

Read Thru the Word
BIBLE CURRICULUM

LESSON PLANS
YEAR 2 KJV - 170

Song of Solomon
through Revelation

Five days per week plan
with 170 lessons per school year

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Learning Links Publishers
Stockton, California

L.C. Stansfield, M.Ed., M.Div.

LCStansfield@sbcglobal.net

***“Nothing less than a whole Bible
can make a whole Christian.”***

A. W. Tozer

quote heard at 11:15 a.m. on 12/17/08 on KCBC 770 AM Radio

Cover Photo was taken by the author's father, M.E. "Mike" Stansfield (1912-2007). The author's mother, Frances R. Stansfield (1916-2008) is pictured sometime around 1991 while the author's parents were vacationing on the Pacific coast of Oregon.

FOREWORD TO THE CLASSROOM TEACHER:

Welcome to ***Read Thru the Word*** Bible curriculum! If you taught the first half of this course last school year, welcome back!

This curriculum has just one major goal: that the student will read the entire bible, cover-to-cover during two sequential school years. A part of this goal is understood to be that the student will have average or better than average comprehension of what is read.

Secondary goals are that as a result of this reading the following additional important goals will be achieved in the student's life:

1. The imaginary barrier of cover-to-cover Bible reading will be broken in the student's life.
2. The basis for a lifetime habit of reading through the bible will be established.
3. A general knowledge of what the Bible contains will be gained by the student.
4. Thirty-three important and powerful Bible verses per year will be memorized.

If you have taught other Bible curriculums currently on the market, you will find this one quite different in several ways. The chief difference here is that ***the burden is upon the student to read***, rather than upon the teacher to master the material and seek to convey the material through lecture. If this idea excites you your experience with ***Read Thru the Word*** should very enjoyable and rewarding.

1. The time usually given to lecture in Bible class is given to reading the Bible by the student. This means that the Bible teacher is not expected or required to be an expert at Bible exposition. Let the Word speak for itself by the power of the Holy Spirit.
2. The instructor's primary function in this curriculum is to (a) inspire each student to give his best efforts to reaching the above-stated goals, (b) provide continual motivation to students to achieve daily reading goals, (c) monitor student reading comprehension through the daily quizzes and the tests over each Bible book, (d) coordinate daily discussion, questions and answers, (e) lead the students in daily oral drill of Bible verses, with occasional comments and clarification of verses, (f) lead the students in daily oral review of vocabulary words, and (g) continually encourage the students throughout the year, and especially at year end through a special celebration of goals achieved, and certificates awarded.

We will be greatly rewarded if you find the results of this curriculum rewarding beyond your expectations. Because you are on the front lines putting theory into practice on a daily basis, we here at the publishers are hopeful you will share your ideas with us toward making ***Read Thru the Word*** even better for future years. If you have questions, comments, or success stories you would like to share please contact us.

Leon Stansfield
Stockton, California

November 30, 2010

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LESSON NO. 1

Film: Martin Luther (Part 1)

PREPARATION:

Part 1 — “A Portrayal of the Challenge Young Luther Faced”

1. Preview the entire film and the four take-home quizzes. Spend whatever time you have to review the information about Martin Luther on the Internet. If you locate some especially good websites you might write them on the board or post them some place in the classroom for student individual follow-up.

Based upon the fact that the *Martin Luther* film (1953, Niall MacGinnis) is sold by many different retail organizations in the DVD format, it is at this point assumed that the film is in the public domain, at least for non-commercial use as we propose in this curriculum. Any further understanding gained through inquiries by the author of this curriculum will be placed here.

Important Note #1: These four lessons, and the accompanying quizzes are based on the classic 1953 black & white film *Martin Luther*, in which Niall MacGinnis (1913-1977) plays Martin Luther. A more recent color film entitled *Luther* (2003, Joseph Fiennes, 124 minutes) is also available. For purposes of this course we expect to stick with the older black & white movie (on DVD or VideoTape) for the classroom lessons. The **Running Time** is about 104 minutes from start to finish, giving the following divisions of approximate times for **four class days**: 27 minutes, 27 minutes, 27 minutes, 23 minutes. **The quizzes will coincide only with the 1953 b&w movie.**

Important Note #2: During the production of this curriculum your author viewed the newer film *Luther*, (2003, 124 minutes, color) in which Joseph Fiennes stars as Martin Luther. While the four film segments and student tests have been created for these lessons based upon the 1952 film, by all means, and if possible, work this newer film into the schedule, after obtaining a showing license (see *Teacher Handbook*) to show the newer film. It would be profitable for students to see it as it demonstrates and emphasizes certain aspects of Luther's life not seen in the earlier version. A second opinion always helps to round out one's view. Here's one idea about how you could get this second *Luther* film into the curriculum: **Martin Luther Party:** As we approach the 500th anniversary of Martin Luther's posting of the *Ninety-Five Theses* (October 31, 1517 - 2017), it will be very appropriate for all those who consider themselves Protestants to have some special observance of that event. Build this special event around the showing of *Luther (2003, Joseph Fiennes)*. Chose a Friday evening a week or two after you show the older version in class. Invite parents. Get a local expert on Luther (perhaps a local Lutheran pastor) who is familiar with both films and Luther's life to come and make a few comments prior to showing the film. This person could compare and contrast the two films as well. ***In advance of the party, obtain, if possible, film posters while obtaining the special showing license.*** Have some light refreshments either during an intermission in the film, or afterward.

2. Make enough copies of the take-home **Quiz 2** and have them counted out for the first class session. Also class roll sheets.
3. Be sure to set up whatever equipment is necessary to show the film and have the video machine turned on and the video run up to the very beginning point and paused for immediate start-up. The video copy being used to make this lesson plan has the following: film begins at about 30 seconds. Credits go to about 2:00 minutes. This could be skipped for class use.
4. Unless it is otherwise provided by the school, make a list of necessary materials for this class and run off enough copies for each student. Be sure to include the **exact translation and edition** of the Bible which will be needed, and whether the student may provide his own, or use one which the school sells as a textbook.

FIRST TWO MINUTES OF CLASS: Teacher will greet the class on this first day of school. Show an interest in each student by telling them you **will learn their names** as quickly as possible. Tell them that to save time today you will pass a **class roll sheet** around for each student to sign.

Open the class with a **brief prayer** focusing upon the **great value of the Word of God** and the many sacrifices, including laborious copying, persecution, and martyrdom, which others have made over the past several thousand years to preserve the Word for us.

NEXT TWO MINUTES OF CLASS: If this is the first period of the day, and depending upon school policies, have the class stand and **recite the Pledge of Allegiance to the United States**.

THIRD TWO MINUTES OF CLASS: Tell the class that the **first week of classes will be different** than what is planned for the remainder of the year, but that there is a **special purpose for these first week classes**. Tell them that they will be given an **overview of what this class will be like the remainder of the year on the fifth day of classes**, and that they will begin reading through the Bible during the sixth class. Since most students in this class will have completed the first year course, the time spent in discussing the course can be minimal, especially if there are no students in the class who were not in the first year class.

Tell them that the rest of this period will be taken up with the first one-fourth (32 minutes) of the classic black and white film **Martin Luther**, and that there will be a **take-home quiz to be returned to class tomorrow**. **Students may consult one another in person or by phone when completing any take-home quizzes this year. This policy applies only to take-home quizzes, which occur the day before the tests which come at the end of each book of the Bible.**

Point out any website address you have listed on the board which students may check out this evening if they wish to get a better background about Martin Luther, one of God's truly great men, about which most Christians today know very little.

