

# JUDGES through KINGS

TEACHER'S MANUAL

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*The*  
**JUDGES  
THROUGH  
KINGS**  
*Teacher's Manual*

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Designed by  
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**veritas**  
PRESS

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# JUDGES THROUGH KINGS

## *How to use this Manual*

We hope this guide will be helpful as you study Judges through Kings this year. You are about to take a journey through the past where you can see God's providence on a daily basis. Imagine being Deborah as she labored to lead God's people, or Samson as he wielded his great strength to defeat the Philistines. The Israelites were able to see God's glory fill the beautiful temple. God was faithful to His people through the years just as He is today. What a joy it is for young children to come to realize God's faithfulness as they learn from the past.

The *Veritas Press Bible Curriculum* was designed to be used as a tool for understanding the Scriptures and cannot be used apart from the Bible. The cards are meant to give students a smaller body of information that they can more easily assimilate. The answers to questions on the worksheets and tests can all be found on the cards, but we strongly recommend that each account is read in the Bible sometime during the week. The *Bible Reading* project is the first project for each card to encourage time spent directly in the Bible. This project reinforces the information on the card and also asks about details and facts that are not listed on the card. Teachers should encourage students to look for new information as they read from the Bible.

There are 32 events/people featured in the cards in this series. That is approximately one per week. A few of the cards have extra projects which may spread into the following week. The projects are only suggestions, so use your imagination and have fun with your group. You will note that the projects vary to appeal to different ages. You may choose the ones you think are appropriate for your group. If you are using this series for second grade or below, you may need to read some of it orally for the first six weeks; after that three times a week is usually enough. You will also want to sing the song daily for the first few weeks until it is memorized. Remember, the reason for the song is to help memorize the chronology of the events. It is also good to have the children recite events in proper order, rather than singing it after the song has been memorized. A sample school week might be planned as follows:

**MONDAY:** Sing the song (you may want to have a student come to the front of the room and hold up a flashcard as the class sings.) Present the new card. Read what it says on the back and discuss it. Allow different students to read it out loud if you can. Then allow the students to answer questions on the worksheet. The questions are based on information on the cards. If you are working with second grade or below, they may be asked to do this orally for the first part of the year.

**TUESDAY:** Sing the song. Return the graded worksheet and go over it allowing students to correct their answers. Read the account in the Bible and then complete the Bible Reading project.

**WEDNESDAY:** Sing the song. Orally review questions from the worksheet. Do one of the projects.

**THURSDAY:** Sing the song. Orally review questions from this card's worksheet and from previous events. Obviously you cannot review every question every day, so do a sampling. Assign different children different sources from the resource list on the card and allow them to look up the information and share it with the class.

**FRIDAY:** Give test. Use remaining time for class instruction and drill.

Having fun makes it easy to learn. Using the cards for games is one way. Ask the children to shuffle them and then see who can get their cards in order the fastest. Or have four to six students mix up their cards and then play Go Fish. This allows them to get familiar with the titles. Or you can go to a large room and see who can make their own timeline the fastest. A good way to drill questions in a classroom is to divide the children into two teams and ask questions in order. Teams receive a point for each right answer.

We have found one of the best ways to file and protect the cards is to laminate them, punch a hole in the top right corner, and keep them on a large ring. The children can add the newest card and also have the previous cards handy. Another idea is to laminate them, put Velcro strips on the card and on the wall, and start a timeline that children can put up and

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# JUDGES THROUGH KINGS

## *How to use this Manual*

take down over and over again. An extra set of cards mounted at the end of the room for a reference timeline is a good idea too.

Each worksheet, test, or writing assignment should receive three grades: one each for Content, Grammar and Linguistics (Spelling).

**CONTENT:** On a scale of 1 to 15, a grade is given for completeness of the answer to a question. This grade is applied to their Bible grade. If your grading scale is different from 1 to 15, use yours.

**GRAMMAR:** The child should answer the questions in a complete sentence in which they first restate the question. For example: *What is the Scripture reference for Othniel and Ehud? The Scripture reference for Othniel and Ehud is Judges 3.* Initially in third grade the teacher may want to write a portion of the sentence on the board for the students to copy until they learn to do this correctly on their own. For example: *The Scripture reference for Othniel and Ehud is \_\_\_\_.* The students would then fill in the rest. As the weeks go by gradually wean them until they are able to do this on their own. Third graders adjust to this in about six weeks. Sentences should begin with a capital letter and end with an appropriate punctuation mark. As the year progresses you can grade more strictly for grammar. This grade should be applied to an application grade in grammar, but should not affect Bible content grades. We suggest application at twenty percent of the overall grade.

