

**AMO<sup>®</sup>**  
**TEACHER GUIDE**  
**AND RESOURCES**

**TIMELINE**  
**OF PROMISE**

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Mary Britt and Suzanne Levy, Illustrators

AMO®  
TEACHER GUIDE  
AND RESOURCES  
TIMELINE OF PROMISE

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Mary Britt and Suzanne Levy, Illustrators

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## **Resources**

- Coloring Pages
- Graphic Organizers
- Vocabulary Cards
- Colored Wall Cards

# Timeline of Promise Overview

*Every child is a promise —  
with a name, a passion, a story,  
and a place in His story.*

	<b>Key Event and Individual</b> "The chapters of promise"	<b>Key Word</b>	<b>Teacher Reading</b>	<b>Principle and Scripture Verse</b>	<b>Notebook Record</b>
<b>1</b>	<b>Introduction to His Story</b> What is history? Who is it about? Where is it written down? Who is the author? Why study it?	plan	<i>CIB</i> : pp. 8-15	God, the author of history, set His plan for man into motion before He created the world. Ephesians 1:9, 10	Coloring page 1
<b>2</b>	<b>Elements of His Story</b> Setting, theme, plot, and characters; concept of time and eternity; Children of the Promise Timeline; Jesus Christ, the focal point of human history	providence	<i>CIB</i> : pp. 180-3; 206	God's providence for man is in Jesus Christ, the focal point of all human history. John 10:14, 15	Coloring page 2
<b>3</b>	<b>I AM: The Self-Existent, Eternal God Eternity Past</b> Self-existent One; everlasting, lives in eternity; God is Spirit; three persons in One: Father, Son, and Holy Spirit; sovereign ruler; Creator of the universe; omnipotent: all-powerful; omniscient: all-knowing; omnipresent: present everywhere; all-sufficient	power	AMO® Apprenticeship Manual; Attributes of the Living God	God is exalted in His power. 2 Chronicles 20:6	Coloring page 3
<b>4</b>	<b>Creation: Adam and Eve c. ?</b> Made in the image of God: immortal, with a spirit, creative, able to reason; each having worth and dignity imputed by God; the garden of Eden: first classroom; Adam to name all creation, till the garden, be fruitful, take dominion over the earth, and steward it	potential	<i>CIB</i> : pp. 18, 19	God created man in His image with great potential. Genesis 1:26 Revelation 4:11	Coloring page 4
<b>5</b>	<b>The Fall of Man: Adam, Eve, and the Serpent c. ?</b> Sin, deception, and disobedience in the garden of Eden; the consequences; the fallen nature of man; the grace of God's redemptive plan; God's promise of redemption for man and defeat of Satan; Cain and Abel	promise	<i>CIB</i> : pp. 20-23	God's promise to defeat Satan's evil plan revealed God's eternal provision for redemption. Genesis 3:15	Coloring page 5
<b>6</b>	<b>God's Judgment: Noah and His Family c. 2300 B.C.</b> Increase of man on the earth and of wickedness; Noah: a righteous man who believed God; the ark, a symbol of salvation; the flood and God's promise revealed in a rainbow; Noah's three sons and the origin of civilizations	preserve	<i>CIB</i> : pp. 24-27	God preserves the righteous. 2 Peter 2:5	Coloring page 6

	<b>Key Event and Individual</b> "The chapters of promise"	<b>Key Word</b>	<b>Teacher Reading</b>	<b>Principle and Scripture Verse</b>	<b>Notebook Record</b>
<b>7</b>	<b>The Promise: Abraham, Isaac, and Jacob c. 2100-2006</b> Call of Abram: God's friend and father of nations, who believed the word of the Lord; Isaac, child of the promise; Jacob and the 12 tribes of Israel; the generational blessing: God's promise of blessing for all nations, all peoples	patriarch	<i>CIB</i> : pp. 30, 31; 40	God's eternal promise began in His Father-heart and was given to an earthly father to bless families and nations throughout time. Genesis 12:2, 3	Coloring page 7
<b>8</b>	<b>The Exodus: Moses c. 1450 B.C.</b> No ordinary child; educated in Egyptian court; the burning bush; ten plagues; Passover; deliverance from Egypt; forty years in the desert; Ten Commandments; Moses: leader, lawgiver, and first historian	Passover	<i>CIB</i> : pp. 66-83 Selected portions	God's promise of deliverance and redemption came through the blood of the Passover lamb. Exodus 6:6	Coloring page 8
<b>9</b>	<b>The Promised Land: Joshua c. 1400 B.C.</b> Crossing the Jordan into the Promised Land; leadership of Joshua, who meditated on the Law; battle of Jericho; God spares Rahab; not one of God's promises failed!	provide	<i>CIB</i> : pp. 90-93	God's promises never fail and are forever. Joshua 23:14	Coloring page 9
<b>10</b>	<b>Governance of Israel: Samuel c. 1100 B.C.</b> Called as a child to serve God; studied the Law; ruled Israel as judge, priest, prophet, and kingmaker; anointed Saul, the first king of Israel, and king David; led his nation back to God through education based on God's Word	prayer	<i>CIB</i> : pp. 108-17 Selected portions	God hears and answers the prayers of the righteous. James 5:16	Coloring page 10
<b>11</b>	<b>A Man after God's Own Heart: David c. 1000 B.C.</b> Boy shepherd who killed the giant Goliath; meditated on the Law and knew God's Word; poet and musician who wrote many psalms; warrior-king of Israel; from his lineage will come the promised King of kings	passion	<i>CIB</i> : pp. 112-33 Selected portions	God looks at the heart of man and honors those who love Him. 2 Chronicles 16:9	Coloring page 11
<b>12</b>	<b>Restoring God's Law: Josiah c. 648 B.C.</b> Boy king who loved God; "No king like him!"; restored God's Law to the people; delivered his nation from evil	principle	<i>CIB</i> : pp. 156-7	Evil flees a nation when God's principles are upheld. Proverbs 29:2	Coloring page 12

# Timeline of Promise Overview

## (continued)

	<b>Key Event and Individual</b> "The chapters of promise"	<b>Key Word</b>	<b>Teacher Reading</b>	<b>Principle and Scripture Verse</b>	<b>Notebook Record</b>
<b>13</b>	<b>God Speaks through His Prophets: Jeremiah c. 640 B.C.</b> Consecrated by God before he was born; appointed a prophet to the nations to "destroy and pluck up, to build and plant"	prophet	<i>CIB</i> : pp. 158-61	God often uses His prophets to speak forth His promises. Deuteronomy 18:18	Coloring page 13
<b>14</b>	<b>For Such a Time as This: Esther c. 465 B.C.</b> A young Jewess finds favor with the Persian king; the young queen intercedes for her people and God saves the Jews from annihilation	petition	<i>CIB</i> : pp. 168-71	A nation can be saved through the petitions and courage of one individual. Esther 7:3	Coloring page 14
<b>15</b>	<b>Forerunner of the Promised One: John the Baptist c. 4 B.C. - A.D. 27</b> Promised son is filled with the Spirit in the womb; preached repentance in the spirit of Elijah to turn the hearts of fathers back to their children and the children to their fathers	preacher	<i>CIB</i> : pp. 180-5; 188-9; 202-3; 226-7 Selected portions	Before one can be saved, he must hear the gospel and repent of his sinful ways. Acts 13:32 Romans 10:14	Coloring page 15
<b>16</b>	<b>The Promised Savior: Jesus Christ c. 4 B.C. - A.D. 8</b> God's promise of salvation and redemption is fulfilled; in the fullness of time God sent forth His Son; Jesus' birth, flight into Egypt, and childhood	promised	<i>CIB</i> : pp. 186-7; 190-201 Selected portions	In the fullness of time, God sent forth the Promised One, His only Son. Galatians 4:4	Coloring page 16
<b>17</b>	<b>The Way, the Truth, and the Life: Jesus Christ c. A.D. 27-30</b> Jesus' baptism; temptation; calling His disciples; ministry and miracles	purpose	<i>CIB</i> : pp. 202-25; 228-54 Selected portions	One of Jesus' purposes on earth was to preach the kingdom of God. Luke 4:43	Coloring page 17
<b>18</b>	<b>The Lamb of God: Jesus Christ c. A.D. 30</b> The Last Supper; garden of Gethsemane, the humiliation, the cross and His death; Lamb of God whose shed blood paid the price for our sin and purchased salvation for all who believe; His resurrection: He's alive! the focal point of all human history	purchase	<i>CIB</i> : pp. 256-77 Selected portions	The shed blood of Christ purchased redemption for mankind, including people from every tribe, tongue, and nation. Revelation 5:9	Coloring page 18
<b>19</b>	<b>Outpouring of the Holy Spirit: The Apostles c. A.D. 30</b> Christ's appearances after His resurrection; the Great Commission; His ascension; the promise of the Holy Spirit is fulfilled on the day of Pentecost; the apostles are empowered to lead the Christian life; the birth of Christianity; many believers are added to their number	Pentecost	<i>CIB</i> : pp. 278-85 Selected portions	The promise of the Holy Spirit is received by faith. Luke 24:49	Coloring page 19

	<b>Key Event and Individual</b> "The chapters of promise"	<b>Key Word</b>	<b>Teacher Reading</b>	<b>Principle and Scripture Verse</b>	<b>Notebook Record</b>
<b>20</b>	<b>The Gospel Travels Westward: Paul c. A.D. 50</b> Stephen is martyred; Saul's conversion; Paul's call to the Gentiles; New Testament church planter; missionary journeys take gospel westward; writer of many New Testament books; persecuted and martyred for his faith	persecution	<i>CIB</i> : pp. 290-1; 296-307 Selected portions Acts 8:1-14	Persecution often follows the spread of the gospel, causing believers to scatter. Acts 8:1b	Coloring page 20
<b>21</b>	<b>The Bible in Your Language: Your Bible's Translators _____ c. A.D. 400</b> The Bible is canonized and translated into Latin; Bible is preserved by monks during medieval era; translated into the languages of the people and printed, birthing the European Reformation; "Sola Scriptura"	personal	<i>CIB</i> : pp. 8-11	Having God's Word in my language births liberty in my personal life! Psalm 119:45	Coloring page 21
<b>22</b>	<b>His Story in Your Nation: Founders and Missionaries c. _____</b> The history of your nation; those individuals whom God called to found and build your nation; those individuals whom God directed to plant and teach the gospel in your nation	plant	Tell the story of God's hand in your nation's history through the lives of individuals God has used.	God chooses individuals and nations through which to plant the good seed of His gospel. Daniel 2:21	Coloring page 22 Color a picture of your nation's flag, flower, bird, and other symbols.
<b>23</b>	<b>Your Place in His Story: You, a Child of Promise!</b> _____ (name and date) Presuppositions; God's good plan and promise; your story; your divine place in history: your calling and destiny; the kingdom of God; you, the heir of God's promises	possibility	Psalm 139:1-18	God has a unique purpose and a plan for each individual. Jeremiah 29:11	Coloring page 23 Complete, illustrate, and color a personal timeline.
<b>24</b>	<b>In God's Presence: You in Eternity! Eternity Future</b> Jesus, the eternal Promised One; God's promise for His children: eternal life with Christ; your choice; rule and reign with Him forever; King of the nations; King of kings and Lord of lords	praise	<i>CIB</i> : pp. 308-9	God's promise to all His children is eternal life in Christ. 1 John 2:25	Coloring page 24

**Text:** *The Children's Illustrated Bible (CIB)* by Hastings and Thomas, published by Dorling Kindersley

# Timeline of Promise

## Treasure Chest of Words

### Words are the keys that unlock the treasure chest of ideas!

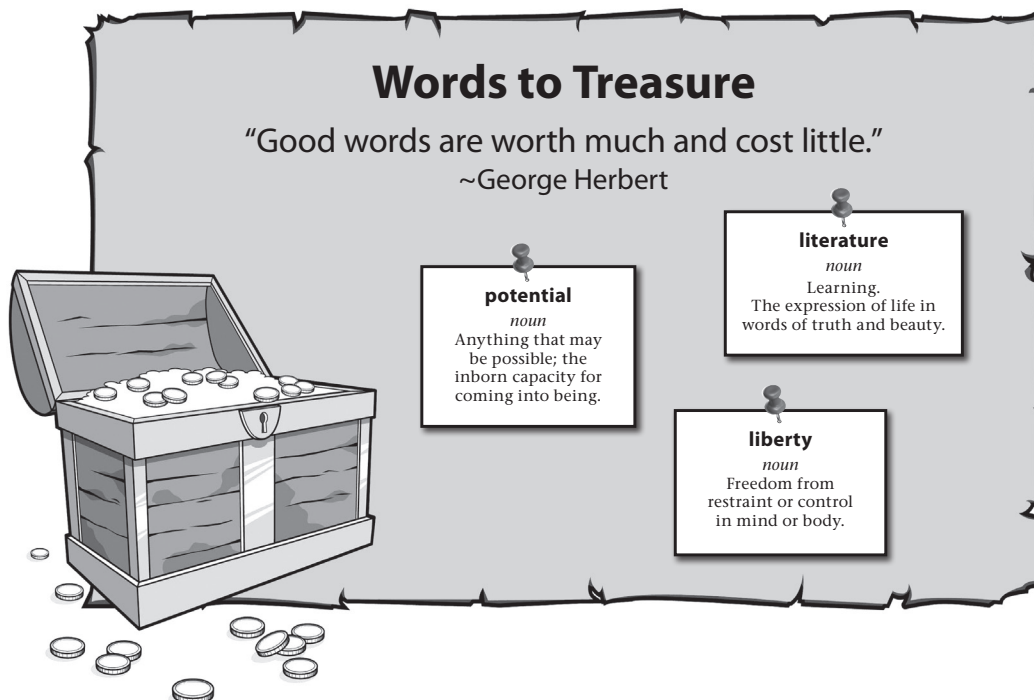


Words are the building blocks of ideas. Man cannot think without words. As Christians, we need a noble and biblical vocabulary.

One that will guide our reasoning and decision making, as well as our ability to communicate in the marketplace and persuade others with our words of faith, just as Jesus and the apostle Paul did in the first century. Words are spirit, Jesus said (Jn 6:63). Words have the power to create or destroy (Pr 18:21). Through the study of the Word of God, a child's vocabulary is greatly enhanced as you, the teacher, mediate the language and use the key vocabulary words to create new realities (Num 14:28).

Following are the student vocabulary words, or Key Words, from the lessons of the providential history

Timeline of Promise unit. The definitions are taken from many dictionaries. They are meant to be used daily in the curriculum by pinning the printed key word vocabulary card on your bulletin board. Leave all the words on the bulletin board until the next lesson—the literature word, the Bible reading word, and the providential history word. Replace the cards with the new lesson's vocabulary cards. Store the ones you have taught in your treasure chest. We have printed ours on card stock, but plain paper works just as well. Use these words throughout the weeks as you speak to the children. Help build their thinking and reasoning skills by asking them to include the words as they answer questions and in their conversation.





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## Words to Treasure

1. **plan** (n.) A series of steps to be carried out or goals to be accomplished; a method for achieving an end.
2. **providence** (n.) The continual care and guidance God provides His creatures for the gospel and His good purpose.
3. **power** (n.) 1) The ability to perform anything. 2) The right of having influence, dominion, or authority, as of God.
4. **potential** (n.) Existing in possibility; endowed with energy adequate to a result.
5. **promise** (n.) A binding declaration of something to be done for another's benefit.
6. **preserve** (v.) To keep or save from injury or destruction; to defend from evil; to uphold or sustain.
7. **patriarch** (n.) The father and ruler of a family, who governs according to inherited family traditions.
8. **Passover** (n.) The Jewish feast that celebrates God's hand of deliverance in Egypt, when the angel passed over the Hebrews' houses marked with the blood of a lamb. Jesus is our Passover Lamb.
9. **provide** (v.) To furnish or supply; to obtain beforehand and make ready for future use; to prepare.
10. **prayer** (n.) The act of communicating with God, especially as a thanksgiving, petition, adoration, or seeking of forgiveness.
11. **passion** (n.) Intense or eager desire; zeal.
12. **principle** (n.) The cause, source, or origin of anything; the foundation; a general truth; a seed.
13. **prophet** (n.) A figure of authority who speaks the mind and will of God by divine inspiration.
14. **petition** (n.) A formal request for something submitted to one who has the authority to grant it.
15. **preacher** (n.) One whose calling it is to proclaim the gospel.
16. **promised** (adj.) Assured by spoken or written agreement.
17. **purpose** (n.) That which a person sets before himself as the object to be reached or accomplished.
18. **purchase** (v.) To buy; to acquire something by paying an equivalent in money. Christ purchased redemption for man with His shed blood on the cross.
19. **Pentecost** (n.) In the New Testament, the day Jesus sent the Holy Spirit to indwell and empower His apostles, as promised.
20. **persecution** (n.) The unjust infliction of pain, punishment, or death for adherence to a particular creed or way of worship.
21. **personal** (adj.) 1) Relating to an individual or to his private actions or character. 2) Present in person.
22. **plant** (v.) 1) To sow the seed of any thing that may increase. 2) To establish; to settle the first inhabitants.
23. **possibility** (n.) 1) The capability of existing, happening, or being true. 2) Potential.
24. **praise** (v.) To extol in words or song; to magnify; to glorify for excellent works; to do honor to, especially to God.

# Using the Binder

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## Overview

The notebook approach,<sup>1</sup> developed by Rosalie Slater, co-founder of the Foundation for American Christian Education, employs the four natural or biblical steps of learning: *research, reason, relate, and record*. This is an old method of reflective study, one used by many of the world's greatest thinkers and writers throughout history. It is as old as God instructing Moses to "write in a book what He was saying to him and rehearse it in the ears of Joshua" (Exodus 17:14). God has always placed great value on the written word and written records, of which there are hundreds of references in the Bible.

The notebook approach is both a biblical tool for teaching and learning and a method for guiding reflection and reasoning with truth. It introduces the teacher and student to the study of the subject through the nature and character of God as the author of that subject, and it lays the foundation for thinking and reasoning on the life and truth of God's Word. It opens the subject through its vocabulary and biblical principles and enlightens the pathway of thinking and reasoning to guide the student toward mastery of the subject. The notebook approach cultivates strong writers, Christian scholarship and character, and a permanent record of learning for teachers, students, and parents to evaluate and reference over and over again. The student produces his own "book of remembrance" (Malachi 3:16). Over time, this method liberates the student to become an independent learner who is able to take responsibility for his own education and give an account.

In the AMO® Program, both teacher and students need a ringed binder with four dividers, marked:

1. Literature
2. History

3. Reading
4. The Arts

A title page is made and filed in the front of the binder, and a separate title page is made for each component.

Instructions follow for how to use the Lesson Plan Format to derive the greatest benefit from the notebook method for both teacher and student.

## Objectives

1. Introduce the notebook approach and the four steps of natural learning for a permanent record of study in the AMO® Program.
2. Develop in teacher and children the lifelong habits of personal study, reflection, recording principles, and reasoning.
3. Build Christian imaginations and consecrated minds for fresh vision, renewed thinking, and biblical reasoning.

## AMO®'s Lesson Plan Components

***The top portion of the Lesson Plan contains the following:***

1. **Time:** This component indicates the length of time for the lesson. It is based on AMO's weekly schedule. You can alter this to suit your program.
2. **Reading:** This component relates the reading assignment. In the history and literature components, the teacher reads aloud. In literature, the whole classic is read aloud to the children. Do not let them read it. The teacher should read with animation and know the vocabulary before reading the classic. In the Bible Reading lessons, the children read aloud.
3. **Review:** All good lessons begin by reviewing the principle and the main idea or theme of the last lesson. Ask the children if they can remember the principle from the last lesson. If no one




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<sup>1</sup> Slater, Rosalie. *Teaching and Learning America's Christian History: The Principle Approach*. San Francisco: Foundation for American Christian Education, 1960.




can remember, ask them to turn in their binders to the record of the last lesson or point to the Key Vocabulary Word for that lesson located on the bulletin board to help them recall.


4. **Goal of the Lesson:** This is the primary target of the lesson and what the children should understand at its conclusion. The student vocabulary word, the principle and Scripture, as well as the reasoning questions are all directed toward the goal of the lesson.
5. **Principle:** Each lesson is governed and guided by a biblical principle, which lays truth as the foundation and provides structure for teaching the whole lesson. This is antithetical to most teaching methods, which either require children to memorize information and parrot back the “right” answer or seek to “entertain” them.
6. **Scripture:** Each principle is undergirded with a biblical reference. The Word of God is alive (Hebrews 4:12). It not only produces life in the teacher’s spirit and in the lesson plan, but it illumines and guides the children’s thinking, reasoning, and application of the principle to their own lives.

***The remainder of the Lesson Plan is divided into two columns. The left column is for edifying the teacher and the right column is for engaging the students.***

1.  **Teacher Vocabulary:** Difficult words and key words are defined biblically for the teacher’s enlightenment and for use with older students and in adult literacy programs.
2.  **Preparation to Teach:** These are the instructions for preparation as well as the tools and supplies teachers must gather before entering the classroom to teach.
3.  **Teaching Plan:** This is the subject content of the lesson, provided to build the teacher’s confidence. Generally, everything he or she needs for teaching the lesson is provided and should be reviewed before teaching the lesson. It contains all the elements that he or she will need to teach the lesson to the children. NOTE: Background information and often a great deal of content for the TEACHER’S EDIFICATION are provided. The teacher is NOT to read all of this material to the children. It is there to provide information to and enrichment

for the teacher, as he or she works with the principle and the reasoning with the children.

4.  **Key Vocabulary Word:** Every lesson has a student vocabulary word that relates to the principle and goal of the lesson. This word, which is printed on card stock and pinned to the “Treasury of Words” bulletin board each day, should be emphasized in each lesson. Use this word in your teaching, and encourage the children to learn its meaning and use it in their conversation. Remove the vocabulary card from the board in the next class period, store it in the Treasure Chest, and pin up the new word from the lesson. Many teachers print out a copy of each word and have the children file it in their binders. If you are using this in an academic setting, you can have the students put a divider in their binders marked “Vocabulary.” Then they can copy the word and the definition into their binders. They can be tested on the vocabulary definitions and encouraged to use these words in their writing and verbal communication.
5.  **Reason Questions:** Reason questions are provided to guide biblical reasoning and oral discussions and to help the children relate the principle or theme of the lesson to their own lives. In an academic setting, these can be assigned as written class work or as homework.
6.  **Notebook Record:** Everything the children copy onto their graphic organizers is found in the lesson plan. The teacher writes these phrases on the chalkboard, and the children copy them onto their graphic organizers. In literature, the graphic organizers are based on the settings, characterizations, and themes in the classic. The phrases are the author’s words and thus have quotation marks around them. In other subjects, the notebook record contains the essence of the lesson so the children can have a permanent record of what they are learning. For the academic setting, older children can find additional phrases to write on these graphic organizers. These phrases are helpful when assigning composition work. Have the children open their binders to the appropriate graphic organizer so they can use the phrases and vocabulary words to inspire and guide their descriptive or expository writing.

7.  **Oral Work:** This is a summary of the lesson that was taught to the children. The teacher is to say it and the students to repeat it aloud before the close of the lesson. It reinforces the principle that undergirds the lesson.

### **Other components that accompany the Lesson Plan:**

1. **Graphic Organizers:** These are designed to organize and limit the amount of writing children are required to do in an after school, Sunday school, or literacy program. Some children are illiterate and unable to write. These children will still have a record of learning with the coloring pages provided. All the children will build their language skills. If you are using this program in an academic setting, you can assign more note taking by writing the content being taught on the chalkboard and having your students copy it into their binders.

Graphic organizers for the literature units are designed to record these literary elements:

- a. **Characterizations:** Four or five of the main characters in the classic are chosen to study in depth. Students soon learn that God looks at the internal man (1 Samuel 16:7) and that the internal is causal, giving rise to the external. *As a man thinks within himself, so he is* (Proverbs 23:7). This helps children examine their own character.
- **Internal:** Record the internal qualities of the heart, mind, soul, attitudes, will,

and spirit, **using the words of the author.**

- **External:** Record the physical features of the literary character, **using the words of the author.**
- b. **Setting:** The main setting(s) of each classic has been chosen. If actual geographic settings are in the classic, such as the Swiss Alps and the Frankfurt, Germany, settings found in *Heidi*, the children complete the map work and study the culture of the settings.
- c. **Theme:** This is the message the author conveys. Each classic is different. *Heidi*, for example, has many themes.
2. **Vocabulary Card:** The Key Vocabulary Word, which is defined biblically, is printed on this card and pinned onto the “Treasury of Words” bulletin board, where it remains until the next lesson. All cards are stored in the Treasure Chest of Words, so the children will soon learn that words provide a treasury of wisdom and understanding.
3. **Coloring Pages:** Beautiful coloring pages have been created by talented illustrators for the delight and enrichment of the children. Have the children use colored pencils to color them. Pencils produce beautiful pages for the children to cherish. Many children are visual learners, so they will glean many details of the story from the coloring pages. These become part of their permanent record and are filed in their binders.

# Suggested Assignments for the Academic Setting

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- A. Write introductory facts and inspiring information from the lesson plans on the chalkboard and have students copy into their binders on a sheet of paper labeled “Introduction” for each component studied (i.e., historic and literary background of the book being studied; author of the book; literary background, genre, and elements of the classic being studied; timeline of key events; key individuals; and key documents in the providential history units, etc.).
- B. Have students create a divider labeled “Vocabulary” and insert it in their AMO® binders for each component studied. On a sheet of notebook paper, have them copy the daily “Key Vocabulary Word” and its definition. After they have copied the word, have them write a sentence using the new vocabulary word.
- Hold students responsible for the correct spelling of the word, its definition, and the ability to use the word accurately in a sentence on quizzes and on the final examination.
- C. Have students create a divider labeled “Principles” and insert it in their AMO® binders for each component studied. Have them write out the daily principle and then write a paraphrase as classroom work or as homework. Ask them to apply the principle to their own lives as well. Be certain to read each one and make comments.
- D. Have students create a divider labeled “Memory Verses” in the AMO® Bible reading component and insert it in their AMO® binders. On a sheet of notebook paper, have them copy the weekly memory verse. Ask them to paraphrase it and apply its truth to their own lives.
- E. Have students create a divider labeled “Reason and Relate” and insert it in their AMO® binders for each component studied. Write the “Reason Questions” found on the lesson plan (and any you would like to add) on the chalkboard.
- Have students copy the questions onto a sheet of notebook paper and write out their answers in complete sentences, either during class or as homework. Correct, grade, and return them to the students to be filed in their binders. Discuss some of the answers you see as particularly inspired.
- F. Create writing assignments from the literary phrases and information for the students to record on their graphic organizers, such as (using *Heidi* as an example):
1. Write two paragraphs that describe the Swiss Alps. Use as many of Johanna Spyri’s beautiful phrases as possible. You may use your notes from class.
  2. Contrast life in the Swiss mountains with life in the German city of Frankfurt.
  3. Describe the individuality of Switzerland.
  4. Compare and contrast the internal and external characters of Heidi and Peter.
- G. Prepare students for all final examinations by seeing that their binders are complete and in order and by reviewing the principles, historic events and individuals, and literary elements of the classic. Take class time to do this collectively.
- H. After the final examination, collect and grade each student’s binder, and average his binder grade with his other academic assignments. The binder grade reflects the student’s character, not his academic achievement.
- I. Sample Heidi Final Exam (3rd grade and above/ age 8+); instruct students to write in complete sentences.
1. Why is the Bible the highest model of language and literature?
  2. Who was the author of Heidi? Write two sentences that describe the author’s individuality.

3. Write the definition for each of these vocabulary words:

literature	friendship
conscience	providence
individuality	virtue
prudence	principle
repentant	reason (v.)

4. Label the map of Switzerland, using the names found on the legend.
5. Write a descriptive paragraph about life in the Swiss Alps in the late 1800s. Tell why you would or would not have wanted to live there.
6. Compare and contrast the internal and external characters of Heidi and Peter.
7. What were Heidi's most distinctive character qualities? Why did everyone like her? How did Heidi overcome the hardships of life as an orphan?
8. Why did the author describe Uncle Alm as the "Prodigal Son"? Tell what happened to him in the story.
9. Paraphrase this principle from chapter 10: "Being able to read brings great liberty to one's life."
10. Extra credit: Sketch your favorite scene from the classic Heidi in the space provided.

J. Sample Proverbs Final Exam (3rd grade and above/age 8+):

1. Using complete sentences, describe four attributes of God's Word, the Bible.
2. Write the definition for each of these vocabulary words:

gospel	integrity
proverb	honor
discern	character
wisdom	diligent
folly	leader

3. Who wrote the Book of Proverbs? Tell why this book is so important for a young person to meditate upon.

4. Contrast the wise child and the foolish child in the following areas of daily life:

- Listening
- The words of one's mouth
- Making friends
- Making decisions
- Work habits

5. List three qualities of a godly leader.
6. List three qualities of a godly woman.
7. Paraphrase the following principle: "The conduct of a young child builds the man or woman."
8. Extra credit: Write out two of your favorite memory verses from the book of Proverbs.

