



Building on the Rock

STEWARDSHIP



SAMPLER





Building on the Rock

STEWARDSHIP



TEACHER MANUAL

Samples reduced; not actual size

Teacher Manual

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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.¹ 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.*ⁱⁱ God has revealed himself both in nature and through the Bible, the only inerrant, inspired, authoritative word of God.ⁱⁱⁱ This has implications for the institutions of church, family, commerce and government.^{iv}

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.^{vi}

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.*^{vii} 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.^{viii}

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).*^{ix} 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.^x 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.^{xi}

Stewardship. *Human beings were given charge over God's creation, and we take seriously our calling to care for it.*^{xii} We are called to bear God's image through creativity and industriousness.^{xiii} 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.^{xiv}

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.^{xv}

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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.

	Grade K Truth	Grade 1 Wisdom	Grade 2 Fellowship	Grade 3 Image-Bearing	Grade 4 Servanthood	Grade 5 Stewardship
Main Focus	Biblical Truths 1–20	Biblical Truths 1–4	Biblical Truths 5–8	Biblical Truths 9–12	Biblical Truths 13–16	Biblical Truths 17–20
Preview		Biblical Truths 5–20	Biblical Truths 9–20	Biblical Truths 13–20	Biblical Truths 17–20	
Review			Biblical Truths 1–4	Biblical Truths 1–8	Biblical Truths 1–12	Biblical Truths 1–16
Main Character Traits	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
Bible Survey Topics	Bible Overview Creation and Fall, Noah, Abraham, Joseph, Moses, Joshua, Ruth, David, Elijah, Jesus’ life, death, and resurrection	Genesis Creation Noah Abraham Isaac Jacob Joseph	Exodus Egyptian captivity Moses and the exodus, Wilderness wandering, Joshua Judges	1 and 2 Samuel, 1 and 2 Kings Samuel King Saul King David King Solomon	Major and Minor Prophets to the Northern and Southern Kingdoms Elijah Elisha Isaiah Jeremiah	Gospels: Matthew, Mark, Luke, John Jesus’ early life and ministry, Jesus calls disciples, Jesus’ teaching, Jesus’ death and resurrection

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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 15 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 17.9.1 tells you that this is Unit 17, lesson 9, and day 1.

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.

1

17.9.1 Introduction to Stewardship: A Unique Classroom

2 MEMORY VERSE

Genesis 1:28

3 VOCABULARY

Serengeti

7 Introduce **M P**

Inform students they are going to be reading a story that takes place in the African Serengeti. Explain that the **Serengeti** is a large plain located in north-central Tanzania. It is well-known for its large variety of wildlife. Point out the Serengeti on a world map or globe.

Prepare students for the story by going over the following African terms:

Rafiki (the father)—friendly
Baba—the word for father in several African languages
Tamu (the mother)—sweet one
Jaja (the son)—God’s gift
Amina (the daughter)—truthful or honest one
cassava—staple root food high in carbohydrates that can be cut and boiled, fried, or ground into flour; tapioca is derived from cassava
chapati—traditional flatbread similar to flour tortillas
ugali—cornmeal porridge similar to cream of wheat
wildebeest—a type of antelope, also called a gnu

4 SUPPLEMENTALS

SW 17.9.1
BLM 17.9.1A
TR 17.9.1A

5 MATERIALS **M**

- World map or globe (Introduce)

6 PREPARATION **P**

- Write the African names and words listed along with their meanings on the board. (Introduce)
- Make one copy of **BLM 17.9.1A Serengeti Classroom** for each pair of students. Make one copy for yourself. (Develop 1–3)

8 Develop **P**

- Distribute **BLM 17.9.1A Serengeti Classroom** to student pairs. Have various student volunteers take turns reading Section A. Ask the following questions: Why were Amina and Jaja excited to get out of their beds? (**They were going to help their father plow and plant the cotton fields.**) Why were Amina and Jaja looking forward to the planting season? (**They loved the smell of the earth as the oxen plowed through it.**) What else did Amina enjoy about the planting season? (**Her father always told wonderful stories.**) Why do they always plow in December? (**because the December rains prepare the soil and make it easy to plow**) Which months provide moisture for the cotton to grow? (**March through May**) Why won't they ever plant cotton in July and harvest in December? (**because the seasons don't work out that way, and the seasons always come and go at the same time every year**) What did Baba promise Amina and Jaja? (**to take them to see the wildebeests**)

Display **TR 17.9.1A Serengeti** and indicate each picture—the Serengeti plains, the Maasai people who live in the Serengeti, and the wildebeests.

- Have students take turns reading Section B on BLM 17.9.1A. Ask the following questions: How does Mrs. Akello answer Jaja's question about cotton seeds changing their minds and growing into something different? (**She explained that when God created plants, he created them so that the seeds of one kind of plant could grow only into the same kind of plant. A cotton seed can never grow into a different kind of plant.**) How does Mr. Akello explain the truth that seeds always produce the same kind of plant from which they came? (**He said that God created laws that every part of the natural world must obey and his laws don't change.**) What did Amina and Jaja learn about seasons and day and night? (**There will always be seasons and day and night.**) What do Amina and Jaja learn about miracles? (**Instead of changing the laws of nature, God sometimes interrupts them and causes very unusual things to happen, called miracles.**) What very surprising Christmas question does Jaja ask? (**Wouldn't it be a miracle that God the Son would be born as a little baby on the same Earth he created if he had always lived?**) How would you answer that question? (**Answers will vary.**)

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- 3** Have students take turns reading Section C on BLM 17.9.1A. Ask: Why is “Serengeti Classroom” a good title for this story? **(because the children learn a lot about where they live)** What amazing truths do Amina and Jaja learn about God’s creation on their excursion to see the wildebeests? **(Animals, like plants, can only reproduce their own kind; God gave animals instincts and abilities.)** What amazing truths do Amina and Jaja learn about God in their Serengeti classroom? **(God cares for and keeps his creation going year after year.)** What truths about God and his creation have you learned from observing the part of the world where you live? **(Answers will vary.)**

4 Read **Genesis 1:28** and introduce it as the memory verse.

5 Have students complete **SW 17.9.1 Serengeti Classroom**.

9 Close

Read each statement. Choose a volunteer to evaluate whether it is true or false. Poll the class to see if they agree. If students agree with the statement, have them pretend to plant seeds. If they disagree, they should pretend to smell the earth in their hands.

- 1** The Serengeti is a desert in Africa. **(False; it is a plain in Africa.)**
- 2** The Akellos plowed and planted every December because the December rains prepared the soil. **(True.)**
- 3** Amina and Jaja learned that the seasons will always come at the same time every year. **(True.)**
- 4** God created laws that the natural world must obey, but sometimes God changes those laws. **(False; God never changes the laws.)**
- 5** Sometimes God interrupts a natural law and performs a miracle. **(True.)**
- 6** A cotton seed can sometimes sprout a bean plant. **(False; a cotton seed will always sprout a cotton plant.)**

Name _____ Date _____

Serengeti Classroom 17.9.1

1. Write the words to Genesis 1:28. **Answers will vary according to Bible version used.**

10 **2.** Think about the Serengeti plain in Africa. Cross out the pictures that do not represent the Serengeti. Explain why you crossed out those pictures.



The Serengeti is a plain, not a rain forest. The Serengeti is not a desert.

3. If 8,000 wildebeest calves are born every day in the three-week calving season every February, how many calves are born every year? Show all your work. Write your final answer on the blank.

There are seven days in a week, times three weeks = 21 days of calving. 8,000 x 21 = 168,000

168,000 wildebeest calves are born every year.

4. What is God’s law regarding plants and animals? **God created plants and animals to reproduce only their own kind.**

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11 ENRICHMENT

- Challenge students to choose an animal that lives on the Serengeti to research and write a report about. Have them make a poster with facts and pictures about their particular animal.

11

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

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 17: God Holds His Creation Together by His Power

17

Unit Overview

Building on the Rock has developed four essential and recurring themes of Christian doctrine. These themes include the nature and existence of God, the creation, its fall, and its redemption through the atoning work of Jesus Christ. Each of these themes has been presented within a framework of creational relationships. Thus far, we have studied three of these relationships: the relationship we have with God (Fellowship, Grade 2), the relationship we have with our self (Image-Bearing, Grade 3) and the relationship we have with others (Servanthood, Grade 4). Each relationship has been examined in light of God's creational intent or design, the effects of the fall on the relationship, and the good news of redemption and restoration through Christ. Stewardship, Grade 5, examines the fourth relationship of creation—the relationship we have with the earth.

The biblical worldview affirms that God, through Jesus Christ, created and now sustains the world (Colossians 1:16). In sustaining what he made, God declares creation's goodness, his love for it, and his commitment to the fulfillment of its purposes. Even after the fall, creation remains under the care of its Creator. This divine care finds its most beautiful expression in the sacrifice of Christ, who died for the renewal of all things, including the earth (Acts 3:21, Revelation 21:5). At his return, the earth will be made new and set free from its bondage to decay (Romans 8:21).

The biblical worldview also affirms that God created people in harmony with the earth. God gave people the responsibility to rule, develop, and care for the earth for their enjoyment and his glory. Sadly, the fall marred our relationship with the earth, resulting in God's curse upon it (Genesis 3:17–19, Romans 8:19–22) and our limited ability to successfully carry out the cultural mandate (Hosea 4:3). Yet the same gospel that restores our harmony with God, with our self, and with others will also restore the harmony of the earth and our relationship with it (Ephesians 1:9–10, 2 Peter 3:13).

As people redeemed in Christ, we are still called to be God's vice-regents on Earth. We are to be his vessels of sustaining and healing grace to all dimensions of the created order. While we wait for the final restoration of all things at the return of Christ, we are to care for the earth, manifest dominion over it, develop culture, and work to see the kingdom of God established in every relationship of creation.

The lessons in Unit 17 examine evidence of God's providence, looking at ways God sustains his creation, not only directly by his sovereign power, but also through us. Remind students that God's preservation and redemption of creation demonstrate the goodness of all creation and the full scope of the atonement. Encourage students to look for the order in nature as evidence of God's sustaining care, and to demonstrate an orderliness in their own lives that will facilitate their stewardship of the earth.

BIBLICAL TRUTH

Hebrews 1:3b

The biblical worldview affirms that God created all that exists and that he sustains his creation by his power for his eternal purposes.

