

BIBLE

TEACHER'S GUIDE



► 5th Grade

.....

BIBLE 500

Teacher's Guide

LIFEPAC® Overview **5**

BIBLE SCOPE & SEQUENCE | 6

STRUCTURE OF THE LIFEPAC CURRICULUM | 10

TEACHING SUPPLEMENTS | 16

Unit 1: How Others Lived for God **23**

ANSWER KEYS | 27

ALTERNATE LIFEPAC TEST | 35

Unit 2: Angels **39**

ANSWER KEYS | 43

ALTERNATE LIFEPAC TEST | 51

Unit 3: The Presence of God **55**

ANSWER KEYS | 60

ALTERNATE LIFEPAC TEST | 67

Unit 4: Bible Methods and Structure **71**

ANSWER KEYS | 73

ALTERNATE LIFEPAC TEST | 81

Unit 5: The Christian in the World **85**

ANSWER KEYS | 88

ALTERNATE LIFEPAC TEST | 95

Author:

Alpha Omega Staff

Editor:

Alan Christopherson, M.S.

Media Credits:

All maps in this book © Map Resources, unless otherwise stated.



**804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759**

© MCMXCVI by Alpha Omega Publications, Inc. All rights reserved.
LIFEPAC is a registered trademark of Alpha Omega Publications, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates, and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.

Unit 6: Proving What We Believe **99**

ANSWER KEYS | 101

ALTERNATE LIFEPAC TEST | 109

Unit 7: Missionary Journeys of Paul **113**

ANSWER KEYS | 117

ALTERNATE LIFEPAC TEST | 125

Unit 8: God Created Man for Eternity **129**

ANSWER KEYS | 132

ALTERNATE LIFEPAC TEST | 139

Unit 9: Authority and Law **143**

ANSWER KEYS | 146

ALTERNATE LIFEPAC TEST | 153

Unit 10: God, the Bible, and Living for God **157**

ANSWER KEYS | 160

ALTERNATE LIFEPAC TEST | 169

STRUCTURE OF THE LIFEPAC CURRICULUM

The LIFEPAC curriculum is conveniently structured to provide one teacher handbook containing teacher support material with answer keys and ten student worktexts for each subject at grade levels two through twelve. The worktext format of the LIFEPACs allows the student to read the textual information and complete workbook activities all in the same booklet. The easy to follow LIFEPAC numbering system lists the grade as the first number(s) and the last two digits as the number of the series. For example, the Language Arts LIFEPAC at the 6th grade level, 5th book in the series would be LAN0605.

Each LIFEPAC is divided into 3 to 5 sections and begins with an introduction or overview of the booklet as well as a series of specific learning objectives to give a purpose to the study of the LIFEPAC. The introduction and objectives are followed by a vocabulary section which may be found at the beginning of each section at the lower levels or in the glossary at the high-school level. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced later in the LIFEPAC. The student should learn all vocabulary words before working the LIFEPAC sections to improve comprehension, retention, and reading skills.

Each activity or written assignment has a number for easy identification, such as 1.1. The first number corresponds to the LIFEPAC section and the number to the right of the decimal is the number of the activity.

Teacher checkpoints, which are essential to maintain quality learning, are found at various

locations throughout the LIFEPAC. The teacher should check 1) neatness of work and penmanship, 2) quality of understanding (tested with a short oral quiz), 3) thoroughness of answers (complete sentences and paragraphs, correct spelling, etc.), 4) completion of activities (no blank spaces), and 5) accuracy of answers as compared to the answer key (all answers correct).

The self test questions are also number coded for easy reference. For example, 2.015 means that this is the 15th question in the self test of Section 2. The first number corresponds to the LIFEPAC section, the zero indicates that it is a self test question, and the number to the right of the zero the question number.

The LIFEPAC test is packaged at the centerfold of each LIFEPAC. It should be removed and put aside before giving the booklet to the student for study.

Answer and test keys have the same numbering system as the LIFEPACs. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

A thorough study of the Curriculum Overview by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade-level skills fit into the overall skill development of the curriculum. The teacher should also preview the objectives that appear at the beginning of each LIFEPAC for additional preparation and planning.

TEST SCORING AND GRADING

Answer keys and test keys give examples of correct answers. They convey the idea, but the student may use many ways to express a correct answer. The teacher should check for the essence of the answer, not for the exact wording. Many questions are high level and require thinking and creativity on the part of the student. Each answer should be scored based on whether or not the main idea written by the student matches the model example. "Any Order" or "Either Order" in a key indicates that no particular order is necessary to be correct.

Most self tests and LIFEPAC tests at the lower elementary levels are scored at 1 point per answer; however, the upper levels may have a point system awarding 2 to 5 points for various answers or questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.

