

# Teacher's Guide

The  
**ANSWER**



**LESSONS 183-195**

PERSONALITY PROFILE

**THE  
Answer**

[www.apostolicfaith.org](http://www.apostolicfaith.org)

A Bible study resource for use at home and church.

## SEARCH



Lessons 183-195

# Table of Contents

*Note: At times, the lessons are taught out of sequence to coincide with holidays. See the accompanying datesheet for the current lesson schedule, which is also available online at [www.apostolicfaith.org](http://www.apostolicfaith.org).*

Lesson	Answer / Search Title	Page
183 .....	Following God / Abraham.....	7
184 .....	Dear Diary / Lot's Wife .....	11
185 .....	Give God Something Special / Isaac .....	15
186 .....	A Lost Inheritance / Esau .....	19
187 .....	John the Baptist .....	23
188 .....	The Resurrection Really Happened / The Risen Christ .....	27
189 .....	The Right Choice / Peter.....	31
190 .....	Someone Faithful / Paul.....	35
191 .....	Those Big, Sharp Teeth! / Jonah.....	39
192 .....	God's Power / Elisha.....	43
193 .....	In God's Keeping / Moses' Mother .....	47
194 .....	God Still Gives the Answers / Solomon.....	51
195 .....	Quarter Review .....	55

## Teacher's Guide

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Lessons 183-195

### Apostolic Faith Church

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*The Teacher's Guide has been written as a help for you—the teacher. This guide is a resource of background information, supplementary Scriptures, responses to SEARCH questions, supplemental questions, plus other information that will be helpful.*

*This guide is for those who teach either junior or senior levels. You may not find it practical to use all the material provided for each lesson. Each one must choose what would be applicable to his or her class. In addition, we hope the suggestions for each lesson will help stimulate your thought processes toward lively discussion within the class.*

*In order to be prepared for junior-level teaching, it will be necessary to obtain the students' book. This will enable you to relate the text to the story given in The ANSWER.*

*Included in the material covering each lesson will be space for filling in your opener, additional discussion notes, and your wrap-up. A vital part of your teaching is being prepared before class starts. The students can tell if you have come unprepared.*

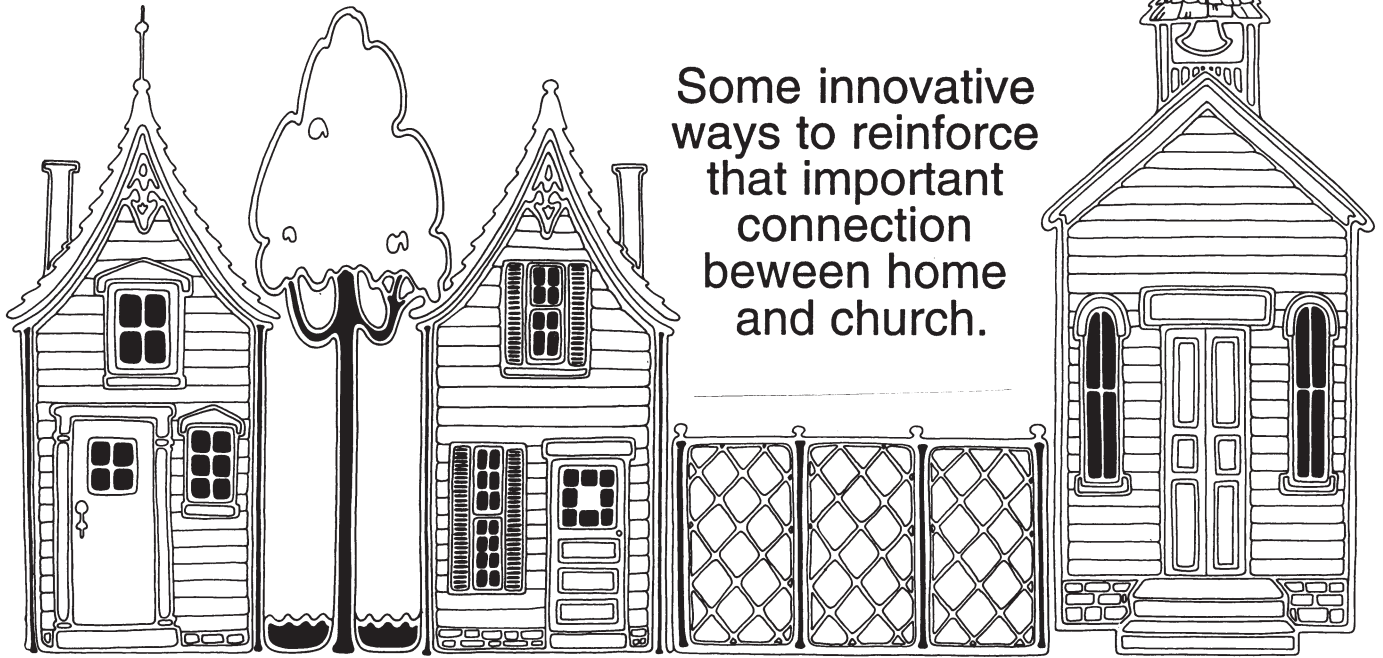
*This guide should be taken to your Round Table and also to class to assist you in your teaching. It is not a substitute for your own research of the lesson, but it is to enhance your study each week. May God bless you as you endeavor to help others SEARCH through the Scriptures to find the ANSWER.*



# PERSONALITY PROFILE



# Staying in Touch



WHAT IS THE VITAL LINK between Bible truth taught and Bible truth lived out in the real life experiences of your Sunday school student?

It could very well be parental awareness.

If the parents of your students know what their children are learning in Sunday school, they can reinforce the lessons studied on Sunday in the context of everyday happenings. In many cases the opportunity for immediate use of what has been studied at church is limited. But if the parents have knowledge of what their children have studied and are motivated to work with them, the possibility that Bible truths are related to life increases greatly.

"Sounds great on paper," you may say, "but I teach mostly 'outside' children. I don't really know the parents. And I don't know how to inform them or interest them in what we are doing at Sunday school."

We'll admit it's not an easy assignment. But if your efforts result in even one or two parents' cooperating in the Christian education of their children, you have increased the effectiveness of your teaching. Isn't it worth a try?

Christian educators for years have advocated parental participation, but often little is done to

bring about such involvement. It is important that we do not underestimate the value of this for our Sunday schools.

In the first place, there is the benefit for the pupil. Christ himself, the greatest teacher who ever taught, provided life experiences for His disciples so they could learn significant lessons. One of the best ways for us to do this is to make parents aware of the particular truths that are being taught so they can bridge the gap between knowing and doing.

The parents, because they are intimately connected with the day-to-day events in their children's lives, are in the best position to relate the truths of God's Word to the experiences of life. And when your students see the connections between what they were taught in Sunday school and the way life is, they will begin to have a growing God-consciousness. They will be more aware of acting upon the Word of God.

But there are other benefits also to increasing parental awareness of what is going on in Sunday school.

If, as is often the case, the parents of your students do not attend the church regularly, your interest in their children and their Christian



education can be a real opportunity to interest the parents in coming also. Keeping the parents well informed about what is going on in Sunday school and requesting their help in reinforcing the principles taught may create an awareness of the needs in their own life.

If your pupils' parents are Christians, there can still be benefits for them. Their involvement provides an opportunity for them to demonstrate spiritual truths through example. It is awe-inspiring to reflect on the influence a parent has upon his offspring as he lives each day being observed by his child. Reinforcing this thought to your pupils' parents can provide them with a real spiritual challenge.

If the parents know what is going on in Sunday school, this can provide a good atmosphere for the child to discuss spiritual truths, thus helping the growth of communication between parent and child. Good communication between parents and children begins early in life. A child's awareness of his parents' openness to talk about what God's Word says will encourage him to talk about matters which puzzle his young mind. Speaking often of God and His Word will help the children feel the importance of making Him central in their lives and in their decision-making.

Another benefit of the parents and Sunday school working together is that spiritual needs of the student can be pinpointed, and can be dealt with on a mutual level of understanding. Parental feedback can guide the future preparations of the teacher, helping the teacher reinforce the areas which need further explanation or development.

"All right," you say, "I'm convinced. I need to involve the parents of my students and keep them up-to-date on what we are doing and studying in class. But how do I motivate the parents to be interested and concerned and to work with me in this way? How do I implement such a program? Give me some specific suggestions!"

Start by making a determined effort to get to know the parents of your students, especially those from homes outside of the church circle. Once a relationship has been established, it will be easier for you to help them see how beneficial their participation would be. Work with your department head to plan functions which encourage parental attendance. Some of our churches have special Sundays in which the children of the Sunday school take an active part in the regular service and the parents are invited to attend.

Make up a slide show or video featuring the children of the Sunday school. Plan a night when they will be shown and invite all the parents. Maybe it could be a potluck supper!

Send home notes—personally written if possible—mentioning special things you are studying and giving specific ways the parents could help in reinforcing the material. For example, if you are doing a unit on creation, write a note asking the parents to help the child gather some samples of things God has created that he might bring to class the next Sunday.

Consider a Sunday school bulletin which relates the activities of the Sunday school, special awards made, upcoming events, comments on reviews and object lessons. Make it interesting and as personal as possible. All parents like to see their children's names in print!

Drop a postcard to your students during the week, reminding them of what you are studying. Probably, whoever gets the mail will read it!

How about having a "parents' potluck" at your house? Invite the parents of all your students and discuss the upcoming themes of study, and ways they can support your efforts on Sunday.

Home visitations can be a time of recruiting parents to take a personal interest in what their child is learning each Sunday. Don't neglect this opportunity to show them how important their part is.

Point out to any parents who are not already actively involved in Sunday school that the material their young people are studying in the Answer is also presented on an adult level in Search. Even if they are not attending classes, you might wish to offer them a Search and suggest they use it in studying the same material their children are studying. Who knows, this might encourage them to begin attending classes themselves!

Consider involving parents in joint Sunday school/parent projects. Or enlist parents' help in the class or department on a rotating basis. Christian parents could be invited to share testimonies and personal experiences when appropriate.

All of these suggestions won't work for you. But some of them might! Don't let parental involvement be limited by a lack of creativity. Ask God the Creator to help you discover ideas and use them in the very best way to benefit your students and their parents. Your commitment to this effort could be a vital step forward in the success of your teaching.



# Closing the Communication Gap



ARE YOU LOOKING for workable ways to close the communication gap between you and the young people you teach? First, recognize that this gap does exist in many cases. An adult's values and understanding are not necessarily those of a teenager's, especially in areas of spiritual perceptivity.

One reason for this communication gap can be traced to the fact that, in many classes the communication is mainly one way—from teacher to student. A lecture with a few questions and answers tacked on the end, even if it is brilliantly presented, does not really constitute communication or discussion. Though the students may be able to repeat the information and Biblical data given them, correct repetition is not necessarily a measure of spiritual understanding or growth.

The teacher must make an effort to use methods that allow for two-way communication. Lectures should be used only in conjunction with other techniques which stimulate students to give feedback on what they think they heard, how they feel about it, and their understanding of the spiritual truth being studied.

You have no doubt discovered that wanting a two-way communication and actually getting it are two different matters. Getting young people to talk takes patience, planning, and commitment to the principle of exploring the Bible together with you class rather than just imparting your acquired knowledge and inspiration. There are a number of techniques that can be utilized in gaining useful discussion and feedback.

- Phrase questions that require students to think, not just to provide factual answers.
- Avoid "Yes" and "No" questions, unless you ask students to add an explanation.
- Ask for an opinion, possibly with a show of hands, then ask why.
- Zero in on how, why, and what-do-you-think questions.
- Plan questions with clear, provocative, and stimulating phrasing.
- Do not dictate ideas.
- Keep the discussion focused on target.
- Show respect for the person giving an answer. In case of incorrect answers, allow time for other class members to correct the misstatement before you do.
- Listen attentively and do not interrupt.
- Make everyone feel that his contribution was worthwhile.

Look over these suggestions and let them spark your own thinking as you consider your individual class. You may feel that you have a hard time devising good discussion questions. Don't underestimate yourself—experiment with your class! It isn't necessary to seek literary perfection. Simple ideas and situations can achieve your goals. Your attitude is more important than polished material. Give your imagination a chance, and be open to possibilities.

Don't come home on Sunday tired of "tired" teenagers who appeared to be bored with Sunday school. Utilize these suggestions to close the communication gap!

# Five Basic Steps to Successful Learning

## **1** Listening

The students' attention is caught and held by the information being given.

## **2** Exploring

The students are actively involved in acquiring and processing information.

## **3** Discovering

The students find that God's Word is relevant to their personal needs and concerns.

## **4** Appropriating

The students see how Bible truths learned can apply to their own lives.

## **5** Responding

The students accept and begin to live the principles laid down in God's Word.





# Theme Thoughts

Webster's dictionary tells us that one meaning of the word *profile* is, "a short, vivid biography, briefly outlining the most outstanding characteristics of the subject." It is not difficult to go through the Bible and compile an extensive list of individuals who displayed some "outstanding characteristics" and from whom we can learn valuable lessons.

Would a lesson on the dangers of refusing to obey the commands of God be profitable? Where could we find a better example to illustrate that point than in the story of Jonah—a man who spent three days in the belly of the whale because he declined to follow the instruction of the Lord?

Would you like to know the secret of leading a triumphant life anointed by the Holy Spirit? Learn a lesson from the prophet Elisha—a man who performed a greater number of miracles than any other prophet except Moses.

Do you see among your associates a tendency toward becoming involved in the things of this world? Looking at what happened to Lot's wife, because she couldn't give up the entanglements of Sodom, could prove to be a very beneficial study.

In this quarter, we have chosen twelve Bible characters from whom we can learn some valuable lessons. They are not all "heroes of the faith." In fact, some are the exact opposites! But there is something that can be learned from each of them.

The final lesson in this quarter will be an overview of the preceding weeks, summing up the importance of learning from the lives of those who live on in the pages of Bible history.

## Lesson 183

**TEXT** Genesis 12:1-4; 15:1-6; 21:1-5

**SUPPLEMENTAL SCRIPTURE** Romans 4:3, 17-21

**OBJECTIVE** The students will be able to explain that the rewards which were promised to Abraham were given because of his faithfulness in implicitly obeying all that God commanded. They will recognize that they, too, can be assured of God's blessing if they follow His divine leading.

**KEY VERSE FOR ANSWER** I am the Almighty God; walk before me, and be thou perfect. — Genesis 17:1

**KEY VERSE FOR SEARCH** And I will give unto thee, and to thy seed after thee, the land wherein thou art a stranger, all the land of Canaan, for an everlasting possession; and I will be their God. — Genesis 17:8

**ANSWER**  
**TITLE:** **Following God**  
**SEARCH**  
**TITLE:** **Abraham**

### REFERENCE INFORMATION

Abraham, founder of the Hebrew nation, was spoken of by Paul the Apostle as being the "father of all them that believe." God changed Abram's name to Abraham, meaning "father of a multitude," as a sign of God's covenant with him.

Abraham's original dwelling place was Ur of the Chaldees, where his family, descendants of Shem, settled. His father, Terah, was an idolator but God called for Abram to leave his father's house and kindred, and he answered the

call. This undoubtedly is one reason God blessed Abraham's life. In studying his life, the students will easily recognize that Abraham possessed the following characteristics: obedience, unselfishness, benevolence, prayerfulness, and faith.

Promised a land and descendants, Abraham lived most of his life without either. He is an example to Christian believers of any era, and he is repeatedly held up as an example of faith at its best.

### YOUR OPENER

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# Abraham

**TEXT:** Genesis 12:1-4; 15:1-6; 21:1-5

**SUPPLEMENTAL SCRIPTURES:** Romans 4:3, 17-21

**KEY VERSE:** And I will give unto thee, and to thy seed after thee, the land wherein thou art a stranger, all the land of Canaan, for an everlasting possession; and I will be their God. — Genesis 17:8

## RESPONSES

1. Your students' responses may vary. Some possibilities may be a love for God, a desire to receive the promised blessing, or obedience to God's Word. Ask the students why obedience to God's Word is the key to receiving any spiritual blessing. Focus on the fact that obedience must be the basis for all our actions if we want to please God.

2. While we can speculate on this, the discussion should lead your class to conclude that Scripture does not reveal any particular influences encouraging Abram to follow God. He seemingly stepped out in simple faith to obey God's command. Ask your class to mention some of the influences which encourage them to obey God in our day. Some of these influences are the Spirit of God, the Word of God, godly examples, and parental teachings.

3. As you discuss this question, your group will likely bring out that others may be inspired by their obedience to follow God also, or to seek Him more diligently. This could be an opportunity for some of your students to role-play situations in which obedience or disobedience to God's Word brings a reaction in those who observe it. Some possibilities: on-the-job actions or reactions; faithfulness to God-given responsibilities; behavior in the home, among their peers. Ask your class to evaluate how the actions portrayed might possibly influence those who observed them.