As teachers work with our AMO® lesson plans, they will be inspired to create their own reflective writing assignments. **Remember, handling the noble vocabulary of the subject, along with the daily writing assignments, produces mastery of the subject.** The sooner children are taught the rudiments of composition (which should begin in kindergarten/first grade), they should be writing in every subject every day by the third grade.

Teachers must remember that they cannot ask children to write a descriptive paragraph if they haven't taught them the rudiments of doing so. The same principle applies to comparing and contrasting two items or characters. The teacher has to teach the rudiments of all the various forms of composition and then have the students practice, practice, practice. Writing is not a gift from God with which only some are blessed. It is a skill best learned as a young child in order to form lifelong manners and habits of excellence in Christian scholarship. This produces Christian thinkers and leaders in every field of endeavor.

By employing the notebook method, teachers will eventually become confident enough to develop and write their own curriculum. This method produces writers and Christian thinkers among teachers as well as students.

# The Timeline of Promise

*For God allowed us to know the secret of His plan and it is this:  
He purposed long ago that all human history should be consummated in Christ.  
— Ephesians 1:9, 10, Phillips*

This AMO® providential history unit is a timeline that tells of God's hand in history through Jesus Christ. A Christian history timeline is an effective tool for building historic literacy from God's eternal perspective as it relates to the gospel—salvation, redemption, and eternal life in Jesus Christ. When a child sees history from God's-eye view, he is inspired by God's plan and providence and by how God has called specific individuals and nations in His timing for His glory and eternal purposes.

God is the author of His story, and He times all events for His divine purposes. This speaks deeply into the hearts of children. They learn that they too have a divine calling for a specific purpose and time in His story, and that God has uniquely gifted each one and providentially placed each of them in a special family, city, and nation.

The themes of our Timeline of Promise:

1. History is God's story, and He is the author. Nothing happens by chance or fate!
2. Eternal God created man in His image. Therefore, man has dignity and value apart from his station in life, and his spirit is immortal.
3. History is about sovereign God and His relationship to individuals and nations for the gospel. God never launches an event until He has prepared an individual or a group of people for the task.
4. The theme of God's story is love. God loves man so much that in the fullness of time He sent His Son to earth to purchase salvation for man. Jesus Christ is the focal point of all human history! He clothed His divine glory in flesh and became the ultimate sacrifice for man's sins through His shed blood and death on the cross, followed by his resurrection! He is our Savior and Redeemer, and He now

reigns in glory as King of kings and Lord of lords.

5. God made promises or covenants with man that have been in effect throughout time in the generations of those who believe by faith.
6. God's promises, as recorded in the Bible, are eternal and will not fail.
7. Each one of us has a place in His story and a responsibility to share God's eternal promises with others.

You will need a good Bible storybook from which to read the stories that are contained in this unit. We have chosen the Dorling Kindersley book entitled *The Children's Illustrated Bible*.

You will have to research how you came to have the Bible in your language. You will also need to research God's hand of providence in your nation. It is important to know what secular historians have recorded, but much more important to know the hand of God in planting the gospel in your nation. For some nations, this history is thousands of years old. For others, it is more recent. Knowing God's hand in your nation is vital for casting the vision for the next generation.

The Timeline of Promise is taught in 24 lesson plans. There are 24 coloring sheets, one for each lesson. Have the children color the sheets as you read aloud the text of the story. If you desire to lengthen the lessons, you can require your children, as well, to record notes, write out their answers to the reason questions, and file them in their binders.

It is important to place the timeline from eternity past to eternity future on the classroom wall, so the children will gain a sense of God's story and His timing in historic events. Instructions for making a wall timeline follow, and 24 colored timeline cards are provided with the Resources for you to print and use.

# Instructions for Making a Wall Timeline

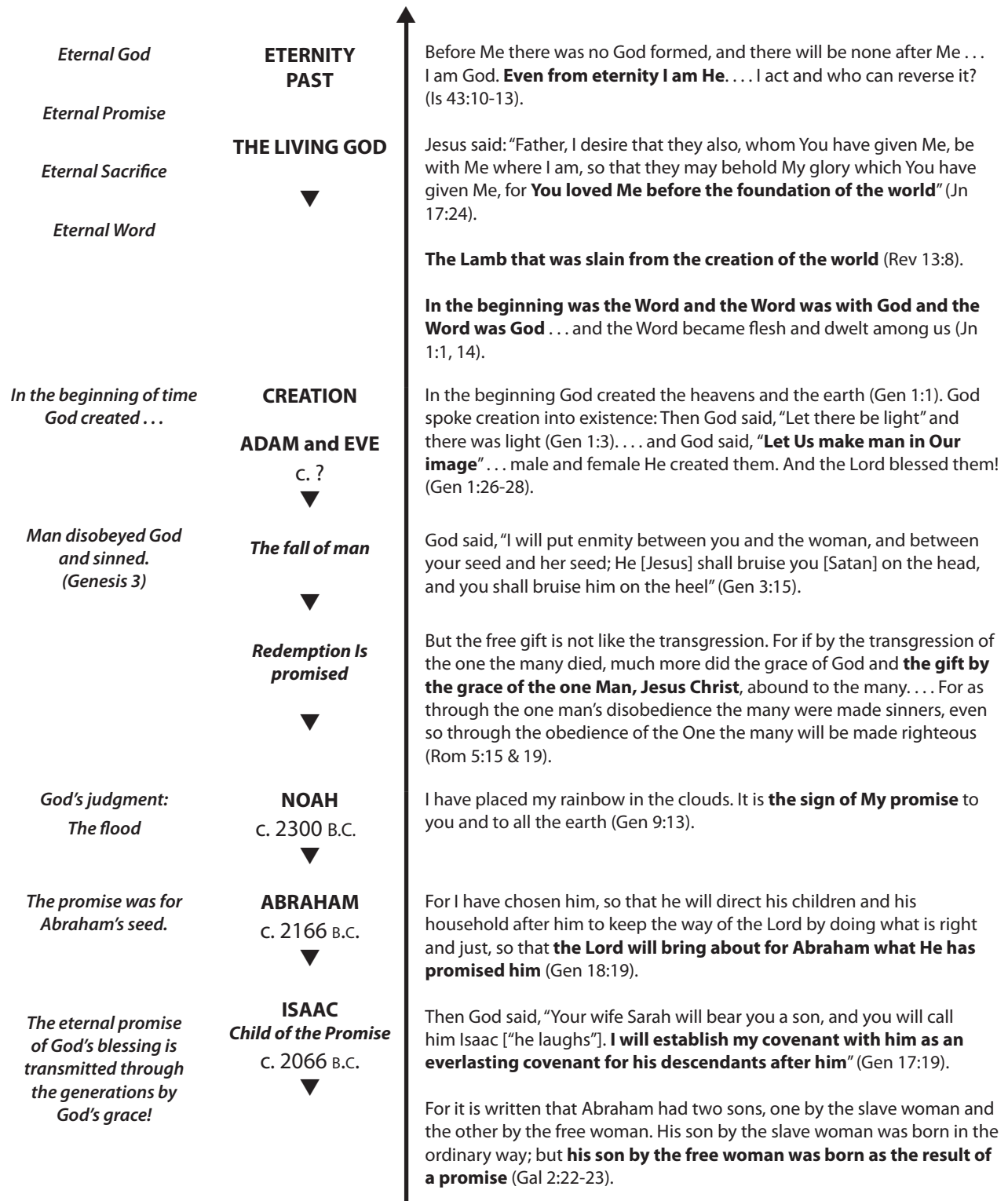


1. Print each Timeline of Promise colored card on heavy, white cardstock. The colored cards are located with the Resources.
2. Laminate for durability and longevity.
3. Place a strip of black construction paper measuring 5 inches wide by 8 yards (24 feet) long horizontally or vertically on the wall. Wide black electrical tape can be substituted for the paper.
4. Center and mount the laminated cards over the black line, leaving 6 inches between them.
5. If possible, take photographs of each child in the program on the first day and mount their pictures under/beside timeline card 23, "Your Place in His Story: You, a Child of Promise!" This will serve to impress upon each child that God has a plan and a purpose for them in His story.
6. If you are in a classroom that you must break down after every lesson, you can clip the images to a clothesline with clothespins and string it up in the classroom between two hooks. Simply remove the whole timeline when you break down your room and store it in a box.



# Timeline of Promise

*It is not the children of the flesh who are children of God, but the **children of the promise** are regarded as descendants. . . . they shall be called sons of the living God. — Romans 9:8 & 26*



*You [Abraham] shall be a blessing.  
In you all the families of the earth shall be blessed.  
(Genesis 12:3)*

**JACOB**  
c. 2006 B.C.  
▼

*Deliverer of Israel from the bondage of Egypt  
Lawgiver  
First historian*

**MOSES**  
c. 1526 B.C.  
  
c. 1445 B.C.  
▼

*The promised land  
Not one of His promises failed!*

**JOSHUA**  
c. 1400 B.C.  
▼

*Judge  
Priest  
Prophet*

**SAMUEL**  
c. 1105 B.C.  
▼

*King-maker  
Reformed his nation through education*

Your descendants will be like the dust of the earth, and you will spread out to the west and to the east, to the north and to the south. All peoples on earth will be blessed through you and your offspring. I am with you and will watch over you wherever you go, and I will bring you back to this land. **I will not leave you until I have done what I have promised you** (Gen 28:14-15).

By faith Moses' parents hid him for three months after he was born, because **they saw he was no ordinary child**, and they were not afraid of the king's edict. By faith Moses, when he had grown up, refused to be known as the son of Pharaoh's daughter. He chose to be mistreated along with the people of God rather than to enjoy the pleasures of sin for a short time. He regarded disgrace for the sake of Christ as of greater value than the treasures of Egypt, because **he was looking ahead to his reward** (Heb 11:23-26).

Now I am about to go the way of all the earth. You know with all your heart and soul that **not one of all the good promises the Lord your God gave you has failed. Every promise has been fulfilled; not one has failed** (Josh 23:14).

For this boy I prayed, and the Lord has given me my petition which I asked of Him. So I have also dedicated him to the Lord; as long as he lives he is dedicated to the Lord (1 Sam 1:27, 28).

Now the boy Samuel was growing in stature and in favor both with the Lord and with men (1 Sam 2:26).

*Boy shepherd  
Poet and musician  
Warrior king of Israel  
Man after God's heart*

**DAVID**  
c. 1000 B.C.  
▼

God raised up David to be their king, concerning whom He also testified and said, "I have found David, a man after My own heart, who will do all My will." **From the descendants of this man, according to the promise, God has brought to Israel a Savior, Jesus** (Acts 13:22, 23).

*Boy king  
Restored God's Word to the people  
Removed all idols  
Reformed his nation*

**JOSIAH**  
c. 648 B.C.  
▼

Josiah was eight years old when he became king and he did right in the sight of the Lord . . . (2 Ki 22:1, 2).

In the eighteenth year of king Josiah, this Passover was observed to the Lord in Jerusalem. Moreover, Josiah removed the mediums and the spiritists and the teraphim and the idols and all the abominations that were seen in the land of Judah and in Jerusalem, that he might confirm the words of the law which were written in the book that Hilkiah the priest found in the house of the Lord. Before him **there was no king like him who turned to the Lord with all his heart and with all his soul and with all his might**, according to all the law of Moses; nor did any like him arise after him (2 Ki 23:23-25).

*Young prophet appointed by God to the nations*

**JEREMIAH**  
c. 640 B.C.  
▼

Now the **word of the Lord** came to me [Jeremiah], saying, "**Before I formed you in the womb I knew you, and before you were born I consecrated you**; I have appointed you a prophet to the nations." Then I said, "Alas, Lord God! Behold, I do not know how to speak, because I am a youth." But the Lord said to me, "Do not say, 'I am a youth,' because everywhere I send you, you shall go, and all that I command you, you shall speak. Do not be afraid of them, for I am with you to deliver you," declares the Lord. Then the Lord stretched out His hand and touched my mouth, and the Lord said to me, "Behold, **I have put My words in your mouth**. See, **I have appointed you this day over the nations** and over the kingdoms, to pluck up and to break down, to destroy and to overthrow, to build and to plant" (Jer 1:4-10).

*Young queen who  
risked her life  
to save her people*

**ESTHER**  
C. 465 B.C.



*A promised child  
Forerunner of Christ in  
the spirit of Elijah  
Turned the hearts  
of fathers back  
to their children*

**JOHN THE  
BAPTIST**  
C. 4 B.C. – A.D. 27



**FOCAL POINT OF ALL  
HISTORY**

*Ancient I AM*

*Son of God*

*Son of man*

*Anointed One*

*Lamb of God*

*Savior*

*Redeemer*

*Incarnate Word*

*Rock*

*Way, Truth & Life*

*Alpha & Omega*

*Good Shepherd*

*King of the nations*

*King of kings*

*Lord of lords*

*Birth of Christianity*

*Pentecost:  
The promised  
Holy Spirit sent*

*Disciples empowered*

**JESUS**  
C. 4 B.C. – A.D. 29  
**The Promised Child  
Is Born**



**THE APOSTLES**  
A.D. 29



Who knows whether you have not attained royalty for such a time as this? (Es 4:14).

Queen Esther said, "If I have found favor in your sight, O king, and if it please the king, let my life be given me as my petition, and my people as my request" (Es 7:3).

Do not be afraid, Zacharias, . . . your wife Elizabeth will bear you a son . . . He will be great in the sight of the Lord . . . and **he will be filled with the Holy Spirit, while yet in his mother's womb** . . . It is he who will go as a forerunner before Him in the spirit and power of Elijah, to turn the hearts of the fathers back to the children, and the disobedient to the attitude of the righteous, so as to make ready a people prepared for the Lord (Lu 1:13-17). The child continued to grow, and to become strong in spirit . . . (Lu 1:80).

Truly I say to you, among those born of women, there has not arisen anyone greater than John the Baptist! Yet the one who is least in the kingdom of heaven is greater than he. . . . And if you are willing to accept it, John himself is Elijah who was to come. He who has ears to hear, let him hear (Mt 11:11, 14, 15).

**For a child will be born to us, a son will be given to us;** and the government will rest on His shoulders; and His name will be called Wonderful, Counselor, Mighty God, Eternal Father, Prince of Peace (Is 9:6).

**When the fullness of time came, God sent forth His Son** . . . (Gal 4:4).

The Holy Spirit will come upon you, and the power of the Most High will overshadow you; and for that reason **the holy Child shall be called the Son of God** (Lu 1:35).

For God allowed us to know the secret of His plan and it is this, He purposed long ago that **all human history would be consummated in Christ** (Eph 1:9-10, Phillips).

And He [Jesus] said to them [his parents], "Why is it that you were looking for Me? Did you not know that **I must be about my Father's business?**" (Lu 2:49).

For God so loved the world that **He gave His only begotten Son, that whoever believes in Him shall not perish, but have eternal life** (Jn 3:16).

**The promises were spoken to Abraham and to his seed.** The Scripture does not say "and to seeds," meaning many people, but "and to your seed," meaning one person, who is Christ (Gal 3:16).

Christ redeemed us from the curse of the Law, having become a curse for us . . . in order that in Christ Jesus the blessing of Abraham might come to the Gentiles, so that **we would receive the promise of the Spirit through faith** (Gal 3:14).

Therefore having been exalted to the right hand of God, and having received from the Father **the promise of the Holy Spirit**, He has poured forth this which you both see and hear (Acts 2:33).

*Apostle to the Gentiles*

*Church planter*

*Carried the gospel westward*

**PAUL**

A.D. 50



**God, who had set me apart even from my mother's womb** and called me through His grace, was pleased to reveal His Son in me so that I might preach Him among the Gentiles . . . (Gal 1:15, 16).

And we preach to you **the good news of the promise made to the fathers, that God has fulfilled this promise to our children** in that He raised up Jesus, as it is also written in the second Psalm, "You are My Son; today I have begotten You" (Acts 13:32, 33).

*The Bible is canonized.*

*Jerome's translation: The Bible of one thousand years*

**JEROME**

A.D. 300s



The Old Testament Hebrew Scriptures (Masoretic Text) were canonized long before the advent of Christ. Ezra and the men of the Great Synagogue, under the inspiration of the Holy Spirit, canonized the text. The New Testament was canonized before the year A.D. 375. Written in Hebrew, Aramaic, and Greek, the Bible became the collection of inspired writings that laid the foundation for Christian belief and the standard for life.

The Bible was translated in Bethlehem by Jerome, a learned early Church father, into Latin from the Hebrew and Aramaic between A.D. 382 and 405. This text became known as the "Vulgate," which means "the common translation."

A.D. 1382



Wycliffe translated the Vulgate into Middle English a thousand years later. These Bibles inspired many European Church leaders to translate the Scriptures into their own languages. The invention of the printing press by Gutenberg in the 1400s changed the world of books and the way truth could be transmitted. Now it was possible for a person to have his own copy of the Bible and to read God's Word for himself. This would forever change the lives of individuals and nations, as the flame of God's Word ignited the hearts and minds of many Reformers and lay Christians.

*The Bible in your language sets you free!*

**TRANSLATORS OF THE BIBLE IN YOUR LANGUAGE**

Thy Word is a lamp unto my feet and a light unto my path (Ps 119:105).

I will walk at liberty for I see Thy precepts (Ps 119:45).

\_\_\_\_\_  
A.D. \_\_\_\_\_



\_\_\_\_\_  
A.D. \_\_\_\_\_



\_\_\_\_\_  
A.D. \_\_\_\_\_



*God is sovereign  
over all nations.*

**FOUNDERS AND  
MISSIONARIES  
TO YOUR NATION**

*King of the nations*

\_\_\_\_\_  
A.D. \_\_\_\_\_



\_\_\_\_\_  
A.D. \_\_\_\_\_



\_\_\_\_\_  
A.D. \_\_\_\_\_



*God has a calling  
and a good plan  
for your life that has a  
gospel purpose.*

**YOU  
21<sup>st</sup> century  
child of the  
promise**



*Every child  
is a promise . . .  
with a name,  
a passion,  
a story,  
and a place  
in His story!*

\_\_\_\_\_  
(Your Name)

A.D. \_\_\_\_\_  
(Your Birth Date)



**Record your  
promises  
from God:**

And **He made from one man every nation of mankind** to live on all the face of the earth, having determined their appointed times and the boundaries of their habitation, that they would seek God, if perhaps they might grope for Him and find Him, though He is not far from each one of us (Acts 17:26, 27).

He increases the nations and destroys them . . . (Job 12:23). He changes the times and the seasons; He removes kings, and sets them up (Dan 2:21).

**God's desire in the nations is to see His kingdom come and His will be done.**

And they sang . . . the song of the Lamb, saying, "Great and marvelous are Your works, O Lord God, the Almighty; righteous and true are Your ways, **King of the nations!**" (Rev 15:3).

Thus says the Lord, your Creator, and He who formed you . . . "Do not fear, for I have redeemed you; **I have called you by name, you are Mine**" (Is 43:1).

**Thy lines have fallen to me in pleasant places; indeed, my heritage is beautiful to me** (Ps 16:6).

**The Lord is not slow about His promise**, as some count slowness, but is patient toward you, not wishing for any to perish but for all to come to repentance (2 Pet 3:9).

**For You formed my inward parts; You wove me in my mother's womb.** I will give thanks to You, for I am fearfully and wonderfully made; wonderful are Your works, and my soul knows it very well. My frame was not hidden from You, when I was made in secret, and skillfully wrought in the depths of the earth; **Your eyes have seen my unformed substance; and in Your book were written all the days that were ordained for me**, when as yet there was not one of them. How precious also are Your thoughts to me, O God! How vast is the sum of them! (Ps 139:13-17).

Thou art worthy, O Lord, to receive glory and honor and power. For thou hast created all things, and **for thy pleasure they are and were created** (Rev 4:11).

**"For I know the plans that I have for you,"** declares the Lord, "plans for welfare and not for calamity to give you **a future and a hope**" (Jer 29:11).

**God's Word is eternal:** For you have been born again, not of perishable seed, but of imperishable, through **the living and enduring word of God** . . . And this is the word that was preached to you (1 Pet 1:23-25).

Fight the good fight of faith; **take hold of the eternal life to which you were called** . . . (1 Tim 6:12).

***The promise is eternal life in Christ!***

***This is the promise which He Himself made to us: eternal life. (1 John 2:25)***

***The eternal Promised One***

**ETERNITY  
FUTURE**

***The age to come***

**YOU IN THE  
PRESENCE  
OF GOD**



**Those whose names are written in the Lamb's book of life** (Rev 21:27).

Jesus said: "Whoever drinks of the water that I will give him shall never thirst; but **the water that I will give him will become in him a well of water springing up to eternal life**" (Jn 4:14).

Jesus said: "In My Father's house are many dwelling places; if it were not so, I would have told you; for I go to prepare a place for you. If I go and prepare a place for you, **I will come again and receive you to Myself, that where I am, there you may be also**" (Jn 14:2, 3).

Jesus said: "Truly I say to you, there is no one who has left house or brothers or sisters or mother or father or children or farms for My sake and for the gospel's sake, but that he will receive a hundred times as much now in the present age, houses and brothers and sisters and mothers and children and farms, along with persecutions; and **in the age to come, eternal life**. (Mk 10:29-31).

**"I am the Alpha and the Omega, the beginning and the end"** says the Lord God, **"who is and who was and who is to come, the Almighty"** (Rev 1:8).

After these things I looked, and behold, a great multitude which no one could count, from every nation and all tribes and peoples and tongues, standing before the throne and before the Lamb, clothed in white robes, and palm branches were in their hands (Rev 7:9).

**Now to the King eternal, immortal, invisible, the only God, be honor and glory forever and ever** (1 Tim 1:17).



# You Are a Promise

Music and Words by Bill and Gloria Gaither



[http://www.whitmoresmusic.com/Accompaniment-Tracks/Amber\\_Thompson/I\\_Am\\_A\\_Promise/376.html](http://www.whitmoresmusic.com/Accompaniment-Tracks/Amber_Thompson/I_Am_A_Promise/376.html)

## Child of Blessing, Child of Promise



Child of blessing, child of promise,  
Love's creation, love indeed!  
Fresh from God, refresh our spirits,  
Into joy and laughter lead.  
Child of joy, our dearest treasure,  
God's you are, from God you came.  
Back to God we humbly give you,  
Blessing you in Jesus' name.

Child of God, your loving Father,  
Learn to know whose child you are.  
Grow to laugh and sing and worship,  
Trust and love God more than all.  
Child of blessing, child of promise,  
Love's creation, love indeed!  
Fresh from God, refresh our spirits,  
Into joy and laughter lead.

Sing to the hymn tune: "Love Divine, All Loves Excelling"

<http://gbgm-umc.org/music/umh384.mid>







# PROVIDENTIAL HISTORY LESSON PLANS

The study of history leads us  
to a better acquaintance with God.  
History teaches us that God extends  
His protecting Hand over all His children,  
and that all are called into being  
to fulfill some wise purpose.

~ G. G. HEBBE, 1848 ~

# TIMELINE OF PROMISE

# 1

**Time:** 45 minutes

**Resources:** *Children's Illustrated Bible*, pp. 8-15; AMO® Apprenticeship Manual; Bible; Wall Timeline

**Principle:** God, the author of history, set in motion His plan for man before He created the world.

**Scripture:** For God has allowed us to know the secret of His plan, and it is this: He purposed long ago in His sovereign will that all human history should be fulfilled in Christ (Ephesians 1:9-10, Phillips).

## TEACHER



### Vocabulary:

**author** (n.) 1) The one who originates, causes, or initiates something. 2) The writer of a book.

**creator** (n.) The being or person that creates. That which creates, produces, or causes.

**eternal** (adj.) 1) Without beginning or end of existence. 2) Existing without change.

**eternity** (n.) 1) Without beginning in the past or ending in the future; endless time. 2) A state of eternal existence for man that begins at death; immortality.

**God** (n.) The Supreme Being; Yahweh; the eternal and infinite Spirit; the Creator and Sovereign of the universe. *God is a spirit; and they that worship him, must worship him in spirit and in truth* (Jn 4:24).

**gospel** (n.) 1) "Good news"; God's good news of salvation in the finished work of Christ. 2) The history of the birth, life, actions, death, resurrection, ascension, and doctrines of Jesus Christ; revelation of the grace of God to fallen man through Christ.

**history** (n.) 1) Christ, His story. 2) The record of God's relationship to man from creation onward that tells us the reasons we are here and our purpose as individuals and nations.

**redemption** (n.) 1) The act of buying back something one previously owned. 2) The act of liberating or setting free a prisoner or captive. 3) The purchase of God's favor by Christ's death on the cross for the sins of man.

## STUDENT



### Key Word:

**plan** (n.) A series of steps to be carried out or goals to be accomplished; a method for achieving an end.



### Reason Questions:

1. When did God establish His plan for man? What does this relate to us about God?
2. In your own words, define history.
3. Who is the author of history?
4. Who is the central figure of all human history? Explain your answer.



### Notebook Record:

1. Write your name on your Timeline title page. Color the image. File it behind the divider labeled "History" in your AMO® binder.
2. Color and file your Timeline coloring page 1.

**rudiment** (n.) A first principle or element; that which is to be learned first. It is the beginning of education in any subject.

**sovereign** (n.) Supreme ruler; one in authority.



### Preparation:

1. Prepare the classroom by hanging the colored timeline cards on the wall.
2. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
3. Gather resources: *Children's Illustrated Bible (CIB)*, student vocabulary card, Timeline title page graphic organizers, and coloring page 1.



### Teacher Background:

#### ***Introduction to His Story***

1. Christian history is God's story about His relationships with individuals and nations. God is the author of "His" story. It is a "love story," relating His eternal plan and promise of salvation and redemption for His people through His Son, Jesus Christ. It reveals just how much God loves us (Jn 3:16). We call this "good news" or the "gospel."
2. In order to understand history, a foundation for understanding God—His nature and character and how He rules the universe—must be laid. Providential history instructs us in the knowledge of God, the Creator and Sovereign of the universe, and gives us an eternal or God's-eye view of history throughout time. God's view of history is different from man's view, because God dwells in eternity and sees all things from beginning to end. Man lives in the dimension of time, which has limitations.
3. God is an eternal Spirit. He lives outside of time in eternity and knows the end of His story from the beginning. God created man and woman in His image, so we are each an eternal spirit as well.

Before the beginning of time, God established His plan for the universe and for our lives. How incredible! Remind the children of Psalm 139 from their Bible reading lesson. Additional supporting Scriptures:

*And all that dwell upon the earth shall worship him [the beast], whose names are not written in the book of life of the Lamb slain from the foundation of the world (Rev 13:8).*

*For He [Jesus Christ] was foreknown before the foundation of the world, but has appeared in these last times for the sake of you (1 Pe 1:20).*



### Singing:

"You Are a Promise"

*. . . although His works were finished from the foundation of the world (Heb 4:3b).*

*He chose us in Him before the foundation of the world, that we would be holy and blameless before Him (Eph 1:4).*

4. Introduce the concept of a timeline to the children. Then introduce them to the “Children of the Promise Timeline.” Each event and each individual on the timeline reveal the hand of God in history bringing about His divine plan and promise for individuals and nations through His Son, Jesus Christ. Each lesson shares another chapter of God’s perfect plan and eternal promise for His children in His story.

#### **Note:**

The information contained in the Teacher Background segment of every Timeline lesson plan is for the edification of the teacher, so (s)he can comprehend the providential view of history in the Bible stories that are being read in class. It may be suitable to share some of the content with the children, but do not burden them with difficult concepts and doctrine they have no basis for understanding. As the teacher, you should study this material and weave the providential emphasis into what you are reading or teaching the children. You are not to read the Teacher Background aloud to them.

These short Timeline lessons provide a biblical overview of providential history. This unit is designed to give children the “big picture” of God’s hand in His story through His covenants or promises.

Many youth in the Bible whom God used to forward His story were chosen to inspire the children in your classroom who are also “children of the promise”! At the conclusion of this unit, the hope is that your children will have a providential view of history and an understanding that God is a promise maker and a promise keeper. His Word is trustworthy and true, and He is worthy of their worship and praise.

During each Timeline lesson, the children receive a coloring page that represents another “chapter” in God’s Story. Each chapter has a setting and highlights an individual or individuals. The coloring pages are the children’s notebook record. If you are using this curriculum in an academic setting, have the children write out the principle, along with the key word and its definition. On a separate sheet of paper, have the children write the reason questions and answer them in complete sentences as an in-class or homework assignment.



#### **Teaching Plan:**

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a*

*love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*

2. Distribute the student binders and binder dividers. Have the children label a divider “History” and file it in their AMO® binders.
3. Distribute the Timeline title pages to the children. Have them write their name on the page and color the image. Have them file this page behind the divider labeled “History” in their AMO® binders.
4. Pin the student vocabulary card on your bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 1 to the children to color while you’re reading the story.
7. Read or tell the story for this lesson. Have the children file their coloring page behind their History divider and Timeline title page.
8. Ask the reason questions, and have the children respond orally.
9. Teach the children the song “You Are a Promise.”
10. Conclude with a short prayer and blessing for the children.