Example 1

<table border="1"> <tr> <td style="text-align: center;">58</td> <td style="text-align: center;">72</td> </tr> </table>	58	72	SCORE _____	TEACHER _____	<small>initials</small>	<small>date</small>
58	72					

Example 2

<table border="1"> <tr> <td style="text-align: center;">84</td> <td style="text-align: center;">105</td> </tr> </table>	84	105	SCORE _____	TEACHER _____	<small>initials</small>	<small>date</small>
84	105					

A score box similar to ex. 1 above is located at the end of each self test and on the front of the LIFEPAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will need to receive an 80% or passing grade. If you wish to establish the exact percentage that your student has achieved, find the total points of his correct answers and divide it by the bottom number (in this case 72). For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Referring to ex. 2, on a test with a total of 105 possible points, the student would have to receive a minimum of 84 correct points for an 80% or passing grade. If your student has received 93 points, simply divide the 93 by 105 for a percentage grade of 89%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate Alternate Test found in the Teacher's Guide.

The following is a guideline to assign letter grades for completed LIFEPACs based on a maximum total score of 100 points.

Example:

LIFEPAC Test	=	60% of the Total Score (or percent grade)
Self Test	=	25% of the Total Score (average percent of self tests)
Reports	=	10% or 10* points per LIFEPAC
Oral Work	=	5% or 5* points per LIFEPAC

*Determined by the teacher's subjective evaluation of the student's daily work.

Example:

LIFEPAC Test Score	=	92%	$92 \times .60 = 55$ points
Self Test Average	=	90%	$90 \times .25 = 23$ points
Reports	=		8 points
Oral Work	=		4 points

TOTAL POINTS = 90 points

Grade Scale based on point system:

100 – 94	=	A
93 – 86	=	B
85 – 77	=	C
76 – 70	=	D
Below 70	=	F

TEACHER HINTS AND STUDYING TECHNIQUES

LIFEPAC activities are written to check the level of understanding of the preceding text. The student may look back to the text as necessary to complete these activities; however, a student should never attempt to do the activities without reading (studying) the text first. Self tests and LIFEPAC tests are never open book tests.

Language arts activities (skill integration) often appear within other subject curriculum. The purpose is to give the student an opportunity to test his skill mastery outside of the context in which it was presented.

Writing complete answers (paragraphs) to some questions is an integral part of the LIFEPAC curriculum in all subjects. This builds communication and organization skills, increases understanding and retention of ideas, and helps enforce good penmanship. Complete sentences should be encouraged for this type of activity. Obviously, single words or phrases do not meet the intent of the activity, since multiple lines are given for the response.

Review is essential to student success. Time invested in review where review is suggested will be time saved in correcting errors later. Self tests, unlike the section activities, are closed book. This procedure helps to identify weaknesses before they become too great to overcome. Certain objectives from self tests are cumulative and test previous sections; therefore, good preparation for a self test must include all material studied up to that testing point.

The following procedure checklist has been found to be successful in developing good study habits in the LIFEPAC curriculum.

1. Read the introduction and Table of Contents.
2. Read the objectives.
3. Recite and study the entire vocabulary (glossary) list.
4. Study each section as follows:
 - a. Read the introduction and study the section objectives.
 - b. Read all the text for the entire section, but answer none of the activities.
 - c. Return to the beginning of the section and memorize each vocabulary word and definition.
 - d. Reread the section, complete the activities, check the answers with the answer key, correct all errors, and have the teacher check.
 - e. Read the self test but do not answer the questions.
 - f. Go to the beginning of the first section and reread the text and answers to the activities up to the self test you have not yet done.
 - g. Answer the questions to the self test without looking back.
 - h. Have the self test checked by the teacher.
 - i. Correct the self test and have the teacher check the corrections.
 - j. Repeat steps a-i for each section.
5. Use the SQ3R method to prepare for the LIFEPAC test.
 - Scan the whole LIFEPAC.
 - Question yourself on the objectives.
 - Read the whole LIFEPAC again.
 - Recite through an oral examination.
 - Review weak areas.
6. Take the LIFEPAC test as a closed book test.
7. LIFEPAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAC using the SQ3R* study method and take the Alternate Test located in the Teacher Handbook. The final test grade may be the grade on the Alternate Test or an average of the grades from the original LIFEPAC test and the Alternate Test.

GOAL SETTING AND SCHEDULES

Each school must develop its own schedule, because no single set of procedures will fit every situation. The following is an example of a daily schedule that includes the five LIFEPAC subjects as well as time slotted for special activities.