Abram's implicit faith in what God said caused him to act in total obedience to God. For this faithfulness he was counted righteous, in turn receiving the promise, "In thee shall all families of the earth be blessed." His faith, obedience, and righteousness brought about many promises including the miraculous birth of his son, Isaac. Through the lineage of Isaac, God fulfilled His promise to Abram of the Messiah who would provide the blessing of salvation to those of all generations. When God made that covenant, He also changed Abram's name to Abraham, because he would be a "father of many nations."

1. In Genesis 12:1-3, what do you think was the center of Abram's motivation?

2. Undoubtedly it would have been easier for Abram to provide for his family by staying near his father's house and kindred. What might have been some of the influences which caused him to make the decision to obey God?

3. Abram's obedience had direct effect on his family, and far-reaching effects on his descendants, and on believers even to our day. How might others be affected by our obedience to God?

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## ADDITIONAL DISCUSSION NOTES

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4. God commanded Abram to make a certain offering, and he obeyed this instruction (Genesis 15:9-11). What is the significance of Abram's driving the fowls away? Parallel this to action we must take when we obey God by making a consecration He is requiring of us.

5. In Genesis 15:17, Abram received a witness—the smoking furnace and burning lamp which passed between the pieces of his sacrifice—that he would surely inherit the land of Canaan. What are some ways we can know when our offering or consecration has been accepted by God?

6. Included in this promise to Abram was the miraculous birth of a son. How did Abram respond, even though he knew the circumstances of his and Sarah's advanced ages? See Romans 4:20,21.

7. In Genesis 17:19, God gave Abraham a command regarding the son that would be born to him. What was that command and where in our text do we find that Abraham obeyed God in this also?

8. According to the key verse, what was the extent of God's promise to Abraham?

4. Though God did not immediately send the witness that his offering had been accepted, Abram proved his determination to obey by keeping the sacrifice on the altar and driving the fowls away. We, too, will face times when the enemy of our souls will make every effort to keep us from obeying what the Lord requires of us. We should emphasize the importance of making and keeping the consecration He has laid on our hearts.

5. Class discussion may bring out several ways the Spirit of God can reveal that a consecration or offering to God has been accepted. Some of these may be: praying through on the matter until an inner assurance is received; the request or petition is granted; a specific promise from God's Word is claimed and fulfilled.

6. He believed God's promise in spite of the circumstances. Class discussion should bring out that the things which are impossible for man are possible with God. Encourage your students to cite specific examples of times when faith triumphed over adverse conditions in their lives or the lives of others.

7. The command was that he should name his son Isaac. Genesis 21:3 shows that Abraham obeyed in this. The point could be made here that God requires our obedience in things that would seem small or unimportant, as well as in the more serious aspects of our lives. If we can learn to obey in the small things, then obedience in other matters will be easier.

8. Abraham's seed, through the son of promise, would receive all the land of Canaan for an everlasting possession because of his obedience and faithfulness. Bring out through discussion the interesting fact that God is restoring this land to the Jews in our time, though they were driven from their homeland nearly two thousand years ago. God's promises never fail. Obedience to God brings the blessing, to the Jew first and also to the Gentile. See Romans 3:29 and Acts 2:39.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What are some of the ways that God blessed Abraham's life?

Why did God bless Abraham?

Why do you think Abraham obeyed God?

What characteristic do you admire most about Abraham?

Besides moving from Haran, what are some other ways Abraham showed obedience to God?

Do you think Abraham would have received God's blessing if he hadn't moved from Haran? Why or why not?

What are the benefits of obeying the Lord?

Is obedience learned, or is it something with which you are born?

Do you think some people are naturally more obedient than other people? Explain.

Are there times when you shouldn't be obedient? Explain.

When is it hard to be obedient? When is it easy to be obedient?

In our ANSWER story, how was David rewarded for his faithfulness in witnessing for Christ?

## THINGS TO DO

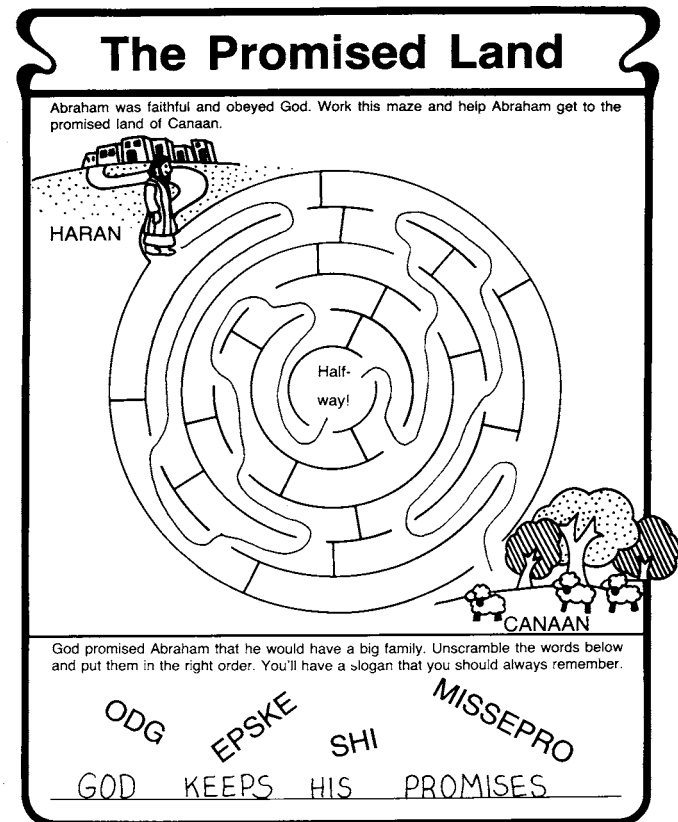
Buy or make a sign that says "Moving Sale." Hang this sign in your classroom and, after drawing attention to the sign, ask your students if they have ever had to move away from family or friends. How did it feel? Was it hard to leave friends behind? Lead into the lesson by telling the class of the move that Abraham made according to God's command.

Prepare a map of the Old Testament world with the travels of Abraham outlined in a bright color (the line of Abraham's travels should go from Ur to Haran to Canaan). Title this

map "Obedience in Action," and hang it up in your classroom. Ask your students if they know why "Obedience in Action" is a good title for this map. Refer to the map throughout the lesson.

Select someone in your class to play the part of Abraham (he could wear a simple costume). Have the rest of the class prepare questions to ask "Abraham." Encourage questions about feelings; e.g., Was it hard to move away from your home? Were you scared when you entered a strange land? Why did you obey God when He told you to offer Isaac as a sacrifice? After interviewing Abraham, you may want to give other students a chance to provide alternate answers to the questions.

## Answers for ANSWER



## Lesson 184

**TEXT** Genesis 19:15-28

**SUPPLEMENTAL SCRIPTURE** Luke 17:28-32

**OBJECTIVE** The students will be able to explain that being engrossed in the affairs of this life or being entangled in the things of the world, unless repented of, will eventually bring God's judgment.

**KEY VERSE FOR ANSWER** Remember Lot's wife. — Luke 17:32

**KEY VERSE FOR SEARCH** The world passeth away, and the lust thereof: but he that doeth the will of God abideth for ever. — 1 John 2:17

**ANSWER  
TITLE:** **Dear Diary**  
**SEARCH  
TITLE:** **Lot's Wife**

### REFERENCE INFORMATION

Although the prayers of the righteous will often prevent, for many years, the certain judgments of God from being carried out, the day of reckoning will finally come. If the way of escape is ignored, then nothing is left but to suffer the righteous anger of God. There are too many men and women who have been reared under the guidance of godly fathers and mothers and have grown into adulthood without availing themselves of the salvation of Christ. Oftentimes they will say that their parents' prayers will avail for them and

be sufficient. Not so! A parent's prayers alone can't save a son or daughter—salvation is between God and the individual. However, a parent's prayers can and do hold off the day of reckoning for a season and will prevail with God as did Abraham's prayers for his nephew Lot. We must realize that God gives each person his own choice as to what he will do, and eternal consequences will be faced by the decision he makes.

### YOUR OPENER

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# Lot's Wife

**TEXT:** Genesis 19:15-28

**SUPPLEMENTAL SCRIPTURE:** Luke 17:28-32

**KEY VERSE:** The world passeth away, and the lust thereof: but he that doeth the will of God abideth for ever. — 1 John 2:17

## RESPONSES

1. Sodom and Gomorrah were to be destroyed because their sin was very grievous. Discuss with your students the fact that the sin of Sodom was not hidden from God, nor is anyone's sin at any time (Numbers 32:23). Judgment for sin is still the same today.

2. Sin is rampant in all of the cities of the world today. As the class discusses this fact, bring out that many people today are living as Paul told Timothy they would be in the last days, including people living without natural affections. 2 Timothy 3:1-5

3. Abraham prayed and made intercession to the Lord to spare the city. He believed that if there were enough righteous people in the city, God would spare it. Help your students see that as Christians we, too, should pray for others no matter how wicked they might be. We know God is merciful and wants to save the lost, but He cannot unless they repent.

Sometimes the things of this life, as innocent as they may seem, trap people in sin to the extent that they lose their souls and must face the judgment of God just as Lot's wife did. God is always faithful in giving timely warnings. There are many instances in the Bible where He warned men of impending judgment. God has also warned us in these days of the wrath that is to come upon the ungodly if they do not repent.

1. Why did the Lord say the cities of Sodom and Gomorrah were to be destroyed? See Genesis 18:20.

2. What do the cities of our day have in common with Sodom and Gomorrah?

3. When Abraham was told of the intended destruction of Sodom, what steps did he take to ensure the safety of Lot and his family (Genesis 18:23-32)? How might his actions be an example to us?

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## ADDITIONAL DISCUSSION NOTES

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4. What method did God use to get Lot and his family to leave the city?

5. Why do you feel Lot and his wife lingered before leaving Sodom?

6. Once Lot and his family were outside the city of Sodom, what were they told? How soon after they left the city did the fire and brimstone fall? See Luke 17:29.

7. What happened to Lot's wife? Make a parallel between this event and the results which occur when one whom God has delivered looks back to the world.

8. In Luke 17:32, we read that Jesus admonished the disciples to "Remember Lot's wife." What do you feel were the underlying reasons for this statement?

4. The angels told Lot to hasten. When he lingered, the angels took him and his wife and daughters by the hand and led them out. Have your class discuss the need of doing God's bidding immediately. The prophet Isaiah warns us to "Seek ye the LORD while he may be found, call ye upon him while he is near" (Isaiah 55:6).

5. As your students discuss this, they will likely conclude that Lot and his wife thought about all their possessions, and the prestige and honor they had in the city. No doubt they also thought of their family who refused to leave with them. This made it hard for them to leave. Bring out that God's Word tells us if our treasure consists of earthly things, our hearts will be set on these (Matthew 6:21). Continue the discussion with the thought that the more we become involved with the cares of this life, the slower we may be to answer the call of God.

6. They were told not to look back and not to stay on the plain, but to escape to the mountains. Judgment fell on Sodom the same day. Discuss with the class that the judgments of God are sure. Bring out that in God's time, Jesus will take His people out of this world (1 Thessalonians 4:16,17). Continue the discussion by bringing out that God wants obedience. People sometimes feel they can do some "little thing" contrary to God's command, but He wants complete obedience.

7. She became a pillar of salt because God had told them not to look back and she did—she was disobedient to God's command. In Luke 9:62, Jesus said that anyone who looks back is not fit for the Kingdom of God. When we start to follow the Lord there should be a determination to keep our eyes on the goal before us, not the sin and degradation we left behind.

8. Discuss with your class that He wanted them to see that as it was in the days of Sodom and Gomorrah, so it would be in the days just prior to Jesus' coming again. No doubt He was impressing upon them the severity of God's judgment and also the importance of being ready for His return. Sum up this lesson by helping your students to know that no one escapes the judgment of God unless he has found shelter under the Blood of Christ.

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## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What are a few of the things in life that could keep one from fully serving God?

Do you think God is asking too much to be first in your life? Why or why not?

Think of other examples in the Bible of people who looked back. What does God say about quitters?

What does the fact that Lot "lingered" signify? Genesis 19:16

What did Lot's wife reveal about herself by looking back after being warned not to do so?

What comparison can you draw between the story of Lot's wife and eternal salvation, or loss?

In our ANSWER story, why do you think Vanessa's apparent success led to her death?

In our ANSWER story, why do you think the girl's hopes were dashed when her idol died?

## THINGS TO DO

Explain the use of a trap. A trap is baited with food and is meant to entrap careless or curious animals. When an animal attempts to remove the bait, it springs the trap and is unable to free itself. Satan's trap is intended to snare anyone who is unwary or indifferent.

Have one member of your class play the part of a reporter. Let each of the other students take the part of a citizen of Sodom or Gomorrah: Lot, Lot's wife, one of Lot's two daughters, one of Lot's sons-in-law, etc. Let the reporter interview the people to see what their feelings were before the cities were destroyed. Then interview the survivors.

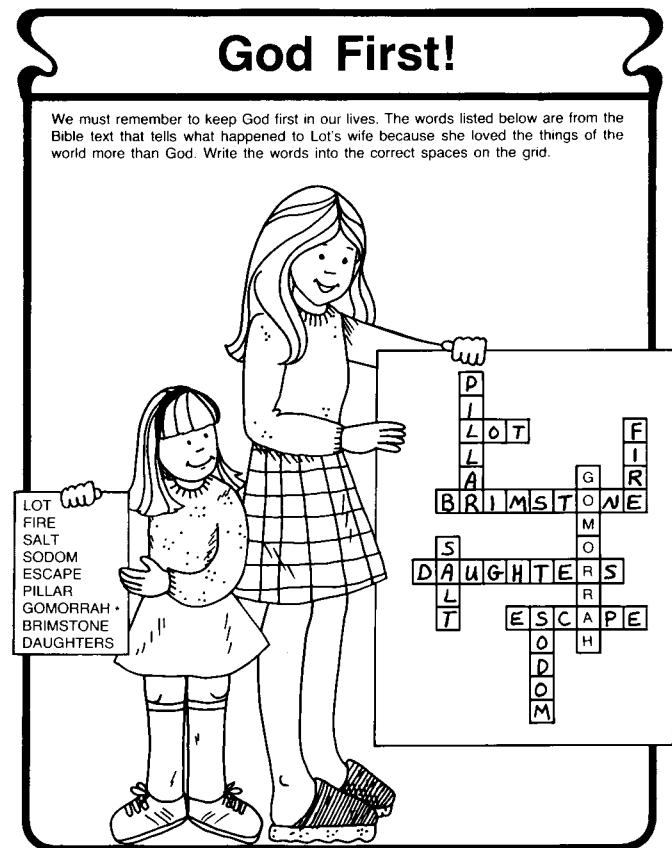
Make a Complete-A-Verse for this lesson. This can be done during class on a sheet of heavy paper, chalkboard, etc., or as a review with an overhead projector. Have the

students guess which word belongs where. Here's a sample verse to use for this lesson.

"But his \_\_\_\_\_ looked \_\_\_\_\_ from \_\_\_\_\_ him, and she \_\_\_\_\_ a \_\_\_\_\_ of \_\_\_\_\_." Genesis 19:26

BACK  
SALT  
WIFE  
BECAME  
BEHIND  
PILLAR

## Answers for ANSWER





## Lesson 185

**TEXT** Genesis 22:6-14; 24:1-8,62-67; 26:1-5,17-33

**OBJECTIVE** The students will be able to explain that to be outstanding in God's sight does not always require great courage or feats of valor, but qualities we can each develop. Isaac's attributes included submission, meditation, affection, peaceableness, and prayerfulness. Following his example, we, too, can be triumphant and used of God.

**KEY VERSE FOR ANSWER** Not by might, nor by power, but by my spirit, saith the LORD of hosts. — Zechariah 4:6

**KEY VERSE FOR SEARCH** But God hath chosen the foolish things of the world to confound the wise; and God hath chosen the weak things of the world to confound the things which are mighty. — 1 Corinthians 1:27

**ANSWER  
TITLE:**

# Give God Something Special

**SEARCH  
TITLE:**

## Isaac

### REFERENCE INFORMATION

Isaac was born so late in the lives of Abraham and Sarah that they laughed in disbelief when God first promised them a son (Genesis 17:17; 18:12). Isaac's name in Hebrew means "laughter." As a young man, he accompanied his father to Mount Moriah in obedience to the divine command given to Abraham to sacrifice his son. Isaac's life was spared when God intervened at the last minute. Isaac accepted Rebekah as his wife after a trusted family servant brought her from Abraham's home country. Isaac became the father of twins, Esau and Jacob. During a fam-

ine he took his family to Gerar. Isaac grew wealthy during his sojourn with the Philistines, and they became jealous. After a series of incidents over water rights, Isaac and the Philistines reached an understanding: Isaac and his flocks stayed in the area of Beersheba. Isaac in his old age, blind and feeble, was tricked by Jacob and Rebekah into bestowing his final blessing on Jacob, the younger son, instead of the older son Esau who was Isaac's favorite. Isaac was buried with his parents at Hebron.