Tell them also, that you will pass out the **take-home quiz near the end of today's class**.

FOUR MINUTE INTRODUCTION TO FILM *Martin Luther*:

Martin Luther was born to Hans and Margaretha Luder on November 10, 1483, in Eisleben, Germany, and was baptized the next day on the feast of St. Martin of Tours, after whom he was named. He was raised by his parents in a strict Catholic upbringing. His father owned a copper mine through which he sought to give Martin the very best opportunities to advance in the world beyond the peasant status into which he was born. When Martin gave up his education in law, and entered the monastery as a monk, Martin's father was greatly displeased. Apparently Martin's father never understood or forgave Martin for not honoring his father's wish to become a lawyer. The film begins with Martin deciding to give up his studies in law and to join the Augustinian monastery. The film skips over the reason why Martin chose to do this. All of Martin's plans changed during a thunderstorm in the summer of 1505. A lightening bolt struck near to him as he was returning to school. Terrified, he cried out, "Help, St. Anne! I'll become a monk!" Spared of his life, but regretting his words, Luther kept his bargain, dropped out of law school and entered the monastery there.

32 minutes: Film: **Martin Luther (1953), Part 1** — Martin's early spiritual struggles.

[**The time to stop the film** is shortly after the scene where Martin's superior has just brought in a bunch of relics and is showing them off with Martin standing there somewhat uninterested. Martin leaves. Then Martin's superior joins Martin in Martin's office and they have a discussion. The superior says, "Doctor Martin, if you leave the Christian [believer] to live only by faith . . . if you slip away all good works, all these glorious things you dismiss as mere crutches . . . what will you put in their place?" Martin replies, "**Christ! Man only needs Jesus Christ.**" His superior shakes his head in frustration, then leaves. Martin then marks his Bible at the place they have just been reading and writes in the margin the Latin word "Sola" which means "alone, all by itself." He has reached his conclusion that man is made right with God **by faith alone**. ("Sola Fide") Then CUT movie off.]

BEFORE OR DURING THE FILM:

1. Be sure the roll sheet gets all around the class and collect it. Save this to record names in your grade book at the end of the first week and the final class list is more certain.

NEAR THE END OF THE FILM:

1. Pass out the take-home **Quiz 2** [*Recall that take-home quizzes are numbered according to the day when they are scored and collected*] and the list of necessary class materials and textbook (Bible).

END OF CLASS:

1. Remind students to **bring the take-home quiz to class tomorrow. It will be turned in at the beginning of class. Tell them that they may discuss the quiz outside of class or by telephone if they wish, but that they must return it tomorrow to get credit. Quizzes not returned score zero.**

Dismiss the class on time.

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✿ Large (27"x39") **Luther** color theater poster including shipping & handling \$30.00

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LESSON NO. 2

Film: Martin Luther (Part 2)

PREPARATION:

“The Pope needs money: Indulgences; Luther objects and posts his *Ninety-Five Theses*”

1. Preview the entire film and the take-home quizzes. Spend whatever time you have to review websites about Martin Luther.
2. Be sure to set up whatever equipment is necessary to show the film. Have the video machine turned on and the video run up to yesterday's break point, then “rewind” to about the 26 minute mark to allow for a bit of review, then pause or stop for immediate start-up.
3. Make enough copies of today's take-home **Quiz 3**. Have them counted out for this class. Also a roll sheet.
4. If you have any new students (who missed the first class) give them the list of necessary materials for this class. Be sure to include the exact translation and edition of the Bible which will be needed, and whether the student may provide his own, or use one which the school sells as a textbook.

FIRST TWO MINUTES OF CLASS: Teacher will again greet the class on this second day of school. Again show an interest in each student by telling them you **will learn their names** as quickly as possible. Tell them that to save time again today you will pass a **class roll sheet** around for each student to sign.

Open the class with a **brief prayer** focusing upon the **great value of the Word of God** and the many sacrifices which others have made over the past several thousand years to preserve the Word for us.

SECOND FIVE MINUTES OF CLASS: If this is the first period of the day, and depending upon school policies, have the class stand and **recite the Pledge of Allegiance to the United States**.

Call for the students to exchange (or correct their own) take-home quizzes. Collect them. Score them later during prep time.

TWO MORE MINUTES: Again, tell the class that the **first week of classes will be different** than what to expect for the remainder of the year, but that there is a **special purpose for these first week classes**. Tell them that they will be given an overview of what this class will be like the remainder of the year on the fifth day of classes this week, and that they will begin reading through the Bible during the sixth class.

Tell them that the rest of this period will be taken up with the **second quarter** of the film **Martin Luther**, and that there will be another **take-home quiz to be returned to class tomorrow**.

Point out again any **website addresses** which you posted on the board which students may check out this evening if they wish to get a better background about Martin Luther, one of God's truly great men, about which most Christians today know very little.

Tell them also, that you will pass out the **take-home quiz near the end of class**.

29 minutes: Film: **Martin Luther (1953), Part 2** — Martin's recognition of the problems within the Catholic Church of which he is a part. He begins in earnest to try to get the Church to reform its evil ways. **START AT ABOUT THE 26 MINUTE MARK TO ALLOW FOR A BIT OF REVIEW**

DURING THE FILM:

1. Be sure the roll sheet gets all around the class and collect it. Save the list to record attendance later.
2. Pass out take-home **Quiz 3** and the list of necessary class materials and textbook (Bible).

STOP THE FILM AT ABOUT THE 59 MINUTE MARK. The scene is as follows: Three priests, Luther, Melancton, and Karlstadt have traveled to Leipzig for a debate with a man named Eck. Luther has been sitting there listening to the debate but is called to speak. Eck seeks to corner Luther and to accuse him of heresy. Luther responds: "I will tell you what I think. I have the right to believe freely. To be a slave to no man's authority. I confess what appears to me to be true, whether it is proved or disapproved, whether it is spoken by Catholic or heretic!" Eck retorts: "Then you deny the authority of the Pope?" Martin says, "in matters of faith, I think that neither council nor Pope, nor any man has power over my conscience. And where they disagree with Scripture, I deny Pope and council and all! A simple layman armed with Scripture is greater than the mightiest Pope without it!" Eck cries out: "Heresy! Doctor Luther, heresy!" Luther comes back with "Heresy! So be it! It is still the truth!"

CUT MOVIE AT THIS POINT — 59 MINUTES INTO THE FILM.

END OF CLASS (ONE MINUTE):

1. Remind students to **bring the take-home quiz to class tomorrow**. It will be turned in at the beginning of class. ***Tell them that they may discuss any take-home quiz outside of class or by telephone if they wish, but that they must return the quiz to class tomorrow to get a grade and avoid a zero.***

Dismiss the class on time.

LESSON 3:

Martin Luther movie, Part 3 of 4 parts

Luther is released from the Augustinian order by his superior. The Diet of Worms. Luther in seclusion at Wartburg Castle

1. Preview the entire film and the take-home quiz. Spend whatever time you have to review websites about Martin Luther.
2. Be sure to set up whatever equipment is necessary to show the film. Have the video machine turned on and the video run up to yesterday's break point and paused for immediate start-up.
3. Make enough copies of today's take-home **Quiz 4**. Have them counted out for this class. Also a roll sheet. Give them as an **in-class quiz** at the end of today's movie, **if time permits**.
4. If you have any new students (who missed the first or second class) give them the list of necessary materials for this class. Be sure to include the exact translation and edition of the Bible which will be needed, and whether the student may provide his own, or use one which the school sells as a textbook.