Possible Daily Schedule

8:15	-	8:25	Pledges, prayer, songs, devotions, etc.
8:25	-	9:10	Bible
9:10	-	9:55	Language Arts
9:55	-	10:15	Recess (juice break)
10:15	-	11:00	Math
11:00	-	11:45	History & Geography
11:45	-	12:30	Lunch, recess, quiet time
12:30	-	1:15	Science
1:15	-		Drill, remedial work, enrichment*

***Enrichment:** *Computer time, physical education, field trips, fun reading, games and puzzles, family business, hobbies, resource persons, guests, crafts, creative work, electives, music appreciation, projects.*

Basically, two factors need to be considered when assigning work to a student in the LIFEPAC curriculum.

The first is time. An average of 45 minutes should be devoted to each subject, each day. Remember, this is only an average. Because of extenuating circumstances a student may spend only 15 minutes on a subject one day and the next day spend 90 minutes on the same subject.

The second factor is the number of pages to be worked in each subject. A single LIFEPAC is designed to take 3 to 4 weeks to complete. Allowing about 3–4 days for LIFEPAC introduction, review, and tests, the student has approximately 15 days to complete the LIFEPAC pages. Simply take the number of pages in the LIFEPAC, divide it by 15 and you will have the number of pages that must be completed on a daily basis to keep the student on schedule. For example, a LIFEPAC containing 45 pages will require 3 completed pages per day. Again, this is only an average. While working a 45-page LIFEPAC, the student may complete only 1 page the first day if the text has a lot of activities or reports, but go on to complete 5 pages the next day.

Long-range planning requires some organization. Because the traditional school year originates in the early fall of one year and continues to late spring of the following year, a calendar should be devised that covers this period of time. Approximate beginning and completion dates can be noted on the calendar as well as special occasions such as holidays, vacations and birthdays. Since each LIFEPAC takes 3–4 weeks or eighteen days to complete, it should take about 180 school days to finish a set of ten LIFEPACs. Starting at the beginning school date, mark off eighteen school days on the calendar and that will become the targeted completion date for the first LIFEPAC. Continue marking the calendar until you have established dates for the remaining nine LIFEPACs making adjustments for previously noted holidays and vacations. If all five subjects are being used, the ten established target dates should be the same for the LIFEPACs in each subject.

INSTRUCTIONS FOR BIBLE

The LIFEPAC curriculum from grades two through twelve was written with the daily instructional material written directly in the LIFEPACs. The student is encouraged to read and follow his own instructional material thus developing independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both subject content and procedures, administer and grade tests and develop additional learning activities as desired. Teachers working with several students may schedule their time so that

students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

The Teaching Notes section of the handbook lists the required or suggested materials for the LIFEPACs and provides additional learning activities for the students. The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning, and may be used as a reward for good study habits.

BIBLE 501

Unit 1: How Others Lived for God

TEACHING NOTES

MATERIALS NEEDED FOR LIFE PAC

Required

- Bible

Suggested

- Bible atlas
- large map showing Paul's missionary journeys

ADDITIONAL LEARNING ACTIVITIES

Section 1: Believers in God

- Help students understand that:
 - God wants us to become His co-workers after we know Him as our Savior.
 - Each person has a special task which God wants that person to perform.
 - We can possess the same character traits that made these Bible characters successful in living for God.
 - We should recognize these traits and work to develop them in our own lives.
- Discuss these questions with your student(s).
 - How has God planned to have His work accomplished?
 - Who does God want to be His "co-worker"?
 - How was living for God different for those living in Old Testament times?
 - Why do people serve God?
 - How is living for God today the same as it was for those in the Old Testament times?
 - How and by whom is Abraham honored?
 - Abraham obeyed God and went to Canaan. What do you think Abraham might have done when he found the war-like nations?
 - What did Abraham do that did not please God?
 - How was Abraham pleasing to God?
 - How do you think Abraham's attitude helped him through all his tests?
 - What does it mean to be a man (or woman) after God's own heart? How can I be that kind of person?
- Present the option of a few students performing a puppet show or skit about Abraham's calling by God.
- Present the option of using construction paper to make individual mottoes about living for God.
- Using a large map, have the student(s) trace Abraham's journey throughout his life. Identify sites of major happenings in his life.