### YOUR OPENER

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# Isaac

**TEXT:** Genesis 22:6-14; 24:1-8,62-67; 26:1-5,17-33

**KEY VERSE:** But God hath chosen the foolish things of the world to confound the wise; and God hath chosen the weak things of the world to confound the things which are mighty. — 1 Corinthians 1:27

## RESPONSES

1. Isaac was the promised son God gave to Abraham, and through him all the families of the earth would be blessed. God made this promise to Abraham in Genesis 12:3; 18:18; 22:18, and again to Isaac in Genesis 26:4. This promise was fulfilled in Jesus Christ and His death on Calvary for our sins. Jesus' earthly ancestry came through Abraham and Isaac.

2. Abraham's offering of Isaac: Isaac was obedient and submissive to his father's will, and did not resist when Abraham offered him for a sacrifice, even though he was probably twenty-five years of age (according to Josephus and other Bible scholars) and could well have done so. Jesus willingly obeyed His Father and became a sacrifice for us. Bring out that whereas God provided a substitute for Isaac, none was provided for Jesus. He died as a substitute for us. Abraham's servant's seeking a bride for Isaac: Isaac did not interfere when Abraham sent his servant to find a bride for him from among his own people, even though he was approximately forty years of age. When Rebekah was brought to him, Isaac took her as his bride. The heavenly Father is sending His Spirit to find a bride for Christ.

Impress upon your students the submissive quality Isaac exemplified in both of these instances. In what circumstances might they need to exhibit the same quality? What benefits can it bring into their lives?

3. Isaac was in an attitude of meditation. Ask your students if they feel this was an exception to Isaac's usual pattern of behavior. They should see that Isaac did not know the servant was returning at that moment; therefore, this was likely a part of his daily practice. Ask your students to define *meditation* with regard to spiritual pursuits. They should bring out that it is, "to think for a period, deeply and continuously, on spiritual truths." Some verses which bring out the value of meditation are Joshua 1:8; Psalms 1:2; 63:5,6; 1 Timothy 4:15. It may be appropriate to caution your students regarding the dangers of becoming involved in the type of meditation popular in many circles in the world today which directs the attention away from the true God.

4. Isaac took Rebekah for his wife, and he loved her. Your students should see that Isaac felt more than a sense of duty toward Rebekah, or an obligation to honor the wishes of his father. He truly felt affection for her. God-given affection between a husband and wife is an important aspect of the Christian life.

Isaac was Abraham and Sarah's only son, born when Abraham was one hundred years of age and Sarah ninety. Before Abraham died, he gave all that he had to Isaac (Genesis 25:5). Isaac had been an obedient son, and he became a great man (Genesis 26:13), but never sought place or fame. He was a man of peace, one who loved God, and one whom God loved and blessed.

1. What prominent place did Isaac fill in God's plan of salvation for mankind, as shown in Genesis 21:12 and emphasized in the New Testament in Romans 9:7 and Hebrews 11:18?

2. What significant similarities do we find in the life of Isaac and the life of Jesus, as shown in the following accounts?

Abraham's offering of Isaac — Genesis 22

Abraham's servant's seeking a bride for Isaac — Genesis 24

3. When Rebekah and the servant returned, in what attitude did they find Isaac? See Genesis 24:63. How can this attitude be beneficial to a Christian?

4. When Isaac heard the report from the servant concerning his meeting with Rebekah, what did he do? What was his attitude toward Rebekah?

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## ADDITIONAL DISCUSSION NOTES

5. What statements can we make regarding Isaac's prayer life, and how can we profit by the example? See Genesis 25:21; 26:24,25.

6. One Bible commentator brings out that Abraham's long residence in this part of the country had left its traces in many a valley by the wells he dug. After his death, the Philistines seemed to have hastened to obliterate the witnesses of their treaty with him. What spiritual lesson can we learn from the account of Isaac's digging again the wells which the Philistines had stopped? See Genesis 26:18.

7. What did Isaac do when there was strife between his herdsmen and those of the Philistines over the wells his servants had dug? What characteristic did this exemplify and why is this a commendable trait?

8. As we read the account of Isaac's life, what miracles or feats of valor and courage come to mind?

9. What reward did the Lord give to Isaac for his obedience and integrity? See Genesis 26:3,12,24.

5. Your students' answers may bring out that Isaac evidently had faith and a knowledge that the Lord could intervene in the affairs of men because he entreated the Lord for his wife, and she bore twins. He was in communication with the Lord—he listened as well as asked—because when the Lord came to him in Beersheba, he heard His words in the night and built an altar. Your students should be able to see the benefits of following Isaac's example in both of these instances. This might be a good time to ask your students for personal examples of times when the Lord answered prayer in their own lives.

6. Give your students an opportunity to express their thoughts. One possibility might be that the devil will attempt to clog our spiritual lives with cares and temptations, and it takes strong effort in prayer and obedience to God's Word to keep our lives clear of the things of the world. Another thought could be that our journey through life should leave some marks or witnesses that we have passed this way. But the devil is trying to destroy the evidence of our spiritual gains or endeavors, and we must actively resist his attempts.

7. He avoided controversy several times by giving up the wells and moving to a new location. This shows that Isaac was a peaceable man. Paul said: "The servant of the Lord must not strive; but be gentle unto all men" (2 Timothy 2:24). Bring out that this may be difficult at times, but God expects us as Christians to make every effort to do so.

8. He performed none of these. He is included among the heroes of faith because of his obedience as a son and the blessings he gave as a father (Hebrews 11:17-20). Bring out that the favorable qualities we find in Isaac's life are attainable by each of us.

9. God was with Isaac and blessed him and gave him riches, land, and countless descendants. Because of Isaac's obedience, God was able to continue the promise to Abraham, that through his seed the whole world should be blessed. Conclude your lessons by emphasizing the thought that we can all receive God's presence and blessing in our lives, and inherit eternal life if we obey and follow God wholly as Isaac did.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

How do you think Isaac felt when his father bound him and laid him on the altar?

Why did the Lord tell Isaac he would make his seed to multiply as the stars of Heaven?

In what ways do you feel Isaac is a good example for us to follow?

What are some ways you can be obedient and supportive to your parents, and to Jesus, as Isaac was to his father and heavenly Father?

What does Genesis 22:7-9 indicate about Isaac's personality?

What does Genesis 24:7 show about Abraham's trust and belief in God's promises?

What do you think the key verse means? How may we apply the key verse to our lives?

What did Abraham say to Isaac on their way to the sacrifice that would indicate he knew God would come to his help?

After reading the ANSWER story, tell why you think we should give only our best to God.

## THINGS TO DO

Take a gyroscope or a top and show how it can do nothing on its own. But pull the string or spin it and it works. Liken this to our lives. We cannot work for God unless His power and Spirit are in our lives. Then He can help us do just the work He has in mind for us.

On a tray, have a number of items which represent things we might want to accomplish for God. (Each item should be made of metal, or have metal attached in some way, so that it can be drawn by a magnet.) Point to the items with your finger and show how they won't move when you point

at them. Then take a magnet and move it toward the items one at a time, picking them up. The magnet represents the power of God. By our might or power we cannot draw them to us. But, as the magnet can lift the objects, so it takes God's power in us to accomplish anything for Him.


Bring a flashlight, computer, calculator, or similar item which requires a battery. Bring out the point that without the battery's power it won't work. The same is true with our spiritual lives. We have to be saved—connected to the Power Source—before we can work for God.

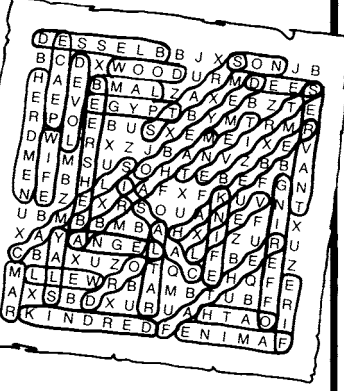
## Answers for ANSWER

### Let's Follow Isaac's Example!

If we want God to use us in His work we must obey Him. We must be loving and peaceable and prayerful. Isaac was all of these things and God used him. The words on the list below are from our Bible text. Find them in the puzzle and circle them.

RAM  
SON  
FIRE  
LAMB  
LORD  
OATH  
SEED  
SLAY  
TENT  
VEIL  
WELL  
WIFE  
WOOD  
ALTAR  
ANGEL  
EGYPT  
ISAAC  
KNIFE  
LOVED  
PEACE  
STARS  
CAMELS  
FAMINE  
FATHER  
OBEYED  
STRIVE  
ABRAHAM  
BLESSED  
HERDMEN  
KINDRED  
REBEKAH  
SERVANT  
OFFERING  
BEERSHEBA





Find Romans 12:18 in your Bible and write it in the box below. It tells what God wants you to do.

"If it be possible, as much as lieth in you, live peaceably with all men."

**TEXT** Genesis 25:27-34; Hebrews 12:14-17

**SUPPLEMENTAL SCRIPTURE** Genesis 27:30-40

**OBJECTIVE** The students will be able to relate the failure of Esau—one who lost his inheritance because he did not put a spiritual value on it. By contrasting his example to the example of Isaac in the previous lesson, the students will recognize the importance of evaluating their choices in the light of eternity.

**KEY VERSE FOR ANSWER** For what shall it profit a man, if he shall gain the whole world, and lose his own soul? — Mark 8:36

**KEY VERSE FOR SEARCH** Your iniquities have turned away these things, and your sins have witholden good things from you. — Jeremiah 5:25

**ANSWER  
TITLE:** **A Lost Inheritance**

**SEARCH  
TITLE:** **Esau**

**REFERENCE INFORMATION**

In a Hebrew family, the firstborn son was very fortunate. He was treated with great respect and honor, and given the privilege of the family birthright. The birthright was the father's special blessing to his oldest son. This gave the son leadership over his brothers, but it also gave him the responsibility of taking care of the family after his father's death. He was to manage the family property, and support his widowed mother and unmarried sisters. When the father died, the oldest son inherited twice as much as his brothers. Israelitish custom did not allow the daughters of the dead father to inherit anything unless there were no

sons, because it was the duty of the son with the birthright to take care of his sisters.

A birthright could be sold or given away. If the father thought the oldest son did not deserve the birthright, he could give it to a younger son. In order to pass the birthright on, the father gave a special blessing to whoever was receiving it. Once the blessing was given, the birthright could not be taken back. This was one reason why the father waited to hand over the family birthright until near the time he was expected to die.

**YOUR OPENER**

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# Esau

**TEXT:** Genesis 25:27-34; Hebrews 12:14-17

**SUPPLEMENTAL SCRIPTURE:** Genesis 27:30-40

**KEY VERSE:** Your iniquities have turned away these things, and your sins have witholden good things from you. — Jeremiah 5:25

## RESPONSES

1. In discussing this question, your students may surmise that Esau seemingly was an impatient person, one who wanted his own desires gratified immediately. He was perhaps given to exaggeration, and did not appreciate or properly value the blessings that were his. He became vindictive when his goals were not realized.

2. Edom's response was extremely hostile in refusing passage to the Children of Israel. The significance of their response was that they treated God's people with disrespect, much the same as Esau had treated God's blessing with disrespect nearly four hundred years previous to this. Point out that one man's failure has a far-reaching influence upon others.

3. Your students may need to refer to sources outside our text for information about the birthright. Discussion should bring out that the physical birthright was given to the son because he was the eldest and not because of his special gifts or endowments. We receive our spiritual birthright through no merit of our own. The physical birthright brought a responsibility to be a spiritual leader and teacher of the family. Our spiritual birthright gives us a responsibility to be a spiritual guide to others. The physical birthright brought a blessing and material advantages. Our spiritual birthright also brings a blessing and a promise that all our needs will be supplied.

In the previous lesson we learned that Isaac's attributes included submission, meditation, affection, peaceableness, and prayerfulness. It was noted that these are qualities we can each develop. An analysis of Esau's character teaches us that it is possible to live without these qualities, but the consequences are not what anyone would desire.

1. Genesis 25:30 indicates that Esau was given the name *Edom*, which means "red," in memory of his having sold his birthright for red pottage. Using this incident, and other clues in the text, outline a possible personality profile of Esau.

2. As the Children of Israel left Egypt and journeyed toward Canaan, what kind of response did they receive when seeking to pass through the territory of Edom, whose people, the Edomites, were the descendants of Esau? See Numbers 20:14-21. What significance do you see in this as it relates to Esau's failure?

3. Galatians 4:7 indicates that our spiritual birthright is our privilege to be born into the family of God, and to become joint heirs with Christ himself. Without that experience of salvation we are heirs of no good thing, but as sinners entitled only to eternal punishment. Compare our spiritual birthright with the physical birthright of Esau's time.

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## ADDITIONAL DISCUSSION NOTES

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4. Esau sold his birthright because he apparently did not consider it of much value compared to his physical need at that moment. People today are faced with a choice based on how much they value their spiritual birthright. Name some things for which the spiritual birthright is exchanged.

5. What are some ways we can protect our spiritual birthright?

6. How do we know that Esau lived to regret selling his birthright? Did his regret do him any good? See Hebrews 12:17.

7. What do you think is the most important lesson to be learned from a character study of Esau?

4. Allow time for your students to offer their suggestions. Some possibilities might include monetary gain, prestige, and fashions of the world. The point of this discussion should be to bring out that anything which becomes more important than their spiritual birthright, in actuality, has as little value as the bowl of red pottage for which Esau gave up so much.

5. Your students may bring up such thoughts as prayer, reading of the Word, and staying close to God. Bring out that it is also very important to subject decisions to the will of God. Let students indicate some choices that they must face in everyday life. Examples are job selection, decisions at school, choosing friends, and even where one lives. Point out that the best way to protect a spiritual birthright is to evaluate choices in light of eternal values.

6. Hebrews 12:17 tells us that he found no place of repentance though he sought it carefully with tears. Contrast godly sorrow with the sorrow of the world (2 Corinthians 7:10). Also discuss the outcome of waiting too long to properly evaluate the spiritual blessings available to us.

7. Answering this question should reinforce the lesson's objective which is to recognize that Esau's failure was the result of his making the wrong choice—a choice which had eternal consequences.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What is a birthright? Why was it so important in Biblical days?

What is the birthright of a Christian?

How can a Christian lose his birthright?

What did Esau trade his birthright for? Do you think it was worth it? Why or why not?

Why is it important to make plans and set goals for your life? What happens if you don't?

What types of things should we be doing to gain or maintain our eternal inheritance?

In our ANSWER story, Neil lost a highly treasured Bible. Have you ever lost or broken some very valuable family "treasure"? How did you feel and did you learn any lesson from the incident? If so what?

## THINGS TO DO

Draw a comparison between Esau's selling of his birthright for a mess of pottage, and a person's losing his soul for a season of sin. See Hebrews 12:14-17.

Make a certificate to represent a Christian's inheritance. Show some objects or pictures that represent worldly goods which might tempt a Christian and cause him to exchange his inheritance.

Bring something you treasure very much which has sentimental value (i.e., heirloom, antique articles). Show that we hold onto these things because we treasure them. Dis-

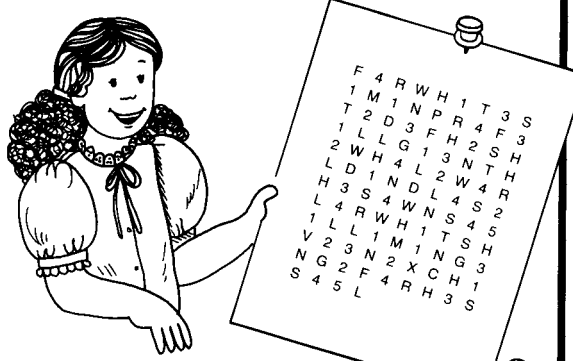
cuss why we must hold on even more to our salvation and the promise of eternal life. If we trade it, we might never get it back.

Ask students what they would do with \$50,000 if it were left to them. How many would invest it for the future?

## Answers for ANSWER

### How Much Is It Worth?

The verse below asks two important questions. To find out what they are place each letter in order on the blank lines, starting with F. Each time you come to a number change it to the letter it represents. (1 = A, 2 = E, 3 = I, 4 = O, 5 = U)



FOR WHAT IS A MAN  
PROFITED, IF HE SHALL  
GAIN THE WHOLE WORLD,  
AND LOSE HIS OWN SOUL,  
OR WHAT SHALL A MAN GIVE  
IN EXCHANGE FOR HIS SOUL?

## Lesson 187

**TEXT** Luke 3:1-18

**OBJECTIVE** The students will be able to explain that John the Baptist's purpose in life was to introduce Christ to the world. As Christians today, we must recognize that this is our calling as well, to make Christ known to the world.

