



# Building on the Rock

## SERVANTHOOD



**SAMPLER**





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**TEACHER MANUAL**

*Samples reduced; not actual size*

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## Introduction

Children's beliefs and values develop early in life, and students bring these into the classroom. Foundational beliefs and values influence how students interpret knowledge and guide their actions. *Building on the Rock* is a unique curriculum designed to help students in kindergarten through fifth grades interpret knowledge and build foundational beliefs and values from a biblical perspective. In an age of competing worldviews, this curriculum will help young students formulate a biblical perspective of the world and then live accordingly. *Building on the Rock* incorporates worldview and Bible survey curricula in a way that cohesively presents the affirmations of the biblical worldview within the historic biblical truths of creation, the fall, and redemption. It also lays the groundwork for later comparative worldview studies at the secondary and higher levels of education.

Christian schools have a unique opportunity to model educational excellence, preparing students to enter society with a distinctly biblical worldview through which they can integrate their faith and academic knowledge. From this integrated approach to education, students are enabled not only to remain firm in their faith, but also to make lifelong contributions to society.

### Summit Ministries

Established in 1962, Summit Ministries exists to train Christian leaders to understand our times, faith, and culture and to know what it means to think like a Christian in every area of life. Summit is committed to developing curricula to help students articulate and apply the biblical worldview to every aspect of reality. Key strategies in this battle for the mind are *Building on the Rock* (for elementary students); *Walking in Truth* and *Lightbearers* (for middle school students); and *Understanding the Times*, *Understanding the Faith*, and *Understanding the Culture* (for high school students and adults). The latter three texts examine 10 academic disciplines within a framework of six worldviews: Marxism, secularism, postmodernism, new spirituality, Islam, and Christianity.

### Design of Building on the Rock

The design and goals for *Building on the Rock* are based on the understanding that no worldview curriculum can, or should, provide an exact model for Christian thinking and action. Rather, a worldview curriculum must present a framework of biblical truth and values, encourage students to reflect upon it, and provide opportunities in various formats for students to apply what they have learned. Ultimately, it is up to students to individually embrace biblical truth and to act upon it as they are enabled by the Holy Spirit. Within these parameters, the goal of *Building on the Rock* is to help students develop a cohesive biblical worldview through which they can interpret the world around them and respond to it biblically in both their thoughts and actions.

A common concern among many Christian school Bible teachers is that after years of religious education, students neither understand the relationships between the Bible facts they have memorized, nor link those facts with a clearly defined worldview. Bible stories, such as Noah and the ark, David and Goliath, and Daniel in the lions' den, remain unrelated to the real-life issues students face, thus creating a disjointed perspective, reinforcing a sacred-versus-secular dichotomy of thought. *Building on the Rock* is a correlated worldview and Bible survey course that examines the major events and truths of the Bible within the framework of the biblical worldview. The worldview component of the curriculum is designed to be taught during the first two-thirds of the school year and the Bible survey in the last third. The biblical truths presented in the worldview section are introduced and reinforced, then woven into the Bible survey section of the curriculum.

From its founding, Summit Ministries has focused on applying Christianity's essential doctrines to understand the times and know what our society ought to do.<sup>1</sup> Summit's board of directors, employees, and volunteers seek to clearly state our faith as well as the convictions that flow from it.

### Statement of Faith

As a Statement of Faith, **Summit** agrees with and holds to the Apostles' Creed, an ancient profession affirmed by Jesus-followers for more than 1,500 years:

[We] **believe** in God, the Father almighty, creator of heaven and earth.

[We] **believe** in Jesus Christ, God's only Son, our Lord, who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried; he descended to the dead. On the third day he rose again; he ascended into heaven, he is seated at the right hand of the Father, and he will come again to judge the living and the dead.

[We] **believe** in the Holy Spirit, the holy catholic [universal] church, the communion of saints, the forgiveness of sins, the resurrection of the body, and the life everlasting. AMEN.

## Summit's Faith and Convictions

### Statement of Convictions

As an outworking of this Statement of Faith, Summit agrees with and holds to certain convictions describing what we know to be true about the world:

**God.** *God, existing eternally in three persons, Father, Son, and Holy Spirit, is the source of all truth and he expresses his nature relationally.*<sup>ii</sup> God has revealed himself both in nature and through the Bible, the only inerrant, inspired, authoritative word of God.<sup>iii</sup> This has implications for the institutions of church, family, commerce and government.<sup>iv</sup>

**Humanity.** *All human beings bear God's image and are thus inherently valuable—beginning at conception—whether or not society regards them as healthy, productive, or useful.* As God's image-bearers, men and women of all races and nationalities have the capacity and the calling to steward creation, create economic and social value, pursue justice, stand against evil, and act in a transforming way in culture.<sup>vi</sup>

**Salvation.** *Through sin humanity has departed from God's way, but through our Lord Jesus Christ God has made a way for us to be reconciled to him, to be transformed to understand and do his will, and to be ambassadors of his gospel.*<sup>vii</sup> Further, God has instituted the church as a vital means by which his gospel would be proclaimed and practiced.

**Society.** *Citizens of the kingdom of heaven will always be the best citizens of the kingdom of man, because obeying God above all earthly powers is what best secures the blessings of liberty.* Government is God-ordained to punish evil and protect the good. When it oversteps its bounds by failing to recognize the value of each person, or by constraining conscience, or by calling good what God calls evil and calling evil what God calls good, we must call it to account.<sup>viii</sup>

**Marriage.** *God made human beings male and female, equal in value but complementary in their relationship to one another (Genesis 1:26-27). Gender is not a mere social construction, but part of a loving Creator's design that is lived out in singlehood as well as in marriage, which we believe to have been created by God and intended for one man and one woman, for life (Genesis 2:18-25).*<sup>ix</sup> Man/woman marriage is the only proper place for intimate sexual relationship, and it is the proper place in which to welcome children—by birth or adoption—as a blessing from God.<sup>x</sup> As valuable as marriage is, though, we believe that only God can ultimately meet our need for intimacy, and that our identity is properly placed in Christ rather than in our marital status or our assessment of our feelings of sexual attraction.<sup>xi</sup>

**Stewardship.** *Human beings were given charge over God's creation, and we take seriously our calling to care for it.*<sup>xii</sup> We are called to bear God's image through creativity and industriousness.<sup>xiii</sup> We support the principles of free exchange, respect for private property, and honesty as being means by which we best care for our planet, serve one another, and alleviate poverty and its effects.<sup>xiv</sup>

We see these convictions as based on justified true beliefs describing the world as it actually is, not on mere opinion or upbringing. Thus, out of gratitude and commitment to our Lord, we will believe them, act upon them, and seek to persuade others.<sup>xv</sup>

## Scope and Sequence

Building on the Rock includes five levels of study in both the Worldview and Bible Survey sections. A spiral sequence for grades K–5 assures that students receive continuing worldview and correlating Bible content at age-appropriate levels of difficulty. Grade K introduces the Biblical Truths and some of the character traits. Grade levels 1–5 concentrate on one of the five levels of the curriculum, and they either review or preview the other four. This approach helps students see the big picture of the five-year study and assures that concepts are developed and reinforced at each grade level. The spiral sequence also benefits students who enter the curriculum at different grade levels. Building on the Rock prepares students for Summit’s middle school curriculum and further comparative worldview studies.

	<b>Grade K Truth</b>	<b>Grade 1 Wisdom</b>	<b>Grade 2 Fellowship</b>	<b>Grade 3 Image-Bearing</b>	<b>Grade 4 Servanthood</b>	<b>Grade 5 Stewardship</b>
<b>Main Focus</b>	Biblical Truths 1–20	Biblical Truths 1–4	Biblical Truths 5–8	Biblical Truths 9–12	Biblical Truths 13–16	Biblical Truths 17–20
<b>Preview</b>		Biblical Truths 5–20	Biblical Truths 9–20	Biblical Truths 13–20	Biblical Truths 17–20	
<b>Review</b>			Biblical Truths 1–4	Biblical Truths 1–8	Biblical Truths 1–12	Biblical Truths 1–16
<b>Main Character Traits</b>	Holiness, Self-Control, Obedience, Trust, Peace, Forgiveness, Dependability, Confidence, Loyalty, Friendliness, Reverence, Joy, Kindness, Compassion	Obedience Reverence Loyalty Gratitude	Joy Trust Humility Compassion	Holiness Confidence Self-Control Peace	Friendliness Honesty Kindness Forgiveness	Orderliness Dependability Perseverance Initiative
<b>Bible Survey Topics</b>	<b>Bible Overview</b> Creation and Fall, Noah, Abraham, Joseph, Moses, Joshua, Ruth, David, Elijah, Jesus’ life, death, and resurrection	<b>Genesis</b> Creation Noah Abraham Isaac Jacob Joseph	<b>Exodus</b> Egyptian captivity Moses and the exodus, Wilderness wandering, Joshua Judges	<b>1 and 2 Samuel, 1 and 2 Kings</b> Samuel King Saul King David King Solomon	<b>Major and Minor Prophets to the Northern and Southern Kingdoms</b> Elijah Elisha Isaiah Jeremiah	<b>Gospels: Matthew, Mark, Luke, John</b> Jesus’ early life and ministry, Jesus calls disciples, Jesus’ teaching, Jesus’ death and resurrection

# Teacher Manual

## Using Building on the Rock

### Materials and Components

Building on the Rock is created to guide students to the understanding that there is no difference between the secular and sacred—all truth is God’s truth. Its unique interdisciplinary design integrates cross-curricular instruction between multiple subjects including mathematics, science, social studies, music, art, and language arts. This enables students to practice critical thinking and collaborative skills as well as gain the understanding that knowledge is interdependent and connected rather than a set of individual, isolated subjects.

Each grade level of Building on the Rock includes a teacher manual, full-color student workbook, and blackline masters (BLMs) and transparencies (TRs) on a CD. Additionally, the series includes a three-dimensional Worldview Model called *The House of Truth* and a Biblical Truth Couplets CD with songs taught in the series.

The Teacher Manual is divided into two sections—Worldview and Bible Survey. Each grade level includes 34 weeks of instruction with four daily lessons per week. The four-day format allows for chapel services, review, or testing on the fifth day of the week. The Worldview section is divided into 20 units—each unit representing one of 20 biblical truths. Each Worldview unit begins with a divider page, which includes an overview of the corresponding biblical truth. The divider page is followed by the preparation pages which contain the key concepts, memory verses, character discussion ideas, symbol explanation, and a complete list of the supplemental materials required for the unit. The Planning Ahead sidebar lists the materials that need to be obtained with advance notice. The Bible Survey section is divided into 11 lessons that include Worldview Links. Each lesson begins with a preparation page, which includes an overview, the integrated character traits from the Worldview units, a complete list of the supplemental materials required for the lesson, and a Planning Ahead sidebar.

Daily lesson plans included in the Teacher Manual are coded with the unit number, lesson number, and day (e.g. 3.5.2). An exception to the coding is in the Bible survey lessons that list only the lesson number and day (e.g. 25.3). Lesson plans present the memory verse, vocabulary, objective, supplemental materials required for the lesson, materials necessary to teach the lesson (except those materials commonly used in all elementary classrooms, such as scissors, crayons, and glue sticks), and enrichment activities in sidebars. A suggested procedure for teaching the lesson is divided into three sections: Introduce, Develop, and Close. Questions directed to students are written in the text. Answers may or may not be shown, depending on the nature of the questions. Socratic questions are designed to stimulate discussion and do not require specific answers at the time that they are asked. Some questions may have obvious answers and are therefore not included in the text. For questions that require specific answers, the answers are given. You may use the Notes section to write additional questions or helpful teaching hints of your own.

The Student Workbook (SW) is a full-color workbook with perforated pages designed for student use. Each daily lesson has its own student workbook page. In lower grades, teachers will need to read the directions and some of the sentences for the students. In upper grades, students can complete the exercises on their own. Answers to student workbook pages are shown on reduced-size images in the Teacher Manual. A list of the 20 Biblical Truths and a glossary with the vocabulary words and their definitions is found at the back of the workbook.

Blackline masters (BLMs) are available on the Supplementals CD. These materials serve a variety of purposes; some have paraphrased Bible stories for your convenience while others are materials for student use. Transparencies (TRs) are also available on the Supplementals CD. Transparencies are full-color visual aids used to enhance instruction and can be displayed using a computer, an overhead projector, or an LCD projector.

Tests are included in the blackline masters. These summative assessments are optional. Formative assessments, such as the review questions in the Close section, will also provide you with information about the students’ understanding of the biblical concepts. Since Building on the Rock is designed to be used with any common English translation of the Bible, you may choose to have students recite the weekly memory verse or write it on the test.