**LINGUISTICS:** The children should spell all words correctly. You should deduct for misspelled words once the rule for spelling a particular word has been mastered. For example: *I before e except after c.* Once this has been covered, a child's grade would be reduced if they spelled *priest as preist*. If they are using a Bible card to do their worksheet they should be taught that those words should be spelled correctly. This grade would be applied towards a linguistics application grade. Again we suggest twenty percent, but not to affect their Bible grade.

When you look at the tests you will see that there are not the same number of questions on each test or worksheet. We assign five points per question, with the listings of the chronology receiving two points per item listed. Partial credit may be counted because the questions are essay, and they may have portions correct.

Some students may ask why they are receiving three grades on each paper. We believe that it is important for a student to realize that grammar and linguistics matter in Bible class as well as in grammar class. All three contribute to help make students understood by others, and are thus intertwined.

**CHURCHES:** We have provided pages in the back of the manual for using with this program in a Sunday school setting. These pages should be photocopied for each student and folded horizontally to create small booklets. There is more material in these booklets than can be completed during an average Sunday school time period. This calls for flexibility and creativity on the part of the Teacher. Some may even want to spread the study of a card over several weeks to cover the event in sufficient detail. Projects in the body of this manual can be used to supplement or even replace what is contained in the booklets depending on the needs of the class. Teachers should encourage parents to have their children complete the booklets, listen to the Bible song and use the flashcards to review the information during the week to reinforce learning.

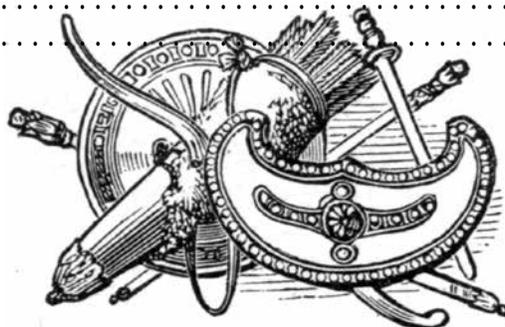
*Finally we welcome your feedback and comments. We hope that this resource will enrich the education of those children entrusted to you, and will help them understand the comprehensive responsibility that God requires of them.*

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# JUDGES THROUGH KINGS

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# THE JUDGES OF ISRAEL

## *Worksheet*

1. What is the date for the Judges of Israel?

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2. List two specific sins of the Israelites in the time of the judges.

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3. What does God do to punish the Israelites when they sin?

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4. What does God do when the people cry out to him?

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5. Who determined who would be the judge?

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6. Name three major judges.

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# THE JUDGES OF ISRAEL

## *Project 1—Bible Reading*

*Read Judges 2. Unscramble the words below and write them in the correct blank.*

*dedi*  
*hoajus*  
*notnais*  
*ddeerlunp*  
*meniees*  
*gujesd*  
*alabs*

1. Israel served the Lord until \_\_\_\_\_ died.
2. The Israelites forsook the Lord and instead served the \_\_\_\_\_.
3. God handed Israel over to their \_\_\_\_\_.
4. Israel was oppressed and \_\_\_\_\_.
5. God raised up \_\_\_\_\_ to deliver them.
6. When the judge \_\_\_\_\_ the people became corrupt again.
7. God no longer drove out the \_\_\_\_\_ which remained in the land when Joshua died.

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# THE JUDGES OF ISRAEL

## *Project 2—Pop-up Book*

*Make a book with pop-up pages as part of an ongoing project during your study of the judges. This project can be added to during the study of the following cards:*

*Othniel and Ebud (Card 34)*

*Deborah the Prophetess (Card 35)*

*Gideon Delivers Israel (Card 36)*

*Jephthah's Foolish Vow (Card 37)*

*Samson and Delilah (Card 39)*

*Samuel, the Last Judge of Israel (Card 41)*

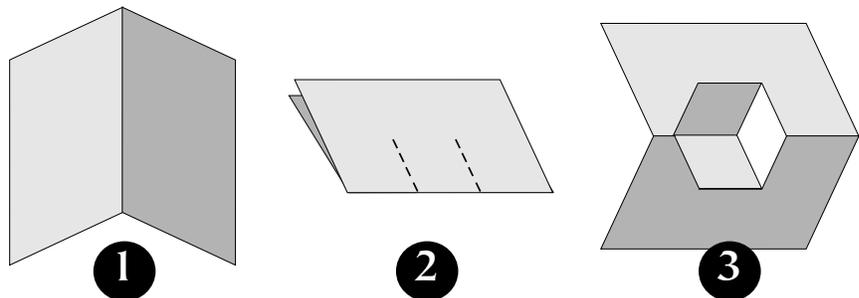
For each of these cards, the students will make a page for the book. After the last page is completed, the books will be assembled. Teachers need to check over/grade each page as it is completed. The instructor should either keep the pages for the student or instruct them as to how to safely hold onto their previous work.