**KEY VERSE FOR ANSWER** Behold the Lamb of God, which taketh away the sin of the world. — John 1:29

**KEY VERSE FOR SEARCH** In those days came John the Baptist, preaching in the wilderness of Judaea, And saying, Repent ye: for the kingdom of heaven is at hand. — Matthew 3:1,2

**ANSWER  
TITLE:** **John the Baptist**  
**SEARCH  
TITLE:** **John the Baptist**

### REFERENCE INFORMATION

John the Baptist was the immediate forerunner of Jesus, sent by God to prepare the way for the coming Messiah. John was of priestly descent through both his parents. His father Zacharias was a priest of the course of Abia, while his mother Elisabeth belonged to the family of Aaron. They are described as being righteous before God, walking in all the commandments of the Lord, blameless (Luke 1:6). John was born in a city in southern Judaea about six months before the birth of Jesus. His parents were quite old. His birth had been foretold by an angel to Zacharias while he was serving in the Temple. As a child and youth he lived in the desert as a Nazarite and he was filled with the Holy Spirit even from birth. His early ministry was in the wilderness of Judaea and in the Jordan Valley. Although Jesus and John were cousins, John did not know that Jesus was the Messiah until he saw the Holy Spirit

descend upon Him at His baptism (John 1:32-34). Jesus' ministry began in Galilee after John was put into prison. The Gospels tell that John met his death because of the hateful attitude of Herodias whose sin of living in adultery with Herod, John had denounced. John's death came about when Herodias' daughter, Salome, requested his head as a reward for pleasing Herod by her dancing. See Mark 6:17-20,25,26.

**Forerunner** — Rulers, intending a visit, often sent advance agents to prepare the way for their reception. John the Baptist was the forerunner of our Lord (Isaiah 40:3; Luke 3:4-6). The word *forerunner* is used for Jesus, who has preceded us into the visible presence of God to ensure our personal access to God (Hebrews 6:20).

### YOUR OPENER

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# John the Baptist

**TEXT:** Luke 3:1-18

**KEY VERSE:** In those days came John the Baptist, preaching in the wilderness of Judaea, and saying, Repent ye: for the kingdom of heaven is at hand. — Matthew 3:1,2

## RESPONSES

1. God alone commissioned John to preach the Gospel. The word of the Lord came to John in the wilderness. He had a message that prepared the way for a new dispensation—the Kingdom of Christ under Grace.

2. Your students may come up with several answers to this question. These may include the reports of others, because the people were interested in seeing him baptize, or because they had heard he was a unique character. Help your students see that while these answers may be partially right, it was the content of his message, and the Spirit of God that anointed it, which were the real attractions. The message of John stirred the expectations of the people, and he was faithful to point them to the coming Messiah.

3. Allow time for your students to respond. Ask your students what types of obstructions might hinder the spread of the Gospel in our day. Obstructions suggested may include false teachings, hypocrisy, and lack of interest. Christian efforts may include preaching sound doctrine, living a true Christian life, and witnessing to others.

4. It was John's desire to see the evidence of repentance in the lives of the people. In the real sense, believing in Christ and obeying Christ are almost synonymous. Have the class talk about the change that comes through salvation. Many people in the world profess to believe in Christ, but there has been no change in their way of life. Today, as in John's day, there is evidence of a real change of heart and life when one repents and believes in Christ unto salvation.

John the Baptist came as forerunner of Christ, preparing the way before Him by calling men to repent and turn their hearts to God. No other prophet or preacher held the unique position that John had at that time in history. His mission in life was to introduce Christ to the world.

1. John was not a part of the accepted religious hierarchy of the day. By whom and under what condition was John commissioned to preach the Gospel?

2. What might have attracted the people to come to see John and hear his message?

3. In early days it was customary for kings, when on journeys, to send some men before them to command the inhabitants to clear the way. In rough countries this was a necessary precaution, for there were no public roads. Verse 4 of our text refers to this in John's message to "Prepare ye the way of the Lord. . . ." How can Christians "prepare the way"?

4. What is the meaning of John's admonition, "Bring forth therefore fruits worthy of repentance"? What is the difference between believing in Christ and obeying His Word?

## ADDITIONAL DISCUSSION NOTES

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5. John's message was a message of judgment for those who would not repent. How did he explain this judgment?

6. How did Isaiah describe the personage of John the Baptist, and what was the implication regarding John's importance? See Isaiah 40:3.

7. Cite an example in John's life, proving that he was not one to compromise his message. See Matthew 14:3-10.

8. In what words did John express his unworthiness?

9. What was Jesus' appraisal of John? See Matthew 11:9-11.

10. What are the various ways in which Christ commissions us to introduce Him to the world today?

5. Our text indicates that "Every tree therefore which bringeth not forth good fruit is hewn down, and cast into the fire" (Luke 3:9). As your class discusses this fact, direct them to the knowledge that God requires fruit in the lives of Christians (John 15:2). This should be a part of our Gospel message to others.

6. Isaiah described John as a voice crying in the wilderness, implying that John would maintain an attitude of humility regarding his position of heralding Christ. What portions of our text reveal that John had every opportunity to take upon himself the praise of men and make a name for himself? Some even thought he might be the Messiah, but John kept his place as only a voice. Refer your students to John 3:30, where John simply said, "He must increase, but I must decrease."

7. John had stated that it was not lawful for Herod to have his brother Philip's wife. This cost him his life. Ask your students why it is important that Christians not compromise the truth today. They should realize that God's Word is unchangeable, and being God's witnesses in this world, it is vital that Christians take the same, uncompromising stand as John did.

8. John said One was coming Who was mightier than he, One whose shoe latchets he was not even worthy to unloose. The preeminence of Christ can never be overemphasized. Why is this just as true in our day as it was in John's day? John knew he could not save anyone, but he pointed to the One who could. This is also our mission today.

9. Jesus said that John was the greatest among the prophets. Use this question to lead into a discussion of how much better it is, in the sight of God and man, for one to be small in his own eyes and let others praise him, if there is any praise. Someone has said that the more fruit there is on the tree, the closer it bends to the earth.

10. After the students have discussed their answers, they should conclude that everyone is called to introduce Christ, but the ways in which they do it may be different. Refer to Ephesians 4:11,12. As a conclusion to your lesson, you may want to discuss with your class what Romans 11:29 means.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

Why do you suppose John the Baptist was so different from other people?

How did John the Baptist prepare people for the coming of Jesus? In what way do Christians today have the same commission?

Why do you think the people came to hear John the Baptist preach?

What qualities of John the Baptist would you like in your own life?

Could someone else have preached John the Baptist's message? Why or why not?

How did John the Baptist feel when his disciples left him to follow Jesus?

John's purpose in life was to introduce Christ to the world. How can we as Christians introduce Christ to the world?

In our ANSWER story, what was Jesse's response to hearing John the Baptist's message of repentance?

## THINGS TO DO

Articles needed: A bottle of iodine, a tall glass filled with water, a brightly colored scarf or remnant of material large enough to cover the glass, and Polident powder (denture cleaner). Try this at home before presenting it to your class. Procedure: When we are born we are born in sin. (Place the glass of water with one drop of iodine in it on a platform high enough for all the children to see.) With each sin we commit, the heart becomes darker and darker. (Name some sins of children, such as lying and stealing. With each sin named, add more iodine until the water becomes very discolored.) We usually try to cover up our sins so that no one can see them. (Drape the glass with the scarf or cloth.) When we ask Jesus to come into our heart, He forgives us, and cleanses our heart from sin. (Pour in the Polident powder. The water should become clear again.) Is your heart full of sin or has Jesus cleansed it?

Hot Seat Game: First divide the class into two teams. One child at a time from each team is equipped with the lesson book and Bible. They sit at the front in the designated "Hot Seats." Make up a list of questions and rate them from two

to five points according to their difficulty. To start, ask a question. The first child to say, "memory," has the floor, and must quote the answer. If they happen to forget, or neither of the players know from memory, they must say, "Book," indicating their source. They then race to find the answer, and read it. This familiarizes them with their Bible, their lesson book, and the answer. The catch to using a source other than their memory is that only one point is received when the question is answered from the Book.

Discuss with your class the job of an "advance man." (The person who prepares a town for the arrival of the President is an example of an advance man.) Have a couple of your students act out the part of being advance men for Jesus Christ. How would they prepare a town to receive Jesus? What would they do to make a good impression? These are some of the questions to ask your class before acting out the roleplay situation.

## Answers for ANSWER

### I'll Be a Messenger Too!

Match the symbols to the correct letters of the verse below and find out what John the Baptist told people about Jesus. We should also tell people of Jesus and His love.

A B C	J K L	S	W
D E F	M N O	T U	X Y
G H I	P Q R	V	Z

REPENT YE FOR THE  
KINGDOM OF HEAVEN  
IS AT HAND.  
MATTHEW 3:2

Matthew 28:19 and Mark 16:15 are two verses that tell what Jesus said we should do. Look them up and write your favorite one on the lines below.

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## Lesson 188

**TEXT** Mark 16:1-14; John 20:19-29

**OBJECTIVE** The students will be able to explain that only through believing the truth of the resurrection of Christ will they have access to the power and blessing it affords.

**KEY VERSE FOR ANSWER** Blessed are they that have not seen, and yet have believed. — John 20:29

**KEY VERSE FOR SEARCH** Jesus saith unto him, Thomas, because thou hast seen me, thou hast believed: blessed are they that have not seen, and yet have believed. — John 20:29

**ANSWER  
TITLE:** **The Resurrection Really Happened**  
**SEARCH  
TITLE:** **The Risen Christ**

### REFERENCE INFORMATION

The Easter miracle is the heart of Christian faith: the New Testament is more resurrection-oriented than it is cross-centered. Indeed, it is the Resurrection which interprets the Cross and which therefore shapes the Church's theology as well as its worship and life. In our Lord's own teaching, His Resurrection is never divorced from His Crucifixion. The atoning cross and the empty tomb form a redemptive complex.

By virtue of His Resurrection our Savior entered upon His ministry as High Priest, presenting His own sacrificial Blood to the Father, performing the functions of interces-

sion (Romans 8:34) and benediction. Though the Letter to the Hebrews contains only a single reference to the Resurrection (Hebrews 13:20), the truth expressed in that single reference is, nevertheless, presupposed at every turn in the apostolic argument: the resurrected Christ is the Melchizedekian Priest. Again, by virtue of His Resurrection, our Savior was appointed Judge of the living and the dead (Acts 10:42; 17:31). In sum, by virtue of His Resurrection, Jesus is seated at the right hand of the Majesty on High, the victorious Destroyer of death, a life-giving Spirit, the Savior, Head, and Priest of His people, the world's future King and Judge.

### YOUR OPENER

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# The Risen Christ

**TEXT:** Mark 16:1-14; John 20:19-29

**KEY VERSE:** Jesus saith unto him, Thomas, because thou hast seen me, thou hast believed: blessed are they that have not seen, and yet have believed. — John 20:29

## RESPONSES

1. To *believe* is “to have confidence in a statement or promise; to have faith—especially religious faith.” Your students’ answers to the second part of the question should bring out that in order to become a Christian, one must believe and obey God’s Word. Ask your class what the difference is between the belief of a sinner and the belief of a Christian. This should clarify the difference between a “head” belief and a “heart” belief.

2. Jesus meant that all those who never saw Him after the Resurrection and yet believed, would be blessed. Not only those people of that day and age, but also all those who had truly believed God in the centuries before and those who were to come after, including us, would be blessed. The greatest reward for truly believing will be eternal life.

3. After your students respond, it should be obvious that there are many things we believe in and yet don’t see, but we enjoy the benefits of them. In paralleling these to our faith in Jesus, you might bring out that we don’t see the shed Blood of Jesus, yet we receive the benefits of salvation. We believe that He is risen, and yet we have not seen Him in person. We know that someday we will see Christ and enjoy eternal life with Him. This is a benefit yet to come.

Jesus said, “I am the resurrection, and the life” (John 11:25). All human hope centers at Calvary and the resurrection of Christ. Calvary shows Christ’s humanity, and the Resurrection shows His deity. Faith in the truth of Christ’s resurrection brings access to a spiritual resurrection for the believer. Jesus Christ’s life here shows us He was the Son of man; and His power over death shows us He is the Son of God.

1. What does the word *believe* mean, and how does it apply to the Christian?

2. Until they saw Jesus after the Resurrection, the disciples had a difficult time believing Jesus was alive. At the end of our text in John, Jesus said, “. . . blessed are they that have not seen, and yet have believed.” What did He mean?

3. What are some things in this life that we believe in and yet don’t see or understand? Parallel this belief to our faith in Jesus Christ and the Resurrection.

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## ADDITIONAL DISCUSSION NOTES

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4. How does the Resurrection show that Jesus was not a mere human? Why is the Resurrection so important to the Christian? See Revelation 1:18 and 1 Corinthians 15:20-23.

5. What is the Christian's guarantee that if he dies he will be resurrected? See Romans 8:11.

6. How many people were in the largest group recorded as seeing Jesus after His resurrection and why is this such a great fact to us today? See 1 Corinthians 15:6.

7. Suppose a friend asked you the question, "How do you know Christ really rose from the dead?" How would you answer him?

8. How does water baptism typify the Resurrection? See Romans 6:3-5.

4. At the time of the Resurrection, Christ conquered death. He has the keys of death and Hell. This is important to the Christian because Christ is the firstfruits of the First Resurrection. As your class discusses this question they should come to the realization that it was because Jesus came forth from the grave by His own power, the only one to do so, that they, too, have this hope of the Resurrection. See Revelation 20:6.

5. Your students' response to this question should bring out that their hope of the Resurrection rests on their having the Spirit of Christ in them, and a "heart" belief in the historical fact of the resurrection of Jesus Christ. See Colossians 1:27.

6. On one occasion, a group of more than five hundred people saw Him. Your students' responses to this question should bring out that this one happening presents an opportunity to stress the certainty of Christ's Resurrection. Suppose you were a reporter and you interviewed the group of five hundred who all agreed to the fact, even to the details. Certainly that would be conclusive evidence.

7. This question should stimulate various lines of thought such as the overwhelming recorded historical data given us by witnesses who believed enough to give their lives in martyrdom. Present-day evidence includes miracles of salvation from sin and healing of sick bodies through belief in the risen Christ. This may be an opportunity to share your testimony.

8. Paul used the mode of water baptism by immersion as a symbol of being buried with Christ in death and raised in the likeness of His Resurrection. Discuss with the class the folly of immersing people in water and then bringing them up in the likeness of His Resurrection if there has been no spiritual rebirth.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What if: Jesus had chosen not to die? Jesus' disciples had not believed that He was alive again? Jesus had told everyone to keep His Resurrection a secret?

How would you describe the emotions and feelings of the disciples after Jesus was crucified?

When the women went to the tomb on Sunday, what were they expecting to find?

Why do you think it was difficult for the disciples to believe Jesus had risen?

What does the word *resurrection* mean?

How does the Resurrection of Christ change lives today?

How did the people in that day react to the Resurrection of Christ? How are people today reacting to the Resurrection of Christ?

In our ANSWER story, why did Mr. Martin, who knew so much about Jesus, fail to respond when Jeanette asked if he were a Christian?

## THINGS TO DO

As a review, shine a projector light onto a screen. Ask the students if they believe that there are colors in the beam of light. Hold a prism (triangular piece of glass) in the beam of light and you can see a rainbow of colors on the screen. There are more colors in that rainbow that you cannot see, such as infrared and ultraviolet. Did the students believe you when you said there was color in the beam of light? Do they believe there are still colors there that they cannot see? Faith in God's power works in much the same way. If we watch some people's lives, we can see the "colors" come to life. We can believe. But faith is also finding out that there is more to God's power than meets the eye. He has "ultrapower" and can add deeper meaning and more warmth than can be dreamed of. Just have faith!

Prepare a list of some of the main words from the text of this lesson: JESUS, MARY, SWEET, ANOINT, MORN-ING, SEPULCHRE, STONE, etc. Make a crossword grid into which these words will fit. Number the grid and the words to match. (Keep the numbered list of words for your reference.) Ask your class to guess the word that fits each

space as you review the lesson. Write each word into the grid as it is given. For example:

1. Who arose from the grave? JESUS
2. What kind of spices did the women bring? SWEET


As an Easter review, use three crosses. These can be made of brown construction paper or suede paper. Men- tion how Christ died, the Just for the unjust, between two thieves. Have three large paper R's colored black, red, and white. The black R stands for Rejecter, and is hung over one cross for the thief who rejected Christ. The red R is hung over the center cross, and stands for Redeemer. Christ, through His own Blood redeems those who accept Him as Savior. The white R means Receiver, and is to be hung over the third cross that stands for the thief who re- ceived Christ Jesus as Savior. He had his sins washed away by the Blood of Christ. These thoughts can be en- larged upon very effectively.

## Answers for ANSWER

### The Risen Christ

Do you believe that Jesus lives? He does, and if you believe on Him you can have power and blessings. Fill in the missing words in the verses at the top of the page. Then put those words in correct order on the acrostic puzzle below. The word in the shaded area is the key word for this lesson.

