individual and the team are right, they get 10 points; if one or the other is wrong (but not both), they only get 3 points. If both are wrong, they get no points.

Continue alternating between Team A and Team B until you have covered all of the items on the list.

## **BOOKS OF THE BIBLE**

It is essential to a proper understanding of an overview of the Bible that your students learn the books and divisions of the Old and New Testaments. You might want to make a copy of the charts in their books and have them fill these in as a separate test. Students who earn below a “C” should keep taking the chart test until they reach at least “C” level.

Your students will need to know the books and book divisions for the test on Lessons 1–5 as well as for the more comprehensive exams later in the year.



# LESSON 6

## GETTING OUT OF EGYPT

### LESSON OBJECTIVES

#### Students will be able to...

- Summarize Moses' life and the events of the Exodus
- List the ten plagues
- Describe the Passover

- 1 Discuss the following statements and help your students fill in the blanks:
- 2 Beginning with Exodus, the descendants of Abraham are called by several names:

- Israel—national name
- Israelites—name for individual members of the nation
- Children of Israel/sons of Israel—family name following Jacob's God-given name
- Hebrews/Hebrew people—those who speak the Hebrew language

#### Optional class project:

Assign research groups to find information on Moses' life and present their reports to the class. Groups may each focus on a portion of his life, such as (1) his life in Egypt, (2) his call by God, (3) confrontations with Pharaoh, and (4) his leadership of Israel in the wilderness.

- 3 Try using these questions in a trivia game. Divide the students into teams and keep score.
- 4 The first nine plagues are related to the natural setting and events around the Nile River. The miracle lies in the intensity, timing, and duration of each plague. The plagues also mock the gods of the Egyptians.
  1. God turned the central water supply of the Nile Valley into a river of blood. The Egyptians believed that the Nile river-god brought prosperity. God cut off their prosperity by changing the life-source of their country into a source of death.
  2. Frogs symbolized the god of fruitfulness. Their coming out of the Nile at this time of year was highly unusual but was caused in part by the deadly waters and shores of the river.
  3. The lice may have been gnats or mosquitoes. The Egyptian magicians could not copy this plague by their magic arts. They did mimic some of the other plagues, likely by sleight of hand, and they did others apparently by satanic supernatural power.
  4. The fly also symbolized an Egyptian god. God mocked their false gods by turning their sacred symbols into miserable plagues. One can assume that Israel did not suffer from the first three plagues, even though the distinction is not mentioned until this plague (8:20–23).

5. Disease among livestock may have been carried by the flies, caused by decaying frogs, or initiated by a supernatural act of God. The Egyptians prided themselves in their cattle. They considered several animals to be sacred, such as the bull, cow, cat, baboon, and crocodile.
6. Boils on the Egyptians' bodies were a more personal offense. This plague mocked the god who protected health.
- 7–8. Hail mocked the gods of weather. Locusts devastated what little crops were left after the hail. Now both meat and vegetable sources were destroyed. It would take years to recover from the famine these plagues would cause.
9. The sun god was Ra, a chief god in Egypt. He could not help the Egyptians when God covered their land with three days of darkness. Sometimes dust storms in Egypt caused a similar darkness.
10. Each family's hope rested in the firstborn. This most personal and tragic plague defeated the Egyptians' spirit, courage, and hope. It was clearly a miracle because it affected only a select group.

**5** Bible miracles are confined to the following four major periods, each of which separated from one another by centuries:

- The exodus from Egypt, period of wilderness wandering, and period of conquest in Canaan.
- The struggle between idol worship and true religion in the divided kingdom under Elijah, Elisha, and a few other prophets.
- The exile, when God demonstrated His power over all other gods, even though His people (e.g., Daniel and his companions) were in captivity.
- The introduction of Christianity, beginning with the conception of John the Baptist and fading near the end of the first century with the death of the apostles. Outside these periods, miracles were rare.

Miracles had a special purpose in each period. They were signs pointing to God's Word or demonstrations of His authority. Moses' miracles, for example, proved to Israel and to Pharaoh that God truly spoke through him. Jesus' miracles gave authority to His words and drew the attention of crowds. Finally, the disciples' miracles proved that they were sent by Jesus Christ and possessed the Holy Spirit.

