

Foundation

Unit 1: Studying the Bible | Lesson 1

Why Study the Bible?

Essential Question

- What is the Bible, and why should Christians spend time studying the Bible?

Learning Outcome

By the end of this lesson, students should be able to:

- Explain what the Bible is and why Christians should spend time studying it.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Bible
- Pencil

Procedures

- Explain that we will be looking at how to study the Bible.
- Ask students the *Essential Question*, "What is the Bible, and why should Christians spend time studying it?"
- Introduce the first part of the question, "What is the Bible?"
- Explain basic information about the Bible.
 - The Bible is made up of 66 individual books.
 - The 66 books fall into various genres such as history, law, poetry, prophecy, and biography.
 - The Bible was written by about 40 different human authors, inspired by God.
 - The Bible was written over a span of 1,500 years.
 - The Bible is divided into two Testaments, the Old and the New. Testament means covenant.
 - All 66 books, 40 authors, 1,500 years and two Testaments work together to tell one big story, God's story.
- Explain that the purpose of the Bible is to reveal God's plan for us and the world.

- Have the students open their *Activity Sheets* and turn to the table of contents for the books of the Bible.
 - Have them read through the list and choose two or three books they already know something about.
 - Using the lines on the next page, write down the name of the books they chose and one fact they already know about that book of the Bible.
 - When they are finished, have students return to the table of contents and choose one or two books they have never heard of or are less familiar with.
 - Using the lines on the next page, write down the name of the books they chose and write down one question you have about each book.
- When the students have finished this activity, have students look at the *Digging In* section of their *Activity Sheets*.
 - Have the students read the verses in that activity and answer the questions below, preparing to discuss what they've learned.
 - After a few minutes, regroup to discuss what they discovered from the *Digging In* activity.
 - Explain what it means that the Bible is breathed out by God. It means that the Bible contains God's words. This is why Christians call the Bible God's Word or the Word of God.
- Recap the question, "What is the Bible?" It is breathed out by God, meaning that it is God's Word.
- Ask the students why Christians should spend time studying the Bible.
- Explain that we have reasons for why we choose what we do with our body, such as eating healthy or getting enough sleep each night. We need to know why we nourish our body or give our bodies enough rest. It is the same with reading the Bible; we need to know why Christians should study the Bible.
- Have the students turn to the section of their *Activity Sheets* labeled *Figuring Out the Why*.
 - Have students answer the questions before we come back together to discover what they found.
 - Regroup and discuss what they discovered in the activity.
- Explain how the activity shows us that in order to get to know someone we must spend time with that person. Our relationship with God works in the same way. If we want to understand the truth about God we need to study the Bible, because it teaches us about God.
- Summarize the answer to the *Essential Question*. We learn that the Bible is God's Word and Christians should study the Bible because it teaches us the truth about God.
- Have the students complete the *Know It and Show It* section of their *Activity Sheets* to prove that they are able to answer the *Essential Question*.
- Thank the students for joining you on the adventure of studying the Bible!

Student Activity Sheets

Foundation Worldview
Unit 1: Studying the Bible | Lesson 1

Essential Question
• What is the Bible and why should Christians spend time studying it?

Books of the Bible Table of Contents

Old Testament		
Genesis	2 Chronicles	Daniel
Exodus	Ezra	Hosea
Leviticus	Nehemiah	Joel
Numbers	Esther	Amos
Deuteronomy	Job	Obadiah
Joshua	Psalms	Jonah
Judges	Proverbs	Micah
Ruth	Ecclesiastes	Nahum
1 Samuel	Song of Songs	Habakkuk
2 Samuel	Isaiah	Zephaniah
1 Kings	Jeremiah	Haggai
2 Kings	Lamentations	Zechariah
1 Chronicles	Ezekiel	Malachi
New Testament		
Matthew	Ephesians	Hebrews
Mark	Philippians	James
Luke	Colossians	1 Peter
John	1 Thessalonians	2 Peter
Acts	2 Thessalonians	1 John
Romans	1 Timothy	2 John
1 Corinthians	2 Timothy	3 John
2 Corinthians	Titus	Jude
Galatians	Philemon	Revelation

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Truths I Already Know About the Bible

Book 1 _____
Truth _____

Book 2 _____
Truth _____

Book 3 _____
Truth _____

Questions I Have About Books of the Bible

Book 1 _____
Question _____

Book 2 _____
Question _____

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Digging In

Read 2 Timothy 3:16-17
According to these verses, what is all Scripture (the Bible)?

According to these verses, how should Christians use Scripture?

In one sentence, explain what the Bible is.

Figuring Out the Why

Write a list of some family members and friends whom you know well.

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Choose one person from your list and explain how you got to know that person.
Person: _____

How you got to know this person:

There are many different ways of getting to know someone. Whether you live with this person, share a bedroom, live down the street, go to church together, go to school together, or play on the same sports team, in order to get to know someone, you need to spend time with them.

Just as we must spend time with people to get to know them, we must spend time with God if we are to truly know Him. We already learned that the Bible is God's Word. It teaches the truth about God. So, if we want to know God, we must spend time reading His Word.

In one sentence, summarize why it is important for Christians to spend time reading God's Word.

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Know It and Show It

Draw a picture that represents the answer to our big question, "What is the Bible and why should Christians spend time studying it?"

In one or two sentences, answer the question "What is the Bible and why should Christians spend time studying it?"

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Unit 1: Studying the Bible | Lesson 2

Knowing the Whole Story

Essential Question

- How does knowing the whole story help us understand the Bible?

Learning Outcome

By the end of this lesson, students should be able to:

- Explain how knowing the whole story helps us understand the Bible.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil
- Crayons, colored pencils, or markers
- Scissors

Procedures

- Review the previous lesson and discuss what the students learned.
 - The Bible contains 66 smaller books.
 - It was written by around 40 authors over the span of 1,500 years.
 - It is divided into two Testaments.
 - Christians should study the Bible because it teaches us the truth about who God is.
- Introduce the *Essential Question*: How does knowing the whole story help us understand the Bible?
- Ask if the students have ever thought the Bible was confusing.
- Give a personal example of a time when you were confused about the storyline of the Bible.
- Have them turn to the *Puzzle Pieces* section of their *Activity Sheets*.
 - Explain that they will need to use scissors to cut out the pieces and that it is up to them whether they would rather color the pieces and then put the puzzle together or vice versa.
 - By the end, they should have a completed puzzle that is colored in correctly.
 - Take a few minutes to answer the questions in the *Activity Sheets*.

- Regroup and discuss the challenges they found during the activity.
- Explain how putting the pieces together helps us to understand the big picture and how this is similar to the Bible. We need to understand the whole picture to help us understand each part of the Bible and how it fits into God's plan.
- Explain the answer to the *Essential Question*: How does knowing the whole story help us understand the Bible? Knowing the whole story helps us understand each part of the Bible and where it fits into God's big plan.
- Explain that a time period is a group of years in which important events take place.
 - Remind the students to pay special attention because they will be putting the time periods in chronological order on a timeline.
- Introduce the major time periods in Bible history.
 - The first period begins with Creation. God created all things and said that they were good, but they didn't stay that way. God created humans in His image with the ability to choose to love and trust and obey Him. Or they could choose to rebel against God and trust in themselves.
 - The second period of Bible history is the Fall. Adam and Eve, the first humans, chose to rebel against God and trust in themselves; this choice was sin against God. They broke their relationship with God, with one another, even with themselves, and God cursed the ground, which brought disease and death to all creation. God promised that he would send someone to rescue them someday.
 - The next period of Bible history is Early History. It covers Adam and Eve's children and their rebellion against God, including selfishness, abusing one another, and even killing one another.
 - The next major period is the Patriarchs. That's a big word that means fathers. At this point, the Bible focuses on one family. God chooses the family of Abraham to be His special people. These people did not earn the favoritism of God, he simply chose them to be the family through which he would send His rescuer.
 - The next period is Slavery and Egypt. God's people were forced into slavery in Egypt. Pharaoh, the king of Egypt, treated them terribly but God rescued them from slavery. He used Moses to lead His people out of Egypt. God made a special covenant with His people and promised to bless them and let them live in His land if they obeyed Him. If they rebelled, He would punish them and drive them out. God gave them a system of sacrifice to pay for their sins. This system was to show them that sinful people deserve death, but the sacrifice of animals covers their sins. Very quickly God's people started to rebel against Him.
 - The next period is Wilderness and Conquest. As punishment for their rebellion, God's people had to wander in the desert for forty years. That wasn't enough time for them to learn their lesson; even when God gave them the Promised Land they continued to rebel.

- The next period is the period of the Judges. During this time God's people completely forgot about God, His covenant with them, and His commands. They did whatever seemed right in their own eyes. Things spiraled out of control, leading to more sin and death.
- They asked God for a king, bringing the next major period, the United Kingdom. All of God's people are united under King Saul, who starts out ok but then rebels against God. God raises up King David, who was great until he disobeyed too. David's son Solomon follows the same pattern as Saul and David.
- The Divided Kingdom started when Solomon made foolish decisions, resulting in part of the people following a king in the north and the other part following Solomon's son in the south. Most of the kings during this time rebelled against God, leading the people to the worship of false gods. Both kingdoms and their people continued to rebel. God sent other nations to conquer His people and sent them into exile as a punishment for their sin. During this time of punishment, God didn't leave them. He allowed His people to return to the land they came from to give them another chance, but they continued to rebel.
- There are four hundred years of Silence where no new books of the Bible were written. God never forgot about His people. God sent His son Jesus to live a perfect life, die for His people's sins, and rise again to new life. This is the start of the New Testament. God offered a new covenant to all people; instead of focusing on one family, he offered for all people to join His family.
- Jesus ascended to heaven and formed His people into the Church. This started the period of the Early Church. Peter and Paul and the other Apostles taught the Church more about who Jesus is and how they could live as faithful members of God's new family. We live in the Church Age. When we turn from our sin and trust in Jesus, God gives us new life and we become members of His family. We are now seeking to love Him with everything we are and we eagerly wait for the final period in Bible history ...
- Jesus' Return. One day, Jesus will return to judge the world and make everything new. Then, God's children will live with him forever in the new heaven and the new earth.
- Have the students use the *Time Period Cards* that name the different Bible periods and put them in chronological order. Check the answers with the *Answer Key* in the *Activity Sheets*. Try setting a timer to see how long it takes, and watch how much they improve with practice.
- Review the lesson and the *Essential Question*.
- Have them complete the *Know It and Show It* section of the *Activity Sheets*.
- Encourage them for putting in all their hard work on this lesson!

Student Activity Sheets

Foundation Worldview

Unit 1: Studying the Bible | Lesson 2

Essential Question

- How does knowing the whole story help us understand the Bible?

Puzzle Piece

With scissors, cut out the puzzle pieces on the following page. Then decide whether you will color in the pieces before or after you put the puzzle together. The choice is up to you. By the end of this activity, you should have a completed puzzle that is colored correctly.

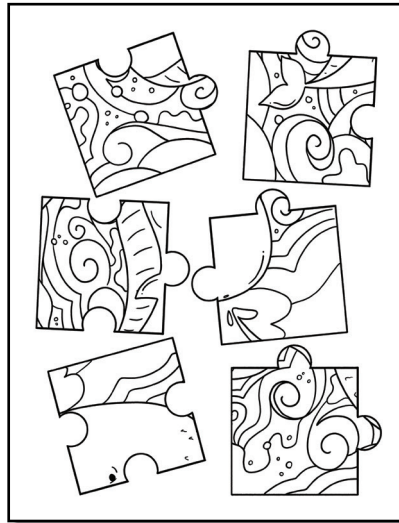
What did you decide to do first, color in the pieces or put the puzzle together?

Why did you decide to do things in this order?

How could seeing the whole picture together have helped you color in the puzzle correctly?

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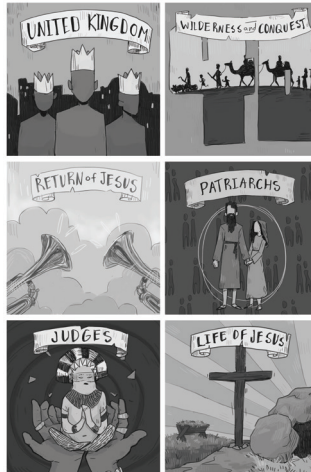
Timeline Answer Key

- | | |
|------------------------|---------------------|
| 1. Creation | 9. Divided Kingdom |
| 2. Fall | 10. Exile |
| 3. Early History | 11. Return |
| 4. Patriarchs | 12. Silence |
| 5. Slavery/Exodus | 13. Life of Jesus |
| 6. Wilderness/Conquest | 14. Early Church |
| 7. Judges | 15. Church Age |
| 8. United Kingdom | 16. Return of Jesus |

Cut out these time period cards with scissors. Then arrange them in chronological order, the order in which they took place. After you have finished, put these cards in a place where they will be kept safe. You will need them for every other lesson in this unit.

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Know it and Show it

Draw a picture that represents the answer to our big question, "How does knowing the whole story help us understand the Bible?"



In one or two sentences, answer the question "How does knowing the whole story help us understand the Bible?"

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Unit 1: Studying the Bible | Lesson 3

Important Themes

Essential Question

- What are some important themes in the Bible?

Learning Outcome

By the end of this lesson, students should be able to:

- List three important themes in the Bible.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Procedures

- Welcome the students to the third lesson.
- Review the periods of history: Creation, Fall, Early History, Patriarchs, etc.
- After reviewing, ask if the students noticed any themes in the big story. Explain that a theme is a big idea that keeps coming up over and over again in a story.
- Introduce the *Essential Question*: What are some important themes in the Bible?
- Have students practice putting together the Bible timeline from the last lesson and have them check it against the *Answer Key* of the *Activity Sheets*.
- Have students write down their thoughts about Bible themes in the *Thinking Through Themes* section of their *Activity Sheets*.
 - Regroup and encourage them that even though it is difficult they will have more opportunities to practice.
 - The first theme to discuss is God's faithfulness, which means trustworthiness. God never backs out of His promises. Throughout the whole story of the Bible God is always faithful.
 - The second theme is human rebellion. Rebellion is fighting against the person who is in charge. Humans rebel against God over and over; they fail to trust in Him and decide to trust in themselves instead of God.

- The third theme is God’s rescue plan. All throughout the Bible, we see God weaving together a plan to rescue His people from their sin. The Bible explains this rescue plan to us.
- Explain that we will be discussing the periods of Creation, Fall, and Early History, asking students to look out for those three themes.
- Have them read Genesis chapters 1–3.
 - Offer alternatives, like reading with someone else or listening to an audio Bible. Remind them to pay attention to the themes mentioned earlier.
 - In the *Digging In* section of their *Activity Sheets*, have students draw pictures of where they saw those themes.
- Regroup to discuss what they found.
 - Recap God’s faithfulness in creating a good world. The human rebellion is eating from the tree of the knowledge of good and evil.
 - Ask if they found God’s rescue plan, because it can be hard to find.
 - Explain that in Genesis 3:15 God tells the serpent that He has a plan to crush his head. One of Eve’s offspring — one of her children — will become the snake crusher.
- Review the content of the lesson, looking for the three themes: God’s faithfulness, human rebellion, and God’s rescue plan.
- Have students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have students read the *Follow-Up Assignment* portion of their *Activity Sheets* before you meet together next time.

Student Activity Sheets

Foundation Worldview
Unit 1: Studying the Bible | Lesson 3

Essential Question
• What are some important themes in the Bible?

Timeline Answer Key

1. Creation	9. Divided Kingdom
2. Fall	10. Exile
3. Early History	11. Return
4. Patriarchs	12. Silence
5. Slavery/Exodus	13. Life of Jesus
6. Wilderness/Conquest	14. Early Church
7. Judges	15. Church Age
8. United Kingdom	16. Return of Jesus

Thinking Through Themes

As you think through the story of the Bible, what are some important themes, or big ideas, that you see coming up again and again throughout the different time periods? See if you can find two or three themes.

Theme 1 - _____

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Theme 2 - _____

Theme 3 - _____

Digging In

Read Genesis 1-3

In the boxes below, draw pictures that represent where you saw the three themes we are looking for. Below each box, write which theme the picture represents.

_____	_____	_____
_____	_____	_____

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Know It and Show It

Draw a picture that represents the answer to our big question, "What are some important themes in the Bible?"

In one or two sentences, answer the question "What are some important themes in the Bible?"

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Follow-Up Assignment

Read each passage of the Bible. Draw a picture of the main event or events that take place in each passage. Then explain where you see any of the three big themes in that passage.

Genesis 4:1-16

Main Event(s)

Themes

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Genesis 6:5-7:10

Main Event(s)

Themes

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Genesis 7:11-8:22

Main Event(s)

Themes

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Genesis 11:1-9

Main Event(s)

Themes

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Unit 1: Studying the Bible | Lesson 4

The Patriarchs

Essential Question

- Where do important themes show up in God's big story?

Learning Outcome

By the end of this lesson, students should be able to:

- Explain where important themes show up during the time of the Patriarchs.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Procedures

- Welcome the students back to the fourth lesson about learning how to study the Bible.
- Review the *Essential Question* from the last lesson and the themes of God's faithfulness, human rebellion, and God's rescue plan.
- Review the periods of Creation, Fall, and Early History.
- Introduce the *Essential Questions*: Where do important themes show up in God's big story? This will be the focus of the next six lessons.
- Have the students practice putting together the Bible timeline and check it against the *Answer Key* in the *Activity Sheets*.
 - Then read the directions in the review section of their *Activity Sheets*.
 - Have them follow the instructions to draw pictures that summarize the three main themes, or write summary sentences about the major events in the follow-up assignment.
 - Then answer the question about Genesis 3:15.
- Recap and discuss how the activity went. Encourage the students that it will get easier every time they practice.

- Introduce the next major period in Bible history: the Patriarchs.
 - Ask if they remember what the word Patriarch means. (It means father.)
 - We call it the age of the Patriarchs because, during this period, the Bible stops focusing on the whole world and focuses on one family, specifically the father Abraham. God tells Abraham that He has chosen Abraham's family to be the family that the rescuer will come from. But Abraham doesn't have any children, but God keeps his promise and sends Abraham and Sarah a son even after they disobeyed God. God didn't choose them because they were great, he simply chose to show His faithfulness to Abraham.
 - Their son Isaac grew up and had a son named Jacob. Jacob grew up and had twelve sons. Each of these men made mistakes but God was faithful to them through every failure.
- Have the students follow the directions in the *Digging In* section in their *Activity Sheets* to read the passages related to the Patriarchs. They should answer the questions as they go.
- Regroup to review the three themes in this passage.
 - God's faithfulness is seen in keeping His promises to Abraham. Human rebellion is seen when Abram lies about Sarai being his sister. God's rescue plan is seen in Genesis 12:3. Another mysterious promise from God was that somehow all people would be blessed through Abraham.
- Review the *Essential Question*: Where do important themes show up in God's big story?
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have students follow the directions in the *Follow-Up Assignment* in the *Activity Sheets* before the next class.