1. Christ is all, and in all. Colossians 3:11
2. For in him we live. Acts 17:28
3. The world through him might be saved. John 3:17
4. Redemption that is in Christ Jesus. Romans 3:24
5. The disciples were called Christians. Acts 11:26
6. He is not here; for he is risen. Matthew 28:6
7. I believe that thou art the Christ. John 11:27
8. Take up the cross, and follow me. Mark 10:21
9. Intending after Easter to bring him forth. Acts 12:4
10. Jesus Christ, Who died for us. I Thessalonians 5:9,10
11. Love one another, as I have loved you. John 15:12
12. Christ died for our sins. I Corinthians 15:3



1. CHRIST

2. LIVE

3. SAVED

4. JESUS

5. CHRISTIANS

6. RISEN

7. BELIEVE

8. CROSS

9. EASTER

10. DIED

11. LOVE

12. SINS

## Lesson 189

**TEXT** Matthew 26:30-35,69-75; Acts 2:14-24,41

**SUPPLEMENTAL SCRIPTURES** John 21:15-17; 1 Peter 1:3-9

**OBJECTIVE** The students will be able to trace the tremendous transformation in the life of Peter between the time he denied his Savior, and the time he preached on the Day of Pentecost when three thousand were saved. They will recognize that they have the opportunity to achieve greater depths of Christian experience, even as Peter did.

**KEY VERSE FOR ANSWER** I can do all things through Christ which strengtheneth me. — Philippians 4:13

**KEY VERSE FOR SEARCH** Be ready always to give an answer to every man that asketh you a reason of the hope that is in you with meekness and fear. — 1 Peter 3:15

**ANSWER  
TITLE:**

# The Right Choice

  
**SEARCH  
TITLE:**

# Peter

### REFERENCE INFORMATION

Simon Peter, of Bethsaida by the Sea of Galilee, was married and was a fisherman. He was brought to Jesus by his brother, Andrew, also a fisherman. They were called to be “fishers of men.” Jesus called Peter *Cephas*, meaning “a rock.” In parts of the New Testament he is a spokesman among Christ’s followers. It is Peter, too, who is recorded

as having performed the first miracle of healing known in the Christian church. He was also the one God used to bring the Gospel to the Gentiles at Cornelius’ house, showing that Jesus would receive the Gentiles as well as the Jews. He wrote two epistles and according to tradition suffered martyrdom in Rome.

### YOUR OPENER

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# Peter

**TEXT:** Matthew 26:30-35,69-75; Acts 2:14-24,41

**SUPPLEMENTAL SCRIPTURES:** John 21:15-17; 1 Peter 1:3-9

**KEY VERSE:** Be ready always to give an answer to every man that asketh you a reason of the hope that is in you with meekness and fear. — 1 Peter 3:15

## RESPONSES

1. Allow time for your students to discuss their thoughts. They should note the firmness and all-encompassing nature of Peter's declaration. They will probably comment on Peter's apparent self-confidence at this point. Ask your students why this might have been one of the reasons for Peter's inability to stand up for his Lord. They should observe that he was seemingly trusting in himself instead of realizing his weakness and need for Christ's power. Can this be a danger to Christians today? Why?

2. First, he simply denied that he knew Jesus. Next, he denied his acquaintanceship with an oath. Finally, he accompanied his denial with swearing and cursing. This question is designed to provoke discussion regarding the progressive nature of sin in one's failure to follow the Lord.

3. Your students' answers should bring out that unless they "watch and pray" daily, they are an easy target for Satan's darts. Loving communion with Christ, through reading the Bible and prayer, is essential for Christian victory.

4. Begin your discussion by looking again at Matthew 26:41, mentioned in the previous question. Note the understanding comment of the Lord "... the spirit indeed is willing, but the flesh is weak." Point out that Christ is aware of our spiritual weaknesses and needs, and if we will listen, He will be faithful in revealing to us what we

Simon Peter had left his fishing nets by the Sea of Galilee to follow Jesus. He had witnessed the feeding of the five thousand, the raising of Jairus' daughter, and had walked to Jesus on the water. He had been taught love, forgiveness, resolve, allegiance, faith, and obedience, by the Messiah himself. In this lesson, we contrast Peter's failure to stand up for his Lord, with the triumph over Satan he experienced after Pentecost when three thousand souls were converted to Christ. Our objective is to find the reasons for his failure and subsequent successes, and apply those lessons to achieve greater effectiveness in our service to the Lord.

1. Reading the first portion of our text in Matthew, what can we see in Peter's expressed determination to follow Christ?

2. In spite of Peter's earlier stand, when the testing time came, he failed his Lord. On the three occasions when he was accused of being a follower of Jesus of Nazareth, how did Peter's behavior become increasingly vehement and reproachful?

3. Looking at Matthew 26:40,41, note one reason why Peter's resolve to stand by his Lord failed.

4. Is it possible to discover our weakness in time to avert failure?

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## ADDITIONAL DISCUSSION NOTES

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5. Why was the cock's crowing of concern to Peter? How did Peter react and what does this signify?

6. Compare Matthew 26:75 with John 21:15-17. What connection does one have with the other?

7. In the Acts portion of our text, we see a completely different Peter from the man who denied his Lord. What enabled him to boldly preach Jesus Christ to this multitude of people when he had previously failed Christ so miserably? See Acts 1:8.

8. The Bible tells us of both the strengths and weaknesses of many of God's men through the ages. Can you cite a reason why God chose to include their weaknesses and failures? See 2 Timothy 3:16 and 2 Peter 3:17,18.

9. If one is not completely satisfied with some aspect of his spiritual life, note here what actions can be taken in order to improve.

must do.

5. Jesus had said that before the cock crowed Peter would have denied Him three times. When he heard the crowing, Peter realized that what Jesus had foretold had come to pass; and his heart must have felt deep sorrow, for he went out and wept bitterly. More often than not, tears accompany repentance for sin. So it seems at that moment Peter deeply repented of his denials of Christ. Ask the students to enumerate examples of other people from the Bible who have come back to a position of usefulness after having failed in God's service.

6. There were three denials of Christ and three affirmations of Peter's love for Christ. We read that Peter was grieved "because he said unto him the third time, Lovest thou me?" No doubt Peter remembered his three-time denial of his Lord as Jesus spoke. But his repeated affirmation indicates that Peter had learned well the lesson of dependence on his Master. Discuss with your class why the lesson Peter learned is absolutely essential for Christian victory over sin.

7. Peter, forgiven and restored, had also received the Holy Ghost. Retrace briefly with your class some of the events which strengthened the faith of the disciples, including Peter's, after Christ rose from the dead. These would include Christ's appearance to Mary and then to the disciples, the miraculous draught of fishes and the miracle of the unbroken net, and the renewed commission to the disciples. But these events were not responsible for the change in Peter. The real dramatic difference was made when Peter, being in one accord with the others in the Upper Room, received the Holy Spirit. Discuss the things the Holy Ghost does for us and why it is a vital experience for the one who desires to be a truly effective worker for Christ.

8. Your class should realize that these men were not superhuman, but men and women made of the same clay of which we are made. They were humanly weak, suffered temptation and trial, and at times, some failed God. Their stories, along with those who succeeded, are recorded that we might learn from their experiences. Your students should see the importance of turning to the only source of real strength and refuge—the power of God.

9. Allow time for your students to offer their answers. The point of this question is to help your students see the necessity of regularly checking up on their spiritual power and the effectiveness of their Christian witness. If the Lord reveals an area where they are lacking, they should endeavor to improve through God's help. Your students should conclude that each of them has the opportunity to achieve greater depths of Christian experience, even as Peter did.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

If a person is determined to wholly follow the Lord, does that mean he won't have any hard things to experience? Explain.

Name one trait in Peter you admire, and tell why.

How do Peter's denial of Jesus, his repentance, and his being able to go out and preach to such a large crowd, prove God's love?

In what ways do you think God could use you if you give Him your life as Peter did?

What difference do you see in Peter between the accounts of him given in Matthew and Acts?

What do you think made the difference in Peter from the time he denied Jesus and the time he preached after Pentecost?

In our ANSWER story, how did Peter come up with the slogan that was used for his campaign?

## THINGS TO DO

Tell your students that you are going to pretend that you are Peter, and let them ask you questions about your life.

Make a tape-recording of the words of Peter when he boasted of staying true to Christ (Matthew 26:33,35) and when he denied Him three times (Matthew 26:69-74). Also tape a hypothetical dialogue between a weak Christian testifying to his Christian friends at church and his denial or reluctance to testify of Christ to his peers outside of church. Compare the two recordings.

Arrange lighting so your body makes a shadow. Point out that it represents our influence on others. Each of us has a shadow that influences those around us. Sometimes we are not aware of how we influence others. Ask your students to name something that makes a strong shadow.

Take one of their answers, such as "being out in the bright sun," and compare that with how we present Christ to others by being close to the presence of the Son of God. We must have Jesus in our hearts, as Peter did, in order to win others to Christ.

Give each of the students paper and pencil. Request that they note areas in their own lives where they feel they are somewhat spiritually weak. Ask them to keep the paper private but take it home with them and pray specifically each day for strength in those areas.

## Answers for ANSWER

### A Real Change!

There was a real change in Peter when he repented and began his new life for Christ. The verse below is advice that Peter gave for all who follow Jesus. Fill in the missing words. Then write those words where they fit on the grid below.

Be ready always to give an answer to every man that asketh you a reason of the hope that is in you with meekness and fear.

1 Peter 3:15

ANSWER  
MEET  
GIVE  
READY  
HOPE

## Lesson 190

**TEXT** 2 Corinthians 4:8-18; 11:24-28; 2 Timothy 4:6-8

**OBJECTIVE** The students will be able to relate that a crown of life awaits those who are faithful in the service of the Lord. To be faithful means to keep the faith, be worthy of trust, be honest, loyal, and dependable.

**KEY VERSE FOR ANSWER** I have fought a good fight, I have finished my course, I have kept the faith. — 2 Timothy 4:7

**KEY VERSE FOR SEARCH** I have fought a good fight, I have finished my course, I have kept the faith: Henceforth there is laid up for me a crown of righteousness, which the Lord, the righteous judge, shall give me at that day: and not to me only, but unto all them also that love his appearing. — 2 Timothy 4:7,8

**ANSWER**  
**TITLE:** **Someone Faithful**  
**SEARCH**  
**TITLE:** **Paul**

### REFERENCE INFORMATION

Paul's father was a Pharisee (Acts 23:6) and a Roman citizen, as was Paul (Acts 22:25-28). The history of Paul's mother is unknown. Paul's sister lived in Jerusalem, and her son aided Paul while he was in jail (Acts 23:16).

Paul's elementary education was probably gained in Tarsus, but his formal education was completed in Jerusalem where he studied under the famous Gamaliel (Acts 22:3).

Paul also learned the trade of tent making (Acts 18:3), which he practiced throughout most of his life.

Paul was originally named Saul, and was called Saul of Tarsus. After his missionary trip to Cyprus, he was known as Paul, which is the Greek form of the Hebrew name Saul.

### YOUR OPENER

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# Paul

**TEXT:** 2 Corinthians 4:8-18; 11:24-28; 2 Timothy 4:6-8

**KEY VERSE:** I have fought a good fight, I have finished my course, I have kept the faith: Henceforth there is laid up for me a crown of righteousness, which the Lord, the righteous judge, shall give me at that day: and not to me only, but unto all them also that love his appearing. — 2 Timothy 4:7,8

## RESPONSES

1. Your students may list various things which trouble the Christian in our day. Some possibilities might be: physical afflictions, temporal reverses, false accusations. It might be interesting to list these ideas as they are offered, and then go back through your list discussing how overcoming each of them can help in gaining the crown of righteousness. The point to make is that all afflictions and persecutions are light when compared with the eternal reward.

2. Allow time for your students to respond. They will likely bring out that afflictions may cause us to pray more and trust the Lord more fully. Victory over an affliction will bring an increase in faith and confidence in God. His comfort and Spirit will draw us closer to Him in times of distress. Because of these afflictions we can see the advantage of leaving this world to be forever with the Lord and wear the crown of righteousness.

3. Your students' answers may vary, but they likely will conclude that it is through the grace of our Lord Jesus Christ. Discuss with the students how, in the natural life, trouble brings distress, how being totally perplexed brings despair, etc. However, being faithful to the Lord gives us the hope of receiving a crown of righteousness, no matter how difficult the present circumstances. Paul found that this hope of eternal life gave him strength to endure to the end.

Paul the Apostle desired to win souls for the Kingdom of Christ and to attain the crown of righteousness. He was successful in both pursuits because he closely followed the Lord's instructions. We can also be a soul winner and receive a crown of righteousness if Paul's example becomes our pattern.

1. Paul suffered many trials and troubles, yet he termed them but "light afflictions." Name some of our light afflictions and explain how, in overcoming them, they help us to gain the crown of righteousness.

2. Why do you think God allows "afflictions" to come into the life of a Christian today?

3. In 2 Corinthians 4:8,9, a number of contrasts are listed. How can the second part of these contrasts be realized in our life on earth?

4. Verse 16 of our first text refers to the outward man's perishing. What will happen to the inward

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## ADDITIONAL DISCUSSION NOTES

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man? Explain.

5. Paul's sufferings, as mentioned in our text, reveal the extent of his faithfulness. What does it mean to be faithful?

6. Paul likened his Christian life to a good fight. Explain what he meant.

7. A crown of righteousness has been laid up for Paul and for everyone else who loves Christ's appearing. How do people who are looking for Christ's appearing conduct themselves?

8. James 1:12 mentions another crown which can be won—the crown of life. What does one have to do in order to gain this reward? How did Paul fulfill this requirement in the things which he faced?

4. The inner man is renewed day by day. Stress the fact that God will give us grace for every trial that may come our way. Ask your students what they think is meant by the word *renewed*. The dictionary says that to be renewed is "to be filled with a fresh supply." Certainly that is what God does for those who trust in Him.

5. Allow your students to offer their definitions. With your help, they should determine that *faithfulness* means "to keep the faith, to be worthy of trust, to be honest, loyal, and dependable." Discuss why faithfulness is a necessity if we are to attain the crown of righteousness.

6. After listening to your students' explanations, bring out that in a fight, there must be opposing contestants. Paul's adversary was the devil, but through Christ he had won the victory in every trial. By following his example we, too, can have an assurance of victory.

7. Your students will, no doubt, offer a variety of answers concerning the conduct that is expected of Christians. In order to receive a crown of righteousness, the students should conclude that we must walk in the light, be unspotted from the world, faithful, loyal, and trustworthy, as well as obedient to the Word of God.

8. To gain this reward, one has to endure (withstand) temptation. Paul suffered many trials and tests during his Christian race. There may have been times he was tempted to give up, but he endured. Ask your class to define the word *endure*. Discussion should bring out that there are two meanings for this word: "to stand fast, bear or undergo," and "to put up with or tolerate." Help your students conclude that their attitude must be more than just to tolerate—they must have a determination to stand fast until the end.

YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What were some of the persecutions Paul had to endure and dangers he had to face for preaching about Jesus?

What was Paul's reaction or attitude toward the trials of his faith? Use a verse to support your answer.

Name some things that might discourage a Christian from keeping the faith.

How can we overcome discouragement?

From what source do you think Paul got his encouragement when he was undergoing severe persecution?

Paul said that he had "kept the faith." What do you think he meant by that?

Why do you think Paul remained faithful to his Christian faith even while being persecuted?

Can you remember a time when your parents rewarded you for good deeds? What did they do? How does God reward His children for their service to Him?

Have you ever been disappointed by a broken promise from your friends or parents? How are God's promises different?

In our ANSWER story, what was the challenge the Sunday school teacher gave to his class?

## THINGS TO DO

Help your class make a list of things that might discourage the Christian from serving God. Next to these, write down some solutions and answers that Paul gave.


Bring a watch (or some other appropriate object) to class. Explain to your students that a watch such as this might be given to someone as a retirement gift for "years of faithful service" given to the company. Ask someone in your class to read the Scripture text in 2 Timothy 4:8 to see what Paul the Apostle expected to receive for his faithful service.

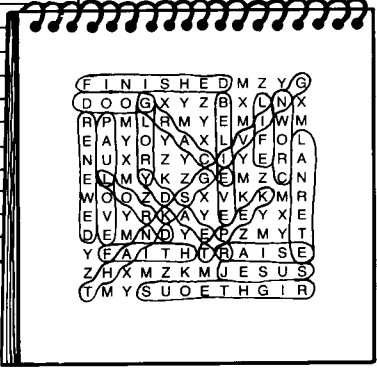
## Answers for ANSWER

### I Want To Be Faithful!

There is a crown of life for everyone who is faithful in the service of the Lord. Paul knew this was true even when he had many troubles. The words on the list below are from this week's Bible text. Find them in the wordfind and circle each of them.

<input type="checkbox"/>	GOOD
<input type="checkbox"/>	KEPT
<input type="checkbox"/>	LIFE
<input type="checkbox"/>	LORD
<input type="checkbox"/>	LOVE
<input type="checkbox"/>	PAUL
<input type="checkbox"/>	CROWN
<input type="checkbox"/>	FAITH
<input type="checkbox"/>	GLORY
<input type="checkbox"/>	GRACE
<input type="checkbox"/>	JESUS
<input type="checkbox"/>	RAISE
<input type="checkbox"/>	READY
<input type="checkbox"/>	BELIEVE
<input type="checkbox"/>	ETERNAL
<input type="checkbox"/>	RENEWED
<input type="checkbox"/>	FINISHED
<input type="checkbox"/>	RIGHTEOUS
<input type="checkbox"/>	THANKSGIVING





## Lesson 191

**TEXT** Jonah 1; 2; 3

**SUPPLEMENTAL SCRIPTURE** Matthew 12:39-41

**OBJECTIVE** The students will be able to explain the danger of refusing to obey the commands of God. They will learn that it was only the divine mercy and forbearance of God extended to Jonah which preserved his life and gave him another opportunity to do as the Lord instructed.