KEY THEMES

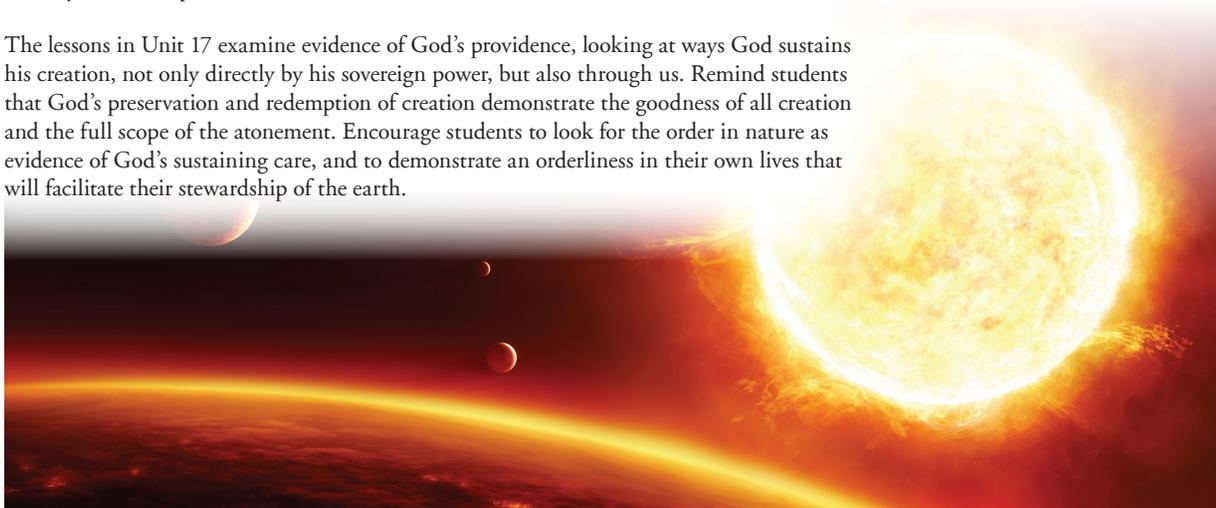
- There is evidence of God's sustaining power in creation.
- God has the ability to create and a purpose for sustaining creation.
- God's creation exhibits orderliness.

CHARACTER TRAIT

Orderliness

1 Corinthians 14:40

The ability to plan my work and do it neatly



17.0.0

Unit 17 Preparation

God Holds His Creation Together by His Power

MEMORY VERSES

Genesis 1:28
Hebrews 11:3
Leviticus 26:3–4

PLANNING AHEAD

For **Lesson 17.9.1**, you will need to make student copies of a six-page story found on **BLM 17.9.1 Serengeti Classroom**.

For **Lesson 17.9.4**, you will need a library book marked on the spine with a call number.

For **Lesson 17.10.4**, you will need a lamp, a 100-watt bulb, extension cord, and a globe.

CHARACTER DISCUSSION

- Share about a time when orderliness helped a particular activity go well.
- Think about a time when disorder created a problem for you or someone you know.
- Discuss routines in the classroom that need to be done in an orderly way. What happens when they are not followed in the right order?

Key Concepts

God's Control of Creation

The deistic worldview describes God as the absent landlord of his creation. In contrast, the biblical worldview affirms that the God who created the cosmos continues his relationship and his control over it. The Creator—who is faithful, orderly, and purposeful—remains in charge of his creation (Nehemiah 9:6, Psalm 104:5), and the creation remains subject to the Creator on whom it depends for its existence (Acts 17:28, Colossians 1:15–17, Hebrews 1:3).

The Orderliness of Creation

The things God created do not exist in chaos, but rather in order. Through his Word and through the natural laws that operate predictably in response to his Word, God faithfully sustains every dimension of his creation. He endows it with meaning, renders it intelligible, and assures us of his commitment to faithfully sustain it (Psalm 119:89–91). God's design and promise make it possible for us to carry out the cultural mandate, although we do so imperfectly. His faithfulness helps us plan on his natural laws that ensure the continuation of seedtime and harvest, day and night, and summer and winter (Genesis 8:22).

God not only set in place the natural laws that govern nature, he also ordained norms to govern our social existence. These norms for society are deposited in the hearts of people in all cultures (Romans 2:12–29). When we practice them faithfully, they allow us to play a role in fulfilling God's purposes for creation. Although we follow them imperfectly, these norms have allowed us to function within parameters of civility and to build cultures complete with families, governments, education, art, and industry. The key difference between natural laws and norms is that nature has no choice but to respond to natural law, whereas we must willingly exercise our responsibility if we are to comply with social norms.

How God Sustains and Provides for His Creation

God sustains and provides for the creation through the power of his Word (Hebrews 1:2–3) and through Christ, who is intimately involved in the preservation of the creation (Colossians 1:16–17). It is impossible to separate God's creative acts from those he uses to preserve and govern. Bible writers use several words to describe the acts of God that sustain his creation: his power, breath, word, rule, hand, plan, will, call, decree, ordinances, and statutes.

Why God Sustains His Creation

God sustains the creation because it is good and because it is part of his eternal and immutable plan (Genesis 1:31, 2 Peter 3:13). Even before creating the world, God prepared for its redemption from sin through the sacrificial Lamb (2 Timothy 1:9, Titus 1:2, Revelation 13:8). John 3:16 applies not only to the redemption of people, but also to the redemption and restoration of the heavens and the earth.

God sustains his creation because he is faithful to his Word. His covenants with all dimensions of creation find their fulfillment in the redemptive work of Christ, whereby all things are reconciled to himself (Colossians 1:20). The words he speaks are trustworthy (Revelation 22:6) and give believers the assurance that not only will they enjoy eternal glory (2 Corinthians 4:17), but also that the creation will be set free from its bondage to decay (Romans 8:21).

Teacher Manual

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.

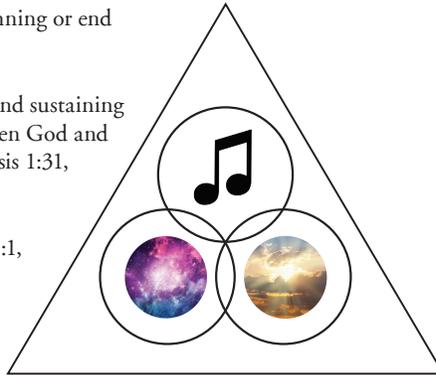
Triangle: The one triune God—Father, Son, and Holy Spirit (2 Corinthians 13:14)

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

Musical Notes with Bridge: The harmonious and sustaining relationship between God and his creation (Genesis 1:31, Psalm 119:89–91)

Nebula: The cosmos, created by God (Genesis 1:1, Nehemiah 9:6)

Rays: The powerful Word of God that sustains his creation (Hebrews 1:3)



NOTES

SUPPLEMENTAL MATERIALS

Blackline Masters

BLM 17.9.1A Serengeti Classroom
BLM 17.9.2A Harmony with God's Earth
BLM Test 9
BLM 17.10.4A Seasons Demonstration
BLM Test 10
BLM 17.11.4A Hearts and Wills
BLM Test 11

Student Workbook

SW 17.9.1 Serengeti Classroom
SW 17.9.2 Stewardship
SW 17.9.3 Earth's Curse
SW 17.9.4 Orderliness
SW 17.10.1 God's Powerful Word
SW 17.10.2 Sun, Moon, Earth
SW 17.10.3 Seasons and Weather
SW 17.10.4 Land and Seas
SW 17.11.1 Plants and Rain
SW 17.11.2 Animals
SW 17.11.3 God Sustains Me
SW 17.11.4 The Hearts of People

Transparencies

TR 17.9.1A Serengeti
TR 17.9.2A Creation in Harmony
TR 17.9.2B Stewardship
TR 17.9.3A Creation in Disharmony
TR 17.9.4A Orderliness
TR 17.10.1A Earth and Moon
TR 17.10.1B Truth 17 Couplet
TR 17.10.1C Unit 17 Symbol
TR 17.10.2A Living and Nonliving
TR 17.11.1A Plants
TR 17.11.1B Seeds
TR 17.11.2A Animals

17.9.1

Introduction to Stewardship: A Unique Classroom

MEMORY VERSE

Genesis 1:28

VOCABULARY

Serengeti

OBJECTIVES

Students will be able to
 • explain that God sustains his creation.

SUPPLEMENTALS

SW 17.9.1
 BLM 17.9.1A
 TR 17.9.1A

MATERIALS M

• World map or globe (*Introduce*)

PREPARATION P

• Write the African names and words listed along with their meanings on the board. (*Introduce*)
 • Make one copy of **BLM 17.9.1A Serengeti Classroom** for each pair of students. Make one copy for yourself. (*Develop 1–3*)

Introduce M P

Inform students they are going to be reading a story that takes place in the African Serengeti. Explain that the **Serengeti** is a large plain located in north-central Tanzania. It is well-known for its large variety of wildlife. Point out the Serengeti on a world map or globe.

Prepare students for the story by going over the following African terms:

Rafiki (the father)—friendly
Baba—the word for father in several African languages
Tamu (the mother)—sweet one
Jaja (the son)—God’s gift
Amina (the daughter)—truthful or honest one
cassava—staple root food high in carbohydrates that can be cut and boiled, fried, or ground into flour; tapioca is derived from cassava
chapati—traditional flatbread similar to flour tortillas
ugali—cornmeal porridge similar to cream of wheat
wildebeest—a type of antelope, also called a gnu

Develop P

- 1 Distribute **BLM 17.9.1A Serengeti Classroom** to student pairs. Have various student volunteers take turns reading Section A. Ask the following questions: Why were Amina and Jaja excited to get out of their beds? (**They were going to help their father plow and plant the cotton fields.**) Why were Amina and Jaja looking forward to the planting season? (**They loved the smell of the earth as the oxen plowed through it.**) What else did Amina enjoy about the planting season? (**Her father always told wonderful stories.**) Why do they always plow in December? (**because the December rains prepare the soil and make it easy to plow**) Which months provide moisture for the cotton to grow? (**March through May**) Why won't they ever plant cotton in July and harvest in December? (**because the seasons don't work out that way, and the seasons always come and go at the same time every year**) What did Baba promise Amina and Jaja? (**to take them to see the wildebeests**)

Display **TR 17.9.1A Serengeti** and indicate each picture—the Serengeti plains, the Maasai people who live in the Serengeti, and the wildebeests.

- 2 Have students take turns reading Section B on BLM 17.9.1A. Ask the following questions: How does Mrs. Akello answer Jaja's question about cotton seeds changing their minds and growing into something different? (**She explained that when God created plants, he created them so that the seeds of one kind of plant could grow only into the same kind of plant. A cotton seed can never grow into a different kind of plant.**) How does Mr. Akello explain the truth that seeds always produce the same kind of plant from which they came? (**He said that God created laws that every part of the natural world must obey and his laws don't change.**) What did Amina and Jaja learn about seasons and day and night? (**There will always be seasons and day and night.**) What do Amina and Jaja learn about miracles? (**Instead of changing the laws of nature, God sometimes interrupts them and causes very unusual things to happen, called miracles.**) What very surprising Christmas question does Jaja ask? (**Wouldn't it be a miracle that God the Son would be born as a little baby on the same Earth he created if he had always lived?**) How would you answer that question? (**Answers will vary.**)

Teacher Manual

- 3 Have students take turns reading Section C on BLM 17.9.1A. Ask: Why is “Serengeti Classroom” a good title for this story? (**because the children learn a lot about where they live**) What amazing truths do Amina and Jaja learn about God’s creation on their excursion to see the wildebeests? (**Animals, like plants, can only reproduce their own kind; God gave animals instincts and abilities.**) What amazing truths do Amina and Jaja learn about God in their Serengeti classroom? (**God cares for and keeps his creation going year after year.**) What truths about God and his creation have you learned from observing the part of the world where you live? (**Answers will vary.**)
- 4 Read **Genesis 1:28** and introduce it as the memory verse.
- 5 Have students complete **SW 17.9.1 Serengeti Classroom**.

Close

Read each statement. Choose a volunteer to evaluate whether it is true or false. Poll the class to see if they agree. If students agree with the statement, have them pretend to plant seeds. If they disagree, they should pretend to smell the earth in their hands.