### *How To Make Each Page:*

For each page, the student needs a 8.5"x5.5" piece of paper. Fold the paper in half so that the page size is 4.25"x5.5" [1]. Cut two parallel cuts about 3/4" apart in from the folded side; only cut in 3/4" [2]. Open the page. Begin to close the page, but as you do, take your finger and push the cut portion in and crease it inside the page. Now when you open the page half-way, the cut portion pops up and looks like a chair [3]. On a separate sheet of paper, students can design and cut out a small picture. Holding the pop-up page open with the folded side horizontal, glue the small picture to the "leg" of the chair (not the "seat" of the chair).

The pop-up page will only be decorated on the two inner sides. No decoration on the outer sides will be seen when the book is assembled. Students should write their names on each page on an outer side so they do not become lost or confused.

Students can make very creative and unique books if given only the minimum requirements for what is to be written or drawn on each page. On The Judges page for example, you might require students to have on their page: the date, Scripture reference, the repeated cycle, and at least three examples of judges. Students may then decide what to make pop-up, what to illustrate, and what to simply write on the page. Remind them that they could



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# THE JUDGES OF ISRAEL

## *Project 2—Pop-up Book, Page 2*

have a name or Scripture reference pop-up; it does not have to always be a picture. In many cases students will choose to include more than the minimum requirements. Other possible requirements might include making it colorful, using correct spelling, and/or using complete sentences.

*Let the pop-up page sit open to dry thoroughly before storing.*

Once students have learned how to make the pop-up pages once, the construction of future pages goes rather quickly and requires little instruction from the teacher. After students have made one or two pop-up pages, you may show them how to make more than one thing pop-up on a page. To make two pop-ups on a page, simply make two pairs of cuts, leaving about an inch between the two sets of cuts. Then you push through the two cut portions to make two “chairs”. It is not recommended that students put more than three pop-ups per page. And the pop-ups must be toward the center of the fold; they cannot be on the very top or bottom edge.