6. Have a discussion about faith and the role of patience when waiting for God's promises to be fulfilled.

Section 2: Servants of God

1. Discuss these questions with your student(s).
 - a. How does God use different kinds of people?
 - b. Why was Paul able to have such a strong influence on the world?
 - c. How did Paul's early life influence his adult life (his trade and witness)?
 - d. What is one of the best things you can do to prepare yourself to be a co-worker with God?
 - e. Why did Paul persecute the Christians?
 - f. What was Paul's first question after his conversion?
 - g. What was the main method by which Paul's witness to the Gentile nations was accomplished?
 - h. Why did God and the people love David?
 - i. Why do you think David refused to wear a helmet and armor when he fought Goliath?
 - j. Why do you think David did not kill Saul when he had the opportunity?
 - k. Why was the apostle John so close to Jesus?
 - l. Why did Jesus call James and John "Sons of Thunder"?
 - m. How did John's character change over the years?
2. **Option:** Have the students write and present a short drama about Paul's conversion.
3. **Option:** The students may design personal posters with character traits depicted or illustrated on them.
4. A student may write a report on a Biblical character who lived for God.

Section 3: Followers of Jesus

1. Discuss these questions with your student(s).
 - a. Why did Noah find grace in the eyes of the Lord?
 - b. What was the first thing Noah did when he left the ark?
 - c. What was God's promise to Noah?
 - d. Why did Elimelech and Naomi leave Judah?
 - e. How did Ruth show her love to Naomi?
 - f. How did God bless Ruth?
 - g. Why did the Lord bless Hannah?
 - h. Why did Jonah run from the Lord?
 - i. What object lesson did God use to show Jonah that he was wrong?
 - j. Why did Jesus have to correct Peter?
 - k. Why do you think Peter became a leader in the church?

- l. How did Peter's character change over the years?
 - m. Who is your favorite Bible "co-worker" with God? Why?
 2. Make a classroom banner using butcher paper or fabric. This activity may be done with several students or as a family. Choose a motto from this LIFEPAAC. Some suggestions might be: "Trust and Obey," "For to me to live is Christ," or "Behold the Lamb of God." You may want to pray about it and decide on one of your own. Have one person do the lettering, another the art work, and let all help in gluing letters and pictures on the banner.
 3. Make a mural or bulletin board entitled, "A Cloud of Witnesses." Include names of people, places, and Scripture quotations.
 4. A student may list some Bible characters who possessed the character traits listed in Section 3 of the LIFEPAAC.
 5. A student may interview someone he knows who lives for God and present an oral or written report on the interview.
 6. To help students learn about the different Bible co-workers, make a "matching game." To do this, write the Bible co-worker's name on one card. On another card, write one or several outstanding things associated with that person. Have the students try to correctly match all the cards. The cards may be decorated and covered with clear contact paper for lasting use.

ANSWER KEYS

SECTION 1

- 1.1 true
- 1.2 false
- 1.3 true
- 1.4 true
- 1.5 true
- 1.6 A believer has faith in God. He trusts, loves, and obeys God.
- 1.7 *Hebrews 11:1*—Now faith is the substance of things hoped for, the evidence of things not seen.
- 1.8 Any order:
- Muslims
 - Jews
 - Christians
- 1.9 friend
- 1.10 75
- 1.11 Examples:
- well-known
 - a blessing to the whole world
- 1.12
- powerful
 - wicked nations
- 1.13
- altar
 - sacrifices
 - the Lord's name (*or* God)
- 1.14 fellow-laborer
- 1.15 Example: Abraham told Lot to divide the land between them and separate.
- 1.16 Example: Lot chose the best and most fertile land, but it was located in the most wicked part of the country.
- 1.17 Example: Abraham's faith was strong, unshakable, and unwavering.
- 1.18 false
- 1.19 true
- 1.20 true
- 1.21 true
- 1.22 Teacher check—possible answers:
Setting: The grazing lands of Abraham and Lot. The grazing lands divided and Lot settling along the Jordan River.
What God Did or Said: God told Abraham that lands in all directions would belong to Abraham and his descendants.
What Abraham Did or Said: Abraham believed God even though he could not understand. Abraham believed God could do anything He promised to do.
Abraham's Lesson to Us: We are to believe God's promises to us and have faith so strong that we keep praising God.
- 1.23 Teacher check—possible answers:
Setting: A mountain top
What God Did or Said: God told Abraham to take his only son Isaac to a mountain and offer Isaac as a burnt sacrifice.
What Abraham Did or Said: Abraham immediately began to carry out God's request. Abraham proved his faith in God.
Abraham's Lesson to Us: Abraham showed us how to believe God's promises. He served God by proving to the world that God keeps His promises if we trust Him to do what He says in His Word.
- 1.24 Teacher check—examples: courageous, faithful, generous, kind, leader, obedient, prayerful, trusting
- 1.25 Any three: talented, handsome, strong, brave
- 1.26 his faith that the Lord was with him
- 1.27
- bodyguard
 - harp
- 1.28 Example: David loved God very much and wanted to please God in all that he did.
- 1.29 Example: It proved that David had gained the victory over Goliath by the power of the Lord God.
- 1.30 David was made commander of Saul's army.
- 1.31 Saul felt jealous.
- 1.32 Jonathan helped David escape.
- 1.33 David called King Saul "the Lord's anointed."
- 1.34 He mourned their deaths by writing a song of mourning.
- 1.35 Any order:
- Judah and Israel were united as one kingdom.
 - God's enemies were conquered and Israel had peace.
 - The nation prospered and people put God at the center of their lives.
- 1.36 Example: David sinned, as all people do, but he was quick to turn back to the Lord and ask for forgiveness and mercy.
- 1.37 heart
- 1.38 trusting
- 1.39 repentant *or* broken, contrite
- 1.40 worshipful
- 1.41 obedient *or* teachable

