



TRAVEL THROUGH THE BIBLE

Route 66: Travel Through The Bible

Written by: Mark Reed

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BEFORE YOU HIT THE ROAD

Fasten your Bible belts. You're about to begin an incredible journey. You're about to explore a book that traces the history of the earth from beginning to end—including the future! *Route 66* will be your road map through this book, guiding you through the entire journey in one school year. So bring your empty suitcases to pack with the treasures that you'll find along the way. And don't forget your camera.

ADVANTAGES OF A BIBLE SURVEY

If you had only one day—fourteen hours of daylight—to see as much as possible along old U.S. Route 66, you would probably pace yourself, carefully calculating how much time to spend at each spot and keeping in mind the whole journey and what lies ahead. You would note towns, shops, or attractions that might be worth a closer look when you have more time. Some of them might deserve a separate journey just for themselves. Your goal would be to get acquainted with the route and to arouse curiosity and interest in particular areas.

In this study, *Route 66: Travel Through the Bible*, we take a similar tour. We move through the entire Bible in just thirty-five weeks, covering seventy lessons at the rate of two lessons per week. We don't have much time to spend exploring the details, but teaching such a Bible survey course offers decided advantages.

- Middle school students want and need the big picture. Many of them have memorized lessons on bits and pieces of Scripture, but they have no concept of how those pieces fit together. They can't tell you whether Noah came before or after Jesus.

Route 66 puts the pieces together and, like a road map, gives them an aerial view of God's Word and work. They learn and remember summaries that prepare their minds and hearts for more detailed concepts that will come later. At the same time students who have never studied the Bible get a solid introduction to what it is all about.

- Students become acquainted with the Bible as a whole. Using their road map, they discover how the Bible's divisions relate, the context of each part, what each book is about, and how each fits into God's scheme. They hear the whole story in a short period with continuity.
- A survey study creates curiosity, interest, and excitement. Students find passages that invite them to return to search for buried treasure, to explore caverns of truth and avenues of love, to discover in ancient ruins the example of God's word in action, and to climb mountains of endurance and hope.
- Students grow in confidence as they realize they are studying the Bible all the way through. Having become acquainted with every Bible book, they can read and study any of them without feeling lost.
- Learning basic principles repeated throughout Scripture prepares students for Christian thinking and further Bible interpretation. These principles and a general knowledge of the Bible give balance to their interpretations.

PURPOSES

Through these lessons, students will accomplish the following course objectives:

1. To understand Scripture and its primary themes.
2. To lay foundations for future studies; to discover each book's context, especially its relation to the other books.
3. To know where to locate key events and characters in the Bible.
4. To apply basic biblical principles that will enrich their lives.
5. To challenge non-Christian students to examine their lives and make a commitment to Christ.

METHOD

Your pre-journey briefing (Lesson 1) introduces the student to the Bible and its general layout, and it establishes the Scripture's authority as God's Word. Then you're off, surveying Genesis through Revelation, following the Bible's own order and layout. You'll stop long enough to take a snapshot of each major event, character, or book by using key phrases that summarize the books and their themes. When the student finishes, he will have locked in his memory a slide show of the journey that highlights the entire Bible.

Route 66 includes a variety of activities to help the student understand key words:

- Fill-in-the-blank notes
- Memory verses
- Unit tests and exams
- Charts
- Maps
- Creative projects
- Definition boxes

TEACHING TIPS

- **Keep moving.** Focus on the key events and characters. Remember that your purpose is to give students *the big picture*. This foundation is the key to understanding each slice of the Bible in its context.
- **Note the special teacher's notes for each lesson.** This material will help you expand on certain points or perhaps add group activities to the lesson. The number listed beside each note corresponds to the number in the margin of your student's manual answer key. The purpose of these numbers in the answer key is to show you where each note should be inserted in the lesson.
- **Review continually,** using the key phrases, definition boxes, review games, and memory verses. Review the principles of each lesson rather than all of the details. Create summaries or ask your students to summarize sections, lessons, and units. Junior high students are ready to learn summarization skills, but they need guidance. Show them how, and encourage them with opportunities to develop these skills.

- **Apply biblical principles to everyday life.** Students will ask terrific questions in an environment that rewards good questions. You will not have the time or resources to answer all of their questions, but encourage them to search for answers and to ask further questions that will lead them into a deeper study of God's Word on their own.
- **Illustrate the lessons using situations in your students' lives.** Take time to review their answers. Ask for explanations and applications from the students.