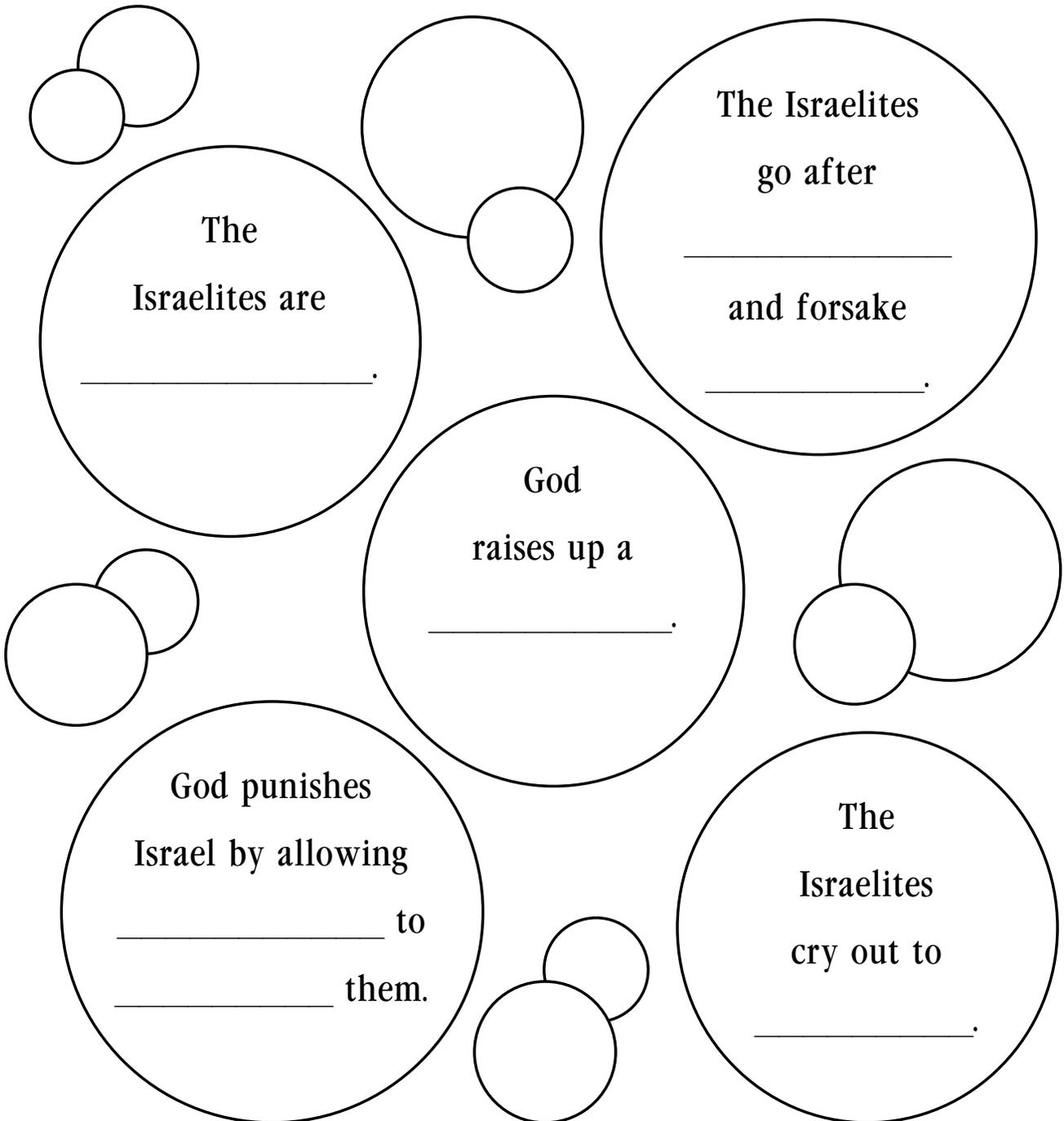
### *Assembly of the Pop-up Book:*

When students have made all of their pop-up pages, they should put them in chronological order with all of the folds together. Teachers should page through each book to check that no page is upside down. Students will put a small amount of glue on the back of the first page. Put the glue around the outer edges and along the fold only in between the cut out portions. Important! No glue should be put on the backs of the pop-up portions as this will not allow them the freedom to pop-up as the pages are turned. Put the front of the next page to the back of the previous page. Glue all of the pages together in this fashion. To make a cover, fold a piece of construction paper in half and set the pop-up pages inside. Cut the cover a little larger than the pop-up pages and glue the cover to the pages being sure to not put any glue near the pop-up portions. Students may finally decorate the cover of their books and enjoy sharing them with their friends and family.

# THE JUDGES OF ISRAEL

## Project 3

*Make a poster showing the cycle of events that happened over and over again in the book of Judges. Cut out the bubbles below. Fill in the blanks in the information on the bubbles. Place the first event at the top middle. Arrange the bubbles in a clockwise circle in chronological order. Glue all the bubbles in place. With crayons or markers draw arrows between the bubbles showing the clockwise direction in which the bubbles are to be read. Around the circle you may illustrate what is described in the bubbles.*



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# THE JUDGES OF ISRAEL

## *Test*

1. What is the date for the Judges of Israel?

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2. How were the Israelites unfaithful when they entered the Promised Land?

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3. Fill in the blanks to show the pattern of Judges.

*The Israelites sin by* \_\_\_\_\_

*God punishes Israel by* \_\_\_\_\_

*The Israelites finally* \_\_\_\_\_

*God sends a* \_\_\_\_\_

*The people are* \_\_\_\_\_

*But then the Israelites* \_\_\_\_\_

4. Name two major judges.

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# OTHNIEL AND EHUD

## *Worksheet*

1. What is the Scripture reference and date for Othniel and Ehud?

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2. What king did God allow to oppress Israel because they sinned? (during Othniel's life)

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3. Who was Othniel?

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4. Who was Eglon?

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5. Describe how Eglon was killed. (3 points)

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6. What happened after Eglon was killed?