- 1.42** Teacher check—possible answers:
Setting: A battleground in Judah. Israelites fighting against the Philistines.
What God Did or Said: When Samuel anointed David, the Spirit of the Lord came upon David in power. God helped David overcome Goliath, just as He had helped him overcome a bear and a lion in the past.
What David Did or Said: David boldly declared that since the Lord had delivered him from bears and lions, He would deliver him from Goliath. David also said that it was not by sword or spear that the Lord saves, because the battle is the Lord's. David's Lesson to Us: God wants us to have strong faith and trust in Him.
- 1.43** Teacher check—possible answers:
Setting: The countryside of Israel. In a cave.
What God Did or Said: God protected David and did not allow his enemies to harm or kill him.
What David Did or Said: Even though Saul was now trying to kill him, David would not kill or harm him because he respected Saul as "the Lord's anointed."
David's Lesson to Us: We should entrust our lives fully to the Lord and not try to seek revenge on those who have harmed us. God will be our vindication, because He knows who is right. God will protect us.
- 1.44** Teacher check—possible answers:
Setting: David's heart
What God Did or Said: God punished David for his sins.
What David Did or Said: David humbly asked the Lord to wash away his iniquity and cleanse him from his sin. David had faith that God would forgive and restore him.
David's Lesson to Us: When we sin, we should be quick to ask forgiveness. We should repent in humility and have faith that God will forgive us and restore us to a right relationship with Him.
- 1.45** Teacher check—examples: brave, handsome, strong, talented, trusting, obedient, repenting, humble, worshipful

SELF TEST 1

- 1.01** f
1.02 g
1.03 a
1.04 i
1.05 j
1.06 b
1.07 l
1.08 k
1.09 c
1.010 h
1.011 true
1.012 true
1.013 true
1.014 false
1.015 false
1.016 true
1.017 false
1.018 false
1.019 true
1.020 true
1.021 b
1.022 c
1.023 b
1.024 b
1.025 a
1.026 Jesus Christ
1.027 sacrifice
1.028 blessing
1.029 obedience or faith
1.030 repentance
1.031 Faith is the substance of things hoped for, the evidence of things not seen.
1.032 Example: The Jews honor Abraham as the father of the Hebrew nation. The Muslims honor him as their ancestor through Ishmael, the son of Abraham and Hagar, a slave woman. Christians honor Abraham for his faith in God and as an ancestor of Jesus Christ.
1.033 Example: David's heart was trustful, obedient, repenting, and worshipful.
1.034 Example: God tested Abraham's obedience by asking him to sacrifice his only son, Isaac. This would have been hard for Abraham because God had promised him that he would be the father of many nations and a blessing to the world through his children.

