

Three Eras, Four Men

Theme Lesson

PREPARATION

Objective

Students will understand missionary pioneers were the first people to take the gospel to new cultures.

Outcomes

1. Students will learn about three missionary pioneers: William Carey, Hudson Taylor, and Cameron Townsend.
2. Students will learn about missionary movement from coastal regions to inland areas to areas with unreached peoples.

Directions

1. To put the missionaries in this lesson in order, string a clothesline or long piece of yarn in the room in the front of your teaching area.
2. Cut out the four copies of the “Person Figure.” Use a marker to label the four people cutouts as follows: Paul, William Carey, Hudson Taylor, and Cameron Townsend.
3. Using the list below, fill the three suitcases or backpacks with objects suggested to represent William Carey, Hudson Taylor, and Cameron Townsend.

William Carey:

- toy tea cup
- leather shoe
- small world map
- toy boat
- Bible
- dictionary
- piece of stationery or writing paper

Hudson Taylor:

- toy tea cup
- cross
- toy boat
- chopsticks
- medicine bottle or bandage
- Bible
- dollar bills
- map of China
- piece of stationery or writing paper

Cameron Townsend:

- picture of a farm
- Bible
- pen
- fruit or vegetable (real, artificial, or toy)
- alphabet block, alphabet card, or magnetic alphabet letters
- toy airplane
- cross



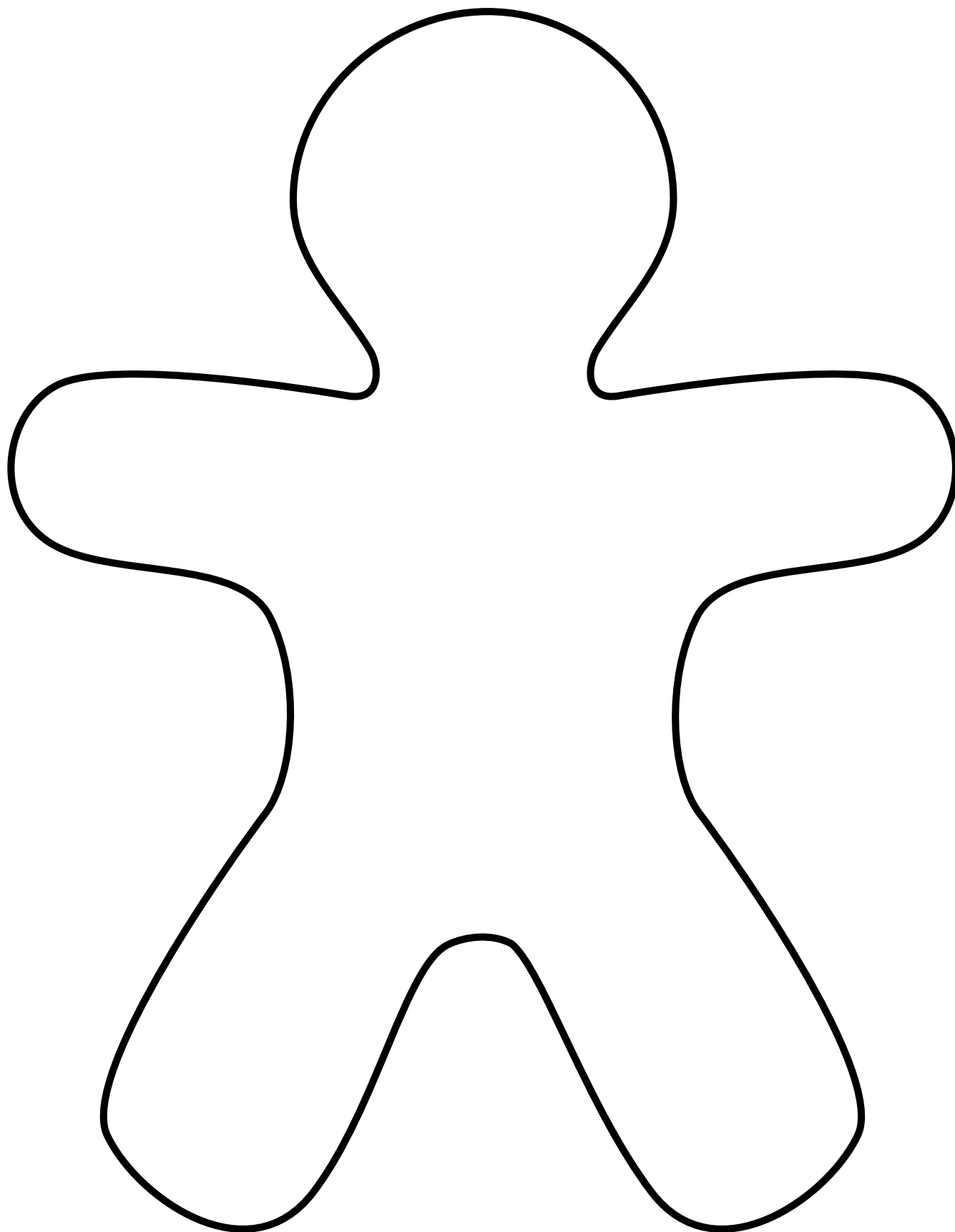
PREPARATION: 25 min.