The Worldview Model is designed like a building that students and teachers build together. The blocks are color-coded to correspond to the color of each grade level of the curriculum. Directions for building the Worldview Model—House of Truth—are included throughout the lessons in the Teacher Manual. This model is built every year. Once a piece is added to the model, do not remove it. Consider placing the model where students can see it during the school day. You may also wish to place the model on a turntable so that it can be rotated.

## How to Teach a Lesson

**1** The lesson number 15.16.1 tells you that this is Unit **15**, lesson **16**, and day **1**.

**1** **15.16.1 Sin Causes Disharmony: *Sin Begins in the Heart***

**2** **MEMORY VERSE**  
James 3:16

**3** **VOCABULARY**  
jealousy  
selfish ambition

**OBJECTIVES**  
Students will be able to  
• identify sins of the heart that cause disharmony in families.

**4** **SUPPLEMENTALS**  
SW 15.16.1  
BLMs 15.16.1A–C

**5** **MATERIALS M**  
• 1 piece of fresh fruit in excellent condition and 1 piece of badly bruised, misshapen, or rotten fruit (*Develop 1*)  
• Paper sack (*Develop 3*)

**6** **PREPARATION P**  
• Print **BLM 15.16.1A Sin Definitions**, **BLM 15.16.1B Sin Scenarios**, and **BLM 15.16.1C Scriptures**. Cut into strips and place the strips in a paper sack. (*Develop 3*)

**2** The memory verse is shown on the first day of the lesson, but it may be introduced later in the week. You can use the Bible version approved by your school for the memory verse.

**3** The vocabulary words are listed on the first day of the lesson, but may be introduced in later lessons.

**4** Supplementals are materials provided for you, such as student workbook pages (SW), transparencies (TR), blackline masters (BLM), and the music for Truth Couplets.

**5** Materials **M** include items that need to be obtained in order to teach the lesson. Materials assumed to be on hand in the classroom are not listed.

**6** Preparation **P** identifies what you need in order to prepare for the lesson in advance.

**7** **Introduce**

Review the truth that sin causes disharmony within families, nations, and all social groups. Lead a discussion by asking students the following questions: What causes disharmony among family members? What sins do people in some families commit against other members of their own family? What causes disharmony among nations? What sins do people in some nations commit against people in other nations? What are other groups where sin causes disharmony? Why do we so often live in disharmony with each other? Why do you think a person would tell lies or speak unkindly about another person? What must be in a person's heart before he or she lies or speaks unkindly about someone else? Inform students that today's lesson introduces the basic causes and characteristics of disharmony among people in all social groups.

**8** **Develop M P**

**1** Explain that Jesus once told a simple story about two fruit trees to help people see that the things they do result from what is already in their hearts. Have students read **Luke 6:43–45**. Display the piece of fresh fruit in excellent condition. Ask students: If a fruit tree is healthy, what kind of fruit does it produce? (**good fruit**) Could an unhealthy fruit tree produce a piece of healthy fruit like this one? (**No**) What good things must you have in your heart so you can live in harmony with others? (**Possible answers: the fruit of the Spirit**) Can you live in harmony with others if your heart is unhealthy or full of sin? (**No**) Why not? (**Possible answer: When you have sin in your heart you will behave sinfully toward others.**)

Display the piece of bad or rotting fruit. Continue asking: What kind of fruit does an unhealthy tree produce? (**bad fruit**) Does a healthy fruit tree produce bad fruit? (**No**) What are some of the sinful things in our hearts that cause us to live in disharmony with others? (**Possible answers: selfishness, greed**) Do people live in disharmony with others if their hearts are healthy and full of Jesus' love and truth? (**No**) Why not? (**Possible answer: because they treat each other with love**)

**2** Direct students to read the memory verse, **James 3:16**. Ask students what two sins of the heart this scripture tells us cause disorder and evil. (**jealousy, or envy, and selfish ambition, or selfishness**) Introduce jealousy and selfish ambition as the vocabulary words for this lesson. Define **jealousy** as the *sin of having unloving feelings toward someone who has something I want but do not have*. Ask: What sins might you commit when your heart is filled with jealousy? (**all kinds of sin**) Instead of jealousy, what should you have in your heart toward others who have things you want but don't have? (**Possible answer: You could be thankful that they are blessed with the things you would like to have.**) Besides jealousy, what other sin does James tell us causes disorder and evil? (**selfish ambition**) Define **selfish ambition** as the *sin of caring only about what I want to do and have for myself*. Ask: What sins might you commit when your heart is filled with selfish ambition? (**all kinds of sin**) What attitude did Jesus show us we must have toward others instead of selfish ambition? (**Possible answer: an attitude of humility**)

**3** Display the paper sack. Have each student pull out a numbered strip from **BLM 15.16.1A Sin Definitions**, **BLM 15.16.1B Sin Scenarios**, and **BLM 15.16.1C Bible Truths**. Explain that there are seven stories, seven matching sins, and seven paraphrased Scripture verses. Direct students to find the two people whose strips have the same number as their own. When all have found their partners, ask which group has the strips with number 1 on them. Direct that group to read the story first, then the definition, then the Scripture.

**7** Introduce—an activity is suggested to engage students and help them make a connection with the daily topic.

**8** Develop—a systematic plan is developed to present the lesson content.

Ask which character in the story was hurt by the sin. How was that person hurt? Which character sinned? What was that person trying to do with his or her sin? How did the sin show jealousy or selfish ambition? Repeat the process for each of the remaining six groups.

4 Assign SW 15.16.1 **Sin Begins in the Heart** to be completed by students.

## 9 Close

Read the statements. If a statement is true, students should hold out their hands as if offering good things to the world; if it is false, students should softly thump their chest where their heart is. Call on volunteers to correct false statements.

- 1 Jesus said that a tree that is unhealthy can produce healthy fruit. (**False; Jesus said that healthy fruit comes from healthy trees.**)
- 2 A good person produces good fruit out of the treasure in his or her heart. (**True.**)
- 3 Disorder and all kinds of evil things come from jealousy and selfish ambition. (**True.**)
- 4 Selfish ambition is the sin of wanting a lot. (**False; selfish ambition is the sin of caring only about what I want to do and have for myself.**)
- 5 Jealousy is the sin of having unloving feelings toward someone who has something I want but do not have. (**True.**)

## Notes

## 11 ENRICHMENT

• Visit the Focus on the Family website (<http://www.family.org/>) for resources appropriate for elementary-age students. Create a small library in your classroom of family-oriented magazines, activities, videos, and games.

11 Extra activities to enhance students' learning are suggested here. All enrichment ideas are optional.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Sin Begins in the Heart** (15.16.1)

1. Look at the pictures. Which apple would you rather eat? Why?




10 Possible answer: I would rather eat the healthy pink apple, because it would probably taste better than the apple that is brown and wrinkled.

2. Read the sentences. Cross out the ones that are not true according to Luke 6:43-45.  
~~No good tree bears bad fruit.~~ A bad tree does not bear good fruit.  
~~Bad trees use both good and bad fruit.~~ Each tree is known by its own fruit.  
~~Figs have thorns.~~ Grapes are picked from a thornless bush.  
 The good person out of the good treasure of his heart produces good.  
 The evil person out of his evil treasure produces evil. We speak from what is in our hearts.

3. Write two examples of good fruit from the heart. Possible answers: love, peace, gratitude, kindness

4. Write two examples of evil fruit from the heart. Possible answers: jealousy, hatred, selfish ambition

5. Fill in the circle of the sentence that shows jealousy.  
 Randall did not mind that he came in third place because he still got a ribbon.  
 Lauren pointed at the people in line for concert tickets. She wished she could go too.  
 Erin said David was a cheater because she wanted an A+ on the test like he had.

6. Fill in the circle of the sentence that shows selfish ambition.  
 Aaron finished his chores quickly so that he could go play with Jonathan.  
 Diego saw Manuel break the rules, but he didn't mind because he wanted their team to win.  
 Keyral wanted to be the best at the dance routine, so she practiced one hour every day.

7. Write the strength for the memory verse, James 3:16. Answers will vary according to Bible version used.

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10 Answers to the student workbook pages are shown in red.

9 Close—fun, kinesthetic activities are included to review the lesson content.

# Teacher Manual

## Biblical Truth 13: God Created His Image-Bearers to Love and Serve One Another

# 13

### Unit Overview

Our tendency to form social groups and associate within them attests to our inherent need to establish families, governments, and nations. In our relationships, we have built and destroyed great empires; in our friendships, we have given our lives for others; and in our conflicts, we have taken the lives of others. Beginning with the miracle of birth, we have experienced the indescribable joy of the parent-child bond. Rarely are we isolated from the interweaving of our lives with the lives of others and from the array of consequences and emotions resulting from that tapestry. Even though all people are social by nature, cultures express their sociality differently. Many tribal and Eastern cultures emphasize the community—the family, the tribe, and even the nation function corporately, often at the expense of the individual. In contrast, Western culture often emphasizes individualism at the expense of the community, promoting a “do your own thing” mentality, which tends to disregard social responsibility. The biblical worldview affirms the importance of both the community and the individual, although the individual is always more important than the state or communal cause. This worldview is not license for irresponsible individualism, but rather an acknowledgment that people, not the state, are eternal and created in God’s image.

The lessons in Unit 13 are timely, speaking to Western culture that often flaunts individual freedom at the expense of community and to Eastern and tribal cultures that reduce the individual to an insignificant cog within the community. These lessons emphasize instead the biblical perspective of human sociality, recognizing that we are both individuals and socially dependent. The biblical perspective accepts that we are designed to live in community, serving others in love, pledging allegiance to family and nation, and demonstrating to the world the relationships of love that characterize our Creator.

As you teach the lessons in this unit, stress the proper sequence of relationships that enable people to love their neighbors as themselves. Restored first in fellowship with the Father (Fellowship), we can be restored in a relationship of proper love and harmony with ourselves (Image-Bearing). When these relationships are in harmony, we can become loving servant-friends, willing to be like Christ to lay down our life for others (John 15:13). In selfless service to others, we will not only fulfill our community responsibility, but also find our identity and purpose as individuals.

### BIBLICAL TRUTH

**Mark 10:43–45**

The biblical worldview affirms that we are social beings created by God for the purpose of serving others in a spirit of love.

### KEY THEMES

- Social bonds are reinforced through servanthood.
- The fall affected relationships within the family, society, and the nation.
- Christ established the Church to restore harmony to society.

### CHARACTER TRAITS

**Friendliness**

**Proverbs 17:17**

Kind actions, words, and smiles that show others how special they are



## 13.0.0

## Unit 13 Preparation

### God Created His Image-Bearers to Love and Serve One Another

#### MEMORY VERSE

Mark 10:43–45  
Philippians 2:8  
Ephesians 4:2  
Mark 12:31

#### PLANNING AHEAD

For **Lesson 13.7.1**, you will need a few small hand tools.

For **Lesson 13.8.1**, you will need royalty props, such as a crown or robe, and foot-washing props.

For **Lesson 13.9.1**, you will need items to represent sicknesses and disabilities.

#### CHARACTER DISCUSSION

- Share ways that close friends demonstrate their friendship.
- Discuss possible reasons why some people are easier to be friendly to than others.
- Share about a time when you demonstrated friendliness to a stranger or someone in need.
- State some reasons why you should be friendly to everyone and not just to those to whom you choose to be friendly.

#### Key Concepts

##### The Social Nature of God and People

We are social beings created in the image of God to reflect the relational expressions of love and loyalty so perfectly exhibited in the triune fellowship of the Godhead. We were not created to live alone (Genesis 2:18), but to live in harmonious relationships with God, with ourselves, with others, and with nature. In our relationships with others, we are to reflect the relationships modeled in the Trinity.

God created the first social relationship on Earth between Adam and himself (Genesis 2:7). However, God declared that it was not good for man to live alone, revealing that human beings are also created to live in relationship with others. The fact that no suitable helper could be found for Adam among the animals God brought to him (Genesis 2:20) attests to the fact that we are created to meet our earthly social needs in relationship with other image-bearers. Adam declared his satisfaction only after God created Eve (Genesis 2:23). Marriage—this God-ordained, intimate, male-female relationship—is the foundation for all social institutions and most perfectly reflects the image and intimacy of the Godhead.

##### Our Need for Social Units

Our social nature is affirmed by our need to develop and participate in social institutions. Friendships, marriages, communities, and governments attest to our social nature and our need for interpersonal relationships. God ordained these social relationships in the beginning for our well-being. Although the social institutions we know on Earth will be modified in the eternal order, we are part of an eternal social structure. Our promised future participation in the Church eternal and in God's heavenly family, kingdom, and nation implies that our social nature will remain intact. These future social relationships will find their restored expression in the New Jerusalem where we will live in perfect harmony with God, within ourselves, with others, and with nature.

