

*Read Thru the Word*  
**BIBLE CURRICULUM**

**LESSON PLANS**  
**YEAR 2 KJV - 136**

**Song of Solomon**  
**through Revelation**

Four days per week plan  
with 136 lessons per school year

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***“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 will be memorized each year.

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 then 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 teacher lecture is given to student reading of the Bible. 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 reach 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

**December 31, 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 take-home quiz. 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.

**Important Note #1:** These lessons, and the accompanying quizzes are based on the **1953 black & white film *Martin Luther***, in which Niall MacGinnis played Martin Luther. There appear to be a number of different versions or editions of that film plus other movies about the life of Martin Luther on the market currently. For purposes of this course we expect to stick with the older black & white film (on DVD or videotape) for the time being. The Running Time listed on the jacket is 115 minutes, but according to our time it was only 106 minutes from start to finish, giving the following divisions of time for three class days: 40 minutes, 40 minutes, 26 minutes. After some research into the matter it has been determined that this film is probably in the public domain and no permission should be necessary for use in a classroom where no fees are charged to viewers.

**Important Note #2:** During the production of this curriculum your author also viewed the newer film ***Luther***, (2003, 2 hours, 4 minutes, color) in which Joseph Fiennes stars as Martin Luther. By all means, and if possible, work this newer film into the schedule, being sure to stay within the strict conditions of the showing license (see below) granted us by the owner of the movie rights (also below) to show the newer film. It would be very profitable for students (and parents and siblings) 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 on any topic. Here’s one idea about how you could get this second Luther film into the curriculum:

**Martin Luther party:** As we approach the 500<sup>th</sup> 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***. Chose a Friday evening a week or two after you show the older version in class. Invite parents. Get a local expert on Luther, possibly 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 your budget will permit, film posters from the copyright owner. Have some light refreshments either during an intermission in the film, or afterward.

#### **The owner of the *Luther* movie rights is:**

Katharina Wörner	Tel.: (+49) 0345-4780-555	Fax:
Marketing / Sales	(+49) 0345-4780-558	
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KG	www.NFP.de	
Mansfelder Straße 56	GERMANY	
D - 06108 Halle (Saale)	<b>(However, see next page) . . .</b>	

However, this company has a representative office in the United States as follows:

**Tammy Goesch, FilmTel, Inc., P.O. Box 803, Corvallis OR 97339, (541) 758-5029 or (541) 990-3043.**

Through this representative Learning Links Publishers has obtained a special licence agreement which is applicable to all schools using *Read Thru The Word* Bible Curriculum. It is very important that schools which elect to use the film Luther (2003) complete this company's special **Luther Exhibition Permission Agreement** and obtain their signature on the form prior to any showing of the film in connection with *Read Thru The Word* curriculum. This form is presented at the end of this lesson and provides for either free use (in the case of showing limited to students who are enrolled in *Read Thru The Word* Bible class, their parents and siblings) or paid use if the school chooses to show the film to a wider audience as specified in the Agreement. The company's agreement to permit us to use the film in this way is a blessing and a gift for which schools should give appropriate thanks to their representative and provide the information which they require in conjunction with the use of their film. The gaining of this permission took a number of months and patience on the part of this author.

2. Make enough copies of the take-home **Quiz 2** and have them counted out for the first class session. Also 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 fourth day of classes this week**, and that they will begin reading through the Bible during the fifth 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-third (40 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.

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**, even if the film will be shown right up to the end of the period.

#### **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 to become a lawyer 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 lightning 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.

**40 Minutes:** Film: **Martin Luther, Part 1** — "A Portrayal of the Challenge Young Luther Faced"

[The 40 minute mark in the film is at the end of the scene where indulgences are being sold. The last words in that section are "As soon as the money clinks in the chest — a soul flies up to heavenly rest." Then you see people rushing in to buy and take the printed indulgences. Then CUT the film 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.*

**Dismiss the class on time.**

(See Luther **Exhibition Permission Agreement** on next page.)

# “LUTHER<sup>®</sup>” Exhibition Permission Agreement for Purchased DVD or VHS, or 35mm Film Rental

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Any size class group: **No Charge**
- \_\_\_ **Category 2:** Use of selected scenes or clips (non-broadcast).  
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✿ Large (27"x39") **Luther** color theater poster including shipping & handling \$30.00

**\_\_\_ B. 35mm Theatrical Film Rental & Exhibition: \$500.00 (one-day exhibition) + \$100 s/h fee**

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## LESSON PLAN FOR LESSON NO. 2

### Film: Martin Luther (Part 2) “Luther in Trouble with the Catholic Church and the Pope — The Diet of Worms”

#### PREPARATION:

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 and paused 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 fourth day of classes this week***, and that they will begin reading through the Bible during the fifth class.