FIRST TWO MINUTES OF CLASS: Teacher will again greet the class on this third day of school. Again show an interest in each student by calling as many as possible **by name**. Tell them that to save time again today you will pass a **class roll sheet** around for each student to sign.

Open the class with a **brief prayer** focusing upon the **great value of the Word of God** and the many sacrifices which others have made over the past several thousand years to preserve the Word for us.

SECOND FIVE MINUTES OF CLASS: If this is the first period of the day, and depending upon school policies, have the class stand and **recite the Pledge of Allegiance to the United States**.

Call for the students to exchange (or correct their own) take-home quizzes. Collect them. Score them later during prep time. Quizzes not returned during class score zero.

TWO MORE MINUTES OF CLASS: Again, tell the class that the **first week of classes will be different** than what to expect for the remainder of the year, but that there is a **special purpose for these first week classes**. Tell them that they will be given an overview of what this class will be like the remainder of the year on the fifth day of classes this week, and that they will begin reading through the Bible during the sixth class.

Tell them that the rest of this period will be taken up with the **third quarter** of the film **Martin Luther**, and that there will be a **quiz to be taken either today after the movie or as a take-home quiz to be returned to class tomorrow**.

Point out again any **website address** which you posted on the board which students may check out this evening if they wish to get a better background about Martin Luther, one of God's truly great men, about which most Christians today know very little.

5 MINUTES: **Introduction to Martin Luther Part 3 of 4 parts — A Review**

Luther had first been attending Law school at his father's direction, but had given this up during a terrible thunderstorm, when a bolt of lightning struck very near him and he vowed to St. Anne to become a priest. Even while he is a monk, studying the Scriptures, Luther struggles with his own sinfulness and with his hatred of a God he can not love. He is sent to Rome where he encounters some of the worst aspects of the Roman Catholic church at that time. He is sent to advanced studies and becomes a doctor of Theology, studying the Scriptures from the Latin and Hebrew and Greek. Luther begins to see the problem with relics and with much of the tradition held by his church and desires to reform his church to follow Scripture more closely. He begins to question the authority of the Pope and of church councils which have often contradicted one another. The new Pope's need for money to build St. Peter's Cathedral in Rome leads the Pope to send a man to Germany to sell indulgences. When Luther finds this out he is — as the Pope would later put it — ***“a wild boar running loose in the LORD's vineyard.”*** He is extremely angry at this perversion of truth at the expense of the poor people who don't know any better. Luther writes 95 statements in Latin in which he states Biblical truth which is contrary to established practices within the Roman Catholic Church. On **October 31, 1517**, Luther posts these on the door of the Wittenberg Church, expecting to hold debates about each one of them to settle the truth or falsity of his statements. These become known in history as ***Luther's Ninety-Five Theses***. The printing press, which had been invented by Gutenberg, and which had printed the Gutenberg Bible in 1452, was used to make copies of the Ninety-Five Theses, translated into German, and which were circulated throughout Germany. This began what became the **Protestant Reformation**.

29 minutes: Film: **Martin Luther (1953), Part 3 — START THE MOVIE AT ABOUT 54 MINUTES**, where the debate is going on and Luther ends the scene by saying “Heresy! So be it! It is still the truth!”

STOP THE MOVIE AT 1:26:30 (86:30) The scene is this: Three men are having a discussion. Luther walks in dressed as a knight, whom they don't immediately recognize. Karlstadt asks him “What would you like, Sir?” Luther responds “My pulpit!” They all recognize Luther. Luther further responds by telling Karlstadt to get out of his sight. As Karlstadt, shaken to the core, leaves, **Stop the movie as he reaches the door, and before he opens it.**

10 MINUTES: If time permits give **Quiz 4**. Collect and score outside of class. Otherwise, send it home as a take-home quiz.

END OF CLASS Quiz next class.

DISMISS CLASS ON TIME.

LESSON 4

Film: Martin Luther (Part 4)

PREPARATION:

“The Reformation Begins in Earnest”

1. Preview the entire film and the take-home quiz. Spend whatever time you have to review websites about Martin Luther.
2. Be sure to set up whatever equipment is necessary to show the film. Have the video machine turned on and the video run up to yesterday's break point and paused for immediate start-up.
3. Make enough copies of today's take-home **Quiz 5**. Have them counted out for this class. Also a roll sheet.
4. If you have any new students (who missed the first or second class) give them the list of necessary materials for this class. Be sure to include the exact translation and edition of the Bible which will be needed, and whether the student may provide his own, or use one which the school sells as a textbook.

FIRST TWO MINUTES OF CLASS: Teacher will again greet the class on this fourth day of school. Again show an interest in each student by telling them you **will learn their names** as quickly as possible. Tell them that to save time again today you will pass a **class roll sheet** around for each student to sign.

Open the class with a **brief prayer** focusing upon the **great value of the Word of God** and the many sacrifices which others have made over the past several thousand years to preserve the Word for us.

SECOND EIGHT MINUTES OF CLASS: If this is the first period of the day, and depending upon school policies, have the class stand and **recite the Pledge of Allegiance to the United States**.

Call for the students to exchange (or correct their own) take-home quizzes. Collect them. Score them later during prep time.

TWO MORE MINUTES OF CLASS: Again, tell the class that the **first week of classes will be different** than what to expect for the remainder of the year, but that there is a **special purpose for these first week classes**. Tell them that they will be given an **overview of what this class will be like the remainder of the year on the fifth day of classes** this week, and that they will begin reading through the Bible during the sixth class.

Tell them that the most of the rest of this period will be taken up with the **final segment** of the film **Martin Luther**, and that there will be a **quiz to be taken after the film** or as a **take-home quiz to be returned to class tomorrow**.

Point out again any **website address** which you posted on the board which students may check out this evening if they wish to get a better background about Martin Luther, one of God's truly great men, about which most Christians today know very little.

23 Minutes: Film: Martin Luther (Part 4)

START THE MOVIE AT ABOUT 1:21 (81 minutes) where Luther has been in hiding for about a year at Wartburg Castle. Three men are having a discussion. Luther walks in dressed as a knight, whom they don't immediately recognize. Karlstadt asks him "What would you like, Sir?" Luther responds "My pulpit!" Then they all recognize Luther. Luther further responds by telling Karlstadt to get out of his sight. Karlstadt, shaken to the core, leaves.

DURING THE FILM:

1. Be sure the roll sheet gets all around the class and collect it. Save the list to record attendance later.
2. Pass out the take-home quiz and the list of necessary class materials and textbook (Bible).

STOP THE MOVIE AT THE END.

END OF CLASS (FIFTEEN MINUTES):

1. Get reactions from students to this film. Use about five minutes for this activity.
2. If time permits (10 minutes) give **Quiz 5** over today's movie, exchange papers, score and collect.
2. If time doesn't permit you to give **Quiz 5** in class pass out the quiz and tell students to **bring the take-home quiz to class tomorrow**. It will be turned in at the beginning of class. *Tell them that they may discuss any take-home quiz outside of class or by telephone if they wish.*

Dismiss the class on time.

LESSON 5

OVERVIEW OF THE TWO-YEAR COURSE: *The Challenge and the Glory of READING THE ENTIRE BIBLE*

PREPARATION TIME:

1. Have handy or make the following graph (next page) as an overhead transparency.
2. Preview the *take-home quiz 6* which will be given out at the end of this class.
3. Have the necessary number of copies of *quiz 6* and the *Year 2 Reading Plan*.
4. Study the following lecture notes so as to be able to give the lecture, and have any needed discussion, in a knowledgeable and concise manner.