**KEY VERSE FOR ANSWER** And the word of the LORD came unto Jonah the second time, saying, Arise, go unto Nineveh. — Jonah 3:1,2

**KEY VERSE FOR SEARCH** And the word of the LORD came unto Jonah the second time, saying, Arise, go unto Nineveh, that great city, and preach unto it the preaching that I bid thee. So Jonah arose, and went unto Nineveh, according to the word of the LORD. — Jonah 3:1-3

**ANSWER  
TITLE:** **Those Big, Sharp Teeth!**  
**SEARCH  
TITLE:** **Jonah**

### REFERENCE INFORMATION

Jonah, the son of Amittai, was of the village of Gath-hepher, a town on the border of Zebulun, not far from Nazareth. Jonah (also called Jonas) was a prophet of Israel (2 Kings 14:25), sent to warn the people of Nineveh, a capital of the Assyrian empire or world empire for three hundred years. It had absorbed and destroyed the northern kingdom of Israel, and took tribute of Israel. Thus Jonah was called of God to preach unto an enemy nation

to prolong the life of the enemy which was destroying his own nation. The Lord used Jonah to foretell the recovery of territory lost to Israel because of their idolatry, and under the reign of Jeroboam II this came to pass.

It was nearly two hundred years before Nineveh was eventually overthrown.

### YOUR OPENER

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# Jonah

**TEXT:** Jonah 1; 2; 3

**SUPPLEMENTAL SCRIPTURE:** Matthew 12:39-41

**KEY VERSE:** And the word of the LORD came unto Jonah the second time, saying, Arise, go unto Nineveh, that great city, and preach unto it the preaching that I bid thee. So Jonah arose, and went unto Nineveh, according to the word of the LORD. — Jonah 3:1-3

## RESPONSES

1. Possibly Jonah reasoned that he wanted an enemy destroyed. After all, if Nineveh repented they would no longer be a threat to Israel's national security. Whatever his reasoning, it was not a valid excuse for not answering the call of God or for not obeying Him in any matter. See Proverbs 24:17,18.

2. God's displeasure was indicated by the events which happened to Jonah. Discussion should bring out that the way of a transgressor is hard. Trouble came to Jonah as the Lord sought to bring him to the point of obedience. Ask your students to enumerate ways people may attempt to alleviate the problems they face when they disobey God.

3. Jonah was likely trying to quiet the consciousness of his disobedience. The question should cause the student to see that many times people will try to ignore their guilt or seek insensitivity to their sins. They may do this through alcohol, drug abuse, or simply by refusing to heed the voice of their conscience until the Spirit of God no longer strives with them. However, insensitivity does not bring about security. Just ignoring our responsibility does not make it go away.

Why would a prophet like Jonah, who had been called by the Lord, suddenly want to flee from his duty and from the presence of the Lord? We find that the man who runs from the Lord runs into trouble every time.

1. Jonah was a prophet of God, called to preach to the people of Nineveh. Consider the fact that Nineveh was a political enemy. How might this have affected Jonah's thinking?

2. How do we know that God was displeased with Jonah when he refused to go to Nineveh?

3. Inasmuch as Jonah was running from God, how do you suppose he could go to the lower part of the ship and sleep, apparently oblivious to the storm? What behavioral patterns of people in today's society reflect the same kind of attempt to escape from God's call?

## ADDITIONAL DISCUSSION NOTES

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4. Which verse in our text shows the turning point in Jonah's attitude? Explain.
5. What were Jonah's feelings in the belly of the fish regarding his own spiritual condition? How did he react on this occasion?
6. When Jonah prayed, the Lord heard his prayer. What was the result?
7. What was the message which Jonah delivered to Nineveh? What were the results?
8. The truth of this account is challenged by many. Find a New Testament Scripture which confirms the story of Jonah as an actual happening.

**Thought Provoker:** Have you ever come to a point in your life when you reacted to God's call in a manner similar to the way in which Jonah first reacted? What did you learn from this experience?

4. Even though we have no record of Jonah's praying until he was in the fish's belly, in verse 12 of the first chapter he acknowledges his guilt and confesses that he is the one who brought the trouble upon them. Discuss with your class why coming to a realization of guilt and admitting it, is a necessary step in turning to God. See 1 John 1:9.
5. He felt that he was in Hell. Godly sorrow is brought about by Holy Ghost conviction. Jonah saw himself as God saw him and began to act in conformance to God's will, asking for mercy. Discuss with your class the fact that even though Jonah had admitted his guilt, he still needed to ask God for mercy and forgiveness.
6. The result of Jonah's prayer was the intervention of God. God spoke to the fish and caused it to vomit Jonah onto the dry ground. Then God called Jonah a second time, giving him another opportunity to obey and go to Nineveh. Discuss with your class the fact that God's call does not change. Jonah's attitude was what changed—he became willing. God uses and blesses the efforts of those who are willing and pliable in His hand.
7. The message was, "Yet forty days, and Nineveh shall be overthrown." This was a message of judgment, but the people repented and were saved from destruction. The students should draw the conclusion that God is giving men and women the same warning today. Judgment is coming, and "Except ye repent, ye shall all likewise perish" (Luke 13:5).
8. Some Scriptures which verify this account are Matthew 12:40,41; 16:4; Luke 11:29,30,32. These are all Jesus' words and there can be no greater authority.

**YOUR WRAP-UP**

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## SUPPLEMENTAL QUESTIONS

Jonah wasn't happy when he disobeyed God. Why are you happier when you obey God?

God delivered Jonah. How can we prove God will still deliver today?

What is the danger of refusing to obey the Lord?

Does the Lord always give a person another chance? Why did He give Jonah another chance?

Name some other Bible characters who disobeyed God. What were the consequences of their disobedience?

In what way did the mariners change as a result of taking Jonah into their ship?

What did the king of Nineveh ask the people to do?

What would have happened if the people had been as unwilling to obey the king as Jonah had been unwilling, at first, to obey God?

In our ANSWER story, how was Perry's conduct on Saturday similar to Jonah's experience?

## THINGS TO DO

With your class, make a list of things that we can do for the Lord at home, at school, at play, or at work. Have the students circle one that they will try to work on this week and report the results next week. Ask them to think about Jonah. Are we willing to do what God asks or will we be like Jonah and try to run away from the task?

Have students do a skit on Jonah showing obedience to God is far better than going our own way. Have one student be Jonah. Make a cardboard whale. Rock it back and forth showing how seasick Jonah must have been. Have Jonah behind the whale praying to God as a narrator reads, "And the LORD spake unto the fish," etc. When Jonah gets to Nineveh, have him shout, "Yet forty days, and Nineveh shall be overthrown." Another student as the king should give the order to the people, ending with, "Who can tell if God will turn," etc. (Jonah 3:9). Then have the narrator read "And God saw their works," etc.

Has anyone ever told you a story that sounded "fishy," not quite true? Try this True and Fishy test on your class.

- \_\_\_\_\_ Jonah was told by God to go to Nineveh.
- \_\_\_\_\_ Jonah did what God said without delay.
- \_\_\_\_\_ Jonah sailed on a cabin cruiser to Nineveh.
- \_\_\_\_\_ The storm stopped when Jonah was thrown into a lake.
- \_\_\_\_\_ A great fish swallowed Jonah.
- \_\_\_\_\_ Jonah prayed while he was inside the fish.
- \_\_\_\_\_ Jonah was inside the fish for two days and three nights.
- \_\_\_\_\_ Jonah preached to Nineveh after the fish spit him out onto dry land.
- \_\_\_\_\_ The people of Nineveh repented and God destroyed them.

## Answers for ANSWER

### Don't Be a Jonah!

There is danger in refusing to obey God, but He is merciful and loving. Below are some questions about Jonah, a man who received mercy even though he ran away from God's call. Answer them and then answer the questions that relate to you. Remember, God loves you!

God asked Jonah to preach to Nineveh. Did he go? <u>No!</u>	→ Do you obey God when He asks you to do something? _____
What did Jonah ride on that was going in the wrong direction? <u>A Ship</u>	→ What would keep you from going in God's direction? _____
What happened when Jonah disobeyed God? List at least two things. <u>He was thrown into sea.</u> <u>He was swallowed by fish</u>	→ What will happen to you if you disobey God? _____
What did Jonah do while he was in the belly of the fish? <u>He prayed</u>	→ What should you do if you want God's blessing? _____
How does this lesson show God's mercy to Jonah? <u>God talked to him a second time.</u>	→ How does God show His mercy to you? _____

**TEXT** 2 Kings 2:1-15

**SUPPLEMENTAL SCRIPTURES** 2 Kings 4:1-7, 18-37; 6:1-7

**OBJECTIVE** The students will be able to explain that Elisha's gift of "a double portion" of the Spirit enabled him to lead a more triumphant life and also perform a greater number of miracles than any other prophet except Moses. They will recognize the importance of asking for a full measure of God's power upon their lives.

**KEY VERSE FOR ANSWER** I pray thee, let a double portion of thy spirit be upon me. —  
2 Kings 2:9

**KEY VERSE FOR SEARCH** And he took the mantle of Elijah that fell from him, and smote the waters, and said, Where is the LORD God of Elijah? and when he also had smitten the waters, they parted hither and thither: and Elisha went over. —  
2 Kings 2:14

**ANSWER  
TITLE:** **God's Power**  
**SEARCH  
TITLE:** **Elisha**

## REFERENCE INFORMATION

The first we hear of Elisha is when we read that God told the prophet Elijah to anoint Elisha, the son of Shaphat of Abelmeholah, to be prophet in his stead. Judging from the twelve yoke of oxen Elisha was plowing with when Elijah found him, he was probably from a wealthy family. But he bade his family goodbye and followed after the man of God. We are not told how long it was from this time until Elijah was translated, but in this interval, evidently Elisha was simply a servant of Elijah. Just before Elijah was taken into Heaven, Elisha asked for a double portion of his spirit.

Elisha was like Elijah in many ways. Both men parted the waters of the Jordan, brought moisture in times of drought,

increased a widow's supply of food, raised a boy from the dead, performed miracles for Gentiles, pronounced doom upon kings, and destroyed their enemies with supernatural power. But there were also differences in their characters. While, at times, Elijah fell under stress, Elisha had an attitude of triumph and confidence. He never seemed to complain or lose courage.

Elisha's first recorded miracle was to take Elijah's mantle and strike the River Jordan, and it parted for him as it had for Elijah. It is interesting to note that we have seven miracles recorded by the prophet Elijah and fourteen by Elisha, if we count the resurrection of the dead man, who revived when he was thrown into Elisha's sepulchre.

## YOUR OPENER

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# Elisha

**TEXT:** 2 Kings 2:1-15

**SUPPLEMENTAL SCRIPTURES:** 2 Kings 4:1-7, 18-37; 6:1-7

**KEY VERSE:** And he took the mantle of Elijah that fell from him, and smote the waters, and said, Where is the LORD God of Elijah? and when he also had smitten the waters, they parted hither and thither: and Elisha went over. — 2 Kings 2:14

## RESPONSES

1. He was industrious, laboring with his hands. It appears that Elisha was of a prosperous family, for he was plowing with twelve yoke of oxen. However, upon receiving God's call, he left everything behind and followed Elijah. He exhibited willingness in so doing. Bring out that each Christian has the call of God on his life. To be used of God, he must consecrate to follow Him wholly, just as Elisha did.

2. He was ministering to Elijah as his servant during this time. Discuss the fact that one must first be willing to do the small things that are not seen or heard about, before one can be spiritually qualified to do greater things. If you wish, use George Hughes' testimony in tract A5, "From a Mining Town to Far Countries," as another example.

3. Elisha was walking side by side with Elijah. The sons of the prophets were viewing from afar. Go to next question.

4. List the students' answers, such as doubt, fear, or loss of faith and trust with the danger of eventual backsliding. As your class discusses the dangers listed, mention the fact that Peter was following Jesus afar off prior to his denial of Him (Matthew 26:58). Elisha never would have received the power had he followed afar off.

5. The sons of the prophets and Elijah himself told Elisha to stay behind. In spite of this, Elisha purposed he would not leave Elijah but would follow him until he received the power. Another example of this type of perseverance is Jacob's telling the angel, in Genesis 32:26, that he would not let the angel go until he blessed him. Discuss with your students why it is necessary for us to have this same determination if we are to receive God's power in our lives.

God commissioned Elijah to anoint Elisha to be the prophet in his place. Elisha was plowing with twelve yoke of oxen when Elijah found him. The symbol of Elijah's authority was the mantle he wore. This he cast upon Elisha as he passed by him, fulfilling God's command. When Elijah was taken by God into Heaven, without dying, Elisha received his mantle and was God's prophet in Israel for many years.

1. What desirable attributes do we find exhibited by Elisha when Elijah cast his mantle upon him, showing God had chosen the right man? See 1 Kings 19:19-21.

2. We hear nothing more of Elisha for several years. What was he doing? Had he gone back home? See 1 Kings 19:21 and 2 Kings 3:11.

3. Explain the difference between the way Elijah was followed by Elisha and by the sons of the prophets, considering they all knew he was to be taken from them that day.

4. What are some of the dangers involved in following God afar off in our day?

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## ADDITIONAL DISCUSSION NOTES

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5. We find Elisha facing several discouragements, some from Elijah himself, in his quest for a double portion of the power that was manifested in Elijah's life. What were they, and how did he overcome them?

6. What similarities do we find in Elisha's receiving a double portion of Elijah's spirit, and the outpouring of the Holy Spirit recorded in Acts 2:4?

7. After Elisha received a double portion of Elijah's spirit, what were some of the results in his life?

8. What virtues does Elisha exhibit in many of the miracles he performed, including the four he performed in 2 Kings, chapters 4 and 5?

9. Although both Elijah and Elisha were prophets who were filled with the Spirit of God and who performed miracles, there were distinct differences in their personalities and life styles. Name some of these.

10. In 2 Kings 13:20,21, what is revealed regarding the power of Elisha and God's honoring him?

6. In both instances those seeking the blessing were in the center of God's will, they were in unity, they were asking for God's power, they were there when the power fell, and they used the power that was given to them. The sons of the prophets recognized that the spirit of Elijah rested on Elisha (2 Kings 2:15). The rulers of the people took knowledge that the Apostles had been with Jesus (Acts 4:13). Impress upon the students that the same requirements prevail today in order to receive the power of God on our lives, and we must use it when we receive it.

7. The double portion was evidenced by the performing of miracles, even to the raising of a dead child to life (2 Kings 4:35). Fourteen miracles by Elisha are recorded in Scripture—about double the number of recorded miracles performed by Elijah. Responses might also include his prophecies which came to pass.

8. He showed humility, love, concern, and compassion for others. Eight of the miracles he performed were for the help and encouragement of someone else. None were for his own personal gain. In the account of Naaman, Elisha refused the valuable gifts that were offered him. Explain to the students that these are virtues attainable by each of us, and we are encouraged to spread God's love to others in any way we can.

9. Elijah was an outspoken, rough, and fiery sort of man who lived in the wilderness and was considered an enemy by kings. At times he showed qualities of fear and despair. Elisha was a pleasant man, who associated with others and lived in a house, and was consulted by kings. Show that God can use all types and personalities, but only if we obey His Word and follow His will.

10. There was power even in his bones to raise a dead man to life. In Hebrews 11:4 we read that Abel, even being dead, yet speaketh. Mention some of the godly men and women who have died but left testimonies that are encouraging to others. Each one of us can live a life that others will take note of and remember, if we use the power God has given us, mixed with love and faith.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What did Elisha mean when he said, "let a double portion of thy spirit be upon me"?

How can we be like Elisha in our daily walk for the Lord?

What makes you think Elisha was both enthusiastic and determined to serve the Lord?

Why do you suppose the sons of the prophets didn't also follow Elijah?

What character traits did Elisha have that we, too, should develop?

What did the sons of the prophets have to say about Elisha when he came back across Jordan?

In what ways may God's Spirit be seen in the lives of Christians today?

Why did Elisha continue to follow Elijah even when Elijah told him to stay? What does this tell us about Elisha?

What work does God call us to do today? How can we be prepared as Elisha was?

In our ANSWER story, who is the storyteller?