Application will come naturally as you confront students with God's truth. You are laying the foundation the students must have to make future applications for themselves. Bible truths and principles must be firmly rooted in their minds before the application process can be fruitful.

- **Use the creative projects to help the students make personal applications.** Many of these are optional and will depend on the amount of time you have. Choose the ones that will best help your students mature in the Lord.
- **Review periodically the Bible book charts in Lesson 1.** This may be the most important set of facts your students learn because it will be helpful in passage, event, and character location. Make or purchase a wall chart, and refer to it often, reminding students of where each book lies along the road map.
- **Use the definition boxes that are scattered throughout the study.** Students look up the word in an English dictionary or a Bible dictionary. Then they write their own definitions. After discussing the students' definitions, give them the definition from the teacher's answer key. Do the first few definitions as a class.
- **Keep the following types of books in your classroom for quick reference:** Bible dictionaries, handbooks and encyclopedias; exhaustive concordances; study Bibles; commentaries; and English dictionaries.
- **Remember: your purpose is to introduce your students to the Bible.** You don't have to explore the details because you want only to familiarize your students with the main route. They can then go back later for more in-depth studies of specific books or passages.

Thank you for choosing Positive Action Bible Curriculum. We trust that this study will be a blessing to you and your students. Please call us if you have any questions or comments.

LESSON OBJECTIVES

By the time your students complete the lesson, they should be able to:

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

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

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

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

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

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

Lesson 7
List the Ten Commandments
Diagram the tabernacle

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

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

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

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

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

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

Lesson 14
Summarize the events of Samuel's early life

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

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

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

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

Lesson 19
Discuss God's power in Elijah and Elisha

Lesson 20
Tell how idols caused Israel to fall

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

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

Lesson 47
Summarize Jesus' miracles
Lesson 48
Tell the story of Jesus' death and resurrection
Lesson 49
Tell how the church began
Describe worship in the early church
Lesson 50
Outline the growth of the first church (Acts)
Lesson 51
Describe six missionary principles demonstrated by Paul
Lesson 52
Outline Paul's gospel (Romans)
Lesson 53
Tell how Christians build unity (1 Corinthians)
Lesson 54
Discuss joy in serving Christ (2 Corinthians)
Lesson 55
Outline the Christian's relationship to God (Galatians)
Lesson 56
Explore the themes of Ephesians: the church, living in the light, and fighting the right fight
Appreciate God's sovereignty and grace
Lesson 57
Describe how to have joy in Christ (Philippians)
Lesson 58
Tell how we "think eternity" (Colossians)
Lesson 59
Describe how we are to live in light of Christ's coming (1 and 2 Thessalonians)

Lesson 60
Identify leadership positions in the church and tell how we can become good leaders (1 and 2 Timothy)
Lesson 61
Recognize that Christians must stand for the truth (Titus)
Lesson 62
Discuss forgiveness (Philemon)
Lesson 63
Recognize that the new covenant is superior to the old (Hebrews)
Lesson 64
Explain the Christian action themes of James
Understand the nature and results of saving faith
Lesson 65
Discuss holy living in the midst of suffering (1 Peter)
Lesson 66
Distinguish true teaching from false (2 Peter)
Lesson 67
Discuss the three themes of John's letters and describe how they apply to their lives
Lesson 68
Describe the warning of Jude
Lesson 69
Discuss the purpose and scope of Revelation
Discuss the warning and hope of Revelation
Lesson 70
Summarize the major events and themes of all the books of the Old and New Testaments

SCRIPTURE MEMORY PROGRAM

Teacher: These selected verses (on the following page) follow the general pattern of two lessons per week. Your schedule will vary, of course, and to give you plenty of flexibility we've added bonus verses. These verses can be used for advanced students, for bonus work, or as alternative verses.

The students might require several weeks to memorize the Bible divisions and books (see charts in Lesson 1) depending on each student's familiarity with them. They should be the first priority of memorization during the first weeks of this course.