Student Activity Sheets

Foundation Worldview
Unit 1: Studying the Bible | Lesson 4

Essential Question
• Where do important themes show up in God's big story?

Timeline Answer Key

1. Creation	9. Divided Kingdom
2. Fall	10. Exile
3. Early History	11. Return
4. Patriarchs	12. Silence
5. Slavery/Exodus	13. Life of Jesus
6. Wilderness/Conquest	14. Early Church
7. Judges	15. Church Age
8. United Kingdom	16. Return of Jesus

Review
In the boxes below, draw pictures that represent the three themes we have seen so far. Below each box, write which theme the picture represents.

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In the box below, either draw pictures or write summary sentences that describe the major events you read about in Genesis 4:1-16, 6:5-7:10, 7:11-8:22, and 11:1-9.

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Read Genesis 3:15. Explain which theme this mysterious promise points to.

Digging In
Read Genesis 11:31-12:12 and Genesis 15.
On the lines below, summarize where you see one or two of the themes in these passages.

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Know It and Show It
Draw a picture that represents the answer to our big question, "Where do important themes show up in God's big story?"

In one or two sentences, answer the question "Where do important themes show up in God's big story?"

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Follow-Up Assignment
Read each passage of the Bible. Draw a picture of the main event or events that take place in each passage. Then explain where you see any of the three big themes in that passage.

Genesis 21:1-7 and 22:1-19

Main Event(s)

Themes

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Genesis 25:19-26 and 27:1-45

Main Event(s)

Themes

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Genesis 37 and 39-40

Main Event(s)

Themes

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Genesis 41:1-45, 42:1-7, and 45

Main Event(s)

Themes

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Slavery, the Exodus, and the Wilderness

Essential Question

- Where do important themes show up in God's big story?

Learning Outcome

By the end of this lesson, students should be able to:

- Explain where important themes show up during the time of Slavery, the Exodus, and the Wilderness.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Procedures

- Welcome the students to the fifth lesson together.
- Review the periods of Creation, Fall, Early History, and Patriarchs.
- Recap the *Essential Question*: Where do important themes show up in God's big story?
- Have students put the Bible Timeline events in order and check them against the *Timeline Answer Key* in the *Activity Sheets*.
- Then have students read the directions in the *Review Section* in their *Activity Sheets* and answer the question about Genesis 12:3.
- Regroup to discuss the activity.
 - Discuss the sacrifice of Isaac and how Abraham obeyed God and was willing to sacrifice Isaac. A father was willing to sacrifice his special son. Have students keep that in mind as a clue that points us toward God's rescue plan. Explain that another clue is found when God provided a ram so Isaac wouldn't need to be sacrificed.
- Introduce the next major periods in Bible history: Slavery, the Exodus, and the Wilderness.
 - Abraham's family ended up in Egypt when Joseph was in command. Their family grew

and grew into thousands and thousands of people. The Egyptians became afraid of God's people and made them into slaves.

- The people cried out to God, and God sent Moses to rescue them from the rule of the Egyptians. Pharaoh refused to listen to God and let them go, so God sent ten plagues to tell Pharaoh to let them go. After the tenth plague, Pharaoh let the people go; they were finally free!
- As they were leaving Egypt God made a covenant with them. If they obeyed, He would bless them; if they rebelled, they would be punished. This was different from the covenant God made with Abraham because in that covenant Abraham did not have to promise to do anything. This covenant needed to be kept by God's people. God was kind and gave His people a way to make sacrifices to pay for their rebellion, their sin. Some of the bigger sins, like murder and not being faithful to a husband or a wife, had no sacrifice to pay for them. This system of sacrifice showed God's kindness. He gave the Israelites a way to pay for their sin.
- This system couldn't fully take care of their sins. It couldn't change their hearts, and they rebelled very quickly. They kept rebelling and were forced to wander in the desert for forty years.
- Ask if the students see the themes of God's faithfulness and man's rebellion. Even though the people of Israel rebelled, God did not leave them in the desert. He was always faithful to them.
- Have the students turn to the *Digging In* section in their *Activity Sheets* to read some passages about the time of Slavery and Exodus. Have them pay attention to the themes to write down in the *Digging In* section.
- Regroup to discuss what they found.
 - Remind them that many adults have not read a passage of the Bible this long and that each child is doing well.
 - Review God's faithfulness and human rebellion in raising up Moses to stand against the evil Pharaoh, as well as God's rescue plan in how He rescued Abraham's family from slavery.
- The activities in this lesson showed us how the three themes show up in the Slavery and Exodus periods of history.
- Review the *Essential Question*: Where do important themes show up in God's big story?
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have students follow the directions in the *Follow-Up Assignment* in the *Activity Sheets* before the next class.

Student Activity Sheets

Foundation Worldview
Unit 1: Studying the Bible | Lesson 5

Essential Question
• Where do important themes show up in God's big story?

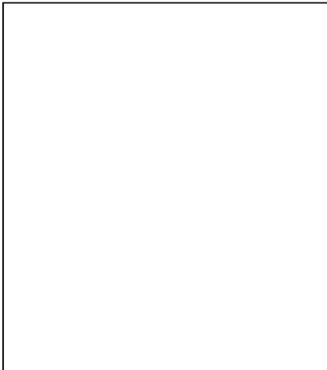
Timeline Answer Key

1. Creation	9. Divided Kingdom
2. Fall	10. Exile
3. Early History	11. Return
4. Patriarchs	12. Silence
5. Slavery/Exodus	13. Life of Jesus
6. Wilderness/Conquest	14. Early Church
7. Judges	15. Church Age
8. United Kingdom	16. Return of Jesus

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Review

In the box below, either draw pictures or write summary sentences that describe the major events you read about in Genesis 21:1-7, 22:1-19, 25:19-26, 27:1-45, 37, 39-40, 41:1-45, 42:1-7, and 45.



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Read Genesis 12:3b. Explain which theme this mysterious promise points to.

Digging In

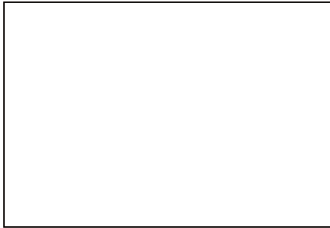
Read Exodus 1-4.

On the lines below, summarize where you see one or two of the themes in these passages.

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Know It and Show It

Draw a picture that represents the answer to our big question, "Where do important themes show up in God's big story?"



In one or two sentences, answer the question "Where do important themes show up in God's big story?"

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Follow-Up Assignment

Read each passage of the Bible. Draw a picture of the main event or events that take place in each passage. Then explain where you see any of the three big themes in that passage.

Exodus 11:1-12:36

Main Event(s)



Themes

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Exodus 17:1-7, 19:1-20:17

Main Event(s)



Themes

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Exodus 32

Main Event(s)



Themes

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Numbers 13-14

Main Event(s)



Themes

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Unit 1: Studying the Bible | Lesson 6

Conquest and Judges

Essential Question

- Where do important themes show up in God's big story?

Learning Outcome

By the end of this lesson, students should be able to:

- Explain where important themes show up during the times of the Conquest and Judges.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Procedures

- Welcome the students back to class.
- Review the periods of Creation, Fall, Early History, Patriarchs, Egypt, and Exodus.
- Review the *Essential Question*: Where do important themes show up in God's big story?
- Review the themes of God's faithfulness, human rebellion, and God's rescue plan.
- Have the students put together the Bible timeline, reminding them that it should be a lot easier than the first time they tried this activity.
- Regroup to discuss how the activity went.
- Review the Passover, the making of the golden calf, and the spies' report of the land as pictures of God's faithfulness and man's rebellion. It was the blood on the door that saved the Israelites from death, and this gives us another clue to God's rescue plan.
- Explain that Deuteronomy 18:18 promised that God would raise up a prophet from them to teach them. They wandered for years waiting for God to send this prophet, but he never showed up. It was another mysterious promise pointing to a rescuer. God didn't give any more details, just that this prophet was coming.
- Introduce the time periods of the Conquest and the Judges.

- God had promised Abraham long before that his descendants would possess the land of Canaan. So after the Israelites wandered in the desert for forty years, God finally fulfilled this promise and sent them into the promised land. He commanded the Israelites to drive the rebellious Canaanites out of the land. So God kept His promise to give them the land of Canaan. God's people allowed some Canaanites to stay in the land after God had warned them this would lead Israel into sin.
- Because of their disobedience, they almost forget about God, His covenants with them, and His commands. They followed the ways of the Canaanites and did whatever seemed to be right in their own eyes. This caused sin and death, which led to more sin and death.
- Have the students turn to the *Digging In* section in their *Activity Sheets* to read about the time of the Conquest.
 - Remind them to pay attention to the big question: Where do important themes show up in God's big story? They should write them down in the *Digging In* section of their *Activity Sheets*.
- Regroup to discuss the themes that the students found in the reading.
 - God's faithfulness is seen in the victory at Jericho.
 - Achan's disobedience and dishonesty are a picture of human rebellion.
 - God's punishment of Israel by letting them be defeated at Ai does not override His faithfulness. He kept His word that disobedience would lead to punishment and God was keeping true to His promise.
- Review the *Essential Question* and the three themes in the passage studied in this lesson.
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have students follow the directions in the *Follow-Up Assignment* in the *Activity Sheets* before the next class.

Student Activity Sheets

Foundation Worldview
Unit 1: Studying the Bible | Lesson 6

Essential Question
• Where do important themes show up in God's big story?

Timeline Answer Key

1. Creation	9. Divided Kingdom
2. Fall	10. Exile
3. Early History	11. Return
4. Patriarchs	12. Silence
5. Slavery/Exodus	13. Life of Jesus
6. Wilderness/Conquest	14. Early Church
7. Judges	15. Church Age
8. United Kingdom	16. Return of Jesus

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Review

In the box below, either draw pictures or write summary sentences that describe the major events you read about in Exodus 11:1-12:36, 17:1-7, 19:1-20:17, 32, and Numbers 13-14.

Choose one event you mentioned in the box above and explain how you see one or more of the three themes we have focused on in that event.

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Digging In

Read Joshua 6-7.

On the lines below, summarize where you see one or two of the themes in these passages.

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Know It and Show It

Draw a picture that represents the answer to our big question, "Where do important themes show up in God's big story?"

In one or two sentences, answer the question "Where do important themes show up in God's big story?"

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Follow-Up Assignment

Read each passage of the Bible. Draw a picture of the main event or events that take place in each passage. Then explain where you see any of the three big themes in that passage.

Judges 1-2

Main Event(s)

Themes

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Judges 6-7

Main Event(s)

Themes

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Ruth 1-2

Main Event(s)

Themes

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Ruth 3-4

Main Event(s)

Themes

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Unit 1: Studying the Bible | Lesson 7

United Kingdom and Divided Kingdom

Essential Question

- Where do important themes show up in God's big story?

Learning Outcome

By the end of this lesson, students should be able to:

- Explain where important themes show up during the time of the United Kingdom and the Divided Kingdom.

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Assessment

- Summary picture and sentences

Procedures

- Welcome the students back, thanking them for joining you in learning more about the story of God's Word.
- Review Creation, the Fall, Early History, the Patriarchs, Egypt, the Exodus, the Wilderness, the Conquest, and the Judges.
- Review the book of Ruth, which the students read as part of their assignment before class.
 - Ruth 4:22 introduces the time of King David, one of the kings of the United Kingdom.
- Remind them of the *Essential Question*: Where do important themes show up in God's big story?
- Have the students practice putting together the Bible timeline. They should be fairly comfortable with this activity by now.
- After the timeline activity, have the students complete the directions in the *Review* section of their *Activity Sheets*.
 - They will draw pictures or write summary sentences about all of the major time periods we have studied so far.
 - Then have students choose one event and explain how they see one of the three main

themes in that event.

- Regroup to discuss how the activity went, encouraging them that it is getting easier every time and that they are starting to understand God's story for themselves.
 - Ask if they were able to remember some of the major events in the Creation, Fall, and Early History periods.
 - Ask if they were able to remember some major events from the times of the Patriarchs, the Conquest, and the Judges.
- Introduce the periods of the United Kingdom and the Divided Kingdom.
 - After the period of the Judges, God gave Israel a king named Saul, who was a good-looking man. The people thought he would be a great king. However, his heart led him away from God even though he knew the right thing to do. God called David, a young shepherd boy from Bethlehem, to be a king who would seek God above all other things. He helped the people of Israel follow and love God. The Bible calls David a man after God's own heart, a strong and mighty king. Maybe he would be the rescuer the Israelites had been waiting for?
 - David took Bathsheba, another man's wife, and then had her husband killed. Remember that no sacrifice could pay for the sin of murder or taking someone else's spouse. No sacrifice could pay for David's sin, but he repented and God forgave Him. After David sinned, a lot of violence, fighting, and death started to happen in David's family.
 - Solomon was David's son. He became the next king of Israel, but he only followed God partially. Solomon's son and Rehoboam made some very foolish choices and split Israel's united kingdom into two kingdoms.
 - The Southern Kingdom stayed with King Rehoboam, King David's grandson, and that kingdom was called Judah.
 - The Northern Kingdom put its own king on the throne and called itself Israel. As time went on, the kings of both kingdoms would turn to worship other gods and they continually rebelled against the one true God. Despite their rebellion, God remained faithful to His people.
 - God sent prophets like Elijah, Elisha, Isaiah, Jeremiah, and many others to warn His people that if they didn't stop rebelling, He would kick them out of the land, just like He had kicked out the Canaanites. They didn't listen, so God sent two foreign nations, Assyria and Babylon, to conquer His people. The nation of Israel was destroyed and God's people were taken away as captives to foreign lands. God gave them warnings over hundreds of years and His people still chose to willingly rebel against Him. They were without a land again.
- Have the students turn to the *Digging In* section in their *Activity Sheets* to read about the time of the United Kingdom. Remind them to look for the big question: Where do important themes show up in God's big story? Write them down in the *Digging In* section of the

Activity Sheets.

- Regroup to discuss the themes they came up with.
- Ask them where they saw God’s faithfulness and human rebellion.
- Reconnect the *Essential Question* to the times of the United Kingdom and the Divided Kingdom.
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have students follow the directions in the *Follow-Up Assignment* in the *Activity Sheets* before the next class.

Student Activity Sheets

Foundation Worldview
Unit 1: Studying the Bible | Lesson 7

Essential Question
• Where do important themes show up in God's big story?

Timeline Answer Key

1. Creation	9. Divided Kingdom
2. Fall	10. Exile
3. Early History	11. Return
4. Patriarchs	12. Silence
5. Slavery/Exodus	13. Life of Jesus
6. Wilderness/Conquest	14. Early Church
7. Judges	15. Church Age
8. United Kingdom	16. Return of Jesus

Review
In the boxes below, either draw pictures or write summary sentences that describe the major events from each period in Bible history we have covered so far.

Creation/Fall/Early History	Patriarchs

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Slavery/Exodus/Wilderness	Conquest/Judges

Choose one of the time periods above and explain how you see one or more of the three themes we have focused on in that period.

Digging In
Read 1 Samuel 13:1-15 and 15:1-16:13.
On the lines below, summarize where you see one or two of the themes in these passages.

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Know It and Show It
Draw a picture that represents the answer to our big question, "Where do important themes show up in God's big story?"

In one or two sentences, answer the question "Where do important themes show up in God's big story?"

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Follow-Up Assignment
Read each passage of the Bible. Draw a picture of the main event or events that take place in each passage. Then explain where you see any of the three big themes in that passage.

2 Samuel 7

Main Event(s)

Themes

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1 Kings 11:1-13 and 11:41-12:33

Main Event(s)

Themes

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1 Kings 17:1-19:18

Main Event(s)

Themes

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2 Kings 25

Main Event(s)

Themes

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Unit 1: Studying the Bible | Lesson 8

Exile, Return, and Silence

Essential Question

- Where do important themes show up in God's big story?

Learning Outcome

By the end of this lesson, students should be able to:

- Explain where important themes show up during the time of the Exile, Return, and Silence.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Procedures

- Welcome the students back to the eighth lesson of learning about God's big story together.
- Review all of the previous time periods starting with Creation, Fall, etc.
- Explain that during the time when God used prophets to warn His people of the consequences of disobedience, He sent them a prophet named Isaiah. Isaiah 53:5 says, "but he was pierced for our transgressions, he was crushed for our iniquities; upon him was that chastisement that brought us peace, and with his wounds, we are healed." This was another clue to the rescuer that was coming; he was going to take on the punishment for the sins of God's people.
- God had taken His land away from His people and sent them to live as captives under other nations as punishment for their sin. This is called the Exile, the period of discussion in this lesson.
- Have the students put together their Bible timelines and then check them against the *Timeline Answer Key* in the *Activity Sheets*. This is the last time they will have the answer key to check their work.
 - When they have finished the timeline, have students read through the directions in

the *Review* section of their *Activity Sheets*. They will draw pictures or write summary sentences about major events in the passage from the United and Divided Kingdom. They will choose one event and explain how they see the three main themes in that event.

- Remind them of the *Essential Question*: Where do important themes show up in God's big story?
- Regroup to discuss how the activity went.
 - Ask them if they were able to remember the main events from their reading, like Solomon turning away from God and God using Elijah to warn His people.
 - God's faithfulness is seen in events like God's covenant with David and God raising up Elijah.
 - Human rebellion is seen when Solomon turns from God and the people ignore Elijah's warnings.
 - The covenant from 2 Samuel 7 was a clue that the rescuer would come from David's family line and would sit on the throne forever.
- Introduce the periods of Exile, the Return, and Silence.
 - As God's punishment for their sins, the Israelites were led into exile by Babylon and Assyria.
 - It seems unfair for God to allow this but part of faithfulness is keeping your word when you say you are going to do something. So when God said he would punish them for their disobedience, He meant it. He let them be punished because He knew it would be best for them.
 - Even though God's people were outside of their land, God never abandoned them. He went with them. This was new for people in the world at that time, since they thought that different gods own different pieces of land and when they left a land they left the god of that land behind. God was showing them that He was not limited to the land he gave his people. He was showing them that he was everywhere, because He created and owns all lands.
 - God used people in their captivity to serve him — people like Daniel, Shadrach, Meshach, and Abednego. After seventy years of captivity, God brought His people back to the land He had given them. They spent years rebuilding the walls around the city and the temple. They tried to obey God at first but they began to rebel yet again.
 - Then came four hundred years of silence. They heard nothing from God for four hundred years.
- Have the students turn to the *Digging In* section in their *Activity Sheets* to read about the time of the Exile. Remind them to pay attention to the big question: Where do important themes show up in God's big story?
- Regroup to discuss what they found.
 - Ask about God's faithfulness in protecting Daniel and his friends.