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# OTHNIEL AND EHUD

## *Project 1—Bible Reading*

*Read in Judges 3 about Othniel and Ehud. As you read each story you should be able to identify each part of the cycle of Judges. Write the verse in which you find each part of the cycle in the space below.*

### *Othniel*

Israel worships other gods. \_\_\_\_\_

God hands Israel over to its enemies. \_\_\_\_\_

Israel cries out to God. \_\_\_\_\_

God sends a judge. \_\_\_\_\_

Israel is freed. \_\_\_\_\_

### *Ehud*

Israel worships other gods. \_\_\_\_\_

God hands Israel over to its enemies. \_\_\_\_\_

Israel cries out to God. \_\_\_\_\_

God sends a judge. \_\_\_\_\_

Israel is freed. \_\_\_\_\_

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# OTHNIEL AND EHUD

## Project 2

*Outlining is a way to organize information or take notes so that the information can quickly be read. The following are the rules for how to set up an outline.*

1. Begin in line with the far left margin with Roman numeral I, II, III, etc.
2. Subcategories or points about Roman numerals I, II, III are to be labeled with capital A, B, C, etc. They are to be indented to the right under the first word behind Roman Numeral I.
3. Subcategories or points about A, B, C, etc. are labeled with 1, 2, 3, etc. and are indented to the right under the first word behind capital letter A, B, C, etc.
4. Subcategories or points about 1, 2, 3, etc. are labeled with a, b, c, etc. and are indented to the right under the first word behind 1, 2, 3, etc.

*Here is a sample outline:*

- I. Animals
  - A. Dogs
    - 1. Are called man's best friend
    - 2. Examples
      - a. Terrier
      - b. Poodle
      - c. Collie
  - B. Cats
    - 1. Have very good eyesight
    - 2. Can climb trees
- II. Plants
  - A. Flowers
    - 1. Roses
    - 2. Daisies
    - 3. Pansies
  - B. Trees

*Look at the outline above. Notice two more rules for outlining.*

1. The first word of each line is capitalized.
2. If there is one Roman numeral there must be at least a second Roman numeral.  
Likewise, there must be at least two of each capital letter, number, and lowercase letter.  
\* The information does not have to be in sentences.

*Can you find two mistakes in the following outline?*

- I. Abraham
  - A. His wife was Sarah.
  - B. he came from the land of Ur.
  - C. God made a covenant with him.
    - 1. He was told that his descendants would be as numerous as the sky.
    - 2. He was very old when God gave him his first son.
- II. Isaac
  - A. Married Rebecca

# OTHNIEL AND EHUD

## Project 2, Page 2

*On this page is a complete and correct outline for this story. However, the sections of the outline are all out of order. Cut out the parts of the outline along the dotted lines. Then rearrange the pieces so that they fall under the proper heading. Once you have determined their proper order, glue them to another 8.5" x11" sheet of paper. The side edges should line up with the edge of the sheet to which they are glued. This will make your numbers and letters line up properly.*

### II. Ehud

A. The Moab King Eglon took over Israel because Israel sinned

B. Othniel was Israel's first judge

B. Ehud went in to see Eglon and the guards did not remove his sword because he was left-handed and carried it on his right side. Ehud said the message was secret so Eglon had his guards leave the room. Ehud took out his sword and killed Eglon. He locked the doors and escaped. Then Ehud gathered all of Israel and killed all of the Moabites so Israel was free.

### I. Othniel

A. Israel did evil, so God allowed the king of Mesopotamia to enslave them. Israel repented, so God raised up a judge (Othniel) to deliver them.

Othniel and Ehud

Judges 3

# OTHNIEL AND EHUD

## *Project 3—Covert Judge Poster*

In the account written in Judges 3:12–30 we learn of the daring escapades of “Ehud, the Left-Handed Agent of God.” The Bible describes how Ehud developed a secret weapon which he concealed as he went to visit the enemy. After some clever banter, he killed the villain and made a brilliant get-away.

In this light, Ehud resembles the super secret agents that have been made popular in books and movies. *Create your own movie poster advertizing a movie about Ehud’s action-packed adventure, or title and color in the poster begun on the right. Include the exotic location of the story and the very fat foe.*



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# OTHNIEL AND EHUD

## *Test*

1. What is the Scripture reference and date for Othniel and Ehud?

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2. Who was the first judge?

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3. Who was the king that enslaved the Israelites during Ehud's lifetime?

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4. What did Ehud pretend when he went to see the king?

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5. How did Ehud kill the king?

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6. What did Ehud do after he killed the king?

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# DEBORAH THE PROPHETESS

## *Worksheet*

1. What is the Scripture reference and date for Deborah the Prophetess?

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2. In addition to being a judge, what other job did Deborah have?