##### Individualism, Collectivism, and Pluralism

Some worldviews espouse individualism, proclaiming the individual and his or her interests paramount. In this view, the importance of the individual is elevated above that of society. Other views elevate collectivism, holding that social institutions are primary and the individual finds meaning only within the context of the whole.

In contrast to the extremes of individualism and collectivism, the biblical worldview teaches pluralism, which declares that both the individual and the social expressions of corporate humanity are of great value to God. A biblical view of self is, in fact, the foundation for a biblical view of community (Matthew 22:39).

In affirming our social nature, the biblical worldview in no way undermines the importance of the individual. Rather, the community and the individual have mutual responsibility to each other.

##### Our Social Duties

Our relationships are to be characterized by love (John 13:35, Romans 12:10) and mutual submission (Ephesians 5:21–22). The basis for responsible, loving interaction lies in the fact that God first loved us and exhibited his kindness toward us as individuals (Luke 6:35–36, John 3:16, Colossians 3:12–13). God calls us to harmonious social relationships characterized by unity, loyalty, forgiveness, sharing, deference, and even a willingness to lay down our life for another. These traits and actions define the extent of our responsibility to one another.

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## Symbol

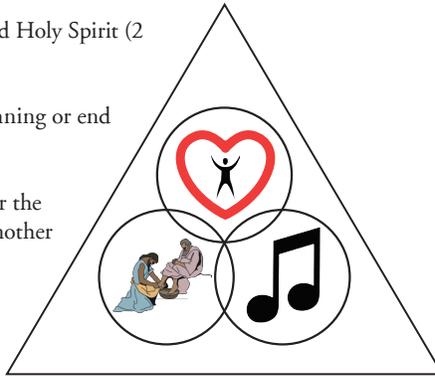
A single triangle containing three interlocking circles, each with its own symbol, represents God's revelation of truth through creation, his Word, and Jesus Christ.

**Triangle:** The one triune God—Father, Son, and Holy Spirit (2 Corinthians 13:14)

**Interlocking Rings:** God, eternal without beginning or end (Psalm 90:2)

**Christ Washing Feet:** People created by God for the purpose of serving one another (Galatians 5:13)

**Music Notes:** Harmony between people and God, allowing them to love their neighbor as themselves (1 John 4:19–20)



## NOTES

**Person within Heart:** God's image imparted to people (Genesis 1:26–27, 5:1)

## SUPPLEMENTAL MATERIALS

### Blackline Masters

BLM Test 7  
BLM Test 8  
BLM Test 9  
BLM 13.10.2A Servant Friends  
BLM 13.10.4A The Good Samaritan  
BLM Test 10

### Student Workbook

SW 13.7.1 Servanthood  
SW 13.7.2 Never Alone  
SW 13.7.3 Companionship  
SW 13.7.4 Meeting Needs  
SW 13.8.1 Friendliness  
SW 13.8.2 Jesus the Servant King  
SW 13.8.3 Jesus Served His Friends  
SW 13.8.4 Jesus Served His Enemies

SW 13.9.1 Jesus Served the Sick  
SW 13.9.2 Serving Children and the Poor  
SW 13.9.3 Serving a Samaritan Woman  
SW 13.9.4 Jesus Served Sinners  
SW 13.10.1 Serving Family  
SW 13.10.2 Serving Friends  
SW 13.10.3 Serving Enemies  
SW 13.10.4 Serving Our Neighbors

### Transparencies

TR 13.7.1A Servanthood  
TR 13.7.1B Unit 13 Symbol  
TR 13.7.2A Truth 13 Couplet  
TR 13.8.1A Acts of Service  
TR 13.8.1B More Acts of Service  
TR 13.8.1C Friendliness  
TR 13.9.1A Serving the Sick  
TR 13.9.2A Serving the Poor  
TR 13.10.3A Enemies

## 13.7.1 Made for Each Other: *Servanthood*

### MEMORY VERSE

Mark 10:43–45

### VOCABULARY

purpose  
social

### OBJECTIVES

Students will be able to

- state that servanthood is one of God's purposes for creating people.

### SUPPLEMENTALS

SW 13.7.1  
TRs 13.7.1A–B

### MATERIALS M

- Hand tools such as a hammer, screwdriver, Allen wrench, pliers, or a tape measure. (*Introduce*)
- Worldview Model—House of Truth, The Wall of Servanthood, and Biblical Truth 13 model pieces (*Develop 1*)

### Introduce M

Display each of the hand tools, one at a time. As you display each tool, ask students what it is used for. (**Answers will vary.**) Write the word **purpose** on the board and define it as *a reason or intention for our lives*. Explain that just as each tool has a specific purpose, God made people for his purposes. Remark that one of the purposes God has for us is to serve others.

### Develop M

- Display the House of Truth and review the analogy of the four walls of a house and the four relationships of creation. Ask students the following questions: How many walls does a house need, at a minimum, to support its roof? (**four**) How many walls are in the House of Truth so far? (**two, the walls of fellowship and image-bearing**) What relationship of creation does the red wall help us remember? (**the fellowship we have with God**) The yellow wall? (**the fellowship we have within ourselves**)

Choose a student to place *The Wall of Servanthood: A relationship of harmony with others as I serve them in love* model piece into the slots on The House of Truth right above *The Biblical Truth 3* model piece. Emphasize that this blue wall is about the relationship of fellowship that we have with each other. Inform students that they will be learning more about godly relationships in the next four units.

- Read the verse for servanthood, **Galatians 5:13**. Display **TR 13.7.1A Servanthood** and ask the following questions: What is a servant? How many servants do you see in the pictures? Do these servants appear to enjoy their work in serving others?

Develop the concept of how God views servanthood. Ask students whether the police officers are more important to God than the waitresses. (**No.**) Is the cashier less of a servant than the pilot? Why or why not? (**The cashier is serving God by his honest work in helping people purchase groceries. He is neither more nor less of a servant than the pilot.**) Are there few or many ways to serve others? (**many ways**) How does each of the persons pictured serve? (**Answers will vary but should match the careers illustrated.**) Do you think you would like to be a servant when you are older? (**Answers will vary.**) Can you be a servant right now? (**Yes.**)

Expand the concept of servanthood to include it as one of God's purposes in creating us. Remind students that Jesus served all humanity by giving up his own life. Ask students whether God created us to serve others. (**Yes.**) Why do you think God purposed us to serve each other? (**Answers will vary but should include that service shows loving consideration for others.**) Does serving others help create a relationship of harmony between people? Why? (**It creates a relationship of harmony because we meet each other's needs.**) Can people truly serve others if they don't care about them? (**No.**) What attitude should a servant have? (**the same attitude that Jesus had when he served others**) Would a selfish, bad-tempered person be a good servant? (**probably not**)

- Have students turn to Mark 10 and read Jesus' words in **Mark 10:43–45**. Explain that this verse is the memory verse for the week as well as the verse for Biblical Truth 13. Go over the words and their meanings, pointing out that in this verse, *slave* means *devoted servant*.
- Have students complete **SW 13.7.1 Servanthood**.

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## Close

Read the statements below. Have students give a thumbs-up if they agree with the statement and a thumbs-down if they disagree. Have students share reasons why they disagree.

- 1 One of God's purposes for creating people was for them to serve one another. (**agree**)
- 2 Selfish, bad-tempered people gladly serve others. (**Disagree; selfish people don't care about others and do not put others' needs first.**)
- 3 Purpose is a reason or intention for our lives. (**agree**)
- 4 Servanthood is a relationship of harmony with myself as I choose to put my own wants and needs before those of others. (**Disagree; servanthood is a relationship of harmony with others as I serve them in love.**)

## Notes

## ENRICHMENT

- Fourth graders enjoy speculating about the jobs they will hold as adults. Guide a discussion about their ideas and how the professions they are considering will serve God and others.
- Display **TR 13.7.1B Unit 13 Symbol**. Explain that this symbol represents Biblical Truth 13. Review that the triangle represents the one triune God and the three interlocking circles represent God the Eternal, without beginning or end. Teach students that the figure of a person within a heart symbolizes God's image imparted to people; the musical notes with bridge symbolize people in harmony and fellowship with God; and the figure of Christ washing the feet of a disciple symbolizes people created by God for the purpose of serving one another.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Servanthood** 13.7.1

Reread Jesus' words in Mark 10:43–45. Answer the questions.

1. If you want to become a great person, what must you do?  
You must serve others.
2. If you want to be first, what must you do?  
You must become the slave, or servant, of all.
3. What were the two reasons that the Son of Man (Jesus) came to Earth?  
He came to serve and to give his life as a ransom.
4. God created people to have a purpose. Check the definition of **purpose**.  
 the way an object is used       a relationship of harmony with others  
 a reason or intention for our lives       a useful tool or object
5. One purpose that God intends for people is to serve others. Underline the three true statements about servanthood. Cross out three false statements.  
~~People who hold low-paying jobs are not really servants.~~  
Servanthood contributes to a relationship of harmony with others.  
Servanthood calls for an attitude of love and care for the needs of others.  
~~God values the service of a teacher more than he values the service of a janitor.~~  
God created all people to love and serve one another.  
~~Servanthood is always a paid position.~~
6. One of Parker's chores is to mow the lawn. How can he demonstrate servanthood while completing his job? Write two or three sentences.  
Answers will vary but should include that Parker needs to serve with an attitude of love for his family as he completes his chores.



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## 13.7.2 Made for Each Other: *Never Alone*

### OBJECTIVES

Students will be able to

- describe God as a social Person who created his image-bearers to be in relationship with one another.

### SUPPLEMENTALS

SW 13.7.2  
TR 13.7.2A  
Biblical Truth Couplets CD

### MATERIALS M

- Worldview Model—House of Truth (*Develop 1*)

### Introduce

Begin a discussion of relationships by asking students whether they belong to any clubs. Do you sing in a choir? Play on a soccer team? Dance with others at a studio? Live with your family? Inform students that relationships are all around them.

If you personally belong to an organization or sing in a choir, tell students some of the things you do with your group. Express the joy that working with a group brings to your life. Explain that in today's lesson, students will learn how they are never really alone.

### Develop M

- 1 Display the Worldview Model and review the meaning of *servanthood as a relationship of harmony with others as I serve them in love*. Display **TR 13.7.2A Truth 13 Couplet**. Play track 13 on the **Biblical Truth Couplets CD** and invite students to sing along.

Add the first pillar to *The Wall of Servanthood*, the *Biblical Truth 13: God created his image-bearers to love and serve one another* model piece. Ask the following: What is meant by the term *image-bearers*? (**People are created in the image of God with abilities to think, express emotions, make choices, and know right from wrong. God's image-bearers have a spirit, which enables them to have fellowship with God.**) Why do you think God made people to both love and serve one another? (**Answers will vary.**) Can a person be a true servant of others if he has no love in his heart? (**No.**) Will a person who truly cares and loves others refuse to serve them? (**No.**)

- 2 Introduce the vocabulary word **social** and explain that it means *living in groups in relationship with others*. Remark that God designed people to be social in nature. Identify the three main social structures that God ordained as the family, the nation, and the Church. Explain that students will learn more about God's design for these social structures in future lessons.
- 3 Develop the concept of loneliness. Ask students to describe times when they have been physically isolated from others. (**Possible answers: at home alone, at night, when punished**) How did you feel when you were alone? (**Answers will vary.**) Have you ever felt lonely? (**Answers will vary.**)

Explain that people can feel lonely even when they are in a group of people. Loneliness is a result of being new to the group, or when group members ignore or reject you. Ask students, who are willing to share, to tell about times when they have felt alone. How did your feelings change over time?

- 4 Remind students that Biblical Truth 3 tells us that God is God the Father, God the Son, and God the Holy Spirit. He has never been alone but has always existed in a perfect relationship of harmony. Choose students to read **Genesis 1:1–2, 26; Malachi 2:10; and Colossians 1:15–16**. Ask: In Genesis 1:26, who do *us* and *our* refer to? (**to the Persons of the Trinity**) Did God the Father create everything that exists? (**Yes.**) Did God the Son create everything that exists? (**Yes.**) Did God the Holy Spirit move over the surface of the waters before creation? (**Yes.**)

Read **Psalm 90:2**. Ask students how long God has existed. (**eternally**) How long will God exist? (**forever**) How long will the relationship of harmony between the Father, Son, and Holy Spirit exist? (**forever**)

Why do you think God in three Persons choose to create people to need each other? (Possible answer: **One of God's attributes is his triune nature. The Persons of the Godhead are always in a perfect relationship. The ability to form relationships marks us as God's image-bearers.**) Why do you think God created more than one human being? (Possible answer: **He created many people because we needed to be in relationships with others.**)

Emphasize the relationship that God desires to have with us. Remind students that God did not create people because he needs us for fellowship; however, he desires that we come to know him personally as our Lord and Savior.

5 Have students complete **SW 13.7.2 Never Alone**.

## Close

Read the following statements. Have students raise their right hand if the statement is true. Have them raise their left hand if it is false.