# Timeline of Promise

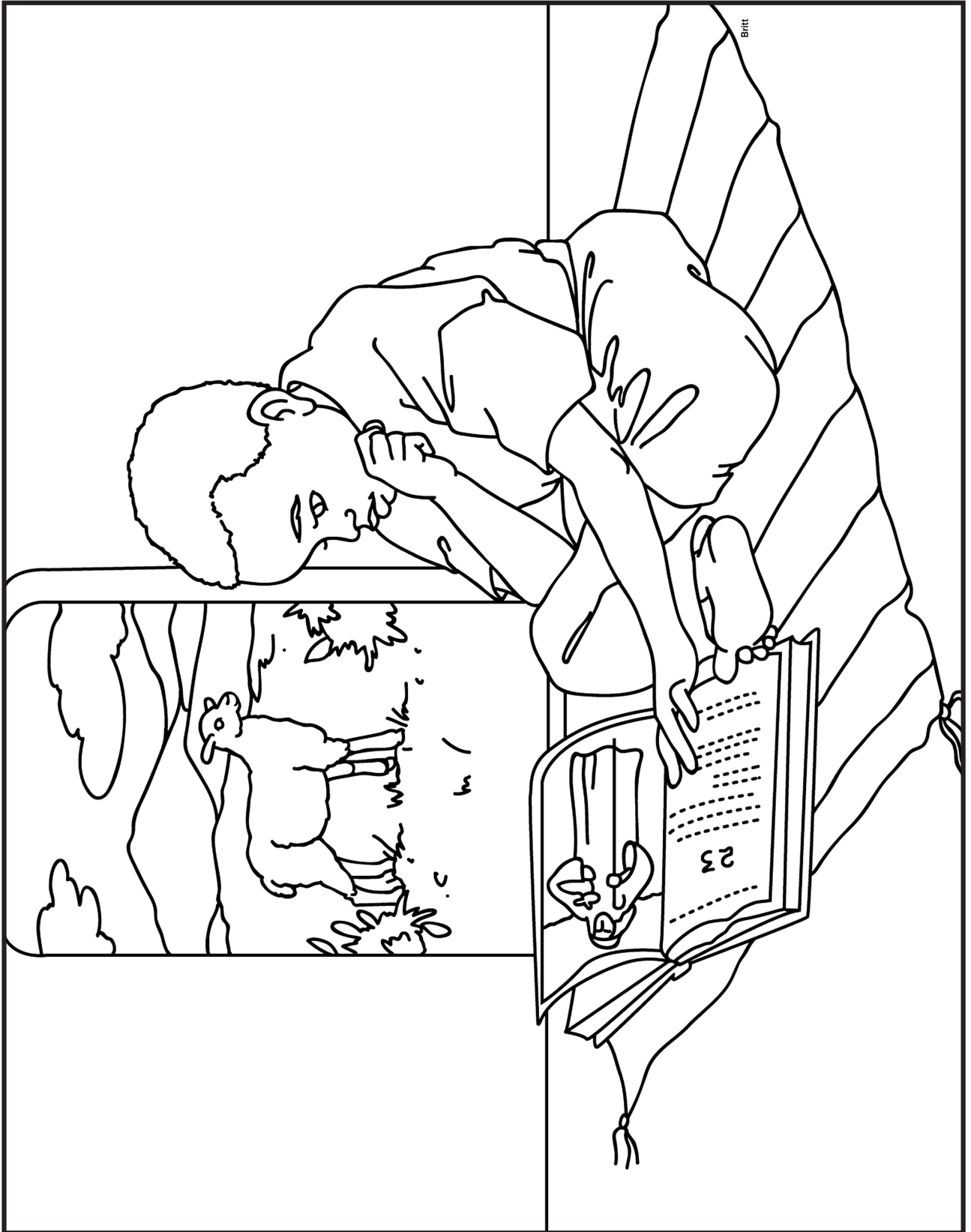
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NAME \_\_\_\_\_



*Every child is a promise —  
with a name, a passion, a story,  
and a place in His story!*

Introduction to His Story



# TIMELINE OF PROMISE

## 2

**Time:** 45 minutes

**Resources:** *Children's Illustrated Bible*, pp. 180-83; 206; AMO® Apprenticeship Manual; Bible; Wall Timeline

**Review:** The definition of history; the purpose of a timeline.

**Principle:** God's providence for man is in Jesus Christ, the focal point of all human history.

**Scripture:** Jesus said, "I am the good shepherd; and I know My own, and My own know Me, even as the Father knows Me and I know the Father; and I lay down My life for the sheep" (John 10:14-15).

### TEACHER



#### Vocabulary:

**author** (n.) 1) The one who originates, causes, or initiates something. 2) The writer of a book.

**eternal** (adj.) 1) Without beginning or ending of existence. 2) Existing without change.

**God** (n.) The Supreme Being; Jehovah; the eternal and infinite Spirit; the Creator and Sovereign of the universe. *God is a spirit; and they that worship him, must worship him in spirit and in truth* (Jn 4:24).

**gospel** (n.) 1) "Good news"; God's good news of salvation in the finished work of Christ. 2) The history of the birth, life, actions, death, resurrection, ascension, and doctrines of Jesus Christ; or a revelation of the grace of God to fallen man through Christ.

**providence** (n.) 1) "The hand of God" in the affairs of men and nations. 2) The act of providing for the future. 3) The continual care and guidance God provides His creatures for His plan and promises.



#### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, student vocabulary card, and coloring page 2.

### STUDENT



#### Key Word:

**providence** (n.) The continual care and guidance God provides His creatures for the gospel and His good purpose.



#### Reason Questions:

1. Name the elements of God's Story.
2. What is the key to understanding history?
3. Define the word "providence."
4. Where in God's Story do you see His hand of providence for mankind; for yourself; for your nation? Explain your answers.



#### Notebook Record:

Color and file Timeline coloring page 2.





## Teacher Background:

### **Elements of His Story**

1. History instructs us in the knowledge of God, the Sovereign and Creator of the universe.
2. History is Christ, His story—the story of His relationships with individuals and nations. It tells of His eternal plan and promises for His people.
3. God’s plans for the universe and for our lives were laid before the foundation of the world. This is His providence. (Review pp. 181-185 in your AMO® Apprenticeship Manual.)
4. The Timeline of Promise: Each event and each individual reveals the hand of God in history bringing about His eternal plan and purposes for individuals and nations through the promise of Jesus Christ.
5. God instructed His people to record their history so they and their future generations would not forget His wondrous works and His hand of providence in their lives. Read portions of Psalm 78, Acts 7:2-53, and 1 Corinthians 10:11.
6. His story is an eternal story of God’s divine (agape) love for us. God is Spirit and lives in eternity. We live in time and are bound by the limits of time. God is not limited by time. He lives outside time and will receive us into eternity once our lives here on earth are over.
7. God is the author of history, His story.
8. The elements of His .7
9. tory are as follows:
  - **Theme:** God’s everlasting love and liberty, as demonstrated by Jesus Christ at Calvary. *For God so loved the world that he gave His only begotten Son, that whoever believes in Him should not perish but have eternal life* (Jn 3:16). This is called God’s “good news” or the gospel.
  - **Setting:** The earth, which God created as the stage for man’s activities, and the actions of human societies.
  - **Plot:** Centers around God’s plan of salvation and redemption for man. In His providence, God prepares individuals and times ALL events to fulfill His purposes. Nothing happens without God’s knowledge.
  - **Characters:** The individuals through whom God works to fulfill His purposes in time. Jesus Christ, the Son of God, is the *focal point* of all human history. His birth, death, and resurrection are the greatest events in God’s Story and reveal God’s great love for man. All antiquity looked forward to the cross, and all modernity looks back to the cross.



## Singing:

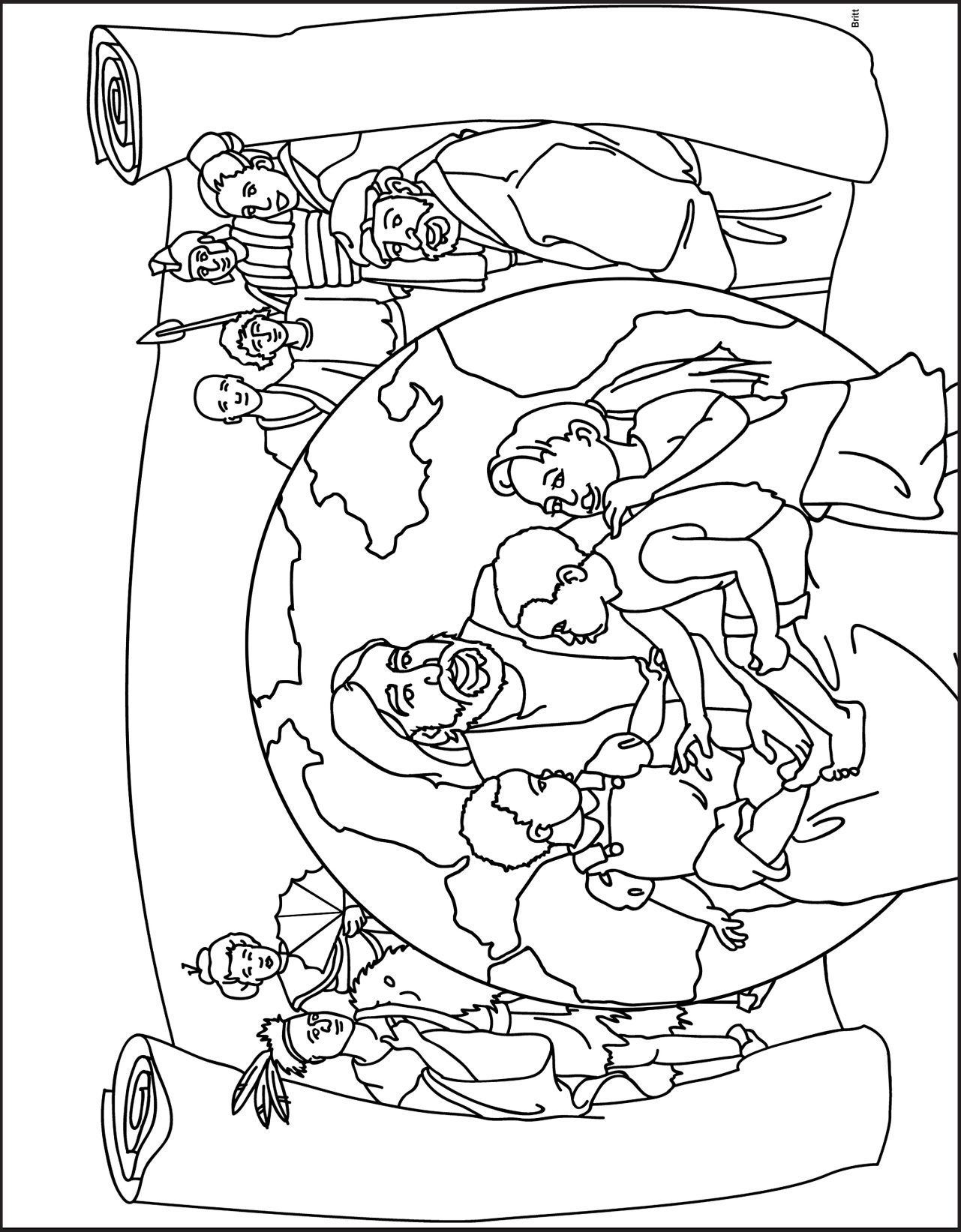
“You Are a Promise”



## Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review:
  - Definition of history
  - Author of history
  - What is a timeline and what is its purpose?
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Teach the elements of God's Story.
7. Distribute Timeline coloring page 2 to the children to color while you're reading the story.
8. Read or tell the story for this lesson.
9. Ask the reason questions and have the children respond orally.
10. Continue teaching the children the song "You Are a Promise."
11. Conclude with a short prayer and blessing for the children.

Elements of His Story



# TIMELINE OF PROMISE

# 3

**Time:** 45 minutes

**Resources:** AMO® Apprenticeship Manual; Bible; Attributes of the Living God; Timeline

**Review:** God's providence is in Jesus Christ.

**Principle:** God is exalted in His power.

**Scripture:** O Lord, the God of our fathers, are You not God in the heavens? And are You not ruler over all the kingdoms of the nations? Power and might are in Your hand (2 Chronicles 20:6).

## TEACHER



### Vocabulary:

**absolute** (adj.) Perfect; complete; pure.

**attribute** (n.) A construct whereby objects or individuals can be distinguished.

**diverse** (adj.) 1) Many and different. 2) Separate; distinct in being.

**eternal** (adj.) 1) Without beginning or ending of existence. 2) Existing without change.

**eternity** (n.) 1) Time without beginning in the past or ending in the future; endless time. 2) A state of eternal existence that begins for man at death; immortality.

**God** (n.) The Supreme Being; Yahweh; the eternal and infinite Spirit; the Creator and Sovereign of the universe.

**"I AM,"** The name God called Himself when Moses asked, "Who shall I say sent me?"

**"I AM WHO I AM,"** The inner meaning of *Yahweh* is "I am the One who is," which emphasizes God's dynamic and active self-existence.

**individuality** (n.) 1) Oneness; unity; the state of being distinct and separate, as created and maintained by God (Is 46:9). 2) That character or property peculiar to an individual; that quality distinguishing one person or thing from another; the sum of characteristic traits; distinctive character.

**integrity** (n.) Unbroken completeness; internal wholeness derived from honesty and consistent uprightness of character.

## STUDENT



### Key Word:

**power** (n.) 1) The ability to perform anything. 2) The right of having influence, dominion, or authority, as of God.



### Reason Questions:

1. What do the names of God in the Bible reveal?
2. What is the Hebrew word for God that means "strength or power"?
3. Name three of God's attributes and tell what they mean.
4. Describe how God is exalted above all things.



### Notebook Record:

Color and file the Timeline coloring page 3.



### Singing:

"You Are a Promise"

**self-existent** (adj.) Existing of or by himself; independent of any other being or cause. God is the only self-existent being.

**sufficient** (adj.) Fit; able; of competent power or ability.

**Trinity** (n.) The three persons of God—Father, Son, and Holy Spirit; the union of three persons in one godhead, so that all three are one God as to substance but each a distinct person as to individuality.

**unique** (adj.) 1) One. 2) Distinct.



### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: Bible, notes on God's principle of individuality (review pp. 75-79 in your AMO® Apprenticeship Manual), student vocabulary card, and coloring page 3.



### Teacher Background:

#### ***I AM: The Self-Existent, Eternal God, Eternity Past***

1. The living God is self-existent. He has no origin. He was not created. He has always been and will be forever. He has life in Himself. God is the source of all being, the foundation of all reality. He alone has being and existence inherent in Himself. Everything else depends on the self-existence of the One who can say "I AM WHO I AM" (Ex 3:4-15; Jn 6:26; Acts 17:23-25; Rev 4:8).
2. God's principle of individuality pertains to His nature and character, His power (Job 36:22), and His unique and absolute attributes. (See God's attributes in this lesson plan.) Each of His creatures reveals His uniqueness and diversity. Each reflects His infinite individuality.
3. The names of God reveal His nature. **Elohim** is the first name for God in the Bible and is used over 2,300 times in the Old Testament. *Elohim* comes from the Hebrew root meaning "strength" and "power" and has the unusual characteristic of being plural in form. This reveals the triune nature of God—that He is three persons in One—Father, Son, and Holy Spirit. *In the beginning Elohim created the heavens and the earth* (Gen 1:1).
4. God is Creator of the universe. His infinite nature is seen in all He has created. Each creation (i.e., star, leaf, snowflake, crystal, dog, human being, etc.) is one-of-a kind, yet God maintains the integrity of each species (Gen 1:12; 24-25). God is past our knowing fully, and yet He has made Himself known to man through His Son, Jesus Christ, that we might have a personal relationship with Him!



## Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review:
  - History is God's Story.
  - The key to understanding history is providence.
  - Elements of history
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 3 to the children to color while you're telling the story.
7. Read the attributes of God to the children.
8. Read or tell the story for this lesson.
9. Ask the reason questions and have the children respond orally.
10. Continue teaching the song "You Are a Promise."
11. Conclude with a short prayer and blessing for the children.

# Attributes of the Living God

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1. God is One (Deut 6:4). He is one in nature but triune in personhood: God the Father, God the Son, and God the Holy Spirit—the Trinity.
2. God is Spirit and cannot be seen with the physical eye (Jn 1:18). God the Father revealed Himself through His Son, who said when He walked the earth, “He who has seen Me, has seen the Father” (Jn 14:9).
3. God is infinite. He has no beginning and is without end. He is beyond man’s full comprehension! (1 Kgs 8:27; Acts 17:28).
4. God is immutable. He is unchanging and unchangeable (Jas 1:17).
5. God is omnipresent, meaning that He is present at all times everywhere in the world (Ps 139:7-12).
6. God is omniscient or all-knowing. He knows all possible things (Mt 11:21). He is the source of knowledge!
7. God is omnipotent or all-powerful (Rev 19:6).
8. God is sovereign, the supreme ruler of the universe (Eph 1:8).
9. God is indivisible (Jn 4:24).
10. God is all-sufficient (2 Co 3:5).
11. God is eternal. He lives in eternity and yet indwells the hearts of believers by His Holy Spirit (Gen 21:33; Ps 90:2; Jn 14:23).

Eternity Past: The Living God





# TIMELINE OF PROMISE

# 4

**Time:** 45 minutes

**Resources:** *CIB*, pp. 18-19; AMO® Apprenticeship Manual; Bible; Timeline

**Review:** God is exalted in His power.

**Principle:** God created man in His image with great potential.

**Scriptures:** Let Us make man in our image according to Our likeness (Genesis 1:26). For You created all things, and because of Your will they existed, and were created (Revelation 4:11).

## TEACHER



### Vocabulary:

**character** (n.) The peculiar internal qualities that distinguish one from another. The perfect standard of Christian character is Jesus Christ, the “express image” of God the Father (Heb 1:3).

**create** (v.) 1) To produce; to bring into being from nothing; to cause to exist. 2) To make.

**creativity** (n.) The ability to create.

**exalt** (v.) To raise high; to elevate.

**individualism** (n.) 1) Belief in the primary importance of the individual and in the virtues of self-reliance and personal independence. 2) A doctrine holding that the interests of the individual should take precedence over the interests of others or of the state.

**individuality** (n.) Separate or distinct existence; a state of oneness; uniqueness; a state of being one-of-a-kind!

**moral** (adj.) Concerned with principles of right and wrong or conforming to standards of behavior and character based on those principles.

**reason** (v.) To decide by reasoning; to draw or come to a conclusion.

**steward** (v.) To manage and care for in place of the owner.

**subdue** (v.) To hold within limits and control.

## STUDENT



### Key Word:

**potential** (n.) That which exists in possibility; that which is endowed with energy adequate for a result.



### Reason Questions:

1. Define individuality.
2. Explain how individuality is different from individualism.
3. Describe God’s individuality.
4. Describe your individuality.
5. Explain why every human being has value and worth.
6. What is the great potential that God has given you? How does He expect you to steward it?



### Notebook Record:

Color and file Timeline coloring page 4.



### Singing:

“You Are a Promise”



## Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: Bible, notes on God's principle of individuality (See pp. 75-9 in your AMO® Apprenticeship Manual), student vocabulary card, and coloring page 4.



## Teacher Background:

### **Creation: Adam and Eve, c. ?**

1. God is the Creator of the universe. He created everything in the heavens and on the earth with the word of His power (Jer 10:12; Eph 2:10; Col 1:16; Rev 4:11). *And God said, "Let there be light" and there was light* (Gen 1:3). God saw that His creation was good.
2. God's unique and infinite nature and character, or His individuality, are revealed in creation (Ps 8:1; 19:1; Rom 1:19-20).
3. God created Adam and Eve in His image. *And God created man in His own image, in the image of God He created him; male and female He created them* (Gen 1:27). Therefore, human beings are not animals but image-bearers of the living God, the Creator of the universe—each with individuality apart from all others and yet reflecting an aspect of God's individuality.
4. God gave man the gift of language with which to praise and worship Him and to communicate with Him and with one another. Words have power to create or destroy. (Review "The Power of Words" in your AMO® Apprenticeship Manual.)
5. God blessed Adam and Eve (Gen 1:28) and imparted great potential and creativity to them. God created man with the ability to think and reason with moral principles, to invent, and to create.
6. He commanded Adam and Eve to name all aspects of creation (Gen 1:26 & 28). The act of naming in the Semitic world was evidence of lordship. To name was to take dominion.
7. God also told them to multiply and fill the earth, to subdue it, to rule over it (govern), and to steward the earth (Gen 1:28).



## Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*

2. Distribute student binders.
3. Review:
  - I AM, the self-existent One
  - God's principle of individuality and the attributes that make God unique
  - The names of God reveal His nature.
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 4 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.



# TIMELINE OF PROMISE

# 5

**Time:** 45 minutes

**Resources:** *CIB*, pp. 20-1; AMO® Apprenticeship Manual; Bible; Timeline

**Review:** God created man in His image with great potential.

**Principle:** God's promise to defeat Satan's evil plan revealed His eternal provision for redemption.

**Scripture:** And I will put enmity between you and the woman, and between your offspring and hers; he will crush your head, and you will strike his heel (Genesis 3:15).

## TEACHER



### Vocabulary:

**blessing** (n.) A prophetic benediction or solemn prayer in which happiness is invoked upon another.

**enmity** (n.) 1) Hatred; ill will. 2) A state of opposition.

**fallen** (adj.) Dropped; descended; degraded; decreased; ruined.

**obedience** (n.) Compliance with a command.

**promise** (n.) In Scripture, the promise of God is the declaration or assurance of bestowing blessings on his people that God has given in his Word. Such assurance, which rests on the perfect justice, power, benevolence, and immutable veracity of God, cannot fail to be performed.

**sinful** (adj.) Having departed from the path of duty prescribed by God; having committed wicked or unrighteous acts.



### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background content.
2. Gather resources: *CIB*, student vocabulary card, and coloring page 5.

## STUDENT



### Key Word:

**promise** (n.) A binding declaration of something to be done for another's benefit.



### Reason Questions:

1. Explain the cause of Adam and Eve's expulsion from the garden of Eden.
2. What were the physical consequences of their disobedience?
3. What were the spiritual consequences of their sin?
4. Define "promise" in your own words.
5. When God makes a promise or a covenant with man, why can we trust Him to fulfill it?



### Notebook Record:

Color and file Timeline coloring page 5.



## Teacher Background:

### ***The Fall of Man: Adam, Eve, and the Serpent, c. ?***

1. God gave Adam many responsibilities in the garden of Eden. He told him to name the animals, to tend the garden, and to multiply and fill the earth. Adam and Eve also enjoyed intimate fellowship with God as He walked with them in the garden (Gen 3:8).
2. God commanded Adam not to eat the fruit of the tree of the knowledge of good and evil. His wife, Eve, was tempted by the serpent to eat the fruit and was deceived by his words: “Did God say, surely, you shall not die?”
3. Adam and Eve disobeyed God’s command and ate the fruit of the tree of the knowledge of good and evil. They believed the lie of the serpent and placed their wills above God’s will. In doing so, they sinned against God’s revealed word (His command).

A keen sense of guilt immediately followed their act of sinning. They hid themselves from God, and their intimate fellowship with God was broken. Sin always breaks fellowship with God because He is holy. And their ability to reason was corrupted.

God desires that His children obey His commands. Obedience yields blessings. When we disobey God’s commands, there are consequences. In this case, the consequence for Adam and Eve affected all of mankind, as they “fell” from fellowship with the living God. We are the descendants of Adam and Eve and are therefore born with the same sinful and fallen nature (Rom 3:23). We are spiritually “dead” to the things of God and His kingdom and cannot see the truth (Jo 8:44; 2 Co 4:4; Eph 2:1-10). Our hearts are deceitful and our reasoning is corrupted.

4. God cast Adam and Eve out of the garden, lest they eat of the fruit of the tree of life and remain forever in a fallen, sinful state. This was both a punishment and an expression of God’s mercy. He cursed the serpent and promised that one day the serpent would be defeated by the seed of the woman—Satan and his plan to destroy mankind would be conquered by Jesus Christ, the revealed Word of God, the Savior and Redeemer (1 Pet 1:18-23).

This promise of God in the garden revealed His eternal plan for the salvation and redemption of sinful man. Scripture tells us that the Lamb was slain from the foundation of the world (Rev 13:8). God had already made provision for the sin of mankind.

Looking forward in time, through Jesus’ sacrificial death on the cross and His resurrection and ascension to the right hand of His heavenly Father, man is able to receive new birth and have his relationship with God restored (Jn 3:16).



## Singing:

“You Are a Promise”

It would take several thousand years for God to bring these things to pass on the earth.

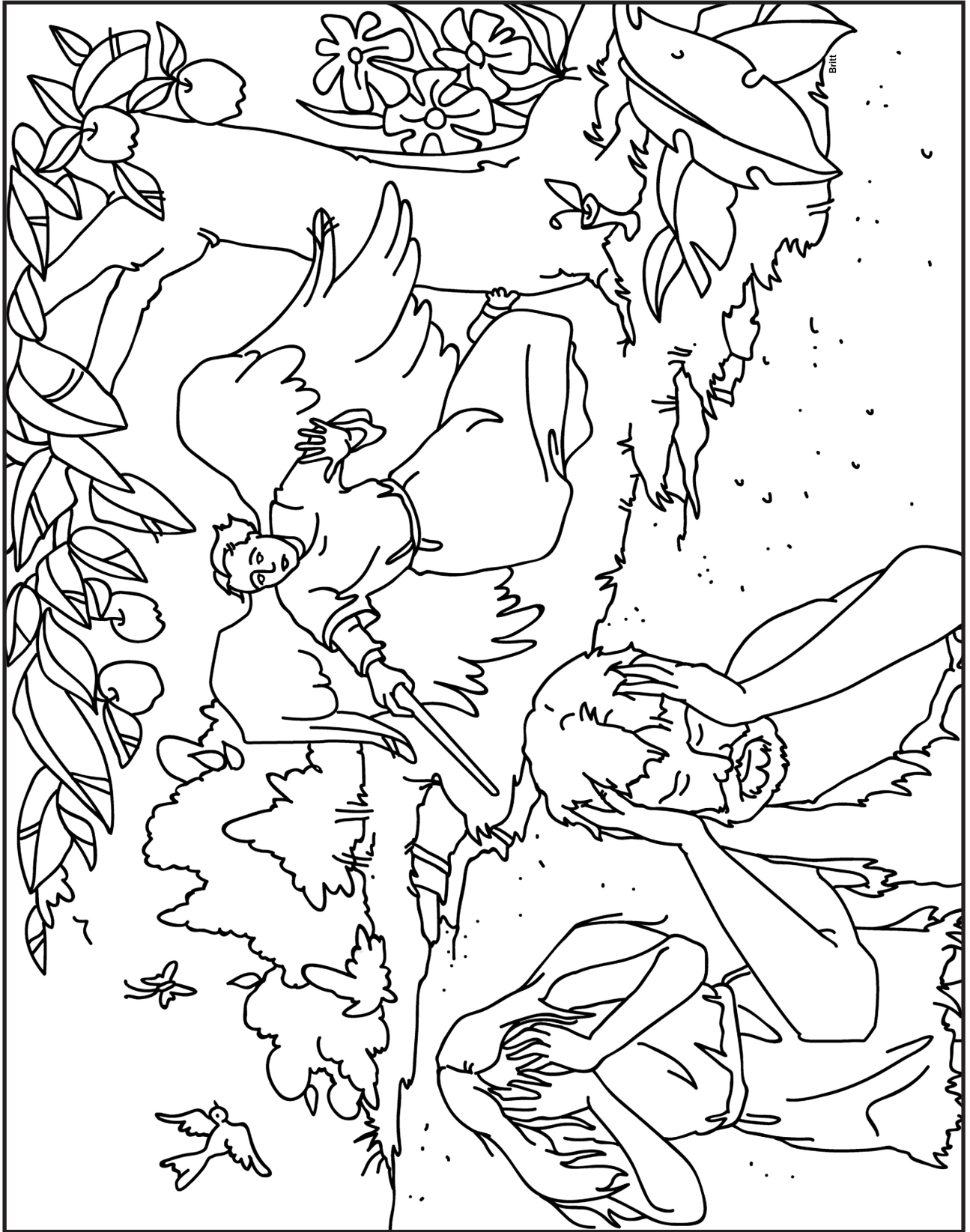
Meanwhile, in Genesis 4, we see the consequences of man's fallen nature in jealousy and murder within the first family, and we read in Genesis 6:5-6: "The Lord saw that the wickedness of man was great on the earth, and that every intent of the thoughts of his heart was only evil continually. And the Lord was sorry that He had made man on the earth, and He was grieved in His heart."



### Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review:
  - God created man in his image. Adam and Eve reflect God's principle of individuality.
  - God created man with great potential and creativity and gave him the ability to think and reason with truth.
  - God blessed Adam and Eve (Gen 1:28) and endowed them with great potential and creativity.
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 5 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Continue learning the song "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.