Lessons	Memory Verse	Bonus Verses
1–2	Genesis 1:27; Bible divisions	2 Timothy 3:16–17
3–4	Old Testament book names (in order)	Genesis 3:15 Genesis 12:2–3
5–6	New Testament book names (in order)	Ten plagues (Ex. 7–12); Exodus 3:14
7–8	1 Peter 1:15–16	Ten Commandments (Ex. 20); Hebrews 13:15–16
9–10	Deuteronomy 6:5	Philippians 2:14
11–12	Joshua 24:15	Joshua 1:6–9
13–14	Ruth 1:16	
15–16	1 Samuel 15:22	Psalms 51:1–2, 10–12
17–18	1 Kings 4:29, 34	
19–20	2 Chronicles 36:15–16	2 Kings 7:9
21–22	Psalms 119:11	1 Thessalonians 5:17
23–24	Nehemiah 1:5–6	Esther 4:14
25–26	Psalms 1	Job 1:21–22
27–28	Proverbs 3:5–6 (or finish Ps. 1)	
29–30	Isaiah 53:5–6	Isaiah 40:7–8
31–32	Jeremiah 9:23–24	Ezekiel 36:26–28; Lamentations 3:22–23
33	Daniel 6:23	(exam review)
34–35	Joel 2:13	Hosea 6:6
36–37	Amos 4:12–13	Matthew 12:38–42
38–39	Nahum 1:2–3	Micah 5:2; 6:8
40–41	Habakkuk 3:17–19	
42–43	Malachi 3:10	Zechariah 8:3
44–45	Luke 19:10	John 1:1
46–47	Names of the twelve disciples	John 3:16–18; Matthew 5:43–48
48–49	Acts 1:8	Acts 2:38; Matthew 28:18–20
50–51	Acts 2:42	Acts 4:12
52–53	Romans 1:16–17	Romans 12:1–2; 1 Corinthians 6:19–20
54–55	Galatians 4:4–5	Galatians 5:22–23
56–57	Philippians 4:8–9	Ephesians 6:1–3
58–59	Colossians 3:1–2	1 Thessalonians 5:16–18
60–61	Titus 3:4–7	1 Timothy 2:8; 2 Timothy 3:16–17
62–63	Hebrews 1:1–2	Hebrews 4:12
64	James 1:19–20	James 1:12; 2:17
65–66	1 Peter 4:8	2 Peter 3:9
67–69	1 John 4:1–11	Revelation 22:12
70	Review	

CONTENTS

Lesson #		Page	Lesson #		Page
UNIT ONE—HOW IT ALL BEGAN			UNIT NINE—MINOR PROPHETS		
1	Where Did the Bible Come From?	12	34	Hosea: The God Who Is Always Faithful	213
2	Genesis: In the Beginning...	19	35	Joel: God's Awesome Prophet	217
3	Genesis: How It Fell Apart	23	36	Amos: Prepare to Meet Your God	221
4	Genesis: Abraham	27	37	Jonah: The Biggest Fish Story	225
5	Genesis: Who's Who?	32	38	Obadiah; Nahum: Payday For the Nations	229
UNIT TWO—DELIVERANCE			39	Micah: God Is Not Asleep	234
6	Exodus: Getting Out of Egypt	41	40	Habakkuk: That's Not Fair	239
7	Exodus: Getting Organized in the Desert	50	41	Zephaniah: The Day of the Lord Is Near!	243
8	Leviticus: How Are We to Worship God?	54	42	Haggai; Zechariah: Never Give Up!	247
9	Numbers: Manna Again?	60	43	Malachi: Keeping Promises	253
10	Deuteronomy: It's Time for a Review	65	UNIT TEN—THE STORY OF JESUS		
UNIT THREE—THE PROMISED LAND			44	Gospels: Great News	263
11	Joshua: Go Get 'Em!	72	45	Gospels: The Messiah Has Come	269
12	Judges: Going in Cycles	78	46	Gospels: Jesus' Ministry of Teaching	274
13	Ruth: The God with a Plan	84	47	Gospels: Jesus' Ministry of Miracles	279
UNIT FOUR—THE UNITED KINGDOM			48	Gospels: Jesus Dies, But...	283
14	1 Samuel: The Boy Who Learned to Listen	94	UNIT ELEVEN—BUILDING ON CHRIST'S FOUNDATION		
15	1 Samuel: The King Who Never Learned	99	49	Acts: The Birth of the Church	292
16	1–2 Samuel; 1 Chron.: The King God Loved	104	50	Acts: The Church Grows and Grows	299
17	1 Kings; 2 Chron.: The King Who Had It All	110	51	Acts: Christian-Hater to Christian-Maker	304
UNIT FIVE—THE DIVIDED KINGDOM			UNIT TWELVE—PAUL'S LETTERS		
18	1–2 Kings; 2 Chron.: Kings and Kingdoms	116	52	Romans: Hooray for the Gospel!	314
19	1–2 Kings: God's Messengers	120	53	1 Corinthians: One Body	320
20	2 Kings; 2 Chron.: The Hardest Lesson Ever Learned	125	54	2 Corinthians: Joy in Ministry	323
21	2 Kings: A Few Good Guys	129	55	Galatians: Get It Right	327
UNIT SIX—THE REMNANT KINGDOM			56	Ephesians: What a Church!	331
22	Ezra: Going Home	135	57	Philippians: Rejoice	336
23	Nehemiah: Rebuilding God's People	141	58	Colossians: Get It Straight	340
24	Esther: Saved by the Queen!	146	59	1–2 Thessalonians: Way to Go!	345
UNIT SEVEN—POETRY			60	1–2 Timothy: Take the Lead	349
25	Job: When Things Go Wrong	154	61	Titus: Stand for the Truth	354
26	Psalms: Sing It!	159	62	Philemon: The Runaway	359
27	Proverbs: A Bit of Wisdom	166	UNIT THIRTEEN—THE CHURCH GROWS UP		
28	Ecclesiastes: What's Life All About?	170	63	Hebrews: The Best	368
29	Song of Solomon: A Love Song	175	64	James: Get a Grip	374
UNIT EIGHT—MAJOR PROPHETS			65	1 Peter: Who Are You?	378
30	Isaiah: He's Coming	183	66	2 Peter: It's the Truth	383
31	Jeremiah; Lamentations: Stand Up!	189	67	1–3 John: Walking in the Light	387
32	Ezekiel: God's Actor	193	68	Jude: Watch Out!	392
33	Daniel: Daring Daniel	197	69	Revelation: A New Day	396
	Review for Semester Exam	202	70	Let's Review	406