TEACHING: 35 min.

Materials

- “Key Word” pictures for “Purpose,” “People Moving,” “Passport to the World,” and “Preparation” (Introduction pp. 7, 11, 12, 16)
- “Key Word Definitions and Hand Motions” (Introduction pp. 17-21)
- “Key Words Song” (AS)
- TV/DVD player
- “God’s Story Bookmarks” #5-6 (Introduction p. 24)
- large world map
- clothes line or strong yarn (6-foot length)
- four clothes pins or large paper clips
- four copies of “Person Figure” (p. 2)
- scissors
- black marker
- three suitcases or backpacks
- objects for missionary suitcases or backpacks (see list under Directions, #3 at left)

Person Figure



TEACHING (CORE)

KEY WORDS

Directions

1. Remind the students that they have been learning “Key Words” that explain God’s purpose, how he makes himself known to all the peoples of the earth.
2. Show the pictures for “Purpose,” “People Moving,” and “Passport to the World.” Have students name the pictures with you.
3. Review the hand motions and definitions for “People Moving” and “Passport to the World.”
4. Say, *“In our lesson today, God will prepare some special men to take the good news of Jesus to far away lands. These men have a passport to the world. This means that God wants them to travel to other countries to teach the people there about Jesus.”*
5. Show the picture for “Preparation.” Say, *“‘Prepare’ means to get ready ahead of time. God will get the men in our lesson ready to tell other people about Jesus.”*
6. Play the “Key Words Song” on the DVD and have the students listen and watch.

PRE-LESSON ACTIVITY: WHERE DOES PAUL FIT?

Directions

1. Say, *“In our last lesson, we learned about a missionary named Paul. Where does Paul fit into our story of the Bible?”* Show bookmark #5. Then say, *“Paul told people about our greatest blessing, Jesus. Paul knew that Jesus died for our sins, and then was raised from the dead. Paul knew that we should tell others. So the life of Paul would belong with the fifth bookmark.”*
2. Show bookmark #6. Say, *“This bookmark shows people worshiping God in heaven. This part of God’s story has not happened yet because not every group of people has heard about Jesus. More people need to hear that Jesus made friendship with God possible.”*
3. *“Let’s think about where we fit in God’s story. Are we in heaven worshiping God?”* (no) *“That’s right. We do not match with bookmark #6.”* Hold up bookmark #5 and say, *“Just like Paul, we live during the time of bookmark #5. Just like Paul and other missionaries, we need to obey God and tell people that we meet about God’s Son, Jesus.”*

THEME LESSON: THREE PIONEERS

Directions

1. Say, *“Paul was one of the first missionaries, but many others followed. I am going to put this paper figure on this line to represent Paul. See Paul’s name written on it? As we learn about other missionaries we will add them to our line. Paul came first so I am putting him at the beginning of the line.”*

Materials

- “Key Word” pictures for “Purpose,” “People Moving,” “Passport to the World,” and “Preparation” (Introduction pp. 7, 11 12, 16)
- “Key Word Definitions and Hand Motions” (Introduction pp. 17-21)
- “Key Words Song” (AS)
- TV/DVD player

Materials

- “God’s Story Bookmarks” #5-6 (Introduction p. 24)

Materials

- clothes line or yarn
- clothespins or large paper clips

(Continued on next page)

Attach “Paul” near the left end of the timeline.