Miracles occur when God wants to establish His authority or direct attention to His Word. Miracles today are rare because (1) the first century period of miracles ended, and no new period has begun since, (2) God has given us His Word in the Bible and already attested to its authority, and (3) Jesus said that the greatest sign is His resurrection, which has already been accomplished.

**6** Following are some of the symbols of Passover:

- Unleavened bread—made in haste with no time for it to rise on this night of hasty escape; untainted and unaffected by evil; without hypocrisy, showing the sincerity of their commitment to God
- Meal eaten in haste and participants clothed and ready to travel—symbolized hasty obedience and preparation to follow God faithfully; alert and ready

- Hyssop branch—purity
- Bitter herbs—bitterness of bondage in Egypt
- One-year-old spotless lamb—a perfect sacrifice the blood of which protected each family’s firstborn; symbolized mercy

## 7 Class project:

Divide the class into teams. Write the following events on slips of paper, which the students then draw from a hat. Give each team fifteen minutes to plan pantomime of their event. The other teams must name the event and find the chapter in which it occurs. (Played similar to charades.)

- Crossing the Red Sea (14:5–31)
- Manna and quail from God (16:1–36)
- Water from a rock (17:1–7)
- The golden calf (32:1–20)

Optional activities:

- Have the students memorize the ten plagues. Then have them research to discover which Egyptian god(s) was/were targeted by each of the plagues.
- Have the students research and write an essay explaining the symbolism of the Passover feast and how Jews celebrate it today.

## L E S S O N 6

## E X O D U S

## GETTING OUT OF EGYPT

## DOWN AND OUT IN EGYPT

- 1 The book of Exodus picks up the story of Abraham's descendants about 300 years after the end of Genesis. Exodus 1:6–14 summarizes what happened during those years. After reading it, see if you can fill in the following blanks:

After Joseph's death, the children of Israel were made slaves by the Egyptians. Still they grew in numbers and became a great nation. The Egyptians feared the Israelites because there were so many of them. This fulfilled God's prophecy to Abraham that his descendants would be enslaved and mistreated for 400 years in a foreign land (see Gen. 15:13).

When Israel (Jacob) took his family to Egypt at the end of Genesis, there were 70 family members altogether (Gen. 46:27). By the time they left Egypt, there were about 600,000 fighting men, besides women and children (Exo. 12:37), meaning that the total number of people was probably at least 2,000,000.

The book of Exodus gets its name from the main event in the book, which is the exodus or going out of the Israelites from Egypt.

This fulfilled God's promise to Abraham in Genesis 15:14 that God would bring the Israelites out of their slavery in Egypt "with great substance."

God heard the Israelites' prayers for help and decided that the time had come to fulfill His promise to Abraham (Exo. 2:23–25).

- 2** Genesis is a book of family history, while Exodus is a book of national history. In Exodus, the nation of Israel travels from Egypt to Mt. Sinai. Locate these places on a map.

### GOD'S MAN FOR THE MOMENT

- 3** Read Exodus 1–4 and select the best answers to complete the following statements:

<b>B</b>	1. Pharaoh was
	A. the name of an Egyptian. B. the title of the king of Egypt. C. the king's right-hand man.
<b>C</b>	2. The main character of Exodus who became the greatest leader of Israel was
	A. Joshua. B. Levi. C. Moses.
<b>A</b>	3. Pharaoh ordered Hebrew parents to throw their male babies into the river because
	A. the Hebrew people had become too many and too strong. B. there wasn't enough food to go around. C. he hated the Hebrews.
<b>B</b>	4. Who found a baby in a basket floating on the river?
	A. Pharaoh's servants B. Pharaoh's daughter C. The Hebrew midwives
<b>C</b>	5. Moses fled Egypt because
	A. two Hebrews learned that he had killed an Egyptian. B. Pharaoh learned that he was a Hebrew and wanted to kill him. C. Pharaoh wanted to kill him because he killed an Egyptian.
<b>C</b>	6. Moses married _____, the daughter of _____.
	A. Miriam, Midian B. Miriam, Pharaoh C. Zipporah, Jethro