The Fall of Man: Adam and Eve





# TIMELINE OF PROMISE

# 6

**Time:** 45 minutes

**Resources:** *CIB*, pp. 24-7; Bible: Genesis 6-10; Timeline

**Review:** The fall of man and God's promise to defeat Satan's evil plan

**Principle:** God preserves the righteous.

**Scripture:** [God] did not spare the ancient world, but preserved Noah, a preacher of righteousness, with seven others, when He brought a flood upon the world of the ungodly (2 Peter 2:5).

## TEACHER



### Vocabulary:

**ark** (n.) A large, waterproof boat built by Noah to save his family and the animals from the flood.

**covenant** (n.) An agreement between God and His people in which God makes certain promises and requires certain behavior from them in return.

**descendant** (n.) Any person proceeding from an ancestor; offspring in the line of generation. We are all descendants of Adam and Eve.

**favor** (n.) An act of gracious kindness.

**flood** (n.) The rising of a body of water and its overflowing onto normally dry land.

**foreshadow** (v.) To act as a warning or sign of a future event.

**grieve** (v.) To break the heart of; to cause to feel sorrow.

**humbly** (adv.) Lowly; in a manner not characterized by false pride.

**judgment** (n.) 1) The act of judging or assessing a person, situation, or event. 2) A calamity regarded as sent by God, by way of recompense for wrong committed; a providential punishment.

**obey** (v.) To comply with a command.

**righteous** (adj.) 1) Characterized by or proceeding from accepted standards of morality or justice. 2) Being in right standing with God.

**wicked** (adj.) Morally corrupt in principle or practice.

## STUDENT



### Key Word:

**preserve** (v.) To keep or save from injury or destruction; to defend from evil; to uphold or sustain.



### Reason Questions:

1. Why was God sorry He had made man?
2. What caused God to judge the earth with a flood?
3. Why did God choose Noah and his family to preserve mankind during the flood?
4. What were God's instructions to Noah to prepare for the flood?
5. How many people boarded the ark?
6. How was the door to the ark closed? Who said, "I am the door, if anyone enters through Me, he shall be saved"?
7. What was the covenant or promise God made with Noah? What sign did God place in the sky? What does that sign signify?



## Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, student vocabulary card, and coloring page 6.



## Teacher Background:

### ***God's Judgment: Noah and His Family, c. 2300 B.C.***

1. Adam's descendants increased in numbers upon the earth, and so did man's wickedness and violence. God was sorry that He had made man. After many years of longsuffering with the wicked ways of man, God appointed a day of judgment. He decided to blot out man and bring judgment to the whole earth by a global flood (Gen 6:6-7).
2. There was one righteous and blameless man, named Noah, who found favor in the sight of God. Noah walked humbly with God and obeyed Him. He did exactly what God told him to do (Gen 6:22). God instructed Noah to make a large ark, which took him a long time to build. He told Noah to enter the ark with his family and two of every kind of animal and creeping thing of the ground, along with food enough to feed them all for many days. It was God who shut the door to the ark (Gen 7:16). This foreshadowed Christ as Savior, who taught His disciples: *"I am the door, if anyone enters through Me, he shall be saved"* (Jn 10:9).
3. It rained for 40 days and nights, killing everything on the face of the earth. Only the eight people and the animals on the ark were preserved from death. Just as God judged man in the day of Noah, so a time is coming when He will bring a final judgment to the earth by fire. *"But the day of the Lord will come like a thief . . . the elements will be destroyed with intense heat, and the earth and its works will be burned up"* (2 Pet 3:10).
4. God made a covenant with Noah and his family (Gen 6:18) and preserved them from the destruction of the flood that killed all flesh on the earth. The New Covenant (another word for Testament) promises salvation and eternal life for all who receive Jesus Christ, the promised One, as their personal Savior and Redeemer.
5. When Noah left the ark many months later, he built an altar and worshiped God. God set a rainbow in the sky and promised Noah that He would never again flood the earth. Noah's three sons and their families multiplied and populated the whole earth.



## Notebook Record:

Color and file Timeline coloring page 6.



## Singing:

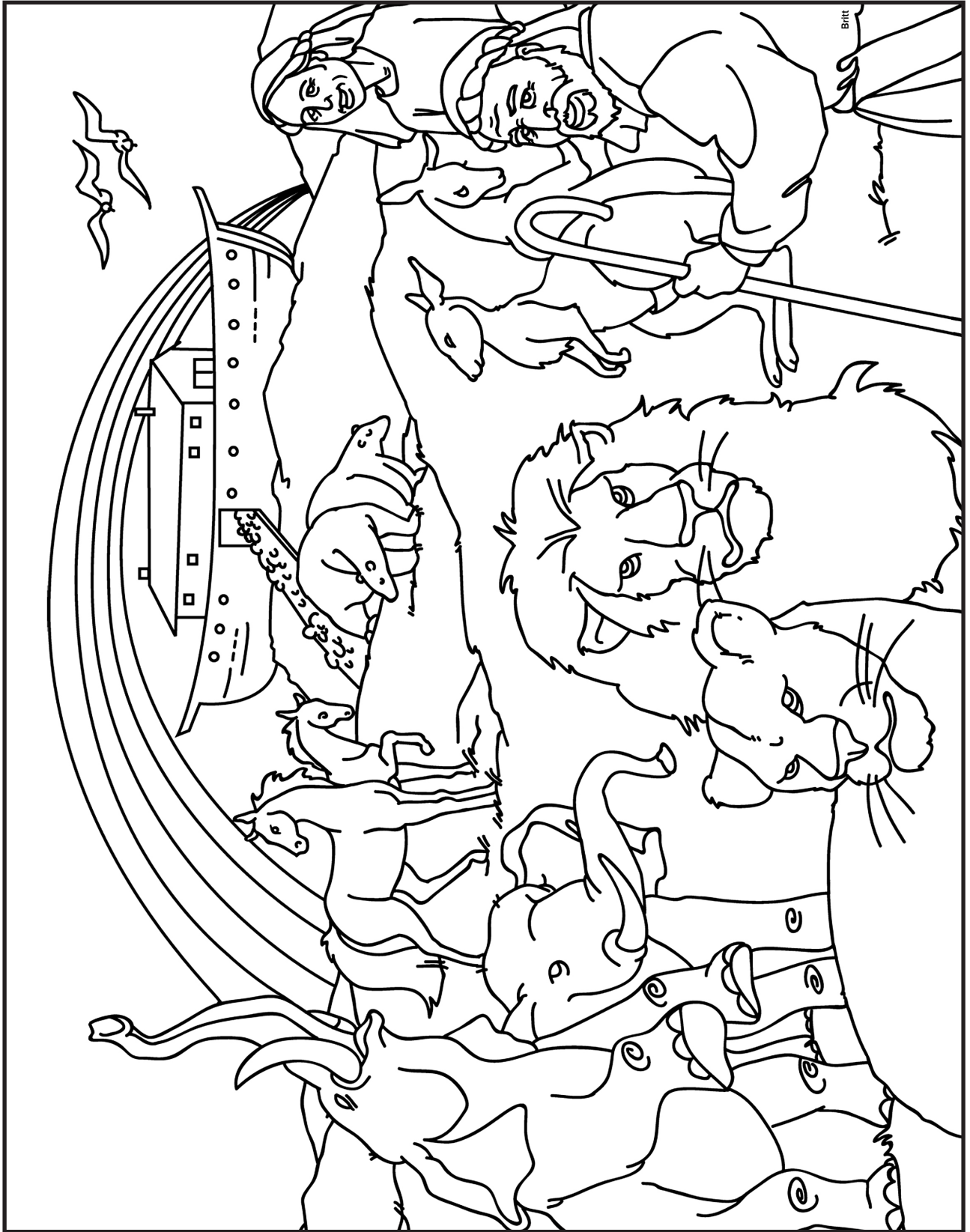
*"You Are a Promise"*



## Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review the fall of man through the sin of Adam and Eve; the grace of God and His promise of redemption; and Cain and Abel, sons of Adam and Eve.
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 6 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Continue learning "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.

God's Judgment: Noah and His Family



# TIMELINE OF PROMISE

# 7

**Time:** 45 minutes

**Resources:** *CIB*, pp. 30-1 & 40 (read as background pp. 28-65); Genesis 11-50; Timeline; Map of Mesopotamia

**Review:** God preserves Noah

**Principle:** God's eternal promise began in His Father-heart and was given to an earthly father to bless families and nations throughout time.

**Scripture:** I will make you a great nation, and I will bless you, and make your name great; and so you shall be a blessing; . . . and in you all the families of the earth will be blessed (Genesis 12:2, 3).

## TEACHER



### Vocabulary:

**civilization** (n.) (L. *civis*, city building) The culture characteristic of a particular time or place, usually tied to a religion or belief system. A civilization has a relatively high level of cultural and technological development, particularly in terms of writing and the keeping of written records.

**confuse** (v.) To make unclear, indistinct, or perplexing.

**culture** (n.) A particular civilization at a particular stage of development; all of the knowledge and common values shared by a society.

**election** (n.) In theology, divine choice.

**family** (n.) People descended from a common ancestor.

**generation** (n.) 1) Offspring. 2) The people of the same period, or living at the same time.

**Messiah** (n.) [Heb. anointed] Christ, the anointed; the Savior of the world.

**nation** (n.) The people who live in a country; a politically organized body of people under a single government.

**sovereign** (adj.) Supreme in power.

## STUDENT



### Key Word:

**patriarch** (n.) The father and ruler of a family, who governs according to family traditions.



### Reason Questions:

1. Why did God confuse the language of the people at the tower of Babel?
2. How did God bless Abram and raise him up to be the patriarch of Israel?
3. Why did it take faith for Abraham to follow God? What did he leave behind? What was he looking for?
4. What was the covenant or promise that God made with Abraham?
5. Define the word "patriarch." Who are the patriarchs of Israel?



## Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, map of ancient Mesopotamia, student vocabulary card, and coloring page 7.



## Teacher Background:

### ***The Promise: Abraham, Isaac, and Jacob, c. 2166 B.C.***

1. After God confused the language of the people at the tower of Babel, He dispersed them all over the world.
2. God initiated His plan to fulfill His promise of a Savior. He chose Abram to be the first patriarch of the nation Israel. Abram was a wealthy man who came from the highly civilized city of Ur of the Chaldeans in Mesopotamia. Display a map of these ancient lands on the wall and locate Ur for the children.
3. God asked Abram and his wife in their old age to leave their homeland and to follow God by faith to a “promised land.” God made a covenant with Abram, promising that Abram would be a father of a mighty nation and that he would bless all nations (Gen 12:1-3; 17:1-8). God changed his name to Abraham.
4. Abraham became the first patriarch of the Hebrews. He believed and obeyed God’s word and walked by faith with God. (Read Heb 11:8-13.) God passed on to Abraham’s son, Isaac, and to his grandson, Jacob, the covenant promises to be a blessing to his nation and through them to all nations. Out of this lineage would one day come the promised Messiah.

*Now the Lord said to Abram, “Go forth from your country, and from your relatives and from your father’s house, to the land which I will show you; and I will make you a great nation, and I will bless you, and make your name great; and so you shall be a blessing; and I will bless those who bless you, and the one who curses you I will curse. And in you all the families of the earth will be blessed” (Gen 12:1-3).*

5. Abraham had two sons, Ishmael and Isaac. Isaac, the younger son, was chosen by God to be “the child of the promise.” Isaac had twins, Esau and Jacob, from whom God chose the younger one, Jacob, to receive the inheritance (Rom 9:10-13). Jacob had twelve sons, who became the twelve tribes of Israel. Abraham, Isaac, and Jacob became the patriarchs, or founding fathers, of Israel. They had great power as heads of their families. Each one of them walked by faith with God, and their obedience bestowed to millions



## Notebook Record:

Color and file Timeline coloring page 7.



## Singing:

“You Are a Promise”

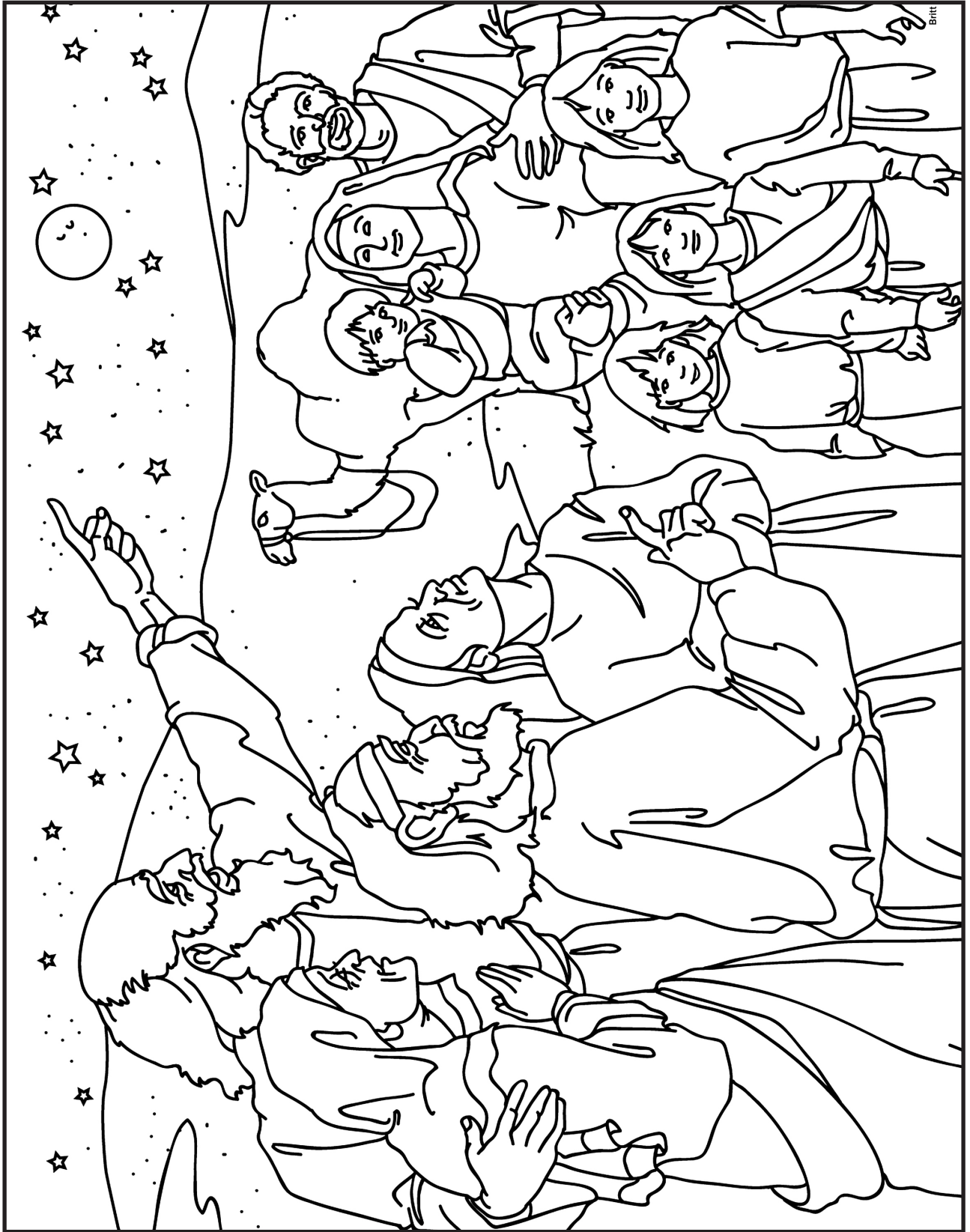
God's blessings that could not be revoked because of His covenant with Abraham. God's covenants or promises are eternal and are passed on through the generations by the sovereign election of God (Rom 11:5; 1 Thes 1:4). This selection and election by God of one individual over another appears throughout the history of Israel. From the beginning of God's choosing Abram, the Israelites would learn the grand lesson of all Scripture—that everything comes to us from God by His grace—that nothing is by man's doing but by God's working!



### Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review:
  - The wickedness of man and God's decision to flood the earth
  - Noah, a righteous man, followed God's instructions.
  - God preserved Noah, his family, and two each of every kind of creature from His destruction. All people groups, nations, civilizations, and languages descend from them.
  - God's covenant (promise) with Noah to never again judge the earth with a flood
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 7 to the children to color while you're reading the story.
7. Read or tell the story for this lesson. Take the time to trace Abram's pilgrimage on the map.
8. Ask the reason questions and have the children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.

The Promise: Abraham, Isaac, and Jacob





# TIMELINE OF PROMISE

# 8

**Time:** 45 minutes

**Resources:** *CIB*, pp. 66-83, selected portions; Bible: book of Exodus; Map; Timeline

**Review:** The life of Abraham and God's covenant with him; the patriarchs of Israel

**Principle:** God's promise of deliverance and redemption came through the blood of the Passover lamb.

**Scripture:** I am the Lord, and . . . I will deliver you from their bondage. I will also redeem you with an outstretched arm and with great judgments (Exodus 6:6).

## TEACHER



### Vocabulary:

**bondage** (n.) The state of being enslaved or under the control of another person.

**captivity** (n.) The state of being imprisoned or enslaved.

**commandment** (n.) An order, law, or precept given by one in authority.

**deliverance** (n.) Recovery or preservation from loss or danger.

**Exodus** (n.) 1) A journey by a large group to escape a hostile environment. 2) The second book of the Old Testament, which tells of the departure of the Israelites out of slavery in Egypt.

**paschal** (adj.) Pertaining to Passover or Easter.

**Passover** (n.) God's preservation of the Hebrews when the angel of death passed over the houses that were marked with the blood of a lamb. Jesus is our Paschal Lamb.

**pharaoh** (n.) The title of the ruler (viewed to be of godly status) in ancient Egypt.

**plague** (n.) 1) Any large-scale calamity, especially when sent by God. 2) Any epidemic disease with a high death rate.

**redeem** (v.) 1) To rescue; to deliver from captivity. 2) To pay the penalty for. 3) To purchase back. Christ has redeemed us from the curse of the law, having been made a curse for us (Gal 3).

**slavery** (n.) 1) Work done under harsh conditions for little or no pay. 2) The state of being under the control of someone else.

**Ten Commandments**, The Decalogue or ten moral laws given by God to Moses on Mt. Sinai.

## STUDENT



### Key Word:

**Passover** (n.) The Jewish feast that celebrates God's hand of deliverance in Egypt, when the angel passed over the Hebrews' houses marked with the blood of a lamb. Jesus is our Passover Lamb.



### Reason Questions:

1. How did the Hebrews come to live in Egypt? Explain what happened to them over the next 400 years.
2. Why did baby Moses' mother place him in an ark in the Nile River? How did God show his providence in Moses' young life?
3. How did Moses' excellent education serve God's purposes when he became the leader of the Hebrews?
4. Relate how God delivered the Hebrews from their bondage in Egypt.



## Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, map, student vocabulary card, and coloring page 8.



## Teacher Background:

### *The Exodus: Moses, c. 1450 B.C.*

1. When years of famine came, the twelve tribes of Israel sought refuge in Egypt with Joseph. They were given land in Goshen on the Nile River and increased greatly in numbers and power. Show on the map. In 1500 B.C., the Egyptians forced the Hebrews into slavery to help construct their cities.
2. God raised up a leader in Moses, who was born when a cruel pharaoh ordered that all male Hebrew babies be killed. Moses' mother saved his life because she saw that "he was no ordinary child." She made an ark (small boat) and placed him in it in the Nile. Pharaoh's daughter found him and raised him as a prince in the Egyptian court. Moses received the best education of the ancient world. He could read and write in several languages and would eventually write the first five books of the Bible.
3. Moses never forgot that he was a Hebrew. As an adult, he watched an Egyptian kill one of his people, after which he killed the attacker. Moses fled Egypt and crossed the Sinai Desert to Midian. There he married Jethro's daughter and became a shepherd. For forty years in the wilderness, God taught Moses many lessons as He prepared him for leadership.
4. God appeared to Moses on Mt. Sinai in a burning bush and called him to deliver His people from their bondage in Egypt. Through ten plagues, God dealt with Pharaoh's hardened heart. Before the tenth plague, God had the Hebrews prepare for their exodus. Each family killed and ate a lamb and spread its blood over the lintels and doorposts of their houses. The angel of death passed over the Hebrews' houses and killed all the firstborn sons of the Egyptians. The Hebrews fled, and God parted the Red Sea. After 430 years of captivity, they were free at last. Passover is still celebrated by Jews today as a memorial of God's mighty hand of deliverance and redemption. The shedding of Christ's blood purchased deliverance and redemption for mankind once for all time. He is the Paschal Lamb of God for all who believe on Him (1 Pe 1:19; Rev 13:8).

5. Explain why the angel of death passed over the Hebrew homes.
6. Relate how the Passover feast points to Jesus Christ, the Lamb of God.



## Notebook Record:

Color and file Timeline coloring page 8.



## Singing:

"You Are a Promise"

5. God watched over the Hebrews and miraculously provided for their every need. The people grew weary and grumbled about God's provision. This brought God's judgment upon them. They wandered for forty years in the wilderness without ever entering the Promised Land. God gave Moses the Ten Commandments on Mt. Sinai, where Moses saw God face-to-face.

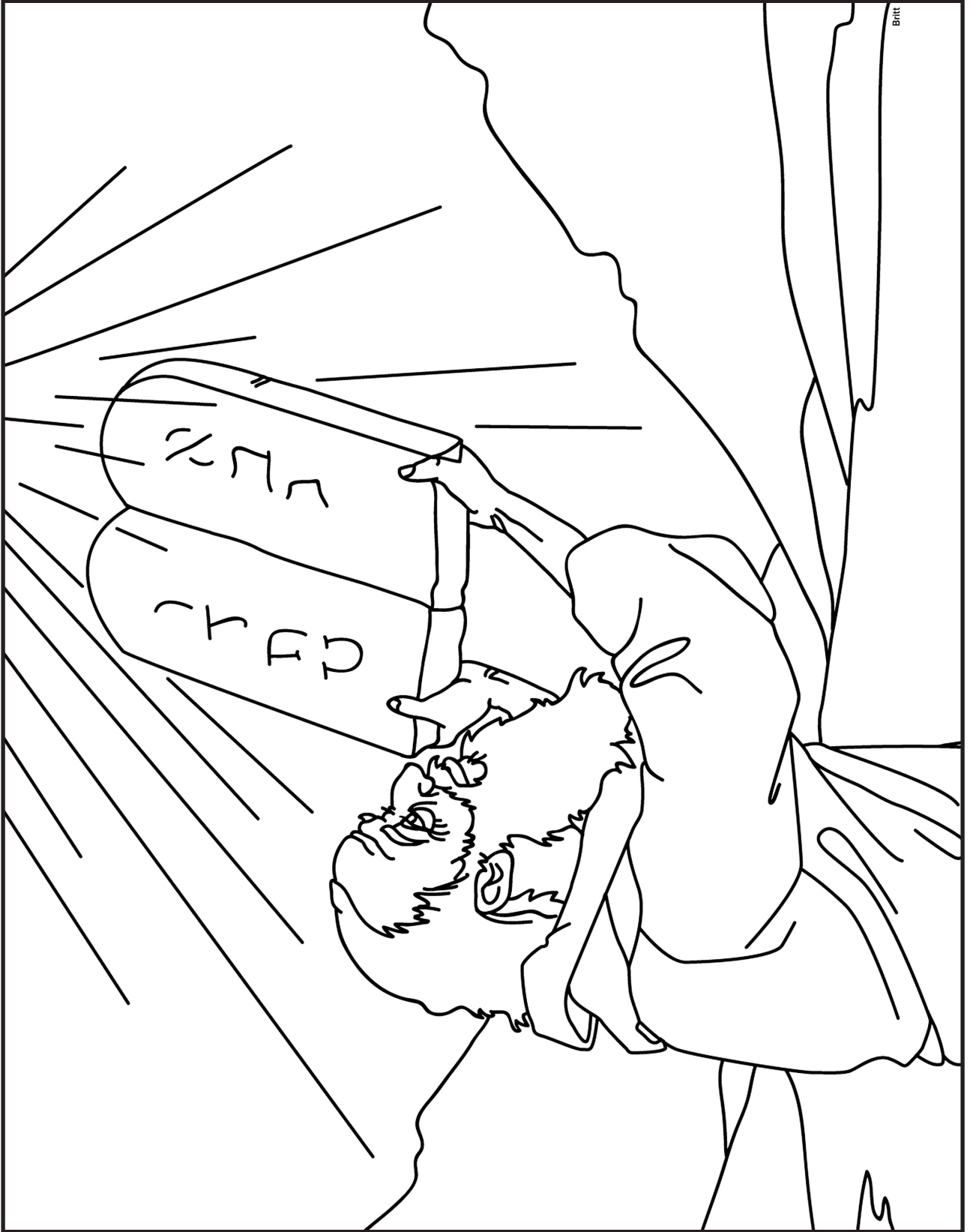
When the generation of those who complained against God had all died in the wilderness, God led His people into the Promised Land under the leadership of Joshua. What should have been an eleven-day journey took forty years! (Read Num 14:34.) Because of a disobedient incident, God did not permit Moses to enter the Promised Land, and he died before the Israelites entered Canaan.



### Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review:
  - Abraham's call and the generations of patriarchs to follow
  - The concepts of family, tribe, nation, civilization, and generation
  - The covenant or promise God made with Abraham
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 8 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.

The Exodus: Moses



Britt

# TIMELINE OF PROMISE

# 9

**Time:** 45 minutes

**Resources:** *CIB*, pp. 88-95, selected portions; Bible: book of Joshua; Timeline

**Review:** Moses and God's deliverance of the Hebrews from Egypt

**Principle:** God's promises never fail and are forever.

**Scripture:** Not one of all the good promises the Lord your God gave you has failed. Every promise has been fulfilled; not one has failed (Joshua 23:14).

## TEACHER



### Vocabulary:

**anoint** (v.) To administer with oil to consecrate for holy or sacred use; to confer blessing or healing. The practice of anointing was common among the Hebrews. The ointment was made of olive oil, perfumed with spices and myrrh and carried in the horn of a ram.

**Ark of the Covenant**, The sacred golden chest in which were kept the two tablets containing the Ten Commandments, Aaron's rod that budded, and the golden pot of hidden manna.

**conquer** (v.) To put down by force or authority; to take possession of without permission or to take with force, as after a conquest or invasion.

**impact** (v.) To have an effect upon.

**revoke** (v.) To call or bring back; to recall.



### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, map, student vocabulary card, and coloring page 9.

## STUDENT



### Key Word:

**provide** (v.) To furnish or supply; to obtain beforehand and make ready for future use; to prepare.



### Reason Questions:

1. When Moses died, whom did God raise up to lead the Hebrews?
2. With what did God provide Joshua so that he was strengthened and encouraged to lead the Hebrews into the Promised Land?
3. Where did God's written Word originate? Name the first five books of the Old Testament that Moses wrote.
4. Relate two promises God had made to Abraham hundreds of years earlier that were fulfilled under Joshua's leadership. What does this prove about God as a promise keeper?
5. What promises are you standing on for your life as a child of God?



## Teacher Background:

### ***The Promised Land: Joshua, c. 1400 B.C.***

1. God anointed Joshua to follow in the footsteps of Moses and lead the Hebrews into the Promised Land. Meditating on the Word of God strengthened and encouraged Joshua for his important role as their new leader.
2. God had promised this land to their patriarch, Abraham, before he ever had children:

*The Lord said to Abram after Lot had parted from him, "Lift up your eyes from where you are and look north and south, east and west. All the land that you see I will give to you and your offspring forever. . . . Go, walk through the length and breadth of the land, for I am giving it to you" (Gen 13:14-17).*

God's promises are eternal and cannot be revoked.

*He has remembered His covenant forever, the word which He commanded to a thousand generations (Ps 105:8).*

*The grass withers, the flower fades, but the word of our God stands forever (Is 40:8).*

3. God raised up Joshua as the leader of the younger generation and provided everything he needed in His word. He told Joshua,

*"Only be strong and very courageous; be careful to do according to all the law which Moses My servant commanded you; do not turn from it to the right or to the left, so that you may have success wherever you go. This book of the law shall not depart from your mouth, but you shall meditate on it day and night, so that you may be careful to do according to all that is written in it; for then you will make your way prosperous, and then you will have success. Have I not commanded you? Be strong and courageous! Do not tremble or be dismayed, for the Lord your God is with you wherever you go" (Josh 1:7-9).*

This is the way to enter our "promised land," as well. This is the only way to impact our culture for Christ! God's Word is alive! It is our best offensive and defensive weapon! (Heb 4:12).

4. Joshua sent two spies into Canaan to survey the territory. The harlot Rahab saved their lives.
5. The young generation of Hebrews crossed the Jordan River at flood stage. Only two from the older generation entered the Promised Land—Joshua and Caleb. The priests carried the Ark of the Covenant into the water, and God immediately stopped and divided the river in a similar manner as at the Red Sea. The Ark of the Covenant represented the



## Notebook Record:

Color and file Timeline coloring page 9.



## Singing:

"You Are a Promise"

presence of God in the people's midst. They captured Jericho, spared Rahab and her family's lives, and moved on into the Promised Land.