SECTION 2

- 2.1** Jesus Christ *or* the Lord
- 2.2** Any four: student, thinker, Christian, writer, teacher, missionary, man of prayer
- 2.3** Examples—any order:
- He knew and loved the Scriptures.
 - He was familiar with people from every class and race.
 - He learned about different customs.
 - He learned different languages.
- 2.4** 2, 5, 1, 6, 3, 4
- 2.5** Example: In persecuting those who loved and followed Jesus, it was as if Paul were persecuting Jesus himself.
- 2.6** Christ, and to die is gain
- 2.7** Christ
- 2.8** Christ
- 2.9** Example: In one city, Paul was stoned as Stephen had been stoned before. The people thought Paul was dead and dragged him from the city. Christians gathered around him and prayed. Paul recovered and went back into the city and continued to preach about Jesus.
- 2.10** “Believe on the Lord Jesus Christ, and thou shalt be saved....”
- 2.11** Example: The only thing that mattered to Paul was being faithful to the ministry Jesus had given him and to finish his life with joy.
- 2.12**
- Jerusalem
 - Caesarea
 - Sidon
 - Myra
 - Cnidus
 - Salmone
 - Lasea
 - Clauda
 - Malta
 - Syracuse
 - Rhegium
 - Puteoli
 - Three Taverns
 - Rome
- 2.13** Teacher check—possible answers:
Setting: On the road to Damascus, a bright light from heaven shone upon Saul (Paul).
What God Did or Said: God said, “Saul, Saul, why are you persecuting me?”
What Paul Did or Said: Paul gave his heart to Christ. He asked, “Lord, what do you want me to do?” He spent every day after that serving Christ.
Paul’s Lesson to Us: When the Lord is telling us something, we must obey quickly.
- 2.14** Teacher check—possible answers:
Setting: Many cities
What God Did or Said: God sent Paul on his missionary journeys and guided him along the way.
What Paul Did or Said: Paul faithfully preached the good news about Jesus, witnessed to others about his faith in Jesus, baptized new converts, healed people through the power of the Holy Spirit, and wrote letters to various churches.
Paul’s Lesson to Us: In spite of dangers, our main responsibility is to be true and loyal to God. We are to put God first. God will take care of us always.
- 2.15** Teacher check—possible answers: courageous, faithful, helpful, leader, loyal, obedient, persevering, prayerful, trusting, zealous
- 2.16** Examples: John loved Jesus deeply and knew that Jesus had a deep love for him. When John wrote his Gospel, he referred to himself as “the disciple whom Jesus loved.”
- 2.17** true
- 2.18** false
- 2.19** true
- 2.20** true
- 2.21** false
- 2.22** true
- 2.23** Any order:
- He stayed true to Jesus to the end.
 - He cared for Jesus’ mother, Mary.
 - He encouraged Christians to love one another.
- 2.24** Either order:
- He remained and prayed with the disciples in the upper room.
 - He stayed with the church during its persecution.

- 2.25** Teacher check—possible answers:
Setting: River Jordan
What God Did or Said: Jesus invited Andrew and his friend to come and see where he was staying.
What John Did or Said: He pointed the disciples to Jesus and encouraged them to follow Him.
John's Lesson to Us: We should not hesitate to proclaim Jesus wherever He may lead us. We should encourage people to look to Jesus and follow Him.
- 2.26** Teacher check—possible answers: enthusiastic, zealous, courageous, loving, tender

SELF TEST 2

- 2.01** k
2.02 f
2.03 i
2.04 e
2.05 h
2.06 m
2.07 l
2.08 c
2.09 d
2.010 a
2.011 true
2.012 true
2.013 false
2.014 false
2.015 false
2.016 true
2.017 false
2.018 true
2.019 false
2.020 true
2.021 true
2.022 false
2.023 true
2.024 false
2.025 true
2.026 Jesus Christ
2.027 Andrew
2.028 Gentile
2.029 fire
2.030 Mary
2.031 Barnabas
2.032 Lamb of God
2.033 heart
2.034 prisoner
2.035 five
2.036 Examples: Since Paul was born into a strict Jewish home, he would have learned the Old Testaments Scriptures well. Because of where he grew up (Tarsus), he became familiar with people of every class and race, and learned about different customs and languages.
2.037 Examples: John was among the first followers of Jesus. He was the only apostle present when Jesus was crucified. At the Cross, Jesus gave his mother, Mary, into the care of John. John was also the first apostle to believe in the Resurrection of Jesus when he outran Peter to the empty tomb.