LESSON 1

WHERE DID THE BIBLE COME FROM?

LESSON OBJECTIVES

Students will be able to...

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

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

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

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

L E S S O N 1

WHERE DID THE BIBLE COME FROM?**WHAT A BOOK!**

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

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

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

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

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

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

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

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

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

People communicate in two basic ways.

- words
- actions

God has spoken to humankind in these two ways.

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

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

HOW IT ALL ADDS UP

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

OLD TESTAMENT DIVISIONS IN ENGLISH BIBLES

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

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

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

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

OLD TESTAMENT BOOKS AND DIVISIONS

Genesis
Exodus
Leviticus
Numbers
Deuteronomy

Law

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

History

Job
Psalms
Proverbs
Ecclesiastes
Song of Solomon

Poetry

Isaiah
Jeremiah
Lamentations
Ezekial
Daniel

Major

Prophets

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

NEW TESTAMENT DIVISIONS

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

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

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

NEW TESTAMENT BOOKS AND DIVISIONS

Matthew
Mark
Luke
John

Gospels

Acts

History

Romans
1 Corinthians
2 Corinthians
Galatians
Ephesians
Philippians
Colossians
1 Thessalonians
2 Thessalonians
1 Timothy
2 Timothy
Titus
Philemon

Paul's Letters

Hebrews
James
1 Peter
2 Peter
1 John
2 John
3 John
Jude

General Epistles

Revelation

Prophecy

LESSON 2

IN THE BEGINNING

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

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

Optional activities:

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

L E S S O N 2
G E N E S I S
IN THE BEGINNING...

GENESIS MEANS “BEGINNING”

1 Genesis is a book of beginnings.

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

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

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

When: in the beginning

Who: God

How: created

What: the heavens and the earth

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

- to declare His own glory

CREATION: THE BEGINNING OF OUR WORLD

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

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

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

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

Answers will vary, depending on translation.

THINK ABOUT IT

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

Answers will vary.

LESSON 3

HOW IT FELL APART

LESSON OBJECTIVES

Students will be able to...

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

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

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

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

3 Optional assignments:

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

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

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

5 Class activity:

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

L E S S O N 3
G E N E S I S
HOW IT FELL APART

THE FALL OF MAN

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

1. **Multiply and fill the earth.** _____
2. **Subdue the earth; rule over the animals and plants.** _____

3. **Do not eat of the tree of knowledge of good and evil.** _____

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

1. **Their eyes were opened to good and evil.** _____ (3:7)
2. **They became afraid of God.** _____ (3:8–10)
3. **They blamed others for their troubles.** _____ (3:12–13)
4. **They became enemies of the serpent and his seed.** _____ (3:15)

5. **Women were made to have increased pain in childbirth.** _____
_____ (3:16)
6. **Wives were made submissive to their husbands.** _____ (3:16)
7. **Caring for the earth became hard work.** _____ (3:17–19)
8. **Death** _____ (3:19, see also 2:17)

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

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

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

Extra Assignment: Memorize Genesis 3:15.

THE FLOOD

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

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

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

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

THE TOWER OF BABEL

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

THINK ABOUT IT

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

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