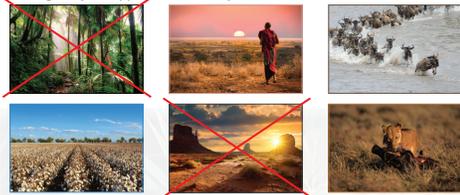
- 1 The Serengeti is a desert in Africa. (**False; it is a plain in Africa.**)
- 2 The Akellos plowed and planted every December because the December rains prepared the soil. (**True.**)
- 3 Amina and Jaja learned that the seasons will always come at the same time every year. (**True.**)
- 4 God created laws that the natural world must obey, but sometimes God changes those laws. (**False; God never changes the laws.**)
- 5 Sometimes God interrupts a natural law and performs a miracle. (**True.**)
- 6 A cotton seed can sometimes sprout a bean plant. (**False; a cotton seed will always sprout a cotton plant.**)

ENRICHMENT

- Challenge students to choose an animal that lives on the Serengeti to research and write a report about. Have them make a poster with facts and pictures about their particular animal.

Name _____ Date _____

Serengeti Classroom 17.9.1

1. Write the words to Genesis 1:28. **Answers will vary according to Bible version used.**
2. Think about the Serengeti plain in Africa. Cross out the pictures that do not represent the Serengeti. Explain why you crossed out those pictures.

The Serengeti is a plain, not a rain forest. The Serengeti is not a desert.
3. If 8,000 wildebeest calves are born every day in the three-week calving season every February, how many calves are born every year? Show all your work. Write your final answer on the blank.
There are seven days in a week, times three weeks = 21 days of calving. $8,000 \times 21 = 168,000$
168,000 wildebeest calves are born every year.
4. What is God’s law regarding plants and animals? **God created plants and animals to reproduce only their own kind.**



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17.9.2

Introduction to Stewardship: *Four Relationships*

OBJECTIVES

Students will be able to

- state the four relationships God created people to have.

SUPPLEMENTALS

SW 17.9.2
BLM 17.9.2A
TRs 17.9.2A–B

MATERIALS M

- Worldview Model—House of Truth and The Wall of Stewardship model piece (*Develop 1–4*)

PREPARATION P

- Print a copy of **BLM 17.9.2A Harmony with God's Earth** for every two students. (*Introduce*)

Introduce P

Distribute **BLM 17.9.2A Harmony with God's Earth** to students. Read the first two paragraphs. Have students read **Genesis 1:28** and remind them it is the memory verse. Continue reading the rest of BLM 17.9.2A.

Display **TR 17.9.2A Creation in Harmony**. Ask: What are the four relationships of harmony that God created? (**harmony with God, with self, with others, and with the earth**) What do you see in this illustration that reminds you of these four relationships? (**Answers will vary.**)

Develop M

- Draw students' attention to the House of Truth. Ask the following questions: How many walls have we built in the House of Truth? (**three**) What relationship of creation will the first wall help us remember? (**our relationship with God**) What relationship of creation will the second wall help us remember? (**our relationship with ourselves**) What relationship of creation will the third wall help us remember? (**our relationship with others**) What relationship of creation do you think the fourth wall will help us remember? (**our relationship with the earth**) How many pillars of truth are in each wall? (**four**) Why do we need to build all four walls of relationship in our House of Truth and in our lives? (**Good plans and good materials are necessary to build a strong house on a solid foundation. The same goes for building a strong life with Biblical Truths about the four relationships God created.**) Explain that God created us to be in these four relationships. Understanding the truths about these relationships is important if we are to be wise builders who are building strong lives for God.
- Display the side of the House of Truth that will accommodate *The Wall of Stewardship*. Explain that the fourth relationship of creation is the relationship God created us to have with the earth. Like all relationships of creation, God created it in harmony, but it was adversely affected by the fall and redeemed through the atoning work of Christ. Unlike our relationships with God, self, and others that are being transformed and renewed in this life, our relationship with the earth remains subjected to the physical death and decay of both the earth and our bodies. Not until the return of Christ will our bodies and the earth be liberated and made new. In the meantime, we still are called to steward God's Earth and to care for our physical body as the temple of his Holy Spirit.
- Write the word *stewardship* on the board. Cover the suffix *-ship* and ask students what root word is left. (**steward**) Explain that a *steward* is a *person who rules over or is in charge of property that belongs to someone else*. Inform students that the word *steward* can also be a verb, meaning *to rule over or take charge of something that belongs to someone else*. Display **TR 17.9.2B Stewardship**. Ask: What kinds of things do you see people in these pictures doing to steward (used as a verb) God's Earth? (**Water can be used for hydroelectric power; litter is being picked up; the fields are being plowed to grow food; wind and solar power are being collected.**) What kinds of things does a steward (used as a noun) of God's Earth do, particularly in these pictures? (**Build dams to harness water power; clean up the land; utilize the land for growing food; and collect wind and solar power to convert to electrical energy.**)

Remind students that *stewardship* is a *relationship of harmony with God's Earth as I appreciate it and care for it*. Point out the House of Truth and the side that does not have a wall yet. Ask: If a steward is someone who rules over or takes charge of property that

belongs to someone else, why do you think stewardship is a good name for the fourth wall of the House of Truth? (**Answers will vary but should include that the fourth relationship God created is between people and the earth, so we must take good care of the earth.**) Read **Psalm 8:6**, the verse for stewardship. Ask: Over what does God make his image-bearers rulers and stewards? (**the works of God's hands**) Who owns everything God gives us to rule over and care for? (**God**) Why is stewardship an appropriate term to use? (**because we are taking care of something that someone else owns**) Emphasize that God calls us, his image-bearers, to fill, rule over, and care for the earth. He put all things under our care as vice-regents of his earthly creation.

4 Invite a student to read and place *The Wall of Stewardship: A relationship of harmony with creation as I appreciate and care for it* model piece directly above the *Biblical Truth 4: God is the Creator* model piece. Teach that stewardship defines the fourth relationship of creation, our relationship with the earth. The stewardship relationship is represented by the green wall in the House of Truth. Remind students that the first two pillars in each wall represent truths related to God's creational intent for the relationship. The third pillar represents truths related to the effects of the fall on the relationship. The fourth pillar represents truths related to the restoration of the relationship through Christ. Inform students that in the lessons of Units 17–20 they will be learning about the Biblical Truths that are associated with stewardship.

5 Have students complete **SW 17.9.2 Stewardship**.

ENRICHMENT

- Have students design their own project to help steward the earth. Examples of projects include creating compost piles, recycling, planting trees or other plants, brainstorming water conservation ideas for the home, and collecting old electronics equipment to donate to schools or computer recycling sites.

Close

Explain that you are going to read descriptions about the four relationships of creation. Students are to determine which relationship—1, 2, 3, or 4—the description represents. Have them hold up the number of fingers to indicate which relationship they believe the statement describes.

- 1 Sam's younger brother is struggling with his homework, so Sam is helping him. (3)
- 2 Kendra gets up early every morning to read her Bible and pray. (1)
- 3 Lenae is washing the graffiti off the walls of an overpass on the highway. (4)
- 4 Jeremiah reminds himself that he is God's image-bearer and doesn't say negative things about himself. (2)

Name _____ Date _____

17.9.2 Stewardship

1. Describe how the people in each picture steward God's Earth.



The people are multiplying and filling the earth.



The boy is caring for the tree.



The children are keeping the earth clean.



The firefighter is taking care of the forest by putting out the fire.

2. Use the key to decode the message.

a	c	d	e	f	g	h	i	l	m	n	o	p	r	s	t	u	v	w	y

S t e w a r d s h i p i s a
r e l a t i o n s h i p o f
h a r m o n y w i t h G o d ' s
E a r t h a s l
a p p r e c i a t e i t a n d
c a r e f o r i t

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17.9.3

Introduction to Stewardship: *Relationship with Earth*

OBJECTIVES

Students will be able to

- briefly describe our relationship with the earth within the framework of the creation, fall, and redemption.

SUPPLEMENTALS

SW 17.9.3
TR 17.9.2A
TR 17.9.3A

MATERIALS M

- No materials are needed.

PREPARATION P

- Bookmark Genesis 1:1–31; 3:1–19; Isaiah 65:17–18; Romans 8:20; Ephesians 1:5–10; Colossians 1:19–20; and 2 Peter 3:13. (*Develop 1–3*)

Introduce

Display **TR 17.9.2A Creation in Harmony**. Divide the class into groups of four or five. Direct students to refer to the transparency during the activity. Give them a few minutes to discuss the answers to the following questions in their groups: What kind of world did God prepare for Adam and Eve to live in even before he created them? Why did God create Adam and Eve last, after he had created all the other creatures? What made Adam and Eve different from all other creatures? What responsibilities did God give Adam and Eve? Why?

Allow representatives from each group to share their responses to the questions. Explain to students that in today's lesson, they will be learning about our relationship with the earth within the framework of creation, the fall, and redemption.

Develop P

1 Read **Genesis 1:1–31**. As students read the Scripture passage, have them correlate the references in the Bible to the illustration on TR 17.9.2A. Ask the following questions: What was God's creation like in the beginning? (**very good**) What responsibilities over his creation did God give Adam and Eve? (**Be fruitful, multiply, fill the earth, and subdue it.**) Why were Adam and Eve the only creatures capable of stewarding the earth? (**They were the only creatures God made in his own image.**) What kinds of daily stewardship activities do you think were included in filling the earth, subduing it, and ruling over it? (**Possible answers: having children, tending the plants, harvesting their food, making sure the animals had food to eat**) If everything God made was good and perfect, why do you think he gave Adam and Eve these stewardship responsibilities? Couldn't they just live in the garden and enjoy a good life with no responsibilities? (**Possible answers: God did not want Adam and Eve to be lazy; God wanted them to appreciate what he had given them by having to take care of it.**)

Explain that God endows us, as his image-bearers, with the ability to steward his Earth. Our rational, emotional, creative, and volitional dimensions enable us to obey God's command to rule over and care for his creation. Until the fall, God's first image-bearers, Adam and Eve, were perfect stewards of his perfect creation.

2 Display **TR 17.9.3A Creation in Disharmony**. Read **Genesis 3:1–19**. Ask: What did Satan promise Eve if she would eat fruit from the Tree of the Knowledge of Good and Evil? (**Eve wouldn't die, but her eyes would be opened, knowing good and evil.**) Who was with Eve when she ate the fruit? (**Adam**) Who was guilty of disobeying God's command? (**both Adam and Eve**) How did Adam and Eve's disobedience affect their relationship with God? (**It brought disharmony into the relationship, and they became separated from God.**) How did it affect their relationship within themselves and with each other? (**It brought disharmony.**) What do you remember about the fall that shows you each of these relationships was broken? (**The relationship between Adam, Eve, and God was broken when they hid from God and when God kicked them out of the garden. The relationship within themselves was broken when they felt shame and realized they were naked. The relationship between them was broken when they blamed each other.**) What curse did God put on the earth because of Adam and Eve's sin? (**thorns and thistles**) What problems did God's curse of the earth cause? (**Adam and Eve were going to have to work hard from then on.**) Is the earth today still under God's curse? (**Yes.**) Read **Romans 8:20**. Did creation somehow want to be cursed? (**No.**) Is there hope for the future? (**Yes.**) What is that hope? (**We know that there will be a new heaven and a new earth someday.**)

17.9.4

Introduction to Stewardship: *Orderliness*

OBJECTIVES

Students will be able to

- define and explain the character trait of orderliness.