6. The twelve tribes settled in the Promised Land and over time conquered most of their enemies. They had become a nation that could defend itself (Gen 12:2).
7. Before Joshua died, he reminded them that not one of God's promises had failed! Every promise was fulfilled (Josh 23:14).



### Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review:
  - God's calling and providential preparation of Moses as deliverer, lawgiver, and the first Jewish historian
  - The Passover meal; the Paschal Lamb
  - Deliverance from Egypt and wandering forty years in the wilderness
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 9 to the children to color while you're reading the story.
7. Read or tell the story for this lesson. Locate Canaan on the map for the children.
8. Ask the reason questions and have the children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.

The Promised Land: Joshua





# TIMELINE OF PROMISE

# 10

**Time:** 45 minutes

**Resources:** *CIB*, pp. 108-18, selected portions; Bible: 1 Samuel; Timeline

**Review:** Entering the Promised Land; God's promises never fail.

**Principle:** God hears and answers the prayers of the righteous.

**Scripture:** The effective prayer of a righteous man can accomplish much (James 5:16).

## TEACHER



### Vocabulary:

**barren** (adj.) Not bearing offspring.

**call** (v.) To appoint or designate, as for an office, a duty, or employment.

**favor** (n.) An act of gracious kindness; an advantage benefiting someone or something.

**fervently** (adv.) Intensely felt; characterized by intense emotion.

**judge** (n.) 1) A person who was appointed by God with both civil and military powers and who governed Israel. 2) One appointed to decide on the merits of a question or on the quality or value of anything.

**priest** (n.) A man who officiates in sacred offices. In the days of Moses, the office of priest was restricted to the tribe of Levi, and the priesthood consisted of three orders, the high priest, the priests, and the Levites. The office was made hereditary in the family of Aaron, the brother of Moses.

**prophet** (n.) A figure of authority who speaks by divine inspiration, through encouragement and direction, the mind and will of God.

**stature** (n.) The natural height of a person in an upright position.



### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.

## STUDENT



### Key Word:

**prayer** (n.) The act of communicating with God, especially as a thanksgiving, petition, adoration, or seeking of forgiveness.



### Reason Questions:

1. For what did Hannah pray? How did God answer her prayer?
2. Who was Samuel and where did he grow up?
3. Who was Samuel's teacher, and what did Samuel study as a little boy? How did this prepare him for God's calling on his life?
4. How did Samuel use his education to bless his nation?
5. What was said of God's promises to Samuel throughout his whole life? (2 Samuel 3:19).
6. What important principle are you learning about God and His promises?

2. Gather resources: *CIB*, student vocabulary card, and coloring page 10.



### Teacher Background:

#### **Governance of Israel: Samuel, c. 1100 B.C.**

1. Hannah was an aging, barren woman who lived during the time when Israel was governed by judges. She often prayed in the temple at Shiloh, where the Ark of the Covenant was kept.
2. One year she fervently prayed, “Lord, please send me a son, and I promise I will dedicate him to serve You.” The high priest, Eli, heard her prayer and blessed Hannah before she left the temple, saying, “May God grant you your petition.” God did indeed hear and answer her prayer, and Hannah gave birth to a son whom she named Samuel. Hannah did not forget her promise to God and took young Samuel to live in the temple with Eli, the high priest. God revealed to Samuel at a young age that His hand was upon him.
3. Samuel lived in a time when Israel’s heart had grown cold and the people were sinning greatly against God. It was one of the darkest periods of Israel’s history. Samuel studied the Law of God with Eli. He learned to hear the voice of God and to obey God’s commands. He grew in stature and in favor, both with the Lord and with man (1 Sam 2:26).
4. God raised him up to be a righteous national leader. Samuel anointed the first two kings of Israel, Saul and David. Samuel served his nation as priest, prophet, judge, and kingmaker.
5. Samuel also founded the schools of the prophets in Israel and educated young men in the Law of God. He sent them back to their villages, and within twenty years Israel’s heart turned back to God. The Lord was with him throughout his life and let none of His words fail (2 Sam 3:19).



### Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review:
  - The life of Joshua as a leader of the Israelites
  - The source of Joshua’s strength and encouragement as a leader
  - God, the promise giver and promise keeper



### Notebook Record:

Color and file Timeline coloring page 10.

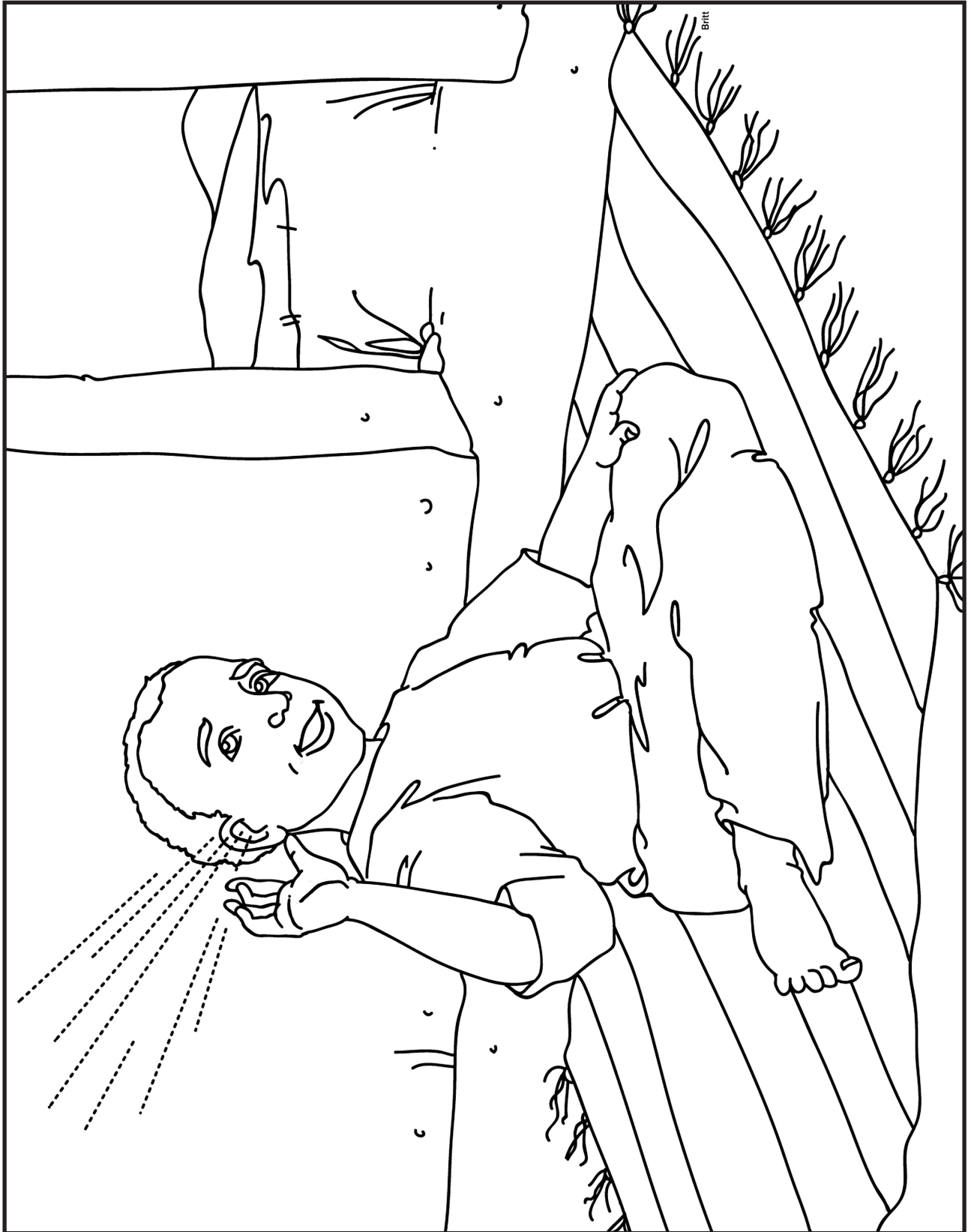


### Singing:

“You Are a Promise”

4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 10 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.

The Governance of Israel: Samuel



# TIMELINE OF PROMISE

# 11

**Time:** 45 minutes

**Resources:** *CIB*, pp. 116-129, selected portions; Bible: 1 Samuel; Timeline

**Review:** The life and contributions of Samuel and the power of a righteous man's prayer

**Principle:** God looks at the heart of man and honors those who love Him.

**Scripture:** For the eyes of the Lord move to and fro throughout the earth that He may strongly support those whose heart is completely His (2 Chronicles 16:9).

## TEACHER



### Vocabulary:

**faith** (n.) The agreement of the mind with the truth of what God has revealed. Simple belief in the Scriptures and in the being and perfections of God.

**forgive** (v.) To pardon or overlook an offense or debt and treat the offender as not guilty.

**incur** (v.) To bring upon oneself the displeasure of God.

**lineage** (n.) The descendants of one individual.

**pagan** (n.) A heathen; a Gentile; an idolater; one who worships false gods.

**psalm** (n.) 1) A sacred song or hymn; a song composed on a divine subject and in praise of God. 2) One of the collection of 150 songs in the Old Testament book of Psalms, many of which were written by King David.

**theocracy** (n.) The belief in government by divine guidance.



### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, student vocabulary card, and coloring page 11.

## STUDENT



### Key Word:

**passion** (n.) Intense or eager desire; zeal.



### Reason Questions:

1. Name the three kings of Israel you learned about in this lesson.
2. Why did Israel want an earthly king?
3. Who did Samuel anoint as Israel's first earthly king? What happened to him?
4. On what basis was David anointed Israel's second king?
5. What role did God's Word play in young David's life?
6. Describe the passion of David's heart and how it served God's plan and purposes.
7. Describe your heart toward God.



### Notebook Record:

Color and file Timeline coloring page 11.



## Teacher Background:

### ***A Man after God's Own Heart: David, c. 1000 B.C.***

1. God established Israel as a theocracy. He never intended His people to have an earthly king. He Himself was their King and governed through His Law by judges who were appointed. But the Israelites wanted to be like the pagan nations, so they asked Samuel to appoint an earthly king.

After Samuel prayed, the Lord led him to anoint Saul as king of Israel. Saul soon disobeyed God's Word and incurred His anger.

*But now your kingdom shall not endure. The Lord has sought out for Himself a man after His own heart, and the Lord has appointed him as ruler over His people, because you have not kept what the Lord commanded you (1 Sam 13:14).*

David, a young shepherd boy, was then anointed by Samuel to become the next king of Israel. David was a youth filled with passion and love for God. He knew God's Word and meditated upon it. His faith was so strong when he was young that he was able to kill the giant Goliath with his slingshot.

2. God chose David because David had a heart after God! Man looks at the outward appearance, but God looks internally at the heart.

*But the Lord said to Samuel, "Do not look at his appearance or at the height of his stature . . . for God sees not as man sees, for man looks at the outward appearance, but the Lord looks at the heart" (1 Sam 16:7). For the eyes of the Lord move to and fro throughout the earth that He may strongly support those whose heart is completely His (2 Chr 16:9).*

3. David was also a poet and a musician, who wrote many praise and worship songs to the Lord. They are recorded in the book of Psalms. David became a warrior-king of Israel, who fought and won many battles. He often failed and often sinned, but his heart never grew cold toward God. God always forgave David and honored the passion of his heart toward God.

*"When your days are complete and you lie down with your fathers, I will raise up your descendant after you . . . Your house and your kingdom shall endure before Me forever; your throne shall be established forever." . . . so Nathan spoke to David (1 Chr 17:13, 15).*

4. God's promises to Adam and Abraham will be fulfilled through the lineage of King David. Jesus Christ, the King of kings, will be born of the family of King David 1,000 years later! (Mt 1:1-17).



## Singing:

"You Are a Promise"

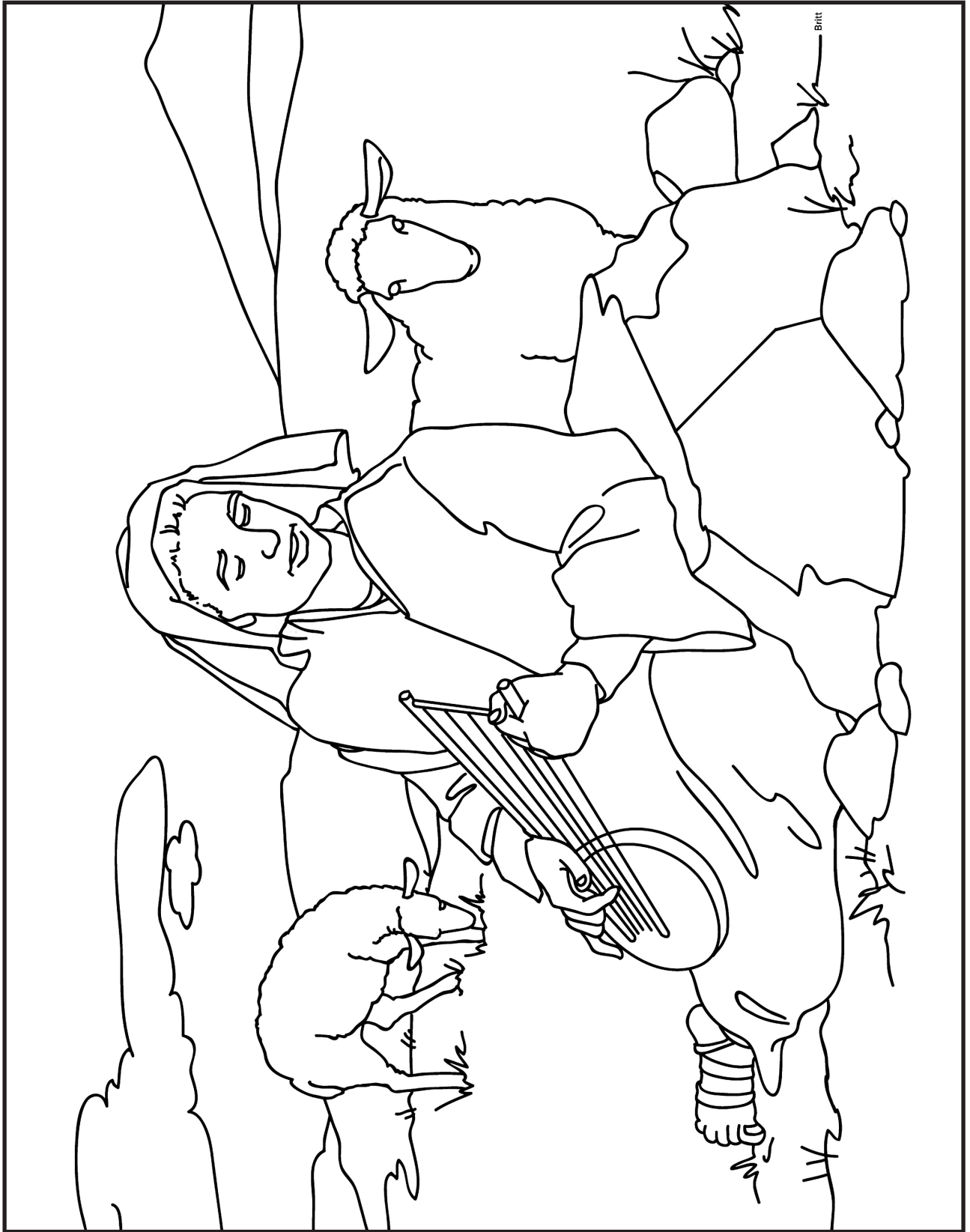
*After He had removed Saul, He raised up David to be their king, concerning whom He also testified and said, "I have found David, the son of Jesse, a man after My heart, who will do all My will." From the descendants of this man, according to promise, God has brought to Israel a Savior, Jesus (Acts 13:22-23).*



### **Teaching Plan:**

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review:
  - The life, character, and contributions of Samuel (judge, priest, prophet, and kingmaker).
  - The role of biblical education in turning a nation's heart toward God.
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for this principle during the reading.
6. Distribute Timeline coloring page 11 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.

A Man after God's Own Heart: David





# TIMELINE OF PROMISE

# 12

**Time:** 45 minutes

**Resources:** *CIB*, pp. 156-7, selected portions; Bible: 2 Kings 22-23; Timeline

**Review:** The heart and lineage of King David; God looks at the heart, not at the outward appearance.

**Principle:** Evil flees a nation when God's principles are upheld.

**Scripture:** When the godly are in authority, the people rejoice; but when the wicked are in power, they groan (Proverbs 29:2).

## TEACHER



### Vocabulary:

**altar** (n.) [Heb. to slay] 1) Any structure of earth or unwrought stone on which sacrifices were offered. Altars were generally erected in conspicuous places. 2) The table in Christian churches where Communion/the Lord's Supper/the Eucharist is given.

**consequence** (n.) That which follows from any act, cause, principle, or series of actions.

**despair** (v.) To abandon hope; give up hope; lose heart.

**reign** (n.) The period during which a king rules or is sovereign.

**restore** (v.) 1) To return to a person something he has lost or that has been taken from him and unjustly detained. 2) To return to its original condition or place. 3) To bring back or recover from lapse, degeneracy, declension, or ruin to its former state. 4) To return to life; to give new life or energy; to heal.

**temple** (n.) A structure designated for worship.

**vow** (v.) To promise; to make a solemn pledge to do something or behave in a certain manner.



### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, student vocabulary card, and coloring page 12.

## STUDENT



### Key Word:

**principle** (n.) The cause, source, or origin of anything; the foundation; a general truth; a seed.



### Reason Questions:

1. What happened to Israel after King Solomon died? What type of kings reigned during this time in its history?
2. Who was Josiah and what was so extraordinary about him?
3. What was discovered during Josiah's temple restoration project? How did Josiah respond to this discovery?
4. What principle did young King Josiah apply in his reign that restored God's blessings to Judah?
5. What principles did young Josiah's life teach you about receiving the blessings of God in your life?



## Teacher Background:

### **Restoring God's Law: Josiah c. 648 B.C.**

1. Solomon followed his father David to the throne. He built a temple in Jerusalem for the worship of God, which provided a permanent home for the Ark of the Covenant. Solomon prayed for wisdom and became the wisest man in the world.
2. After Solomon's reign, the kingdom of Israel was split in two: the northern kingdom, Israel, and the southern kingdom, Judah. There were many kings who did evil in the sight of the Lord.

God raised up pagan nations to destroy both kingdoms. In 200 years the ten tribes of Israel in the northern kingdom were scattered by the Assyrians, and in 335 years the southern kingdom of Judah was conquered and enslaved by the Babylonians.

3. Before Judah fell, there arose an eight-year-old king named Josiah. Although his father and grandfather did evil in the sight of God, young Josiah sought the God of his forefathers and purged Judah of all its pagan influences.

*Before him there was no king like him who turned to the Lord with all his heart and with all his soul and with all his might, according to all the law of Moses; nor did any like him arise after him (2 Ki 23:23-25).*

4. When Josiah was eighteen years old, he initiated a temple restoration, during which the workers found the only copy of God's Law in existence. Josiah knew nothing about it, because there had been an eighty-year famine of God's Word. When he heard God's Word read aloud by the priest, he despaired of the consequences from God upon his people.
5. Josiah called all the people together in the temple and read them the scroll of the Law. He and his people vowed to keep the Word of the Lord and obey it. They renewed their covenant with God. Josiah had all the pagan altars and statues of false gods destroyed, saying: "Now my country is cleansed of evil and we may once again celebrate Passover!"
6. God blessed the reign of young Josiah for returning to the godly principles of the sacred Scriptures and restoring the Law of God in the hearts of his people.



## Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.

6. How will what you learned from Josiah's life affect your personal choices and decisions?



## Notebook Record:

Color and file Timeline coloring page 12.

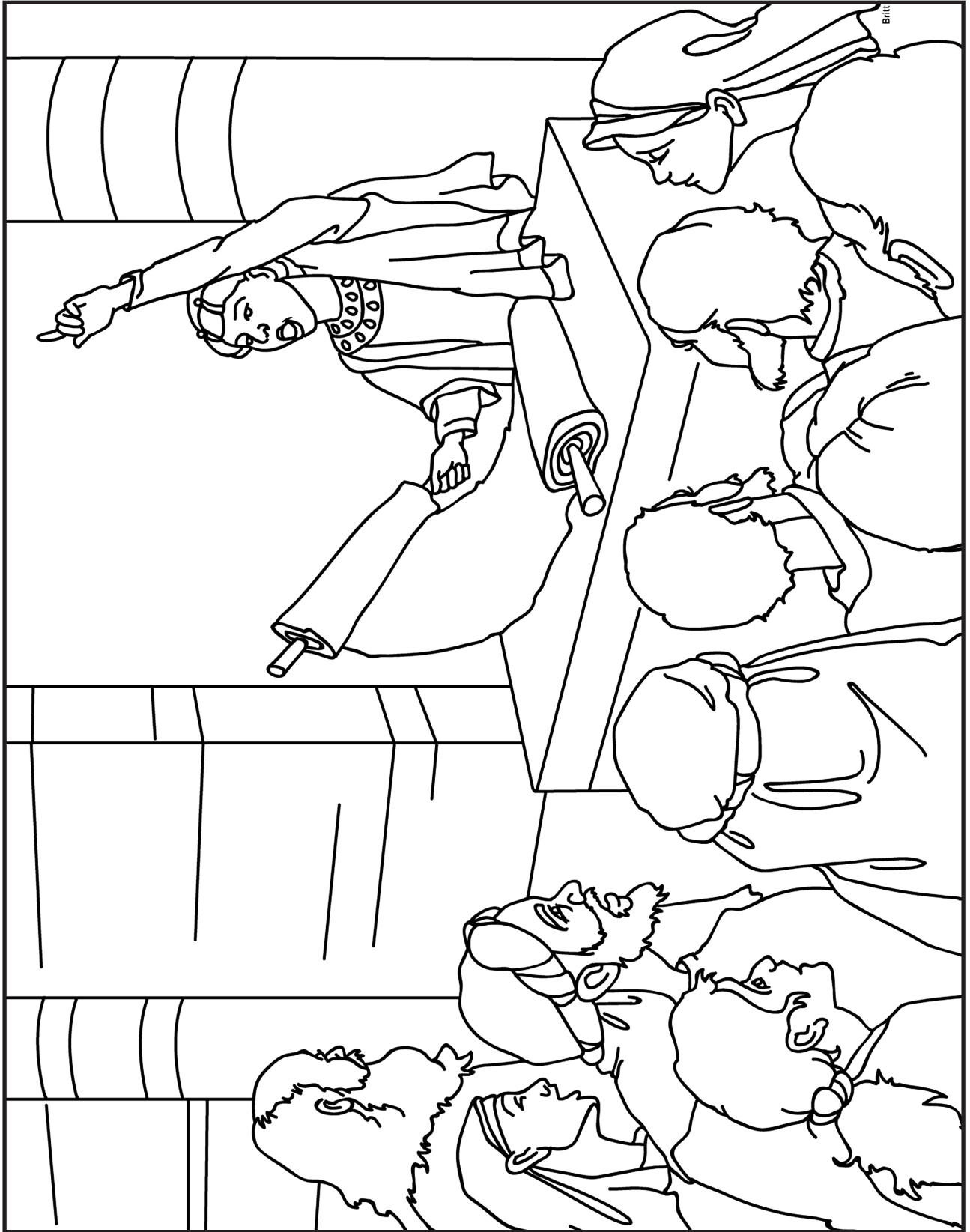


## Singing:

"You Are a Promise"

3. Review:
  - The first three kings of Israel
  - The heart and contributions of King David
  - Jesus Christ, the King of kings, descended from the lineage of David.
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 12 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.

Restoring God's Word: King Josiah



# TIMELINE OF PROMISE

# 13

**Time:** 45 minutes

**Resources:** *CIB*, pp. 158-61; Bible: Jeremiah and 2 Kings; Timeline

**Review:** The heart and actions of young King Josiah; the place of God's Word in restoration

**Principle:** God often uses His prophets to speak forth His promises.

**Scripture:** "I will raise up a prophet from among their countrymen . . . and I will put My words in his mouth, and he shall speak to them all that I command him" (Deuteronomy 18:18).

## TEACHER



### Vocabulary:

**abduct** (v.) To kidnap; to take away by force; to carry away wrongfully, usually by violence.

**apostasy** (n.) The total desertion or departure from one's faith and principles.

**consecrate** (n.) To solemnly dedicate to or set apart and bless for a high or sacred purpose.

**exhortation** (n.) 1) A communication intended to urge or encourage one to take some action. 2) Advice.

**forbid** (v.) To oppose, hinder, or prevent; to deny, exclude from, or warn off by express command.

**judgment** (n.) 1) The act of assessing a person, a situation, or an event. 2) The legal document stating the reasons for a judicial decision.

**lamentation** (n.) A cry of sorrow and grief.

**stern** (adj.) Severe in making demands; having a strict countenance or demeanor.



### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, Bible, student vocabulary card, and coloring page 13.

## STUDENT



### Key Word:

**prophet** (n.) A figure of authority who speaks God's mind and will by divine inspiration.



### Reason Questions:

1. Who was Jeremiah and when did God consecrate him for his calling?
2. Name other Bible figures of whom this is written. What did you learn from Psalm 139 about yourself in this regard?
3. What is a prophet? Why did God ordain the office of prophet?
4. Explain the call that God placed on Jeremiah. Relate some of his experiences as a prophet.
5. What lessons did you learn from the life of this faithful but unpopular prophet?



## Teacher Background:

### **God Speaks through His Prophets: Jeremiah, c. 640 B.C.**

1. Jeremiah was set apart or consecrated by God as a prophet before he was born in his mother's womb, just as were Samson, Samuel, John the Baptist, Jesus, and the apostle Paul.

*"Before I formed you in the womb I knew you, and before you were born I consecrated you; I have appointed you a prophet to the nations." Then I said, "Alas, Lord God! Behold, I do not know how to speak, because I am a youth." But the Lord said to me, "Do not say, 'I am a youth,' because everywhere I send you, you shall go, and all that I command you, you shall speak. . . . Behold, I have put My words in your mouth. See, I have appointed you this day over the nations and over the kingdoms, to pluck up and to break down, to destroy and to overthrow, to build and to plant" (Jer 1:5-10).*

2. Jeremiah began his ministry at around the age of twenty, during the reign of King Josiah, his friend. After Josiah died, Jeremiah nearly lost his life and was forbidden to go to the temple. Judah's heart turned away from God, and she fell into apostasy and incurred God's severe judgment.
3. God ordained prophets to communicate His mind and will to men through words of exhortation and direction. God spoke words of blessing and also words of warning and judgment through His prophets. God's prophets also foretold of the coming of the Messiah, the promised Savior:

*. . . for they will cry to the Lord because of oppressors, and He will send them a Savior and a Champion, and He will deliver them (Is 19:20).*

4. Jeremiah served God faithfully for more than forty years, proclaiming God's judgment on sinful Judah. He endured opposition, beatings, and imprisonment, as many prophets did, because God gave him a stern and difficult message for the people. When they continued to ignore His words, God raised up the Babylonian Empire to take Judah captive.
5. Jeremiah was faithful to God throughout his unpopular ministry as a prophet to the nations! He spoke forth all God's messages, just as the Lord asked him to do. He was called "the weeping prophet" and wrote two books of the Bible: Jeremiah and Lamentations.



## Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*



## Notebook Record:

Color and file Timeline coloring page 13.