- 1 God the Father, Son, and Holy Spirit exist in perfect harmony. (True.)
- 2 Human beings are often in disharmony in their relationships. (True.)
- 3 The Persons of the Trinity are never lonely. (True.)
- 4 God desires to have a relationship with us. (True.)
- 5 The word social means separated from others. (False.)
- 6 Biblical Truth 13 says that God created people to be alone. (False.)

## ENRICHMENT

• If your school supports or sponsors on-campus clubs or after-school activities, invite students to share information about those groups, such as recent competitions, field trips, or events. Ask the class how harmonious relationships help make it fun to participate in groups. What happens when group members argue or complain? How do the sins of jealousy or covetousness affect the harmony of the group?

Name \_\_\_\_\_ Date \_\_\_\_\_

### 13.7.2 Never Alone

1. Choose the correct definition for the word **social**.

a subject studied in elementary school       relating to independent thought

living in groups in relationship with others       an organized club or group

Make an X in the correct column.

	God	People
2. existed before time began	X	
3. exists as three Persons	X	
4. forms relationships with others	X	X
5. exists in perfect harmony with self	X	
6. experiences disharmony in relationships		X

7. Read Galatians 5:13. Answer the questions.

a. Do Christians have the freedom to choose to serve? Yes.

b. How should we as Christians serve one another? We should serve one another in love.

8. Unscramble and write the words to Biblical Truth 13.

**to created his God love and serve one image-bearers another**  
**God created his image-bearers to love and serve one another.**

9. Read the story below. Underline the sentences that show how the characters serve each other.

Porvi and her family live in India. Although they are poor, they love each other very much. Porvi's mother washes the family's clothes. Porvi hangs them to dry. Porvi's father works to earn money to buy food. Her sister cooks and cleans the house. Even Porvi's little brother helps by sweeping the floor. The family eats a meal of rice and fried bananas. Porvi's mother pours tea for the children.



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## 13.7.3

## Made for Each Other: *Companionship*

### OBJECTIVES

Students will be able to

- explain why God made people to be loving companions for each other.

### SUPPLEMENTALS

SW 13.7.3

### MATERIALS M

- No materials are needed.

### Introduce

Write the following games on the board: *checkers, chess, soccer, basketball, and volleyball*. Ask students to brainstorm what the games might have in common. (**Possible answers: They all involve objects; they all have rules; they are all played with other people.**) After students have considered the commonalities, inform them that one thing all of the games have in common is that they cannot be played alone. State that although some people may try to play some of the games listed alone, it usually isn't as fun as when we play with others. Remark that in today's lesson, students will learn how God created people to be companions.

### Develop

**1** Remind students that God had specific purposes for creating human beings. One of God's purposes for creating people was for them to love and serve one another. People have a social nature, which mirrors God's nature as a relational Being. We need each other!

Review the creation of the first people. Ask students to tell the name of the first man. (**Adam**) Then read **Genesis 2:7–8, 15** and continue the discussion by asking students the type of work that God gave Adam to do. (**work in the garden, name the animals**) As Adam worked in the garden, do you think he ever felt lonely? (**Answers will vary.**) Even though God was with Adam, do you think Adam wished for another human being to work with? (**Answers will vary.**) Do you think that Adam ever wanted another person to talk to? (**Answers will vary.**)

Choose a student to read **Genesis 2:18–20**. Ask students to tell what God said about Adam being alone. (**It wasn't good.**) Remark that God wasn't saying that his creation wasn't good; he was indicating the need for Adam to have a relationship with another creature like himself—another human being. Although Adam coexisted with the animals in the garden, God knew he needed a helper like himself with whom he could communicate and share a loving connection.

**2** Read **Genesis 2:21–24, Genesis 3:20**. Ask students how God created the perfect companion and helper for Adam. (**God took a rib from Adam's side and formed a woman.**) What did Adam call the woman? (**Eve**) Why did Adam call her *Eve*? (**because she was the mother of all living people; Eve means mother**) Was Adam pleased with God's creation? (**Yes.**) If Eve was the first wife, what was Adam? (**the first husband**) Who blessed Adam and Eve's marriage? (**God**) How do people begin their marriages today? (**They have a wedding ceremony.**) How does a wedding ceremony bless and encourage the new husband and wife? (**Answers will vary but should include that the guests give them gifts, express support, and pray for the new couple.**)

**3** Remark that before the fall, Adam and Eve's marriage was one of harmony in which there was mutual respect and love. Although the Bible does not tell us how long Adam and Eve lived and worked together in the garden, they probably assisted each other with their work. After the fall, Adam and Eve were the nucleus of God's first family unit. Remind students that God told Adam and Eve to have children and fill the earth with people.

**4** Reiterate that God made people to be social beings. Review the meaning of *social*, which is *needing to live in groups in relationship with others*. Ask students whether they have ever met a person who is very sociable. (**They will likely say yes.**) If a person has good social skills, what are some of her behaviors? (**Possible answers: She is friendly, outgoing, and**

# Teacher Manual

willing to make friends with a wide variety of people; she works well in groups and gets along with others.)

5 Have students complete SW 13.7.3 **Companionship**.

## Close

Have students choose a partner and pair-share. In pair-sharing, each pair listens to a question or statement, discusses it for a set amount of time, and then decides on a mutually acceptable response. Read the questions below and call on one or more pairs to share and discuss their answers with the class.

- 1 Why did God create a companion for Adam? (**It was not good for him to be alone.**)
- 2 Were the animals in the garden fit helpers for Adam? (**No. Even though animals can be trained to do many things, Adam needed another human being as a helper.**)
- 3 What does social mean? (**living in groups in relationships with others**)
- 4 Why was Eve able to help Adam in ways that the animals couldn't? (**Eve could speak and listen. The animals could not do that.**)

## Notes

## ENRICHMENT

• Introduce students to team-building activities. Divide the class into pairs and have each pair sit back-to-back. Give one person a picture of a shape or simple image and give the other partner a piece of paper, something to keep the paper flat, and a pencil. The person holding the picture should give verbal instructions to her partner on how to draw the shape or image she's been given without simply telling her partner what the shape or image is. After a set amount of time, have each set of partners compare their images and see which team drew the most accurate replica.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Companionship 13.7.3**

Read Genesis 2. Decide if the statements below are true or false. Write T or F on the line. Then list the Scripture from Genesis 2 that proves your answer.

1. F God created Adam and Eve at the same time. **Genesis 2:7, 18**
2. F Eve was created from the dust of the ground. **Genesis 2:22**
3. T God said it wasn't good for Adam to be alone. **Genesis 2:18**
4. F The animals were all suitable helpers for Adam. **Genesis 2:20**
5. T God caused Adam to fall into a deep sleep. **Genesis 2:21**
6. F God created a woman from Adam's hip bone. **Genesis 2:22**
7. T Adam called her "woman" because she came from man. **Genesis 2:23**

8. Read Ecclesiastes 4:9–10. Answer the questions.

a. Which is better, to have a partner or to work alone?  
**to have a partner**

b. What will the pair receive for their work or toil?  
**a good reward**

c. What will happen to a worker who falls while he is alone?  
**He has no one to lift him up.**

d. What are some tasks that you'd prefer to do alone? What would you prefer to do with help?

Alone	With Help
_____	_____
<b>Answers will vary.</b>	
_____	

9. The apostle Paul often worked with a companion. Read the verses listed and write the name of Paul's partner in ministry.

- a. Acts 15:2 **Barnabas**
- b. Acts 15:40 **Silas**
- c. 2 Corinthians 1:1 **Timothy**
- d. 2 Corinthians 8:23 **Titus**




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## 13.7.4 Made for Each Other: *Meeting Needs*

### OBJECTIVES

Students will be able to

- identify specific needs that God created people to fulfill for one another.

### SUPPLEMENTALS

SW 13.7.4

### MATERIALS M

- A bandanna (*Introduce*)

### Introduce M

Call for two volunteers. Have them stand side-by-side and loosely tie their adjacent legs (or ankles) together with the bandanna. Then have the partners walk the length of the classroom and back. Ask them how it felt to walk like that. Did you have to work together to be able to walk? Did you need to communicate with each other? Did one of you have to “give in” to the other? Inform students that in today’s lesson, they will learn about cooperation.

### Develop

- 1 Review God’s command to Adam and Eve by reading **Genesis 1:27–28**. Ask students what God commanded. (**to fill the earth with people, and to subdue, or rule over, the earth**) Inform students that this command of God’s is called *the cultural mandate*. Did Adam and Eve obey the cultural mandate? (**Yes.**) Could one person care for the earth by himself? (**No.**) Could one person have children by himself or herself? (**No.**) Emphasize that God’s plan for his image-bearers was that they work in harmony to obey his commands.
- 2 Extend the concept of God’s image-bearers working together in harmony. Remind students that although God meets our needs, he often meets those needs through the service of other people. Guide a discussion about what students had for breakfast. Ask them to state the various foods they ate, then ask questions like the following: Did you grow the corn that you ate as cornflakes? Did you milk the cow for the milk on your cereal? Did you raise the chickens that provided your scrambled eggs? How did other people contribute to your breakfast? Did several people or groups of people have to work together to produce the foods we eat each day? How do God’s servants work with others to meet people’s needs? Why should we serve others? What type of attitude should we have in serving?
- 3 Impress upon students that we are to serve others in love because God created us, serves us, and redeems us in love. People have physical needs that we can meet. Read **1 John 3:16–18**. Ask students what the apostle John says about love. (**Love is a willingness to give up one’s life for another person.**) What does the passage say about someone who sees his or her brother (a fellow believer) in need but does nothing to help? (**That person might not have God’s love in his heart.**) Read Jesus’ words in **Matthew 5:42**. What did Jesus say about giving to the needs of others? (**Give to people who ask you for something and don’t refuse to loan money to people who want to borrow from you.**) Do you think money is the only thing we should give to those in need? (**Answers will vary.**) How else might Christians help the needy? (**Possible answers: by working in a homeless shelter, by contributing to a food bank**) Point out to students that accepting charity is not an opportunity to get money from people. If you borrow money from someone, you should always have intentions to pay it back.

Guide a discussion about ways that your students have helped others. Ask students if they have ever run errands, babysat, washed dishes, or helped their parents in other ways. Have you ever done something for a friend or a family member that you really didn’t want to do? Is it easier to be served or to serve? Why? Are there some types of service you do not like to do? Are there some types of service you would rather do with a friend or family member? How does cooperation make work easier?

- 4 Introduce the character trait of friendliness. Define *friendliness* as *kind actions, words, and smiles that show others how special they are*. Read **Proverbs 17:17**, which is the verse

for this character trait. Ask the following: Why is friendliness an appropriate character trait for God’s purpose of servanthood? How can you show friendliness to others? Review the memory verse, **Mark 10:43–45**. Ask students why Jesus was both a great leader and a great servant. (**Possible answers: Jesus taught people about God by serving them; Jesus led his disciples to follow God, but he also died for them and for all of us.**)

5 Have students complete **SW 13.7.4 Meeting Needs** with a partner.

## Close

Read the sentences below and call on students to state whether they agree or disagree with the statements and why. Poll the class to get additional views.

- 1 In order to show true love for others, you need to be willing to give up your self-interest and serve them. (**agree**)
- 2 If you have resources and see a fellow Christian in need, you don’t need to help as long as you wish the person good luck. (**disagree**)
- 3 The attitude that you have when you serve others does not matter. (**disagree**)
- 4 God meets our needs for food, clothing, and shelter through the work of other people. (**agree**)

## Prayer

Lead students in a prayer of repentance for times when they saw a need had the ability to meet the need, yet failed to serve.

## ENRICHMENT

• In your social studies curriculum, you may have studied westward movement or Native American cultures. Guide a discussion about how pioneers and settlers needed each other’s help in establishing new homes on the frontier. You may also consider discussing how Native Americans lived and worked together in mutual cooperation.

Name \_\_\_\_\_ Date \_\_\_\_\_

### 13.7.4 Meeting Needs

1. Read the tasks listed. Sort them into tasks that require help or tasks you could do alone.

tying shoes	carrying a kitchen table	lifting a piano	emptying the trash
feeding a cat	getting a haircut	moving a refrigerator	reading

Requires Help

carrying a kitchen table  
lifting a piano  
getting a haircut  
moving a refrigerator

Can Be Done Alone

tying shoes  
feeding a cat  
emptying the trash  
reading

The cultural mandate is God’s command to fill the earth and to rule over it. Write **yes** or **no** on the lines.

2. no Adam was able to have children by himself.

3. no Adam was able to care for the earth by himself.

4. yes Both Adam and Eve needed to work together to fulfill God’s command to fill the earth and to rule over it.