2. Say, *“Today we are going to learn about three pioneer missionaries who lived after Paul, but before you and me. Does anyone know what the word ‘pioneer’ means?”* Allow response. (You may need to give some examples if the students are not familiar with the word “pioneer.”) *“A pioneer is the first person to go somewhere or do something.”*
3. Say, *“I have three suitcases, one for each of the pioneer missionaries. What we find in the suitcases will help us learn about each of them.”*
4. Open the suitcase for William Carey. Remove one item at a time from the suitcase and share the corresponding information (see following) with the students. (You may wish to choose a volunteer to hold up the item for the students to see as you share about it.)

William Carey

toy tea cup: *“William Carey lived at the same time as George Washington, but they never met because William Carey lived far across the ocean in England. This teacup reminds me of England because people there love to drink tea.”* Point out England on the world map.

shoe: *“By the time William was 18, he wanted to follow Jesus, no matter where he was. One of Carey’s jobs was making and repairing shoes. While he worked on shoes, William read books about the world. He began to understand that many people around the world did not know about Jesus.”* Pretend to hold a small hammer. Now pound a nail into the bottom of a shoe to make the heel stay on. Now pretend to read a book with your other hand.

world map: *“Carey made a big globe out of leather and hung this model of the world above his worktable. It helped him to study and pray for other countries. The more Carey studied, the more he knew that God wanted him to be a missionary. As he talked to God about the job of telling other people about Jesus, he said, ‘Here I am; send me!’”*

toy boat: *“Do you remember our song ‘Go and Make Disciples?’ This was a new idea for Christians in England. People did not travel to far away places to tell others about God. Even though many people did not agree with William Carey, he did not give up. He kept explaining that God wanted those who follow God to go tell others.”* Show the toy boat. *“Carey traveled to India to tell people there about Jesus. He sailed with his wife and three sons on a big boat. Airplanes had not been invented. It took five months to sail from England to India.”* Point out India on the world map.

Bible: *“Carey loved the people of India. As he watched them worshiping and praying to idols, it made him sad that they had never heard of Jesus. Carey wanted them to be able to read about God in their own language. Carey worked hard to translate the Bible, changing the words of his English Bible into Bengali, a language spoken in India. Raise your hand if you have your own Bible.”*

dictionary: *“Carey worked hard. He spent many years changing the words of the Bible into forty different languages. He also made dictionaries for different languages and opened the first library in India. Raise your hand if you have ever checked a book out of the library.”*

(Materials, continued)

- cutout figures labeled Paul, William Carey, Hudson Taylor, and Cameron Townsend
- three backpacks or suitcases filled with objects
- large world map

stationery: “Carey wrote letters about his work in India and mailed them home to England. His news helped people understand what it meant to go and make disciples. Pretend that you are opening a letter from William Carey. Open up the paper and pretend to read the exciting news from India. Can you make your faces look excited? That’s good. Because of William Carey’s work and exciting reports, churches in Europe and North America sent more missionaries to a lot of other countries.”

5. After discussing all items, place the cut out figure of William Carey on the line. Say, “Paul was our first missionary. William Carey was next.”
6. Open the suitcase for Hudson Taylor. Remove one item at a time from the suitcase and share the corresponding information (see following) with the students. (You may wish to choose a volunteer to hold up the item for the students to see as you share about it.)

Hudson Taylor

toy tea cup: “Hudson Taylor also lived in England. Hudson’s parents loved God very much. Before he was even born, Hudson’s parents asked God for a baby boy. They prayed that when he grew up, he would go to China to tell the people who lived there about Jesus.”

cross: “When Hudson was 17, he trusted in Jesus to forgive him for the wrong things he did and became a part of God’s family. He was so thankful that Jesus had died for him that he told God he would go anywhere or do any job God asked him to do. He heard God say, ‘Then go for me to China.’”

toy boat: “When he was 21, Hudson did go to China, sailing on a boat from his home in England. His ship ran into a storm so big that the sailors thought they were going to sink. Hudson prayed for God’s protection. He knew that God’s power is greater than any storm.” Have the students pretend they are in a boat on the stormy sea, rocking back and forth on the high waves. On the world map, locate the city of Shanghai in China. “This is where Hudson Taylor’s boat landed in China.”

chopsticks: “In China, Hudson lived and dressed just like the Chinese people. He dyed his light hair black and braided it like the Chinese men did at that time. He ate with chopsticks instead of a fork. He learned how to speak the Chinese language. Hudson knew that the Chinese people would listen to him if he looked more like them than like a man from England. More than anything, he wanted them to listen to his stories about Jesus.”

medicine bottle or bandage: “In England, Hudson had gone to school to learn how to be a doctor. When he lived in China, Hudson cared for many Chinese people who were hurt or sick. He also told them about Jesus.”