- Ask about the rebellion of King Nebuchadnezzar viewing himself as God.
- Explain that Daniel 7 talks about the vision of Daniel. Explain that a vision is like a dream of something true, and this dream happens while a person is awake. Daniel saw a Son of Man and said, "And to Him was given dominion and glory and a kingdom, that all peoples, nations, and languages should serve him; his dominion is an everlasting dominion, which shall never pass away, and his kingdom one that shall not be destroyed." This is another clue to the rescuer. The rescuer will be king over all peoples and his kingdom will have no end.
- Congratulate the students for making it through the story of the Old Testament!
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have students follow the directions in the *Follow-Up Assignment* in the *Activity Sheets* before the next class.

Student Activity Sheets

Foundation Worldview
Unit 1: Studying the Bible | Lesson 8

Essential Question
• Where do important themes show up in God's big story?

Timeline Answer Key

1. Creation	9. Divided Kingdom
2. Fall	10. Exile
3. Early History	11. Return
4. Patriarchs	12. Silence
5. Slavery/Exodus	13. Life of Jesus
6. Wilderness/Conquest	14. Early Church
7. Judges	15. Church Age
8. United Kingdom	16. Return of Jesus

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Review

In the box below, either draw pictures or write summary sentences that describe the major events you read about in 2 Samuel 7, 1 Kings 11:1-13, 11:41-12:33, 17:1-19:18, and 2 Kings 25.

Choose one event you mentioned in the box above and explain how you see one or more of the three themes we have focused on in that event.

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Digging In

Read Daniel 1-3.

On the lines below, summarize where you see one or two of the themes in these passages.

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Know It and Show It

Draw a picture that represents the answer to our big question, "Where do important themes show up in God's big story?"

In one or two sentences, answer the question "Where do important themes show up in God's big story?"

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Follow-Up Assignment

Read each passage of the Bible. Draw a picture of the main event or events that take place in each passage. Then explain where you see any of the three big themes in that passage.

Daniel 6

Main Event(s)

Themes

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Ezra 1-3

Main Event(s)

Themes

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Esther 1-3

Main Event(s)

Themes

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Nehemiah 1-3

Main Event(s)

Themes

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Unit 1: Studying the Bible | Lesson 9

Life of Jesus

Essential Question

- Where do important themes show up in God's big story?

Learning Outcome

By the end of this lesson, students should be able to:

- Explain where important themes show up during the time of the Life of Jesus.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Procedures

- Welcome the students back to class and the beginning of the New Testament.
- Review the time periods of the Old Testament beginning with Creation, Fall, etc.
- Explain that the sacrificial system God set up showed His grace toward His people in making a way to pay for their sin. It didn't completely solve the problem; sacrifices paid for sin, but they didn't change people's hearts. The heart is where the true problem was. The hearts of the people had rebelled against God, leading to the next clue.
 - Jeremiah 31:31–34 says, "'Behold, the days are coming,' declares the Lord, 'when I will make a new covenant with the house of Israel and the house of Judah, not like the covenant that I made with their fathers on the day when I took them by the hand to bring them out of the land of Egypt, my covenant that they broke, though I was their husband,' declares the Lord. 'For this is the covenant that I will make with the house of Israel after those days,' declares the Lord: 'I will put my law within them, and I will write it on their hearts. And I will be their God, and they shall be my people. And no longer shall each one teach his neighbor and each his brother, saying, "Know the Lord," for they shall all know me, from the least of them to the greatest,' declares the

Lord. 'For I will forgive their iniquity, and I will remember their sin no more.'"

- God's rescue plan was to change the hearts of the people by putting His law into their hearts. This plan would solve the problem of sin.
- Have the students put together the Bible timeline; it should be fairly easy now.
 - When the timeline has been finished, have the students read the directions in the *Review* section of the *Activity Sheets*. They will read the clues about God's plan so far. Then they will draw a picture or write a summary sentence explaining how each one points to God's rescue plan.
- Regroup to discuss how the activity went.
- Review the progression of what God revealed about the rescuer, summarizing what they know about the rescuer so far.
 - This rescuer would crush the serpent, be a blessing to all people, be a sacrificial substitute for the people, lead God's people, pay for their sins, write God's law on their hearts, and rule over a kingdom with people from all nations forever. But when would this rescuer come?
- Explain that people thought that God would never talk to them again, until an angel came to visit a young woman in Nazareth to tell her that she would have a son. This wouldn't be an ordinary boy because his father would not be human; His father would be God. The boy's name would be Jesus because he would rescue His people from their sin! The rescuer was finally here!
 - Jesus was born in a very challenging time, when Romans ruled with cruelty and harshness. The religious leaders of Israel ruled with stubborn, mean hearts. Jesus grew into a man during this time and showed more and more of God's rescue plan. He lived a perfect sinless life, as no human had ever done. He did miracles, healing sick people, calming storms, and raising the dead. He told people that He not only spoke for God but also He was God! Wow! But many people did not believe in Jesus. And many of the Jewish leaders were jealous of Jesus. Eventually, the leaders of Israel and Rome arrested Jesus and put Him to death on a cross. When Jesus breathed out His last breath He cried out, "It is finished." God's rescue plan was completed. And Jesus proved that the rescue was complete when, three days later, He rose from the grave! Jesus, the rescuer, had defeated sin and death!
 - Connect Genesis 3, Isaiah 53, Genesis 12, Deuteronomy 18, and 2 Samuel 7 to Jesus, who had come to fulfill all of the prophecies about Him. The story of the Bible points to the rescuer, Jesus.
- Have the students fill in the *Digging In* section in their *Activity Sheets* to read about Jesus' life, paying attention to the *Essential Question*: Where do important themes show up in God's big story?
- Regroup to discuss what they found.
 - Ask if they saw God's faithfulness in sending Jesus. Or if they saw rebellion in Herod's

reaction.

- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have students follow the directions in the *Follow-Up Assignment* in the *Activity Sheets* before the next class.

Student Activity Sheets

Foundation Worldview
Unit 1: Studying the Bible | Lesson 9

Essential Question
• Where do important themes show up in God's big story?

Review
In the boxes below, either draw pictures or write summary sentences that describe the clues we have found about God's rescue plan.

Genesis 3:15	Genesis 12:3b
Genesis 22:2 and 22:13	Exodus 12:13

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Deuteronomy 18:15	2 Samuel 7:16
Isaiah 53:5	Jeremiah 31:31-34
Daniel 7:14	

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Digging In
Read Matthew 1-3.
On the lines below, summarize where you see one or two of the themes in these passages.

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Know It and Show It
Draw a picture that represents the answer to our big question, "Where do important themes show up in God's big story?"

In one or two sentences, answer the question "Where do important themes show up in God's big story?"

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Follow-Up Assignment
Read each passage of the Bible. Draw a picture of the main event or events that take place in each passage. Then explain where you see any of the three big themes in that passage.

Matthew 4-5

Main Event(s)

Themes

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Mark 4-5

Main Event(s)

Themes

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Luke 22-23

Main Event(s)

Themes

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John 20-21

Main Event(s)

Themes

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Unit 1: Studying the Bible | Lesson 10

Early Church, Church Age, and Return of Jesus

Essential Question

- Where do important themes show up in God's big story?

Learning Outcome

By the end of this lesson, students should be able to:

- Explain where important themes show up during the time of the Early Church, Church Age, and Return of Jesus.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Procedures

- Welcome the students back for the tenth class!
- Review the periods of biblical history beginning with Creation, Fall, etc.
- Have the students put together the Bible timeline, working with a timer to see how quickly they can put the time periods in order.
 - When they have finished the timeline, have students read through the directions in the review section of their *Activity Sheets*. They will draw pictures or write summary sentences about events they read about in the follow-up assignment.
- Remind them of the *Essential Question*: Where do important themes show up in God's big story? Also remind them to look for the three themes of God's faithfulness, human rebellion, and God's rescue plan.
- Regroup to discuss what they found.
 - Ask if they saw God's faithfulness in the life of Jesus or human rebellion when Jesus

was crucified.

- Introduce the time periods of the Early Church, the Church Age, and Jesus' Return.
 - Jesus lived for forty days on earth after His resurrection and then ascended into heaven. He promised His followers He would send the Holy Spirit to live inside of His followers. He gave them the task of telling everyone everywhere the good news of God's completed rescue plan and to help Christians know how to follow Jesus. They were telling lots of people the good news about Jesus, but a man named Paul hated Jesus and Jesus' followers. Then Jesus appeared to Paul and Paul trusted in Jesus. Paul started to travel around the world to help people know and love Jesus.
 - Hard things happened to Jesus' followers. Some of them were beaten or put in prison; others were put to death. This never stopped the spread of the good news of God's rescue plan.
 - We live in the time of the Church Age, when anyone who wants to become part of God's family is welcome. This is the time between when Jesus ascended and when He will come back. No one knows exactly when Jesus will come back, but we do know that He will keep His promise to come back. When He returns He will destroy His enemies and make everything in heaven and on earth new, including God's children. God's children will have new, resurrected bodies that never get tired or sick or die. The nature of sin that causes rebellion against God will be gone forever.
- Have the students turn to the *Digging In* section in their *Activity Sheets* to read some passages about the Early Church, answering the questions on those pages.
- Regroup to discuss what they found.
 - Ask about God's faithfulness in sending His Spirit, or the parts of the rescue plan they are already familiar with.
- Review the *Essential Question*: Where do important themes show up in God's big story?
- Have students complete the *Know It and Show It* section of their *Activity Sheets*.
- Congratulate the students on completing ten classes studying God's big story!
- Have students follow the directions in the *Follow-Up Assignment* in the *Activity Sheets* before the next class.

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Unit 2: Studying the Bible | Lesson 1

Read in Context

Essential Question

- What skills do Christians need to study the Bible well?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize the skills Christians need to study the Bible well.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Bible
- Pencil

Procedures

- Welcome the students back to the second unit in *Foundation Studying the Bible* curriculum.
- Review the content of the first unit about God's big story in the Bible.
- Remind the students that there is nothing more important than getting to know God.
- Introduce the *Essential Question*: What skills do Christians need to study the Bible well?
- Ask, "What would happen if we didn't know how to read a recipe correctly?"
 - The details in a recipe give instructions about how to prepare food, what ingredients are necessary, and the time and temperature needed to make something delicious. If we didn't know how to read a recipe correctly, we would end up not making the food correctly.
- Explain that when we come to God's Word we need to make sure we understand it correctly. That is why we will spend the entire unit exploring the skills Christians need to study the Bible well.
- Explain that the first skill a Christian needs is to read Bible verses in context.
 - Reading a verse by itself is not the correct way to read the Bible. We need to read the verses before and after it in order to get the correct meaning from the passage.

- Give an example where context matters, such as Psalm 46:5, which many women incorrectly quote out of context to say that their plans will not fail.
- Have the students turn to the *Digging In* section of the *Activity Sheets*. They will read one verse and a situation describing how someone used that verse. Then they will read the verses before and after it to determine if that verse was used correctly or incorrectly.
- Regroup and discuss what they found.
 - Explain Matthew 7:1 doesn't mean that people aren't supposed to make judgments about right and wrong but that we should first deal with our own sin before pointing out that sin in others.
 - Explain that Matthew 19:24 does not say that rich people cannot get into heaven but that riches do not buy entrance to heaven.
 - Explain that Philippians 4:12 doesn't mean that God will strengthen us to do everything we dream of doing but that we can survive whatever situation God places us in.
- Explain that the book of Job is a book of the Bible where extra caution should be taken not to take verses out of context.
 - In the book of Job, there is a man named Job who honors God and has a good life — a wife, children, good health, lots of servants, and tons of land and farm animals. One day, Satan claims that Job only loves God because God has given Job so much. So God gives Satan permission to take away Job's good gifts. In just a few days, Job loses all of his children, his servants, his animals, and his health. Job has three friends who come to sit with him and mourn all of these losses. At first, the friends mourn in silence. But after a week, one by one, they begin telling Job things about God and how Job must have disobeyed God for all these bad things to happen. After each friend speaks, Job explains that he hasn't done anything wrong to deserve these losses. But his friends refuse to believe him and continue telling Job that all of this is his fault. In the end, God comes and speaks with Job. God tells Job that God alone is all-wise and humans do not understand His ways. God then says He is angry with Job's friends because they did not tell Job the truth about who God is and what He does. In the end, God gives Job even more children, servants, land, and animals.
 - Sometimes people like to pick out verses from Job's friends' speeches and treat them like they are true for everyone. But God told Job that his friends hadn't rightly spoken about God.
 - When we see verses quoted from Job, we need to check who the speaker is. If the speaker is one of Job's friends, we should not count that verse as representing truth because God condemned Job's friends for not speaking the truth.
- Have the students complete the *Digging In* section of the *Activity Sheets*.
- Regroup to discuss what they found.
 - Clarify that Job 11:13–15 and Job 15:14–16 do not represent truth because those verses were the words of Zophar and Eliphaz, two of Job's friends whom God had said

were not speaking the truth.

- Ask if this means that there are parts of the Bible that aren't true.
- Explain that the whole Bible is true; it tells us the truth about what Job's friends said.

And then it explains that Job's friends were not speaking the truth.

- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have students follow the directions in the *Follow-Up Assignment* in the *Activity Sheets* before the next class.

Student Activity Sheets

Foundation Worldview
Unit 2: Studying the Bible | Lesson 1

Essential Question
• What skills do Christians need to study the Bible well?

Digging In
Read Matthew 7:1

Situation – You are at your friend Julie's house when Julie starts saying unkind things about Carlos, another friend of yours. Julie keeps going on and on about how much Carlos annoys her until you say, "Julie, we really shouldn't be talking badly about Carlos, especially when he's not here. That's gossip." Julie responds by saying, "Jesus said, 'Judge not, that you be not judged.' Don't you judge me!"

What does Julie think Matthew 7:1 means?

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Read Matthew 7:1-5

According to the bigger context of Matthew 7:1-5, is Jesus saying that people should never make judgments about what is right and what is wrong? Explain your answer.

Read Matthew 19:24

Situation – You are at school and your teacher says, "Having a lot of money is evil. No one should have a lot of money. In Matthew 19, Jesus said, 'Again I tell you, it is easier for a camel to go through the eye of a needle than for a rich person to enter the kingdom of God.' Could a huge camel ever fit through the eye of a tiny needle? No! That is ridiculous. So you see, even Jesus agrees that having a lot of money is evil and keeps people out of heaven."

What does your teacher think Matthew 19:24 means?

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Read Matthew 19:16-26

According to the bigger context of Matthew 19:16-26, is Jesus saying that people who have a lot of money cannot go to heaven? Explain your answer.

Read Philippians 4:13

Situation – You are talking with your cousin, Felicia, about orchestra auditions at school. Felicia has never played an instrument before, but she plans to audition to play the cello. You ask her why she doesn't wait a year to audition, once she has had a few months of cello lessons. She responds by saying, "Oh, there is no need for that. I know I am going to make orchestra. The Bible says I can do all things through Christ who strengthens me. I have Jesus in my heart and I believe He will help me play the cello when I audition."

What does Felicia think Philippians 4:13 means?

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Read Philippians 4:10-13.

According to the bigger context of Philippians 4:10-13, does that passage mean that God will strengthen you to do anything you dream of doing? Explain your answer.

Digging In
Read the following passages in Job. After you read each one, write down who the speaker is and then explain whether or not these verses show the truth.

Read Job 11:13-15

Who is the speaker? _____

Does this passage represent truth? How do you know?

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Read Job 15:14-16

Who is the speaker? _____

Does this passage represent truth? How do you know?

Read Job 38:2-7

Who is the speaker? _____

Does this passage represent truth? How do you know?

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Know It and Show It

Draw a picture that represents the answer to our big question, "What skills do Christians need to study the Bible well?"

In one or two sentences, answer the question "What skills do Christians need to study the Bible well?"

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Follow-Up Assignment
Read Exodus 14:14.

Situation – You hear someone on YouTube teaching about how we should overcome our fears. This YouTube says, "Exodus 14:14 says 'The LORD will fight for you, and you have only to be silent.' You don't need to worry about anything. You don't need to do anything. You just have to sit there silently."

What does this YouTube think Exodus 14:14 means?

Read Exodus 14:4-15

According to the bigger context of Exodus 14:4-15, whom was this verse spoken to? Does Exodus 14:14 mean that all humans never have to do anything, we just need to be silent and wait for God to do everything? Explain your answer.

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Read Job 22:21.

Situation – You see a billboard that says, "Agree with God, and be at peace; thereby good will come to you. Job 22:21. If you do what is good, God will bless you with all that you want."

What does the creator of this billboard think Job 22:21 means?

Check to see who is speaking in Job 22:21. Is it God, Job, or one of Job's friends?

Based on who is speaking, should we trust what is said in this verse is true? Explain your answer.

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Read John 20:29

Situation – Someone asks your teacher at church what evidence she can show a friend to help that friend see that God is real. Your teacher responds by saying, "We don't need any evidence to do that. Your friend just needs to believe." Jesus said, "Blessed are those who have not seen me and yet have believed."

What does your teacher think John 20:29 means?

Read John 20:24-31

According to the bigger context of John 20:24-31, does John 20:29 mean that we should never look for evidence of God's existence? (Hint: Pay careful attention to John 20:30-31.) Explain your answer.

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Read Ephesians 5:22

Situation – You read in your history textbook that throughout history many men have treated their wives poorly, as if they were property. Your textbook says, “Many Christian husbands believed this treatment was okay because the Bible says, ‘Wives, submit to your husbands as to the Lord.’”

According to this textbook, what did some Christian husbands think Ephesians 5:22 meant?

Read Ephesians 5:22-28.

According to the bigger context of Ephesians 5:22-28, does Ephesians 5:22 mean that husbands can treat their wives poorly like they are property? Explain your answer.