FIRST TWO MINUTES OF CLASS: Teacher will greet the class. Take roll.

Open the class with a **brief prayer**. Recite the Pledge of Allegiance to the United States, as appropriate.

NEXT FIVE MINUTES OF CLASS: Have students exchange Quiz 5, read answers while students mark papers and then return papers to their owners. Then after a brief few moments, collect the papers. Tell students that if they have any questions or wish to discuss any aspect of the quiz they should see you after class to set an appointment.

THE LESSON (38 MINUTES, with 5 minutes for end-of-period special activity) Tell the class that today's lesson is an **overview of what this class will be like the remainder of the year**, and that they will begin reading through the Bible during the next class.

Give each class member a *Year 2 Reading Plan*. Urge them to *not read ahead* of schedule, because it should not be necessary under this plan, as they will see by the end of the first week of actual Bible reading. *Tell them that each day they need to sign their initials next to that day's reading, keep the form in a safe place, and turn in the sheet at year end to obtain the special certificate.*

Tell them that today there will be a *take-home quiz* to be returned to next class. Whenever a **take-home** quiz is given it is to be understood that students may collaborate in person or by phone to complete the quiz. **In-class quizzes are to be done independently, without help.**

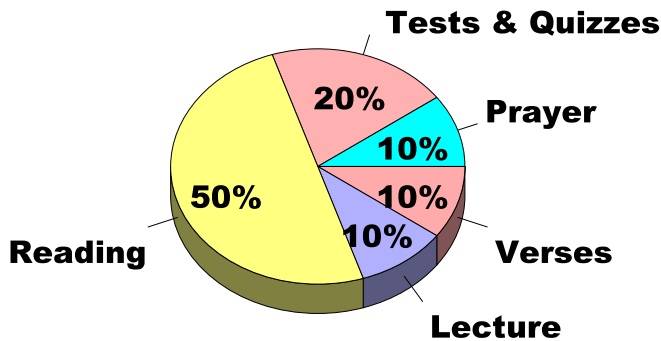
Usually a quiz will be given during the first part of a class period and will cover the previous day's Bible reading. This is the reason that they should not read ahead of schedule. Because each day's reading covers a number of chapters, reading ahead would tend to cause confusion in the student's mind about what had been read most recently.

Comparing the typical Bible Class with *Read Thru the Word*:

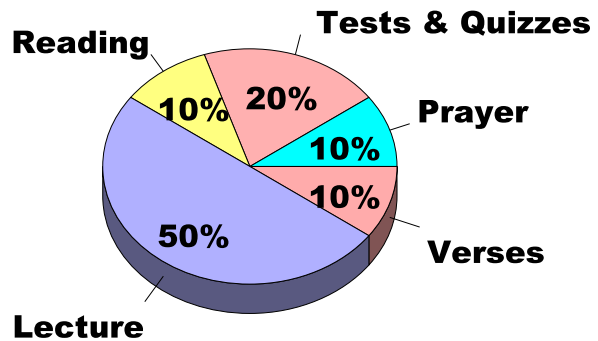
- ❖ **The typical Bible class focuses upon teacher lecture to convey orally to the student the content of the lesson.**
- ❖ **Read Thru the Word focuses upon the student's ability to read to convey the content of Scripture to the mind and heart of the student.**

[Here briefly discuss pie charts using the overhead or doc cam projector, beginning with Tests/Quizzes and moving clockwise around the two circles, comparing *Read Thru the Word* with Typical Bible Classes.]

Read Thru The Word



Typical Bible Class



AMOUNT OF READING REQUIRED: For this Bible course, the entire Bible has been carefully divided up into small parts so that you can successfully read one-half of the Bible during Bible class this year. Most of you should have no difficulty completing the reading each day during class, as long as we stick to the time schedule shown on the chart we just looked at. Last year most, or perhaps all of you, read the first half of the Bible, if you attended this school. If you are a bit slow in reading, you may need to spend some time finishing the assignment outside of this class, or at home. Students who wish might like to read the chapters **twice** to be even more prepared for tomorrow's quiz.

DAILY QUIZZES: Normally there will be a quiz during the first part of the class on the day following your reading assignment. These quizzes will be multiple choice. About eight minutes will be given to the daily quizzes. Because of time constraints some students may not complete some quizzes. Some quizzes are short. Others are fairly long. The point is that you just need to do the reading, try your best to understand what you read, and then do your best on the quizzes. About two minutes will be taken to score and hand in the quizzes.

TESTS: At the end of each book of the Bible there will be a test. This will usually be a True-False test covering the entire book of the Bible which you have just completed. This test will normally be given during the day following the final reading assignment of that book of the Bible. It will usually be longer and will take more class time than the daily quiz.

PRAYER: Approximately five minutes will be given to prayer in each class. I will do whatever seems appropriate so that this time will be somewhat varied, meaningful, and profitable for all of us.

MEMORY VERSES: A set of **thirty-three memory verse passages** will be drilled on a daily basis, memorized, and tested during the year. *This year's topic* for the verses will be *The marks of a true disciple of Jesus Christ*. Approximately five minutes of class time will be given to this important exercise.

LECTURE/DISCUSSION: Only five minutes is scheduled for lecture and discussion. This will usually be in the form of a brief orientation of the class to what is contained in that day's reading assignment. It may also include time for questions from the class over any previous day's reading.

READING TIME: Twenty-five minutes is the daily time allotment for reading the Bible assignment. If you are reading at or above grade level you should usually be able to complete the assignment in class.

WHY THIS KIND OF BIBLE CLASS? A number of years ago a Bible class teacher asked this question: *"Isn't there a Bible curriculum in which the students can simply read through the Bible?"* That simple question has resulted in this curriculum. If you've ever been in a Bible class where the teacher spent most of the period talking (perhaps like some of your current classes in other subjects) you should appreciate the different approach with this class. In this class the time block which most classes spend for teacher lecture is dedicated to Bible reading. Usually, the class will read silently the entire assignment for the day. Occasionally we will have some other way of doing the reading, such as (1) a guest reader, (2) student readers, (3) teacher will read, (4) a recorded passage of the Bible will be played, or some other similar method will be employed to give some variety to the class.

THE PRECIOUS WORD: You have seen in the *God's Outlaw* film the true story of the high cost which was paid by some of our forefathers so that we could have the Word of God to read in our own language. There are many other similar true stories which you can find if you are interested.

BIBLE STATISTICS: [Note to Teacher: a number of Bible ministries were queried regarding the accuracy of the following statements. None were able to either confirm or deny the following statements. Thus, they are probably within the ball park for accuracy. **This is on the quiz for today's lesson.**]

It is estimated that of all people in the world today who claim to be true believers in Jesus Christ only *one in every thousand* (1 per 1,000) has a complete Bible of their own.

It is also estimated that of all people in the world who actually own a Bible only *one in every hundred* (1 per 100) has actually read it from cover to cover at least one time.

WHY SO FEW READ THE BIBLE ALL THE WAY THROUGH, COVER TO COVER:

1. We in America, relatively speaking, are rich compared to the rest of the world and we just *don't see the need* to read the Bible.
2. Because we have everything we need, physically speaking, *we don't realize that we are lacking anything, including spiritual food.*
3. Because we lead busy lives, we tell ourselves that we just don't have the time to read the Bible.
4. We *live busy lives*, with all kinds of activities, cell phones, email, and television. It is hard to make time to just read anything, including the Bible
5. Some of us have been raised in church. We know many of the Bible stories, and we tell ourselves that *we already know what's in the Bible.*
6. The *Bible is a rather long book.* It has over a thousand pages. It's kind of like climbing Mt. Everest. It seems impossible from where we are standing at the foot of such a tall mountain.