5. Jesus modeled friendliness and working together in harmony both with his Father and with his disciples. Read the passages below with your partner. Write the number of people who worked together to minister to others, not counting Jesus himself.

a. Luke 10:17 72 or 70    b. Matthew 10:5 12    c. Matthew 26:37 3  
d. Matthew 27:61 2    e. Mark 2:3 4    f. Matthew 21:1–2 2

6. Check the definition of friendliness.

working alone as God’s image-bearer

expecting people to love and serve you

sweet words and gifts given so that people will like you

kind actions, words, and smiles that show others how special they are

obeying our parents and teachers

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# Teacher Manual

## Lesson 31.0 Preparation

### Bible Survey: Southern Kingdom II

# 31

#### Overview

King Joash was assassinated for ordering the murder of Zechariah. His son Amaziah, Judah's eighth king, executed the assassins and successfully fought Judah's enemy, Edom. But Amaziah worshipped Edom's gods, so God allowed Israel to attack Judah, carry off temple treasures, and take Amaziah captive. Amaziah was killed and was succeeded by his son.

King Uzziah, also called *Azariah*, and Judah's ninth king, attempted to turn the nation back to God. He won against the Philistines and Ammonites, developed military equipment, built well-fortified cities, and raised an impressive army. Pride led to his downfall. He entered the temple to burn incense, an act reserved for the priests, so God afflicted him with leprosy. His son Jotham co-ruled with him until his death.

King Jotham, Judah's tenth king, did what was right. With God's help, he conquered the Ammonites. He ruled for 16 years, died at age 41, and was succeeded by his son.

King Ahaz followed idols, so God enabled the king of Aram and Pekah, the king of Israel, to take his people as prisoners. Ahaz unsuccessfully pleaded with the king of Assyria for help. He turned to the gods of Aram. Closing the temple, Ahaz set up altars on every street corner in Jerusalem, inciting God's anger. His son became Judah's twelfth king.

Within a month, King Hezekiah sought to undo the evil his father had done. He reopened and purified the temple, calling priests and Levites to the Lord's service. Hezekiah reinstated the Passover. He invited the remnants of Israel's tribes to participate, but most did not. Even the Assyrian punishment was not enough to turn Israel's people back to God.

Sennacherib, king of Assyria, threatened Judah, so Hezekiah and the prophet Isaiah, whose name means *the Lord is salvation*, prayed. God sent an angel who annihilated the Assyrian army; Sennacherib retreated in disgrace and was later assassinated by his own sons.

Hezekiah became proud, so God afflicted him with a fatal illness. When Hezekiah repented, God added 15 years to his life. Ambassadors from Babylon came to visit him; he showed them his treasures. Then Isaiah prophesied that all of Hezekiah's treasures, including his sons, would be carried off to Babylon.

From Uzziah's reign to Hezekiah's, Isaiah delivered God's messages to Judah. He warned Judah of destruction from the Babylonians, but also prophesied Judah's return after 70 years in captivity. The book of Isaiah is known for assurances that God will judge the nations and create new heavens and a new earth ruled by the Suffering Servant, his Son, Jesus Christ.

#### CHARACTER TRAIT

Joy—Isaiah 61:10a

#### PLANNING AHEAD

For **Lesson 31.2**, you will need a plate, bitter herbs, unleavened bread, and a lamb shank bone or a turkey leg.

For **Lesson 31.4**, you will need props for a play on slavery.

#### NOTES

#### SUPPLEMENTAL MATERIALS

##### Blackline Masters

BLM 30.1D Joash and Amaziah  
BLM 31.1A Uzziah and Jotham  
BLM 31.1B Ahaz and Hezekiah  
BLM 31.1C King Amaziah's Reign  
BLM Test 31

##### Student Workbook

SW 31.1 Evil and Good, Good and Evil  
SW 31.2 King Hezekiah  
SW 31.3 Isaiah  
SW 31.4 New Heavens and a New Earth

##### Transparencies

TR 31.4A Time Line, Part 7

## 31.1 Southern Kingdom II: *Evil and Good, Good and Evil*

### MEMORY VERSE

2 Chronicles 32:8a

### VOCABULARY

consecrate

### OBJECTIVES

- Students will be able to
- describe the reigns of the kings of Judah from King Amaziah to King Ahaz.
  - relate Biblical Truths 1, 2, 6, 7, 8, 11, and 15 to Judah's kings Amaziah to Ahaz.

### SUPPLEMENTALS

SW 31.1  
BLM 30.1D  
BLMs 31.1A–C

### MATERIALS M

- Light-colored card stock (*Introduce*)
- Worldview Model—House of Truth (*Develop 4*)

### PREPARATION P

- Print BLMs 31.1A–B Uzziah and Jotham, Ahaz and Hezekiah on light-colored card stock and cut them out. Add the card for Amaziah (from BLM 30.1D Joash and Amaziah), along with the new cards, to the display of the kings of Judah. (*Introduce*)

### Introduce M P

Point out the new cards added to the display of the kings of the Judah. Have students read them aloud. Explain that their stories can be found in the book of 2 Chronicles 25–32.

Remark that the Bible tells us that a prophet named *Isaiah* spoke to Judah during the reigns of King Uzziah, King Jotham, King Ahaz, and King Hezekiah. Have students determine the minimum number of years that Isaiah served God as his prophet. (**at least 34 years**)

Explain that today's lesson will focus on the first four of the five kings listed on the new cards.

### Develop M

- Read **BLM 31.1C King Amaziah's Reign**. Ask students the following questions: Who was Judah's eighth king? (**Amaziah**) Who was his father? (**Joash**) What was the first thing Amaziah did after he became king? (**He avenged his father by killing the officials who murdered King Joash.**) What enemy nation did King Amaziah lead his army to fight? (**Edom**) Did Judah defeat the Edomites? (**Yes.**) Why? (**The Lord was with Judah.**) What foolish thing did King Amaziah do after defeating Edom? (**He began to worship Edom's gods.**) Why do you think King Amaziah did this? (**Answers will vary.**) Whom did God send to speak with Amaziah? (**his prophet**) How did Amaziah respond to God's prophet? (**He threatened to kill him.**) Why was King Jehoash of Israel able to defeat King Amaziah of Judah? (**God wanted to punish King Amaziah and Judah for their idol worship.**) How did King Amaziah's reign end? (**He was murdered by his officials just as his father had been.**)
- Read **2 Chronicles 26:1, 4, 9–23**. Ask: Who was Judah's ninth king? (**Uzziah**) What did King Uzziah do to help make Judah a strong nation? (**Possible answers: He built towers; he fortified the walls around Jerusalem; he dug many cisterns and had people working in the land; he had a well-trained and well-equipped army; he had new weapons made.**) After God blessed King Uzziah with great power and success, what happened to King Uzziah's heart? (**It became proud.**) Why do you think some people are proud of their success? (**Answers will vary.**) What sin did King Uzziah commit in the temple? (**He entered the temple of the Lord to burn incense.**) How did God punish King Uzziah for his sin? (**He struck King Uzziah with leprosy.**) Why did King Uzziah have to live in a separate house after God afflicted him with leprosy? (**Possible answers: God had commanded that is how people with leprosy should live; he was contagious.**) What was the name of King Uzziah's son? (**Jotham**) How did Jotham help his father? (**He helped him to rule the people of Judah.**) Which of the Ten Commandments did Jotham keep when he helped his father rule? (**Possible answer: the fourth commandment—to honor your father and your mother**)
- Read **2 Chronicles 27:1–2, 6**. Ask: Who was Judah's tenth king? (**Jotham**) How was he different from his grandfather, King Amaziah, and from his father, King Uzziah? (**He did not worship idols.**) Why was Jotham a powerful and successful king? (**He served the Lord.**) Read **2 Chronicles 28:1–5, 22–25**. Continue with the following questions: Who was Judah's eleventh king? (**King Ahaz**) How was King Ahaz different from his father, King Jotham? (**Ahaz did not do what was right in the eyes of the Lord.**) What terrible sins did King Ahaz commit? (**He worshipped idols and he sacrificed his sons in the fire.**) How did God punish King Ahaz? (**God allowed the king of Aram, or Syria, to defeat him and take many of his people as prisoners; he also allowed King Ahaz to**

# Teacher Manual

be defeated by the king of Israel.) Why did King Ahaz offer sacrifices to the gods of Aram, or Syria? (He hoped they would help him.) What did King Ahaz do to God's temple? (He took the furniture out and shut its doors.) Why? (Possible answer: He did not want anyone to worship God.)

**4 WORLDVIEW LINKS:** Draw students' attention to the House of Truth. Link today's lesson to Biblical Truths 1, 2, 6, 7, 8, 11, and 15. While King Uzziah and King Jotham acknowledged God as the only true and almighty God, King Amaziah and King Ahaz did not. Likewise, only King Uzziah and King Jotham depended on God to meet their needs, while King Ahaz and King Amaziah turned to the false gods of the surrounding nations, thus separating themselves from the true God. Uzziah's sin of pride in trying to assume the role of priest, and his angry reaction to rebuke, revealed the inner disharmony of his fallen nature. The social disharmony that sin causes was exemplified in the conflicts and assassinations within the royal families and their officials as well as the continual wars among Judah and her enemies. Nevertheless, through the reigns of both faithful and unfaithful kings, God continued to keep his promise to King David that his dynasty would last forever through the reign of Jesus.

**5** Have students complete SW 31.1 *Evil and Good, Good and Evil*.

## Close

Ask the following questions. If the answer is King Amaziah, students should hold up one finger; if it is King Uzziah, two; if it is King Jotham, three; and if it is King Ahaz, four.

- 1 Which king followed God all his life? (King Jotham)
- 2 Which king only did evil? (King Ahaz)
- 3 Which king did so well that he became proud and tried to act like a priest? (King Uzziah)
- 4 Which king was captured by Israel? (King Ahaz)
- 5 Which king avenged his father's death? (King Amaziah)
- 6 Which king helped his father? (King Jotham)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Evil and Good, Good and Evil** 31.1

In the sentences below, write the name of the king—Amaziah, Uzziah, Jotham, or Ahaz, who is describing himself. Read 2 Chronicles 26:1, 4, 9–23; 27:1–2, 6; 28:1–5, 22–25 for help with the answers.

1. I was Judah's eighth king. Amaziah
2. My father, Jotham, was a good king, but I was not. Ahaz
3. I was the son of Amaziah and Judah's ninth king. Uzziah
4. I helped my father Uzziah rule Judah before he died of leprosy. Jotham
5. After I defeated Edom, I brought back its gods and worshipped them. Amaziah
6. Because I made idols and worshipped the Baals, God allowed the Syrians to defeat Judah. Ahaz
7. I made the army of Judah strong and became a famous king. Uzziah
8. I became proud and decided to burn incense in the temple of the Lord. Uzziah
9. My son Ahaz took away the furniture of the temple, closed its doors, and set up altars everywhere in Jerusalem. Jotham
10. God punished me with leprosy for trying to burn incense in his temple. Uzziah
11. I was Judah's eleventh king. Ahaz
12. I became a powerful king because I walked faithfully with God. Jotham
13. When I was king, I was defeated by the northern kingdom of Israel and taken captive. Ahaz
14. My father followed God, but I sacrificed to the gods of Syria. Ahaz
15. Which king was the best role model? Why? Jotham was the best role model because he walked faithfully with God.
16. What are two things you can do to imitate that king? Answers will vary but may include worshipping God and honoring one's parents.



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## ENRICHMENT

- According to 2 Chronicles 26:15, the machines that King Uzziah used to defend Israel could hurl large stones. Explain that these might have been a sort of *catapult*, from the Greek roots *kata* (downwards) and *pallein* (to hurl). Use the Internet to help students learn about ancient weapons or find instructions for catapult designs they can build.

## 31.2

## Southern Kingdom II: King Hezekiah

### OBJECTIVES

- Students will be able to
- tell about the reign of King Hezekiah, one of Judah's best kings, who restored temple worship and the Passover celebration.
  - relate Biblical Truths 2, 5, 6, and 7 to the story of King Hezekiah.

### SUPPLEMENTALS

SW 31.2

### MATERIALS M

- Plate with Passover foods: bitter herbs, unleavened bread, and a lamb shank bone or a turkey leg (*Introduce*)
- Worldview Model—House of Truth (*Develop 5*)

### Introduce M

Ask students whether they can recall a special meal that God said his people needed to have their sandals on and to have their walking sticks with them. (**the Passover**) Remind students that the night before Moses led the Hebrew people out of Egypt, they had to eat in haste. The meal was called *the Passover* because the angel of death passed over the homes that had the blood of the lamb on the doorposts.

Display the plate with the Passover food and briefly discuss the symbolism of each item. Explain that today students will learn about King Hezekiah, Judah's twelfth king, who led the people in celebrating the Passover.