SUPPLEMENTALS

SW 17.9.4
TR 1.1.2A
TR 17.9.4A

MATERIALS M

- A library book marked on the spine with a call number (*Introduce*)

Introduce M

Introduce students to the Dewey Decimal System of classification of library books. Ask students whether they have ever noticed that library books have numbers (and sometimes letters) on their spines. Explain that the numbers are *call numbers*. The call numbers show where the book belongs in the library. Numbers 000–900 are used to indicate categories. For example, if a book has a call number beginning with 900, it will be in the history and geography section of the library. If you look for a book in the card catalog, either online or in the library, the call number will help you know where to look.

Explain that the Dewey Decimal System organizes libraries so that people can quickly find the books they need. God gave people the ability to think rationally and to be orderly. In today's lesson, students will learn about the character trait of orderliness and what it means for their stewardship of the earth.

Develop

1 Display **TR 17.9.4A Orderliness** and have students read that *orderliness is the ability to plan my work and do it neatly*. Read **1 Corinthians 14:40**, the verse for the character trait of orderliness. Explain that orderliness includes not only the ability to plan work and to carry it out well, but also extends to all activities of daily life. Guide students to consider the orderliness of God's creation. Note that God did things in a highly organized way. Every day has exactly the same number of hours. Every year has the same number of days, 365 $\frac{1}{4}$ days. Ask students what life on Earth would be like if God had not arranged creation in an orderly way.

2 Extend the discussion of orderliness to include planning and organizing tasks in harmonious ways. Read the following scenario:

Ethan was a good student in every respect except for one: He left reports until the last minute. Three weeks ago, Mr. Andersen had assigned the students to write a report about a famous American. The report needed to be in a report cover, include an illustration on the title page, and list three sources of information from both the Internet and from library books. As usual, Ethan waited until the night before the report was due to ask his mother for a report cover. It was late, and his mom did not want to go out to purchase school supplies. Ethan was upset, his mother was upset, and the family had no peace that evening.

Ask students the following: How did Ethan's lack of orderly planning cause disharmony between him and his mother? What could Ethan have done differently? Have you ever been in a similar situation? What can you do now to prevent causing disharmony in your family, your classroom, and your other relationships?

3 Remark that orderliness is essential for effective stewardship. Read the following scenario:

Anita begged her parents for a pet rabbit. She promised to feed it, clean its cage, and check its water daily. At last her parents relented, and Anita brought home an adorable lop-eared bunny. For the first two weeks, Anita faithfully kept up with her responsibilities to her rabbit. But then, she began to slip. The bunny's cage wasn't cleaned for a week, and the food bowl was empty. Three days passed before she checked her bunny's water bottle. When Anita suddenly remembered her pet, she raced out to the cage. Her bunny sat sadly in the far corner and wouldn't even come to her. Anita suddenly realized that she had neglected her rabbit. She felt guilty.

Teacher Manual

Ask the following: How did Anita's disorganized behavior show poor stewardship over her pet? What might have happened if Anita continued to neglect her rabbit? What are some tasks that you have? How can you do those tasks in an orderly way that will help you take care of God's Earth?

- 4 Show students **TR 1.1.2A Books of the Bible** and discuss the ways the books are organized. Point out the orderly arrangement of books by subject. Explain that wise Church elders decided which books should be part of the Bible and how they should be arranged. This is called the *canon of Scripture*. Ask students how the organization of the Bible helps them to see God's plan of salvation from beginning to end. Emphasize that orderliness should characterize all dimensions of our life and that disorder causes disharmony in our relationships with others and with ourselves.
- 5 Have students complete **SW 17.9.4 Orderliness**. Keep TR 1.1.2A displayed so students can complete the exercises.

Close

Have students take out two pieces of scrap paper. On one, they should write *orderly*, and on the other, *disorderly*. Then read the sentences below and have students respond by holding up the appropriate paper. Discuss how students can develop the character trait in their lives.

- 1 God created the world in six days. (**orderly**)
- 2 The Church elders compiled the canon of the books of the Bible. (**orderly**)
- 3 A fifth-grader threw her books into her backpack, crushing her homework papers. She also forgot her assignment notebook. (**disorderly**)
- 4 A librarian used the Dewey Decimal System to shelve the library books. (**orderly**)

Prayer

Guide students in praying for the ability to conduct the activities of their lives in an orderly and harmonious way.

ENRICHMENT

- Show students how to find a specific book in your school library or in the city library. Explain the use of a card catalog or online index. Help students understand how orderliness is an important character trait for stewards to have.
- Explain that the Bible we use today was not always in its current order. It wasn't until AD 367 that Athanasius, an early church father, listed the 66 books we know today as belonging to the canon (approved books) of Scripture. The Bible is not organized chronologically like some books, but is organized according to subject matter.

Name _____ Date _____

17.9.4 Orderliness

1. Fill in the blanks to complete the definition of orderliness.
Orderliness is the ability to plan my work and do it neatly.
2. Read Paul's words in 1 Corinthians 14:40 and Colossians 2:5. Answer the questions.
 - a. How should worship be conducted? decently, or properly, and in order
 - b. What does Paul rejoice about in Colossians 2:5? the order, or goodness of their lives and in their firm faith in Christ
 - c. Are the Colossians living good and orderly, or disciplined, lives? Yes.
 - d. Is the Colossians' faith weak, or strong and firm in Christ? It is strong and firm.

Read each question about the organization of the Bible. Choose the best answer.

3. The Bible is divided into two testaments. The testaments are ____
 the Old Testament and the New Testament the Final Testament and the New Testament
4. Books of history are ____
 Genesis, Job, and Revelation Joshua, Judges, 2 Chronicles, and Ezra
5. Books of poetry are ____
 Job, Psalms, and Ecclesiastes Matthew, Mark, Luke, and John
6. Books that are letters to the churches are ____
 Titus, Philemon, Romans, and Philippians Genesis, Leviticus, and Deuteronomy
7. Books of the minor prophets are ____
 Daniel, Isaiah, and Jeremiah Hosea, Joel, and Zephaniah

8. Underline the statements that are true about orderliness.
Orderliness is important in all areas of life.
No one needs to be organized.
Orderliness helps people to work together in harmony.
Orderliness is essential to good stewardship.



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Lesson 27.0 Preparation

Bible Survey: Born Again



Overview

Lessons 27 through 31 summarize Jesus' three-year teaching ministry using a thematic rather than chronological approach. Lessons 32, 33, and 34 resume the chronology of Jesus' time on Earth with the study of his passion, resurrection, and ascension.

Three major themes emerge in Jesus' teaching ministry. The first theme, and the focus of Lesson 27, is his mission to seek and to save the lost in order to make them his faithful disciples. The second theme, introduced in Lesson 29, focuses on Jesus' radical teaching on the responsibilities his disciples have to one another and to the world. The third theme, introduced in Lessons 30 and 31, focuses on Jesus' teaching that he is indeed the Son of God, the promised Messiah.

Luke summarizes Jesus' primary mission when he writes, "For the Son of Man came to seek and to save the lost" (Luke 19:10). As prophesied by Isaiah, however, Israel would always be hearing, but never understanding (Isaiah 6:9). Most Jews, but especially the Sadducees, Pharisees, and religious teachers, never understood that they were the lost people of Israel whom Jesus had come to save. Those who most often saw the truth of their lost condition were the social outcasts, including the physically maimed, the poor, the overtly immoral, and the politically corrupt, such as tax collectors. In these people the message and character of Jesus, by his grace, engendered faith and repentance and brought them into his kingdom through spiritual rebirth. Occasionally, the eyes of the religious and self-righteous were opened, and some, like Nicodemus the Pharisee, were born again.

In calling people to faith and repentance, Jesus made it clear that he was also calling people to become his faithful disciples. Through parables and direct confrontation, Jesus explained the cost of discipleship to his followers. They would need to not only hear his message, but also to understand and obey it; otherwise, they would fall away when they encountered inevitable persecution and the trials of life. Jesus taught that discipleship requires putting God first, ahead of possessions and family. Most of all, true discipleship demands putting God first, before self and its proud and self-serving nature.

Though the demands of Christian discipleship are rigorous, Jesus promises that "my yoke is easy, and my burden is light" (Matthew 11:30). He calls his disciples into fellowship with God the Father through prayer—an invitation to place all burdens, needs, and temptations before him. Jesus assures his disciples that as they lay aside worries about material needs and what tomorrow may bring, and seek his kingdom first, he will provide all they need.

CHARACTER TRAIT

Honesty—Proverbs 11:3

PLANNING AHEAD

For **Lesson 27.4**, you will need a small gift box.

NOTES

SUPPLEMENTAL MATERIALS

Blackline Masters

BLM 27.1A Characters
BLM Test 27

Student Workbook

SW 27.1 The Lost Sheep
SW 27.2 Freedom to Choose
SW 27.3 Nicodemus
SW 27.4 Believe and Repent

Transparencies

TR 14.7.4A Honesty

27.1 Born Again: *The Lost Sheep*

MEMORY VERSE

Mark 8:34

VOCABULARY

parable

OBJECTIVES

Students will be able to

- relate the parable of the lost sheep to Jesus' mission to seek and save the lost.

SUPPLEMENTALS

SW 27.1
BLM 27.1A

MATERIALS M

- No materials are needed.

PREPARATION P

- Print **BLM 27.1A Characters** and cut out the four sections. Set the answers aside for yourself. (*Develop 3*)

Introduce

Lead a discussion about searching for lost possessions. Have volunteers share stories about things they have lost and searched for. Ask: Why did you search for the item you lost? How did you feel when you found what was lost? Was there ever an instance when you never found your lost possession? Do you think everyone would look as diligently for a lost item as you did? Why or why not? What did Jesus come to Earth to do? Do you think Jesus cares about each person who is lost, or does he care only about the ones he thinks would be the most valuable to him? Why or why not? Explain that the effort we exert to find lost possessions is typically proportional to the value we place on them.

Explain that in this lesson, we will explore Jesus' ministry to people who are lost, or separated from God. Have a brief discussion on what Jesus teaches us about God's love for the lost. Do you think our love for the lost is as great as God's love for them? Why or why not?

