



**DiscipleLand**

*Missionary Biography Questions*

Level 4, Quarter B—Martyr Vignettes

Integrate these questions and activities into your **DiscipleLand** Missionary Biography time. Expand your children's understanding of each story segment.

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## 4B—Missionary Biography

### Martyr Vignettes

#### Teacher Intro—Martyr Vignettes

Stephen was stoned to death while boldly proclaiming the Gospel. Many messengers, like Stephen, have followed the example of Jesus Christ, their Lord, giving their lives to bring the Kingdom of God to the ends of the earth.

Join your students in considering twelve missionary martyrs who exalted Christ both in life and in death. Contemplate God's promises to the nations and count the cost of proclaiming the Gospel. Then, together with your students, rejoice in the glorious worth of God and the hope that is ours in Jesus Christ. Take 1-2 minutes during each lesson to read the brief narratives describing the martyrs' lives and how they maintained their testimonies even unto death.

#### Lesson 1—Steven, the First Martyr—

##### Circa A.D. 36, Jerusalem

Read the story from page 12 of the DiscipleLand Teacher Guide.

*Big Idea:* Stephen's death opened the door for the Gospel to quickly spread as believers scattered.

#### Discussion Questions:

You may want to review the biblical account of Stephen found in Acts 6:8—7:60. **Stephen lived in Jerusalem and was brought before the Sanhedrin, the religious court for the Jews. Some men lied and said they heard Stephen speaking blasphemy against Moses and God. The Sanhedrin didn't like Stephen's speech to them. He said that they had betrayed and murdered the Righteous One and didn't obey the law.**

**Who gave Stephen the words to speak to the crowd?** (The Holy Spirit gave Stephen the words to speak.) **Did the crowd like what Stephen said?** (No.) **What happened to Stephen?** (The crowd stoned him.)

**What does the word "martyr" mean?** ("Martyr" means witness.) **Who was the first martyr?** (Stephen.) **How was Stephen a faithful witness?** (He praised God while he was being stoned.)

Show your class where Jerusalem is located on a map or globe.

**The Christians in Jerusalem started to be persecuted on the day Stephen died. How did the Christians respond?** (They left the city and scattered to the surrounding regions

of Judea and Samaria.) Use a Bible map to locate Judea and Samaria. **Instead of stopping people from believing in Jesus, what happened?** (More people heard about Jesus because the believers scattered to new areas that hadn't heard about Jesus.)

Have the children turn in their Bibles to Psalm 63:3 and read it together. **What does this verse say is better than life?** (The love of God is better than life.) **How do martyrs show that God's love is better to them than life?** (They choose to remain faithful to God and not turn away from Him—even when it means they might die.)

**Do you think there are martyrs today?** Let children share any information they know about countries where Christians are martyred. Before class you may want to visit some of the websites that give information about persecution of Christians around the world. Check out these ministries: Voice of the Martyrs ([www.persecution.com](http://www.persecution.com)), International Christian Concern ([www.persecution.org](http://www.persecution.org)), and Christian Freedom International ([www.christianfreedom.org](http://www.christianfreedom.org)).

#### Do Something About It...

*Objective:* Create a visual reminder that Stephen's death began the first missions movement.

Give each child paper, pencils, and markers. Have the children draw a map showing Jerusalem, Judea, Samaria, and the rest of the world. This doesn't have to be a carefully drawn map, but to give the basic continent shapes would be sufficient. Instruct the kids to mark Jerusalem with a star, or give each child a star sticker to put on the map. Children should use a different color of marker to draw arrows from Jerusalem to Judea and Samaria. Then let students use different colors and draw arrows showing how the Gospel message spread around the world. Lead a discussion about some of the areas of the earth that still wait for the Good News. Pray with the children and ask God to help them be faithful witnesses for Jesus throughout their lives. Allow time for kids to volunteer to pray for Christians that are being persecuted to remain faithful to Jesus, just like Stephen.

## Lesson 2—Little Wang and Liang— 1996, Hainan Island, China

Read the story from page 18 of the DiscipleLand Teacher Guide.