### Develop M

- 1 Briefly review the reign of King Ahaz. State that when Ahaz died, his son Hezekiah ascended to the throne. Add that this son was very different from his father. Read **2 Chronicles 29:1–11, 15–16, 35–36**. Ask students the following questions: Who became king in Judah after King Ahaz died? (**Hezekiah**) What kind of king was Hezekiah? (**Possible answers: a good king, a king who followed the Lord**) Why do you think King Hezekiah was so different from his wicked father, King Ahaz? (**Answers will vary.**) What was the first thing King Hezekiah did after he became king? (**He opened the doors of the temple and repaired them.**) What did King Hezekiah instruct the priests and Levites to do? (**to consecrate, or sanctify, themselves and the temple**) Introduce **consecrate** as the vocabulary word and explain that it means *to dedicate something or someone to a sacred purpose*. Ask: What did the priests and Levites remove from God's temple? (**everything unclean**) Draw a parallel between the priests' removal of unclean items from the temple and Jesus' cleansing us of our sins when we repent and accept him as our Savior.
- 2 Read **2 Chronicles 30:1–13, 21, 26–27**. Ask: Besides reopening God's temple, what important feast did King Hezekiah and the people celebrate? (**the Passover**) Why was the Passover such an important feast in Judah and Israel? (**Answers will vary but should include that it commemorated the time that God freed his people from slavery.**) Whom did King Hezekiah invite to come to Jerusalem to celebrate the Passover? (**the people of Israel who were left after the kings of Assyria conquered the northern kingdom**) Why did he invite them? (**He hoped that they would repent and return to the Lord.**) How did the people in Israel respond to King Hezekiah's invitation? (**They mostly laughed. A few men did humble themselves and go to Jerusalem.**) What do reopening the temple and celebrating the Passover tell you about how a nation can change and be blessed by God? (**Answers will vary but should indicate that when a nation does what God commands, it will be blessed.**)
- 3 Read **2 Chronicles 32:1–23**. Ask: After King Hezekiah helped Judah turn back to God and become strong, who threatened Judah? (**Sennacherib, the king of Assyria**) What did King Hezekiah tell his people after the king of Assyria threatened to attack them? (**He told them to block off the water from the springs outside the city.**) What message did Sennacherib send to Judah? (**He said Hezekiah's God would not be able to deliver Judah from his coming attack.**) What did King Hezekiah and the prophet Isaiah do after the king of Assyria threatened to destroy them? (**They cried out in prayer to God.**) How did God answer Hezekiah and Isaiah's prayer? (**He sent an angel who killed the fighting men, leaders, and officers in the camp of the Assyrian king.**)

- 4** Read **2 Chronicles 32:8a** and introduce it as the memory verse for this lesson. Ask: What does this verse tell us the king of Assyria was depending on to help him win the battle? (**Possible answers: flesh, his own strength**) Whom does King Hezekiah tell the people of Judah they can depend on to help them with the battle? (**the Lord God**) Whom do you depend on for help when you have a difficult problem to solve? (**Answers will vary but should include God.**) Have students identify difficult situations in which they asked God for help and how he answered their prayers.
- 5** **WORLDVIEW LINKS:** Draw students' attention to the House of Truth. Link today's lesson to Biblical Truths 2, 5, 6, and 7. King Hezekiah understood the relationship God desired to have with him and the people of Judah. He also understood why Israel had been subjected to God's punishment and scorn. King Hezekiah depended completely on God and knew that God was able to deliver Judah from the hands of the Assyrians.
- 6** Have students complete **SW 31.2 King Hezekiah**.

## Close

Ask the following questions. Select volunteers to answer them. If classmates judge an answer to be correct, they should pretend to drink a glass of water. If they judge it to be incorrect, they should flex their arm.

- 1 What did King Hezekiah understand that many of Judah's kings did not understand? (**that the nation that worships the Lord is blessed**)
- 2 What does consecrate mean? (**It means to dedicate something or someone to a sacred purpose.**)
- 3 What did King Hezekiah know about God before he and the prophet Isaiah prayed for help? (**that God is almighty, answers prayer, and wants to save his people**)
- 4 How did God show Sennacherib that he was more powerful than the false gods of the people Sennacherib had conquered? (**He sent an angel who killed the fighting men, leaders, and officers in the camp of the Assyrian king.**)
- 5 Whom did Hezekiah tell the people to trust? (**the Lord God**)

Name \_\_\_\_\_ Date \_\_\_\_\_

**31.2 King Hezekiah**

**1.** Fill in the circle of the correct definition for **consecrate**.

to dedicate something or someone to a sacred purpose

to put a crate into storage to conserve its contents

to make someone or something a secret



The sentences below are false. Rewrite each sentence to make it true.

**2.** Hezekiah followed God in just the same way his father, King Ahaz, had done.  
**Hezekiah followed God; his father King Ahaz had not done this.**

**3.** In the first year of Hezekiah's reign, he closed the temple of God and let it run down.  
**In the first year of Hezekiah's reign, he opened the temple of God and repaired it.**

**4.** After the temple was opened, the priests immediately began to offer worship to the Lord.  
**After the temple was opened, the priests consecrated it to the Lord.**

**5.** All the people of Israel welcomed Hezekiah's messengers, who invited them to the Passover.  
**The people of Israel ridiculed Hezekiah's messengers and did not come to the Passover.**

**6.** The king of Assyria invaded Judah and planned to make war on Bethlehem.  
**The king of Assyria invaded Judah and planned to make war on Jerusalem.**

**7.** Hezekiah told the people they should be afraid of the king of Assyria.  
**Hezekiah told the people to be strong and courageous and not fear the king of Assyria.**

**8.** The king of Assyria said only good things about God and King Hezekiah.  
**The king of Assyria said only evil things about God and King Hezekiah.**

**9.** God helped Hezekiah's army kill all the soldiers, leaders, and officers of the Assyrian army.  
**God sent an angel to kill all the soldiers, leaders, and officers of the Assyrian army.**

Read 2 Chronicles 32:8. Answer the questions.

**10.** What weapon could the king of Assyria use against Judah?  
**the arm of flesh, or men, or human strength or power**

**11.** Why should you not be afraid when you have problems?  
**Answers will vary but should include the idea of trust in God.**



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## ENRICHMENT

- Have students list differences between King Ahaz and his son King Hezekiah. Have them associate the difference with either God's blessings or punishments on Judah. Help students relate the good characteristics of King Hezekiah to their own responsibility and ability to make right personal choices despite negative influences or role models in their lives.
- Discuss Hezekiah's strategy of making water unavailable to the enemy and the importance of water to sustain human life. Discuss how long people can survive without water, where the water in your community comes from, how it is treated, and what to do in cases of drought.

## 31.3 Southern Kingdom II: *Isaiah*

### OBJECTIVES

Students will be able to

- explain God's messages of warning delivered to the kings and people of Judah by the prophet Isaiah.

### SUPPLEMENTALS

SW 31.3

### MATERIALS M

• No materials are needed.

### PREPARATION P

• Bookmark 2 Kings 20:1–6, 12–18; Isaiah 1:1–6, 15–20; 6:1–12; 40:1–2; 41:8–10; 43:1–2, 5–7; and 45:1, 11–13. (*Develop 1–3, 5*)

### Introduce

Draw a daisy on the board. Ask students what kind of flower you drew. (**daisy**) Teach that in the past, girls were often named after flowers. There are many variations of the name for this particular flower: Daisy, Margaret, Maggie, Peg, Margarita, Rita, and Marguerite are all ways to say this name. Discuss with students whether any of them have names that mean the same thing or are variations of the same name (for example: Chris, Christine, Krista, Kris, and Christian; or Michael, Miguel, Michel, Michelle, Micheline, or Mikaela).

Remind students that God sent several prophets to speak to Israel and Judah. Ask students to name some of them. (**Possible answers: Elijah, Elisha, Amos, Hosea, Jonah**) State that one of the prophets had a name that meant *salvation*. Who was it? (**Hosea**) Add that Isaiah, the prophet in today's lesson, has a name that means *The Lord is Salvation*.

### Develop P

- 1 Read **Isaiah 6:1–12**. Ask the class the following questions: What vision did God give Isaiah? (**a vision of God on his throne, surrounded by angels**) How did Isaiah respond after seeing such an incredible heavenly and holy vision of God? (**He was afraid.**) Why? (**because he was a man of unclean lips who had seen the Lord**) What did the angel do to remove Isaiah's guilt? (**He touched Isaiah's lips with a hot coal.**) Do you have to be burned to have your guilt removed today? (**No.**) How does God forgive our sins? (**He forgives us when we repent of our sins and believe that Jesus is God's Son and our Savior.**) What was the Lord asking in Isaiah's vision? (**whom he could send**) How did Isaiah answer God's question? (**He asked God to send him.**) How should you respond to what God calls you to do today? (**in the same way that Isaiah responded**) What message did God tell Isaiah to give to the people of Judah? (**that they were always hearing, but not understanding, and that they should turn to God and be healed**)
- 2 Refer to the display of the kings of the southern kingdom of Judah. Review how many years King Uzziah reigned, and how long his successors reigned, before Hezekiah assumed the throne. Then read **2 Kings 20:1–6, 12–18**. Ask: Why did God heal King Hezekiah? (**Hezekiah prayed.**) How many years did God add to his life? (**15**) Why did the king of Babylon send his messengers to visit King Hezekiah? (**because he had heard of King Hezekiah's illness**) What foolish thing did Hezekiah do? (**He showed the visitors his treasures.**) Why do you think he did it? (**Possible answer: to show off**) Why was it foolish? (**Answers will vary.**) What warning did the prophet Isaiah give Hezekiah? (**that the treasures would be stolen and his own sons would be taken away to Babylon**) Why do you think God would warn about a punishment that was coming before he actually sent it? (**Answers will vary but should include that God did this because of his mercy.**)
- 3 Read **Isaiah 1:1–6, 15–20**. Continue asking: How had Judah rebelled against God? (**The people turned away from God and did evil.**) What are some ways God described the people of Judah? (**Possible answer: He said they were like children who were covered with sores and wounds.**) What are some things God told Judah to do? (**Stop doing wrong, learn to do right, seek justice, encourage the oppressed, defend the fatherless and the widows.**) What did God promise the people of Judah would happen if they repented? (**Their sins would be forgiven, and they would eat the best from the land.**) What would happen if they did not repent? (**They would be devoured by the sword.**)

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- 4 Share the following information with your students:

The people of Judah did not repent of their sins, so God punished them. He sent the Babylonians to destroy Jerusalem and take many people back as captives. While they were suffering, God spoke words of encouragement to them through Isaiah. He told them that one day he would bring them back to their country. He would bring them back from every place where the enemy had taken them into captivity. Isaiah said that a king named *Cyrus* would help the people of Judah return to their land. Cyrus was king of Persia, a nation that conquered Babylon while the Jews were still captive.

- 5 Read **Isaiah 40:1–2; 41:8–10; 43:1–2, 5–7; 45:1, 11–13**. Then ask: Even though God punished Judah, how does he feel about his chosen people? (**Possible answer: He feels compassion.**) What do these verses say about God’s justice and love? (**Possible answer: that God still loves you even when he punishes you**) Why would a king named *Cyrus*, who did not know God, set the people of Judah free and help them rebuild their city of Jerusalem? (**God said Cyrus would do these things. God has the power to make his word come true.**) What does this promise tell you about God? (**He is powerful and he knows the future.**) What does it tell you about the rulers of nations today? (**God can make them do what he wants them to do.**) Is God still the same? (**Yes.**)

- 6 Have students work in pairs to complete **SW 31.3 Isaiah**.

## ENRICHMENT

- Have students imagine what the life of a prophet to Israel or Judah may have been like. Have them describe dangers and fears the prophets faced or may have faced. Have them relate the discussion to God’s command to us to be his witnesses in our day.

## Close

Read the statements below. If a statement is true, have students touch their lips. If it is false, have them cover their eyes.

- 1 When Hezekiah became ill, the prophet Elijah told him he was going to die. (**False.**)
- 2 Isaiah saw a vision of God seated on his throne. (**True.**)
- 3 Isaiah prophesied during the reigns of King Uzziah, King Jotham, King Ahaz, and King Hezekiah. (**True.**)
- 4 God told Isaiah to tell Judah that its sins would never be paid for or forgotten. (**False.**)
- 5 God promised he would help and strengthen the people of Judah. (**True.**)
- 6 God said he would pay money to King Cyrus so he would help the people of Judah return to their land. (**False.**)

Name \_\_\_\_\_ Date \_\_\_\_\_

### Isaiah 31.3

Read 2 Kings 20. Read each sentence below. Mark whether the sentence is true or false in the first column. Write the number of the verse that helped you decide in the second column.