Ask Which Covenant

Essential Question

- What skills do Christians need to study the Bible well?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize the skills Christians need to study the Bible well.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Books of the Bible Cards
- Bible
- Pencil

Procedures

- Welcome the students back for the twelfth lesson together!
- Review the content from the last lesson, emphasizing the importance of reading verses in their context.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Remind the students that the Bible is divided into two Testaments that represent two covenants.
 - God made one covenant with Abraham's family, the Israelites, and they rebelled over and over. They broke God's covenant and God kept his promise to remove them from the land.
 - God didn't stop the story there, He had good news that He was making a new covenant that would be available to all peoples. It was God's big rescue plan for everyone that He was hinting at throughout the Old Testament. This new covenant was brought about through Jesus' life, death, and resurrection. In this covenant, anyone who will trust in Jesus alone is rescued from sin and brought into the family of God.

- The covenant God made with Israel depended on whether or not the people obeyed, but this new covenant does not depend on our obedience. Jesus shows us that only God is perfect. We can never obey God perfectly. That's why Jesus came to rescue sinners. This new covenant rests only on God's grace through Jesus, not our obedience. What a relief!
- Have the students complete a few activities in the *Activity Sheets*.
 - First, review the material from last time.
 - Second, explore the books of the Old and New Testaments by coloring them in.
 - Third, sort the *Books of the Bible Cards* into Old and New Testament.
- Regroup to discuss how the activity went.
 - Explain that sorting the *Books of the Bible Cards* should get easier as the students practice more.
- Explain that the Old Testament primarily covers the covenant God made with the family of Israel at Mt. Sinai. The New Testament covers the covenant God offers to all people who turn to trust Jesus. Christians are part of this new covenant, not the one God made with Israel, so Christians are not required to follow all of the commands God gave to Israel.
 - The commands in Exodus, Leviticus, Numbers, and Deuteronomy were given to Israel while they were waiting for Christ. The Old Testament commands are not rules we are living under. Christians live under the new covenant, so we look at the New Testament to learn how to live in obedience to God.
 - This means that the Bible has two different covenants, two different sets of commands, and we need to be able to distinguish the two.
 - When we read the commands in the Bible, we need to ask ourselves, which covenant do these commands describe living under?
- Ask, "Since Christians are not living under God's covenant with the people of Israel, can we just get rid of the Old Testament?"
 - No! The Old Testament is part of God's story. We need it to know who God is, who humans are, and what God plans for His people.
- In the *Digging In* section of their *Activity Sheets*, have students read the assigned passages of Scripture and draw a picture summarizing the commands found in that passage.
 - They should then use the *Bible Bookcase* to determine which covenant these commands fall under. Then they should explain whether or not these commands were given to Christians living under the new covenant.
 - If this is challenging, they are welcome to work with partners to complete it.
- Regroup to discuss how the activity went.
 - They should see that the commands in Leviticus and Deuteronomy describe how the Israelites were to keep the covenant God made with them. The commands in Matthew and Philippians are part of the new covenant and they do apply to Christians.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?

- Have students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have students follow the directions in the *Follow-Up Assignment* in the *Activity Sheets* before the next class.

Student Activity Sheets

Foundation Worldview
Unit 2: Studying the Bible | Lesson 2

Essential Question
• What skills do Christians need to study the Bible well?

Review
In the box below, draw a picture or write a summary sentence explaining why reading verses in context is important.

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Two Testaments
Look at the books of the Bible that are part of the Old Testament. Color these books red. Then look at the books that are part of the New Testament. Color these books yellow.

Now that you have become somewhat familiar with books of the Old and New Testaments, take your Books of the Bible cards and sort them into two groups: books of the Old Testament and books of the New Testament. You can check your work by looking at the Bible bookcase.

Digging In
Read the following passages. Draw a picture summarizing the command.

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Explain which covenant each command describes living under. Then explain whether these commands directly apply to Christians today.

Leviticus 1:1-9

Draw a picture summarizing the commands in this passage.

Which covenant do these commands describe living under, the covenant God made with Israel or the new covenant God offers to all people?

Were these commands given to Christians living under the new covenant? How do you know?

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Matthew 28:16-20

Draw a picture summarizing the commands in this passage.

Which covenant do these commands describe living under, the covenant God made with Israel or the new covenant God offers to all people?

Were these commands given to Christians living under the new covenant? How do you know?

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Deuteronomy 15:1-6

Draw a picture summarizing the commands in this passage.

Which covenant do these commands describe living under, the covenant God made with Israel or the new covenant God offers to all people?

Were these commands given to Christians living under the new covenant? How do you know?

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Philippians 2:1-11

Draw a picture summarizing the commands in this passage.

Which covenant do these commands describe living under, the covenant God made with Israel or the new covenant God offers to all people?

Were these commands given to Christians living under the new covenant? How do you know?

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Know it and Show it
Draw a picture that represents the answer to our big question, "What skills do Christians need to study the Bible well?"

In one or two sentences, answer the question "What skills do Christians need to study the Bible well?"

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Follow-Up Assignment
Read each passage. Draw a picture summarizing the command. Explain which covenant each command describes living under. Then explain whether these commands directly apply to Christians today.

Leviticus 7

Draw a picture summarizing the commands in this passage.

Which covenant do these commands describe living under, the covenant God made with Israel or the new covenant God offers to all people?

Were these commands given to Christians living under the new covenant? How do you know?

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Galatians 5:16-6:10

Draw a picture summarizing the commands in this passage.

Which covenant do these commands describe living under, the covenant God made with Israel or the new covenant God offers to all people?

Were these commands given to Christians living under the new covenant? How do you know?

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Numbers 28

Draw a picture summarizing the commands in this passage.



Which covenant do these commands describe living under, the covenant God made with Israel or the new covenant God offers to all people?

Were these commands given to Christians living under the new covenant? How do you know?

Ephesians 4

Draw a picture summarizing the commands in this passage.



Which covenant do these commands describe living under, the covenant God made with Israel or the new covenant God offers to all people?

Were these commands given to Christians living under the new covenant? How do you know?

Foundation

Unit 2: Studying the Bible | Lesson 3

Use Bible Maps

Essential Question

- What skills do Christians need to study the Bible well?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize the skills Christians need to study the Bible well.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Books of the Bible Cards
- Bible
- Pencil

Procedures

- Welcome the students back for the thirteenth lesson together.
- Review the content of the last two lessons, reading verses in context and understanding the difference between the two covenants.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will draw a picture or write a summary sentence explaining important skills Christians need to study the Bible well.
 - Then they will organize the *Books of the Bible Cards* into Old Testament and New Testament, checking their work with the *Bible Bookcase*.
- Regroup to discuss how the activity went, encouraging the students that it gets easier the more they practice.
- Introduce the topic of using maps to study the Bible.
 - The reason for using maps is to help us get a picture of where certain events in Bible history took place. It helps the story to come to life. A good study Bible should have maps that show where Abraham and his family moved from. Maps that show Israel's

route when they left Egypt. Maps that show how Israel divided the Promised Land among the different tribes. Maps that show the route the Israelites took when they were taken captive by Assyria and Babylon. Maps that show where Jesus performed miracles. And maps that show the route Paul took on his missionary journeys.

- In the *Digging In* section of their *Activity Sheets*, students will have an opportunity to look at two different Bible maps.
 - The first map will be one from the time of Abraham. They will read a portion of Genesis and then mark Abraham's journey on the map.
 - The second map is from Jesus' time. They will draw pictures or write summary sentences of what happened at each location.
- Regroup to discuss what they found.
 - They should see the length of Abraham's journey from Ur to Haran to Shechem.
 - They should also see a number of cities where important things happened in Jesus's life, such as turning water into wine in Cana, healing the centurion's servant in Capernaum, raising the widow's son from the dead in Nain, healing the blind man in Bethsaida, changing Zacchaeus' heart in Jericho, and clearing the temple in Jerusalem.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have the students complete the *Follow Up* activity where they will read two chapters in the Bible and draw a line with arrows on the map outlining Paul's missionary journey.
- Encourage them that they are doing a great job of learning to study the Bible well.

Student Activity Sheets

Foundation Worldview

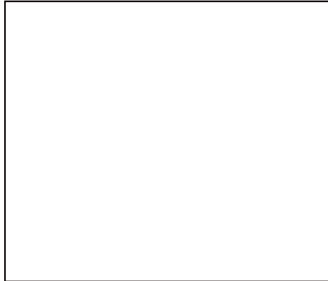
Unit 2: Studying the Bible | Lesson 3

Essential Question

- What skills do Christians need to study the Bible well?

Review

Draw a picture or write a summary sentence explaining important skills Christians need to study the Bible well.

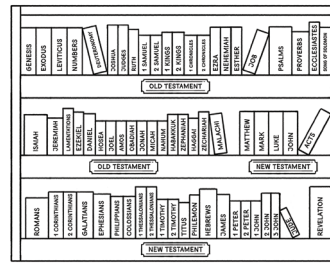


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Two Testaments

Look at the books on the Bible Bookcase to review the books that are part of the Old Testament and the books that are part of the New Testament. Color the OT books red and the NT books yellow.



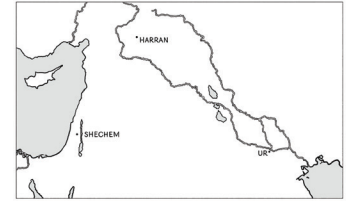
Now that you have reviewed the Bible Bookcase, take your Books of the Bible cards and sort them into two groups: books of the Old Testament and books of the New Testament. You can check your work by looking at the Bible bookcase.

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Digging In

Read Genesis 11:31-12:9. As you read through that passage, draw a line with arrows outlining Abraham's journey.



Read the following passages of the Bible. On the following page, next to each city on the map, draw a picture or write a summary sentence telling what Jesus did in that city:

- John 2:1-11
- Matthew 8:5-13
- Luke 7:11-17
- Mark 8:22-26
- Luke 19:1-10
- John 2:13-22

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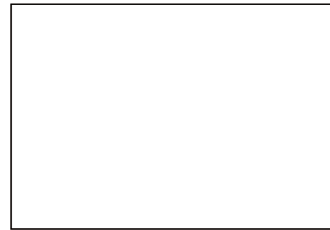


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Know It and Show It

Draw a picture that represents the answer to our big question, "What skills do Christians need to study the Bible well?"



In one or two sentences, answer the question "What skills do Christians need to study the Bible well?"

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Follow-Up Assignment

Read Acts 13 and 14. As you read through those chapters, draw a line with arrows outlining Paul's missionary journey.



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Research the Background of a Book

Essential Question

- What skills do Christians need to study the Bible well?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize the skills Christians need to study the Bible well.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Books of the Bible Cards
- Bible
- Pencil

Procedures

- Welcome the students back for the fourteenth lesson!
- Review the three previous lessons: the importance of reading verses in context, understanding the covenants, and using maps to study the Bible properly.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will practice organizing the *Books of the Bible Cards* into Old and New Testaments.
 - Then they will put together the Bible timeline.
- Regroup to discuss how the activity went.
 - They should be getting more comfortable with sorting the books of the Bible and they should remember the Bible timeline.
- Review the story of the major time periods starting with Creation, the Fall, etc.
- Explain that this lesson is about the importance of studying the background of the books in the Bible.
- Have students imagine they came home one afternoon to a note on the kitchen

table. It reads, "My dear lady, when I wrote you last, I had not the time to express my true sentiments. It was lovely to see you and the little ones in Bath last spring. It is my sincere hope that the waters there did improve their health. Has the physician noted any improvement in their condition since your trip? I do hope to be able to travel and see them at your home in the coming months. Do write and let me know if my visit would be favorable."

- Ask if they understood the letter perfectly.
- Then continue and have students pretend their older sister came in and explained that the letter is part of her homework assignment. It is a letter that a young woman in the 1700s in England wrote to her aunt, whom she had seen in a city named Bath. The young woman wanted to know if her cousins, who had been sick in the spring, were doing any better. She also wanted to know if she could come for a visit. Now the letter should make more sense.
- They now know who wrote the letter, when it was written, who wrote it, and why they wrote it.
- Explain that this is what we need in order to understand the books in the Bible.
 - In studying the Bible, the first step of research is to find out who wrote the book, then when a book was written, whom it was written to, and the author's purpose in writing it.
 - Most study Bibles should have an introduction before each book that shares this information.
- Have students practice researching the background of a book by completing the *Digging In* section of their *Activity Sheets*.
 - They will read the introduction to the book of Jonah and answer a few questions.
 - Then they will read the book of Jonah, find the cities mentioned on a map, and answer a few more questions.
- Regroup to discuss how the activity went.
 - They should see that Jonah takes place during the period of the Divided Kingdom, before Assyria took the Northern Kingdom away into captivity.
 - They should see the themes of God's faithfulness, human rebellion, and God's rescue plan.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have students follow the directions in the *Follow-Up Assignment* in the *Activity Sheets* before the next class.

Student Activity Sheets

Foundation Worldview
Unit 2: Studying the Bible | Lesson 4

Essential Question

- What skills do Christians need to study the Bible well?

Review

Look at the books on the Bible Bookcase to review the books that are part of the Old Testament and the books that are part of the New Testament. Color the OT books red and the NT books yellow.

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Now that you have reviewed the Bible Bookcase, take your Books of the Bible cards and sort them into two groups: books of the Old Testament and books of the New Testament. You can check your work by looking at the Bible bookcase.

As a final part of your review, take the Bible Time Period cards and put them in order. See how quickly you can arrange them!

Digging In

Introduction to Jonah

The book of Jonah was most likely written by the prophet Jonah. Jonah was a prophet at some point between 793 and 753 BC. Jonah lived in the Northern Kingdom of Israel during the time of the wicked Jeroboam II. King Jeroboam II was a successful military leader. He won a lot of land for Israel's northern kingdom.

In this book, God called Jonah to travel to the city of Nineveh to tell the Ninevites that they needed to turn from their sin and obey God. Nineveh was a city in the Assyrian empire. That empire was not very strong during the time of Jonah. However, Assyria would eventually grow back into a powerful empire, and God would use this cruel nation to take the northern kingdom into captivity as punishment for Israel's sin.

Who wrote Jonah?

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During what time in Bible history did Jonah take place?

What other information did you learn about the background of the book of Jonah?

Read Jonah 1-4

Next to each city on the map, explain what it has to do with the book of Jonah.

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Draw a picture representing where you saw the themes of God's faithfulness, human rebellion, or God's rescue plan in the book of Jonah.

How did knowing the background of the book help you understand the book of Jonah better?

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☒ **Know It and Show It**

Draw a picture that represents the answer to our big question, "What skills do Christians need to study the Bible well?"

In one or two sentences, answer the question "What skills do Christians need to study the Bible well?"

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Follow-Up Assignment

Introduction to 1 John

The book of 1 John was written by John, Jesus' disciple. John wrote this letter between AD 85 and 95 to a group of churches. False teachers had snuck into the churches and were teaching untrue ideas about Jesus. These false teachers taught that Jesus wasn't the savior and that He hadn't come in a body, just as a spirit. They also taught that sin wasn't a big deal and that people could have a relationship with God without having their sin paid for.

John wrote this letter to remind the churches of the truth about Jesus and of what Jesus had done to rescue humans from their sin. John also reminded the churches how important it is for Christians to love God and love one another.

Who wrote 1 John?

During what time in Bible history did 1 John take place?

What other information did you learn about the background of the book of 1 John?

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Read 1 John 1-5

How did knowing the background of the book help you understand the book of 1 John better?

Introduction to Philippians

The book of Philippians was written by the Apostle Paul between AD 60 and 62. Paul wrote this letter while he was in prison, most likely in Rome, to the church in Philippi. The church in Philippi was special to Paul because he had started this church on one of his missionary journeys.

Philippians is a letter thanking the Philippians Christians for the money they sent to help Paul. Paul reminds the church how important it is for Christians to get along with one another. He also warns the Philippians to watch out for teachers who do not teach the truth about Jesus.

Who wrote Philippians?

During what time in Bible history did Philippians take place?

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What other information did you learn about the background of the book of Philippians?

Read Philippians 1-4

Next to each city on the map, explain what it has to do with the book of Philippians.

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How did knowing the background of the book help you understand the book of Philippians better?

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Descriptive or Prescriptive

Essential Question

- What skills do Christians need to study the Bible well?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize the skills Christians need to study the Bible well.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Bible
- Pencil
- Crayons, colored pencils, or markers

Procedures

- Welcome the students back for the fifteenth lesson!
- Review the four previous lessons about reading verses in context, understanding the covenants, etc.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will first draw a picture or write a summary sentence explaining important skills Christians need to study the Bible.
 - Then they will look through a list of Bible books to try to find three books that are from the New Testament.
 - Last, they will follow the directions and complete the activity in the *Descriptive or Prescriptive* section of their *Activity Sheets*.
- Regroup to discuss how the activity went.
 - They should be able to remember about reading verses in context, distinguishing covenants, using maps, and researching the background.
 - The New Testament books on the list are Colossians, Ephesians, 1 John, Luke, Mark,

Matthew, and Philippians.

- Explain the difference between describing and prescribing using the coloring activity. They were asked to describe their grandma. Describing means telling others what something is like. To prescribe means to tell what someone should or should not do. The doctor might tell you to drink lots of milk and eat vegetables so you can grow strong and healthy.
- Explain that the Bible has parts that describe people and events. These passages tell what someone is like or what events took place. Other passages prescribe what people should or shouldn't do.
 - Use Colossians 1:15–17 as an example of description and Colossians 2:6–8 as an example of prescription. One gives details; the other gives commands.
- Explain why it is important for Christians to distinguish between descriptive or prescriptive passages.
 - If Christians don't understand, we may try to prescribe something for ourselves that the Bible doesn't prescribe.
- Have the students complete the *Digging In* section of their *Activity Sheets*.
 - They will read Psalm 103, underlining any verse that describes something or someone. If a verse prescribes commands, they will circle it.
- Regroup to discuss how the activity went.
 - They should recognize that verses 1, 2, 20, 21, and 22 are prescriptive because they command different beings in creation to bless the Lord.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have students follow the directions in the *Follow-Up Assignment* in the *Activity Sheets* before the next class.

Student Activity Sheets

Foundation Worldview
Unit 2: Studying the Bible | Lesson 5

Essential Question
• What skills do Christians need to study the Bible well?

Review

Draw a picture or write a summary sentence explaining important skills Christians need to study the Bible well.