*Big Idea:* Christians give a powerful message by forgiving those who persecute them.

### Discussion Questions:

**Why were three Chinese men attacked?** (They shared the Gospel with the Li people.) **China is considered a “non-religious” country. The Chinese government allows its citizens to talk about Jesus or worship only in a state controlled church. It would have been illegal for the men to witness in the village.**

**After Wang’s death, why do you think they would send the missionaries back to a dangerous situation?** (Possible answers: the people need to hear about Jesus, to show that they aren’t afraid, to show God’s love, etc.) **If you were Liang, would you have wanted to go to the village where your husband was murdered?** Encourage students to discuss why it would be important for her to go.

**How did the crowd respond to Liang and the missionaries?** (The crowd listened and many became followers of Jesus.) **Why do you think they listened this time and didn’t try to kill the Christians?** Let students respond with their thoughts.

**Who surprised Liang with a visit?** (The man who murdered her husband.) **Why did he go to Liang?** (He had asked Jesus for forgiveness of his sins and he wanted to thank her for sending the missionaries.)

**Have you been forgiven by someone? How did it make you feel?** Have the students turn to Colossians 3:13 and read the verse together. **Why is it important to forgive?** (We are to forgive as the Lord forgave us.) Ask for volunteers to read aloud Luke 6:28 and Romans 12:14. **How would things have been different if Liang had been filled with hate instead of forgiveness?** Give children an opportunity to answer.

### Do Something About It...

*Objective:* Create a visual reminder that forgiveness is a powerful message.

Bring in nails and pieces of heavy paper or cardboard. If nails are unavailable, bring in paper fasteners that look like nails. Lead a discussion about how Jesus forgave the people who crucified Him as He hung on the cross. The nails symbolize what Jesus did on the cross to give us power over sin and the ability to forgive others. Have the students glue or tape the nails onto the paper to spell the word “forgiveness.”

Gather the group together and pray for each student to be forgiving towards others. Ask for student volunteers to pray for the Christians in China to bravely witness about Jesus and show forgiveness towards anyone who persecutes them.

## Lesson 3—Ali Wallayat—1857, Delhi, India

Read the story from page 24 of the DiscipleLand Teacher Guide.

*Big Idea:* Sometimes Christians must leave their families because they choose to follow Jesus.

### Discussion Questions:

**In India, the majority of people follow Hinduism, a belief in many different gods. Islam, the religion of Muslims, is the second-most practiced religion after Hinduism. Muslims follow the teachings of Mohammed, not Jesus.**

**What did Ali do that upset his father?** (He became a Christian.) **How did his family react?** (They persecuted him.) **How did your family react when you became a follower of Jesus?**

**Some areas of India are mostly Muslim and some areas are mostly Hindu. Why did Ali travel hundreds of miles away from his home?** (He wanted to tell others about Jesus.)

**Why did Ali and his wife move to Dehli?** (Ali became a pastor in Dehli.) **Who worked with them?** (John Mackay another missionary worked with them.) **Why was John attacked?** (There was an uprising and foreigners were distrusted.)

**What did Ali do?** (He tried to help his friend.) **What happened to Ali?** (He was attacked and killed.) **What were his last words?** (Ali asked God to forgive them.)

**Why did Ali choose to leave his family and home?** (He was a follower of Jesus and his family didn’t believe Jesus was God’s Son.) **Has your family ever teased or given you a hard time for being a follower of Jesus? Imagine what it would be like to have your own family hurt you or make life difficult for you.**

**In many countries when a Muslim becomes a Christian, the person is kicked out of his or her family. Other believers in Christ become the person’s new family. How strong is your faith in Christ? Would you choose to follow Jesus even if it meant you had to leave your family?**

### Do Something About It...

*Objective:* Create a visual reminder that following Jesus might mean leaving your family.

Give each child a sheet of white paper to fold and make a thank you card to give to his or her family. Let the children thank their families for helping them learn about Jesus. Set out markers and other art supplies to decorate the cards.