Bible: “Just like William Carey, Hudson Taylor wanted people to be able to read God’s Word. He wrote the words of his English Bible into the words of the Chinese people. Pretend like you are a Chinese person who is reading a Bible for the first time.”

dollar bills: “Hudson always trusted in God to take care of him. Sometimes he only had enough food for one more meal. Sometimes he only had one coin in his pocket. Even when he was poor, Hudson shared whatever

he had with others to show them God's love. Pretend that you have only one coin in your hand. Now give it to one of your friends."

map of China: "Hudson saw that all the missionaries in China lived on the outside coast." On the map, trace your finger around the border of China. "No one was telling people in the middle of the country about Jesus. Who would tell them? Who would go? Hudson knew God wanted him to go even though it would be dangerous to get there. There were no roads. He would be on his own with no one to help him if he got lost, ran out of food, or got hurt."

stationery: "Hudson wrote many letters and traveled to different countries speaking about the need for people in China to hear about Jesus. But other missionaries did not begin going to the interior (middle) of countries to tell people about Jesus until twenty years after Hudson died."

7. After discussing all the items, place the cut out figure of Hudson Taylor on the line. Say, "William Carey was second. Hudson Taylor came third."
8. Open the suitcase for Cameron Townsend. Remove one item at a time from the suitcase and share the corresponding information (see following) with the students. (You may wish to choose a volunteer to hold up the item for the students to see as you share about it.)

Cameron Townsend

picture of a farm: "As a boy, Cameron Townsend lived on a farm in Southern California. As Cameron grew up, his parents taught him to love God, read the Bible, pray, and care for people." Locate Southern California on the world map.

Bible: "When he grew up, Cameron traveled to Central America to sell Bibles." On the world map, show students the country of Guatemala in Central America. "He tried to sell a Spanish Bible to an Indian man, but the man would not buy it. The man said he did not read Spanish. He spoke a different language. He asked Cameron, 'If your God is so great, why can't he speak my language?' That question changed Cameron's life. He knew God could speak the man's Indian language, but the words of his language had never been written down. How would this man ever learn that God loved and cared for him?"

pen: "Cameron began the work God had for him – Bible translation. He changed the words in the Bible into different languages using a pen and paper. It took a long time. There were no computers back then! It took him ten years to finish a Bible in one language. God gave Cameron the energy he needed to stick to a difficult job."

fruit or vegetable: "Cameron showed God's love to people by helping them. He not only translated the Bible but he used what he had learned as a farm boy to teach people living in villages how to be better farmers and grow better food for their families."

alphabet letters: "Cameron knew that God needed many more people around the world to translate the Bible. He started a school to teach people how to write down languages. Every language has its own special sounds, but many languages do not have a written alphabet for their sounds. Translators make alphabets so people can read their own

language. Raise your hand if you are learning how to write the alphabet and words.”

toy airplane: “Once while he was flying in a small plane over the jungle, Cameron’s plane crashed. He was badly hurt. Cameron knew that many missionaries needed to go into jungles to tell people about Jesus. Cameron wanted these missionaries to have a fast, safe way to travel so he started Jungle Aviation and Radio Service (JAARS). This group trains airplane pilots to fly in difficult places like jungles so they can carry missionaries and bring supplies to people.”

cross: “Cameron understood that people will not believe in Jesus unless they can read or hear about him in the same words that they speak. He started Wycliffe Bible Translators, a group of missionaries who has brought the Bible to people in more than 500 languages.”

9. After discussing all items, place the cut out figure of Cameron Townsend on the line. Say, “Cameron Townsend is the last pioneer missionary we will talk about today.”
10. Ask, “Who remembers what pioneer missionaries do?” Allow students to define.
11. Say, “Just as in the days of William Carey, Hudson Taylor, and Cameron Townsend, God is still moving people to make his name known in our time. Will you let God move you one day to tell others about him?”

IN CLOSING ...

Close with prayer. Pray for all people groups to hear the gospel. Ask God to help the students be willing to move somewhere for him.