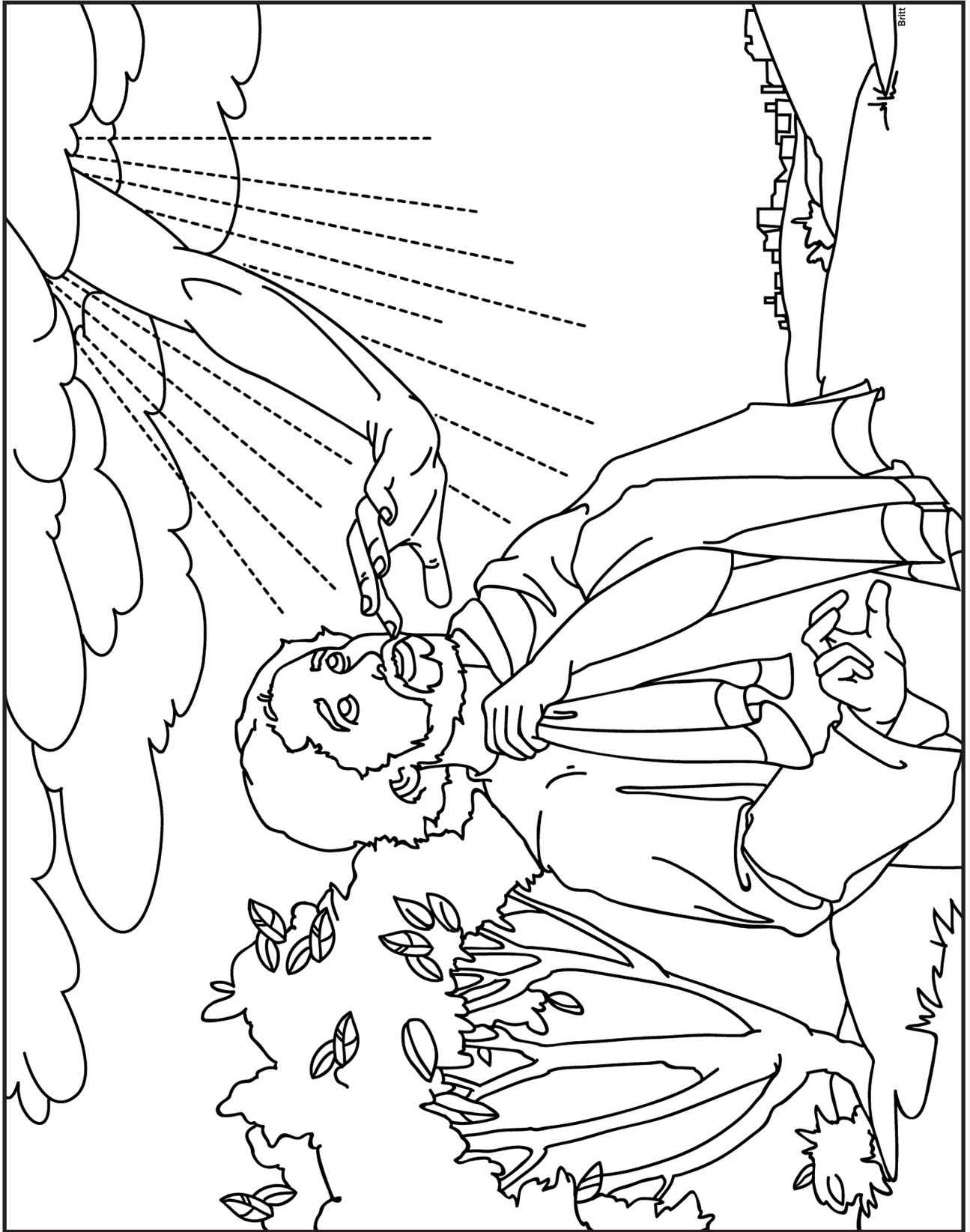


## Singing:

"You Are a Promise"

2. Distribute student binders.
3. Review:
  - The heart and actions of young King Josiah
  - The power of God’s Word to restore individuals and nations
  - When leaders honor God’s Word, He blesses their nation.
  - God’s judgment on Israel and Judah
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 13 to the children to color while you’re reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Sing “You Are a Promise.”
10. Conclude with a short prayer and blessing for the children.

God Speaks through His Prophets: Jeremiah





# TIMELINE OF PROMISE

# 14

**Time:** 45 minutes

**Resources:** *CIB*, pp. 168-71; Bible: Esther; Timeline

**Review:** Jeremiah's calling as a prophet; God's judgment on Israel and Judah

**Principle:** A nation can be saved through the petitions and courage of one individual.

**Scripture:** If I have found favor in your sight, O king, and if it pleases the king, let my life be given me as my petition, and my people as my request (Esther 7:3).

## TEACHER



### Vocabulary:

**captivity** (n.) The state of being imprisoned or of being a slave.

**conquer** (v.) To take possession of without permission or to take by force, as after an invasion or war.

**courage** (n.) The ability to confront fear in the face of pain, danger, uncertainty, or intimidation.

**decree** (n.) An order or law given by one in authority.

**disperse** (v.) To cause to separate and go in different directions.

**groom** (v.) 1) To care for the external appearance. 2) To prepare someone for a future role or function.

**intercede** (v.) To beg or plead on behalf of another.

**Messiah** (n.) [Heb. To anoint] The expected king and deliverer of the Hebrews; the Savior; the Christ ["anointed one" in Gk.].

**persecute** (v.) To injure, cause to suffer, afflict, or kill for adherence to a system of religious principles.



### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, Bible, student vocabulary card, and coloring page 14.

## STUDENT



### Key Word:

**petition** (n.) A formal request for something submitted to one who has the authority to grant it.



### Reason Questions:

1. How did God deal with the rebellion and sin of both Israel and Judah?
2. What are you learning about the nature of man and about God's character and nature through this study of history?
3. Who was Esther, and where did she live?
4. For what gospel purpose was young Esther providentially prepared by God?
5. In thinking about Samuel, David, Josiah, Jeremiah, Daniel and his three friends, and now Esther, what do you notice they had in common? How would you defend their ability as young teenagers to lead others?



## Teacher Background:

### ***For Such a Time as This: Esther, c. 465 B.C.***

1. God raises up nations and leaders for His gospel purposes and brings them down as well (Job 12:23; Dan 2:21). When Israel and Judah refused to heed His warnings, God raised up two great civilizations with mighty armies to judge and disperse His people. Israel's ten tribes were dispersed by the Assyrians. Judah's two tribes were taken into captivity by the Babylonians.
2. Young Daniel and his three Hebrew friends found themselves in the court of Nebuchadnezzar in Babylon. They stood firm in their godly beliefs and resisted the ways of the pagan king. Daniel became an important leader in Babylon until he was persecuted. His three friends were thrown into a fiery furnace but were saved by the presence of the Lord, who was with them!
3. When the Medes and the Persians conquered Babylonia, Daniel disobeyed a new law requiring everyone to pray to the new king. He was found praying to the living God and was thrown into a den of hungry lions. God spared his life through His presence with him!
4. Seventy years later, God raised up another youth, this time a Jewess named Esther. She found favor with the Persian king, Xerxes, who was seeking a new wife. Esther was groomed, along with many others, for a year. This was most unusual because Esther was not Persian but a Jewess in captivity. Her relative, Mordecai, served in the court of the king and was raising her because her parents had died. She was beautiful, and God's favor and protection rested upon her for His gospel purposes.
5. Esther was chosen as the next queen of Persia. It was not long before the chief prefect, Haman, issued an evil decree to kill all the Jews in this large empire. He was angry because Mordecai would not worship him.  
Mordecai sought Esther to intercede on behalf of all the Jews, saying, "Who knows whether you have not attained royalty for such a time as this?" She was fearful but called for fasting and prayer on her behalf, saying, "I will petition the king. If I die, I die" (Es 4:14-16). Esther found favor with Xerxes, and through a series of God's providences the king's decree to kill all the Jews was revoked. God protected His people through the courage of a youth willing to sacrifice her life to save her people.
6. God preserved His chosen people, out of whom He would in the fullness of time bring forth the Messiah—His Son Jesus Christ, the promised Savior!

6. What is God speaking to your heart about your role and that of your friends as young leaders?



### **Notebook Record:**

Color and file Timeline coloring page 14.



### **Singing:**

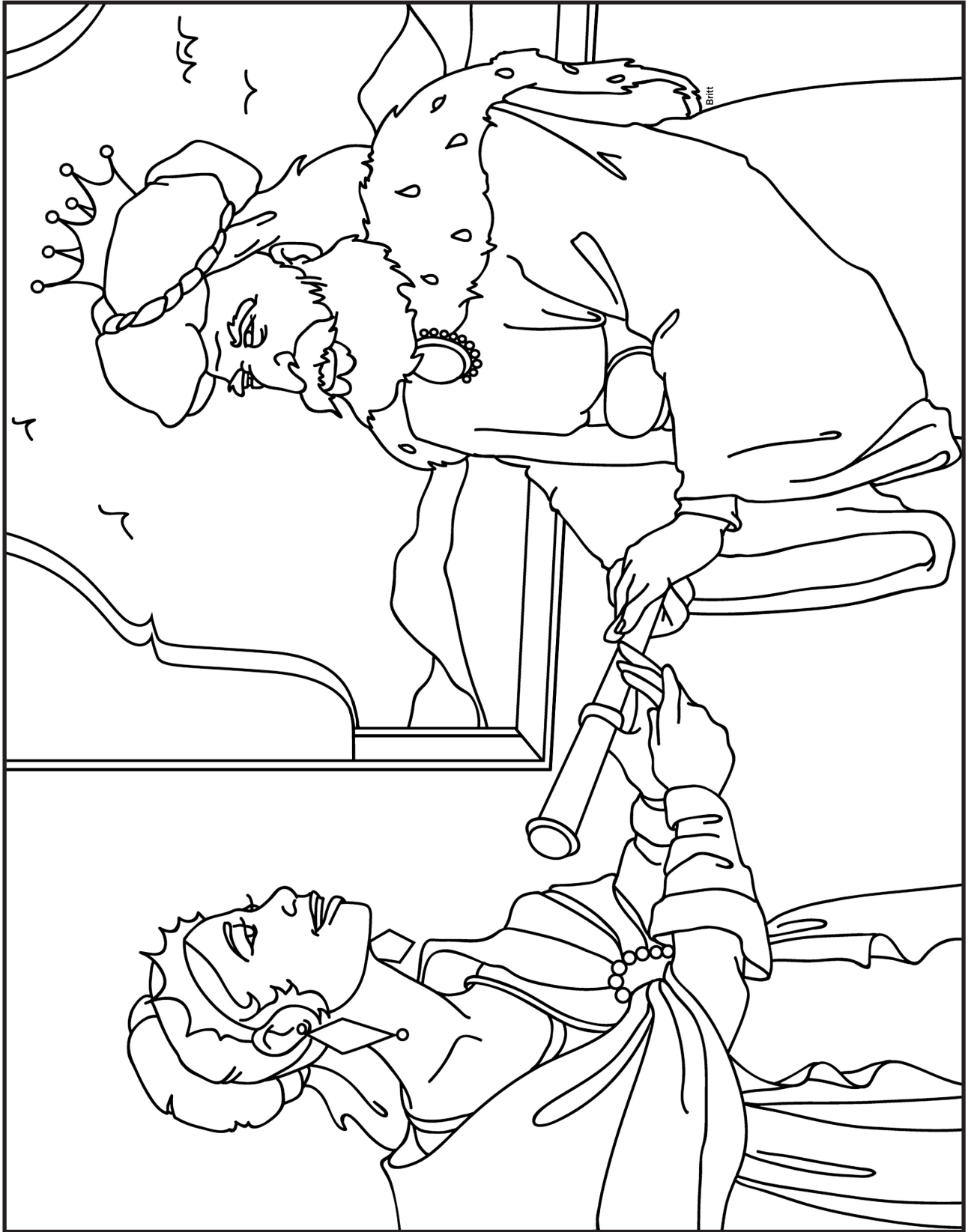
"You Are a Promise"



## Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review:
  - The calling of Jeremiah, a young prophet to the nations
  - God's judgment on Israel and Judah and Judah's subsequent captivity
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 14 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.

For Such a Time as This: Queen Esther



# TIMELINE OF PROMISE

# 15

**Time:** 45 minutes

**Resources:** *CIB*, pp. 180-5; 188-9; 202-3; 226-7; Bible: Luke; Timeline

**Review:** God's judgment on Israel and Judah; Esther's role in saving her people

**Principle:** Before one can be saved, he must hear the gospel and repent of his sinful ways.

**Scriptures:** And we preach to you the good news of the promise made to the fathers (Acts 13:32). How then will they call on Him in whom they have not believed? How will they believe in Him whom they have not heard? And how will they hear without a preacher? (Romans 10:14).

## TEACHER



### Vocabulary:

**angel** (n.) A spiritual messenger sent by God to communicate His will.

**baptism** (n.) The application of water to a person as a Christian sacrament signifying spiritual cleansing and rebirth.

**disobedience** (n.) Neglect or refusal to obey; the omission of that which is commanded to be done or the doing of that which is forbidden.

**exile** (n.) The act of expelling a person from their native land.

**forerunner** (n.) One who goes before or announces the coming of another.

**martyr** (v.) To put one to death for not renouncing what he believes to be the truth; to sacrifice one on account of his faith or profession.

**repentance** (n.) 1) A change of mind that bears fruit in a changed life. 2) The biblical doctrine whereby a sinner is convicted of his sinfulness and lost condition and turns his heart and actions toward God and His ways.

**revival** (n.) A reawakening of men to spiritual concerns.

**righteousness** (n.) Adhering to moral or godly principles; conformity of heart and life to the divine Law; being in "right standing" with God.

## STUDENT



### Key Word:

**preacher** (n.) One whose calling it is to proclaim the gospel.



### Reason Questions:

1. In preparation for sending His only Son, Jesus Christ, for what purpose did God raise up Ezra and Nehemiah? Describe in detail and explain why this was necessary.
2. God was silent for 400 years and then sent His angel Gabriel to a barren couple. What was the message of the angel to Zacharias? Explain what happened to him.
3. Who was John the Baptist's cousin?
4. For what purpose was John called? What is a "forerunner"? How was John's ministry different from Jesus' earthly ministry?



## Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, Bible, student vocabulary card, and coloring page 15.



## Teacher Background:

### ***The Forerunner: John the Baptist, c. 4 B.C. – A.D. 27***

1. The New Testament teaches that the foundation, history, and institutions of Israel were types and shadows of spiritual realities that would be fulfilled in the Messiah and His finished work on the cross (1 Co 10:18; Heb 8:1-5). The essential elements of Israel's life as a covenant people (prophet, priest, king, sacrificial system, Ark of the Covenant, etc.) were all fulfilled in the person and work of Jesus Christ (Lu 24:27, 44-45; Rom 15:8; 2 Co 1:20).
2. This "Children of the Promise Timeline" traces God's promises or covenants in the Old Testament. In the garden of Eden God promised redemption for sinful man. In His plan, God called Abraham to be the patriarch of a nation and a blessing to many nations, saying, *"I will greatly bless you, and I will greatly multiply your seed as the stars of the heavens and as the sand which is on the seashore; your seed shall possess the gate of their enemies* (Gen 22:217). God uses individuals and nations and times all events for His gospel plan and purposes.
3. In Judah's Babylonian exilic period, God raised up Nehemiah and Ezra to rebuild Jerusalem. God gave them favor with the pagan Persian king, and they each returned from exile to the city of their forefathers. They rebuilt Jerusalem's walls and restored God's Word to the people (Neh 8). The Jews renewed their covenant with God, which caused a great revival of righteousness in Judah. God was preparing to fulfill His promise of a Savior within 400 years.
4. In 4 B.C., God sent His angel Gabriel to Zacharias to announce that his prayers were about to be answered. Even though he and his wife Elizabeth were old and childless, she would soon bear a son, whom they were to call John, who *"would be great in the sight of the Lord . . . and be filled with the Holy Spirit in his mother's womb . . . He will go as a forerunner before Him in the spirit and power of Elijah, to turn the hearts of the fathers back to the children and the disobedient to righteousness, in order to make ready a people prepared for the Lord"* (Lu 1:15-17).

5. Relate how God used this preacher of repentance to help usher in His plan of salvation.



## Notebook Record:

Color and file Timeline coloring page 15.



## Singing:

"You Are a Promise"

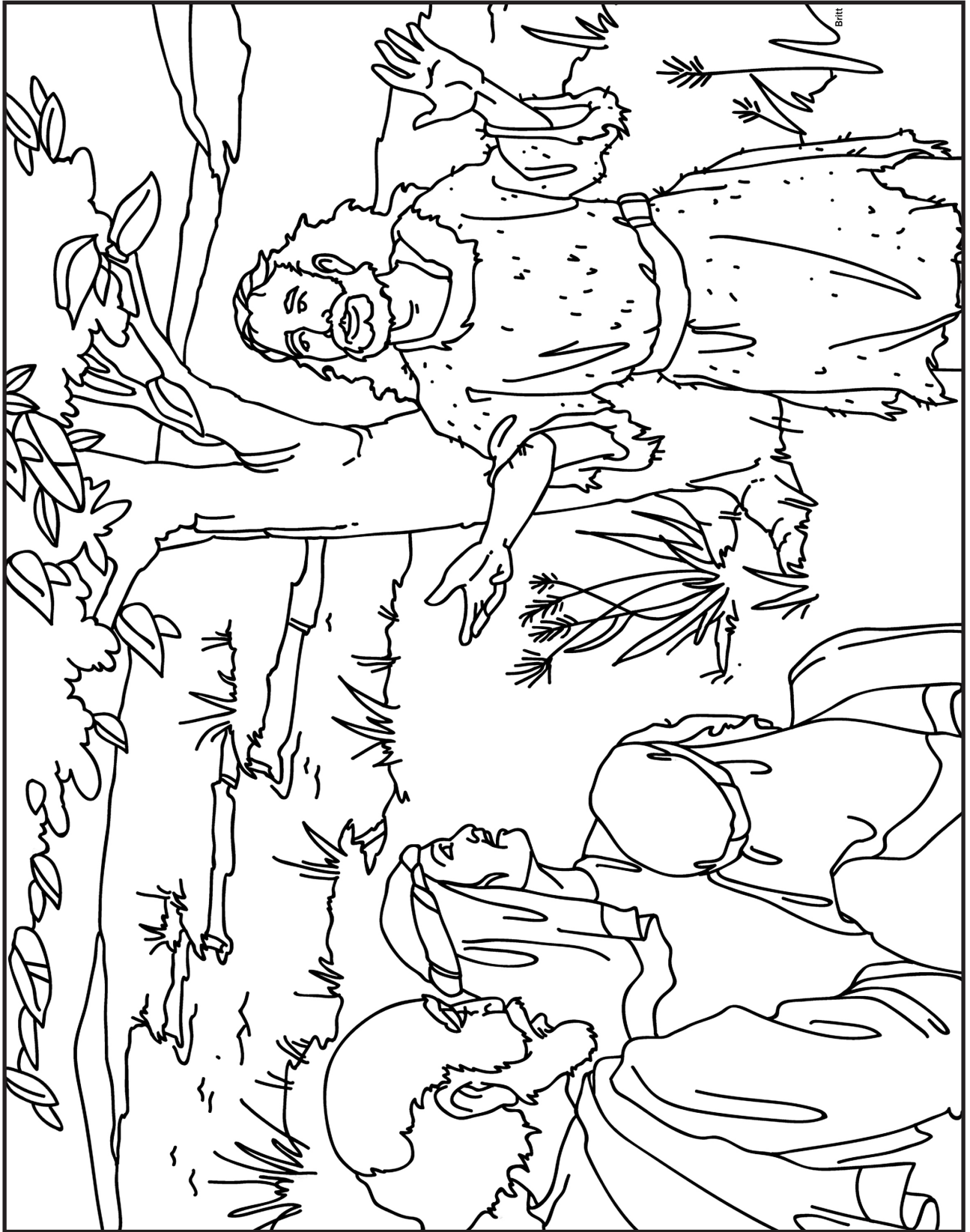
5. This promised son was born. He was a cousin of the soon-to-be-born Jesus Christ. When John grew to manhood, he lived in the wilderness of Judea. He became a preacher of the baptism of repentance and baptized many in the Jordan River. He taught the Jews that they had to turn away from their sins and be baptized, for their Messiah was coming soon. *And with many other words John exhorted the people and preached the good news to them* (Lu 3:18).
6. John, who became known as “John the Baptist,” was martyred by King Herod because of his stand for righteousness.



### **Teaching Plan:**

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review:
  - God’s judgment on Israel and Judah
  - The testimony of Daniel and his three Hebrew friends
  - The providential preparation and timing of Esther’s role in His story
  - Youth and leadership
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 15 to the children to color while you’re reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Sing “You Are a Promise.”
10. Conclude with a short prayer and blessing for the children.

Forerunner of the Promised One: John the Baptist





# TIMELINE OF PROMISE

# 16

**Time:** 45 minutes

**Resources:** *CIB*, pp. 186-7; 190-201; Bible: Matthew and Luke; Timeline

**Review:** The restoration of Jerusalem through Ezra and Nehemiah; John the Baptist and his message of repentance

**Principle:** In the fullness of time, God sent forth the Promised One, His only Son.

**Scripture:** But when the fullness of the time came, God sent forth His Son, born of a woman, born under the Law, so that He might redeem those who were under the Law, that we might receive the adoption as sons (Galatians 4:4).

## TEACHER



### Vocabulary:

**adoption** (n.) A legal proceeding that creates a parent-child relationship between persons not related by blood; the adopted child is entitled to all privileges belonging to a natural child of the adoptive parents, including the right to inherit.

**glory** (n.) 1) Splendor; magnificence. 2) The divine presence. 3) The divine perfections or excellence.

**grace** (n.) The free and unmerited favor or beneficence of God.

**humble** (v.) To lower in esteem. (adj.) Marked by meekness or modesty; not arrogant or prideful.

**incarnation** (n.) The act of assuming flesh, or of taking a human body and the nature of man, as the incarnation of the Son of God.

**limitation** (n.) The quality of being restricted; a principle that limits the extent of something.

**penalty** (n.) The act of punishing; the disadvantage or painful consequences of an action or condition.

**salvation** (n.) The redemption of man from the bondage of sin and liability to eternal death, and the conferring on him of everlasting happiness.

**sin** (n.) The violation of the commands of God or the performance of wicked or unrighteous acts that block fellowship with God and His blessings.

## STUDENT



### Key Word:

**promised** (adj.) Assured by a spoken or written agreement.



### Reason Questions:

1. Why did eternal God choose to humble Himself and come to earth as a baby?
2. Why do we call Jesus the "Promised One?"
3. What were the circumstances of Jesus' birth? Where was He born, and who visited Him?
4. About what did the angel warn Joseph? Compare this circumstance to the time when Moses was born.
5. Where did Joseph take Mary and Jesus when Jesus' life was threatened?
6. Why was it important that Jesus be raised according to the Law of Moses?



## Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, Bible, student vocabulary card, and coloring page 16.



## Teacher Background:

### ***The Promised Savior: Jesus Christ, c. 4 B.C. - A.D. 8***

1. When the Son of God was born of the Virgin Mary in Bethlehem, his birth fulfilled many of the prophecies of the Old Testament prophets and the covenants God had made with His people.

This is the greatest event in the history of mankind. God entered the world clothed in flesh to become fully man, while remaining fully God, in order to pay the penalty for man's sin! The eternal "I AM" entered time. The Eternal Word of God, through whom all creation came into being, humbled Himself by becoming a little baby. From the first chapter of the Gospel of John:

*In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God (1, 2). And the Word became flesh, and dwelt among us, and we saw His glory, glory as of the only begotten from the Father, full of grace and truth. John testified about Him and cried out, saying, "This was He of whom I said, 'He who comes after me has a higher rank than I, for He existed before me'" (14, 15).*

**In the fullness of time**, God entered human history in the flesh! Eternity entered time! This was God's plan since the foundation of the world. Christ did not come as a political king to save His people by force and might, but He clothed Himself with flesh (incarnation) and submitted Himself to the limitations of humanity. God's Son willingly veiled His glory with human flesh to fulfill His Father's promise (Phil 2).

2. **The birth, death, and resurrection of Jesus Christ are the focal point of all history!** Jesus is fully God and fully man. He became the perfect sacrifice for your and my sins. It is His blood that was shed on the cross, not the blood of animals sacrificed on an altar, that fully paid the penalty of sin and death. His blood redeems all those who believe from experiencing eternal death. He is the Lamb of God. This is the gospel, the "good news"! God's story is a love story. Eternal life, or salvation in Christ, is a gift from a loving God for all who believe and receive Him.



## Notebook Record:

Color and file Timeline coloring page 16.



## Singing:

"You Are a Promise"

3. Just as in the days of the birth of Moses, when the pharaoh decreed that all Hebrew baby boys were to be killed, so it was in the days of Jesus' birth. When King Herod heard that a king had been born in Bethlehem, he had all the young male boys in and around Bethlehem killed. Joseph was warned by God to take Jesus to Egypt until it was safe to return to Judea.

Jesus' earthly parents, Mary and Joseph, raised Him in keeping with the Mosaic Law, as all young Jewish boys were raised. He fulfilled the law in every respect and remained under submission to their authority. It was said of Jesus, as it was of Samuel, that He "kept increasing in wisdom and stature, and in favor with God and men" (Lu 2:52).

4. Read from the text and the Scriptures. Share the greatest story ever told the story of Jesus' birth, flight to Egypt, and childhood in Nazareth.



### Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review:
  - The restoration of Jerusalem and the renewing of the covenant through Nehemiah and Ezra
  - The extraordinary birth of John the Baptist and his ministry as Jesus' forerunner
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 16 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.

# Scripture References for the First Coming of Jesus Christ

When the fullness of the time came, God sent forth His Son, born of a woman, born under the Law, in order that He might redeem those who were under the Law, in order that we might receive adoption as sons (Gal 4:4, 5).

From the descendants of this man [David], **according to promise**, God has brought to Israel a Savior, Jesus, after John had proclaimed before His coming a baptism of repentance to all the people of Israel (Acts 13:23, 24).

For God so loved the world that He gave His one and only Son, that whoever believes in Him shall not perish but have eternal life. For God did not send His Son into the world to condemn the world, but to save the world through Him (Jn 3:16, 17).

And the Word [Jesus] became flesh, and dwelt among us, and we saw His glory, glory as of the only begotten from the Father, full of grace and truth (Jn 1:14).

. . . although He [Jesus] existed in the form of God, He did not regard equality with God a thing to be grasped, but emptied Himself, taking the form of a bond-servant, and being made in the likeness of men. Being found in appearance as a man, He humbled Himself by becoming obedient to the point of death, even death on a cross (Phil 2:6-8).

For you know the grace of our Lord Jesus Christ, that though He was rich, yet for your sakes He became poor, so that you through His poverty might become rich (2 Co 8:9).

For as in Adam all die, so also in Christ all will be made alive (1 Co 15:22).

The first man, Adam, became a living soul. The last Adam [Jesus Christ] became a life-giving spirit (1 Co 15:45).

The Promised Savior: Jesus Christ



# TIMELINE OF PROMISE

# 17

**Time:** 45 minutes

**Resources:** *CIB*, pp. 202-25; 228-54; Bible: the Gospels; Timeline

**Review:** The birth of Jesus, the Promised One

**Principle:** One of Jesus' purposes on earth was to preach the kingdom of God.

**Scripture:** But He said to them, "I must preach the kingdom of God to the other cities also, for I was sent for this purpose" (Luke 4:43).

## TEACHER



### Vocabulary:

**authority** (n.) Legal or rightful power; a right to command or to act; power exercised by a person of virtue in his office.

**blasphemy** (n.) Language expressing disrespect for God or for something holy.

**Christ** (n.) Greek word for "Anointed One"; the Hebrew word is "Messiah."

**descend** (v.) To move downward.

**disciple** (n.) One who receives instruction from another; a scholar; a learner; especially a follower who has learned to believe in the truth of the doctrine of his teacher.

**fast** (v.) To refrain from eating food for spiritual or medical reasons.

**kingdom of God**, The rule and reign of Jesus Christ on earth.

**ministry** (n.) The office, duties, or functions of one who ministers in the name of God.

**parable** (n.) A story that is told to illustrate a religious or moral idea. It often involves a character facing a particular moral dilemma or making a questionable decision and then suffering the consequences of that choice.

**synagogue** (n.) A Jewish house of prayer and study.

## STUDENT



### Key Word:

**purpose** (n.) That which a person sets before himself as the object to be reached or accomplished.



### Reason Questions:

1. When Jesus visited Jerusalem with His parents at the age of twelve to celebrate Passover, they could not find Him while traveling back to their home. Where was Jesus, and what was He doing? What did He say to his mother?
2. What events occurred when John the Baptist baptized Jesus in the Jordan River?
3. For what purpose was Jesus taken into the wilderness for forty days? How was He tempted?
4. What were some of the names Jesus called Himself? What do they reveal about Him?
5. Describe Jesus' ministry.
6. What did Jesus Christ say was His purpose for coming to the earth?



## Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, Bible, student vocabulary card, and coloring page 17.



## Teacher Background:

### ***The Way, the Truth, and the Life: Jesus Christ, c. A.D. 27-30***

1. There are few references in the Bible to the child-life of Jesus. The last portrait of Him is at the age of twelve, sitting in the temple discoursing with the learned men of His day. When His parents found Him, He said, "I must be about My Father's business." After this, a veil was drawn over the life of Jesus for eighteen years.
2. Jesus' public ministry began at the age of thirty, when John the Baptist baptized Him in the Jordan River. The heavens opened, the Holy Spirit descended upon Him in the form of a dove, and a voice from heaven said, "This is My beloved Son, in whom I am well pleased."

Jesus, full of the Holy Spirit, was led into the wilderness by the Spirit to fast and pray. For forty days the devil tempted Him to yield His authority and abandon the purpose for which He came to earth, but Jesus overcame Satan's evil plot.

3. Upon His return to Nazareth, He stirred the people with His teachings about the kingdom of God, saying,

*"The time is fulfilled, and the kingdom of God is at hand; repent and believe in the gospel." Many marveled saying, "Is this not the carpenter's son?" (Mk 1:15).*

However, the religious leaders accused Him of speaking blasphemies and tried to push Him over a cliff. Jesus escaped from their plot. Not long after, He called twelve men to be His disciples, saying, "Follow Me, and I will make you fishers of men."

4. Christ taught in the synagogues and along the Sea of Galilee. Everywhere He went, His power and authority were evident in His teachings and in His ministry. He healed the sick, cast out unclean spirits, and even raised the dead! The news about His miracles and His teachings spread quickly throughout the region of Galilee.
5. Jesus said these things about Himself during His ministry: "I am the Way, the Truth, and the Life; I am the Light of the world; the Living Bread; the Vine; the Resurrection and the Life; the Good Shepherd; and the Door." He proclaimed that

7. How did Jesus reveal that He is the Way, the Truth, and the Life?



## Notebook Record:

Color and file Timeline coloring page 17.