## THINGS TO DO

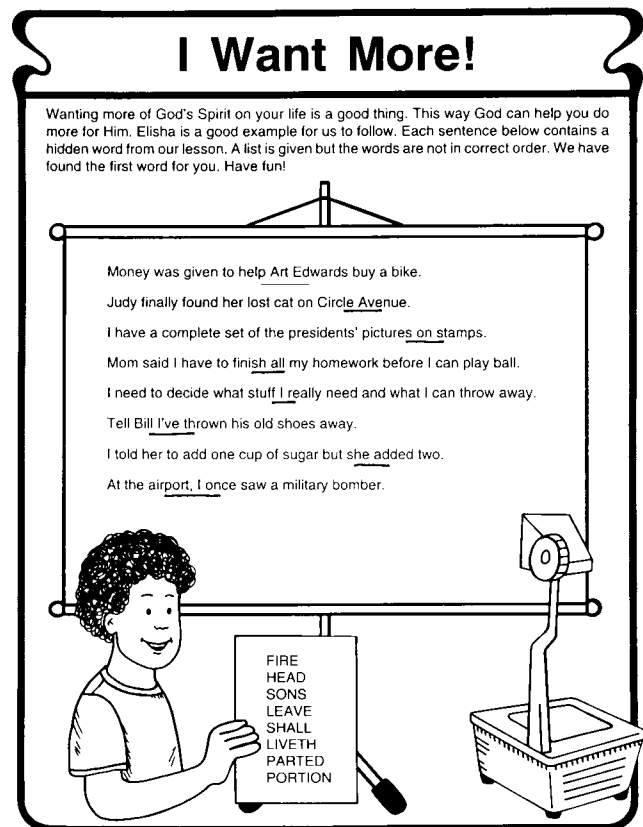
Help students list on a chalkboard things that Elijah did. Compare these to the double portion Elisha received and the things he did. Twice as much!

As Elijah was a good influence on Elisha, let the students know that they should seek to fellowship with those who will encourage them spiritually. Ask your students to name some people who have had a positive influence on their lives. How? Let each student plan a special way to say "Thank You" to someone who has encouraged him in a good way (card, letter, chore, etc.). Or, ask each stu-

dent to write (on a card you will provide) what the Lord could do for him and with him if he had a double portion of that person's spirit.

Draw a chart made up of fifteen boxes (more or less, depending upon the number of miracles chosen). Choose five of Elijah's miracles and ten of Elisha's (a double portion). Mix them up and write them on the chart, one per box. Have your students state which miracle was done by which man. (You can find a list of the miracles in the Thompson Chain Reference Bible.)

## Answers for ANSWER



## Lesson 193

**TEXT** Exodus 1:22; 2:1-10; Hebrews 11:23

**SUPPLEMENTAL SCRIPTURES** Exodus 6:20; Hebrews 11:24-26

**OBJECTIVE** The students will be able to explain, using the example of Moses' mother, that when they have a need they can safely commit it to the Lord, and be assured that God will supply the need if it is in harmony with His will.

**KEY VERSE FOR ANSWER** Commit thy way unto the LORD; trust also in him; and he shall bring it to pass. — Psalm 37:5

**KEY VERSE FOR SEARCH** For I know whom I have believed, and am persuaded that he is able to keep that which I have committed unto him against that day. — 2 Timothy 1:12

**ANSWER  
TITLE:** **In God's Keeping**  
**SEARCH  
TITLE:** **Moses' Mother**

### REFERENCE INFORMATION

While the Bible does not make any statement concerning the righteousness of Amram and Jochebed, Moses' parents, we can have no doubt that they were serving the God of Abraham, Isaac, and Jacob to the best of their ability and not worshiping the gods of Egypt. The historian Josephus says that the Lord appeared to Amram in a dream and foretold that the child they were about to have was to be the one who would deliver the Israelites from Egyptian bondage.

The story of Moses' birth is thoroughly Egyptian in its setting. He was born in Goshen in the country of Egypt about 1571 B.C. His mother made extraordinary effort for his preservation because of the decree Pharaoh had made which stated that all the male Hebrew children were to be

put to death. She had to break the law of the land in order to save her child. For three months the child was hidden in the house. Then, through much thought for his safety, he was placed in a prepared basket among the reeds in the river. His sister, Miriam, stood at a little distance to keep watch over him. Pharaoh's daughter discovered the baby and took him from the water and named him Moses. She needed a nurse for him, so Miriam came out from where she had been hiding and asked if she should go and find a Hebrew woman to be his nurse. She brought Moses' own mother to care for him. Jochebed's faith in God enabled her to see her son raised to manhood by the daughter of the very king who had ordered his destruction.

### YOUR OPENER

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# Moses' Mother

**TEXT:** Exodus 1:22; 2:1-10; Hebrews 11:23

**SUPPLEMENTAL SCRIPTURES:** Exodus 6:20; Hebrews 11:24-26

**KEY VERSE:** For I know whom I have believed, and am persuaded that he is able to keep that which I have committed unto him against that day. — 2 Timothy 1:12

## RESPONSES

1. Many answers may be given. Point out that she safely committed her need to the Lord, thereby exemplifying complete trust. Have the students define *trust*. Their comments should bring out that it means, "assured reliance on the character, ability, strength, or truth of someone else."

2. Hebrews 11:23 says they were not afraid because of faith. Following your students' responses to the second part of the question, discuss 1 John 4:18. Stress that we must recognize our weakness before God's strength can be perfected in us.

3. First, one must define what *safe* meant. If it meant the child would live, she had no assurance. However, if it meant that Moses was safe in God's care no matter what happened, she had great assurance. God had put into her heart the same assurance that Paul possessed, though he declared it thousands of years later. (See our key verse.) The point is that if we keep our hands off a matter, we can be assured that God will supply the need according to His will. But what happens when we put our hands back on it? We are then relying on our own wisdom or

Who can find a virtuous woman? Amram was married to one named Jochebed. She so thoroughly ingrained the teachings of her God into her son, Moses, that all the allurements of the heathen palace never eradicated those early impressions. He had the finest education Egypt afforded, but it did not turn his head or cause him to lose his simple childhood faith. Perhaps Jochebed's greatest virtue was her success in imparting to Moses the virtue of trusting God.

1. "Every son that is born ye shall cast into the river . . ." (Exodus 1:22). Through this commandment, the river became a symbol of grief and terror to every Israelitish mother. What virtue did Jochebed display in overcoming that dreadful symbol?

2. Why do you think Moses' parents were not afraid of the king's commandment? Under those circumstances, what would your reaction have been?

3. What assurance did Jochebed have that Moses would be safe when she placed him in the ark and laid it on the brink of the river among the flags? Consider the word "safe" in reference to the key verse.

## ADDITIONAL DISCUSSION NOTES

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4. How did the teachings of Moses' mother influence him? See Hebrews 11:23-26.

5. One of the great virtues that both Jochebed and Moses had was that of faith. Describe how this virtue was evidenced in their lives. How might the course of their history have been changed had they not exemplified this?

6. Give an example from your own knowledge or experience of one who committed something to the Lord and saw a need supplied.

7. Why do you think it is so difficult to reach a place of complete trust? See 2 Corinthians 3:5.

8. What specific needs do men have that should be committed to the Lord?

strength, and thus become subject to failure.

4. Rehearse some of the events in Moses' life where his godly virtues were displayed. Discuss the value of training up a child in the way he should go, so that when he is old, he will not depart from it. See Proverbs 22:6.

5. Jochebed evidenced faith by entrusting her child to God. Moses showed his faith in God by refusing to be called the son of Pharaoh's daughter, choosing rather to suffer affliction with God's people. He was willing to obey God's commands even when they seemed extraordinary. If he had not exercised this faith, Moses would never have been the one to lead God's people out of bondage. Without this faith, the miracles recorded in God's Word which occurred at the hand of Moses, would never have provided an example and encouragement to believers through the ages.

6. After discussing the examples, show that no one has ever truly committed his way to God and regretted it. The regrets occur when we interfere.

7. Discuss the nature of man to attempt to be self-sufficient. The world teaches us to be self-motivated. What does God's Word teach us? See also Psalm 118:8 and Proverbs 3:5-6.

8. Allow students to rehearse man's many needs, great and small, and then focus their attention on man's spiritual needs. Your students should understand that all have needs that are beyond man's ability to supply. If we are to live in harmony with God's will, we must commit our needs to the Lord. See Psalm 37:5.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What kind of person was Moses' mother?

Why do you suppose Moses was found by Pharaoh's daughter?

If Moses' mother had not been a praying mother, how could this story have been different?

How do you know God will take care of you?

In what ways does He take care of His children?

What is required on our part to secure answers to prayer?

In the ANSWER story, as Jochebed hid her baby in the reeds, what word did she use to indicate her confidence in God?

## THINGS TO DO

You will need a dish of water, two matches, and a floating candle. The thought here is to do what seems impossible. Ask if the students think fire will keep burning on water. Light the first match and place it into the water; of course it will go out. Then light the floating candle. Liken this to how we need God's help to carry us along. Refer students to the verse, "Commit thy way unto the LORD; trust also in him; and he shall bring it to pass" (Psalm 37:5). Moses' mother had to trust the Lord to take care of Moses out on the water in the little basket made of bulrushes. Point out that God rewarded her efforts and took care of the child in what appeared to be a very difficult situation.

Bring to class a picture of a potter's wheel, and a lump of clay. We compare Jesus to the potter. Let's imagine that we are the clay. Jesus (the Potter) puts the clay on the wheel. If a lump appears in the clay, do we trust Jesus to work it out, or say, "Now I see what's wrong. I can work it out"? Do we leave it with Jesus or do we try to help Him? Let the class "help." What are the results? (This would also work as a review.) What would have happened to Moses if his mother hadn't trusted God to take care of the problem?

Moses' mother went to God when trouble came to her home. We have a promise we can turn to when our trials come. Psalm 46:1 says, "God is our refuge and strength, a very present help in trouble." It means He is right there when you need help. Write each of the words from this verse on 3x5 cards. Mix the cards up and then have your students try to put the verse in its correct order. Discuss the verse with them, showing Moses' mother as a good example of one who used this promise even though the Psalms had not yet been written.

## Answers for ANSWER

### I'll Trust God

When we have a need we can ask God to help us and He will. Moses' mother trusted God too. What did she ask for? Start with the circled letter and move from letter to letter, right and left, up and down, but not diagonally. Write the answer on the lines provided.

O T Z Z S O M  
T O Z Z E Z Z  
A O Z Z S M O  
K G D Z Z Z T  
E Z E Z Z Z H  
C Z K S A R E  
A R Z Z Z Z Z  
Z E Z E R B Y  
Z O F H Z A B

MOSES MOTHER  
ASKED GOD TO  
TAKE CARE OF  
HER BABY

On the lines below list some things that you would like to give to God, knowing that He will take care of them.

## Lesson 194

**TEXT** 1 Kings 3:5-14; 4:29-34

**SUPPLEMENTAL SCRIPTURE** 1 Kings 3:16-28

**OBJECTIVE** The students will be able to explain that Solomon made a wise choice when he asked for wisdom from God, and that it was granted to him. They will recognize the importance of seeking godly wisdom in their own lives.

**KEY VERSE FOR ANSWER** Give therefore thy servant an understanding heart to judge thy people, that I may discern between good and bad. — 1 Kings 3:9

**KEY VERSE FOR SEARCH** And unto man he said, Behold, the fear of the Lord, that is wisdom; and to depart from evil is understanding. — Job 28:28

**ANSWER  
TITLE:**

# God Still Gives the Answers

**SEARCH  
TITLE:**

# Solomon

### REFERENCE INFORMATION

About seven or eight years before the birth of Solomon, David had purposed to build a house for the Lord and had conveyed his thoughts to Nathan the prophet. Nathan wholeheartedly agreed, at first, but God sent word to Nathan that same night that David should forego the privilege in favor of a son who was to be born to him, of whom, God said, "I will be his father, and he shall be my son" (1 Chronicles 17:13). According to the word of the Lord, David confined his temple activities to amassing vast stores of gold, silver, timber, and stones for the future building while charging his son Solomon, about twenty-five years later, "Now, my son, the LORD be with thee; and prosper thou. . . Only the LORD give thee wisdom and understanding, and give thee charge concerning Israel, that

thou mayest keep the law of the LORD thy God. Then shalt thou prosper, if thou takest heed to fulfil the statutes and judgments which the LORD charged Moses with concerning Israel: be strong, and of good courage; dread not, nor be dismayed" (1 Chronicles 22:11-13). David's admonition to Solomon here was given about two years prior to Solomon's final confirmation as the new king of Israel. God was preparing his heart for the job ahead.

Just before his death, King David admonished Solomon again (1 Chronicles 28:9-10) to build the house of the Lord and serve the Lord "with a perfect heart and with a willing mind."

### YOUR OPENER

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# Solomon

**TEXT:** 1 Kings 3:5-14; 4:29-34

**SUPPLEMENTAL SCRIPTURE:** 1 Kings 3:16-28

**KEY VERSE:** And unto man he said, Behold, the fear of the Lord, that is wisdom; and to depart from evil is understanding. — Job 28:28

## RESPONSES

1. Solomon loved the Lord. The discussion here should center on the fact that we can gain necessary spiritual wisdom and understanding only if we love the Lord. Love for God, brought about by a regenerated heart (being born again), is the beginning point. Only then can we be trusted with God's great storehouse of blessings to be used unselfishly for Him.

2. In verse 6, Solomon had a thankful heart. He recognized that his godly heritage and present kingship were gifts from God. In verse 7, his statement, "I am but a little child," shows genuine humility (1 Peter 5:5). In verse 8, Solomon classes himself as a servant. He was willing to serve (Matthew 23:11). In verse 9, he showed a love for others, one of the greatest evidences of love for God (1 John 4:21). Again in verse 9, Solomon showed a deep desire to do right, to discern between good and evil, to work justice. He desired righteousness (Matthew 5:6). Discuss how these traits helped Solomon obtain the answer to his prayer for wisdom and an understanding heart. How are these traits essential in Christian lives today? Help the students see that these qualities should be in evidence as they serve the Lord. Show also that these attributes are helpful in obtaining answers to their prayers.

3. God promised a special gift of wisdom and understanding excelling all others, riches and honor in abundance, and long life if he continued to serve Him. God's answer to Solomon is an excellent opportunity to amplify the truth, "Seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you" (Matthew 6:33).

4. It is possible that Solomon would have reigned without either riches or honor, because he would have asked amiss (selfishly). Ask the students to compare Solomon's attitude at this time of wanting to serve and please God to Jeroboam's attitude of not serving the Lord for fear that he would lose the kingdom (1 Kings 12:26-33). Because Solomon asked aright God gave him more than he asked. Because Jeroboam tried to plan and live without God, he lost all—his kingdom and his life. Reinforce the thought that we should not look upon prayer as a selfish means of getting things for ourselves, but that God's wise purposes and His plan might be accomplished in our lives.

Shortly before he died, King David established his son Solomon as king over Israel, as God had ordained. In so doing, David charged his son to serve the Lord "with a perfect heart and with a willing mind" (1 Chronicles 28:9). Earlier, David had admonished Solomon to build a house for the Lord, desiring that the Lord would give him wisdom and understanding (1 Chronicles 22:12). David's desire for his son was granted in that Solomon requested from God the necessary wisdom and understanding to judge and guide the Children of Israel. The Bible gives encouragement for all to seek God's wisdom.

1. In 1 Kings 3:3 what was the attribute in Solomon that allowed God to trust him with the limitless offer, "Ask what I shall give thee"? Why is this attribute important in our lives also?

2. By carefully studying Solomon's answer to God's question, how many Christian traits can you find in verses 6,7,8, and 9?

3. List those things which God promised Solomon in answer to his request.

4. Read James 4:3, then write what you think might have been God's answer to Solomon had he asked for riches and honor instead of wisdom and understanding.

25

## ADDITIONAL DISCUSSION NOTES

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5. What evidence do we have that Solomon's request for wisdom was answered (1 Kings 3:16-28)? Was Solomon's wisdom limited only to matters concerning righteous judgment?

6. What did the Queen of Sheba think of Solomon's wisdom? See 1 Kings 10:1-9.

7. When we think of wisdom, we think of the ability to make right decisions and discern between good and evil, but godly wisdom extends beyond these characteristics. List some other characteristics given in James 3:17.

8. How is godly wisdom to be attained today? List two or more things that are required. See James 1:5,6,22-25.

**Thought Provoker:** How is godly wisdom related to Christian maturity? See Ephesians 3:17-19 and 4:13. Have you observed Christians who cannot be moved from their faith by the most adverse circumstances? Have you seen some stand when it seemed all was going against them? Have you heard soft answers given when harsh words have been spoken? Have you noted Christlike people who took no offense but rather prayed for those who had mistreated them? These people are mature Christians who have been given a good measure of "the wisdom that is from above." Paul's prayer for the church in Ephesus was that Christ would dwell in their hearts by faith, and that they might be rooted and grounded in love, so as to comprehend the breadth, length, depth, and height of the love of Christ, which exceeds all worldly knowledge, that they might be filled with all the fullness of God. So godly wisdom is manifested when we are filled with the love of Christ—and Christian maturity is really Christlikeness.

26

5. Solomon's wisdom in finding the true mother of the child is given, no doubt, as a typical example of how God endowed him with understanding so he could judge righteously. Your class should determine that Solomon's wisdom was certainly not limited to matters of righteous judgment. Help them ascertain that this wisdom God gave him encompassed very broad understanding of all nature, as well as of human nature, so that his wisdom surpassed that of the famed "East country" and Egypt. He was wiser than any living person. How many proverbs did he compose? How many songs? Ask which of Solomon's proverbs recorded in the Bible is the students' favorite.