Develop P

- 1 Tell students that Jesus came to Earth to seek and to save those who are lost. In order to accomplish what he came to Earth to do, Jesus lived among sinners. He talked with them, ate with them, showed them how much he cared for them, and called them to repent. He loved sinners so much that he died on the cross so that sinners could become members of his new family and nation. However, not everyone appreciated the work Jesus came to do. The proud Pharisees did not associate with people they saw as sinners. These Jewish religious leaders and teachers were sinners, too, but they thought they were saved because they were Abraham's descendants and kept the law of Moses. They were angry when they saw Jesus welcoming and even eating with the people whom they considered to be sinners.
 - 2 Explain that Jesus told several parables to show the Pharisees the sin in their hearts and to show them why he associated with sinners. Explain that a **parable** is a story about familiar things meant to teach important truths about God, truths the Pharisees needed to learn. One day, after hearing the Pharisees complain about his association with sinners, Jesus told them a parable about a shepherd who was looking for a lost sheep. Jesus wanted them to know that his mission was to seek out and save lost people. To accomplish his mission he would go wherever sinners were, and spend time with them, in order to save even one.
 - 3 Read the parable of the lost sheep in **Luke 15:1–7**. Have students make a list of the characters presented in the parable. (**the sheep who got lost, the 99 sheep who were left behind, the shepherd, and the shepherd's friends and neighbors**) Divide the class into four groups. Assign each group a character or group of characters from the story. Distribute the four sections of **BLM 27.1A Characters** to the appropriate groups. Instruct students to imagine the feelings of their character or group and to rewrite the story from that perspective. Allow groups time to share their stories with the class.
- Reinforce the fact that each character's or group's action affected every other character in the story. Even though only one character made a poor choice, all the other characters felt the consequences of that choice. Guide students to understand that their choices affect others, just like the characters in the parable of the lost sheep.
- 4 Continue the discussion on the lost sheep by asking: What was the Pharisees' attitude toward sinners? (**They looked down on them.**) What didn't the Pharisees recognize about themselves? (**that they were sinners**) What does Jesus teach you about his concern for the lost? (**He desires for each one to be found.**) How are people like sheep? (**We**

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all wander away from God.) What does Jesus tell us the lost need to do? (**change their heart**) How does Jesus feel when a sinner repents? (**Possible answer: He feels like the shepherd in the story; he is happy.**) Read **Romans 3:11**. Ask students if it is the lost who try to seek and find God, or if it is God who seeks and finds the lost. (**God seeks to find the lost.**) Should you have the same concern for the lost that Jesus has? (**Yes.**) What is your responsibility for the lost? (**Possible answers: Love them; pray for them; share my faith with them.**)

- 5 Read **Mark 8:34** and introduce it as the memory verse.
- 6 Have students complete **SW 27.1 The Lost Sheep**.

Close

Read each statement. If the statement is true, students should lift their hands up to the sky. If false, they should reach down to the ground.

- 1 A parable is a detailed explanation of a true event. (**False.**)
- 2 In the parable of the lost sheep, when the shepherd lost one of his sheep, he did not stop searching until he found it. (**True.**)
- 3 Jesus used some parables as a way for the Pharisees to see the sin in their own hearts. (**True.**)
- 4 The Pharisees looked down on sinners. (**True.**)
- 5 Human beings have no responsibility to those who are lost. (**False.**)

ENRICHMENT

• Explain that parables allowed Jesus to capture the audience's imagination. Throughout Scripture, there are around 50 recorded parables. Examine other parables in Scripture, having students listen for the truth that Jesus was speaking through them. Examples of parables in Scripture include Luke 18:10–14, Luke 11:5–8, and Matthew 20:1–16.

Name _____ Date _____

The Lost Sheep 27.1

1. Read the article below about sheep. Then think about Jesus' parable of the lost sheep. Using Jesus' parable and the information in the article, write three sentences explaining why people are like the lost sheep Jesus came to seek and save.

<p>Every sheep looks different although people can't always tell them apart. Sheep are among the dumbest animals in the world. For example, if a sheep tries to go through a hole in a fence and the hole is too small, the sheep will keep on trying to go forward instead of backing out.</p> <p>Sheep are near-sighted, stubborn, and easily frightened. A jackrabbit can cause an entire flock to stampede. Sheep are followers. If one sheep moves, the others will follow, even though they have no idea where they are going. If the lead sheep jumps off a cliff, the others will probably follow.</p>	<p>Sheep can't protect themselves. They don't have claws or sharp teeth. If they are attacked, the only defense they have is to run. If they run too far, they get lost because they lack the instincts to help them find their way back home.</p> <p>Sheep also get lost by wandering off while they graze, paying no attention to where they are going. Since sheep are unable to find their way home, shepherds often have to search for lost sheep to bring them back, one sheep at a time. Sheep can also get stuck in thorny bushes, and their shepherds have to drag them out.</p>
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Possible answers: People, like sheep, are prone to getting lost; the shepherd (Jesus) must come find them. Sheep will often do something that harms them because they are followers; people sin because everyone else is doing it. Sheep are easily frightened and need the security of the shepherd; people need the comfort of the Savior.

2. Read the memory verse, Mark 8:34. Answer the questions.

- a. What must you do if you want to be a follower of Christ? deny, or say no to yourself, take up your cross, and follow Jesus
- b. What does it mean to take up your cross? Possible answers: surrender to God, deny yourself

3. Circle the words that complete the definition of **parable**.

a (book story) about (familiar unusual) things meant to teach important (small) truths about (God man)

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27.2

Born Again: Freedom to Choose

OBJECTIVES

Students will be able to

- explain the parables of the lost son and the great banquet and relate them to the freedom God gives us to accept or reject him.

SUPPLEMENTALS

SW 27.2

MATERIALS M

- No materials are needed.

Introduce

Have two students stand at the front of the classroom and select a pretend name for each. Explain that both students will pretend to be very different people who make different choices, both good and bad. For example, say, “Sam always talks out of turn. He is always disrupting the class. Rachel, however, always raises her hand to speak and always follows the rules.” Continue by having the rest of the class give examples of good and bad choices that the two students might demonstrate. Ask students: Whom would you want for a friend? Why or why not? Which of the students does God love more?

Explain that in today’s lesson, students will read two parables. The first parable is about two brothers who are very different and their father who keeps loving them even when they don’t make the best choices. The second parable is about a banquet hosted by a well-known Pharisee. This banquet, intended only for wealthy, religious Jews, was attended by poor, crippled sinners.

Develop

- 1 Introduce the parable of the lost son. Explain that Jesus knew that the Pharisees thought they alone were righteous and everyone else was a sinner. To help them understand his mission of saving the lost, he told them a parable about a lost and rebellious son. In this parable, a father’s younger son asks for his part of the family’s wealth. When the father agrees, the son takes the money, leaves home, and lives a sinful, selfish life. After his money is gone and he has nothing to eat, he returns home in shame. The father sees his son on the road and runs to greet him, welcoming him back into the family. Sadly, the father’s older son becomes angry when he sees how his father welcomes his lost son home. The older son believes he has been living righteously all along by remaining at home and working for his father, yet his father has not rewarded him.
- 2 Read **Luke 15:11–32**. Ask students what the younger son demanded of his father. (**his share of the estate**) What did the younger son do with the money his father gave him? (**He squandered it.**) When a famine came, what did the younger son do? (**He hired himself out and went to a field to feed pigs.**) What motivated the younger son to return home? (**He was hungry.**) When and how did the father show his compassion for his son? (**When he first saw him, he ran to him, threw his arms around him, and kissed him.**) How did the son respond to the father’s love? (**He felt unworthy of his father’s love.**) Do you think the son was truly repentant? (**Answers will vary.**) Instead of being angry and disciplining his son, what four things did the father do for him? (**He got him the best robe, put a ring on his finger, put sandals on his feet, and celebrated his return with a feast.**) How did the older son respond to the celebrations prepared for his younger brother? (**He was angry.**) Why was the father so happy? (**because his son was found**) What lesson was Jesus teaching the Pharisees through this parable? (**Jesus loves and welcomes the lost home.**) What does this parable tell us about God? (**When we repent, God welcomes us home and forgives our sins.**)
- 3 Introduce the parable of the great banquet. Define *banquet* as *a formal dinner for many people, often in honor of someone*. Tell students that Jesus was invited to a banquet by a well-known Pharisee. Only the wealthy and very religious Jews were invited to the banquet. No one who was poor, crippled, lame, or blind had been invited. The Pharisees considered such peoples sinners and would never invite them into their homes. However, in the parable Jesus told, the people the man invited refused to come and made excuses for not attending. The man became angry with those who refused to come, so he ordered

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his servant to invite the poor, the sick, and people from far away. They filled his house and enjoyed the banquet. The guests who refused the invitation did not get to enjoy the tasty food and the wonderful fellowship.

- 4 Read **Luke 14:12–23**. Ask students whom they think the man giving the banquet represents. (**God**) What do the banquet and the invitations represent? (**Christ's invitation to his kingdom**) How did the first group of people who were invited show disrespect to the man who had prepared the banquet? (**by making excuses as to why they could not attend**) Whom do you think the people who refuse the man's invitation represent in this parable? (**those who refuse Christ's offer of salvation**) After the first guests refused to accept the invitation, whom did the man tell his servants to invite instead? (**the poor, crippled, blind, and lame**) Whom did they represent? (**those whom society might deem unworthy or unclean**) Did they accept the invitation? (**Yes.**) Whom did the man invite after the poor, the lame, and the blind accepted his invitation? (**those outside, on the roads**) Whom do they represent? (**people other than the Jews**) What does Jesus teach us about his kingdom and his love for the lost in this parable? (**He desires that the lost be found.**) Does God force people to accept his invitation? (**No.**) What will happen to people who refuse his invitation? (**They miss out on God's blessings.**) Have you accepted his invitation to be a part of his kingdom? (**Answers will vary.**)

- 5 Have students complete **SW 27.2 Freedom to Choose**.

Close

Read each statement. Instruct students to raise two thumbs up if the statement is true. If the statement is false, they should point two thumbs down. Call on students to explain their answers.

- 1 The parable of the lost son teaches us that God's love is unconditional. (**True.**)
- 2 The Pharisees thought they alone were righteous and everyone else was a sinner. (**True.**)
- 3 God loves everyone, regardless of their choices. (**True.**)
- 4 Jesus spoke in parables because he was tired of using ordinary language. (**False.**)
- 5 A banquet is a dinner which requires the guests to dress in costume. (**False.**)

ENRICHMENT

- Invite a pastor in your community, or the director of local Christian rescue missions or other charities with a strong evangelistic outreach to share with the class about their outreach to the lost. Correlate the discussion with Jesus' parable of the great banquet.

Name _____ Date _____

27.2 Freedom to Choose

The sentences below retell the parables of the lost son and the great banquet, found in Luke 15:11–32 and 14:12–23. However, the sentences are false, and they are not in the correct order. First, rewrite each false sentence to make it true, then number the sentences in the correct story order.

The Lost Son

- 4 When the younger son returned home, his father scolded him for having been gone so long. When the younger son returned home, his father ran to him, hugged him, and kissed him.
- 1 The younger son inherited his share of his father's estate after his father died. The younger son demanded his share of the estate before his father died.
- 5 The older brother was happy when his younger brother returned home, and he gladly joined the celebration. The older brother was angry when his brother returned home, and he would not go to the celebration.
- 2 The younger son used his money wisely and lived a good life away from home. The younger son wasted his money on foolish things away from home.
- 3 The younger son missed his family so much that he decided to return home. The younger son was so hungry that he decided to return home.

The Great Banquet

- 4 The man sent his servant into the streets and invited those who were beautifully dressed, wealthy, and religious. The man sent his servant into the streets to invite the poor, crippled, blind, and lame.
- 2 The invited guests were excited and changed their plans so they could attend the banquet. The invited guests all made excuses as to why they could not attend the banquet.
- 1 A man gave a great banquet and invited only women and children. A man gave a great banquet and invited many people.
- 5 The man said that all of the guests who were invited first would be given a second chance. The man said that all of the guests who were invited first would never enjoy the banquet.
- 3 The man was confused about why his guests refused to attend. The man was angry that his guests refused to attend.

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27.3

Born Again: Nicodemus

OBJECTIVES

- Students will be able to
- apply the story of Nicodemus to their understanding of their spiritual birth in Christ.
 - relate Biblical Truth 1, 6, 8, and 16 to the story of Nicodemus.