Gather the group together and pray for each student to be thankful for families that help them learn about Jesus. Ask for student volunteers to pray for Christians who are persecuted by their families to find a place of peace and safety.

#### **Lesson 4—Roque González de Santa Cruz— 1628, Paraguay**

Read the story from page 30 of the DiscipleLand Teacher Guide.

*Big Idea:* Talk about Jesus, but also show caring actions.

##### Discussion Questions:

**What country did Roque's parents come from?** (Spain.) **During that time period, Spain was conquering and taking land for the king of Spain. As they took land, they also took control of the people. Does the Bible encourage people to control other people?** (No.) Ask the children to turn to Luke 6:31 and read it together. **How did the Spanish rulers show they didn't follow this verse?**

**The Jeju people were in the area now known as Paraguay.** Have the children locate Spain and Paraguay on a map or globe. **What does it mean Guarani was their heart language?** (A heart language is the language people are born into or the first language they learn.) **Why is it important for people to speak about God in a person's heart language?**

**Many people talk about Jesus but don't make an impact on people's lives. What did Roque do that made an impact on the Jeju people?** (He did things to show that Jesus cared for the poor and oppressed.) **When Jesus lived on earth, he told people about God. How did His actions make His message more powerful?** (He showed love, forgiveness, and healing.) **Have you ever told someone about Jesus and then showed loving actions towards him or her? Tell us about the experience.**

**Who didn't like Roque?** (The shaman or medicine man.) **Why do you think he wouldn't want Roque telling the people about Jesus?**

**Roque could have chosen to lead a very nice life as part of the ruling party. Instead, he left to live with the poor people so they would learn about Jesus. Do you think Roque regretted helping people learn about Jesus?**

**What are some reasons why missionaries give up a nice job or life to go tell people about Jesus?**

##### Do Something About It...

*Objective:* Create a visual reminder to not only talk about Jesus, but also show His love.

Set out large sheets of paper, pencils and scissors. Discuss the kinds of actions that would show Jesus' love. Let the kids work together in groups of three or four to make posters showing people telling about Jesus with their words and also with their actions. Allow time for each group to explain their poster. Pray with the children and ask God to help them show loving actions toward others. Spend time praying for missionaries to Paraguay and the Paraguayan Christians.

#### **Lesson 5—Robert Thomas—1865, Korea**

Read the story from page 36 of the DiscipleLand Teacher Guide.

*Big Idea:* Let God lead you.

##### Discussion Questions:

**Why did Robert want to leave Shanghai?** (He thought there were too many missionaries there and he wanted to work with unreached people.) **What is an "unreached" people group?** (Unreached people have no church and little or no opportunity to learn about Jesus.) **Do you know anyone working with unreached people? Would you rather work with people who have access to learn about Jesus or unreached people?**

**Robert planned to go to Mongolia.** Let the children find China and Mongolia on a map or globe. **Why didn't he go to Mongolia?** (God had different plans for him.) **Robert could have ignored God and gone to Mongolia. Who in the Bible ignored God's plan and went to a different place?** (Jonah.) **Are people happy when they go against God's plan and His leading?**

**How does Robert get into Korea?** (Two traders smuggle him into the country.) **What is the spiritual climate of Korea?** (It is illegal to be a Christian and believers suffer persecution.) **What happens the second time Robert enters Korea?** (His boat is attacked and everyone is killed.)

**As Robert was about to be killed, what did he do?** (He gave the man a Bible.) **What happened to the Bible?** (He used it to wallpaper his house and many people read it and became believers.) **God used Robert's last action to help build the church in Korea. The man who murdered Robert had a nephew who later became a pastor.**

**South Korea allows Christianity and some of the largest churches in the world are located in South Korea. However, the situation in North Korea is very similar to how it was during the time of Robert Thomas.**

##### Do Something About It...

*Objective:* Create a visual reminder to follow God's leading.

Lead a discussion about how people know where God is leading them to go. Let the kids find a partner. Have one child in each pair close his or her eyes and the other child will verbally direct them around the room. After each pair has had a turn, let the students find Psalm 143:10 and write the verse on a card, bookmark, or poster as a reminder to follow God's leading.