Tell them that the rest of this period will be taken up with the **second one-third** 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 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.

Tell them also, that you will pass out the **take-home quiz near the end of class, possibly during the film**, if the film runs right up to the end of the period.

**40 Minutes: Film: Martin Luther (Part 2)**

**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 FILM AT 1:19:42 just after Martin Luther says “Here I stand. I can do no other. God help me. Amen!” at the scene depicting the second day at the Diet of Worms.**

**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.*

**Dismiss the class on time.**

## LESSON PLAN FOR LESSON NO. 3

### Film: Martin Luther (Part 3) “The Reformation Begins”

#### PREPARATION:

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.
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 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 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 fourth day of classes this week***, and that they will begin reading through the Bible during the fifth class.

Tell them that the rest of this period will be taken up with the **final one-third** 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 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.

Tell them also, that you will pass out the **take-home quiz near the end of class, possibly during the film**, if the film runs right up to the end of the period.

### **30 Minutes: Film: Martin Luther (Part 3)**

#### **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)..

#### **END OF CLASS (ELEVEN MINUTES):**

1. Get reactions from students to this film. Use about ten minutes for this activity.
2. 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.*

**Dismiss the class on time.**

## LESSON 4

### 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 5* which will be given out at the end of this class.
3. Make necessary copies of the *quiz 5* and the *year's 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 4, 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 *daily reading plan* for the year. 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 class tomorrow. 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.

*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.

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.**

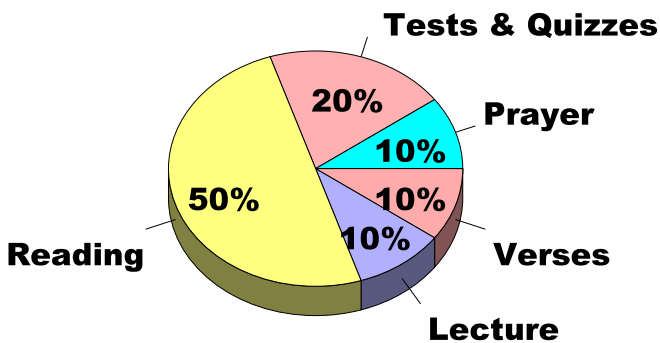
AMOUNT OF READING REQUIRED: For this Bible course, the entire Bible has been carefully divided up into small parts so that you can successfully read one-half of the Bible during Bible class this year. Most of you should have no difficulty completing the reading each day during class, as long as we stick 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.

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.

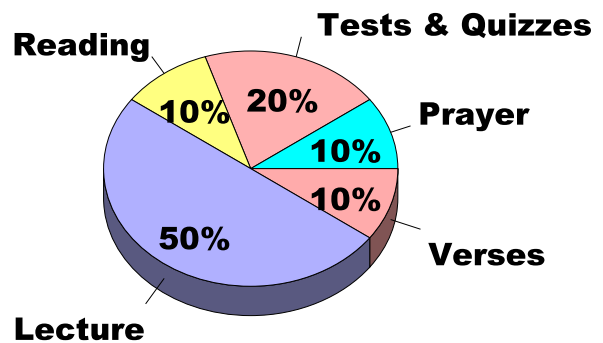
TESTS: At the end of each book of the Bible there will be a test. This will usually be a True-False test covering the entire book of the Bible which you have just completed. This test will normally be given during the day following the final reading assignment of that book of the Bible. It will be longer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

[Here briefly discuss pie charts using the overhead 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



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 salvation by grace through faith. 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.]

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/page/1572910.htm](http://www.theologicalstudies.citymax.com/page/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 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 5*** 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:**

1. Pass out ***take-home Quiz 5*** 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.

2. Find a few minutes to carry out the **Student Survey Regarding the New Birth** (see next page)

**NOTE TO TEACHER:** The following activity is optional, but highly recommended. 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 group of students — on an individual basis — will be found in the curriculum files for this program.***

Allow at least 3-5 minutes for this activity.