SUPPLEMENTALS

SW 27.3

MATERIALS M

- Worldview Model—House of Truth (*Develop 4*)

Introduce

Lead a humorous discussion to ascertain students' understanding of the phrase *born again*. Invite several students to share their thoughts. Ask: Suppose you don't like your birth date. Can you choose another date and be born again? Why not? Suppose when you get older you'd like to be someone else. Can you be reborn as another person? Why or why not? If Jesus told you that, in order to be a part of his kingdom, you need to become a new person by being born again, what would you say? Is it possible? How is our spiritual birth different than our physical birth? Explain that in this lesson, students will explore Jesus' teaching about a new birth for those who are lost.

Have students work in pairs to identify the similarities and differences between a physical birth and a spiritual birth. Allow students time to share their thoughts with the class.

Develop M

- 1 Review what students know about Pharisees from previous lessons. Remind students that *a Pharisee is a religious leader who believed in life after death*. Explain that many, but not all, Pharisees rejected Jesus.

Tell students that one night, a Pharisee named *Nicodemus* came to Jesus secretly to talk with him. Because he had seen Jesus perform miracles, he believed Jesus had been sent by God as a teacher to Israel. Nicodemus was surprised by what Jesus told him that night. Jesus told him that he could not enter God's kingdom unless he was born again, which confused Nicodemus. He thought Jesus was telling him he would have to become a baby again, growing inside his mother, and he knew that was impossible. Jesus, of course, meant that Nicodemus needed to be reborn spiritually. Nicodemus, just like all of us, had to respond to the Holy Spirit, who leads us to Jesus and his truth. To respond to the Spirit means to believe that Jesus is God's Son who died on the cross for our sins. While the gospel writers don't tell us if Nicodemus responded to the Holy Spirit and was born again, John tells us in his gospel that Nicodemus was one of two men who helped bury Jesus the day he was crucified. This gives us a clue that perhaps Nicodemus did believe in Jesus as his Savior, and had indeed been born again.

- 2 Read **John 3:1–20**. Ask: Why do you think Nicodemus, a Pharisee, came to visit Jesus during the night? (**so that he would not be seen**) What did Nicodemus correctly know about Jesus? (**He was a teacher, had come from God, and performed miracles.**) How did he know Jesus was a teacher whom God had sent? (**Jesus would not be able to perform miracles if he were not sent from God.**) What surprising statement did Jesus make to Nicodemus? (**No one can see the kingdom unless he is born again.**) How did Nicodemus respond to Jesus' statement that he had to be born again? (**He asked how a man can be born again when he is old.**) How did Jesus explain the new birth Nicodemus needed? (**He described it as a spiritual birth.**) What do people (physically) give birth to? (**babies**) What does the Spirit give birth to? (**new life**)
- 3 Tell students that Jesus reminded Nicodemus of an event long ago when the Israelites had to wander in the desert for 40 years after they left Egypt. Read **Numbers 21:4–9**. Ask: Why did Moses lift up the bronze snake in the desert? (**so that anyone who was bitten by a snake would live**) How did the story of the bronze snake in the desert relate to Jesus' mission on Earth? (**He provided a way for people to live.**) Who was Jesus talking about when he said the Son of Man must be lifted up? (**Jesus himself**)

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4 WORLDVIEW LINKS: Relate the story of Nicodemus to Biblical Truths 1, 6, 8, and 16. Explain that Jesus' encounter with Nicodemus not only made clear his mission (BT 8), but also the fruit of that mission—the arrival of the kingdom of God, Jesus' family and nation, the Church (BT 16). Jesus' encounter with Nicodemus also reveals how we become members of God's kingdom by being born again, affirming that salvation is found only in God who is Truth and who speaks only truth (BT 1). Jesus promises that he will sustain us as we put his kingdom first, no matter what the personal cost (BT 6).

5 Have students complete **SW 27.3 Nicodemus**.

Close

Read each question. Have students discuss the answer with a partner. Once pairs have come to an agreement, they should stand. Have pairs share their answers with the class.

- 1 What did Jesus tell Nicodemus he must do to see God's kingdom? (**He must be born again.**)
- 2 What did Jesus tell Nicodemus he must do to have eternal life? (**He must be born again; he must be born of water and the Spirit.**)
- 3 What punishment did the Israelites experience because of their disobedience? (**They wandered in the desert for 40 years.**)
- 4 How does the story of the bronze snake in the desert relate to Jesus' mission on Earth? (**He provided a way for people to live.**)

ENRICHMENT

• Have students rewrite a parable using modern-day symbolism. For example, instead of farmers and shepherds as characters in the story, use website writers and pastry chefs. Guide students to choose different settings and characters without compromising the moral of the story.

Name _____ Date _____

Nicodemus 27.3

1. Read John 3:1–20. Answer the questions.

a. What did Jesus tell Nicodemus he must do to see God's kingdom? _____
He must be born again.

b. How did Nicodemus know that Jesus was a teacher whom God had sent? **He recognized that no one could perform the signs and miracles that Jesus was doing unless God was with him.**

c. What kind of new birth was Jesus talking about when he told Nicodemus he had to be born again? _____
He was talking about being born of the Spirit.

d. The words from John 3:16 are part of Jesus' explanation to Nicodemus about the new birth. What does this verse explain about the new birth? **Whoever believes in him will not perish but have eternal life.**

e. Compare Nicodemus' and Jesus' definitions of what it means to be born again. **Nicodemus thought that being born again meant being birthed from his mother's womb, while Jesus defined it as being born of the Spirit.**

f. What new concept was Jesus asking Nicodemus and us to consider today? _____
We can be born again spiritually through faith in Jesus.

g. Why do you think Jesus mentioned to Nicodemus that the Israelites who put their faith in God were healed from the snakes' venom? **The Israelites who looked up to the bronze snake were healed. People who look up in faith to Jesus are saved.**

2. Illustrate the object that was lifted up in the wilderness and the Son of Man who was lifted up for our sins. See Numbers 21:4–9 and Luke 23:33.

Illustrations will vary.

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27.4

Born Again: *Believe and Repent*

OBJECTIVES

Students will be able to

- connect the stories of the sinful woman and the tax collector to Jesus' mission to seek and save the lost.

SUPPLEMENTALS

SW 27.4
TR 14.7.4A

MATERIALS M

- Small gift box (*Introduce*)

Introduce M

Display a small gift box. Lead a discussion related to the nature of giving and receiving gifts, and correlate it with our receiving God's gift of salvation. Explain that a gift is normally given as a demonstration of love with no strings attached. It can be enjoyed only when the recipient believes the gift is for him or her and then personally accepts it. Salvation, God's gift, is only appropriated when it is accepted personally through faith. Ask: Why do people give gifts to each other? If someone says he or she wants to give you a gift, what do you have to believe? If you believe the gift is for you, what do you have to do in order to enjoy it? What gift did Jesus come to give us? Do you think everyone living in Jesus' time received his gift of salvation? Why or why not? Do all people receive it today?

Develop

- 1 Review that Jesus taught Nicodemus that only those who believe that Jesus is God's Son and their Savior can be born again spiritually. Jesus also taught that people must repent of their sins to be his disciples. Most of the Pharisees and religious leaders of Israel did not believe that Jesus was God's Son, nor did they see their need to repent of their sins. But Jesus welcomed into his kingdom the people who did believe in him and who repented of their sins. One of the people who believed was a sinful woman whom the Pharisees rejected. Another was a tax collector who took more tax money from people than he should. When these two heard Jesus' teaching and met him face-to-face, they believed and repented of their sins.
- 2 Read **Luke 7:36–50**. Ask: Who was the uninvited guest who came to visit Jesus? (**an unnamed, sinful woman**) Why do you think the sinful woman came in, knowing she was not invited and that it was rude to do so? (**She wanted to show honor and respect to God in the best way she knew how.**) Did Jesus know the woman anointing his feet was considered by others in the town to be a sinful woman? (**Yes.**) Do you think he cared? (**No.**) How do you know the sinful woman believed in Jesus and was truly sorry for her sins? (**because her actions demonstrated repentance**) Why do you think the sinful woman showed so much love to Jesus? (**She recognized how sinful she was and knew that Jesus would forgive her.**) Why do you think Simon the Pharisee did not show love to Jesus? (**Possible answer: He had not acknowledged that he was a sinner.**) Was the sinful woman saved because she demonstrated her love for Jesus? (**No.**) Why was she saved? (**She believed in Jesus as Lord and Savior, and she repented of her sins.**)
- 3 Read **Luke 19:1–10**. Remind students that the Jews rejected fellow Jews who served the Roman government as tax collectors. Ask: Why do you think Zacchaeus had become so wealthy? (**He had stolen money from people in the town.**) Why do you think Zacchaeus gladly welcomed Jesus into his home? (**He was seeking forgiveness from his sins.**) What did he understand after talking to Jesus? (**He understood that his previous actions were sinful.**) What did Zacchaeus do to show that he truly repented? (**He asked for forgiveness.**) What did the people of Jericho think about Jesus' visit with Zacchaeus? (**They were shocked that he would be the guest of a sinner.**) Can a person be too sinful for Jesus to seek and save? (**No.**)
- 4 Display **TR 14.7.4A Honesty**. Read **Proverbs 11:3**, the verse for honesty. Have students identify the character trait of honesty as exhibited in the parables discussed Lesson 27. For example, Zacchaeus demonstrated honesty by admitting that he stole money from the townspeople. He returned the money to those from whom he stole. Ask students to describe ways that they demonstrate honesty.

Teacher Manual

- 5 Guide a discussion on what it means to accept Jesus as your Savior. Ask: What does Jesus teach us we must do if we want to receive his gift of salvation? (**believe that Jesus is God's Son and repent of our sins**) How do you show that you have truly received his forgiveness and gift of salvation? (**through obedience, repentance, humility, and love**) Do all people today receive God's gift of salvation? (**No.**) Why or why not? (**because not everyone believes that Jesus is God's Son and they have not repented of their sins**)
- 6 Have students complete **SW 27.4 Believe and Repent**.

Close

Have student volunteers answer the questions. Poll the class. If students agree, have them say, "Amen." If they disagree with the answer, have them put their index finger over their lips as if to signal for silence. Call on students to correct false statements to make them true.

- 1 Tax collectors were highly praised in society. (**False; they were looked down upon.**)
- 2 The people of Jericho were shocked that Jesus visited Zacchaeus. (**True.**)
- 3 The sinful woman was saved because she anointed Jesus' feet with oil. (**False; she was saved because she believed in Jesus as Lord and Savior and repented of her sins.**)
- 4 An honest person demonstrates truthfulness in everything they think, say, and do. (**True.**)
- 5 All of the Pharisees and religious leaders of Israel believed that Jesus was God's Son. (**False; most of the Pharisees and religious leaders did not believe that Jesus was God's Son.**)

Prayer

Have students thank Jesus for seeking them and saving them. Have them pray for his strength to be faithful disciples and to put God first before everything else in their lives, including themselves.

ENRICHMENT

- As a class, brainstorm all the excuses and rationalizations people give for being dishonest (lying, stealing, and cheating). Have a class discussion about them and ask: How valid are they? What's wrong with each of them? Are some forms of teasing like lying?
- Encourage students to write an honesty manual. Using paper or a computer program, have students write a manual or set of instructions on how to be an honest person.