7. ***We lack a specific daily plan. This course solves that problem for the beginner.***

BIBLE KNOWLEDGE ACCORDING TO GALLUP POLL (1990)

The sad fact is that actual knowledge of what is in the Bible is at an all time low. Gallup's 1990 Bible survey revealed that:

- ❖ Only half of adults interviewed nationwide could name ***any*** of the four Gospels of the NT.
- ❖ Just 37% of those interviewed could name ***all four*** of the Gospels.
- ❖ Only 42% of adults were able to name as many as five of the Ten Commandments correctly.
- ❖ Seven in ten (70%) were able to name the town where Jesus was born, but just 42% could identify him as the person who delivered the Sermon on the Mount.

BIBLE KNOWLEDGE ACCORDING TO George Barna's Bible Surveys during the 1990s came up with some other interesting facts:

- ❖ 38% of Americans believe the entire Bible was written several decades after Jesus' death and resurrection. (1994)
- ❖ 12% of adults believe that Noah's wife was Joan of Arc. (1997)
- ❖ 49% believe that the Bible teaches that money is the root of all evil. (1994)
- ❖ 75% believe that the Bible teaches that God helps those who help themselves. (2000)

[The above quotations from Gallup and Barna were taken from www.theologicalstudies.citymax.com/page/1572910.htm. (9/24/2007)]

OVERCOMING ALL THE OBSTACLES:

It takes discipline to read through the Bible. However, you should know that a few Christian believers read through the Bible ***every year***, and that by the time they are fifty years old they have read through the Bible perhaps ***thirty times, or more***. Why do they keep reading through the Bible, year after year? ***Because no one can ever exhaust the spiritual riches which are contained in it. It is like a gold mine in which the gold ore veins keep getting richer the deeper you dig. This class is designed to help you form that extremely important discipline early in life, so that, hopefully, you will continue it throughout your life in spite of all of the obstacles which we face every day.*** Some goals of this class are to help you ***overcome***

- ❖ the enormity — the sheer size — of the challenge
- ❖ your fear of failure at such a large task
- ❖ the unfamiliarity of the task

ONE FINAL NOTE: As the teacher of this class I hope that you will take up the challenge and give it your very best efforts. If you have any difficulty completing the daily reading assignments, or understanding what you are reading, or any other problem with this course, please come and see me at a mutually convenient time, and I will do everything I can to help you overcome whatever obstacle seems to be in the way. The daily quizzes are designed to help you and me (and your parents who are paying your tuition) know that the daily reading has been completed. At the end of the school year there will be a certificate given to each student who remains in this class for the entire year and completes the course in a satisfactory or better manner.

WHAT IS THE BIBLE?

1. ***It is the very Word of God***, our Creator. It is God's message to each of us. Every person who ever lived or ever will live will be judged by what is contained in God's message to us.
2. ***It is THE ONLY Word from God***. No other book which may be called a "holy book" by some, contains the Word of God. This Bible is the only authentic, unquestionable, veritable, bona fide, documented, faithful and reliable WORD OF THE LIVING AND TRUE GOD, our Creator.
3. As you read through the Bible you will come to realize that it contains the truth of God.

OPTION 1: END OF CLASS:

1. Pass out ***take-home Quiz 6*** and remind students to **bring the quiz to next class**. It will be turned in at the beginning of class. Tell them that they may discuss the quiz outside of class or by telephone if they wish.

Dismiss the class on time.

OPTION 2: END OF CLASS:

Note: Try to find a way to include the materials below (2 pages) in Lesson 5.

NOTE TO TEACHER: The following activity is optional, but highly recommended, even if it was carried out during Year 1 of this curriculum. To carry it out you will need to make copies of the following page, preferably on card stock, cut them in half (since there are two survey forms per page), and have them ready to pass out at the end of this class period. After collecting these survey cards, it will be your responsibility to (1) review each card and determine to what extent your class has perhaps three distinct groups of students:

- * those who profess to be truly born again
- * those who profess NOT to be born again, but who want to have the experience
- * those don't know and don't care

This activity provides a basis from which you, the teacher can initiate your first effort of the year to reach and evangelize students who are not born again. After prayer you need to determine in which order you will follow up the survey with each one of the students. May God direct your choices and give you a great reward for doing this special work among your class. ***A suggested method of dealing with each of these three groups of students — on an individual basis — will be found in the CD curriculum files for this program under Supplementary Studies and Helps.***

(Allow at least 3-5 minutes for this activity) To conclude this class today I am asking each student to respond to a **survey card** which I am passing out. Please fill out these cards now. I will collect them at the door as you leave. I will follow them up with you individually in a brief one-on-one conference over the next several days or weeks — at my first opportunity.

Don't forget to **bring the take-home quiz to class tomorrow**. It will be turned in at the beginning of class. You may discuss the quiz outside of class or by telephone or email if you wish.

Dismiss the class on time.

Read thru the Word ---- STUDENT SURVEY REGARDING THE NEW BIRTH

Lesson 4

Year 2

Name: _____

Date: _____

Grade: _____ Church affiliation, if any: _____

Please check the ONE most appropriate response, after considering today's lesson/lecture and your own heart. Your teacher will discuss your response with you privately at his/her first opportunity. Thank you.

- ☐ I know I have experienced the new birth as something God has done in me, and that I am a new creation in Jesus Christ. I have repented of all my sins. I have made restitution for wrongs done to others as far as possible and appropriate. My old natural life is behind me. I have believed in and received Jesus Christ.
- ☐ I've been brought up in church. I've heard many sermons and lessons about being born again. I've prayed the sinner's prayer one time or several times, but I still don't really know if I have experienced the new birth, but I want to very much.
- ☐ I have not been brought up in church. I have not heard sermons or lessons about being born again, but I would like to learn more about it. Reading the Bible this year may help.
- ☐ I believe everything in the Bible is true. However, I don't think I have been born again. Tell me more.
- ☐ I've been brought up in church. I've heard sermons and lessons about being born again. However, I've never prayed the sinner's prayer. I'm not really interested in or ready to do this.

Read thru the Word ---- STUDENT SURVEY REGARDING THE NEW BIRTH

Lesson 4

Year 2

Name: _____

Date: _____

Grade: _____ Church affiliation, if any: _____

Please check the ONE most appropriate response, after considering today's lesson/lecture and your own heart. Your teacher will discuss your response with you privately at his/her first opportunity. Thank you.

- ☐ I know I have experienced the new birth as something God has done in me, and that I am a new creation in Jesus Christ. I have repented of all my sins. I have made restitution for wrongs done to others as far as possible and appropriate. My old natural life is behind me. I have believed in and received Jesus Christ.
- ☐ I've been brought up in church. I've heard many sermons and lessons about being born again. I've prayed the sinner's prayer one time or several times, but I still don't really know if I have experienced the new birth, but I want to very much.
- ☐ I have not been brought up in church. I have not heard sermons or lessons about being born again, but I would like to learn more about it. Reading the Bible this year may help.
- ☐ I believe everything in the Bible is true. However, I don't think I have been born again. Tell me more.
- ☐ I've been brought up in church. I've heard sermons and lessons about being born again. However, I've never prayed the sinner's prayer. I'm not really interested in or ready to do this.

LESSON 6: SONG OF SOLOMON 1-8

NOTE: *If* the two lessons covering Song of Solomon (reading lesson and test lesson) will be taught separately for young men and young women, these plans will need to have been made **before or during** the first (introductory) week of classes. Although separate classes are not necessary, the teacher should review these two lessons and the quiz/test and then determine if you think separate classes are a good thing or that they are not needed.