	True or False	Verse Number
1. Hezekiah became so ill that he was going to die.	True	1
2. Hezekiah reminded God that he had always walked faithfully and done what was right.	True	3
3. God heard Hezekiah’s prayer, but refused to heal him.	False	5
4. God added 15 years to Hezekiah’s life.	True	6
5. The king of Babylon sent letters and a gift to Hezekiah.	True	12
6. King Hezekiah only showed his visitors from Babylon the spices in his warehouse.	False	13
7. Isaiah warned King Hezekiah that one day all his treasure would be carried off to Babylon	True	17
8. Isaiah assured Hezekiah that none of his descendants or sons would ever be taken to Babylon as captives.	False	18

9. Circle the items that Isaiah saw in the vision recorded in Isaiah 6.

God’s throne
a bathrobe
harp
a palace
a locomotive
the temple
halos
smoke  
a shovel
harp
a palace
a locomotive
longs
pearls
doves

10. Isaiah 1:17 says we should learn to do good, be fair, and help the poor, widows, and orphans. Write a way that you have obeyed God’s commands in this verse.

**Answers will vary.**

11. Read Isaiah 45:1, 13. Explain who Cyrus is, what he will do for Judah, and why.

**Answers will vary but should state that Cyrus is a king whom God will use to free Judah and help rebuild its cities.**

12. Read Isaiah 43:5–7. From where will God gather his children?

**from east, west, north, and south; from afar; from the ends of the earth**

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## 31.4 Southern Kingdom II: *New Heavens and a New Earth*

### OBJECTIVES

- Students will be able to
- explain God's messages of future blessings and salvation delivered through the prophet Isaiah.
  - relate Biblical Truths 1, 4, 5, 8, 12, 16, and 20 to the prophetic messages of Isaiah.

### SUPPLEMENTALS

- SW 31.4  
TR 31.4A

### MATERIALS M

- Props for a slavery play, such as toy chains or handcuffs and a parchment (*Introduce*)
- Worldview Model—House of Truth (*Develop 3*)

### PREPARATION P

- Select three students to act out a short play before the class and provide them with props. Have one student pretend to be a slave master, the other his or her slave, and a third student a messenger who brings a proclamation of freedom. When the proclamation has been received, the slave master and messenger should walk off stage, and the slave should rejoice and thank God. (*Introduce*)

### Introduce M P

Invite the selected students to present the play. Ask students how the slave master might have felt at the beginning of the play. How did the slave feel then? What do you think the messenger might have felt before he or she arrived? How did the messenger feel after delivering the message? How did the slave master feel? How did the slave feel at the end? How do you think the people of Judah felt when God used King Cyrus of Persia to free them from the Babylonians? Emphasize the joy that slaves feel when they are freed.

Read **John 8:34, 36**. Ask who it is that Jesus said was a slave. (**everyone who sins**) Do you think that slaves like to be set free? (**Yes.**) Explain that the prophet Isaiah not only gave a message of freedom to Judah, but he prophesied about God's Son who could set all sinners free. Remind students that the verse for the character trait of joy is **Isaiah 61:10a**. Review the definition of *joy: a happiness in my heart because I am in fellowship with God*. Explain that today's lesson will focus on the promises that Isaiah gave about God's plan for salvation.

### Develop M

- 1 Direct students to read **Isaiah 53:1–6**. Ask students the following questions: Why do you think God gave Judah a message about Jesus and what he would one day do? (**Possible answer: He wanted them to know he would someday send the Savior.**) How did people receive Jesus when he lived on the earth? (**Some people followed him; others hated him and plotted to have him killed.**) Why did Jesus die on the cross? (**to pay the penalty for our sin**) How do people react to Jesus today? (**Answers will vary.**) Do you believe this prophecy of Isaiah? (**Answers will probably be yes.**) Have you accepted or rejected Jesus as God's Son and your Savior? (**Answers will vary.**)

Explain that prophetic messages not only brought hope to the people they were given to, but also confirm the truthfulness of God's Word when they are fulfilled. Add that all the Old Testament prophecies about Jesus were fulfilled and testify that he is indeed God the Son, slain from the foundation of the world for our sin. Add that God also gave Isaiah promises about the future that have not yet been fulfilled.

- 2 Have students read **Isaiah 65:17–19** and **11:6–9**. Ask: How does Isaiah describe the new heavens and the new earth? (**Answers will vary but should include the idea of harmony.**) What do these verses tell you about our relationship with God, self, others, and the earth when God creates the new heavens and the new earth? (**Our relationships will be in harmony.**) If God spoke promises through Isaiah that he has already kept or fulfilled, how do we know that he will keep the promise of new heavens and a new earth in the future? (**Answers will vary but should emphasize that God has shown himself to be trustworthy.**)
- 3 **WORLDVIEW LINKS:** Draw students' attention to the House of Truth. Link today's lesson to Biblical Truths 1, 4, 5, 8, 12, 16, and 20. God spoke only truth through the prophet Isaiah. God's desire was to see his chosen people restored in fellowship with him, and ultimately the relationships of creation restored through his Son, Jesus. Although the atoning work of Christ is finished, God will not create the new heavens and new earth until Christ's return.
- 4 Have students complete **SW 31.4 New Heavens and a New Earth**.
- 5 Display **TR 31.4A Time Line, Part 7**. Have students tell the stories for illustrations

# Teacher Manual

38–41. Correlate God’s blessings with the kings’ obedience, and God’s punishment with their disobedience.

## Close

Designate one part of the room as the past and another as the future. Read the phrases below. If a phrase represents a promise that has been fulfilled, students should stand in the past part of the room. If it represents a promise still to come, they should stand in the future part of the room.

- 1 A man being despised and rejected by others (**past**)
- 2 A wolf grazing with a lamb (**future**)
- 3 People like sheep going their own way (**past**)
- 4 A man being pierced for our transgressions (**past**)
- 5 A lion eating straw (**future**)
- 6 A people and city bringing God joy (**future**)

## Prayer

Have students thank God for keeping his promise to King David by sending Jesus to live on Earth and die for our sins. Have them ask God to give them obedient hearts as they strive to serve and live for him. If students have not received Christ as their Lord and Savior, have them pray about their need to do so.

## ENRICHMENT

- Many of the lyrics in Handel’s *The Messiah* come from the prophecies of Isaiah. Play selected portions and have students look up the corresponding verses. Encourage students to make their own musical compositions using Bible verses as their lyrics.

Name \_\_\_\_\_ Date \_\_\_\_\_

### 31.4 New Heavens and a New Earth

Read Isaiah 53:5. Answer the questions.

1. What did Isaiah say happened to God’s Servant because of our sin? He was wounded and our punishment was given to him.
2. How was Jesus’ body wounded, or pierced, before he was buried? Answers will vary but may include that he was beaten and received wounds on his back, he was crowned with thorns and thus wounded on his head, he was crucified and so wounded on his hands and feet, and his side was pierced with a spear.
3. What did Isaiah say we can receive because Jesus was wounded? peace, or wellness, or wholeness; healing

Read Philippians 2:8–10. Answer the questions.

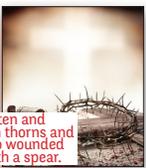
4. What did God the Father do for Jesus because Jesus died on the cross for us? exalted him and gave him a name above every other name
5. What should every tongue confess? that Jesus is Lord

Read 2 Peter 3:13. Answer the questions.

6. Who was a prophet who told of the promises of God that Peter mentions? Isaiah
7. What does Peter say the new heavens and new earth will be like? They will be full of all that is good and right.
8. Why is God able to create new heavens and a new earth? He is omnipotent.
9. Why will God create new heavens and a new earth? Answers will vary but should include the idea that God is faithful to his promises.

Read Revelation 21:1–4. Answer the questions.

10. Who will rule the new heaven and earth? God
11. What will we no longer experience there? death, mourning, crying, and pain
12. What does Isaiah 61:10 say we will feel because of God’s salvation? joy



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# Building on the Rock

## SERVANTHOOD



**STUDENT WORKBOOK**

Name \_\_\_\_\_ Date \_\_\_\_\_

## Servanthood 13.7.1

Reread Jesus' words in Mark 10:43–45. Answer the questions.

1. If you want to become a great person, what must you do? \_\_\_\_\_  
\_\_\_\_\_

2. If you want to be first, what must you do? \_\_\_\_\_  
\_\_\_\_\_

3. What were the two reasons that the Son of Man (Jesus) came to Earth? \_\_\_\_\_  
\_\_\_\_\_

4. God created people to have a purpose. Check the definition of **purpose**.

- |   |   |
|---|---|
| _____ the way an object is used           | _____ a relationship of harmony with others |
| _____ a reason or intention for our lives | _____ a useful tool or object               |

5. One purpose that God intends for people is to serve others. Underline the three true statements about servanthood. Cross out three false statements.

**People who hold low-paying jobs are not really servants.**

*Servanthood contributes to a relationship of harmony with others.*

*Servanthood calls for an attitude of love and care for the needs of others.*

*God values the service of a teacher more than he values the service of a janitor.*

*God created all people to love and serve one another.*

**Servanthood is always a paid position.**



6. One of Parker's chores is to mow the lawn. How can he demonstrate servanthood while completing his job? Write two or three sentences.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## 13.7.2 Never Alone

1. Choose the correct definition for the word **social**.

- |  |   |
|--|---|
| <input type="radio"/> a subject studied in elementary school       | <input type="radio"/> relating to independent thought |
| <input type="radio"/> living in groups in relationship with others | <input type="radio"/> an organized club or group      |

Make an **X** in the correct column.

	God	People	
2. existed before time began			
3. exists as three Persons			
4. forms relationships with others			
5. exists in perfect harmony with self			
6. experiences disharmony in relationships			

7. Read Galatians 5:13. Answer the questions.

- a. Do Christians have the freedom to choose to serve? \_\_\_\_\_
- b. How should we as Christians serve one another? \_\_\_\_\_

8. Unscramble and write the words to Biblical Truth 13.

**to created his God love and serve one image-bearers another**

\_\_\_\_\_

9. Read the story below. Underline the sentences that show how the characters serve each other.

Porvi and her family live in India. Although they are poor, they love each other very much. Porvi's mother washes the family's clothes. Porvi hangs them to dry. Porvi's father works to earn money to buy food. Her sister cooks and cleans the house. Even Porvi's little brother helps by sweeping the floor. The family eats a meal of rice and fried bananas. Porvi's mother pours tea for the children.



Name \_\_\_\_\_ Date \_\_\_\_\_

Companionship 13.7.3

Read Genesis 2. Decide if the statements below are true or false. Write T or F on the line. Then list the Scripture from Genesis 2 that proves your answer.

- 1. \_\_\_\_\_ God created Adam and Eve at the same time. \_\_\_\_\_
- 2. \_\_\_\_\_ Eve was created from the dust of the ground. \_\_\_\_\_
- 3. \_\_\_\_\_ God said it wasn't good for Adam to be alone. \_\_\_\_\_
- 4. \_\_\_\_\_ The animals were all suitable helpers for Adam. \_\_\_\_\_
- 5. \_\_\_\_\_ God caused Adam to fall into a deep sleep. \_\_\_\_\_
- 6. \_\_\_\_\_ God created a woman from Adam's hip bone. \_\_\_\_\_
- 7. \_\_\_\_\_ Adam called her "woman" because she came from man. \_\_\_\_\_

8. Read Ecclesiastes 4:9-10. Answer the questions.



- a. Which is better, to have a partner or to work alone?  
\_\_\_\_\_
- b. What will the pair receive for their work or toil?  
\_\_\_\_\_
- c. What will happen to a worker who falls while he is alone?  
\_\_\_\_\_

d. What are some tasks that you'd prefer to do alone? What would you prefer to do with help?

Alone

With Help

_____	_____
_____	_____
_____	_____

9. The apostle Paul often worked with a companion. Read the verses listed and write the name of Paul's partner in ministry.

- a. Acts 15:2 \_\_\_\_\_
- b. Acts 15:40 \_\_\_\_\_
- c. 2 Corinthians 1:1 \_\_\_\_\_
- d. 2 Corinthians 8:23 \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

## 13.7.4 Meeting Needs

1. Read the tasks listed. Sort them into tasks that require help or tasks you could do alone.

tying shoes    carrying a kitchen table    **lifting a piano**    emptying the trash  
 feeding a cat    getting a haircut    **moving a refrigerator**    **reading**

Requires Help

Can Be Done Alone

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---

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The cultural mandate is God's command to fill the earth and to rule over it. Write **yes** or **no** on the lines.