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3. Who was Sisera?

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4. Whom did Deborah summon to lead Israel in battle? What response did she get?

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5. What was the consequence of Barak's hesitance?

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6. To whose tent did Sisera flee?

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7. What did she do to Sisera?

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# DEBORAH

## *Project 1—Bible Reading*

*Read Judges 4, 5 about Deborah's time as a judge. Then put the adjectives or descriptive phrases below under the name of the person that they describe.*

Received a drink from his killer | sat under a palm tree | killed Sisera |  
had 900 chariots of iron | commander of the enemy army |  
commander of the Israelite army | prophetess | called the enemy to her tent |  
would not go by himself | judge | King of Canaan | ran away on foot |

*Deborah*

---

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*Barak*

---

---

*Jabin*

---

---

*Jael*

---

---

*Sisera*

---

---

# DEBORAH THE PROPHETESS

## Project 2

*When Israel routed Jabin's army, his commander, Sisera, fled on foot to Jael's tent. Label and illustrate this picture of Jael's tent. First cut out the tent below. Cut along the dashed lines so that the tent door can be lifted up. Glue the tent to another sheet of paper, but do not glue down the door.*



*Write labels for the following parts of a tent used during Jael's time:*

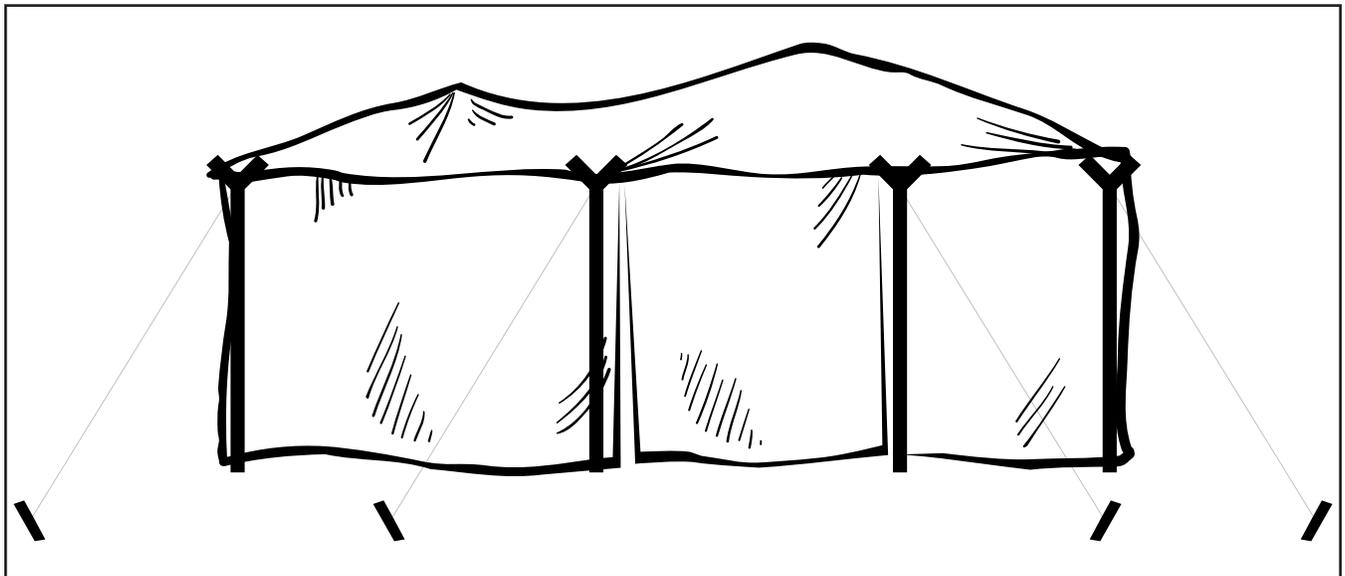
**TENT DOOR:** a flap of cloth that could be raised and lowered.

The only man allowed inside a tent was the father of the family.

**TENT POLES:** wooden poles that were stuck in the ground

**COVERINGS:** cloth or goats' hair that was stretched over the tent poles and tied down with cords. The coverings would shrink after rain fell on it so that it was then waterproof.

**TENT PEGS:** wooden pegs which pulled tight the cords and coverings. The pegs were hammered into the ground.



*Now draw under the tent door flap the following things that could be found inside a tent:*  
**FIRE HOLE:** a hole dug in the ground in the middle of the tent. The fire hole was where the family cooked their food.