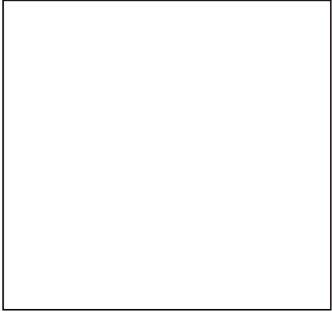
Look at the list of Bible books below. Circle three books that you know are part of the New Testament. (You can circle more if you remember them.)

Colossians	Exodus	Job
Ephesians	Genesis	1 John
Jonah	Luke	Philippians
1 Kings	Mark	Ruth
Leviticus	Matthew	1 Samuel

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Descriptive or Prescriptive

Draw a picture of your grandma. On the lines below, write a few sentences describing your grandma.



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Draw a picture of medicine a doctor might prescribe for someone. On the lines below, explain what it means for a doctor to prescribe medicine for a patient.



Vocabulary

Describe – tell details about someone or something

Prescribe – tell what someone should or should not do

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Digging In

Read through Psalm 103. Underline any verses that are descriptive. Circle any verses that are prescriptive.

Psalm 103

¹ Bless the Lord, O my soul,
and all that is within me,
bless his holy name!

² Bless the Lord, O my soul,
and forget not all his benefits,
³ who forgives all your iniquity,
who heals all your diseases,
⁴ who redeems your life from the pit,
who crowns you with steadfast love and mercy,
⁵ who satisfies you with good
so that your youth is renewed like the eagle's.

⁶ The Lord works righteousness
and justice for all who are oppressed.
⁷ He made known his ways to Moses,
his acts to the people of Israel.

⁸ The Lord is merciful and gracious,
slow to anger and abounding in steadfast love.
⁹ He will not always chide,
nor will he keep his anger forever.
¹⁰ He does not deal with us according to our sins,
nor repay us according to our iniquities.

¹¹ For as high as the heavens are above the earth,
so great is his steadfast love toward those who fear him;
¹² as far as the east is from the west,
so far does he remove our transgressions from us.

¹³ As a father shows compassion to his children,
so the Lord shows compassion to those who fear him.
¹⁴ For he knows our frame;

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he remembers that we are dust.

¹⁵ As for man, his days are like grass;
he flourishes like a flower of the field;
¹⁶ for the wind passes over it, and it is gone,
and its place knows it no more.

¹⁷ But the steadfast love of the Lord is from everlasting
to everlasting on those who fear him,
and his righteousness to children's children,
¹⁸ to those who keep his covenant
and remember to do his commandments.

¹⁹ The Lord has established his throne in the heavens,
and his kingdom rules over all.

²⁰ Bless the Lord, O you his angels,
you mighty ones who do his word,
obeying the voice of his word!

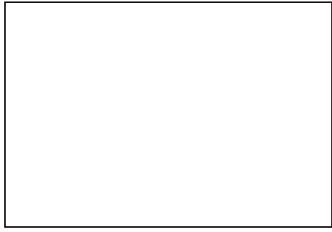
²¹ Bless the Lord, all his hosts,
his ministers, who do his will!

²² Bless the Lord, all his works,
in all places of his dominion.
Bless the Lord, O my soul!

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Know It and Show It

Draw a picture that represents the answer to our big question, "What skills do Christians need to study the Bible well?"



In one or two sentences, answer the question "What skills do Christians need to study the Bible well?"

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Follow-Up Assignment

Introduction to Numbers

The book of Numbers was written by Moses. Many Bible scholars think Numbers was written in the 1400s BC. Numbers gets its name from a census (counting of people) that takes place at the beginning of the book and another census that takes place at the end.

Numbers tells the story of God's people in the wilderness. It opens with Israel leaving Mount Sinai, where God made his covenant with them. Then it describes them wandering in the desert for forty years, as punishment for not obeying God. Finally, Numbers closes with the people of Israel arriving at the Promised Land.

Who wrote Numbers?

During what time in Bible history did Numbers take place?

What other information did you learn about the background of the book of Numbers?

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Read Numbers 15

Is this passage descriptive or prescriptive?

Draw a picture or write summary sentences explaining what this passage described or prescribed.



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Read Numbers 16

Is this passage descriptive or prescriptive?

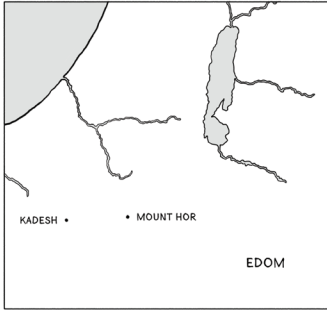
Draw a picture or write summary sentences explaining what this passage described or prescribed.



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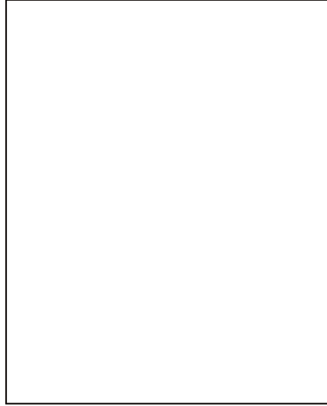
Read Numbers 20

Next to each city or region, draw a picture or write a summary sentence explaining what took place at that location.



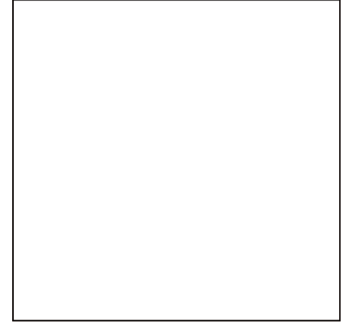
Is this passage descriptive or prescriptive?

Draw a picture or write summary sentences explaining what this passage described or prescribed.



Read Numbers 28
Is this passage descriptive or prescriptive?

Draw a picture or write summary sentences explaining what this passage described or prescribed.



Foundation

Unit 2: Studying the Bible | Lesson 6

Learning From Descriptive

Essential Question

- What skills do Christians need to study the Bible well?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize the skills Christians need to study the Bible well.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Procedures

- Welcome the students back for the sixteenth lesson together!
- Review the previous five lessons about the importance of reading verses in context, understanding the covenants, etc.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will draw a picture or write a summary sentence explaining what the words descriptive and prescriptive mean.
 - Then they will think back over the Bible timeline they have learned and will choose one event they've read about so far, explaining where the themes of God's faithfulness, human rebellion, or God's rescue plan show up in this event.
- Regroup to discuss how the activity went.
- Explain the importance of being able to learn from the descriptive text without making up lessons that God didn't intend to be there.
- Read the story of Jacob and Laban together to figure out a true lesson from Genesis 31:4–9.

- Begin by asking how this descriptive text fits into God's big story. We see that God is blessing Jacob, a member of Abraham's family, just like God promised He would.
- Then ask what this passage reveals about God. We see that God has faithfully kept his covenant with Abraham.
- When we think about God's big plan, what can we learn about God? Some examples might include that God is faithful and that we can trust God because he never breaks His promises. The lessons are focused on God and not on us.
- Explain that Christians should be cautious about finding Bible lessons that are constantly focused on humans, since the Bible isn't mainly about us.
- Have the students complete the *Digging In* section of their *Activity Sheets*. They will read a descriptive chapter in the Bible and practice figuring out what lesson they can learn from it.
- Regroup to discuss what they found.
 - They should see that lessons 2 and 5 answered the two questions and the other three lessons focused on us.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have students complete the *Follow Up* activity before the next class. They will read four chapters of 1 Samuel and an introduction section in the *Activity Sheets*. Then they will answer a few background questions. Then they will read through the chapters and figure out what lessons we can learn from them.

Student Activity Sheets

Foundation Worldview
Unit 2: Studying the Bible | Lesson 6

Essential Question
• What skills do Christians need to study the Bible well?

Review

In the boxes below, draw pictures or write summary sentences explaining what the words *descriptive* and *prescriptive* mean.

Descriptive	Prescriptive

Why is it important to know the difference between descriptive and prescriptive passages?

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Think back to our first unit, where we explored the themes of God's faithfulness, human rebellion, and God's rescue plan. Choose one event we have read about in Bible history. Then explain where you see one or two of these themes in that event.

Event _____

Where do you see the theme of God's faithfulness, human rebellion, or God's rescue plan in this event?

Digging In

Read 1 Samuel 17. Then read the possible lessons on the following page. Circle any true lessons we can learn from this descriptive chapter when we look at God's big story. Put an x through any lessons that are just being made up, as if the chapter were prescriptive. Remember, it is helpful to ask the questions:

- How does this descriptive text fit into God's big story?
- What does this passage reveal about God?

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Lesson 1
David brought food to his older brothers while they were fighting in the army. He helped his brothers by serving them. From this story, we can learn that it is always the job of the younger siblings to serve their older siblings. If you are a younger sibling, be like David and serve your older brothers and sisters.

Lesson 2
In this story, the Philistines were trying to take over the land of Israel. But long ago, God had promised Abraham that his family would one day own that land. David trusted that God would keep His promises, so David was not afraid to fight Goliath. From this story, we learn that God is faithful, always keeping His promises.

Lesson 3
David tried on Saul's armor for protection, but all that armor did was weigh him down. David knew he didn't need that armor for protection; he only needed confidence that he would win the battle. Like David, we shouldn't worry about protecting ourselves. We simply need to have confidence and then we can achieve our dreams!

Lesson 4
In this story, David chose five smooth stones to put in his bag. He then used these stones to fight and defeat Goliath. Like David, we need to choose the five smooth stones of prayer, power, perseverance, purity, and presence to fight the giants in our life.

Lesson 5
At the end of this story, we see that David stood out to King Saul because of his bravery. We know from God's big story that God was preparing David to be king, even when he was just a boy. This shows us that God always has a plan and, like Romans 8:28 says, He is always working things together for the good of those who love Him.

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Know It and Show It

Draw a picture that represents the answer to our big question, "What skills do Christians need to study the Bible well?"

In one or two sentences, answer the question "What skills do Christians need to study the Bible well?"

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Follow-Up Assignment

Read each chapter. As you read about different locations, try to find them on the map.

Then read the possible lessons below. Circle any true lessons we can learn from this descriptive chapter when we look at God's big story. Put an x through any lessons that are just being made up, as if the chapter were prescriptive. Remember, it is helpful to ask the questions:

- How does this descriptive text fit into God's big story?
- What does this passage reveal about God?

Begin by reading the introduction and answering the questions below.

Introduction to 1 Samuel

The book of 1 Samuel was most likely written by Samuel and a few others. We know Samuel could not have written the entire book because he dies before the final chapter in this book. 1 Samuel describes events around 1050 BC.

1 Samuel tells the story of God's people switching from being ruled by judges to being ruled by kings. The people of Israel wanted a king because they kept forgetting that God was their true king. 1 Samuel shows how God was faithful to His people despite their rebellion. It also shows how David was a king who followed after God's heart. David wasn't perfect, but he was a picture of the one true king who was to come.

Who wrote 1 Samuel?

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During what time in Bible history did 1 Samuel take place?

What other information did you learn about the background of the book of 1 Samuel?

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Read 1 Samuel 16

Lesson 1
In this story, God told Samuel not to look at outward appearances but to look at the heart. God chose David to be the new king because He knew David was a man after His own heart. From this story, we can learn that God can see what is in people's hearts. God alone knows everything and He alone knows what is best.

Lesson 2
In this story we see David anointed as king, even as the little guy. Do you ever feel like no one sees you? Do you feel like no one believes you are important? Don't worry about that. Just hold on. Like David, your time will eventually come to do big things!

Lesson 3
In this story, we see that God's Spirit had left Saul and God sent an evil spirit to torment Saul. This was part of God's punishment on Saul for his disobedience. From this story, we learn that if we disobey the people in charge, God will bring bad things upon us. We must always perfectly obey those in charge so that God does not send these bad things to punish us.

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Read 1 Samuel 24

Lesson 1
David could have killed Saul, but he chose not to. You might have the opportunity to get back at your enemies. Just like David, don't worry about it right now. Just wait patiently. Your time to shine will come soon!

Lesson 2
From this story, we see that David cared more about honoring God than about defeating his enemies. From God's big story, we know that God was seeking a king after His own heart. This story shows that David was that man.

Lesson 3
David and Saul were able to work out their differences. This story shows us that we just need good communication with others. When we have good communication, all our problems with others will be solved.

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Read 1 Samuel 27

Lesson 1
In this story we see David lying, raiding, and killing. The text never says that God commanded him to do any of these things. Yet we still see God protecting and blessing David. From this story, we see that God had a plan for David and God was going to bring that plan to completion.

Lesson 2
David did a lot of things in this story that God did not directly command. This story shows us that sometimes God is okay with His people sinning. He knows that we cannot always obey perfectly.

Lesson 3
In this story, we see David doing well in a foreign land. Do you sometimes feel like you are in a foreign place? Like no one understands you? That is okay. David felt the same way. From this story, we learn that God will protect us and help us to do well in any foreign place in which we find ourselves.

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Read 1 Samuel 28

Lesson 1

In this story, Saul contacted the spirit of Samuel, who had already died. From this story, we learn that ghosts are real. They are the spirits of dead people and we should be very careful around them.

Lesson 2

Saul visited a medium, or witch, in Endor. This medium called up the spirit of Samuel from the grave. This story shows us that witches are real and have superhuman powers. We should avoid them at all costs.

Lesson 3

This story shows us that, even up to the end, Saul continually disobeyed God. Saul didn't care that going to a medium, or witch, went against God's command. In God's big story, we see that Saul is just the opposite of David, a king who sought after God's heart.

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Unit 2: Studying the Bible | Lesson 7

Who Are These Prescriptive Commands For?

Essential Question

- What skills do Christians need to study the Bible well?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize the skills Christians need to study the Bible well.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Procedures

- Welcome the students back for the seventeenth lesson together! Encourage them that they are putting in hard work to know more about God.
- Review the content of the previous six lessons, beginning with reading in context, understanding the covenants, etc.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will draw a picture or write a summary sentence explaining what the words descriptive and prescriptive mean.
 - Then they will put together the Bible timeline.
- Regroup to discuss how the activity went.
 - They should be able to define both descriptive and prescriptive as well as put together the Bible timeline.
- Explain that the goal of this lesson is to understand what we can learn from the prescriptive

passages.

- Commands prescribe something that someone should or should not do. Use Leviticus 19:19b as an example, explaining that we are not sinning against God by growing more than one type of vegetable in our gardens or wearing clothes with mixed fabric.
- Explain the way we know what applies to us and what does not is to ask the question, “Who are these prescriptive commands for?”
- Consider the book of Leviticus; it describes God’s covenant with Israel. It was written to Israel to show them how to be God’s people. The commands about vegetables and clothing are not found in the New Testament, which means they were only intended for the people of Israel.
- Discuss that we learn truths from the Old Testament and that it is still important that we study the Old Testament. Explain that some commands from the Old Testament are repeated in the New Testament and are general principles for God’s people to live by.
- Have the students complete the *Digging In* section of their *Activity Sheets*.
 - They will read the background information for two books of the Bible and answer a few questions.
 - Then they will read two chapters and explain whom those prescriptive texts are for.
- Regroup to discuss how the activity went.
 - The students should be able to see that Leviticus 4 was prescriptive for Israel and that Ephesians 5 is prescriptive for us.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have students complete the *Follow Up* activity before the next class. They will read four chapters and then draw a picture or write a summary sentence describing the prescriptive commands in this chapter. Then they will explain whom these commands are prescriptive for and how they know that.

Student Activity Sheets

Foundation Worldview
Unit 2: Studying the Bible | Lesson 7

Essential Question
• What skills do Christians need to study the Bible well?

Review

In the boxes below, draw pictures or write summary sentences explaining what the words *descriptive* and *prescriptive* mean.

Descriptive	Prescriptive
	

Explain how we can figure out what lessons to learn from descriptive passages of the Bible.

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As a final part of your review, take the Bible Time Period cards and put them in order. See how quickly you can arrange them!

Digging In

Read the background information for each book and answer the questions. Then read the following chapters in the Bible and explain whom these prescriptive texts are for.

Introduction to Leviticus

The book of Leviticus was written by Moses. Many Bible scholars think Leviticus was written in the 1400s BC. The name Leviticus means "things to do with the Levites." The Levites were the tribe of Israel God chose to be priests. The book of Leviticus begins by describing how the Levites were to offer sacrifices to God and help the people worship Him.

Leviticus was written to the people of Israel as they had just left Egypt. This book contains many, many laws God had for His special people at that time. There were laws about making sacrifices to God. Laws about loving God. Laws about loving others. And laws to help the Israelite community live in a healthy way. Leviticus showed God's people how to follow God and be holy in the middle of a world that had turned completely away from God.

Who wrote Leviticus?

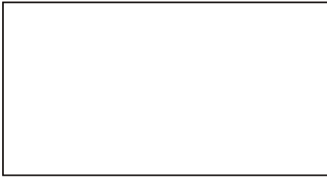
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During what time in Bible history did Leviticus take place?

What other information did you learn about the background of the book of Leviticus?

Read Leviticus 4.

Draw a picture or write summary sentences describing the prescriptive commands in this chapter.



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Whom are these prescriptive commands for? How do you know?

Introduction to Ephesians

The book of Ephesians was written by the Apostle Paul to the church in Ephesus and, most likely, other churches in the area. It was written in AD 60 or 61, while Paul was in prison in Rome.

Most of Paul's letters talk about a certain problem in a certain church. Ephesians is different. Ephesians spends a lot of time outlining who Jesus is, what He has done for Christians, and how all Christians are supposed to live because of all that Jesus has done for them.

Who wrote Ephesians?

During what time in Bible history did Ephesians take place?

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What other information did you learn about the background of the book of Ephesians?

Read Ephesians 5.

Draw a picture or write summary sentences describing the prescriptive commands in this chapter.

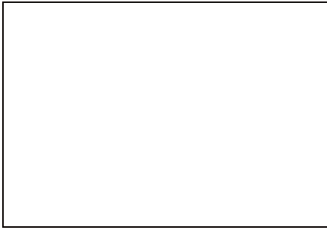


Whom are these prescriptive commands for? How do you know?

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Know It and Show It

Draw a picture that represents the answer to our big question, "What skills do Christians need to study the Bible well?"



In one or two sentences, answer the question "What skills do Christians need to study the Bible well?"

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Follow-Up Assignment

Read the following chapters in the Bible and explain whom these prescriptive texts are for.

Read Leviticus 11.

Draw a picture or write summary sentences describing the prescriptive commands in this chapter.



Whom are these prescriptive commands for? How do you know?