2. \_\_\_\_\_ Adam was able to have children by himself.
3. \_\_\_\_\_ Adam was able to care for the earth by himself.
4. \_\_\_\_\_ Both Adam and Eve needed to work together to fulfill God's command to fill the earth and to rule over it.
5. Jesus modeled friendliness and working together in harmony both with his Father and with his disciples. Read the passages below with your partner. Write the number of people who worked together to minister to others, not counting Jesus himself.
- a. Luke 10:17 \_\_\_\_\_      b. Matthew 10:5 \_\_\_\_\_      c. Matthew 26:37 \_\_\_\_\_  
 d. Matthew 27:61 \_\_\_\_\_      e. Mark 2:3 \_\_\_\_\_      f. Matthew 21:1-2 \_\_\_\_\_

6. Check the definition of friendliness.

- \_\_\_\_\_ working alone as God's image-bearer
- \_\_\_\_\_ expecting people to love and serve you
- \_\_\_\_\_ sweet words and gifts given so that people will like you
- \_\_\_\_\_ kind actions, words, and smiles that show others how special they are
- \_\_\_\_\_ obeying our parents and teachers



Name \_\_\_\_\_ Date \_\_\_\_\_

# Evil and Good, Good and Evil

31.1

In the sentences below, write the name of the king—**Amaziah, Uzziah, Jotham, or Ahaz**, who is describing himself. Read 2 Chronicles 26:1, 4, 9–23; 27:1–2, 6; 28:1–5, 22–25 for help with the answers.

- 1. I was Judah’s eighth king. \_\_\_\_\_
- 2. My father, Jotham, was a good king, but I was not. \_\_\_\_\_
- 3. I was the son of Amaziah and Judah’s ninth king. \_\_\_\_\_
- 4. I helped my father Uzziah rule Judah before he died of leprosy. \_\_\_\_\_
- 5. After I defeated Edom, I brought back its gods and worshipped them.  
\_\_\_\_\_
- 6. Because I made idols and worshipped the Baals, God allowed the Syrians to defeat Judah. \_\_\_\_\_
- 7. I made the army of Judah strong and became a famous king. \_\_\_\_\_
- 8. I became proud and decided to burn incense in the temple of the Lord.  
\_\_\_\_\_
- 9. My son Ahaz took away the furniture of the temple, closed its doors, and set up altars everywhere in Jerusalem. \_\_\_\_\_
- 10. God punished me with leprosy for trying to burn incense in his temple.  
\_\_\_\_\_
- 11. I was Judah’s eleventh king. \_\_\_\_\_
- 12. I became a powerful king because I walked faithfully with God. \_\_\_\_\_

13. When I was king, I was defeated by the northern kingdom of Israel and taken captive. \_\_\_\_\_

14. My father followed God, but I sacrificed to the gods of Syria.  
\_\_\_\_\_

15. Which king was the best role model? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

16. What are two things you can do to imitate that king?  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

31.2 King Hezekiah

- 1. Fill in the circle of the correct definition for **consecrate**.
  - to dedicate something or someone to a sacred purpose
  - to put a crate into storage to conserve its contents
  - to make someone or something a secret



The sentences below are false. Rewrite each sentence to make it true.

- 2. Hezekiah followed God in just the same way his father, King Ahaz, had done.  
\_\_\_\_\_
- 3. In the first year of Hezekiah’s reign, he closed the temple of God and let it run down.  
\_\_\_\_\_
- 4. After the temple was opened, the priests immediately began to offer worship to the Lord.  
\_\_\_\_\_
- 5. All the people of Israel welcomed Hezekiah’s messengers, who invited them to the  
Passover. \_\_\_\_\_
- 6. The king of Assyria invaded Judah and planned to make war on Bethlehem.  
\_\_\_\_\_
- 7. Hezekiah told the people they should be afraid of the king of Assyria.  
\_\_\_\_\_
- 8. The king of Assyria said only good things about God and King Hezekiah.  
\_\_\_\_\_
- 9. God helped Hezekiah’s army kill all the soldiers, leaders, and officers of the Assyrian  
army. \_\_\_\_\_

Read 2 Chronicles 32:8. Answer the questions.

- 10. What weapon could the king of Assyria use against Judah?  
\_\_\_\_\_  
\_\_\_\_\_
- 11. Why should you not be afraid when you have problems?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

## Isaiah

## 31.3

Read 2 Kings 20. Read each sentence below. Mark whether the sentence is true or false in the first column. Write the number of the verse that helped you decide in the second column.

	True or False	Verse Number
<b>1.</b> Hezekiah became so ill that he was going to die.		
<b>2.</b> Hezekiah reminded God that he had always walked faithfully and done what was right.		
<b>3.</b> God heard Hezekiah's prayer, but refused to heal him.		
<b>4.</b> God added 15 years to Hezekiah's life.		
<b>5.</b> The king of Babylon sent letters and a gift to Hezekiah.		
<b>6.</b> King Hezekiah only showed his visitors from Babylon the spices in his warehouse.		
<b>7.</b> Isaiah warned King Hezekiah that one day all his treasure would be carried off to Babylon		
<b>8.</b> Isaiah assured Hezekiah that none of his descendants or sons would ever be taken to Babylon as captives.		

**9.** Circle the items that Isaiah saw in the vision recorded in Isaiah 6.

God's throne    **a bathrobe**    *angels*    a piece of coal    **the temple**    **halos**    smoke  
 a shovel    **harps**    **a palace**    *a locomotive*    **tongs**    pearls    doves



**10.** Isaiah 1:17 says we should learn to do good, be fair, and help the poor, widows, and orphans. Write a way that you have obeyed God's commands in this verse.

---



---



---

**11.** Read Isaiah 45:1, 13. Explain who Cyrus is, what he will do for Judah, and why.

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**12.** Read Isaiah 43:5-7. From where will God gather his children?

---



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Name \_\_\_\_\_ Date \_\_\_\_\_

31.4

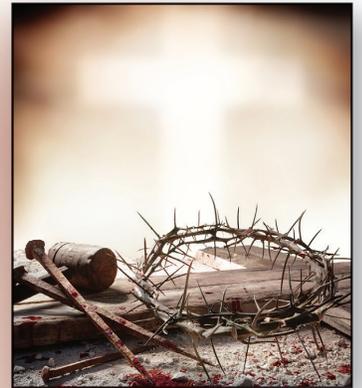
New Heavens and a New Earth

Read Isaiah 53:5. Answer the questions.

1. What did Isaiah say happened to God’s Servant because of our sin? \_\_\_\_\_  
\_\_\_\_\_

2. How was Jesus’ body wounded, or pierced, before he was buried?  
\_\_\_\_\_  
\_\_\_\_\_

3. What did Isaiah say we can receive because Jesus was wounded?  
\_\_\_\_\_



Read Philippians 2:8–10. Answer the questions.

4. What did God the Father do for Jesus because Jesus died on the cross for us? \_\_\_\_\_  
\_\_\_\_\_

5. What should every tongue confess? \_\_\_\_\_

Read 2 Peter 3:13. Answer the questions.

6. Who was a prophet who told of the promises of God that Peter mentions? \_\_\_\_\_

7. What does Peter say the new heavens and new earth will be like? \_\_\_\_\_  
\_\_\_\_\_

8. Why is God able to create new heavens and a new earth? \_\_\_\_\_

9. Why will God create new heavens and a new earth? \_\_\_\_\_  
\_\_\_\_\_

Read Revelation 21:1–4. Answer the questions.

10. Who will rule the new heaven and earth? \_\_\_\_\_

11. What will we no longer experience there? \_\_\_\_\_

12. What does Isaiah 61:10 say we will feel because of God’s salvation? \_\_\_\_\_



# Black Line Masters

Name \_\_\_\_\_

## Test 7

1. Memory Verse: Write the words and reference.

\_\_\_\_\_

\_\_\_\_\_

Underline the words that will make each statement true.

2. God (commanded, created) his image-bearers to have a (plan, purpose).
3. (Servanthood, brotherhood) is a relationship of (obedience, harmony) with others as I (choose, serve) them in love.
4. God created his image-bearers as (lonely, social) beings to live in groups in (relationship, disharmony) with others.
5. God the (Father, Leader), God the Son, and God the Holy Spirit have always existed in perfect (harmony, creation) with each other.

Answer the questions.

6. How did God meet Adam's need to have another person with whom to share his life and work? \_\_\_\_\_
- \_\_\_\_\_

7. What command did God give Adam and Eve, which is known as the cultural mandate? \_\_\_\_\_
- \_\_\_\_\_

8. If you want to be first among others and lead them, what must you become? \_\_\_\_\_

9. Underline the statements that are true.

God created people to live and work with one another.

God's image-bearers can truly serve each other with a negative or jealous attitude.

Jesus demonstrated love and servanthood when he laid down his life for us.

Servanthood needs to be selfless.

You can serve others as long as they prove that they deserve your help.

God uses people to help meet our needs for food, clothing, and shelter.

## Test 7 Answers

1. Memory Verse: Write the words and reference.

Mark 10:43–45 will vary according to version used.

Underline the words that will make each statement true.

2. God (commanded, created) his image-bearers to have a (plan, purpose).
3. (Servanthood, brotherhood) is a relationship of (obedience, harmony) with others as I (choose, serve) them in love.
4. God created his image-bearers as (lonely, social) beings to live in groups in (relationship, disharmony) with others.
5. God the (Father, Leader), God the Son, and God the Holy Spirit have always existed in perfect (harmony, creation) with each other.

Answer the questions.

6. How did God meet Adam's need to have another person with whom to share his life and work? God created Eve from one of Adam's ribs.
7. What command did God give Adam and Eve, which is known as the cultural mandate? Fill and subdue, or rule over, the earth.
8. If you want to be first among others and lead them, what did Jesus say you must become? a servant or slave
9. Underline the statements that are true.
- God created people to live and work with one another.
- God's image-bearers can truly serve each other with a negative or jealous attitude.
- Jesus demonstrated love and servanthood when he laid down his life for us.
- Servanthood needs to be selfless.
- You can serve others as long as they prove that they deserve your help.
- God uses people to help meet our needs for food, clothing, and shelter.

*Samples reduced; not actual size*

# Black Line Masters

## Uzziah and Jotham

31.1A

### The Southern Kingdom of Judah

9<sup>th</sup> King: Uzziah  
52 years—good

The Southern Kingdom of Judah

10<sup>th</sup> King: Jotham  
16 years—good

## Ahaz and Hezekiah

31.1B

### The Southern Kingdom of Judah

11<sup>th</sup> King: Ahaz  
16 years—evil

### The Southern Kingdom of Judah

12<sup>th</sup> King: Hezekiah  
29 years—good

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## Reign

31.1C

Two of them were both good

...ied. One of the first things he did was to lead the people of Judah to fight against the Philistines. Because of the king's evil actions, the king did something that was against his own gods. He bowed down

... false gods of Edom for help. He wanted the king to kill him. Then the prophet

... oash tried to talk Amaziah out of going to war. Because God was with the king, the temple and palace treasures were not destroyed.

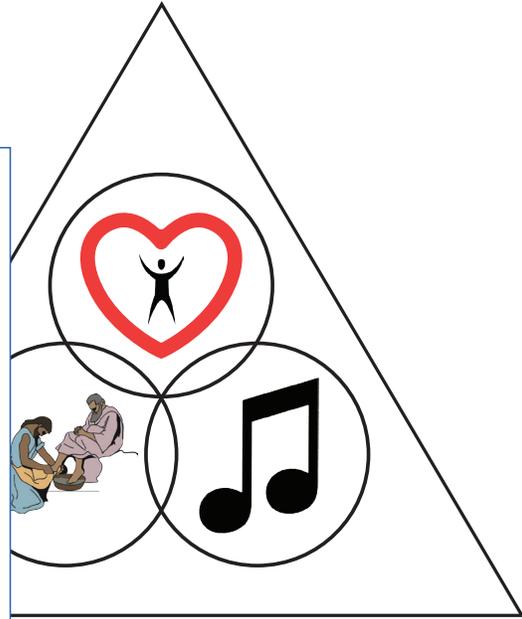
... h and Judah for following the

... just as his father King Joash was. He became Judah's next king.

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# Transparencies

## Unit 13 Symbol TR 13.7.1B



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## Servanthood TR13.7.1A



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*Samples reduced; not actual size*

## Truth 13 Couplet TR 13.7.2A

He created me  
To humbly serve you.

He created you,  
To serve me too.

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**Time Line, Part 7** TR 31.4A

**GOD’S BRAVE MESSENGERS**

The Prophets’ Messages to the Divided Hebrew Nation



The Prophet  
Joel Warns the  
Kingdom of  
Judah

Joel

King Uzziah  
Burns Incense  
in the Temple

2 Chronicles 26

King Ahaz Sets  
Up Idols and  
Closes God’s  
Temple

2 Chronicles 28

King Hezekiah  
Purifies and  
Reopens God’s  
Temple

2 Chronicles 29

God Chooses  
the Prophet  
Isaiah

Isaiah 6

King Manasseh  
and King Amon  
Lead Judah  
Away From God

2 Chronicles 33

37

38

39

40

41

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