## Singing:

"You Are a Promise"

He is the Christ, as well as both the Son of God and the Son of Man. He said, "If you've seen Me, you've seen the Father, for He is in Me and I am in Him!"

6. Jesus often spoke in parables and with words of life! (Jn 6:63). He gathered little children into His arms, proclaiming that "of such is the kingdom of God!" He enjoyed fellowship with sinners and outcasts. Jesus, the Master Teacher, taught us how to love and how best to serve others, saying, "Whoever wishes to be great shall be your servant." He, indeed, showed us the Way, the Truth, and the Life!



### **Teaching Plan:**

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute the student binders.
3. Review:
  - Jesus, the Promised One
  - Jesus' birth, flight to Egypt, and childhood
  - Jesus Christ, the focal point of history.
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 17 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.



The Way, the Truth and the Life: Jesus Christ



# TIMELINE OF PROMISE

# 18

**Time:** 45 minutes

**Resources:** *CIB*, pp. 256-77; Bible: 1 Peter 1:17-23; Timeline

**Review:** The mission and ministry of Jesus, the Promised One

**Principle:** The shed blood of Christ purchased redemption for mankind, including people from every tribe, tongue, and nation.

**Scripture:** And they sang a new song, saying, "Worthy are You to take the book and to break its seals; for You were slain, and purchased for God with Your blood men from every tribe and tongue and people and nation" (Revelation 5:9).

## TEACHER



### Vocabulary:

**atonement** (n.) The payment for sin made by the obedience and personal sufferings of Christ.

**betray** (n.) To deliver into the hands of an enemy by violation of allegiance or by fraud.

**Calvary** (n.) A place of skulls; a small hill west of Jerusalem where Christ was crucified.

**crucifixion** (n.) Nailing a person to a cross for the purpose of putting him to death.

**disciple** (n.) A learner; a follower; an adherent to the doctrines of another.

**humiliation** (n.) Descent from an elevated state to one that is low.

**mediator** (n.) A negotiator who acts as a link between parties to bring reconciliation. Christ is the mediator (in his divine and human natures) for transacting matters between God and man.

**passion** (n.) The suffering of Jesus just before and during the crucifixion.

**purchase** (v.) The acquisition of something with a payment. The price of man's redemption is the atonement of Jesus Christ.

**redeem** (v.) To buy back, as with a promissory note.

**Redeemer** (n.) Jesus Christ, the Messiah who was sent from heaven to redeem the human race from the penalty of the sin it inherited through the fall of Adam.

## STUDENT



### Key Word:

**purchase** (v.) To buy; to acquire something by paying an equivalent in money. Christ purchased redemption for mankind with His shed blood on the cross.



### Reason Questions:

1. Jesus went from being hailed "King of Israel" in His triumphal entry into Jerusalem to being crucified on a Roman cross five days later. Relate what happened during this historic week.
2. Knowing all that was to come, when Jesus was agonizing in the garden of Gethsemane why did He agree to drink the cup of suffering?
3. Describe what happened to Jesus at His crucifixion. About whom was He thinking as He was dying? Where was His body placed after His death?

**redemption** (n.) The ransom or deliverance of sinners from the bondage of sin and the penalties of God's violated law by the atonement of Christ.

**resurrect** (v.) To bring to life again; to raise from the dead.

**triumphant** (adj.) Celebrating victory.



### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, Bible, student vocabulary card, and coloring page 18.



### Teacher Background:

#### ***The Lamb of God: Jesus Christ, c. A.D.30***

1. Jesus Christ, the Son of God, was a real figure in history who came to earth from heaven to pay the penalty for man's sin, which is eternal death, with the shedding of His blood on the cross. This is why He is called the Lamb of God. This perfect sacrifice purchased eternal life for those who receive Christ as Savior and Redeemer. All mankind will live forever. The question for each individual is where—in eternal life or in eternal death?
2. Tell the story of Jesus' week of passion by reading portions from the text of His road to Calvary: His victorious entry into Jerusalem; celebration of Passover with His disciples in the Last Supper; His passion in the garden of Gethsemane; the betrayal of Judas; His suffering and death by Roman crucifixion; His burial; the empty tomb; and His triumphant resurrection.

God's timing is precise in this historic week. Jews from all over the Roman Empire were gathered in Jerusalem to celebrate Passover. Four days before the feast, each of thousands of Jewish families secured a spotless lamb. This was the same day that Jesus victoriously entered Jerusalem on a donkey. The multitude proclaimed, "Blessed is the King who comes in the name of the Lord" (Lu 19:35-40).

Five days later, at the same time the Jews were slaughtering the lambs for their Passover meal, Jesus—the true and perfect Lamb of God—was crucified on a Roman cross. As He uttered the words "It is finished," an earthquake shook the land, and the immense curtain in the temple, which enclosed the Holy of Holies, was torn in half from the top to the bottom. This signified that a "new and living way" was now open into the presence of God (Mt 27:50; Heb 10:20).

Jesus' body was removed from the cross and placed in a borrowed tomb. Three days later, as the Jews celebrated their

4. What did the angel say to the women who came to His tomb? Where was Jesus?
5. Why is Jesus Christ called the Lamb of God?
6. What was the payment that purchased redemption for you and me from the penalty of sin?
7. Think back to the garden of Eden and the conversation God had with the serpent. What promise did God fulfill through the crucifixion and resurrection of Jesus Christ?



### Notebook Record:

Color and file Timeline coloring page 18.



### Singing:

"You Are a Promise"

feast of First Fruits, Jesus was resurrected from the dead. He becomes the first fruit of all who will rise from the dead! (1 Co 15:20).

3. He's alive! Jesus has triumphed over sin and death! The Lamb of God was raised from the dead and lives forever as the King of all nations! Christ, by offering Himself as the perfect sacrifice, superseded all other sacrifices and offerings and made atonement for every tribe, tongue, and nation. He is the mediator of the New Covenant or New Testament.

*The next day he [John the Baptist] saw Jesus coming to him and said, "Behold the Lamb of God who takes away the sin of the world!" (Jn 1:29).*

*Be on guard for yourselves and for all the flock, among which the Holy Spirit has made you overseers, to shepherd the church of God which He purchased with His own blood (Acts 20:28).*

*And according to the Law . . . all things are cleansed with blood, and without the shedding of blood there is no forgiveness (Heb 9:22).*

*Knowing that you were not redeemed with perishable things like silver or gold from your futile way of life inherited from your forefathers, but with precious blood, as of a lamb unblemished and spotless, the blood of Christ (1 Pet 1:18).*

*And they overcame him [Satan, the accuser of the brethren] because of the blood of the Lamb and because of the word of their testimony . . . (Rev 12:11).*

*For this reason He is the mediator of a new covenant, so that, since a death has taken place for the redemption of the transgressions that were committed under the first covenant, those who have been called may receive the promise of the eternal inheritance (Heb 9:15).*

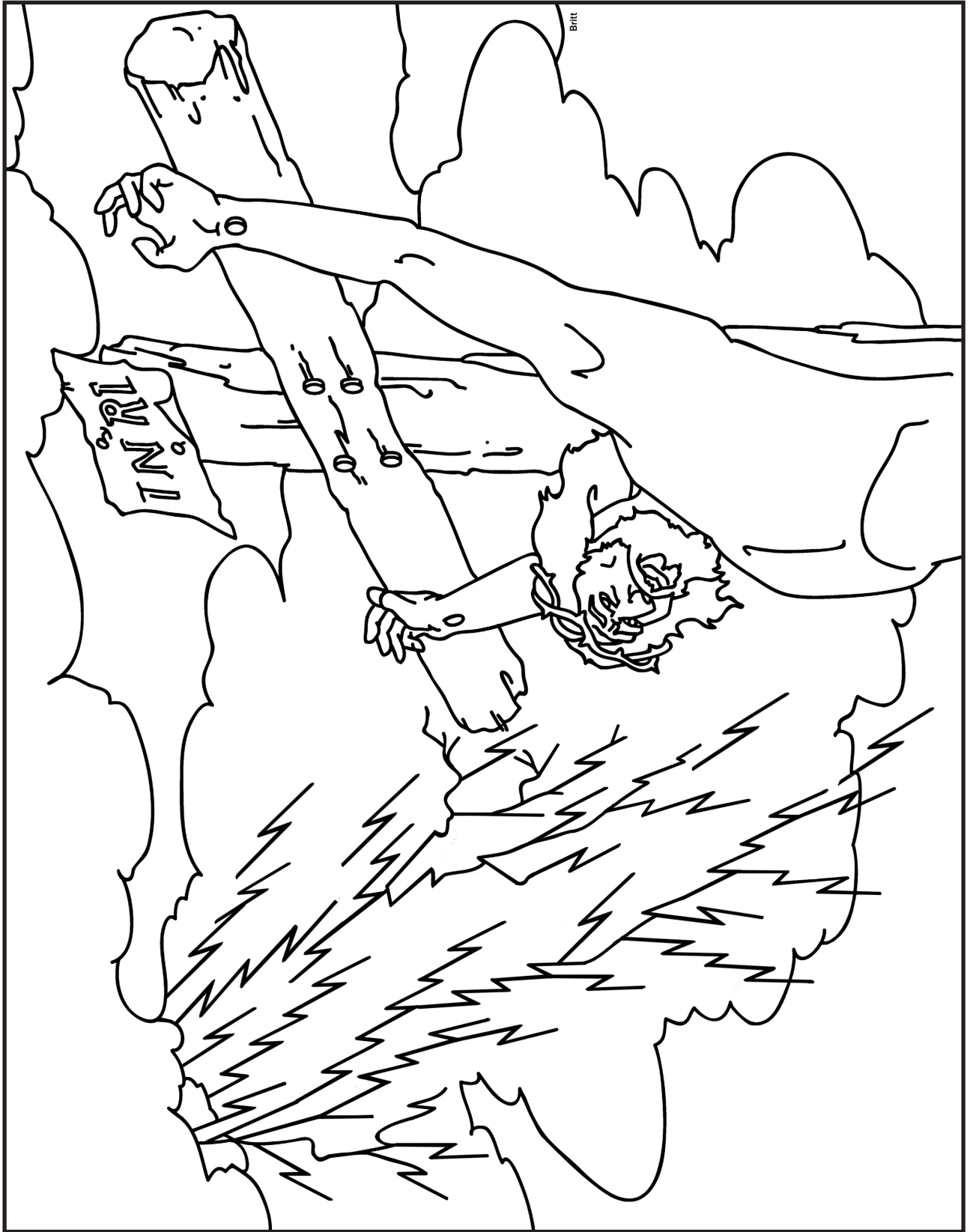


### Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute the student binders.
3. Review:
  - Jesus as a youth in the temple
  - Jesus' ministry and mission here on earth
  - Jesus, the Way, the Truth, and the Life—the focal point of all history
4. Pin the student vocabulary card on the bulletin board and define the word for the children.

5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 18 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.

The Lamb of God: Jesus Christ



# TIMELINE OF PROMISE

# 19

**Time:** 45 minutes

**Resources:** *CIB*, pp. 278-85; Bible: Luke 24; Acts 1-2; Timeline

**Review:** The Lamb of God; Christ's death and resurrection

**Principle:** The promise of the Holy Spirit is received by faith.

**Scripture:** And behold, I am sending forth the promise of My Father upon you; but you are to stay in the city until you are clothed with power from on high (Luke 24:49).

## TEACHER



### Vocabulary:

**apostle** (n.) [Gk. *apostolos*, sent forth] A disciple of Jesus Christ chosen and commissioned to preach the gospel to both Jew and Gentile.

**ascend** (v.) To rise; to travel up.

**ascension** (n.) Forty days after the resurrection of Christ and His many appearances on earth, Christ was lifted into the heavens from the Mount of Olives and sat down at the right hand of His Father (Acts 1:9-11).

**commandment** (n.) A command; a mandate; an order given by authority; a charge; a precept.

**commission** (n.) The act of granting authority to undertake certain functions; a charge; an order; a mandate.

**empower** (v.) To give or delegate power to.

**faith** (n.) 1) The assent of the mind to the truth of what God has revealed. 2) The assurance of things hoped for, the evidence of things not seen (Heb 11:1).

**indwell** (v.) 1) To live within. 2) To exist as an inner, activating spirit, force, or principle.

**Pentecost** (n.) In the Old Testament, a solemn festival also called the Feast of Weeks, because it was celebrated seven weeks after Passover. The Jews offered God the first fruits of their harvest and gave thanks for the Law, which He had given them at Mt. Sinai on the fiftieth day after their departure from Egypt.

## STUDENT



### Key Word:

**Pentecost** (n.) In the New Testament, the day Jesus sent the Holy Spirit to indwell and empower the apostles as promised.



### Reason Questions:

1. How did Jesus manifest Himself to His apostles and disciples after His resurrection? How did they respond?
2. Explain the Great Commission that Jesus gave His apostles. Where were they to preach and teach?
3. For what purpose did God send His gift of the Holy Spirit to the disciples and the apostles? How did the Holy Spirit manifest Himself to them in the upper room?
4. Explain the difference in the apostles before and after receiving the gift of the Holy Spirit.



## Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, student vocabulary card, and coloring page 19.



## Teacher Background:

### ***The Outpouring of the Holy Spirit: The Apostles, c. A.D. 30***

1. After Jesus' death and resurrection, He appeared to His disciples over a period of forty days:

*He Himself stood in their midst and said, "Peace be to you." But they were startled and frightened and thought that they were seeing a spirit. And He said to them, "Why are you troubled, and why do doubts arise in your hearts? See My hands and My feet, that it is I Myself; touch Me and see, for a spirit does not have flesh and bones as you see that I have." . . . He showed them His hands and His feet. While they still could not believe it because of their joy and amazement, He said to them, "Have you anything here to eat?" They gave Him a piece of a broiled fish; and He took it and ate it before them (Lu 24:36-43).*

2. In His last appearance before He ascended into heaven, Jesus gave His apostles a commission and commanded them to wait for the promised power of the Holy Spirit (Acts 1:8). They proceeded to Galilee to the mountain that Jesus had designated. When they saw Him, they worshiped Him; but some were doubtful. And Jesus spoke to them, saying:

*"All authority has been given to Me in heaven and on earth. Go therefore and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit, teaching them to observe all that I commanded you; and lo, I am with you always, even to the end of the age" (Mt 28:16-20).*

*To these He also presented Himself alive after His suffering by many convincing proofs, appearing to them over a period of forty days . . . Gathering them together, He commanded them not to leave Jerusalem, but to wait for what the **Father had promised**, "Which," He said, "you heard of from Me; for John baptized with water, but you will be baptized with the Holy Spirit not many days from now . . . you shall receive power when the Holy Spirit has come upon you; and you shall be My witnesses both in Jerusalem and in all Judea and Samaria, and even to the remotest part of the earth" (Acts 1:4b-5; 8).*

5. Why were so many thousands of Jews gathered in Jerusalem? How did the apostles use their new gift to spread the gospel to their people?



## Notebook Record:

Color and file Timeline coloring page 19.



## Singing:

"You Are a Promise"



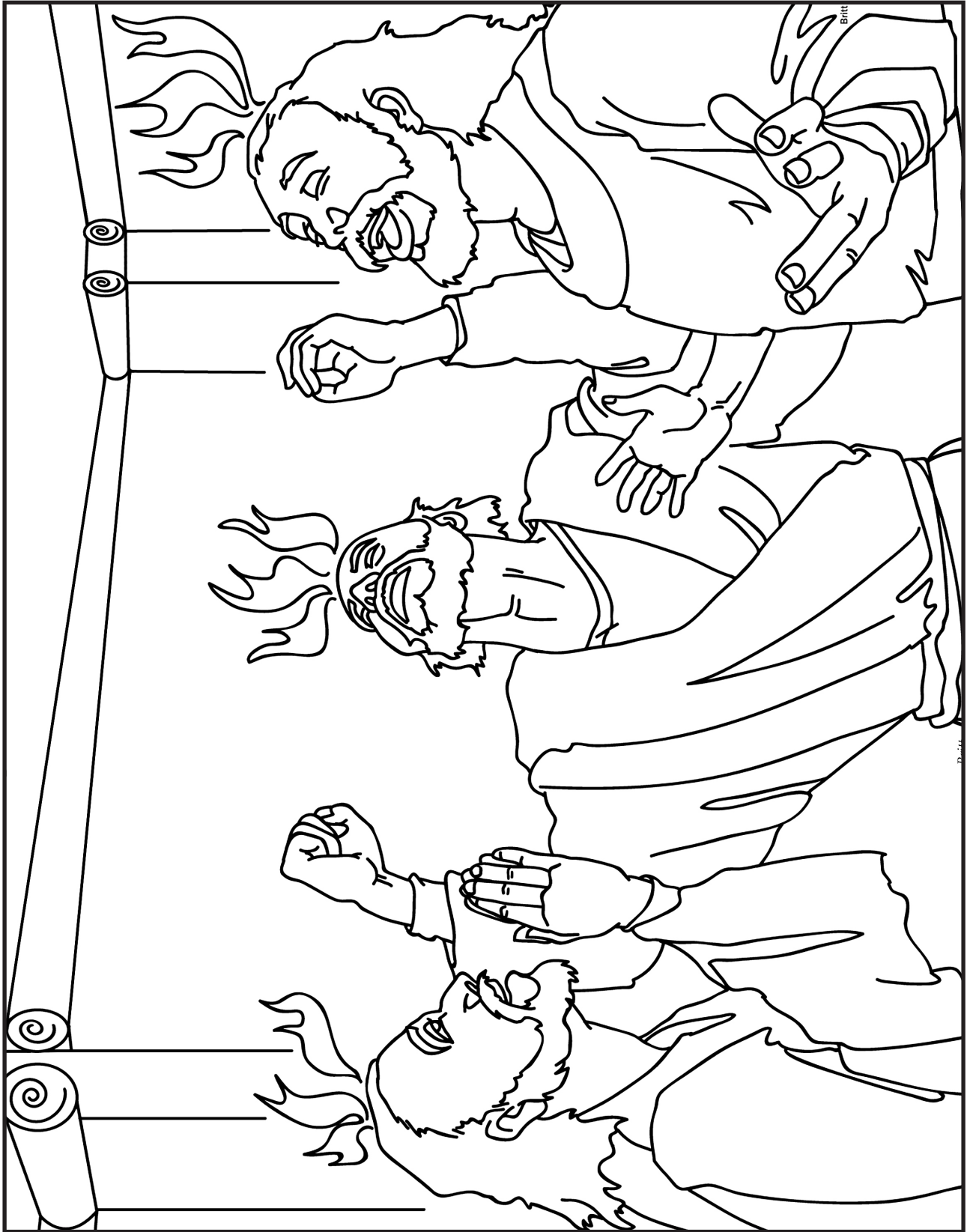
3. Jesus ascended into the heavens and the disciples returned to Jerusalem. They remained in the upper room praying until the day of Pentecost. Suddenly, the sound of a mighty wind rushed through the house and tongues of fire rested over their heads. They were all filled with the Holy Spirit and spoke in many languages. Christ had sent the promised gift of the Holy Spirit.
4. Thousands of Jews were in the city for the celebration of the feast of Pentecost, and each heard them magnifying God in their own language. The noise drew a large crowd where the 120 were gathered. Peter preached to them about Jesus Christ and salvation, saying, “Turn away from sin. Repent and be baptized in the name of Jesus Christ and receive the gift of the Holy Spirit.” Over 3,000 became followers of Christ and were baptized that day (Acts 2).
5. The apostles were no longer afraid because the Holy Spirit indwelt and empowered them to be His bold witnesses. Jesus Christ would turn “the world upside down” (Acts 17:6) through the ministry and miracles of His apostles.



### **Teaching Plan:**

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute the student binders.
3. Review:
  - Jesus, the Lamb of God, and His crucifixion and resurrection
  - The power of Jesus' precious blood
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 19 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Sing “You Are a Promise.”
10. Conclude with a short prayer and blessing for the children.

Pentecost and the Outpouring of the Holy Spirit: The Apostles



# TIMELINE OF PROMISE

# 20

**Time:** 45 minutes

**Resources:** CIB pp. 290-1; 296-307; Bible: Acts; Timeline; Map of Paul's missionary journeys

**Review:** Pentecost and the outpouring of the Holy Spirit upon the apostles

**Principle:** Persecution often follows the spread of the gospel, resulting in believers being scattered.

**Scripture:** On that day a great persecution began against the church in Jerusalem, and they were all scattered throughout the regions of Judea and Samaria, except the apostles (Acts 8:2).

## TEACHER



### Vocabulary:

**blasphemy** (n.) Expression(s) of disrespect for God or for something holy.

**dispersion** (n.) The state of being scattered or separated into remote parts.

**Gentiles** (n.) Non-Jews; pagans.

**martyr** (n.) One who suffers death as the penalty for refusing to renounce their religion.

**missionary** (n.) One sent forth on a mission; a propagator of Christianity; a representative of a Christian church who works among non-Christians.

**pagan** (n.) One who worships idols or false gods; a nonbeliever in the living God.

**signs and wonders**, Supernatural acts of God; miracles.



### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, student vocabulary card, and coloring page 20.

## STUDENT



### Key Word:

**persecution** (n.) The unjust infliction of pain, punishment, or death for adherence to a particular creed or way of worship.



### Reason Questions:

1. Who was Stephen, and what happened to him? Why do we call him the first Christian martyr?
2. In your own words, explain what persecution is. Have you ever been persecuted? Explain your answer.
3. What was the result of the persecution of the followers in the Jerusalem Church?
4. Explain how the persecution of the believers caused the spread of the gospel.
5. Describe the apostle Paul's conversion to Christ. What was God's calling on his life?



## Teacher Background:

### ***The Gospel Travels Westward: Paul, c. A.D. 50***

1. The apostles preached “the Way of Christ,” and many followers were added to the Church. As signs and wonders followed their ministry, the Jewish elders began to persecute them. Young Stephen was taken before the Council and the high priest, found guilty of blasphemy, and stoned to death. He became the first Christian martyr.
2. This persecution caused the dispersion of the followers of the Way, who preached the Word wherever they went. This was one of the ways in which the gospel seed was sown all over the ancient Roman Empire (Acts 8:2).
3. A Jew named Saul of Tarsus was present at the stoning of Stephen, for he was a great enemy of the early Church. On the road to Damascus, Jesus met him, asking, “Why do you persecute me, Saul?” Saul was blinded, and Jesus sent him into the city and told him to wait for instructions. In three days, Ananias laid his hands on Saul, Saul was filled with the Holy Spirit, and his sight returned. Saul was baptized, and from that time on he preached the “good news” of Jesus Christ.
4. Paul (Saul’s Roman name) became the “apostle to the Gentiles.” He traveled widely to teach the pagan nations about Christ and His Word.

*God, who had set me apart even from my mother’s womb and called me through His grace, was pleased to reveal His Son in me so that I might preach Him among the Gentiles (Gal 1:15-17).*

5. Paul planted churches on his missionary trips in Asia Minor. In a vision, the hand of God directed Paul to Europe (Acts 16:9, 10). The gospel traveled westward throughout the whole Roman Empire.

*And we preach to you the **good news of the promise** made to the fathers, that **God has fulfilled this promise to our children** in that He raised up Jesus (Acts 13:32, 33).*

6. Paul was a brilliant Jewish scholar who could read, write, and speak many languages. He wrote letters to the churches he had planted. These inspired teachings have become a large portion of the New Testament.
7. Paul was beaten, imprisoned, often in danger of death, and persecuted for his faith. Christian tradition states that Paul was beheaded in Rome during the reign of Emperor Nero. He was martyred for his faith in Jesus Christ and for his ministry to the Gentiles.

6. List the many contributions of Paul to the spread of Christianity.



### **Notebook Record:**

Color and file Timeline coloring page 20.



### **Singing:**

“You Are a Promise”

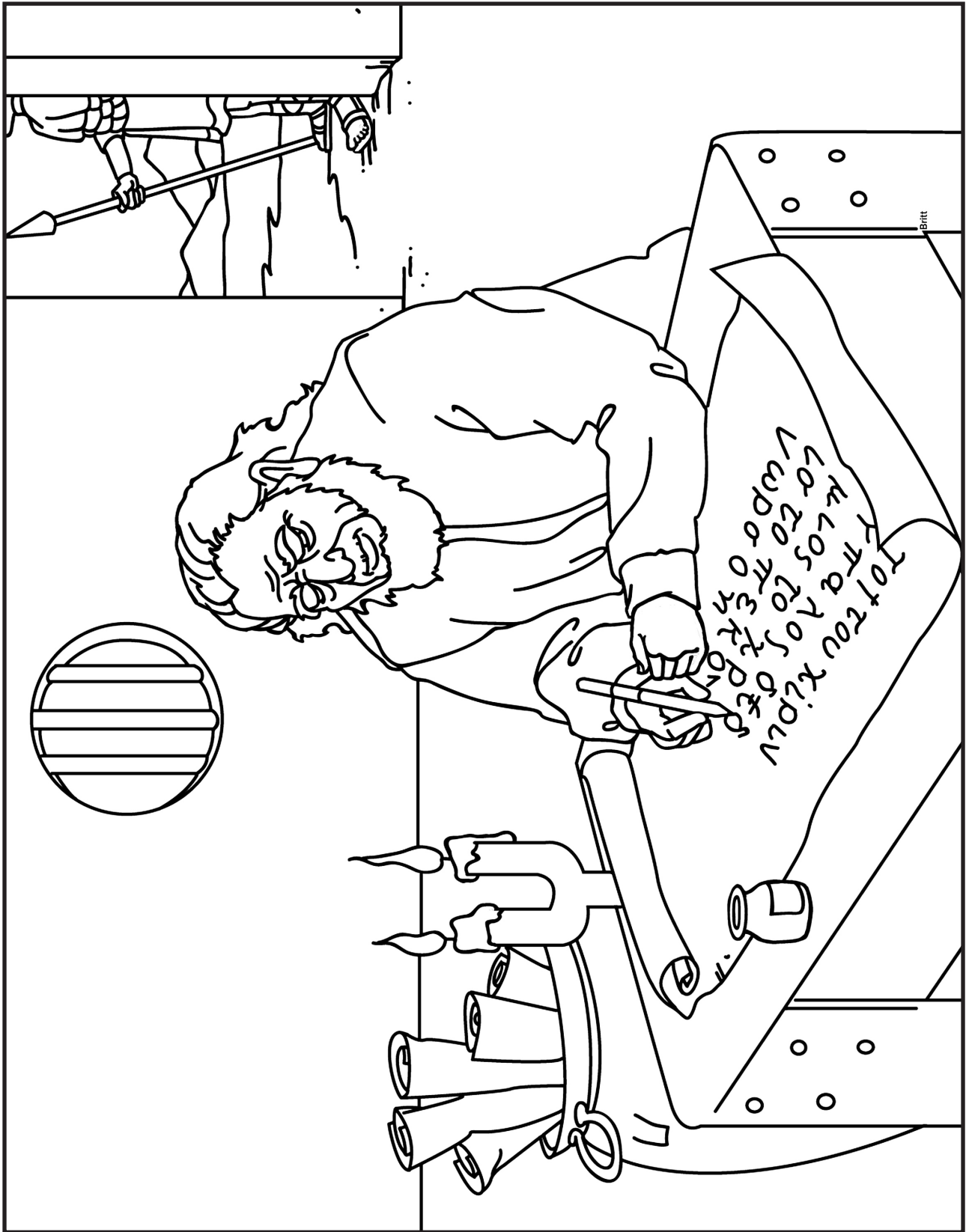
8. God's promise to Abraham was for both the Jews and the Gentiles—for all tribes, all clans, and all nations! (Gen 12:2-3; Gal 3:6-18). This is the gospel, the "good news!"



### Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review:
  - The appearances of the resurrected Christ to His followers
  - The Great Commission
  - Christ's ascension
  - The outpouring of the gift of the Holy Spirit on the day of Pentecost
  - Peter's sermon
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 20 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.

The Gospel Goes West: Apostle Paul



Britt

# TIMELINE OF PROMISE

# 21

**Time:** 45 minutes

**Resources:** *CIB*, pp. 8-11; Timeline

**Review:** Martyrdom of Steven and persecution; the apostle Paul carries the gospel west; growth of the Church

**Principle:** Having God's Word in my language births liberty in my personal life!

**Scripture:** I will walk at liberty, for I seek Your precepts (Psalm 119:45).

## TEACHER



### Vocabulary:

**canon** (n.) [Gr. *kanon*, a measuring rod] The collection of books received as genuine Holy Scriptures, called the *sacred canon*, or the general rule of moral and religious duty, given by inspiration; the Bible; also, any one of the canonical Scriptures. The Bible was "canonized" by A.D. 375, meaning that it was measured by the standard or test of divine inspiration and authority.