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Read Leviticus 19.

Draw a picture or write summary sentences describing the prescriptive commands in this chapter.



Whom are these prescriptive commands for? How do you know?

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Read Galatians 5:16-6:10.

Draw a picture or write summary sentences describing the prescriptive commands in this chapter.



Whom are these prescriptive commands for? How do you know?

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Read James 1.

Draw a picture or write summary sentences describing the prescriptive commands in this chapter.



Whom are these prescriptive commands for? How do you know?

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Unit 2: Studying the Bible | Lesson 8

Look for Truths Revealed

Essential Question

- What skills do Christians need to study the Bible well?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize the skills Christians need to study the Bible well.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Bible
- Pencil
- Crayons, colored pencils, or markers

Procedures

- Welcome the students back for the eighteenth lesson together! Congratulate them for putting in such hard work to understand the Bible.
- Review the past seven lessons, beginning with reading verses in context, understanding the covenants, etc.
- Review the Essential Question: What skills do Christians need to study the Bible well?
- Have the students complete the *Review* section in their *Activity Sheets*.
 - They will draw pictures or write summary sentences explaining why each skill they have explored is important for studying the Bible well.
 - Then they will turn to the *Creating a Masterpiece* section and draw a picture of someone or something they love.
- Regroup to discuss how the activity went.
 - Ask whom they drew a picture of and who gets to decide who that person or thing is.
 - Ask, if someone thought that their picture was something completely different would it change the truth about the person or object? No. Only the artist can determine the meaning of a picture.

- Explain that it is the same way with God's Word. He is the author, and He gets to decide what the Bible means.
- Ask the students if they have ever heard someone ask, "What does this Bible verse mean to you?"
 - Explain that is the wrong question to ask since it is not up to us to decide what the Bible means.
 - There is only one true meaning, the meaning that God has put there.
 - When someone asks what a verse means to you it is similar to when a person looks at a picture and asks what others think the picture is. It only matters what the artist designed the picture to be.
- Explain that instead of asking "What does this Bible verse mean to you?" the correct question to ask is "What truths are revealed in this passage?"
- Practice this by reading Genesis 3:1–7 and discussing what truths are revealed in this passage.
 - Discuss the truths that the serpent questioned God, that Eve knew God commanded her not to eat the fruit, and that the serpent claimed God was wrong.
 - Also discuss the truths that Adam and Eve knew something changed when they ate the fruit and they started to hide from one another.
 - In the end, God was right and He was good. Explain the need to focus on the truths God has placed in a passage rather than on what we want the passage to mean.
- Have the students complete the *Digging In* section of their *Activity Sheets*.
 - They will read the intro to Esther and answer a few questions. Then they will read two chapters and list several truths that are revealed in each chapter.
- Regroup to discuss what they found.
 - They should be able to observe truths about the Persian Empire, Esther, Mordecai, God's faithfulness, etc.
- Discuss the fact that Christians sometimes disagree over the truths found in a passage. In those cases, it is our job to keep digging, learning, and studying to understand what God says. We can never understand 100% of the Bible but God's Word is worth seeking!
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have the students complete the *Follow Up* activity before the next class. They will read Esther two chapters at a time; each time they will list several truths that are revealed in each chapter.
- Remind the students how proud you are of their hard work in learning to study the Word of God!

Student Activity Sheets

Foundation Worldview
Unit 2: Studying the Bible | Lesson 8

Essential Question
• What skills do Christians need to study the Bible well?

Review
Draw pictures or write summary sentences explaining why each skill is important in order to study the Bible well.

Read verses in context. Ask, "Which covenant do these commands describe living under?"

Use Bible maps. Research the background.

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Figure out descriptive or prescriptive. Ask, "How does this fit into God's big story?" and "What does this passage reveal about God?"

Ask, "Whom is this passage prescriptive for?"

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Creating a Masterpiece
Draw a picture of someone or something you love.

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Digging In
After completing the Introduction activity, read the following chapters in Esther. Then list several truths that are revealed in each chapter.

Introduction to Esther

The events in the book of Esther took place during the reign of King Xerxes, who ruled Persia from 486 to 465 BC. Persia had conquered Babylon and allowed God's people to return from exile to where the kingdom of Israel used to be. But most Israelites, including Mordecai and Esther, did not return. No one knows for sure who wrote this book, but Jewish tradition says it was written by Mordecai. The book of Esther takes place in the city of Susa in the Persian Empire.

Esther is the only book in the Bible that doesn't mention God's name once. However, even though God is not mentioned His presence is seen in every chapter. Throughout the book, we see God faithfully protecting His people and rescuing them from destruction.

Who wrote Esther?

During what time in Bible history did Esther take place?

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What other information did you learn about the background of the book of Esther?



Read Esther 1-2. Then list truths you learn from these chapters.

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Know It and Show It
Draw a picture that represents the answer to our big question, "What skills do Christians need to study the Bible well?"

In one or two sentences, answer the question "What skills do Christians need to study the Bible well?"

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Follow-Up Assignment
Read the following chapters in Esther. Then list several truths that are revealed in each chapter.

Esther 3-4

Truths

Esther 5-6

Truths

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Esther 7-8

Truths

Esther 9-10

Truths

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Unit 2: Studying the Bible | Lesson 9

Look for Revealed Truths about God, Humans, and God's Plan

Essential Question

- What skills do Christians need to study the Bible well?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize the skills Christians need to study the Bible well.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Bible
- Pencil

Procedures

- Welcome the students to the nineteenth lesson together!
- Review the past eight lessons, beginning with reading verses in context, understanding the covenants, etc.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will list three themes of God's big story. Then in the box below each, they will draw a picture of one portion of the Bible where they saw that theme.
- Regroup to discuss how the activity went.
 - The students should be able to recognize God's faithfulness, human rebellion, and God's rescue plan.
- Introduce the three specific types of truth we should look for.
 - The first is the truth about God, then the truth about humans, then about God's big plan.

- Explain that when reading passages in the Bible, we should ask ourselves, “How does this passage reveal God, the nature of humans, and details for God’s big plan?”
- Practice by reading Psalm 1 together and discussing the three questions to discover the truth about God, humans, and God’s rescue plan.
 - This psalm should remind us of God’s faithfulness, human wickedness, and how only righteous people can stand before God.
 - When we look at God’s big story, we know that the only way for humans to be righteous is through Jesus’ righteousness that becomes ours when we turn to trust in Him.
- Have the students complete the *Digging In* section of their *Activity Sheets* to practice looking for these three questions in two different passages.
- Regroup to discuss how the activity went.
 - Psalm 51 reveals God’s faithful love, compassion, and forgiveness. It reveals that we sin intentionally against God. It reveals that God desires for humans to trust in Him for forgiveness.
 - Mark 6:30–44 reveals that Jesus is compassionate and caring, that humans don’t always understand God’s ways, and that God’s rescuer is Jesus.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have students complete the *Follow Up* assignment before the next class. They will read four passages from Mark. Each time they will list truths that are revealed about God, humans, and God’s big plan.
- Encourage the students to keep working hard to understand God more fully!

Student Activity Sheets

Foundation Worldview
Unit 2: Studying the Bible | Lesson 9

Essential Question
• What skills do Christians need to study the Bible well?

Review

Below, list the three themes we focused on in God's big story. In the box below each, draw a picture of one portion of the Bible we have read where you saw that theme.

Theme 1 _____


Theme 2 _____


Theme 3 _____


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Digging In

Read the following passages of Scripture. Then list objective truths revealed in each passage about God, humans, or God's big plan.

Read Psalm 51

List truths revealed about God, humans, or God's big plan.

Read Mark 6:30-44

List truths revealed about God, humans, or God's big plan.

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Know It and Show It

Draw a picture that represents the answer to our big question, "What skills do Christians need to study the Bible well?"



In one or two sentences, answer the question "What skills do Christians need to study the Bible well?"

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Follow-Up Assignment

Read the following passages in Mark. Then list several truths that are revealed about God, humans, or God's big plan.

Introduction to Mark

The Gospel of Mark was written at some point between AD 50 and AD 69. Tradition tells us that Mark, a close friend of the apostle Peter, wrote this gospel.

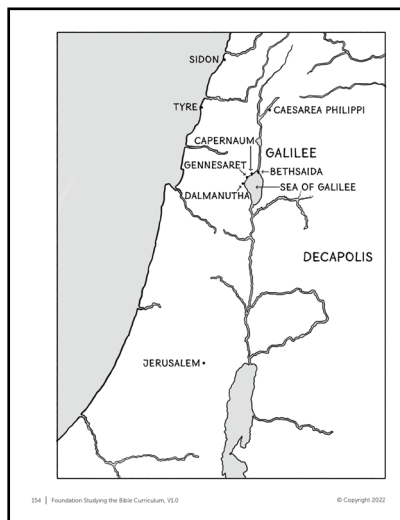
Mark wrote his gospel for Jews and non-Jews in Rome. Because of this audience, Mark includes fewer Old Testament references than the other Gospels. Mark also translates Aramaic words that his Roman audience would not have understood. And he focuses mostly on what Jesus did rather than on what Jesus said.

Who wrote Mark?

During what time in Bible history did Mark take place?

What other information did you learn about the background of the book of Mark?

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Read Mark 6:44-56

List truths revealed about God, humans, or God's big plan.

Read Mark 7

List truths revealed about God, humans, or God's big plan.

Read Mark 8

List truths revealed about God, humans, or God's big plan.

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Read Mark 9

List truths revealed about God, humans, or God's big plan.

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Unit 2: Studying the Bible | Lesson 10

Learn and Apply: Situational Application

Essential Question

- What skills do Christians need to study the Bible well?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize the skills Christians need to study the Bible well.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Procedures

- Welcome the students back for the twentieth lesson together!
- Review the nine previous lessons, beginning with reading verses in context, understanding the covenants, etc.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will choose two Bible study skills that have been covered so far.
 - Then they will draw a picture or write a summary sentence explaining what this skill is and how it has helped to understand more about the Bible.
 - Finally, they will put together the Bible timeline.
- Regroup to discuss how the activity went.
- Encourage the students that they are learning skills that many adults have never thought about or practiced.
- Introduce the topic of learning how the Bible applies to our lives.
 - Explain to students that we should not jump straight to this step of application. We first need to walk through the process of studying the Bible well so that the

application can be correctly done.

- Have the students read Ephesians 6:1–3 together to practice applying Scripture.
 - Explain that while a passage has only one meaning, there can be several ways in which it applies to different peoples' lives.
 - For example, the command in Ephesians 6:1–3 is to obey our parents, to honor our father and mother. Ask how this command applies to their lives. Explain that adults don't follow this command in the same way as kids. Adults do not follow their parents' rules. Instead, adults honor their parents by caring for them, spending time with them, etc. This is an example of how one passage can be applied differently to individuals.
- Have the students complete the *Digging In* section of their *Activity Sheets*.
 - They will read through Colossians 3 and choose four different commands from two sections.
 - They will first need to explain how that command applies to themselves now and how that command might apply to someone else.
- Regroup to discuss how the activity went.
 - Talk about the different applications they have come up with, explaining the importance of understanding that a Bible passage can be applied differently from person to person.
- Review the *Essential Question*: What skills do Christians need to study the Bible well?
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have the students complete the *Follow Up* activity before the next class. They will read through the book of James and choose one command from each chapter and explain how that command might apply differently to them than to someone else.
- Encourage the students for putting in the effort to learn how to study the Bible!

Student Activity Sheets

Foundation Worldview
Unit 2: Studying the Bible | Lesson 10

Essential Question
• What skills do Christians need to study the Bible well?

Review
Choose two Bible study skills we have covered so far that you have found helpful in studying the Bible. In the boxes below, draw a picture or write a summary sentence explaining what this skill is and how it has helped you understand more about the Bible.

Skill 1 Skill 2

As a final part of your review, take the Bible Time Period cards and put them in order. See how quickly you can arrange them!

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Digging In
Read Colossians 3

Choose two commands from verses 8 and 9. Then explain how that command might apply differently to you than to someone else.

Command 1: _____

How might that command apply to you?

How might that command apply to someone else?

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Command 2: _____

How might that command apply to you?

How might that command apply to someone else?

Choose two commands from verses 12-14. Then explain how that command might apply differently to you than to someone else.

Command 1: _____

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How might that command apply to you?

How might that command apply to someone else?

Command 2: _____

How might that command apply to you?

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How might that command apply to someone else?

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Know It and Show It
Draw a picture that represents the answer to our big question, "What skills do Christians need to study the Bible well?"

In one or two sentences, answer the question "What skills do Christians need to study the Bible well?"

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Follow-Up Assignment
Introduction to James

The book of James was written by James, Jesus' younger half-brother between AD 45 and AD 50. James wrote this letter to Christians who were scattered throughout the Roman Empire.

The book of James includes a lot of practical advice on how Christians can faithfully follow Jesus while living in a sinful, fallen world. This wisdom would have been very helpful to early Christians who were just figuring out what it meant to follow Jesus in a world that knew nothing about Him. And this book still offers that same practical help for Christians today.

Who wrote James?

During what time in Bible history did James take place?

What other information did you learn about the background of the book of James?

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Read each chapter in James. Then choose one command from each chapter and explain how that command might apply differently to you than to someone else.

Read James 1

Command: _____

How might that command apply to you?

How might that command apply to someone else?

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Read James 2

Command: _____

How might that command apply to you?

How might that command apply to someone else?

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Read James 3

Command: _____

How might that command apply to you?

How might that command apply to someone else?

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Read James 4-5

Command: _____

How might that command apply to you?

How might that command apply to someone else?

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Genre and Why It Matters

Essential Question

- What is genre and why is knowing about genre important?

Learning Outcome

By the end of this lesson, students should be able to:

- Explain what genre is and why knowing about genre is important.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Bible
- Pencil

Procedures

- Welcome the students to the third unit!
- Review the overview of the first two units, discussing why Christians should study the Bible and what skills Christians need to study the Bible well.
- Introduce the *Essential Question*: What is genre and why is knowing about genre important?
- Explain the word genre.
 - Genre is a fancy word that means the style, or type, of something. Movies have different genres. There are comedies, dramas, historical movies, and scary movies. Music has genres too, like hip-hop, gospel, country, folk, pop, etc. Writing has many different genres as well, such as history, biography, adventure, fantasy, and so on.
- Have the students complete the *Genre* section of their *Activity Sheets*.
- They will read through two different passages and write down several similarities and differences between the two genres.
- Regroup to discuss how the activity went.
 - They should see the story of Little Eliana Lynn was a fairytale and the story of Sojourner Truth was a biography.

- Explain the importance of understanding genre to avoid confusion or chaos when approaching the Bible.
- Explain that the Bible has different genres, and as people study the Bible they need to know the genre of a book in order to correctly understand a passage.
- Have the students complete the *Digging In* section of their *Activity Sheets*.
 - They will read three different passages of Scripture, answering questions within the activity.
- Regroup to discuss how the activity went.
 - They should be able to identify Judges 4 as history, Psalm 34 as poetry, and 1 Corinthians 1 as a letter.
- Review the *Essential Question*: What is genre and why is knowing about genre important?
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have the students complete the *Follow Up* assignment before the next class together. They will read through four different passages of Scripture and note similarities and differences between the genres.

Student Activity Sheets

Foundation Worldview

Unit 3: Studying the Bible | Lesson 1

Essential Question

- What is genre and why is knowing about genre important?

Vocabulary

- Genre – style of writing

Genre

Read the passage below, paying attention to what you notice about the genre (style of writing). Then answer the questions below.

Little Eliana Lynn

Long ago, in a faraway land, there lived a girl named Eliana Lynn. Eliana was a sweet, joyful girl who was kind to everyone she met. One day, while on her way to deliver cookies to her gram and grandpa, Eliana Lynn found herself lost in the deep dark woods. No matter which way she turned, she only became more lost. As the sun set and the shadows began to grow long, Eliana heard a blood-curdling howl. She feared that she would soon be eaten by the dreaded long-toothed cow. However, out of nowhere appeared a flash of light. That light soon grew into a tall, graceful woman who explained that she was Eliana's fairy godmother. With one sweep of her magic wand, the fairy godmother transported Eliana to her gram and grandpa's house where they all enjoyed cookies and lived happily ever after.

What genre is this passage? _____

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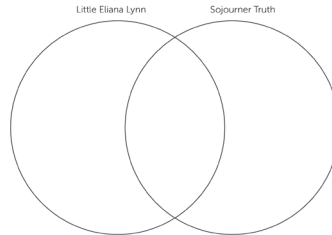
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Sojourner Truth

Sojourner Truth was born a slave in New York state in 1797. She lived the first thirty years of her life under cruel masters who mistreated her. In 1827, she ran away, and an abolitionist family, the Van Wageners, bought her freedom. In 1843, Sojourner believed she heard God calling her to travel around the country preaching the truth. She spent nearly twenty years as a traveling speaker, sharing the truth of the Bible and speaking out against slavery and the mistreatment of women. Though she never learned to read or write, Sojourner Truth dictated her life story to Olive Gilbert who wrote it in a book called *The Narrative of Sojourner Truth*. Sojourner died in 1883, but her memory continues to inspire others to speak the truth and stand up for justice.

What genre is this passage? _____

What are the similarities and differences between the two passages?



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Digging In

Read each passage and answer the questions below.

Judges 4

Was this passage describing, prescribing, or both?

What was this passage mostly about?

If you read this chapter in school, what genre would you predict it was?

Psalms 34

Was this passage describing, prescribing, or both?

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What was this passage mostly about?

If you read this chapter in school, what genre would you predict it was?

1 Corinthians 1

Was this passage describing, prescribing, or both?

What was this passage mostly about?

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If you read this chapter in school, what genre would you predict it was?

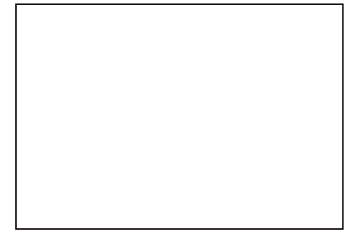
How were Judges 4, Psalms 34, and 1 Corinthians 1 similar and different?

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Know It and Show It

Draw a picture that represents the answer to our big question, "What is genre and why is knowing about genre important?"



In one or two sentences, answer the question "What is genre and why is knowing about genre important?"

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Follow-Up Assignment

Read each passage and answer the questions below.

Genesis 24

Was this passage describing, prescribing, or both?

What was this passage mostly about?

If you read this chapter in school, what genre would you predict it was?

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1 Chronicles 1

Was this passage describing, prescribing, or both?