**COOKING POTS AND GOATSKIN BOTTLES:** Food was kept inside the tent in pots, and water and milk were kept in bottles made from goatskins.

**STRAW MATS AND ANIMAL SKINS:** Mats made from straw were used as places to sit and animal skins were used for tables.

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# DEBORAH THE PROPHETESS

## *Test*

1. What is the Scripture reference and date for Deborah the Prophetess?

---

---

2. In addition to being a judge, what other job did Deborah have?

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---

---

3. Who was Barak?

---

---

4. Why wouldn't Barak receive the glory of capturing the leader of the Canaanite army?

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5. Who was the leader of the Canaanite army?

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6. Why did the enemy leader go into Jael's tent?

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7. How did Jael kill the enemy leader?

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# GIDEON DELIVERS ISRAEL

## *Worksheet*

1. What is the Scripture reference and date for Gideon Delivers Israel?

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2. What sign did Gideon ask of God before he went into battle with the Midianites?

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3. What two groups of people did Gideon send away from the army?

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# GIDEON DELIVERS ISRAEL

## *Worksheet, Page 2*

4. Why did God have Gideon reduce the number of men that would go into battle?

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5. With how many men did Gideon go into battle?

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6. At what time of day did Gideon and his men attack the Midianites?

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7. How did the Israelites defeat the Midianites?

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# GIDEON DELIVERS ISRAEL

## *Project 1—Bible Reading*

*Read about Gideon in Judges 6:11–7:21. Then fill in the spaces in the outline below.*

### I. Gideon leads spiritually.

A. Gideon's \_\_\_\_\_ built an altar to \_\_\_\_\_ and an Asherah that the people \_\_\_\_\_.

1. God told Gideon to \_\_\_\_\_.
2. Gideon goes \_\_\_\_\_ because he is afraid of \_\_\_\_\_.

B. The people find the altar and the Asherah \_\_\_\_\_.

1. They found out that Gideon destroyed them and wanted to \_\_\_\_\_.
2. Gideon's \_\_\_\_\_ said to let Baal \_\_\_\_\_.

### II. Gideon leads militarily

A. Gideon asks for a \_\_\_\_\_.

1. Gideon says if the fleece is \_\_\_\_\_ and the ground is \_\_\_\_\_ in the morning he will know that God \_\_\_\_\_.
2. In the morning the \_\_\_\_\_ is \_\_\_\_\_ and the \_\_\_\_\_ is \_\_\_\_\_. Gideon then asks that the next morning the \_\_\_\_\_ be \_\_\_\_\_ and the \_\_\_\_\_ be \_\_\_\_\_. God \_\_\_\_\_ this sign.

B. Gideon chooses his men.

1. God wants all of the glory.
2. God tells Gideon that he has too many \_\_\_\_\_.
  - a. Gideon sends away all that are \_\_\_\_\_.
  - b. Gideon sends away all that \_\_\_\_\_.
3. Gideon goes into battle with \_\_\_\_\_ men.

C. Gideon defeats the \_\_\_\_\_

1. The men went to the camp of the Midianites blowing \_\_\_\_\_, smashing \_\_\_\_\_, and carrying \_\_\_\_\_.
2. The Midianites thought there were more Israelites than there actually were, so they \_\_\_\_\_.
3. The Israelites chased down the Midianites and \_\_\_\_\_.

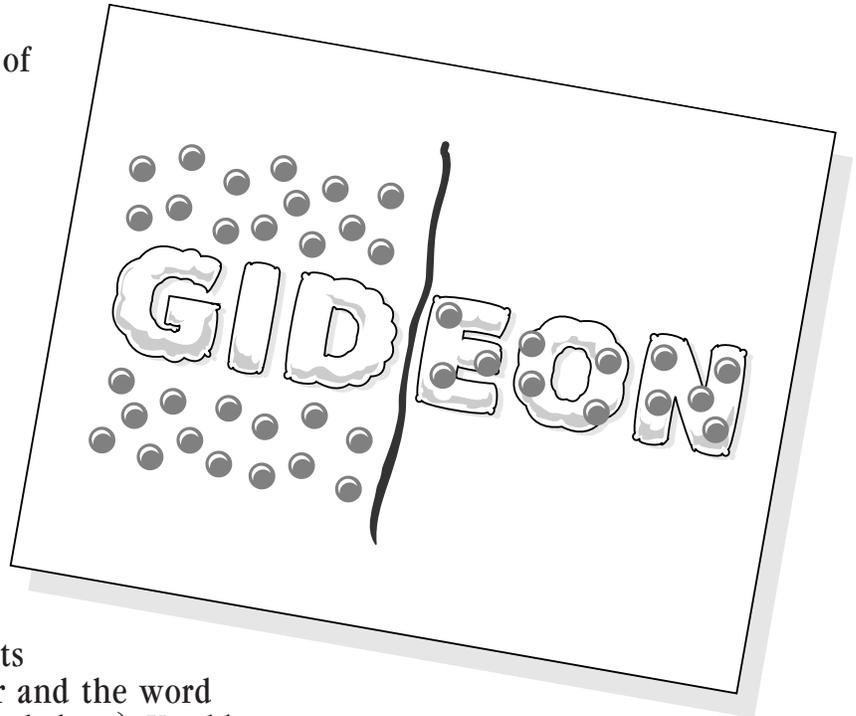
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# GIDEON DELIVERS ISRAEL