<b>B</b>	7. Mt. Horeb is also called Mt. Sinai and
	A. the mountain of fire. B. the mountain of God. C. Israel's mountain.
<b>C</b>	8. God called to Moses on Mt. Horeb from a
	A. dark cloud that thundered. B. pillar of fire that burned everything. C. bush that burned but wasn't consumed.
<b>A</b>	9. God told Moses to
	A. ask Pharaoh to release the Israelites. B. lead Israel in battle against the Egyptians. C. lead Israel out of Egypt secretly.
<b>B</b>	10. When Moses asked God's name, God said,
	A. "The Lord God." B. "I Am." C. "The God of Abraham."
<b>B</b>	11. God promised Moses to bring Israel out of slavery in Egypt and into
	A. Jericho. B. a land of milk and honey. C. the Red Sea.
<b>A</b>	12. God gave Moses _____ miracles to convince Pharaoh that he was God's prophet.
	A. three B. seven C. ten
<b>B</b>	13. Who went with Moses to Pharaoh?
	A. His wife B. His brother, Aaron C. The elders of Israel

## TEN NASTY PLAGUES

Pharaoh scoffed at Moses' demand. He scoffed at the words of Israel's God. His nation depended on Hebrew slave labor. To let them go would be like giving away half of his wealth. So God proved His power and authority to Pharaoh by plagues. God taught him that he must listen to the God of Israel who created the world.

- 4** Find the account of the ten plagues in Exodus 7:19–12:30, and write them below in the proper order.

	Plague	Exodus Reference	Against Egyptian God(s)
<b>1</b>	<b>water to blood</b>	7:20	Hapi—god of the Nile
<b>2</b>	<b>frogs</b>	8:6	Heqt—god of frogs/fertility
<b>3</b>	<b>lice</b>	8:17	Geb—earth god
<b>4</b>	<b>flies</b>	8:24	Scareb—god of eternal life
<b>5</b>	<b>cattle disease/death</b>	9:3	Apis—black bull god
<b>6</b>	<b>boils</b>	9:8–9, 15	Priests—unfit to serve
<b>7</b>	<b>hail</b>	9:18	Isis/Osiris—rain gods
<b>8</b>	<b>locusts</b>	10:4	Serapis—locust protection
<b>9</b>	<b>darkness</b>	10:21–22	Ra—sun god
<b>10</b>	<b>death of firstborn</b>	11:5ff	

- 5** The plagues were miracles and would not have happened without God's intervention. Notice, however, how God worked within His created world, using the events and powers of nature. Also interesting is the fact that most of the plagues were attacks on Egypt's false gods.

For instance, instead of inventing strange creatures to torture Egypt, He used flies, frogs, and hail. The unusual number of frogs and flies and the size of the hailstones made these events miracles. Locusts had destroyed crops in Egypt before, but not everything.

Define *miracle*: **events that require some supernatural (above nature) power**

Another strange thing happened to prove that these plagues were miracles. The Israelites lived next to the Egyptians, but only the Egyptians suffered from the plagues. God protected Israel while He punished Egypt. True miracles clearly show that some supernatural power is behind them.

## THE PASSOVER

- 6** Jews today still celebrate the Passover feast. For many Jews it is their most important national and religious celebration. This feast began the night that God brought the last plague on Egypt—the death of every family’s firstborn. That same night, Israel left Egypt. Every time the Jews celebrate Passover, they remember how God brought their forefathers out of Egypt.

**Extra Assignment:** After reading Exodus 12:1–16, write an essay describing the Passover feast in your own words. Tell what kind of lamb each family chose. What did they do with the lambs? What foods did they eat with the meat? How were they to eat them? Why was it called “Passover”?

One of Christ’s names is the Lamb of God (Rev. 5:6–14). Paul calls Him the Christian Passover (1 Cor. 5:7). The Passover lamb and Christ have six things in common. Discover how Christ compares to the lamb by telling how Christ is described in the following verses:

Passover Lamb	Christ
Without spot or blemish	Hebrews 4:15 <u>perfect, without sin</u>
Saved the firstborn by its blood	Romans 5:8–9 <u>We are justified by His blood.</u>



No bones broken	John 19:36 <b>No bones were broken as He died on the cross.</b>
Chosen for the specific purpose of becoming a sacrifice	Romans 3:25 <b>God sent Him to be a propitiation—a sacrifice for sin.</b>
Eaten completely or burned; none left to decay	Acts 13:37 <b>His body did not decay.</b>
Killed during Passover	John 19:14–16 <b>He was killed during the time of Passover.</b>

### THINK ABOUT IT

- 7**   What would you have thought if you were an Israelite and Moses told you that your oldest child will die during the night unless you killed a lamb and put its blood around your door?   **Answers will vary.**
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