VIDEO: HAN KIDS

Before the Activity Directions

1. Preview “Han Kids” on the DVD.

Directions

1. Hold up the globe and say, “*The Han (**hahn**) Chinese are the largest group of people in the world. Most live in China.*” Show the students the country of China on the globe.
2. “*Let’s watch this video to find out more about Han families.*”
3. Show the video.
4. Ask, “*How are Han children different from you?*” Allow responses.
5. Ask, “*How are Han children the same as you?*”
6. Conclude by saying, “*God loves Han families and wants them to know and worship him.*”



PREPARATION: 12 min.

TEACHING: 15 min.

Materials

- “Han Kids” (VF)
- TV/DVD
- globe



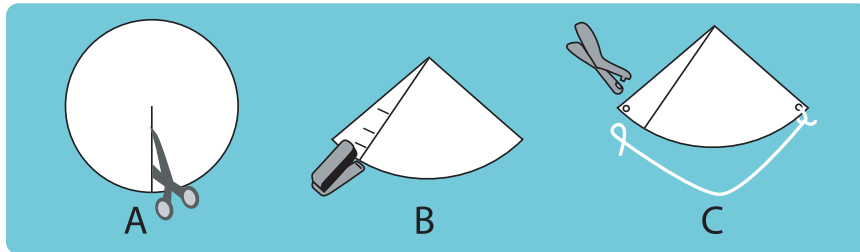
CRAFT: CHINESE HAT

Before the Activity Directions

1. Draw a 20-inch circle on of each piece of poster board.
2. With a pencil, mark the center of each circle. Use a ruler to draw a straight line from the edge of the circle to the center.

Directions

1. Pass out markers and allow students to decorate their poster board circles.
2. Pass out scissors and have students cut out the circle. Then have them cut on the line from the edge to the middle of the circle. (See A below.)
3. To form a shallow cone shape, overlap the cut edges and staple near the edge. (See B below.)
4. To make a chin strap, punch two holes near the edge of the poster board on opposite sides of the circle. (See C below.)
5. Pass out two pieces of yarn, ribbon, or string to each student. Show them how to thread the end of a piece of yarn through one hole and tie a knot. Repeat with the other piece of yarn. (See C below.)



PREPARATION: 10 min.

TEACHING: 15 min.

Materials

- piece of white, 22 x 28-inch poster board for each student
- ruler
- pencil
- markers
- hole punch
- scissors
- stapler, staples
- two 18-inch pieces of yarn, ribbon, or string for each student



GAME: ROCK, SCISSORS, CLOTH

Before the Activity Directions

1. Print the following words and their Chinese equivalent on the board:
 rock = *shi tao* (**shur** tahw, rhymes with loud)
 scissors = *jian zi* (**jee**-ahn zih)
 cloth = *bu* (**boo**)

Directions

1. Tell students that after school, Han (**hahn**) Chinese kids like to play games with their friends. Say, *“I’m going to tell you the names of some games that Han children play. Raise your hand when you hear a game you have played.”* Say each game, pausing for students to think and raise their hands. *“Han children play basketball, soccer, ping pong, hopscotch, marbles, and Chinese checkers, and rock, paper, scissors.”*
2. Tell the students they will be playing the Chinese version of “Rock, Paper, Scissors.”
3. Show them the hand signals for rock (fist closed), scissors (index and middle finger make a V), and cloth (hand out, palm facing down).
4. Direct students’ attention to the board and say the Chinese names for each word. Have the students repeat after you.
5. Divide the students into pairs, facing each other. Have the players make a fist. Show them how to shake their fist (hammering) three times, saying a new Chinese word on each beat (rock, cloth, or scissors). Repeat this pattern three times. (If it is too difficult for your students to pronounce the Chinese words, have them say “rock, scissors, cloth” in English.)
6. Tell the children that on the third time, for the third word (cloth or *bu*), they should change their fist into the hand signal for cloth, scissors, or rock. Demonstrate this. (Example: rock, scissors, cloth ... rock, scissors, cloth ... rock, scissors, [change fist into one of the hand signals] cloth.)
7. The winner is determined by the hand sign made – cloth covers rock, scissors cuts cloth, and rock smashes scissors.
8. Have pairs play 10 times.



PREPARATION: 5 min.

TEACHING: 15 min.