## *Project 2*

*Make a poster showing how God used the fleece to confirm his word to Gideon.*

Give each student a 4"x11" piece of fleece, felt, or soft material and a photocopy of "Gideon" written backwards (see next page). Have students glue the Gideon letters to the wrong side of the fleece. Students will cut out the backward letters and fleece. Students may need sharper scissors depending on the weight of the material that you select. On another sheet of paper, students will glue the letters with the fleece side up to spell Gideon. The background may be decorated to look like ground. Have students draw a line to divide their paper and the word Gideon in half (between the d and the e). Use blue construction paper to cut out many water droplets. On the left half of the paper glue water droplets to the fleece but not the ground. On the right half glue water droplets to the ground but not the fleece.



To make an even fancier poster, give students another piece of paper that is larger than the piece to which they glued the letters. Center the letters page so that the new piece of paper provides a border of at least an inch. In the border, students may draw pictures, symbols, or decorations depicting other parts of Gideon's story.

**NO  
MEN  
NO  
MEN**

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# GIDEON DELIVERS ISRAEL

## *Test*

1. What is the Scripture reference and date for Gideon Delivers Israel?

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2. Gideon put a \_\_\_\_\_ on the ground at \_\_\_\_\_.

In the \_\_\_\_\_ the ground was \_\_\_\_\_ and the  
\_\_\_\_\_ was \_\_\_\_\_.

3. What two groups of people did Gideon send away from the army?

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4. Why did God have Gideon reduce the number of men that would go into battle?

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5. With how many men did Gideon go into battle?

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6. At what time of day did Gideon and his men attack the Midianites?

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7. How did the Israelites defeat the Midianites?

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# GIDEON DELIVERS ISRAEL

## *Test, Page 2*

### *Review*

1. Name three major judges.

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2. Who was Othniel?

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3. Who was Sisera?

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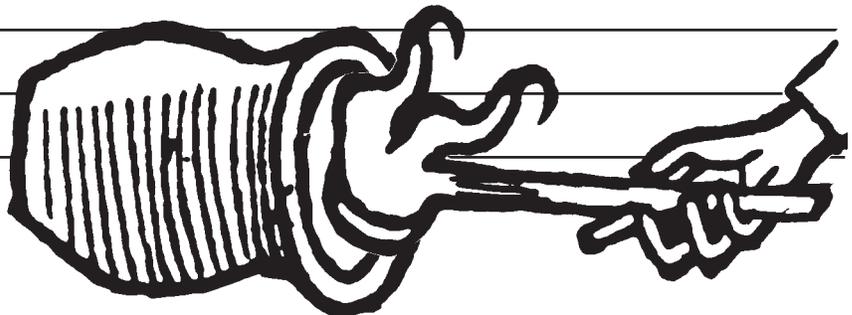
4. To whose tent did Sisera flee?

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# JEPHTHAH'S FOOLISH VOW

## *Worksheet*

1. What is the Scripture reference and date for Jephthah's Foolish Vow?

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2. From what nation did God deliver the Gileadites by raising up Jephthah?

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3. Why were the Ephraimites angry with the Gileadites?

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4. Who won the battle between the Gileadites and the Ephraimites?

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5. How did Jephthah and the Gileadites determine who the Ephraimite survivors were?

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# JEPHTHAH'S FOOLISH VOW

## *Worksheet, Page 2*

6. What had Jephthah vowed to God?

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7. What happened when Jephthah returned from battle victorious?

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8. What happened to Jephthah's line because of his vow?

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