PREPARATION: (1) Read Bible chapters
(2) List any vocabulary words which you think need explanation
(3) Transparency or chart of Bible memory verse
(4) Bible memory verse chart.

5 MINUTES: BEGIN CLASS ON TIME. TAKE ROLL. ANNOUNCEMENTS. SAY THE PLEDGE

Open with prayer

5 MINUTES: **Bible Verse Drill/Memorization: WEEK #2**

Wherewithal shall a young man cleanse his way? by taking heed thereto according to thy word. With my whole heart have I sought thee: O let me not wander from thy commandments. Thy word have I hid in mine heart, that I might not sin against thee. (Ps 119:9-11 KJV)

❖ (Optional) cumulative review of all prior verses from Year 1

10 MINUTES: Have students get out (from homework) **Quiz 6** covering the Overview of this year's Bible course. Read answers orally for the quiz, while students check their own work. Have them passed in immediately. **Enter grades from student-reviewed quizzes after class.** Missing quizzes score ZERO.

5 MINUTES: **Vocabulary Words:**

CANTICLES - (Song of Solomon 1:1) abbreviated Cant. is another name for the book of Song of Solomon. [LS]

SPIKENARD - (Song 1:12) (Hebrew *nerd*), a much-valued perfume (Cant. 1:12; 4:13, 14). It was "very precious", i.e., very costly (Mark 14:3; John 12:3, 5). It is the root of an Indian plant, the *Nardostachys jatamansi*, of the family of Valerianaceae, growing on the Himalaya mountains. It is distinguished by its having many hairy spikes shooting out from one root. It is called by the Arabs *sunbul Hindi*, "the Indian spike." In the New Testament this word is the rendering of the Greek *nardos pistike*. The margin of the Revised Version in these passages has "pistic nard," pistic being perhaps a local name. Some take it to mean genuine, and others liquid. The most probable opinion is that the word *pistike* designates the nard as genuine or faithfully prepared. [Easton's]

CAMPHIRE - [Song 1: 14; 4: 13] Spelling reduced to CAMPHOR with the passing of time. It is an aromatic substance extracted from Asian camphor trees. It has an overpowering aroma and is said to induce sweating with prolonged exposure. [RP]

TURTLE - (Song 2:12) same as turtledove or turtle-dove. [LS]

SAFFRON - (Song 4:14) Hebrew *karkom*, Arab. *zafran* (i.e., "yellow"), mentioned only in Cant. 4:13, 14; the *Crocus sativus*. Many species of the crocus are found in Palestine. The pistils and stigmata, from the centre of its flowers, are pressed into "saffron cakes," common in the East. "We found," says Tristram, "saffron a very useful condiment in travelling cookery, a very small pinch of it

giving not only a rich yellow colour but an agreeable flavour to a dish of rice or to an insipid stew."
[Easton's]

Introduction to Song of Solomon, Chapters 1-8: There are two aspects to this book. First, it is an intimate look at the relationship between a husband and wife, the kinds of things they say when they are alone, and the deep commitment which they share toward one another. Your author can testify that God has given him his own love story, and for over forty years his marriage has been a great blessing. His wife, now more than ever, is clearly the special gift from God — the best gift any man could ever have. God intends this kind of relationship for every believer. Second, most commentators say that the relationship portrayed here is to be a spiritual interpretation of the relationship between the Great Bridegroom, Jesus Christ, and his church — every true believer, every one who has been born again by the Spirit of God. *[Note to the teacher: Your author has attempted to make his introductory notes for Song of Solomon quite literal. The teacher is advised to read these notes carefully and determine how to interpret them in such a way as not to unduly stir up sexual passion in students. These are summary notes and not nearly as vivid in detail as are the actual words of the text. These notes are interpretations based upon numerous readings of the passages as well as viewing them from a mature married person's understanding. It is the author's viewpoint that we do students a disservice to avoid the clear meaning of Scripture. Further, most students in grade 8 are quite well educated nowadays when it comes to matters of sex, though their education is probably not all accurate or from a godly, Biblical perspective. Do what you can through the study of this book to instill in students a vision for what God intends for their lives in the way of love, sex, and marriage. Help them aspire to the holiness with which God intends for his people to approach the whole topic of love, courtship and marriage, and to shun the ungodly ideas often associated with dating, sexual experimentation, and all forms of ungodly sexually oriented relationships prior to marriage — something which leaves scars upon one's conscience and regrets in one's memory for a lifetime.]*

Chapter 1: The bride and the bridegroom are talking to each other and making complimentary comments about each other.

Chapter 2: The two lovers who are quite lovesick continue speaking to and about one another. The bridegroom leaves but the bride continues speaking about her lover and her desire for him to be with her.

Chapter 3: The bride is alone, wishing that her lover was there. She goes into the city and finds him and brings him into her mother's home. The bride describes her lover, King Solomon in his regal array in his special chariot.

Chapter 4: The bridegroom speaks and admires the physical beauty of his bride. The bride invites her bridegroom into his garden, referring to her desire for him to lie with her, appreciate her beauty, and consummate their physical relationship.

Chapter 5: The bridegroom responds after he has satisfied his thirst and his hunger for the physical relationship. Later, the bridegroom is gone for a while, but returns finding the door locked. By the time the bride gets the door open the bridegroom is gone, so she goes seeking him. While seeking him she is wounded by the city watchmen, and her veil is stripped off. Still lovesick she speaks to the daughters of Jerusalem that if they find her beloved bridegroom to tell him that she is lovesick for him. They respond asking what is so wonderful about her lover. She begins to describe her lover's physical appearance as only someone in love can do.

Chapter 6: The daughters of Jerusalem ask if they can help her find him. The bride says where she thinks her lover has gone. The bridegroom is suddenly there and she again begins describing his manly and attractive physical characteristics. The bridegroom begins describing his bride as his dove, his undefiled, his only love.

Chapter 7: The bridegroom continues his complimentary remarks about his bride's physical beauty. The bride responds, recognizing and appreciating that her lover desires to spend time with her. She proposes that they take a trip into the country and enjoy the fruits as well as those she has laid up for him, both new and old.

Chapter 8: She also wishes he would go with her to her mother's home, where she would perhaps get him a bit intoxicated with her spiced pomegranate wine, and then get him into bed with her. The bridegroom affirms the bond between them — a bond of love which is "strong as death." The conversation continues with mention of the bride's little sister, and ends with the bride bidding her bridegroom to make haste to come to her.

Does anyone have any questions about any of these events?

25 MINUTES: READING TIME

END OF CLASS Quiz next class.

DISMISS CLASS ON TIME.

LESSON 7: REVIEW AND TEST over Song of Solomon

PREPARATION:

- (1) Make copies of the **Song of Solomon Test**.
- (2) Review the **Song of Solomon Test** and make a few notes for discussion
- (3) Make notes of the high points of the book being tested to discuss briefly
- (4) List vocabulary words needed on test for discussion.

5 MINUTES: BEGIN CLASS ON TIME. TAKE ROLL. ANNOUNCEMENTS. PLEDGE.
Open with prayer

5 MINUTES: **Bible Verse Drill/Memorization:**

Wherewithal shall a young man cleanse his way? by taking heed thereto according to thy word. With my whole heart have I sought thee: O let me not wander from thy commandments. Thy word have I hid in mine heart, that I might not sin against thee. (Ps 119:9-11 KJV)

❖ cumulative review of all prior verses, including Year 1 verses

2 MINUTES: **Take-home Quiz 7 over Song of Solomon 1-8.** Students exchange papers, teacher read answers. **Correcting student must write his/her name at the bottom of the quiz.** **Have students write the number correct at the top and return to the owner.** Have students pass them in **while teacher begins discussing review questions** below.