Pray with the children and let each child ask God to help them follow Him wherever He leads them. Ask for student volunteers to pray for missionaries to Korea and for the Christians in Korea who suffer persecution.

## Lesson 6—Mária Molnár—1943, Papua New Guinea

Read the story from page 42 of the DiscipleLand Teacher Guide.

*Big Idea:* Be courageous and follow God.

### Discussion Questions:

**What work did Maria do in Hungary?** (She was a nurse and a midwife.) **Why did she leave Hungary?** (She left to become a missionary to Papua New Guinea.) Have the children find Hungary and Papua New Guinea on a map or globe.

**What is a pioneer missionary?** (A pioneer missionary is the first person to take the Gospel to an area.) **What do you think life was like on the islands for Maria?**

**How did Maria's church help her?** (They prayed for her and sent packages of food and supplies.) **Have you sent packages to any missionaries?** Let the children know of any upcoming opportunities to send care packages to your church supported missionaries.

**What happened to Maria in Papua New Guinea?** (She was killed when the Japanese Army took over the island.) **How did her church respond to her death?** (Many people wanted to take Maria's place and became missionaries.)

**Why do you think Maria was courageous woman? How will courage help you follow God?**

### Do Something About It...

*Objective:* Create a visual reminder to be courageous and follow God.

Have the children turn to Joshua 1:9 in their Bibles. Give each child a piece of paper cut into a bookmark. Let the students copy the verse and then decorate the bookmark. Supply a paper hole puncher and yarn to make a tassel at the top of the bookmark. Gather the children into a prayer group and have each child pray for the person on his or her left side to be courageous and follow God. Pray for missionaries in Papua New Guinea. Also pray for Christians to be courageous and take the news of Jesus to people who haven't yet heard about Him.

## Lesson 7—Bernard Mizeki—1896, Zimbabwe

Read the story from page 48 of the DiscipleLand Teacher Guide.

*Big Idea:* Discover what special gifts and talents God has given you and use them for His glory!

### Discussion Questions:

**As a boy, how did Bernard spend his time?** (He worked all day and went to church at nighttime to learn about Jesus.) **When did Bernard become a Christian?** (He became a Christian as a teenager.)

**What special gift or talent did Bernard discover God had given him?** (He was gifted in learning languages.) **Do you know anyone who speaks more than 2 languages? Why would learning languages be a wonderful gift for a missionary to have?**

Have the kids find Mozambique and Zimbabwe on a map or globe. **Why did Bernard leave Mozambique?** (He went to another country to translate the Bible.)

**At the time when Bernard lived, it was common for American and European missionaries to insist that the African people worship the American or European way. How was Bernard different?** (He helped the people use their own culture to worship God.) **In what different ways might the African culture and European/American cultures worship God?** Lead a discussion about how your church holds its services and how church services might be different in other countries.

**When Bernard was warned to leave, why didn't he go?** (He didn't want to abandon the believers.) **What would you do if you were a missionary and were warned to leave?**

**What happened after Bernard was killed?** (After his death, many Shona people came to believe in Jesus.)

### Do Something About It...

*Objective:* Create a visual reminder that God gives each person special gifts or talents.

Give each child a piece of paper and a pencil. Let the children write down a list of talents they have. Some kids may not feel they have any special talents, help them recognize some of the gifts such as hospitality, listening, teaching, being a friend, etc. As kids take turns reading their lists, have everyone suggest ways each gift or talent could be used for God's glory. Gather the students together and pray for each child by name. Ask God to clearly show the child the special gifts and talents He has given each child. Let students volunteer to pray for missionaries to Zimbabwe and also for Zimbabwean Christians.

## Lesson 8—Blind Chang—1900, China

Read the story from page 54 of the DiscipleLand Teacher Guide.

*Big Idea:* God can use people with disabilities.

### Discussion Questions:

**What was Chang's disability?** (He was blind.) **Where did Chang learn about Jesus?** (He learned about Jesus in the hospital.)