SECTION 3

- 3.1 true
- 3.2 false
- 3.3 true
- 3.4 true
- 3.5 did all that the Lord commanded him
- 3.6 righteousness
- 3.7 600
- 3.8 Examples: God came first in Noah's life. He trusted God and was thankful to God for saving him, his family, and all the animals.
- 3.9 Teacher check—possible answers:
Setting: The earth before the time of The Flood
What God Said or Did: God said Noah was the only righteous man in the whole generation. God told Noah to build an ark. God blessed Noah.
What Noah Said or Did: Noah did all that God commanded him to do.
Noah's Lesson to Us: We are to be righteous and obey God.
- 3.10 Teacher check—examples: calm, courageous, faithful, humble, obedient, peaceful, reverent, trusting
- 3.11 Ruth was concerned about Naomi, her mother-in-law.
- 3.12 Example: Ruth thought of others before herself. She did not complain or feel sorry for herself.
- 3.13 She served God by loving and sacrificing for Naomi.
- 3.14 Teacher check—possible answers:
Setting: Traveling from Moab to Bethlehem
What God Said or Did: The Lord dealt kindly with Ruth.
What Ruth Said or Did: Ruth said, "Whither thou goest I will go and where thou lodgest I will lodge."
Ruth's Lesson to Us: Ruth teaches us to be kind, helpful, and unselfish.
- 3.15 Examples: courageous, generous, kind, loyal, loving, thankful, trusting
- 3.16 Hannah was a woman of prayer when many had turned away from God.
- 3.17 The name Samuel means, "asked of God," and Hannah had prayed to God for a son.
- 3.18 a. My heart rejoiceth in the Lord.
 b. There is none holy as the Lord.
 c. There is none beside thee.
- 3.19 The Lord maketh poor and maketh rich.
or He will keep the feet of his saints.
- 3.20 He shall give strength unto His King, and exalt the horn of his anointed. *or* The Lord shall judge the ends of the earth.
- 3.21 Teacher check—possible answers:
Setting: In Ramah and Shiloh
What God Said or Did: God heard Hannah's prayer.
What Hannah Said or Did: Hannah prayed. She said that if God would give her a son, she would give the child to the Lord.
Hannah's Lesson to Us: When we praise God for His greatness, and when we thank Him, He adds even more blessings to our lives.
- 3.22 Teacher check—examples: humble, loving, prayerful, reverent
- 3.23 He knew the storm would stop.
- 3.24 Rather than letting him drown, God sent a fish to swallow him. After three days, the fish vomited him up on dry land.
- 3.25 He obeyed.
- 3.26 Example—being merciful to Nineveh was more important than being concerned with the vine. If Jonah needed protection, the people of Nineveh did also.
- 3.27 repented
- 3.28 unhappy
- 3.29 gracious and merciful
- 3.30 Teacher check—possible answers:
Setting: On a ship to Tarshish
What God Said or Did: God told Jonah to go preach to the city of Nineveh.
What Jonah Said or Did: Jonah ran from the Lord.
Jonah's Lesson to Us: God is not pleased when we disobey. God will teach us and correct us. God teaches us to tell other people about Him.
- 3.31 Jonah obeyed God and went to Nineveh a second time.
- 3.32 Example: Peter was strong, courageous, full of zeal and enthusiasm, sometimes fearful and doubting, bold, sometimes cowardly, rugged, tender-hearted, and sometimes impetuous.
- 3.33 Either order:
 a. He stepped out of the boat to walk to Jesus on the water.
 b. When many left Jesus, Peter declared that Jesus was the "Holy One of God."

- 3.34** Peter cut off a soldier's ear when Jesus was arrested. After the Resurrection, he was the first to go back to the fishing business.
- 3.35** Teacher check—possible answers:
Setting: By the Sea of Galilee
What God Said or Did: God wanted Peter to be a fisher of men.
What Peter Said or Did: Peter became a great preacher and leader of souls for Jesus.
Peter's Lesson to Us: We are to be strong in the Lord and serve Jesus.
- 3.36** Examples: courageous, leader, persevering, zealous
- 3.37** Teacher check
- 3.38** The men and women listed there believed God and acted on His promises.
- 3.39** Any order:
 a. Walked with God
 b. Claimed God's promises
 c. Conquered enemies
 d. Took a stand with God's people
- 3.40** The Christian should obey God.
- 3.41** race
- 3.42** Either order:
 a. every weight
 b. sin
- 3.43** look to Jesus
- 3.44** Teacher check—examples: courageous, faithful, obedient, prayerful, trustful, persevering

SELF TEST 3

- 3.01** false
- 3.02** true
- 3.03** true
- 3.04** true
- 3.05** false
- 3.06** false
- 3.07** false
- 3.08** true
- 3.09** false
- 3.010** true
- 3.011** true
- 3.012** false
- 3.013** false
- 3.014** true
- 3.015** true
- 3.016** true
- 3.017** false
- 3.018** 100
- 3.019** gleaner
- 3.020** ancestor
- 3.021** son
- 3.022** repented
- 3.023** thinking
- 3.024** martyr
- 3.025** The chapter tells of men and women who showed great faith in God. Because of their faith, these people pleased God.
- 3.026** Christians are encouraged to serve God faithfully. If we take our eyes off Jesus, we may lose the race. The goal of the race is Jesus.
- 3.027** He believed that God was able to raise Isaac from the dead.
- 3.028** Paul meant that his whole life was centered in Christ.
- 3.029** d
- 3.030** b
- 3.031** c
- 3.032** b
- 3.033** b
- 3.034** d
- 3.035** c
- 3.036** a
- 3.037** b

LIFEPAC TEST

1. f
2. h
3. i
4. k
5. j
6. p
7. a
8. o
9. b
10. c
11. g
12. d
13. q
14. e
15. n
16. true
17. false
18. true
19. true
20. true
21. true
22. true
23. true
24. true
25. false
26. a
27. c
28. c
29. a
30. c
31. blessing
32. repentance
33. Lamb of God
34. witnesses
35. love one another
36. Faith is the substance of things hoped for, the evidence of things not seen.
37. David's heart was trusting, obedient, repentant, and worshipful.
38. John was among the first followers of Jesus. He was the only apostle present when Jesus was crucified. At the Cross, Jesus gave his mother, Mary, into the care of John. John was also the first apostle to believe in the Resurrection of Jesus when he outran Peter to the empty tomb.
39. Christians are encouraged to serve God faithfully. If we take our eyes off Jesus, we may lose the race. The goal of the race is Jesus.