Materials

- chalkboard, dry erase board, or poster board
- dry erase marker, chalk, or marker



SNACK: ALMOND DELIGHT

Makes 16 servings (one serving = one square)

Before the Activity Directions

1. Dissolve the gelatin in warm water.
2. Combine the milk, cold water, and sugar in a saucepan. Heat until the mixture is just beginning to boil.
3. Remove from heat and add gelatin mixture. Cool.
4. Add the almond extract.
5. Pour mixture into a 9-inch square glass dish. Refrigerate until set.
6. Cut into 16 small squares.
7. Put each slice in a small bowl. Serve with mandarin orange slices and orange syrup (see recipe below).

Orange Syrup

8. Dissolve the sugar in warm water.
9. Drain the mandarin oranges, reserving juice.
10. Add the mandarin orange juice and almond extract to the sugar mixture.
11. Chill before serving.

Directions

1. Say, “*Hudson Taylor went to China as a pioneer missionary. He dressed, spoke, and ate like the Chinese people he met. Who can describe what a Chinese person might wear?*” Allow responses.
2. Ask, “*What kinds of things might Chinese people eat?*” Allow responses. Then say, “*Like most Chinese people, Hudson Taylor used chopsticks to eat meat and vegetables and a very large spoon to eat soup.*”
3. “*We are going to try a dessert that includes a favorite fruit in China – oranges. It’s called ‘Almond Delight.’ For this snack, we’ll use spoons.*”
4. Serve the snack in small bowls. Pass out plastic spoons.



PREPARATION: 30 min.

TEACHING: 8 min.

Materials

- 3 tablespoons warm water
- 1 tablespoon (envelope) unflavored gelatin
- 6 tablespoons sugar
- 1 can evaporated milk
- 1 tablespoon almond extract
- small bowls
- 1 ¼ cups cold water
- plastic spoons

Orange Syrup

- ½ cup sugar
- 1 teaspoon almond extract
- ½ cup warm water
- 1 16-ounce can mandarin oranges (drain, reserve juice)



PRAYER ACTIVITY: CHOPSTICKS PRAYER

Before the Activity Directions

1. Copy and cut out one set of prayer request cards for every six students. Fold the cards in half, blank side out.
2. Place one set of folded cards in each bowl.

Directions

1. Tell students they will have a chance to pray for the Han Chinese people. Explain that in China most people eat with chopsticks. Tell them that this prayer activity is called “Chopsticks Prayer.”
2. Divide the students into groups of six, each with a teen or adult leader. Let the students take turns using the chopsticks to remove a card from the bowl.
3. Have the students (or helper) read each request card and pray.



PREPARATION: 15 min.

TEACHING: 20 min.

Materials

- a copy of “Prayer Request Cards” for every small group of six students (pp. 13-14)
- a pair of chopsticks for each small group
- large bowl for each group
- one helper for each group

Prayer Request Cards

Pray for many of China's leaders to put their trust in Jesus.

Many Han Chinese people live in big cities, but most Christian preaching is in the country. Pray that the gospel would be preached to people in the city as well as in the country.

Chinese rules make it hard to make or sell Bibles. Pray that every Han believer will be able to get a Bible.

Pray that Chinese people would hear Christian radio programs sent into their country and learn about God.

In China, it is against the law to teach any Chinese children or teenagers about God. Pray that Han children will have a chance to hear about Jesus.

Pray that many Christians will go to China and get jobs there. Pray that these Christians will tell the Chinese people they work with about Jesus.

Prayer Request Cards, continued

Pastors in China need people to help them learn more about the Bible. Pray for Chinese pastors and teachers from other countries to come to China and help them.

In China, school teachers and books say that God is make-believe. Pray that God will show Han children he is real in many other ways.

Many Han Chinese go to other countries for work or for college. Pray that they will meet Christians while they are away from home and will believe in Jesus. Pray that when they go back to China, they will tell their friends and family about Jesus.

It is scary to follow Jesus in China. Chinese believers know that they can lose their jobs, be arrested, be put in jail, or even killed. Pray that God will make Chinese believers strong enough to face bad treatment.

When Chinese pastors are arrested or sent to jail, they lose their jobs and their families are left without money. Pray that other Christians will take care of these families by giving them money, food, or other things they need.

Many Chinese people want to learn to speak English. Pray that Christians who can teach English would go to China. Pray that they will tell their Chinese students about Jesus.