9 MINUTES: **Review of the Book of Song of Solomon:**

Questions for a quick review: (Do not spend more than about 30 seconds on each question.)

1. Why do you think God created man and woman and established marriage as the basis for our society throughout the world?
2. Why is marriage far better than simply living together?
3. Does anyone really “benefit” by living together without being married?
4. What are the problems of living together without the security of a lifetime marriage commitment?
5. Has your life been touched by divorce? How did this cause you pain?
6. If your parents divorced did you feel, as it is common for children whose parents divorce, that it was partly your fault?
7. Can God still make your life a complete success in spite of the pain of divorce, or other difficult trials you have been through?
8. Have you ever felt lovesick about someone?
9. Do you know what infatuation is and what causes it?
10. Do you realize that most people think that if they can find the perfect mate they will have a happy life, but that ***being the perfect mate*** is more important than finding one?
11. Have you had a really good friend of your own gender with whom you really enjoyed doing a lot of things together? If so, how did this benefit your life? How did you benefit your friend?
12. Do you think that there is only one person in all the world which God intends for you to marry? If so, how do you think you will find that person?
13. Do you realize that if you marry you are not marrying only one person, but you are marrying into that person’s family and you will have relationships with that family’s members for many years?
14. Do you think you owe any debt of gratitude to the parents of the person you may marry someday?
15. What kind of financial investment do you think your spouse’s parents might have made in their son or daughter before you “came along?”

16. What kind of spiritual investment do you think your spouse's parents might have made in their son or daughter before you entered the picture?
17. What does the writer mean when he says "love is strong as death?"
18. What does the writer mean when he says "many waters cannot quench love?"
19. How important is physical beauty to you in your quest for a life partner?
20. Have you ever had a friend or relative or teacher which you greatly admired in spite of the fact that that person was not very physically attractive?
21. What are the disadvantages of being a supermodel or a muscle-bound man?
22. Do you think all beautiful women and handsome men are happy?
23. Is the sin of pornography preparing you for a difficult life trying to find someone whom you will marry and live with for a lifetime?
24. Is pornography messing up your mind and ruining your future marriage?
25. What is real love? Does real love necessarily include sex?
26. Do you agree that the greatest demonstration of love in all of history was Christ's giving of his life so that you could have eternal life?
27. Is there anything sinful about a normal physical and sexual relationship within marriage?
28. Is there anything sinful about one's physical body?
29. Do you think God had a great idea when he designed and created men and women and established marriage in the Garden of Eden?
30. Are you willing to wait until God's timing to begin seeking a marriage partner?
31. Are you willing to consider courtship as an alternative to the worldly practice of dating?
32. Do you have mature self-control when it comes to getting angry, being patient under stress, eating so much that you are sick, avoiding ungodly television, shunning pornography, or any other area in life where self-control is important?
33. Have you known, or do you know, any married couple who has been married for at least twenty years who still seem to be deeply in love, and who show affection appropriately in public?
34. Have you ever attended a twenty-five year anniversary or a fifty-year anniversary of marriage?
35. Do you know how to give and receive honest compliments?
36. If you can imagine what it is like to be in love, why do you think that God speaks in numerous places about being married to Israel (in the Old Testament) or having a spotless bride (in the New Testament)?
37. Do you understand why you should value your own self and your body so much that you will remain a virgin until you marry?
38. Do you think it is true that when two virgins marry they will always consider their relationship something like a "Secret Garden" where no one goes except them?
39. How much self-control are you willing to exercise toward those of the opposite gender so that you will be able to present yourself to your marriage partner as a virgin?
40. Do you understand that marriage will bring many learning experiences which you could never have as a single person?
41. Are you willing to pray much about God bringing into your life the mate whom He has chosen for you?

Does anyone have any questions about any of these events before we begin the test?

[Cut off questions and discussion so that there will be **the full 29 minutes or more for the TEST.**]

Announce to class: This is a True-False test. **Your grade will be based primarily upon your percentage correct of the True-False questions.** If there are extra credit questions you may earn **extra credit points** by completing as many of them as you have time for. Pick the extra-credit questions you like best and do as many as time permits.

29 MINUTES:

TRUE- FALSE TEST OVER SONG OF SOLOMON

(All students will spend the full time remaining completing first the true-false book test, then they will work on any extra credit questions which they choose. The only option is reading or studying at the desk.)

END OF CLASS

DISMISS CLASS ON TIME.

LESSON 8: Isaiah 1-5

PREPARATION: (1) Read Bible chapters
(2) List any vocabulary words which you think need explanation
(3) Score tests and prepare a few comments.
(4) Transparency or chart of Bible memory verse

5 MINUTES: BEGIN CLASS ON TIME. TAKE ROLL. ANNOUNCEMENTS. SAY THE PLEDGE

Open with prayer

5 MINUTES: **Bible Verse Drill/Memorization:**
❖ **cumulative review of all prior verses**

Wherewithal shall a young man cleanse his way? by taking heed thereto according to thy word. With my whole heart have I sought thee: O let me not wander from thy commandments. Thy word have I hid in mine heart, that I might not sin against thee. (Ps 119:9-11 KJV)

10 MINUTES: Pass out scored Tests. Allow students to review them for a couple of minutes then ask if they have any questions or discussion about items on the test. Re-collect all tests. Enter grades from student-reviewed tests after class. Missing tests score ZERO. NO QUIZ TODAY.

5 MINUTES: **Vocabulary Words:**

WANTON - (Isa 3:16; 1 Tim 5:11; Jas 5:5) 1. Untrained; undisciplined; unrestrained; as, a wanton display of disrespect; hence, loose; free; luxuriant; roving; sportive. 2. Wandering from moral rectitude; perverse; dissolute. [NW]

TIRES - (Is 3:18) A covering for the head; a headdress. [NW]; headbands [NASB] headbands and crescents [NRSV]; caps of network, the crescent head ornaments [AMP]

MUFFLERS - (Is 3:19) muf-ler (re`alah): The name given to an article of woman's dress in Isaiah 3:19. It describes a veil more elaborate and costly than the ordinary. A cognate word in the sense of "veiled" is applied in the Mishna (Shabbath, vi.6) to Jewesses from Arabia. [ISBE]

TABLETS - In **Isaiah 3:20** the Hebrew word means a perfume-box, as it is rendered in the Revised Version. [Easton's]

MANTLE - [Judg 4: 18; Isa 15: 27; 28: 14; 1 Kin 19: 13, 19; 2 Kin 2: 8, 13, 14; Ezr 9:35; Job 1: 20; 2:12; Ps 109: 29; Is 3: 22] A kind of cloak or loose garment to be worn over other garments. [RP]

WIMPLE[S] - [Is 3:22] a hood or veil. [RP]

CRISPING PINS - [Is.3:22] - curling irons. [RP]; handbags [NRSV] [AMP]; purses [TLB]

HOODS - (Is 3:23) turbans [NRSV] [AMP]; beautiful dresses [TLB]

STOMACHER - (Is 3:24) a rich robe [NRSV] [AMP]; robes [TLB]; fine clothes [NASB]

TRAIN - tran (verb *chanakh*, "educate" (Proverbs 22:6), with adjective *chanikh* (Genesis 14:14)): In 1 Kings 10:2 the Queen of Sheba's "train," the noun is *chayil*, the usual word for "force," "army." But in **Isaiah 6:1** the "train" (*shul*, "loose hanging garment") is that of God's robe (the Revised Version margin "skirts"). [ISBE]