**Tell Students:**

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 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 3

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 5: Song of Solomon, Chapters 1-4

**NOTE:** If the three lessons covering Song of Solomon will be taught separately for young men and young women, these plans will need to have been made during the first (introductory) week of classes.

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

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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: Pass out scored Quiz 5. 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 quizzes. **Enter grades from student-reviewed quizzes after class.** Missing quizzes score ZERO. NO QUIZ TODAY.

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 1-4:**

The beloved woman rejoices in the love of her hero, her husband, the king. Her husband tells her how beautiful she is. There is the intimate conversation recorded between a man and woman who are in love and who greatly appreciate each other. Clearly, the first four chapters give us an inside look at some of the intimate conversations held between these two people who are in love. Throughout this book it is not always easy to know who is speaking, although it becomes more clear as one reads and thinks about what is being said. Some parts are obvious. Others are not. Apparently the change in speakers is not all that important or the author would have made it more clear. Consider what other things God is saying to his people through this important small book.

**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 6: Song of Solomon, Chapters 5-8

### PREPARATION:

- (1) Read Bible chapters.
- (2) List vocabulary words which you think need explanation.
- (3) Study and make copies of the today's *in-class Quiz 6 over yesterday's reading.*
- (4) Study and prepare copies of the *take-home Quiz 7 over today's reading.*
- (5) Bible memory verse chart.

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

5 MINUTES: **Bible Verse Drill/Memorization:**  
❖ **optional: cumulative review of all prior verses from Year 1**

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: Take **Quiz 6**. Score, Collect, and Record scores.

5 MINUTES: **Vocabulary Words:** (none)

### **Introduction to Song of Solomon, Chapters 5-8:**

The intimate conversation between the bridegroom and his bride continues. Note that the bridegroom calls his bride both his sister and his spouse. This is his way of saying how dear she is to him. Throughout this short book there seem to be times when the bridegroom goes away for business and returns. While he is gone the bride misses him very much and sometimes searches for him diligently. Other people do not understand why she is so attached to her bridegroom. Sometimes they even mistreat her while she is searching for him. Perhaps one of the primary lessons God wants his people to learn from this book is that marriage is intended by God to be an ever greater experience of union, harmony, and oneness — as Jesus very often expressed when he spoke. A marriage is not intended by God to be simply a contract by which two very different people live together, have children, get along, save for the future, and retire to spend time together enjoying life. Marriage, though it may include all of those things, is intended by God to demonstrate to the world that two very different people can actually achieve intimacy, union, harmony, and oneness at many different levels in spite of all kinds of difficulties and trials and personal differences, and that great joy can be experienced in that relationship as it reflects the unity within the triune Godhead.

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

25 MINUTES: **READING TIME**

END OF CLASS Pass out the *take-home Quiz 7* over today's reading.

Remind them also that there will be the *true-false test* over the entire book we have been reading at next class.

DISMISS CLASS ON TIME.

## LESSON 7: REVIEW AND TEST over Song of Solomon

### PREPARATION:

- (1) Make copies of the test.
- (2) Review the 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.

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

2 MINUTES: **Take-home Quiz 7 over Song of Solomon 5-8.** 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. Who wrote The Song of Solomon?
2. Who are the primary speakers throughout the eight chapters of this book?
3. Who designed marriage?
4. Who created man and woman?
5. Why did God create Eve from a rib taken from Adam, rather than starting with dust as he had with Adam?
6. Does God intend that “falling in love” is only for a few days or months after which one’s emotions tend to simply level off to the humdrum of everyday life?
7. Is love primarily an emotion or a choice and a commitment?
8. What was it in sinful human race which caused God to so love the world that he sent his only begotten Son to die for the sins of the whole world?
9. According to Jesus what is the greatest demonstration of love which anyone can experience?
10. Is there anything about marriage which God considers bad or dirty?
11. Who created sex?
12. Did God create sex only for the procreation of children, or also for pleasure and physical blessing?
13. How does pornography negatively bring curses upon a person?
14. How does pornography degrade women?
15. How does pornography ruin a marriage?
16. What should be the attitude of every man who marries about his wife’s physical beauty?
17. What specific things can everyone do to maintain their best physical condition from youth to old age?