What was this passage mostly about?

If you read this chapter in school, what genre would you predict it was?

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Proverbs 10

Was this passage describing, prescribing, or both?

What was this passage mostly about?

If you read this chapter in school, what genre would you predict it was?

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Jeremiah 1

Was this passage describing, prescribing, or both?

What was this passage mostly about?

If you read this chapter in school, what genre would you predict it was?

How were Genesis 24, 1 Chronicles 1, Proverbs 10, and Jeremiah 1 similar and different?

Genres in the Bible

Essential Question

- What should Christians know about genre and the Bible?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize what Christians should know about genre and the Bible.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Books of the Bible Cards
- Bible
- Pencil

Procedures

- Welcome the students back for the second lesson exploring genre and the Bible together!
- Review the previous lesson about genre and its importance in properly understanding the Bible.
- Introduce the *Essential Question*: What should Christians know about genre and the Bible?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will draw a picture or write a summary sentence explaining why understanding genre is important.
 - Then they will sort the *Books of the Bible Cards* into Old Testament and New Testament. They can check their work against the *Bible Bookcase* below.
- Regroup to discuss how the activity went.
 - They should be able to recognize the importance of understanding genre in the Bible.
- Introduce the first type of genre in the Bible: law.
 - Explain that the books of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy are all considered books of the law. The next genre is history, which specifically focuses on how God has faithfully worked out His good plan throughout history. The next

genre is wisdom; these books are written in the form of poems pointing us to the truth about God, humans, and God's big plan. The next genre is prophecy; God's prophets acted as speakers for God, reminding God's people of the commands God has already given them. The next genre is biography; the four Gospels, Matthew, Mark, Luke, and John, all tell the story of Jesus' life. Each writer focused on a different aspect of who Jesus is so when we read all four, we get a full picture of who Jesus is. The last genre is letters; the apostles wrote letters to different churches and individuals to explain more about Jesus, correct problems, and give wisdom and encouragement. These are the six main genres that the next six lessons will cover more in detail.

- Have the students complete the *Digging In* activity in the *Activity Sheets*.
 - They will color in the books of the Bible on the *Bible Bookcase* according to their genre.
 - Then they will sort the *Books of the Bible Cards* according to their genre.
 - Finally, they will read passages from each genre type, answering a few basic questions.
- Regroup to discuss how the activity went.
 - The readings should be familiar and easy to place in their respective genres since these passages have been read previously in Units One and Two.
- Review the *Essential Question*: What should Christians know about genre and the Bible?
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have the students complete the *Follow Up* activity before the next class. They will read through four passages of Scripture from different genres and answer a few questions about genre.

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Unit 3: Studying the Bible | Lesson 3

Law

Essential Question

- What should Christians know about genre and the Bible?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize what Christians should know about the genre of law in the Bible.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Procedures

- Welcome the students back for the twenty-third lesson together!
- Review the past two lessons about the concept and importance of genre.
- Review the *Essential Question*: What should Christians know about genre and the Bible?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will look at the *Bible Bookcase* and label each group of books according to their genre.
 - Then they will put together the Bible timeline again.
- Regroup to discuss how the activity went.
 - They should have labeled Genesis through Deuteronomy law, Joshua through Esther history, Job through Song of Songs wisdom, Isaiah through Malachi prophecy, Matthew through John biography, Acts history, Romans through Jude letters, and Revelation prophecy.
- Explain that Genesis, Exodus, Leviticus, Numbers, and Deuteronomy are called Books of the Law.
 - They are more than lists of commands. They also cover important details about

Creation, the Fall, the Patriarchs, and God's faithfulness. These commands were meant to show the Israelites more about God and taught them how to live as God's people in a world that had forgotten about Him. Remind them that the laws were specifically given to people of Israel living under the covenant God made with them at Mt. Sinai, and Christians are not under that covenant. When we read these commands in the Books of the Law, we should focus on what each command reveals about who God is and what God values, or cares about.

- Use Leviticus 36–40 as an example of how we do not follow all of the commands God gave to the Israelites. However, explain that we should use the laws to understand who God is and what God values, or cares about.
 - Explain that God gave a very specific procedure for the people to follow to make sure mold would not spread through the Israelites' houses. So what do these commands reveal about God and what He values? They show us that God cares for His people and doesn't want them to be sick. They show us that God values order. He wanted certain procedures to be done so the Israelites would be clean and safe.
- Use Leviticus 19:33–34 to practice this concept again.
 - Have the students read with you and look for ways that God reveals Himself in these commands.
 - They should be able to recognize that God cares for all people, not just the Israelites.
 - These verses reveal that God values loving one another.
- Have the students complete the *Digging In* section of their *Activity Sheets*.
 - They will read several passages from the law and practice looking for what those commands reveal about God and what He values.
- Regroup to discuss how the activity went.
 - From Exodus 22:5–6 they should recognize God values just, fair treatment of those who live in community together.
 - From Leviticus 2:1–3 they should see that God is holy and that He values obedience.
 - From Numbers 15:1–5 they should see that God values obedience to His commands.
- Encourage the students that seeking God's commands is always worth the time and effort.
- Review the concept of the genre of law and why it is important to understand.
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have the students complete the *Follow Up* assignment before the next class. They will read passages from the Books of the Law and practice identifying what each command reveals about God and what He values.

Student Activity Sheets

Foundation Worldview
Unit 3: Studying the Bible | Lesson 3

Essential Question
• What should Christians know about genre and the Bible?

Review

Put together the Bible Time Period Timeline.

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Digging In

Read each passage of Scripture. Then answer the questions below.

Exodus 22:5-6

What do these commands reveal about God?

What do these commands reveal about what God values?

Leviticus 2:1-3

What do these commands reveal about God?

What do these commands reveal about what God values?

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Leviticus 19:15-16

What do these commands reveal about God?

What do these commands reveal about what God values?

Numbers 15:1-5

What do these commands reveal about God?

What do these commands reveal about what God values?

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Know It and Show It

Draw a picture that represents the answer to our big question, "What should Christians know about genre and the Bible?"

In one or two sentences, answer the question "What should Christians know about genre and the Bible?"

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Follow-Up Assignment

Read each passage of Scripture. Then answer the questions below.

Exodus 22:7-9

What do these commands reveal about God?

What do these commands reveal about what God values?

Leviticus 5:14-16

What do these commands reveal about God?

What do these commands reveal about what God values?

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Leviticus 19:23-25

What do these commands reveal about God?

What do these commands reveal about what God values?

Numbers 15:22-26

What do these commands reveal about God?

What do these commands reveal about what God values?

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Unit 3: Studying the Bible | Lesson 4

History

Essential Question

- What should Christians know about genre and the Bible?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize what Christians should know about the genre of history in the Bible.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Procedures

- Welcome the students back for the twenty-fourth lesson.
- Review the previous three lessons about the concept of genre and its importance.
- Review the *Essential Question*: What should Christians know about genre and the Bible?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will draw pictures or write summary sentences explaining why understanding the genre of different books of the Bible is important.
 - Then they will explain the difference between descriptive and prescriptive passages.
- Regroup to discuss how the activity went.
 - The students should be able to explain why understanding the genre of different books of the Bible is important, as well as explain the difference between descriptive and prescriptive passages.
- Explain that history is one of the easiest genres for us to understand because it is a genre we read often today.
 - Joshua, Judges, Ruth, 1–2 Samuel, 1–2 Kings, 1–2 Chronicles, Ezra, Nehemiah, and Esther are books of Old Testament history. Acts is a book of history from the New

Testament.

- It is important to remember that God is working out one big story.
- When a person comes to study a book of history, they should ask themselves when in the Bible timeline a book takes place.
- Review the story of the Bible from Creation to the return of Jesus.
 - Explain the importance of knowing the story to understand where a certain book falls on this timeline.
 - Remind the students that the use of maps is an important part of reading history books.
- Explain the final thing to look for in a book of history is the three big themes. Ask if they remember what those themes are (God's faithfulness, human rebellion, and God's rescue plan).
 - These themes help us focus when we read historical books.
- Have the students complete the *Digging In* section of their *Activity Sheets*.
 - They will research the background of a book, look at a map from that time period, then read a few chapters to answer the questions.
- Regroup to discuss how the activity went.
 - The students should see that Acts took place during the time of the Early Church.
 - They should see God's faithfulness in fulfilling His promise to bring salvation to all people. They should see the work of Jesus as our rescuer.
- Review the *Essential Question*: What should Christians know about genre and the Bible?
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have the students complete the *Follow Up* assignment before the next class. They will read through four passages of Scripture from a history book. They will research the background of that book, look at a map from that time period, and read a few chapters to answer the questions.

Student Activity Sheets

Foundation Worldview
Unit 3: Studying the Bible | Lesson 4

Essential Question
• What should Christians know about genre and the Bible?

Review

Draw a picture or write a summary sentence explaining why understanding the genre of different books of the Bible is important.

Draw a picture or write a summary sentence explaining the difference between descriptive and prescriptive passages.

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Would books of history be mostly descriptive or prescriptive? Why?

Digging In

In your Bible, read the introduction to the book of Acts. Then answer the following questions.

Who wrote Acts?

During what time in Bible history did Acts take place?

What other information did you learn about the background of the book of Acts?

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In your Bible, or in a Bible atlas, find a map of the Roman Empire during the time of the early church to get an idea of where the events in Acts took place.

Read the following passages and then answer the questions below.

Read Acts 10 and 11.

When in Bible history does this book take place?

What truths does this passage reveal about God?

What truths does this passage reveal about humans?

What truths are revealed about God's big story?

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Know It and Show It

Draw a picture that represents the answer to our big question, "What should Christians know about genre and the Bible?"

In one or two sentences, answer the question "What should Christians know about genre and the Bible?"

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Follow-Up Assignment

In your Bible, read the introduction to the book of 1 Kings. Then answer the following questions.

Who wrote 1 Kings?

During what time in Bible history did 1 Kings take place?

What other information did you learn about the background of the book of 1 Kings?

In your Bible, or in a Bible atlas, find a map of Israel during the period of the divided kingdom. Look at it for a few minutes to get an idea of where the events in 1 Kings took place.

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Read the following passages and then answer the questions below.

1 Kings 16

When in Bible history does this book take place?

What truths does this passage reveal about God?

What truths does this passage reveal about humans?

What truths are revealed about God's big story?

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1 Kings 19

When in Bible history does this book take place?

What truths does this passage reveal about God?

What truths does this passage reveal about humans?

What truths are revealed about God's big story?

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1 Kings 21

When in Bible history does this book take place?

What truths does this passage reveal about God?

What truths does this passage reveal about humans?

What truths are revealed about God's big story?

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1 Kings 22

When in Bible history does this book take place?

What truths does this passage reveal about God?

What truths does this passage reveal about humans?

What truths are revealed about God's big story?

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Unit 3: Studying the Bible | Lesson 5

Wisdom

Essential Question

- What should Christians know about genre and the Bible?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize what Christians should know about the genre of wisdom in the Bible.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Bible
- Pencil

Procedures

- Welcome the students back for the twenty-fifth lesson together!
- Review the four previous lessons discussing the importance of genre in studying the Bible.
- Review the *Essential Question*: What should Christians know about genre and the Bible?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will read a passage in Deuteronomy and answer a few questions.
 - Then they will list the questions a person should ask themselves when reading a book of history in the Bible.
- Regroup to discuss how the activity went.
 - The students should be able to see that Deuteronomy 15:1–6 reveals that God cares about His people and He values people treating one another fairly.
 - The four questions the students should have mentioned are:
 - When in Bible history does this book take place?
 - What truths does this passage reveal about God?
 - What truths does this passage reveal about humans?
 - What truths are revealed about God's big story?

- Introduce the topic of wisdom within scripture.
 - Explain that these books in the Bible come from God who is all-wise, and the Bible is entirely true, so we can trust the wisdom in these books.
 - Explain that the form of writing in the wisdom literature is in the form of poems rather than long paragraphs or ideas. They have shorter thoughts written in verses or stanzas. List the wisdom books Job, Psalms, Proverbs, Ecclesiastes, and Song of Songs. The focus of this particular lesson will be Psalms and Proverbs.
 - Explain that the book of Psalms is a collection of prayers and songs written by God's people. The psalms are all poems, and they use a lot of figurative language. Figurative language is when someone says words that don't mean exactly what they seem to mean. Give an example of figurative language that is appropriate for your students. Use Psalm 17:8 to illustrate this concept.
 - Explain that the next important thing to know about the psalms is that they teach us how to pray and work through our feelings. The authors who wrote the psalms were honest with God about how they were feeling. They poured those feelings out before God and then reminded themselves of the truth of who God is.
- Have the students practice this by reading Psalm 43 with you.
 - Discuss the psalm and how the psalmist is feeling, what He is asking for, and what he does to remind himself of the truth of who God is.
 - These kinds of psalms should teach us to be honest with God about our feelings, and they remind us of who God is.
- Explain that the book of Proverbs is full of advice on how to live wisely.
 - Discuss the fact that some may assume the Proverbs are promises, but they are not. They are principles that show us how to live but do not guarantee that things will go well.
 - Use Proverbs 22:6 to illustrate this idea.
- Have the students complete the *Digging In* section of their *Activity Sheets*.
 - They will read a chapter from Psalms and a chapter from Proverbs, answering a few questions to help them focus on the intentions of these passages.
- Regroup to discuss how the activity went.
 - The students should be able to see that Psalm 47 illustrates the rulership of God over everything and His worthiness of all praise.
 - They should see that Proverbs 12 is about wise ways to live.
- Review the *Essential Question*: What should Christians know about genre and the Bible? Emphasize the specific focus of the genre of wisdom in Psalms and Proverbs.
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have the students complete the *Follow Up* assignment before the next class. They will read through two psalms and two chapters in Proverbs and answer questions that will help to focus their reading on what was discussed in class.

Student Activity Sheets

Foundation Worldview
Unit 3: Studying the Bible | Lesson 5

Essential Question
• What should Christians know about genre and the Bible?

Review
Read Deuteronomy 15:1-6 and answer the questions below.
What do these commands reveal about God?

What do these commands reveal about what God values?

List several questions we should ask ourselves when reading history books in the Bible.

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Digging In
Read the following passages and answer the questions below.
Read Psalm 47.
What do we learn about God through this psalm?

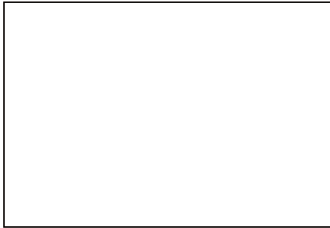
What can we learn about prayer through this psalm?

Read Proverbs 12
What wisdom do we learn about through this chapter?

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If you thought proverbs were promises, not general wisdom, what might you be confused about after reading this chapter?

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Know It and Show It
Draw a picture that represents the answer to our big question, "What should Christians know about genre and the Bible?"

In one or two sentences, answer the question "What should Christians know about genre and the Bible?"

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Follow-Up Assignment
Read the following passages and answer the questions below.
Read Psalm 42.
What do we learn about God through this psalm?

What can we learn about prayer through this psalm?

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Read Psalm 54.
What do we learn about God through this psalm?

What can we learn about prayer through this psalm?

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Read Proverbs 13
What wisdom do we learn about through this chapter?

If you thought proverbs were promises, not general wisdom, what might you be confused about after reading this chapter?

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Read Proverbs 14
What wisdom do we learn about through this chapter?

If you thought proverbs were promises, not general wisdom, what might you be confused about after reading this chapter?

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Unit 3: Studying the Bible | Lesson 6

Prophecy

Essential Question

- What should Christians know about genre and the Bible?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize what Christians should know about the genre of prophecy in the Bible.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Procedures

- Welcome the students back for the twenty-sixth lesson together!
- Review the five previous lessons, emphasizing the importance of understanding genre within the Bible.
- Review the *Essential Question*: What should Christians know about genre and the Bible?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will draw a picture or write summary sentences explaining the main things to learn from Psalms and Proverbs.
 - Then they will put together the Bible timeline once again.
- Regroup to discuss how the activity went.
 - The students should be able to recognize that the psalms teach us how to pray and work through our feelings and the proverbs offer wisdom, not promises.
 - The timeline should be very easy at this point.
- Explain that there were prophets all throughout the history of the nation of Israel. When God made Israel into a nation at Mt. Sinai there were three types of leaders God gave to His people: priests, kings, and prophets. The final prophet was Jesus. Prophets speak

God's Word to the people. There are many books of prophecy in God's Word. They are Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi, and Revelation.

- Explain the context of the prophetic books.
 - All of them except for Revelation were written during the time of the Divided Kingdom and the exile.
 - The book of Revelation was the last book of the Bible to be written and it describes Jesus' return.
- Discuss the idea that many people assume prophecy is telling the future ahead of time.
 - Sometimes that is what prophecy is, but many times God's prophets were reminding Israel or other nations of what God had already spoken or required of them. They were sent to remind the people of Israel to obey and return to God. The prophets also warned that God would bring judgment and punishment on them for disobedience. Some prophets were told what would happen in the future, and some got clues as to who God's rescuer would be.
- Explain that as a person reads through the books of prophecy they should look for how the prophets remind God's people of God's commands, tell them things about the future, and reveal truths about who God is.
- Practice this by reading Isaiah 1:1–6 together.
 - Discuss the things that Isaiah is reminding God's people about.
 - Isaiah is letting them know that they are going through this hard time because they have rebelled against God's commands. Isaiah is reminding the people of the words God had already spoken to them through the Books of the Law.
 - This passage also teaches that God longs for His people to obey. He asks them why they want more punishment. Discuss the idea that God loves His people even when they rebel!
- Have the students complete the *Digging In* section of their *Activity Sheets*.
 - They will read Isaiah 1 and 2, paying attention to which portions are reminding God's people of things He has already spoken and parts that are telling the future.
 - Then they will list the things we can learn about God from these chapters.
- Regroup to discuss how the activity went.
 - The students should see that chapter 1 is about Isaiah reminding the people of things God has already spoken to them. In verses 24–31 Isaiah reveals what will happen in the future.
 - Chapter 2 is a prophecy about the distant future when God fulfills His promise of all nations being blessed through Abraham's family. The things God reveals about himself are his justice, righteousness, and goodness.
- Encourage the students that prophecy is one of the most difficult genres to read and understand, but it is worth the effort to have a full understanding of who God is and how He

works among men.

- Review the *Essential Question*: What should Christians know about genre and the Bible?
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have the students complete the *Follow Up* assignment before the next class. They will read two short books of prophecy and answer questions that will help focus their reading on the content from the lesson.