6. She was so impressed that there was no more spirit in her—she was completely overwhelmed. She exclaimed, "Behold, the half was not told me." How did the wisdom of Solomon compare with the wisdom of our Lord Jesus Christ (Matthew 12:42)? Solomon answered all the hard questions for the Queen of Sheba. Did the Lord Jesus leave any unanswered questions in His day? Did He not amaze all with His wisdom, even those who brought questions with which they thought to entrap Him? Help the class to further bring out the immensity of God's storehouse of wisdom, and the fact that they can draw on that storehouse for everyday needs such as wisdom to do a better job for their employers, to more wisely control their finances, and to more skillfully handle personal relationships.

7. Your students' lists will probably contain the characteristics of James 3:17 almost verbatim. Help the class to consider the meanings of these expressions: the need for having purity of heart, a peaceable spirit, being a true lady or gentleman, having consideration for others' ideas and thoughts, empathy with the poor and needy to the point of doing something about their needs, not playing favorites or pretending but instead showing fairness and genuineness in their dealings. All this will help to increase their concept of what godly wisdom really is. The student should realize that this kind of wisdom is given only through Jesus Christ himself. No other belief in all the world can provide this quality of wisdom.

8. First, we must ask for wisdom; second, we must ask in faith; third, we must continue to be doers of the Word of God. This question gives an opportunity for the class to talk about "receiving" faith. As Solomon did, we must love God before we ask for His wisdom. He "giveth to all men liberally, and upbraideth not." With a spirit of prayer and worship coming from our hearts, God does answer our prayers for wisdom. The more fervently we serve Him, the more "the wisdom that is from above" is apparent in our lives.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

Why should we ask God for His will in our lives above our own desires?

When does God grant us things that we ask of Him?

Why was wisdom the best choice for Solomon?

How can you obtain wisdom from God?

In what ways do you think wisdom would benefit you?

Why is it important to seek God's wisdom in your life?

What did wisdom do for Solomon? What would God's wisdom do for us today?

Why do we need God's wisdom in our lives as Christians today? What are some things for which we need God's wisdom in order to be able to do them?

In our ANSWER story, what was Kerri's definition of true wisdom?

In our ANSWER story, what was Kerri's reward from Mr. Jackson for "hanging in there," as Jayme put it?

## THINGS TO DO

On slips of paper, write out some hypothetical situations that require godly wisdom. Put the slips of paper into a basket or a hat. Pass the basket around and have each student select and read a situation. Have the class discuss each one.

Use a slide projector and show pictures out of focus. Liken this to one's life without Christ in control. Then focus the pictures so they are clear. Explain how God can bring into focus an out-of-focus life when He is in control. Life will take on a new perspective that will be clear.

Have the class do an acrostic using the letters of the word WISDOM. It should contain the things God will give to those who seek wisdom from Him. They may wish to

make their own or one that you have done for them. A simple way for you to do one is to have six cards with a letter on each (W on one, I on one, etc.). On the back of each card write a Scripture that contains the word you want. Have the class look up the Scripture and give you the word that fits the chart you have made. For example:

W isdom (Proverbs 4:7)  
understand I ng (1 Kings 3:9)  
S trength (Isaiah 40:31)  
knowle D ge (2 Peter 1:5)  
j O y (Ecclesiastes 2:26)  
M ercy (James 3:17)

## Answers for ANSWER

### A Wise Guy

We should seek God's wisdom in our lives. Read 1 Kings 3:5-14 to find the words that are missing below. Write the words in the acrostic puzzle. The name in the shaded area belonged to the man who asked God for wisdom before anything else.

1. S P E E C H

2. G O D


3. P E O P L E

4. G O O D

5. D R E A M

6. H O N O U R

7. U N D E R S T A N D I N G



1. and the speech pleased the Lord  
verse 10

2. and God said unto him  
verse 11

3. in the midst of thy people  
verse 8

4. discern between good and bad  
verse 9

5. a dream by night  
verse 5

6. both riches, and honour  
verse 13

7. an understanding heart to judge  
verse 9

## Lesson 195

**TEXT** Hebrews 11:8-27

**OBJECTIVE** The students will review the past twelve lessons. They will evaluate the characters studied, assess their strengths and weaknesses, and apply to their own lives the lessons learned.

**KEY VERSE** Mark the perfect man, and behold the upright: for the end of that man is peace. — Psalm 37:37

# Quarter Review

## REFERENCE INFORMATION

Our study this past quarter has been focused on “Personality Profiles.” One meaning for the word *profile* is “a short, vivid biography briefly outlining the most outstanding characteristics of the subject.” The word *outstanding* usually refers to “something positive that is above the normal in an individual.” It certainly is a fact that one who

wholly follows the Lord is a person to look to as an example. Because man still has the free will to decide if he wants to continue to follow the Lord or not, our examples in life might change. But Jesus is our overall example and He never fails. We must put our complete trust in Him.

## YOUR OPENER

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

# Quarter Review

**TEXT:** Hebrews 11:8-27

**KEY VERSE:** Mark the perfect man, and behold the upright: for the end of that man is peace. — Psalm 37:37

## RESPONSES

1. Abraham was willing to leave home to answer God's call; he was willing to live in a tent, all the while anticipating his heavenly home; he maintained his faith and trust in God's promise, though he had to wait twenty-five years; he did not withhold his dearest treasure from God, but was willing to offer Isaac. Discuss with your students the fact that God desires like faith and obedience in a Christian's life today. God will take a person as high in His economy as that person wants to go, along a pathway similar to that which Abraham was called to walk.

2. The danger in becoming entangled in the sinful affairs of this world is that they will bring down God's judgment if unrepented of. Ask the class to give some examples other than Lot's wife. These could include Saul, Absalom, and Judas Iscariot. Continue the discussion to show that many who do become entangled do not find their way back to God.

3. Direct your students' answers to include the following: gaining access through prayer to the Throne of Grace; avoiding sin by skirting the boundaries of temptation; choosing a marriage partner who is like-minded; making friends and close associates from among the godly; selecting jobs based on His leading.

4. John's purpose was to introduce Christ to the world. As Christians today that is our commission also (Mark 16:15). With God's help, we must discipline ourselves to invite people to church, bring our conversation around to speaking a word for the Lord, live a consistent Christian life, give the proper printed literature to help someone spiritually, study the Scriptures so they can be used appropriately in conversation, and, above all, pray!

During the past twelve weeks we have been studying a number of Biblical characters—some of whom were heroes of the faith and others who were not. But from each of them can be learned a valuable lesson. As we use this lesson to evaluate the characters studied, let us assess their strengths and weaknesses and apply to our own lives the lessons we have learned.

1. Abraham's life is an outstanding example of one who followed God in true faith and obedience. What are some traits in Abraham's life that can be applied to Christian lives today?

2. The Bible warns us against letting our lives become entangled with the affairs of this world. What is the danger in doing this? "Remember Lot's wife."

3. In Genesis 25:27-34 we see an example of one who defaulted from the grace of God through the forfeiture of his birthright for temporary secular gain. He exchanged spiritual well-being for momentary fleshly gratification. What are some of the ways we, as born-again believers, may protect our spiritual birthright?

4. What was John the Baptist's particular purpose for this life and how is this call similar to the Christian's call today? What can we do about it? See John 1:29-31.

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## ADDITIONAL DISCUSSION NOTES

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- 5. The account of Peter's actions in Acts shows a far different person than the one who denied his Lord. Trace the events that brought about this change.
- 6. Scripture indicates that those who are faithful in the service of the Lord and love His appearing will receive a crown of righteousness. Describe what being faithful means and how people who are looking for Christ's appearing should conduct themselves.
- 7. What assurance did Jochebed have that Moses would be safe when she placed him in the ark and laid it in the flags by the river's brink? Explain how and why her attitude and actions are a good example to the Christian today. A helpful Scripture could be 2 Timothy 1:12.
- 8. What quality in Solomon's life is most commendable? Why is it important for Christians to seek this blessing?
- 9. Each character in this quarter had decisions to make just as we do today. How do you know if the decisions you are making are right?

- 5. When Peter finally came to the realization that he had, indeed, denied Jesus, he repented and wept bitterly. He rejoined the disciples and reaffirmed his love for Christ. He then tarried for and received the infilling of the Holy Spirit with the 120 disciples in the Upper Room. This gave him power and boldness to witness for the risen Savior. Discuss the benefits of the baptism of the Holy Ghost and explain why it is a vital experience for the one who desires to be a truly effective worker for Christ.
- 6. Your students will, no doubt, offer a variety of answers. To be faithful means to keep the faith, be worthy of trust, be honest, loyal, dependable. Those who want to receive the crown of righteousness must keep Christ first, walk in the Light, be unspotted from the world, etc. It might be good to discuss how this can be done effectively.
- 7. First, one must define what *safe* meant. If it meant the child would live, she had no assurance. However, if it meant that Moses was safe in God's care no matter what happened, she had great assurance (Hebrews 11:23). God had put into her heart the same assurance that Paul had, though he declared it thousands of years later (2 Timothy 1:12). The point is that if they keep their hands off a matter, they can be assured that God will supply the need according to His will. You may want to discuss what can happen when they put their hands back on it.
- 8. Wisdom. Solomon did right when he sought for wisdom. God added many other blessings. Bring out in discussion that the Christian needs wisdom from Above. This may not result in earthly prosperity or popularity, but it will result in a productive, godly life in this world and an eternal reward in the life to come.
- 9. As your class discusses this question, they will perhaps bring out that the Holy Spirit is given to us as a Guide and Teacher. This shows the importance of having the indwelling of the Holy Spirit. The right answer for any given situation may not be the same from one time to another, so it is imperative that we remain in constant touch with the Spirit for His direction. You will want to bring out that all of our decisions have to agree with the Word.

YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

In what ways are people influenced to do something?

Why is it so important to be careful how we act and react in the daily situations of life?

If you were to make a character sketch of a Christian, what would you say?

What differences do you see between the profile of Jonah and the profile of Abraham?

Why does Scripture say, "Remember Lot's wife"?

How does John the Baptist's commission relate to us today?

Why is the resurrection of Jesus so important to the Christian?

What was one of the great attributes of Moses' mother? Explain why that attribute is so important in the life of a Christian today.

Each character studied during this quarter had decisions to make just as we do today. How do you know if the decisions you are making are right?

## THINGS TO DO

**Ringer-Board Game:** Make a game board by inserting twelve large nails, angled upward and evenly spaced in rows, on a sheet of plywood at least two feet square. When completed, place it on an easel. Cut out twelve 3x3-inch cards, punch a hole at the top, and write a question on each card concerning the last twelve lessons that have been studied. Give a point value for each question. Hang one card on each nail. Give your students, in turn, two rubber jar rings, or rope rings to toss at the board from a distance of about six feet, or whatever distance you feel is reasonable for your students. Each student may answer the question and earn the point for any nail he rings. You may want to add more questions depending on the size and age level of your class.

**Hot Potato Review:** Seat everyone in a circle and pass around a potato or some other object. The teacher stands facing away from the class and periodically says, "Stop." The one holding the potato must answer a question about one of the twelve lessons studied in this quarter.

Enlarge the picture on the title page of this book by using an overhead or opaque projector. Mount the enlarged picture on poster board and cut it into puzzle pieces, leaving each face intact if possible. As you put the pieces to-

gether in class have the students tell you which characters they think the people represent. Discuss each character as you go along. When the picture is together discuss the fact that God could only use the people that trusted and obeyed Him.


On 3x5-inch cards write the names of the twelve personalities you have studied during this quarter. Tape one card on the back of each of your students. Don't let them know the name! If you don't have enough students to use all twelve cards just choose names for as many as you have. Have their classmates look at the names and then give clues. See how many students are able to guess "who" they are. To use this as a Review, choose twelve students from the department (it might be best to use only six or eight names so that the last student doesn't guess who he is by process of elimination). Make the cards large enough for everyone to see. Have the other students give clues.

Use the Extra Activity on page 44 of the Answer as a springboard for class discussion.

## Answers for ANSWER

### Character Study

Write a word or two telling something about each of the Bible characters we've studied. Did you like that person? Was he or she honest, loving, brave, wise, cowardly? Then ask yourself: What would people write about me?



Abraham:	Isaac:
John the Baptist:	Jonah:
Solomon:	Paul:
Moses' mother:	Elisha:
Lot's wife:	Esau:
Peter:	Jesus:

# Answers for Quarter Review



## Pages in *The Answer*



Draw a line to the words that best describe each person:



Abraham	Kept the faith
Paul	Trusted God
Jonah	Was blessed
Solomon	Disobeyed
Moses' mother	Was wise





Color in the Happy Face if the statement is correct. Color in the Sad Face if it is false:



  Esau was a great farmer.

  John the Baptist said, "Prepare ye the way of the Lord."

  The first person to see Jesus after He arose was Mary Magdalene.

  Lot's wife turned into a pillar of stone.

  Solomon asked God for an understanding heart.

  Paul said, "I have fought a good fight, I have finished the battle."

Fill in the missing words in the paragraph below. What is your answer to the question asked?

My name is John. I was a baptist. My job was to tell the people to prepare the way of the Lord. Some people thought I was Christ. I baptized people in water but Christ was going to baptize with the Holy Spirit and fire. Are you telling others about Jesus?

Complete the names of the people listed below.

He tried to run from God. J O N A H

Abraham's son. I S A A C

He denied Jesus. P E T E R

Jacob bought his birthright. E S A U

On the third day He arose. J E S U S



# Answers for Extra Activity

## Pages in *The Answer*

### Activity Page 41

#### How Many Can You Remember?

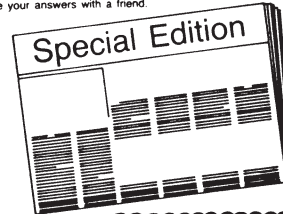
How many key verses did you learn this quarter? See if you can fill in the missing words. Write your favorite verse on the lines below.

"I am the Almighty God; walk before me, and be thou perfect." Genesis 17:1  
 "Remember Lot's wife." Luke 17:32  
 "Not by might, nor by power, but by my spirit," saith the LORD of hosts." Zechariah 4:6  
 "For what shall it profit a man, if he shall gain the whole world, and lose his own soul?" Mark 8:36  
 "Behold the Lamb of God," which taketh away the sin of the world." John 1:29  
 "Blessed are they that have not seen, and yet have believed." Philippians 4:13  
 "I can do all things through Christ which strengtheneth me." Philippians 4:13  
 "I have fought a good fight, I have finished my course, I have kept the faith." 2 Timothy 4:7  
 "And the word of the LORD came unto Jonah the second time, saying, Arise, go unto Nineveh." Jonah 3:1,2  
 "Let a double portion of thy spirit be upon me." 2 Kings 2:9  
 "Commit thy way unto the LORD; trust also in him; and he shall bring it to pass." Psalm 37:5  
 "Give therefore thy servant an understanding heart to judge thy people, that I may discern between good and bad." 1 Kings 3:9  
 "Mark the perfect man, and behold the upright: for the end of that man is peace." Psalm 37:37

### Activity Page 42

#### What's Your Answer?

Let's pretend you are being interviewed by a roving reporter. Below are a few questions he wants answered for a special column in his newspaper. Help him out by answering them. It might be fun to compare your answers with a friend.



Which Bible person did you most enjoy studying about during this quarter?

Did this person trust God?

Why or why not?

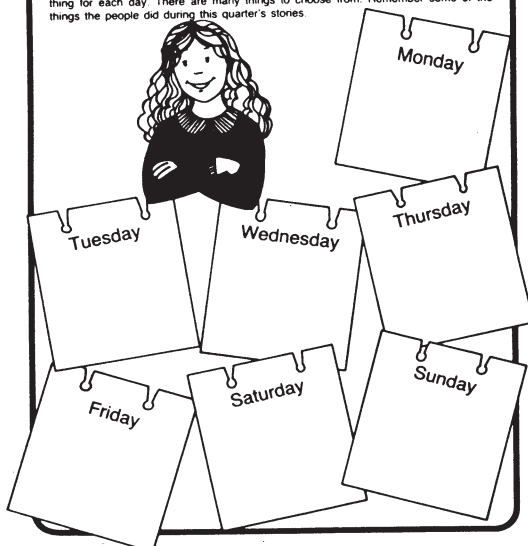
What did God do for this person?

Do you want to be like this person?

### Activity Page 43

#### Using My Days for Jesus

We must be careful that God comes first in our lives. Below are some pages from a daily calendar. On each day write something you want to do for Jesus. Try to do a different thing for each day. There are many things to choose from. Remember some of the things the people did during this quarter's stories.



### Activity Page 44

#### What Does It Mean?

On the squares below are some key words taken from each lesson. Write what you think each word means. If you need help, you may use a dictionary or ask your teacher.





Teacher's Name \_\_\_\_\_

A Bible study resource guide for teachers

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