Name _____ Date _____

27.4 Believe and Repent

1. Underline the definition of honesty.
Truthfulness in some things I think, say, and do
Telling others what I think regardless of how it makes them feel
Truthfulness in everything I think, say, and do

2. Why is honesty important? Answers will vary.

3. Read Luke 19:1–10 and answer the questions.
a. What sinful feelings were the other Jews experiencing in when they complained about Jesus eating with Zacchaeus? Possible answers: jealousy, bitterness, resentment
b. Zacchaeus didn't use his height as an excuse to quit trying to see Jesus. What obstacles do you have to overcome to know Jesus better? Are any of these obstacles great enough to separate you from Jesus? Answers will vary.

4. Read Luke 7:36–50 and answer the questions.
a. What response does God seek in those whom he forgives? obedience, love
b. What is significant about Jesus' words in verse 48? The woman's life was changed from that point on.

5. Which person in these parables do you most identify with? Why? Answers will vary.

6. Use the Word Bank to fill in the missing words.

Word Bank
repent believe obedience love

In order to receive God's gift of salvation, I must believe that Jesus is God's Son and repent of my sins. I am then called to demonstrate obedience and show love to others.

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Building on the Rock

STEWARDSHIP



STUDENT WORKBOOK

Samples reduced; not actual size

Name _____ Date _____

Serengeti Classroom

17.9.1

1. Write the words to Genesis 1:28. _____

2. Think about the **Serengeti** plain in Africa. Cross out the pictures that do not represent the Serengeti. Explain why you crossed out those pictures.



3. If 8,000 wildebeest calves are born every day in the three-week calving season every February, how many calves are born every year? Show all your work. Write your final answer on the blank.

_____ wildebeest calves are born every year.

4. What is God's law regarding plants and animals? _____

Name _____ Date _____

17.9.2 Stewardship

1. Describe how the people in each picture steward God's Earth.

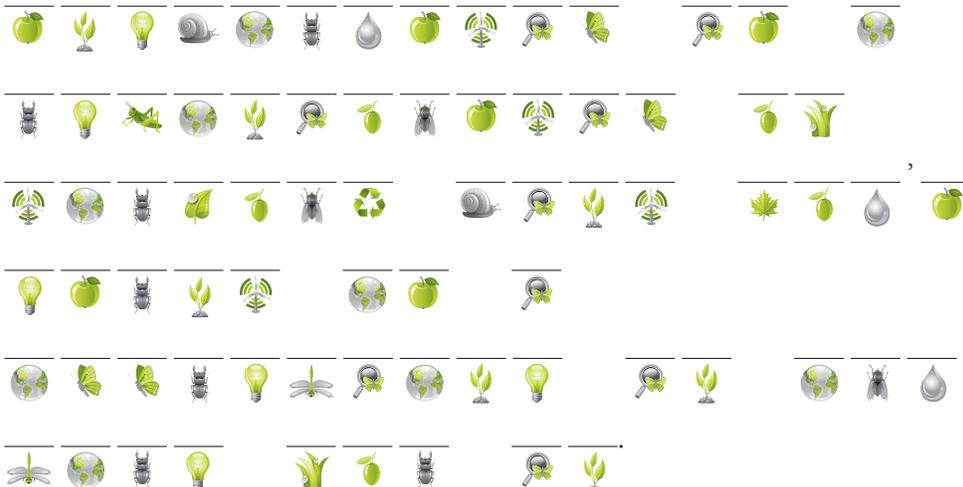
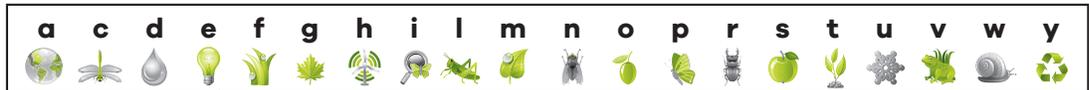








2. Use the key to decode the message.



Name _____ Date _____

Earth's Curse 17.9.3

List the four relationships of creation. Here's a hint—each wall of the House of Truth represents one of the relationships.

1. relationship with _____ 2. relationship with _____
 3. relationship with _____ 4. relationship with _____

In the early New Testament Church, people were very concerned about the future age. Read Paul's words to the Romans in Romans 8:18–25. Choose the best answer to each question.

5. Are the troubles we suffer from now important when we compare them to the coming glory?
 No, they are minor, or nothing. Our troubles are worth complaining about.
6. What will God reveal at a future time?
 He will reveal his Word. He will reveal who his sons, or children, really are.
7. What does all creation look forward to?
 the time when evil men rule the time when it will be free from death and decay
8. What do believers look forward to?
 the end of their lives new bodies and full rights as God's adopted children

Read the verses and place a check mark in the correct column.

	Creation	Fall	Redemption
9. Genesis 3:16–19			
10. 2 Peter 3:13			
11. Genesis 1:31			

12. Even though the earth has been subject to death and decay, there are still many wonderful things about creation that we can thank God for. Read the Psalm 104:24–25 truth below. Then use the empty lines to write your own psalm about creation.

*Lord, you have made many things.
 With your wisdom you made them all.
 The earth is full of your riches.
 Look at the sea, so big and wide.
 Its creatures large and small cannot be counted.*



Name _____ Date _____

17.9.4 Orderliness

1. Fill in the blanks to complete the definition of orderliness.

Orderliness is the _____ to _____ my work and do it _____.

2. Read Paul's words in 1 Corinthians 14:40 and Colossians 2:5. Answer the questions.

- a. How should worship be conducted? _____
- b. What does Paul rejoice about in Colossians 2:5? _____
- c. Are the Colossians living good and orderly, or disciplined, lives? _____
- d. Is the Colossians' faith weak, or strong and firm in Christ? _____

Read each question about the organization of the Bible. Choose the best answer.

3. The Bible is divided into two testaments. The testaments are ____.
- the Old Testament and the New Testament the Final Testament and the New Testament
4. Books of history are ____.
- Genesis, Job, and Revelation Joshua, Judges, 2 Chronicles, and Ezra
5. Books of poetry are ____.
- Job, Psalms, and Ecclesiastes Matthew, Mark, Luke, and John
6. Books that are letters to the churches are ____.
- Titus, Philemon, Romans, and Philippians Genesis, Leviticus, and Deuteronomy
7. Books of the minor prophets are ____.
- Daniel, Isaiah, and Jeremiah Hosea, Joel, and Zephaniah

8. Underline the statements that are true about orderliness.

Orderliness is important in all areas of life.

No one needs to be organized.

Orderliness helps people to work together in harmony.

Orderliness is essential to good stewardship.



Name _____ Date _____

The Lost Sheep

27.1

1. Read the article below about sheep. Then think about Jesus' parable of the lost sheep. Using Jesus' parable and the information in the article, write three sentences explaining why people are like the lost sheep Jesus came to seek and save.

Every sheep looks different although people can't always tell them apart. Sheep are among the dumbest animals in the world. For example, if a sheep tries to go through a hole in a fence and the hole is too small, the sheep will keep on trying to go forward instead of backing out.

Sheep are near-sighted, stubborn, and easily frightened. A jackrabbit can cause an entire flock to stampede. Sheep are followers. If one sheep moves, the others will follow, even though they have no idea where they are going. If the lead sheep jumps off a cliff, the others will probably follow.

Sheep can't protect themselves. They don't have claws or sharp teeth. If they are attacked, the only defense they have is to run. If they run too far, they get lost because they lack the instincts to help them find their way back home.

Sheep also get lost by wandering off while they graze, paying no attention to where they are going. Since sheep are unable to find their way home, shepherds often have to search for lost sheep to bring them back, one sheep at a time. Sheep can also get stuck in thorny bushes, and their shepherds have to drag them out.

2. Read the memory verse, Mark 8:34. Answer the questions.

- a. What must you do if you want to be a follower of Christ? _____

- b. What does it mean to take up your cross? _____

3. Circle the words that complete the definition of **parable**.

- a (book / story) about (familiar / unusual) things meant to teach
(important / small) truths about (God / man)

Name _____ Date _____

27.2

Freedom to Choose

The sentences below retell the parables of the lost son and the great banquet, found in Luke 15:11–32 and 14:12–23. However, the sentences are false, and they are not in the correct order. First, rewrite each false sentence to make it true, then number the sentences in the correct story order.

The Lost Son

- 1. When the younger son returned home, his father scolded him for having been gone so long. _____
- 2. The younger son inherited his share of his father’s estate after his father died. _____
- 3. The older brother was happy when his younger brother returned home, and he gladly joined the celebration. _____
- 4. The younger son used his money wisely and lived a good life away from home. _____
- 5. The younger son missed his family so much that he decided to return home. _____

The Great Banquet

- 1. The man sent his servant into the streets and invited those who were beautifully dressed, wealthy, and religious. _____
- 2. The invited guests were excited and changed their plans so they could attend the banquet. _____
- 3. A man gave a great banquet and invited only women and children. _____
- 4. The man said that all of the guests who were invited first would be given a second chance. _____
- 5. The man was confused about why his guests refused to attend. _____

Name _____ Date _____

Nicodemus

27.3

1. Read John 3:1–20. Answer the questions.

a. What did Jesus tell Nicodemus he must do to see God's kingdom? _____

b. How did Nicodemus know that Jesus was a teacher whom God had sent? _____

c. What kind of new birth was Jesus talking about when he told Nicodemus he had to be born again? _____

d. The words from John 3:16 are part of Jesus' explanation to Nicodemus about the new birth. What does this verse explain about the new birth? _____

e. Compare Nicodemus' and Jesus' definitions of what it means to be born again. _____

f. What new concept was Jesus asking Nicodemus and us to consider today? _____

g. Why do you think Jesus mentioned to Nicodemus that the Israelites who put their faith in God were healed from the snakes' venom? _____

2. Illustrate the object that was lifted up in the wilderness and the Son of Man who was lifted up for our sins. See Numbers 21:4–9 and Luke 23:33.

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Name _____ Date _____

27.4

Believe and Repent



1. Underline the definition of honesty.

Truthfulness in some things I think, say, and do

Telling others what I think regardless of how it makes them feel

Truthfulness in everything I think, say, and do

2. Why is honesty important? _____

3. Read Luke 19:1–10 and answer the questions.

a. What sinful feelings were the other Jews experiencing in when they complained about Jesus eating with Zacchaeus? _____

b. Zacchaeus didn't use his height as an excuse to quit trying to see Jesus. What obstacles do you have to overcome to know Jesus better? Are any of these obstacles great enough to separate you from Jesus? _____

4. Read Luke 7:36–50 and answer the questions.

a. What response does God seek in those whom he forgives? _____

b. What is significant about Jesus' words in verse 48? _____

5. Which person in these parables do you most identify with? Why? _____

6. Use the Word Bank to fill in the missing words.

Word Bank

repent believe obedience love

In order to receive God's gift of salvation, I must _____ that Jesus is God's Son and _____ of my sins. I am then called to demonstrate _____ and show _____ to others.

Student Manual

Black Line Masters

Serengeti Classroom 17.9.1A

Section A

As the warm Serengeti sun peeked over the African horizon, Amina and Jaja Akello slept. It was early December, the last month of the short rainy season. By January, the dry season would begin, and there would be little to no rain until March.

Outside, over a small charcoal fire, Amina and Jaja's mother, Tamu, stirred a boiling pot of ugali. "Children," she called, "breakfast is almost ready. Quickly now, out of bed."