18. How might the continual consumption of junk foods and empty calories affect one's health and one's marriage?
19. How do bad habits formed in early life affect one's health and longevity?
20. How might a young man's firm commitment to avoid pornography completely and to maintain his health and strength throughout life increase his enjoyment of and the personal growth experienced for both himself and his wife during whatever years God gives them in their marriage?
21. How might the development of a very close friendship with someone of the same gender during youth help a person to develop an intimate and satisfying relationship within marriage later?
22. Does personal hygiene have any effect upon one's ability to have and keep good friends?
23. Does personal hygiene affect one's relationship with one's spouse?
24. Which of the following sayings is more appropriate within a Christian marriage?
  - (A) "Absence makes the heart grow fonder."
  - (B) "Out of sight — out of mind"
25. Do you believe that God established marriage as an important relationship in which the believer better learns spiritual unity and can thus learn even while in this world to become one with the Father and with the Son, Jesus Christ, so that the world will see the best kind of unity which can exist and will therefore believe that Jesus Christ was sent into the world by the Father per John 17:20-21?
26. Do you believe that God established marriage as an important relationship for our temporal life in this world (which Scripture clearly says ceases at physical death) to better prepare his people for the oneness with God for which Jesus prayed in John 17:20-21?
27. For what reasons do you think that God causes people who are quite different to be attracted to one another?
28. In contrast to the metaphors and similes used by the bride and bridegroom to describe each other (e.g. "A bundle of myrrh is my well-beloved unto me," (1:13) or "A garden inclosed is my sister, my spouse; a spring shut up, a fountain sealed." (4:12), what metaphors and similes are used nowadays between those who are in love to describe each other?
29. What do you think is meant by — or what do you think is the significance of — each of the following statements made at various places in The Song of Solomon?
  - ". . . the upright love thee." (1:4)
  - ". . . his banner over me was love." (2:4)
  - ". . . "Take us the foxes, the little foxes, that spoil the vines: for our vines have tender grapes." (2:15)
  - "By night on my bed I sought him whom my soul loveth: I sought him, but I found him not." (3:1)
  - "Until the day break, and the shadows flee away, I will get me to the mountain of myrrh, and to the hill of frankincense." (4:6)
  - "My beloved is white and ruddy, the chiefest among ten thousand." (5:10)
  - "His mouth is most sweet: yea, he is altogether lovely." (5:16)
  - "I am my beloved's, and my beloved is mine. . ." (6:3)
  - "Set me as a seal upon thine heart, as a seal upon thine arm: for love is strong as death . . ." (8:6)
  - "Many waters cannot quench love, neither can the floods drown it. . ." (8:7)
  - "Make hast, my beloved, and be thou like to a roe or to a young hart upon the mountains of spices." (8:14)

**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 basic true-false 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 1-7

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

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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]

**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]

### **Introduction to Isaiah 1-7:**

**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. **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)

### **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 8-14

- PREPARATION:
- (1) Read Bible chapters
  - (2) List any vocabulary words which you think need explanation
  - (3) Study and make copies of **Quiz 9**
  - (4) Transparency or chart of Bible memory verse

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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 #3**  
❖ (optional) cumulative review of all prior verses from Year 1

For ever, O LORD, thy word is settled in heaven. (Ps 119:89 KJV)

10 MINUTES: Take **Quiz9**. **Score, Collect, and Record quiz scores.**

5 MINUTES: **Vocabulary words:**

**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]

**COCKATRICE** - (Is 11:8) The mediaeval name (a corruption of "crocodile") of a fabulous serpent supposed to be produced from a cock's egg. It is generally supposed to denote the cerastes, or "horned viper," a very poisonous serpent about a foot long. Others think it to be the yellow viper (*Daboia xanthina*), one of the most dangerous vipers, from its size and its nocturnal habits (**Isaiah 11:8**; 14:29; 59:5; Jeremiah 8:17; in all which the Revised Version renders the Hebrew *tziph'oni* by "basilisk"). In Proverbs 23:32 the Hebrew *tzeph'a* is rendered both in the Authorized Version and the

Revised Version by "adder;" margin of Revised Version "*basilisk*," and of Authorized Version "cockatrice." [Easton's];

1. A fabulous [that is from a fable, LS] serpent whose breath and look were said to be fatal. 2. A representation of this serpent. It has the head, wings, and legs of a bird, and tail of a serpent. [NW] **DOLEFUL** - Doleful creatures: (occurring only **Isaiah 13:21**. Hebrews *ochim*, i.e., "shrieks;" hence "howling animals"), a general name for screech owls (howlets), which occupy the desolate palaces of Babylon. Some render the word "hyaenas." [Easton's]; Full of grief; melancholy; sorrowful; sad; dismal.[NW]