Introduction to Isaiah 1-5:

Chapter 1: Isaiah prophesied during the reigns of four kings of Judah: Uzziah, Jotham, Ahaz, and Hezekiah. Through Isaiah the LORD complains that Israel, which was created by Him, doesn't know Him. They have provoked the LORD to anger with their ungodly lives, and false worship through sacrifices, feasts, and offerings. **Chapters 2-4:** However, even in the midst of prophecies of gloom and doom announced to Israel by Isaiah, God also speaks of glorious times at some point in the future which he calls "the last days" (2:2) and "in that day" (4:1). As a typical Old Testament prophet Isaiah points to the many specific sins of which Israel's people are guilty, and offers hope and blessing to those who heed his warning and his call to repentance and trust in their God. Isaiah clearly warns (at about 760 B.C.) of the impending destruction of Israel which came to pass with the Assyrian invasion, captivity, and permanent loss in history of the northern ten tribes in 722-721 (about 38 years later) and Jerusalem which came to pass at 587 B.C. at the hands of the Babylonians (173 years later). **Chapter 5** includes what may be called the Parable of Jehovah's Vineyard, which outlines some of God's plans for the destruction of Jerusalem and the Babylonian Captivity. Isaiah pronounces six woes, or judgments to come upon the people of Judah.

Does anyone have any questions about any of these events?

25 MINUTES: READING TIME

END OF CLASS Quiz next class.

DISMISS CLASS ON TIME.

LESSON 9: Isaiah 6-10

PREPARATION: (1) Study and have handy **Quiz 10**
(2) Read Bible chapters
(3) List any vocabulary words which you think need explanation
(4) Transparency or chart of Bible memory verse

5 MINUTES: BEGIN CLASS ON TIME. TAKE ROLL. ANNOUNCEMENTS. PLEDGE

Open with prayer. Express appreciation to class or individuals, as appropriate.

5 MINUTES: **Bible Verse Drill/Memorization:** WEEK #2

Wherewithal shall a young man cleanse his way? by taking heed thereto according to thy word. With my whole heart have I sought thee: O let me not wander from thy commandments. Thy word have I hid in mine heart, that I might not sin against thee. (Ps 119:9-11 KJV)

❖ **cumulative review of all prior verses**

10 MINUTES: Take **Quiz10**. **Score, Collect, and Record quiz scores during reading or after class.**

5 MINUTES: ***Vocabulary words:***

UPPER POOL - (Is 7:3) A plea for a Hebrew origin [of the upper pool] is also in a measure strengthened by the very slight reference in the Old Testament to such a great engineering feat as the cutting of the Siloam tunnel, which is doubtless the work of Hezekiah. The pool of Siloam was originally a simple rock-cut reservoir within the walls, and was constructed by Hezekiah (2 Chronicles 32:30). It measures 75 ft. x 71 ft. **It is the upper pool of Isaiah 7:3.** A lower overflow pool existed immediately beyond, contained by the city wall across the Tyropoeon valley. The aqueduct which supplies the upper pool takes a tortuous course of about 1,700 ft. through the solid rock from the Virgin's fountain, an intermittent spring on the East slope of the hill. The water reaches the pool on the Southwest of the spur of Ophel, and it was in the rock walls of this aqueduct that the famous Siloam inscription recording the completion of the work was discovered. Herod embellished the upper pool, lining it with stone and building arches around its four sides, and the pool was most likely in this condition in the time of Christ (John 9:6, 7). There are numerous other pools, cisterns and aqueducts in and around Jerusalem, which provide abundant evidence of the continual struggle after water, made by its occupants of all times. [ISBE]

FULLER - (Is 7:3) The word "full" is from the Anglo-Saxon fullian, meaning "to whiten." To full is to press or scour cloth in a mill. This art is one of great antiquity. Mention is made of "fuller's soap" (Malachi 3:2), and of "the fuller's field" (2 Kings 18:17) [and Is 7:3 LS]. At his transfiguration our Lord's raiment is said to have been white "so as no fuller on earth could white them" (Mark 9:3). En-rogel (q.v.), meaning literally "foot-fountain," has been interpreted as the "fuller's fountain," because there the fullers trod the cloth with their feet. [Easton's]

SILVERLINGS - (Is 7:23) Isaiah 7:23). Literally the words are "at a thousand of silver", i.e., "pieces of silver," or shekels. [Easton's]

MA-HER-SHAL-AL-HASH-BAZ - (Isa 8:1) Hebrew “In making speed to the spoil he hasteneth the prey,” or “Make speed to the spoil and hasten the prey.” [KJV margin]; “the spoil speeds, the prey hastes” [NRSV footnote]; “They [that is, the Assyrians] hasten to the spoil [of Syria and Israel], they speed to the prey.” [AMP]; “*Your enemies will soon be destroyed*, literally, “plundering and despoiling (will) come quickly.” [TLB]; swift is the booty, speedy is the prey [NASB]

CONFEDERACY - (Isa 8:12) A league or compact between two or more persons or states; an alliance.[NW]

VISITATION, DAY OF, TIME OR, or YEAR OF - (Num 16:29; **Isa 10:3**; Jer 10:15, etc.) viz-i-ta'-shun, vis-(*pequddah*; *episkope*): In Biblical writings, the divine investigation or inspection of men's character and deeds with a view to apportioning to them their due lot, whether of reward or of chastisement; divine dispensation of mercy or of punishment. (1) In a general sense: "Visited after the visitation of all men" (Numbers 16:29), i.e. in natural death, the usual lot of men, as opposed to a calamitous death; . . . (2) In a good sense, of God's care, providence and mercy: "Thy visitation (the Revised Version margin "care") hath preserved my spirit" (Job 10:12). So Luke 19:44, and, according to some, 1 Peter 2:12 (see above). (3) Most frequently in an evil sense, of calamity or distress viewed as divine punishment: "What will ye do in the day of visitation, and in the desolation which shall come from far?" (Isaiah 10:3). So Jeremiah 8:12; Jeremiah 10:15; Jeremiah 11:23; Jeremiah 23:12; Jeremiah 46:21; Jeremiah 48:44; Jeremiah 50:27; Jeremiah 51:18 Hosea 9:7 Micah 7:4 . . . D. Miall Edwards [ISBE]

Introduction to Isaiah 6-10:

Chapter 6, perhaps one of the best known and most often preached chapters of Isaiah tells of his vision of God's majesty and holiness — God upon his throne with seraphim surrounding the throne and worshiping God. There is also the coal from the fire which the angel touches to Isaiah's lips and pronounces his sins taken away. And Isaiah's call to service with Isaiah's response of “Here am I; send me.” (6:8) **Chapter 7** includes the great prophecy about the sign which the LORD will give to Israel — “Behold, a virgin shall conceive, and bear a son, and shall call his name Immanuel. . .” (7:14) **Chapter 8** predicts the imminent Assyrian invasion. **Chapter 9** includes more details about the coming child (Messiah) to be born “For unto us a child is born . . .” (9:6-7) as well as the LORD's pleading outstretched hand and his people's stubborn resistance. **Chapter 10** includes Isaiah's prediction of God's future judgment upon Assyria after Assyria has carried out God's discipline upon his people in the northern kingdom of Israel.

Does anyone have any questions about any of these events before we begin our reading?

25 MINUTES: READING TIME

END OF CLASS Quiz next class.

DISMISS CLASS ON TIME.