**laity** (n.) The people, as distinguished from the priest or clergy.

**liberate** (v.) 1) To free! 2) To release the mind from the shackles of prejudice.

**living** (participle) 1) Being alive, not dead! 2) Producing action, animation and vigor; quickening (able to bring back from the dead), such as a *living principle*, a *living faith*.

**Vulgate** (n.) Jerome's Latin translation of the Bible, used by the Roman church for over 1,000 years. It takes its name from the phrase *vulgata editio*, "the edition for the common people."



### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, student vocabulary card, and coloring page 21.

## STUDENT



### Key Word:

**personal** (adj.) 1) Relating to an individual or to his private actions or character. 2) Present in person.



### Reason Questions:

1. Who was the first biblical historian? How was he prepared as a youth for this high calling?
2. What are the unique characteristics of the Bible? Why can we trust that it is the Word of God?
3. Who translated the Bible into Latin? Into Middle English? How were Bibles reproduced during this era?
4. What invention changed the way Bibles were reproduced? How did this affect the common people?
5. Why is having the Bible in your own language the greatest tool for reformation and revival in your nation?



## Teacher Background:

### *The Bible in Your Language: Your Bible's Translators*

1. God preserved His living Word throughout the ages by first instructing Moses to “write down what He was saying” (Ex 17:14). In the providence of God, Moses had received an excellent education as a prince in the Egyptian court. As the first biblical historian, Moses wrote the first five books of the Bible, which included creation; the beginning of all institutions; the Law of God; God’s covenants; and the early history of the nation of Israel.
2. The Bible is the greatest book in the world. It is the living and divinely inspired record of God’s hand in the lives of individuals and nations from the beginning of time through the first century A.D. in the Roman Empire. The Bible contains God’s revelations, the principles of the Christian faith, and God’s rules of practice. It is different from any other book.
3. The whole Bible was written over a period of 1,500 years by 40 authors who were inspired by the Holy Spirit, yet it is a book without contradictions in what it says. It is completely without error and contains the authority of God and the living words of Jesus Christ, the incarnate Word (Jn 1:14).
4. The Bible contains 66 books in two divisions, called the Old and New Testaments (Covenants). Many scribes carefully copied the books and preserved them through the ages so that we might have this precious Book today. The Old Testament was written on scrolls made of animal hides in Hebrew, Aramaic, and for the Egyptian Jews in Greek (The Septuagint), and the New Testament was written in Greek and Aramaic. The Scriptures were canonized by A.D. 375 and became the collection of books or writings accepted by the apostles and early Church leaders as the basis for Christian belief. The Bible is the standard by which all Christians throughout the ages live and worship.
5. Jerome, a learned early Church father, translated the Scriptures from Hebrew and Aramaic into Latin in the town of Bethlehem between A.D. 382 and 405. His Bible, called the “Vulgate,” was the official Bible for 1,000 years! In 1382 John Wycliffe, called the “Morningstar of the Reformation,” translated the Vulgate into Middle English. These Latin and English Bible translations inspired many European Reformers and Church leaders to translate the Scriptures into the languages of their people.
6. Gutenberg’s invention of the printing press in the 1400s changed the world of books. Up until that time, scribes had laboriously copied the Scriptures manually. It took a year to produce one Bible! Only priests and scribes had access to copies. Gutenberg printed the Latin Bible, which took him six years to accomplish. This new invention meant that



## Notebook Record:

Color and file Timeline coloring page 21.



## Singing:

“You Are a Promise”



individuals could now obtain a personal copy of the Bible. When the Bible came into the hands of individuals, those who were literate could read and reason with God's Word for themselves. This liberated many from the bondage of 1,000 years of Roman Church law that withheld God's Word from the laity. Having the Scriptures in the language of the people and being able to obtain a copy of the Bible helped birth the European Reformation.

7. Two thousand years after the resurrection of Jesus and the birth of the Church, the Bible is now translated into over 2,000 languages! Many Bible translators have been martyred throughout the centuries. It is only as we are able to **read God's Word** that we can know truth! Everywhere the gospel has been successfully planted, education and schools have followed! We have much for which to be thankful in having a copy of the Bible, God's eternal and living Word.
8. Your assignment is to research how the Bible came into your language by answering the following questions:
  - Who were the translators of the Bible in your language? Were any of them martyred?
  - What were the dates, and where did the translators live?
  - When was the Bible available in your language for the "common" person?
  - How did having the Scriptures in your language affect your culture, language, literature, and educational system?

Now construct a timeline titled "The Bible in \_\_\_\_\_" (your language). Determine when the Bible was introduced into your culture and what influence it had.

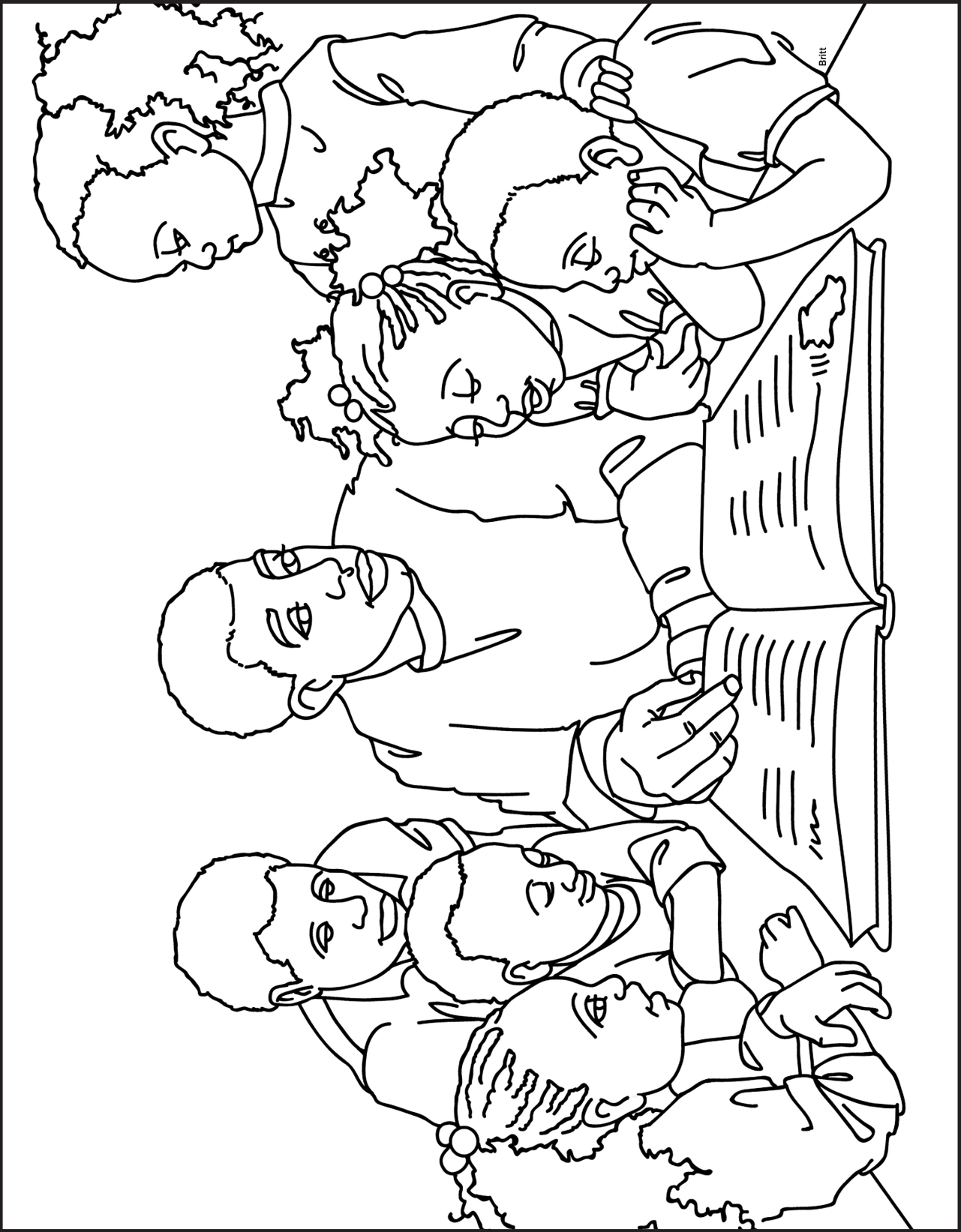


### Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute the student binders.
3. Review:
  - The martyrdom of Stephen
  - Persecution and the spread of the gospel; growth of the Church
  - The life of the apostle Paul and his great contributions to Christianity
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.

6. Distribute Timeline coloring page 21 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.

The Bible in Your Language: Bible Translators



# TIMELINE OF PROMISE

# 22

**Time:** 45 minutes

**Resources:** Timeline; history books; primary sources

**Review:** The Bible canon and the Bible in your language

**Principle:** God chooses individuals and nations through which to plant the good seed of His gospel.

**Scripture:** It is He who changes the times and the epochs; He removes kings and establishes kings (Daniel 2:21).

## TEACHER



### Vocabulary:

**genetics** (n.) That branch of science that relates to the study of genes and their role in biological inheritance. This is the process by which offspring tend to have features similar to those of their parents.

**nation** (n.) 1) A group of people sharing language, culture, religion, and traditions. 2) The body of inhabitants of a country, united under an independent government of their own.

**testimony** (n.) A declaration or affirmation made for the purpose of establishing or proving some fact.



### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Locate pictures of your national flag, national flower, bird, etc. Create a coloring page for the children.
3. Gather resources: *CIB*, student vocabulary card, coloring page 22, and symbols of your nation.

## STUDENT



### Key Word:

**plant** (v.) 1) To sow the seed of anything that may increase.

2) To establish; to settle the first inhabitants.



### Reason Questions:

1. How did nations develop on the earth?
2. What is God's purpose for nations?
3. How is the gospel planted?
4. Who are the individuals who planted the gospel in your nation?
5. What is God's purpose for your nation?



### Notebook Record:

1. Color and file Timeline coloring page 22.
2. Color the symbols of your nation.



## Teacher Background:

### ***His Story in Your Nation: Founders and Missionaries, c. \_\_\_\_\_***

1. God created every tribe, every clan, and every nation from one blood, that of Adam and Eve (“mother of all living”). Modern genetic research has proved this to be so! (Ken Ham, *The Revised & Expanded Answers Book*). We are all related; we are all of one blood.

*He made from one man every nation of mankind to live on all the face of the earth, having determined their appointed times and the boundaries of their habitation, that they would seek God, if perhaps they might grope for Him and find Him, though He is not far from each one of us (Acts 17:26, 27).*

2. After the flood, God told Noah and his descendants to spread out and populate the whole earth. The people disobeyed God and remained together. Nimrod (“rebel”) and his people built a large kingdom, and in order to make a name for themselves (Gen 11:4) they built a tall tower. God visited their building site and said that because they spoke one language there was nothing they could not purpose to do.

As a judgment upon their rebellion, God confused their language, so that they would not be able to understand one another. This judgment caused them to scatter over the whole earth. “This judgment has a counterpart in blessing that was granted on the day of Pentecost. With the outpouring of the Holy Spirit, another kingdom was founded, the first token of which was the gift of tongues. This pointed forward to a reunion of the nations, when the promise would be fulfilled that ‘they should all be gathered into the tents of Shem!’” [Gen 9:27] (Alfred Edersheim, *Bible History Old Testament*, pp. 63, 4).

Because Jesus Christ became a descendant of Adam (He is called the “last Adam” in 1 Co 15:45), the gospel can be preached to all tribes and nations. Any descendant of Adam can be saved, because our mutual relative by blood (Jesus Christ) died and rose again on behalf of those who willingly receive His free gift of eternal life.

As an individual receives the gospel, he is transformed. Likewise, as the gospel is infused into the life of a nation, that nation is changed! God always works from the internal out to the external. To liberate a nation, her people must first be set free in the spirit and apply God’s truth to all of life.

Just as Moses said to the pharaoh 3,000 years ago, “Let God’s people go, that they may worship Him in the wilderness,” so we must see our people set free from the bondage of sin and lies (Ex 8:1). *For where the Spirit of the Lord is, there is liberty (2 Co 3:17).*



## Singing:

“You Are a Promise”

3. God's plan and purpose have not changed. From ancient days, He has been looking for those whose hearts are turned toward Him from among all the peoples of the earth. History will one day culminate in a great gathering in which the creation will celebrate its Creator and its Savior, Jesus Christ. Until that time, the Church has a Great Commission from Christ to go and make disciples of all nations:

*This gospel of the kingdom shall be preached in the whole world as a testimony to all the nations, and then the end will come (Mt 24:14).*

4. Tell the story of God's hand in your nation's history. Name those patriarchs, pilgrims, patriots, preachers, and pioneers whom God called to found and build your nation and to plant and teach the gospel.

Make a coloring sheet of your national symbols available for your children. Every nation should ask: "What is our divine purpose and place in His story?" God has a gospel purpose for each nation! He rules in the affairs of men and of nations for His Christ and His kingdom here on earth! His name is "King of the nations!" (Rev 15:3).



### **Teaching Plan:**

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review:
  - The first Bible historian
  - The canonization of the Bible
  - The early translators; the printing press and its effect on the culture
  - The Bible in your language
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 22 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.

His Story in Your Nation: Founders and Missionaries



# TIMELINE OF PROMISE

# 23

**Time:** 45 minutes

**Resources:** Bible: Psalm 139:1-18; Timeline

**Review:** History of God's hand in planting the gospel in your nation

**Principle:** God has a unique purpose and a plan for each individual.

**Scripture:** "For I know the plans that I have for you," declares the Lord, "plans for welfare and not for calamity to give you a future and a hope" (Jeremiah 29:11).

## TEACHER



### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: Bible, student vocabulary card, Timeline graphic organizer, and coloring page 23.



### Teacher Background:

#### ***Your Place in His Story: You, a Child of Promise!***

YOUR NAME \_\_\_\_\_

DATE \_\_\_\_\_

*Thus says the Lord, your Creator, and He who formed you . . .*

*"Do not fear, for I have redeemed you;*

*I have called you by name, you are Mine" (Is 43:1).*

1. Everyone faces these questions when a youth: Who am I? Where did I come from? Why am I here? Where will I go when I die?
2. Our Children of the Promise Timeline is based upon a Christian world and life view, which presupposes that:
  - Creator God has a sovereign design for life on earth and times all events for His gospel purposes (Ec 3: 1-8). He has appointed another age to come with new heavens and a new earth. *"For just as the new heavens and the new earth which I make will endure before Me," declares the Lord, "So your offspring and your name will endure" (Is 66:22).*

## STUDENT



### Key Word:

**possibility** (n.) 1) The capability of existing, happening, or being true.  
2) Great potential.



### Reason Questions:

1. Who are you?
2. Why are you alive at this time in history and in this nation?
3. How can you receive God's promise?
4. What has God called you to do?



### Notebook Record:

1. Color and file your Timeline coloring page 23.
2. Fill in your personal history on your Timeline graphic organizer.
3. Illustrate and color your Timeline.



### Singing:

"You Are a Promise"



*But in keeping with His promise we are looking forward to a new heaven and a new earth, the home of righteousness (2 Pet 3:13).*

- Time is linear: It has a past, a present, and a future. Man, while on the earth, lives within the limitations of time; eternal God dwells in eternity. As the author of “His
- tory,” God knows the end from the beginning: He created you, He knows you, and He has a good plan for your life. *“For I know the plans that I have for you,” declares the Lord, “plans for welfare and not for calamity to give you a future and a hope” (Jer 29:11). The Lord will accomplish what concerns me (Ps 138:8).*
- God has placed eternity in the heart of man (Ec 3:11); therefore, each of us desires to know Him personally. Without a personal relationship with Him, we eventually find life futile. *O God . . . my soul thirsts for You, my flesh yearns for You, in a dry and weary land where there is no water (Ps 63:1). Blessed are those who hunger and thirst for righteousness, for they shall be satisfied (Mt 5:6).*
- Eternal God is Spirit (Jn 4:24) and created each of us in His image; therefore, we are each spirit as well. Our spirit is clothed with humanity/flesh while on the earth, but we will live eternally. When we receive Christ by faith as Savior and Lord, His Spirit comes to dwell within us. Our spirit is regenerated or born again in Christ. *Do you not know that your body is a temple of the Holy Spirit who is in you, whom you have from God? (1 Co 6:19).* The “real you” is who you are on the inside. *God sees not as man sees, for man looks at the outward appearance, but the Lord looks at the heart (1 Sam 16:7).*
- Each of us is given one lifetime to live on the earth. *It is appointed to men to die once and after this comes judgment (Heb 9:27).* Our decisions about God and life will determine where we will live in eternity: either eternal life in the presence of God, ruling and reigning with Christ, or eternal death, being tormented in the lake of fire (Rev 20:6). Accepting the finished work of Jesus on the cross and asking Him to forgive us of our sins will save us from eternal death (Rev 20:15).
- God placed each of us in His story with a specific set of parents at a specific time and in a specific geographic setting. None of these things were left to chance! God knew you before you were born, and He planned your days on earth (Ps 139:16). We all must seek His plan for our lives and prepare and equip ourselves for our place in “His story,” as it contributes to the kingdom of God. This is what brings fulfillment and happiness, healing and wholeness to our lives.
- God has a good plan and a unique purpose for each of us. He uses all kinds of people and events to challenge and

gently direct our path in life. We must believe by faith that He is, get to know Him through His Word, love Him and praise Him, and seek His will for our lives. *Thy kingdom come, Thy will be done in earth as it is in Heaven* (Mt 6:10).

- If you belong to Christ Jesus, then you are Abraham's offspring, "heirs according to the promise!" (Gal 4:29). You are indeed a child of the promise, a son or daughter of the living God, and all the blessings of that promise are yours by faith!

*For all who are being led by the Spirit of God, these are sons of God. For you have not received a spirit of slavery leading to fear again, but you have received a spirit of adoption as sons by which we cry out, "Abba! Father!" The Spirit Himself bears witness with our spirit that we are children of God, and if children, heirs also, heirs of God and fellow heirs [of the promise] with Christ . . .* (Rom 8:14-17; Gal 3:14-16).

3. Telling your personal story is a wonderful exercise. Often, at-risk children are reluctant or embarrassed to share their story. As a way of encouraging each child to tell his story, have each one create and illustrate a personal timeline. (Directions follow.)

*Every child is a promise—  
with a name, a passion, a  
story, and a place in His story!*



### Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see You as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review the history of God's hand in founding your nation.
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 23.
7. Read Psalm 139 to the children and discuss God's purpose for them in this time period in your city and nation.
8. Distribute Timeline graphic organizers and assist the children in recording and illustrating their history.
9. Ask the reason questions and have the children respond orally.
10. Sing "You Are a Promise."
11. Conclude with a short prayer and blessing for the children.

# Instructions for Completing a Timeline

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1. Complete a timeline with simple illustrations and show the children your sample.
2. Have each child write his name in the space provided in the title. If the child can't write, the teacher should write the information for him.
3. Have the children begin the timeline by drawing a small diagonal line that intersects the timeline near eternity past. Have them record their birth date under it. Explain that there have been many thousands of years since God created the earth, so the space is not indicative of the amount of "real time" that has elapsed! Some individuals like to begin with the marriage of their parents as their first line, since God knows us in our mother's womb. Some like to begin with their grandparents. For our brief amount of time, it's simpler to begin with the child's birth date.
4. Explain that they are going to record important people and events on their timelines, even if they cannot remember the exact dates. Have them think about who has loved them and made contributions to their lives. If they have moved from one home or one city to another, have them consider recording these events. Perhaps they have had music or dance lessons, attended vacation Bible school, or visited another country. Writing the year underneath is all that's needed. Perhaps there have been difficult events and individuals in their lives. These may also be recorded.
5. If they have accepted Christ as their Savior, have them put a cross on the timeline and the date underneath and tell who led them to the Lord.
6. Have them include this AMO® class on their timeline as an important event!
7. Have them mark their adulthood beyond this class and illustrate what they envision their calling to be. They may want to visualize a family as well. Let them imagine and dream.
8. The last step is to illustrate all the events and individuals and color them with their colored pencils.
9. This exercise will enable the children to tell their personal story and to see the individuals and events in their own lives as part of God's greater plan and purpose for them.
10. Have the children record on the lines at the bottom of the page one promise from God's Word that is special to them.

\_\_\_\_\_ **Place in "His story"**

*Every child is a promise—  
with a name, a passion, a  
story, and a place in His story!*



**God's promise to me:**

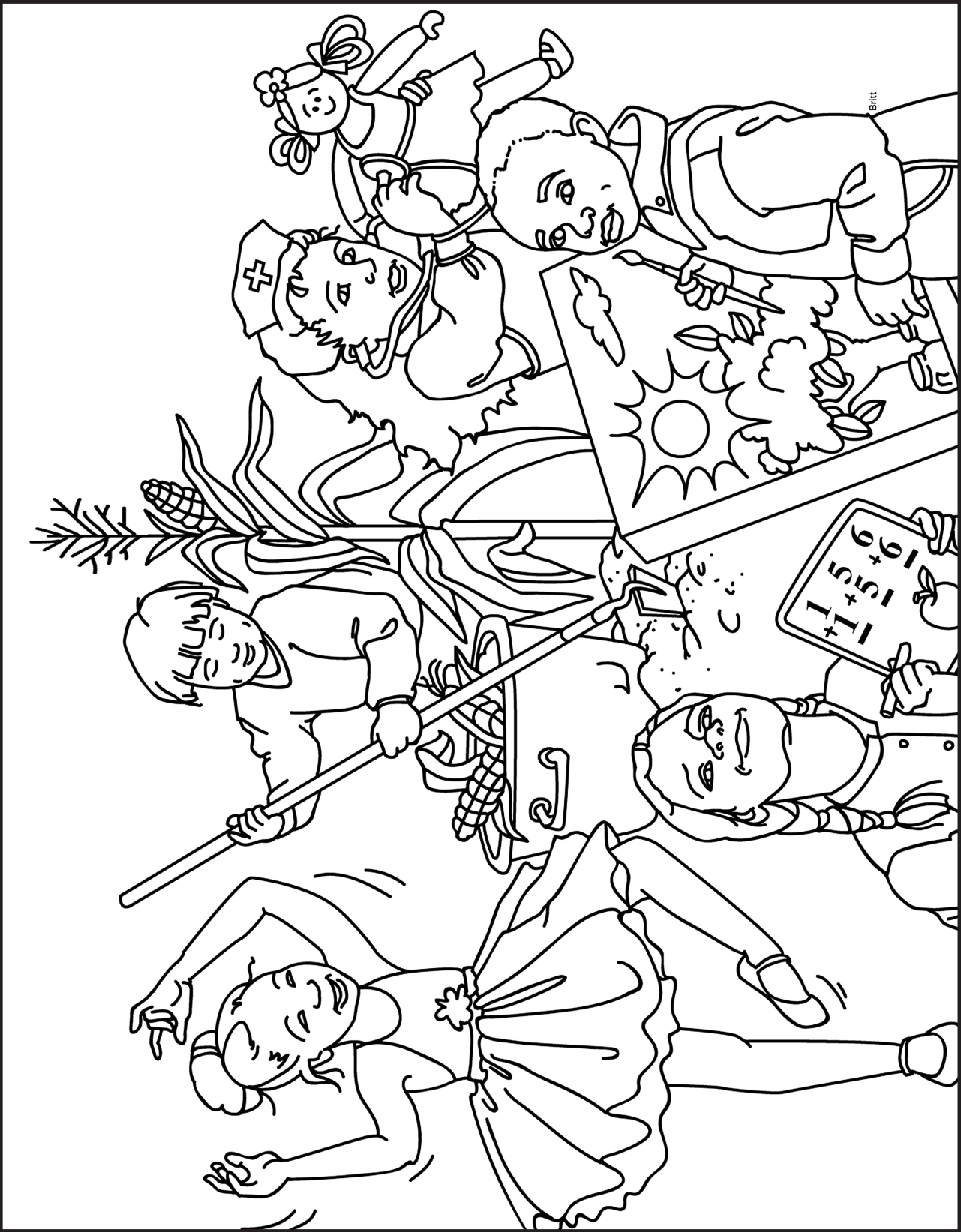
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Your Place in His Story: You, a Child of the Promise!



# TIMELINE OF PROMISE

# 24

**Time:** 45 minutes

**Resources:** *CIB*, pp. 308-9; Timeline; Bible: Revelation

**Review:** You and your place in "His story"

**Principle:** God's promise to all His children is eternal life in Christ.

**Scripture:** This is the promise, which He Himself made to us: eternal life (1 John 2:25).

## TEACHER



### Vocabulary:

**abode** (n.) A dwelling place; a place to live.

**child of God**, One who is spiritually regenerated and adopted into the family of God; one who is born again (Jn 3:3).

**eternity** (n.) Duration or continuance without beginning or end. God has existed from eternity, and eternity future is everlasting. There exist eternal life and eternal death for man. There is also the promise of eternal rewards.

**govern** (v.) To direct and control; to regulate by authority; to restrain.

**presence** (n.) The fact of being present; the immediate closeness of someone or something.

**reconcile** (v.) To call back into union and friendship the affections that have been alienated; to restore into friendship after estrangement.

**reign** (v.) To exercise sovereign power or authority; to rule; to exercise government.

**renew** (v.) To make new; to revive; to restore.



### Preparation:

1. Read and reflect upon the assigned readings. Study the teacher vocabulary words, the principle, and the background materials.
2. Gather resources: *CIB*, student vocabulary card, and coloring page 24.

## STUDENT



### Key Word:

**praise** (v.) To extol in words or song; to magnify; to glorify for excellent works; to do honor to, especially God.



### Reason Questions:

1. Where will you spend eternity?
2. What must you do to have the assurance of eternal life?



### Notebook Record:

Color and file Timeline coloring page 24.



### Singing:

"You Are a Promise"



## Teacher Background:

### ***In God's Presence: You in Eternity, Eternity Future***

1. Our AMO® unit has emphasized ten themes throughout the chapters of “His story”:
  - God is sovereign and governs in the affairs of individuals and nations for His Christ and the gospel—the kingdom of God.
  - God is the author of “His story.” His plan and His works were completed before He created the world (Heb 4:3).
  - Nothing happens by chance or fate. Since before time, there has been a divine plan.
  - God created the universe and the earth for man’s abode.
  - God created man that He might have fellowship with him, and that man should worship and adore Him.
  - God made us in His image. Each of us is unique and bears His image! This ascribes dignity and value to us as individuals. To each He imputed immortality. Man’s spirit is destined to live forever. We each have a place in “His story.”
  - Our first parents, Adam and Eve, sinned and fell from God’s grace. God promised that He would redeem man. “His story” is about His love and providence in reconciling man, His bringing him back into fellowship with Him, and our being His witnesses to others. This is the story of redemption.
  - God sent His Son, Jesus Christ, to pay the penalty for our sin through His shed blood on the cross. Christ clothed His glory with human flesh so that man could be reconciled with God. Christ died for sinful man and was resurrected to Heaven. He sent the promise of the Holy Spirit to abide in the hearts of those who believe in Him. This is why Jesus Christ is the focal point of all human history.
  - God appoints one lifetime on earth for each of us, and then we will be judged in the age to come. His plan is that we will live with Him forever in eternal life. *This is the promise, which He Himself made: eternal life* (1 Jn 2:25).
  - In order to live in eternal life and not eternal death, we must confess our sins and ask Christ to come and live in our hearts. This is what regenerates our spirit (2 Co 5:17). When we become born again, we become a “child of God.” Jesus said, *“He who overcomes will, like them, be dressed in white. I will never blot out his name from the book of life, but will acknowledge his name before my Father and His angels”* (Rev 3:5).  
*Before Jesus died, He said to His disciples: “In My Father’s house are many dwelling places; if it were not so, I would have*

told you; for I go to prepare a place for you. If I go and prepare a place for you I will come again and receive you to Myself, that where I am, there you may be also" (Jn 14:2-3).

2. God desires that we live and reign with Him forever. Complete the reading in the *Children's Illustrated Bible*.

*Behold I am coming quickly, and My reward is with Me, to render to every man according to what he has done. I Am the Alpha and the Omega, the first and the last, the beginning and the end (Rev 22:12-13).*

3. Jesus Christ, the King of kings and Lord of lords, is worthy to be praised forever!

*Now to the King eternal, immortal, invisible, the only God, be honor and glory forever and ever. Amen (1 Tim 1:17).*



### Teaching Plan:

1. Pray: *Dear Lord Jesus, send Your Holy Spirit to illumine our hearts, that we may see you as the Lord of all history. Give us a love for providential history and for Your Word, and help us to see our place in Your Story. Amen.*
2. Distribute student binders.
3. Review:
  - Your story and your place in "His .8 tory"
  - God's good plan for you!
4. Pin the student vocabulary card on the bulletin board and define the word for the children.
5. Connect the vocabulary word to the new principle. Teach the principle and remind the children to listen for it during the reading.
6. Distribute Timeline coloring page 24 to the children to color while you're reading the story.
7. Read or tell the story for this lesson.
8. Ask the reason questions and have the children respond orally.
9. Sing "You Are a Promise."
10. Conclude with a short prayer and blessing for the children.



In God's Presence: You in Eternity!