Student Activity Sheets

Foundation Worldview
Unit 3: Studying the Bible | Lesson 6

Essential Question
• What should Christians know about genre and the Bible?

Review
Draw a picture or write summary sentences explaining the main things we learn from the wisdom books Psalms and Proverbs.



Put together the Bible Time Period Timeline.
What do you think of when you hear the word *prophecy*?

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Digging In
Read Isaiah 1-2

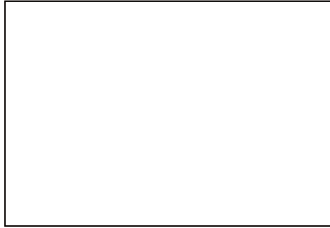
In which parts of these chapters is Isaiah reminding God's people of words God had already spoken to them?

In which parts is Isaiah telling the people things that would happen in the future?

What truths do these chapters reveal about God?

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Know It and Show It
Draw a picture that represents the answer to our big question, "What should Christians know about genre and the Bible?"



In one or two sentences, answer the question "What should Christians know about genre and the Bible?"

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Follow-Up Assignment
Read Joel 1-3

In which parts of these chapters is Joel reminding God's people of words God had already spoken to them?

In which parts is Joel telling the people things that would happen in the future?

What truths do these chapters reveal about God?

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Follow-Up Assignment
Read Habakkuk 1-3

In which parts of these chapters is God reminding Habakkuk of words God had already spoken to His people?

In which parts is God telling Habakkuk things that would happen in the future?

What truths do these chapters reveal about God?

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Unit 3: Studying the Bible | Lesson 7

Biography

Essential Question

- What should Christians know about genre and the Bible?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize what Christians should know about the genre of biography in the Bible.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Bible
- Pencil

Procedures

- Welcome the students back for the twenty-seventh lesson together!
- Review the six previous lessons about genre and how important it is to know genre to understand the Bible.
- Review the *Essential Question*: What should Christians know about genre and the Bible?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will write a list of things they need to remember when reading each genre in the Bible that has been studied so far.
 - Then they will brainstorm what they think they already know about Jesus' life.
- Regroup to discuss how the activity went.
 - They should be able to recall several questions about the genres of law, history, and prophecy.
 - When approaching the law, a person should ask what they learn about who God is and what He values.
 - When approaching history, a person should ask when in Bible history that book was written, as well as what God reveals about Himself, humans, and His plan.

- When reading prophecy, a person should look for what they learn about God and whether the passage is describing things God has already revealed or things that are yet to come.
- Explain that biographies are somewhat similar to history books but with a significant difference. Rather than focusing on a time in history with all kinds of people and events, biographies focus on the life of one person and the specific historical events from that person's life.
- Explain that the four Gospels, Matthew, Mark, Luke, and John, focus specifically on the life of Jesus and His ministry.
 - Matthew is written to a Jewish audience so it focuses on how Jesus fulfilled prophecy and is the long-awaited Messiah. Matthew uses a lot of verses from the Old Testament to show how Jesus fulfilled different prophecies, proving that He is the Messiah.
 - Mark was written to Jews and Gentiles in Rome. It focuses on action, showing that Jesus was God's servant, doing exactly what God sent Him to do. When a person reads this book they will notice that Mark uses the word immediately a lot. He is more concerned with the things Jesus did, rather than what Jesus said.
 - Luke was written by a careful historian who included a lot of historical details, such as the names of specific rulers, places, and people. When a person reads the book of Luke they will notice that many passages focus on Jesus being the savior of all people, Jew and Gentile, rich and poor — everyone.
 - John was written years after the other three gospels and fills in some details that the other gospel writers left out. The main focus of the Gospel of John is that Jesus is the Messiah, the rescuer, and the Son of God. When a person reads the book of John they will notice that much of this book is focused on things Jesus said and who He claimed to be — the Son of God!
- Explain that each gospel writer told the story of Jesus's life from a different perspective. This gives a full picture of who Jesus is and what He did to accomplish God's will here on earth.
- Have the students complete the *Digging In* activity in their *Activity Sheets*.
 - They will read two chapters from Matthew and then explain how these chapters show Matthew's purpose of demonstrating that Jesus is the long-awaited Messiah.
 - Then they will write down truths revealed about Jesus in these chapters.
- Regroup to discuss how the activity went.
 - The students should see that Matthew 1 reveals how Jesus was the fulfillment of God's promise to Abraham in Genesis 12 that all people would be blessed through him.
 - They should notice that he was from the line of David as God had promised in 2 Samuel 7.
 - Then they should notice the Old Testament prophecies in chapters 1 and 2 being fulfilled to show He is the Messiah.
- Review the *Essential Question*: What should Christians know about genre and the Bible?

- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have the students complete the *Follow Up* section of their *Activity Sheets* before the next lesson together. They will read through one chapter from each of the Gospels and answer questions to help focus the reading on the content of the lesson.

Student Activity Sheets

Foundation Worldview
Unit 3: Studying the Bible | Lesson 7

Essential Question
• What should Christians know about genre and the Bible?

Review
Write a list of things you need to remember when reading each genre in the Bible.

Law	History
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Wisdom

Prophecy

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In the box below, brainstorm what you think you already know about Jesus' life.

Digging In
Matthew – Jesus is Messiah.
Mark – Jesus is God's servant.
Luke – Jesus is the savior of all people.
John – Jesus is the Son of God.

Read Matthew 1-2

Explain how these chapters show Matthew's purpose of showing Jesus is the long-awaited Messiah.

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What truths do you learn about Jesus in these chapters?

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Know It and Show It

Draw a picture that represents the answer to our big question, "What should Christians know about genre and the Bible?"

In one or two sentences, answer the question "What should Christians know about genre and the Bible?"

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Follow-Up Assignment

In your Bible, read the introduction to each Gospel and answer the following questions. Then read each chapter of Scripture and explain how each one shows the specific focus of that Gospel.

Matthew – Jesus is Messiah.
Mark – Jesus is God's servant.
Luke – Jesus is the savior of all people.
John – Jesus is the Son of God.

In your Bible, read the introduction to the book of Matthew. Then answer the following questions.

Who wrote Matthew?

During what time in Bible history did Matthew take place?

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What other information did you learn about the background of the book of Matthew?

In your Bible, or in a Bible atlas, find a map of the Roman Empire during the time of Jesus to get an idea of where the events in Matthew took place.

Read Matthew 1.

What is the focus of this gospel?

Where do you see that focus in this chapter?

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What truths do you learn about Jesus in this chapter?

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In your Bible, read the introduction to the book of Mark. Then answer the following questions.

Who wrote Mark?

During what time in Bible history did Mark take place?

What other information did you learn about the background of the book of Mark?

Read Mark 1.

What is the focus of this Gospel?

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Where do you see that focus in this chapter?

What truths do you learn about Jesus in this chapter?

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In your Bible, read the introduction to the book of Luke. Then answer the following questions.

Who wrote Luke?

During what time in Bible history did Luke take place?

What other information did you learn about the background of the book of Luke?

Read Luke 4.

What is the focus of this Gospel?

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Where do you see that focus in this chapter?

What truths do you learn about Jesus in this chapter?

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In your Bible, read the introduction to the book of John. Then answer the following questions.

Who wrote John?

During what time in Bible history did John take place?

What other information did you learn about the background of the book of John?

Read John 1.

What is the focus of this Gospel?

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Where do you see that focus in this chapter?

What truths do you learn about Jesus in this chapter?

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Unit 3: Studying the Bible | Lesson 8

Letters

Essential Question

- What should Christians know about genre and the Bible?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize what Christians should know about the genre of letter in the Bible.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Bible
- Pencil

Procedures

- Welcome the students back for the twenty-eighth lesson together.
- Review the seven previous lessons about the importance of understanding genre in the process of studying the Bible.
- Review the *Essential Question*: What should Christians know about genre and the Bible?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will draw a picture to represent the theme that each gospel writer focused on in his biography of Jesus.
 - Then they will write a pretend letter to their parents, asking them to extend their bedtime by an extra half hour.
- Regroup to discuss how the activity went.
 - They should recognize the respective themes of Matthew, Mark, Luke, and John are Jesus as the rescuer, the servant, the savior of all people, and the Son of God.
 - Ask if they knew what went on each line of the letter they wrote. Things such as the date, the greeting, the body of the letter, and the closing.
 - Explain how reading the whole letter and not just one part of it is important for getting

the meaning of the letter.

- Introduce the letters of the Bible: Romans, 1–2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1–2 Thessalonians, 1–2 Timothy, Titus, Philemon, Hebrews, James, 1–2 Peter, 1–3 John, and Jude. Most are pretty short, less than 6 chapters — with the exception of Romans, 1–2 Corinthians, and Hebrews.
- Explain that every letter in the Bible has a purpose.
 - Some were written to correct a problem or a false belief in the church.
 - Others were written to thank or encourage churches.
 - Others were written to give wisdom or advice to churches or pastors.
- Discuss the similarities of the letters the students wrote to the letters in the Bible.
 - They should include a greeting, an introduction, the main purpose of the letter, a closing, and their signature.
- Ancient letters began by telling who the reader was.
 - They identified the person or group of people receiving the letter. They would give a greeting in the form of a prayer or statement giving thanks. Then came the body and the closing greeting.
- Have the students complete the *Digging In* section of their *Activity Sheets*.
 - They will find several activities to complete before and after they read the letter.
- Regroup to discuss how the activity went.
 - The students should recognize that Colossians 1:1 is the identification of the writer, Paul.
 - Verses 1–2 give the recipients, the people at Colossae.
 - 1:3–14 is the greeting and prayer.
 - 1:15–4:6 is the body of the letter.
 - 4:17–18 is the final greeting.
 - Discuss the big ideas the students found. They should see that Paul is correcting false beliefs about Jesus and that Paul is offering wisdom about how Christians should live.
- Review the *Essential Question*: What should Christians know about genre and the Bible?
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have the students complete the *Follow Up* assignment before the next class. They will read through the book of Galatians and practice the same skills they used as they read through Colossians.

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Unit 3: Studying the Bible | Lesson 9

When Genres Mix

Essential Question

- What should Christians know about genre and the Bible?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize what Christians should know about genres mixing in the Bible.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Books of the Bible Cards
- Bible
- Pencil

Procedures

- Welcome the students back for the twenty-ninth lesson together!
- Review the eight previous lessons about the importance of understanding genre in the process of studying the Bible.
- Review the *Essential Question*: What should Christians know about genre and the Bible?
- Have the students complete the *Review* section of their *Activity Sheets*.
 - They will draw pictures or write summary sentences that show what is important to remember when reading letters in the Bible.
 - Then they will take the *Books of the Bible Cards* and sort them according to their genre.
- Regroup to discuss how the activity went.
 - They should remember the importance of reading a whole letter and looking for the purpose of that letter.
- Explain that sometimes genres in the Bible will mix.
 - Many books contain more than one genre.
 - Sometimes a single chapter will have more than one genre within it.

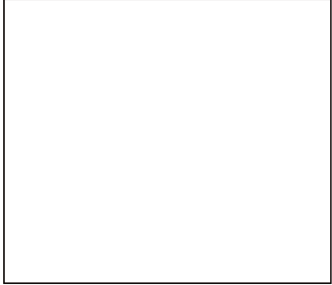
- Give examples of history books having psalms of praise in them or prophecy books having history chapters.
- Read Matthew 3:1–3 together and use it as an example of genres mixing.
 - Point out the blend of historical in verse 7 and wisdom literature in verses 8 and 9.
- Have the students complete the *Digging In* section of their *Activity Sheets*.
 - They will read two chapters in the book of Jeremiah and one chapter from Luke.
 - They will answer two questions about genre and the truths they found.
- Regroup to discuss how the activity went.
 - They should see that Jeremiah 25–26 contains both prophecy and history and Luke contains biography, wisdom, and prophecy.
- Review the *Essential Question*: What should Christians know about genre and the Bible?
- Have the students complete the *Know It and Show It* section of their *Activity Sheets*.
- Have the students complete the *Follow Up* assignment in the *Activity Sheets* before the next class. They will read through four different passages of Scripture that contain mixed genres and explain what genres they find in each passage.
- Encourage the students for doing such an excellent job in the class so far.

Student Activity Sheets

Foundation Worldview
Unit 3: Studying the Bible | Lesson 9

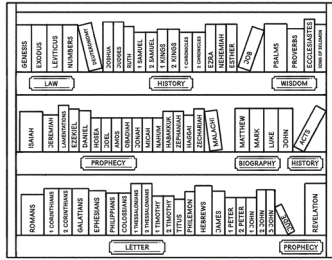
Essential Question
• What should Christians know about genre and the Bible?

Review
Draw a picture or write summary sentences that show what is important to remember when reading letters in the Bible.



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Sort the Books of the Bible cards according to their genre.



Digging In
Read the following passages. Then explain the big genre of the book and the other genres found within each passage.
Read Jeremiah 25-26.
Book Genre: _____

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What other genres are found within these chapters?

What truths are revealed about God, humans, and God's big plan?

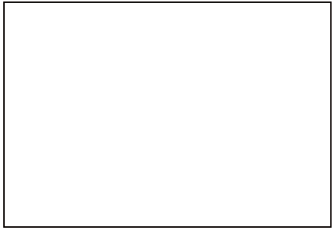
Read Luke 1.
Book Genre: _____

What other genres are found within this chapter?

What truths are revealed about God, humans, and God's big plan?

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Know It and Show It
Draw a picture that represents the answer to our big question, "What should Christians know about genre and the Bible?"



In one or two sentences, answer the question "What should Christians know about genre and the Bible?"

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Follow-Up Assignment
Read the following passages. Then explain the big genre of the book and the other genres found within each passage.
Read Exodus 14-15.
Book Genre: _____

What other genres are found within these chapters?

What truths are revealed about God, humans, and God's big plan?

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Read 2 Samuel 1.
Book Genre: _____

What other genres are found within this chapter?

What truths are revealed about God, humans, and God's big plan?

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Read Romans 11.
Book Genre: _____

What other genres are found within this chapter?

What truths are revealed about God, humans, and God's big plan?

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Read Philippians 2.
Book Genre: _____

What other genres are found within this chapter?

What truths are revealed about God, humans, and God's big plan?

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Unit 3: Studying the Bible | Lesson 10

Going Forward

Essential Question

- What should I do with all that I have learned?

Learning Outcome

By the end of this lesson, students should be able to:

- Summarize what you should do with all you have learned.

Assessment

- Summary picture and sentences

What You'll Need

Materials

- Activity Sheets
- Time Period Cards
- Bible
- Pencil

Procedures

- Welcome the students back for the thirtieth and final lesson in *Foundation Studying the Bible Curriculum*!
- Introduce the *Essential Question*: What should I do with all that I have learned?
- Review the first unit about the big story of the Bible, the second unit about the skills Christians need to study the Bible well, and the third unit about the concept of genre. This lesson will summarize the entire course.
- Have the students complete the *Review* section of their *Activity Sheets*, reminding them that it will take a while since there is much to review in this lesson.
- Regroup to discuss how the activity went.
 - The students should have put together the Bible timeline, reviewed the themes of God's big story, looked over the clues about the rescuer, and explained the difference between prescriptive and descriptive passages.
 - The students should be able to remember the questions to ask when reading descriptive passages as well as the important things from each genre. This review should encourage them by showing how much they have learned during these

lessons.

- Remind the students that the goal of this curriculum is to equip them to seek God through studying His Word on their own. Now they are ready to do just that!
 - Encourage the students that while this is the conclusion of the class it is only the beginning of seeking the Lord through His Word.
 - Explain that seeking God through studying His Word should be a lifelong adventure of continually learning, growing, and delighting in God.
- Have the students complete the final *Know It and Show It* activity.
 - The students will draw a picture and write sentences summarizing what they plan to do with all that they have learned.
- Have the students complete the final *Follow Up* activity. It is a Bible reading challenge. (Some chapters have been omitted because they are PG-13 or R rated. They are important because they discuss human rebellion, but it is wise to wait until an older age to read them.) The Bible reading plan covers the books in chronological order. Remind them that while it is a big task, they are fully prepared for it now!
- Encourage the students that there is joy in putting in the hard work of knowing God better every day! Let them know you are praying for them as they grow!

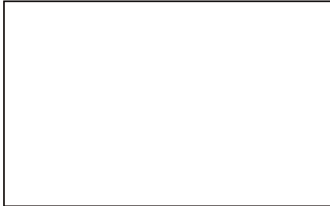
Student Activity Sheets

Foundation Worldview
Unit 3: Studying the Bible | Lesson 10

Essential Question
• What should I do with all that I have learned?

Review
Put together the Bible Time Periods Timeline.
Below, list the three themes we focused on in the big story of Scripture. Then, draw pictures showing different places in the Bible where you have seen these themes show up.

Theme 1 _____

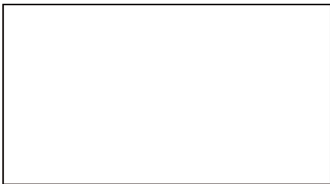


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Theme 2 _____

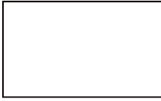
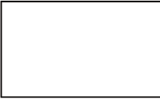


Theme 3 _____



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In the boxes below, either draw pictures or write summary sentences that describe the clues we found in the Old Testament about God's rescue plan.

Genesis 3:15 	Genesis 12:3b 
Genesis 22:2 and 22:13 	Exodus 12:13 
Deuteronomy 18:15 	2 Samuel 7:16 

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Isaiah 53:5 	Jeremiah 31:31-34 
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Daniel 7:14


Explain the difference between descriptive and prescriptive texts.

What questions should we ask ourselves when learning from descriptive texts?
1. _____

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2. _____

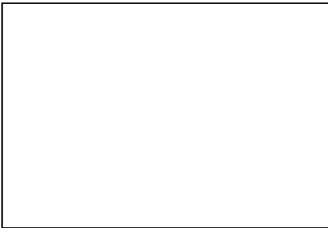
What question should we ask ourselves when learning from prescriptive texts?
1. _____

Write a list of things you need to remember when reading each genre in the Bible.

Law _____ _____ _____	History _____ _____ _____
Wisdom _____ _____ _____	Prophecy _____ _____ _____
Biography _____ _____ _____	Letters _____ _____ _____

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Know It and Show It
Draw a picture that represents the answer to our big question, "What should I do with all that I have learned?"



In one or two sentences, answer the question "What should I do with all I have learned?"

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