**SATYRS** - (Is 13:21) Hairy one. Mentioned in Greek mythology as a creature composed of a man and a goat, supposed to inhabit wild and desolate regions. The Hebrew word is rendered also "goat" (Leviticus 4:24) and "devil", i.e., an idol in the form of a goat (17:7; 2 Chronicles 11:15). When it is said (**Isaiah 13:21**; Comp. 34:14) "the satyrs shall dance there," the meaning is that the place referred to shall become a desolate waste. Some render the Hebrew word "baboon," a species of which is found in Babylonia. [Easton's]

**FELLER** - (Is 14:8) Someone who falls trees, that is, they cut them down. [LS]; a lumberjack [DICT]

### **Introduction to Isaiah 8-14:**

**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. **Chapter 11** gives more prophecy about the coming Messiah as "there shall come forth a rod out of the stem of Jesse, and a Branch shall grow out of his roots. . ." (11:1-9) — and his kingdom. **Chapter 12** is mostly a chapter of worship to the LORD, as well as a prediction of future worship of God during the kingdom age. **Chapter 13** is a prophecy against God's future judgment upon Babylon, which obviously is spoken not only against the historic city and kingdom of Babylon of which Isaiah was knowledgeable, but also in type, against the entire end-time world system under Satan's control. **Chapter 14** speaks of the restoration of God's chosen people, Israel, in the kingdom, the judgments of Satan (called Lucifer here), of Babylon (the anti-God world system), and against Palestina or the Philistines.

### **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.

## LESSON 10: Isaiah 15-21

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

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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:**  
❖ **cumulative review of all prior verses**

For ever, O LORD, thy word is settled in heaven. (Ps 119:89 KJV)

10 MINUTES: Take **Quiz10. Score, Collect, and Record quiz scores.**

5 MINUTES: **Vocabulary words:**

**SLUICES** - (Is 19:10) sloos (sekher, literally, "hire"): In **Isaiah 19:10**, the King James Version reads, "all that make sluices and ponds for fish." the Revised Version (British and American) entirely alters the translation of the whole verse. It reads, "And the pillars of Egypt shall be broken in pieces; all they that work for hire (margin "that make dams") shall be grieved in soul." [ISBE]; Verse 10: "And the pillars [Lit "her pillars or, her weavers, **margin**] of *Egypt* will be crushed; all the hired laborers will be grieved in soul. [NASB]; "Its weavers will be dismayed, and all who work for wages will be grieved." [NRSV]; [Those who are] the pillars and foundations of Egypt will be crushed, and all those who work for hire or who build dams will be grieved." [AMP]; "Great men and small — all will be crushed and broken." [TLB]

**Introduction to Isaiah 15-21:**

**Chapter 15** reveals the future destruction of Moab (a kingdom directly across the Dead Sea to the east of Judah). **Chapter 16** continues this prophecy and specifically ends with the word that it will happen *within three years*. (16:14) **Chapter 17** is the prophecy of the destruction of Damascus. According to some commentaries this occurred when Assyrian conquered Damascus in 732 B.C. (About 6 years after the prophecy was given by Isaiah.) **Chapter 18** is a rather ambiguous prophecy against a nation "beyond the rivers of Ethiopia" which one commentator identifies as Cush, which includes southern Egypt, Sudan, and northern Ethiopia of our modern maps. **Chapter 19** is an interesting and promising prophecy about both judgment [by a cruel nation with a fierce king (9:4)] and redemption for Egypt by the LORD (9:18-25). **Chapter 20** is a brief chapter predicting that Assyria will conquer Egypt and Ethiopia. **Chapter 21** includes prophecies regarding the future destruction of Babylon (as a type of the final destruction of the ungodly world system by God during the Great Tribulation) using the exact words given to John at Revelation 18:2. It also includes a brief prophecy regarding Dumah (Dumat al-Jandal (Arabic: دمنجول), is the name for an ancient city of ruins located in North Western Saudi Arabia in the Al Jawf province. The name Dumat al-Jandal

means literally "Dumah of the Stone", since this was the territory of Dumah, one of the twelve sons of Ishmael. Wikipedia) Finally, Chapter 21 includes a short prophecy regarding the fall of the glory of Arabia, called Kedar here, *within a year's time*.

**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.