Amina and Jaja were excited. Today, and for several days, they would help their father plow and plant his cotton fields. It was a tradition. Their father had used oxen to pull the plow to clear the fields with their father—a special job.

"Why, I called you out of bed both happy to help your father and to see the sun."

"We are, Mama," Jaja said.

"And he tells us wonderful stories."

"Good morning, my children."

"Yes, Baba, we're ready."

Jaja helped his father guide the oxen and plant in December. Amina helped with the cotton.

"Because the December rains provide just enough moisture, the soil will not be too dry. We pick the cotton and make cotton—six months of work provide the moisture for the cotton bolls open in time for the rains."

"Will we ever plant in July?"

"Not here, in this part of the world, the seasons are always the same. Sometimes the rains come late, but people on the other side of the world, they know the cycles will be the same. The earth is here, there will be life."

Test 9 Answers

1. Memory Verse: Write the words and reference. Genesis 1:28 will vary according to Bible version used.

2. Circle all the words that describe the Serengeti.

desert plains wildlife cold
cassava barren factories wildebeests

Write complete sentences to answer the questions.

3. Your little brother thinks that all squash plants could grow from pumpkin seeds. What would you tell him? God created plants; he created them so that the seeds of one kind of plant could grow only into the same kind of plant. A pumpkin seed can never grow into a different kind of plant.

4. One of the girls from church saw some worms and eggs in a bird's nest. She thought that the birds gave birth to the worms. How would you explain to her why that can't happen? Animals, like plants, can only reproduce their own kind.

5. List the four relationships God created people to have.

- a. with God
- b. with ourselves
- c. with each other
- d. with the earth

Write True or False. If the statement is false, rewrite it so it is true.

6. The verb form of steward means to rule over or take charge of something that belongs to me. False; the verb form of steward means to rule over or take charge of something that belongs to someone else.

7. Orderliness is the ability to plan my work and do it neatly. True.

8. Stewardship is a relationship of disharmony with God's Earth because Adam and Eve sinned. False; stewardship is a relationship of harmony with God's Earth as I appreciate it and care for it.

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With God's Earth 17.9.2A

When you were created, you have laid a solid Foundation of Wisdom with God. You have built the Fellowship Wall, the Image-bearing Wall, the Relationship Wall, the Stewardship Wall, the House of Truth, the Stewardship Wall. You will have a relationship with God created you to have with the earth.

God prepared the earth where they live. He spoke and the earth was filled with plants. He commanded the sun, the moon, and filled the sea with fish, the air with birds. Then when everything on Earth was ready, God said, "Let there be life." And from one of Adam's ribs, God created Eve. He told them to fill and care for the beautiful earth he had created. He not only had a relationship with God, with themselves, but with their home, the earth.

The relationship with the earth was created by God to be one of harmony. It was experienced in the beginning. But just as Satan was in disharmony with God, himself, and others, he was also in disharmony with the earth. When Adam and Eve gave into Satan's temptation, the earth also began to die. As part of Adam's punishment, he cursed the earth. This curse made the earth begin to die. Adam and Eve's God-given work of tending the earth and weeding began growing in fields and gardens.

What was God's plan for the earth and our relationship with it? Did it last forever? Did it ever cease to exist? Did Satan win his battle?

God's plan for the earth and our relationship with it was to be restored. After Adam and Eve sinned, although they had to suffer the consequences, God made a plan. One day a Child would be born who would be God's Son, Jesus Christ, who died on the cross to restore our relationships with God, ourselves, and others. God made a plan to restore our relationships with the earth. And not only that, but to restore our relationships with the earth. And not only that, but to restore our relationships with the earth. And not only that, but to restore our relationships with the earth.

That is why, Jesus died so that one day God will create a new earth where his image-bearers will once again rule in perfect harmony, just as Adam and Eve did in the beginning before the fall.

If you have faith in Jesus as God's Son and your Savior, your relationship of fellowship with God is already restored. God makes you a new creation and restores your personal harmony. Your relationship with others who are members of God's one family, the Church, is also being restored in harmony.

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Black Line Masters

Characters

27.1A

The Lost Sheep

The 99 Sheep Who Were

Test 27 Answers

- Memory Verse: Write the words and reference. Mark 8:34 will vary according to Bible version used.
- Fill in the circle of the best definition of a parable.
 - a story about familiar things meant to teach important truths about God
 - a biblical story told with great exaggeration
 - an elaborate story that Jesus used to teach
- Fill in the circles that tell the qualities of an honest person.
 - tells the truth, regardless of consequences
 - admits when he or she is wrong
 - does not exaggerate to make things seem different
 - thinks only about themselves
 - keeps promises and encourages others to be honest
- What character from this lesson best demonstrates honesty?

Match the items to complete each sentence.

- F 5. Nicodemus
H 6. Pharisees
C 7. Jesus
G 8. The lost son
B 9. The Israelites
A 10. The sinful woman
D 11. Zacchaeus
E 12. Simon the Pharisee

- Circle all the ways that you show God that you are grateful for his salvation.

repentance self-reliance rejection obedience
- What happens to those who refuse God's gift of salvation?

out on God's blessings.

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27.1A Characters' Answers

The Lost Sheep

Possible answer: I chose not to follow directions and wandered off by myself. Now I am lost and can't find my way back home. I hope someone finds me soon!

The 99 Sheep Who Were Left Behind

Possible answer: We chose to follow the shepherd's directions, but we were still left behind when he went off to look for our lost friend. We are upset that our friend did not make a wise choice. Even though we are upset, we still hope that he is okay.

The Shepherd

Possible answer: One of my sheep went missing and I can't find him. I am very concerned that he may be hurt. He is all by himself! I want him to be back with the rest of his family. I am going on a search to find him.

The Shepherd's Friends

Possible answer: We are celebrating with our friend the shepherd now that he has found his lost sheep! We are so excited that the lost sheep has been found. We are planning a party to celebrate his homecoming.

(3)

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Transparencies

Serengeti TR 17.9.1A



Serengeti



Wildebeests



Maasai man

© BOTR Grade 5

Stewardship TR 17.9.2B



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Samples reduced; not actual size

Transparencies

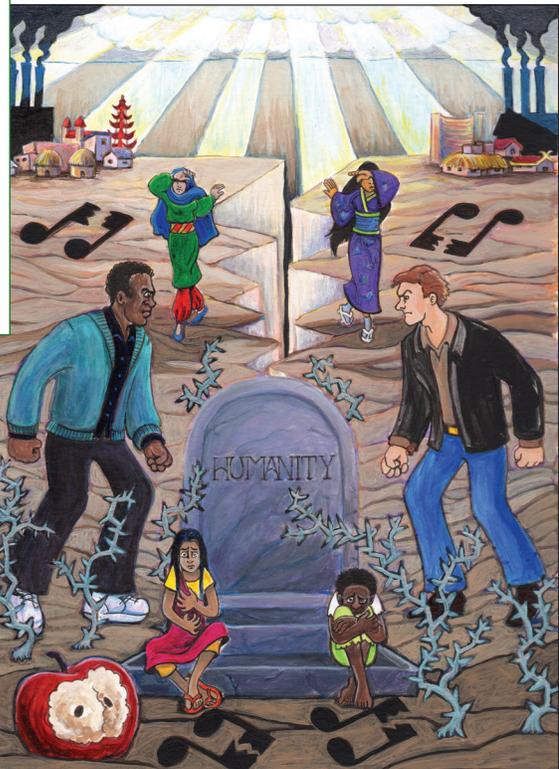
Creation in Harmony TR 17.9.2A



The Creation in Harmony

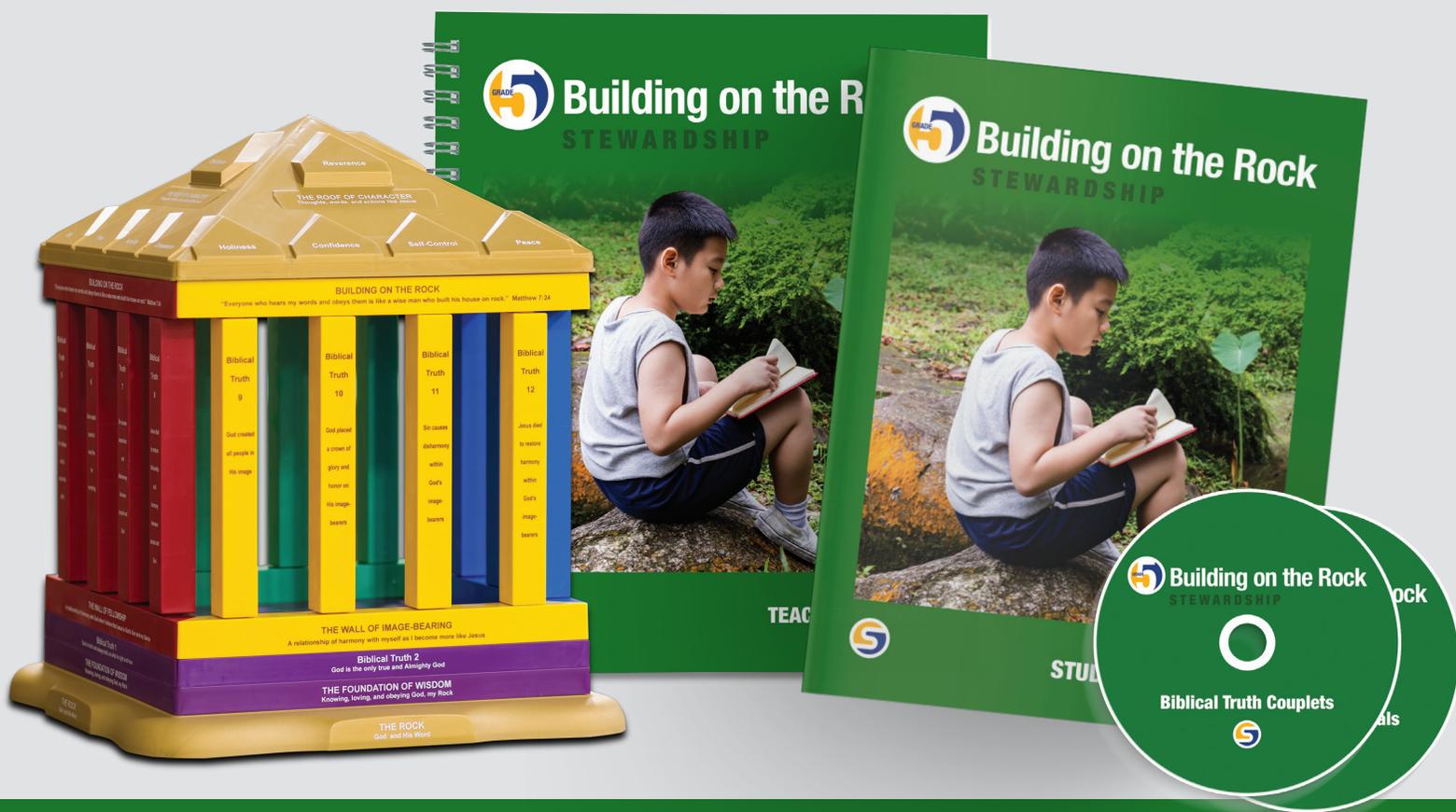
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Creation in Disharmony TR 17.9.3A



The Creation in Disharmony

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