ALTERNATE LIFEPAC TEST

1. false
2. true
3. true
4. true
5. false
6. false
7. true
8. true
9. true
10. false
11. Paul
12. David
13. repentance
14. Saul
15. faith
16. martyr
17. Christ
18. altar
19. mercy
20. prisoner
21. c
22. e
23. h
24. d
25. i
26. a
27. g
28. j
29. f
30. b
31. a
32. c
33. b
34. b
35. c
36. Faith is the substance of things hoped for, the evidence of things not seen.
37. Christians are encouraged to serve God faithfully. If we take our eyes off Jesus, we may lose the race. The goal of the race is Jesus.

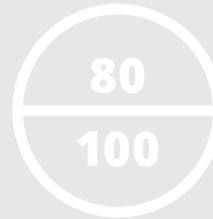
BIBLE 501

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Answer true or false (each answer, 2 points).

1. _____ The Scriptures say that those who lived in Old Testament times were pleasing to God because of the good deeds they did.
2. _____ David was born in Bethlehem.
3. _____ When King Saul was killed in battle, David mourned him.
4. _____ John was probably the youngest of the apostles.
5. _____ Paul mostly preached in small, remote villages.
6. _____ At the Cross, Jesus entrusted Mary to Peter.
7. _____ Noah lived among ungodly people.
8. _____ Ruth was a native of Moab.
9. _____ Stephen was the first Christian martyr.
10. _____ Abraham is only honored by Christians.

Write the correct answer in each blank (each answer, 4 points).

11. The Apostle _____ wrote that believers are laborers together with God.
12. _____ was called "a man after God's own heart."
13. Turning back to the Lord after sinning is called _____.
14. David spared the life of King _____.
15. Abraham was known for his _____.
16. Peter died as a _____ for his faith.
17. The Christian should keep his eyes on _____.
18. As soon as Abraham arrived in Canaan, he built a(n) _____.

19. God's _____ toward Nineveh made Jonah unhappy.
20. Paul was a _____ when he preached in Rome.

Match the following items (each answer, 2 points).

- | | |
|-------------------------|-----------------------------|
| 21. _____ Canaan | a. house of God |
| 22. _____ co-laborer | b. almost sacrificed |
| 23. _____ Lot | c. land promised to Abraham |
| 24. _____ Paul's trade | d. tentmaking |
| 25. _____ Peter's trade | e. to work with God |
| 26. _____ Bethel | f. anointed David king |
| 27. _____ Gamaliel | g. Paul's teacher |
| 28. _____ John | h. Abraham's nephew |
| 29. _____ Samuel | i. fisherman |
| 30. _____ Isaac | j. Apostle of Love |

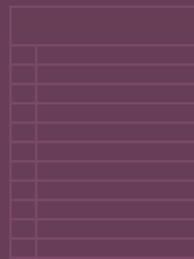
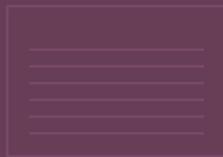
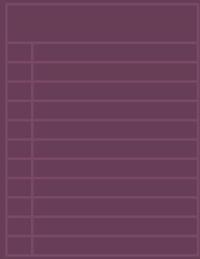
Write the letter of the correct answer on each line (each answer, 2 points).

31. Naomi was Ruth's ____ .
a. mother-in-law b. sister c. daughter
32. Hannah's ____ is one of the most beautiful in the Bible.
a. dress b. home c. prayer
33. ____ led the first Passover.
a. Enoch b. Moses c. Jesus
34. God promised Abraham that his ____ would be numerous.
a. sheep b. descendants c. friends
35. ____ was exiled for his faith in Jesus.
a. Andrew b. David c. John

Answer these questions (each answer, 5 points).

36. What is faith? _____

37. Why is the Christian life pictured as a race in *Hebrews* chapter 12? _____



804 N. 2nd Ave. E.
 Rock Rapids, IA 51246-1759
 800-622-3070
 www.aop.com

BIB0520 – Jan '16 Printing

ISBN 978-1-58095-616-1



9 781580 956161