**What happened when Chang returned to his village?** (He told people about Jesus and 200 people believed.)

**How did Chang travel around?** (He walked hundreds of miles.) **How do most blind people travel around today?** (Blind people might have a companion, a Seeing Eye dog, or use a special walking stick.)

**Were Christians popular in China?** (No.) **How was Chang treated?** (People cursed him, threw things at him, and let their dogs attack him.) **Why do you think Chang went through all those difficulties?**

**The Boxer Rebellion was a time of getting rid of foreign influences that had become popular in China. The Chinese killed foreigners and their own people who had adopted the foreign ways or religions. Why did Chang willingly give himself to people who wanted to kill him?** (They offered to let 50 hostages go free if he gave himself up.)

**Did Chang renounce Jesus so that his life would be spared?** (No.) **How did his death affect the people watching?** (The Boxers ran away and the hostages escaped.) **How did Chang's life and death help people understand Jesus' love and suffering?**

### Do Something About It...

*Objective:* Create a visual reminder that God uses disabilities for His glory.

Let the children discuss any people they know with disabilities. As kids name different disabilities, let them also talk about ways God could use a person with that disability. Give each child a paper to write a note or a card of encouragement to someone with a disability. Make arrangements to get the notes and cards to the person or people with the disabilities. Gather the students together and pray. Ask God to send people to minister to the disabled just like the hospital workers witnessed to Blind Chang. Ask for volunteers to pray for the missionaries in China and the Chinese Christians.

## Lesson 9—Carlo Spinola—1622, Japan

Read the story from page 60 of the DiscipleLand Teacher Guide.

*Big Idea:* Seek wisdom from God.

### Discussion Questions:

**When the Emperor gave the order for all missionaries to leave, how long had Carlo been a missionary in Japan?** (He had been a missionary in Japan for 12 years.)

**Fear is a reason many people left. What might the missionaries have feared?**

**How did Carlo determine whether or not he should go?** (He asked God for wisdom.) **Was Carlo alone in staying?** (No, twenty-three other missionaries stayed.) **Have you ever had a tough decision to make? Did you ask God for wisdom? What happened?**

**How could Carlo preach if no foreigners were allowed to stay?** (He went into hiding and preached in secret meetings.) **Today in China and many other countries, Christians meet in secret. Would you attend a secret church meeting if that were the only way to learn about Jesus?**

**How many years did Carlo live and preach in secret?** (Four years.) **What happened to Carlo when he was caught?** (Carlo was put in jail and then killed.)

**The Emperor tried to keep Christianity out of Japan. Did he succeed?** Talk about the spiritual climate today in Japan.

### Do Something About It...

*Objective:* Create a visual reminder to seek wisdom from God.

Have the kids take a piece of paper and write the word "wisdom" vertically down the side of the paper. If the students prefer, let them work together in pairs and write down situations that someone would need to seek wisdom. Each answer should start with one of the letters in the word wisdom. Example: w-when you forget where you were supposed to meet your mom at the mall. After sharing their answers, let children suggest ways God could give wisdom to deal with these situations. Pray with the children and ask God to give His wisdom as the children seek Him. Spend time praying for missionaries to Japan and the Japanese Christians.

**Lesson 10—John and Betty Stam—  
1934, Anhui Province, China**

Read the story from page 66 of the DiscipleLand Teacher Guide.

*Big Idea:* Serving God isn't always easy, but God rewards it.

Discussion Questions:

**Why were John and Betty in jail?** (China was communist and they didn't allow Christianity. The Stams were put in jail because they were Christian missionaries.) **What do you think the jail was like?**

**Do you think it would be easy to be a Christian in China in 1934? What do you think it is like for Christians in China today?** Discuss the dangers today to Christians who worship in secret or underground churches.

**Why was the Chinese Christian killed?** (He tried to get the soldiers to not kill the Stams.) **What happened three days after the Stams died?** (An evangelist explained that the three martyrs were in heaven because of their belief in Jesus. Many people believed.)

**What happened when Christians around the world heard about the martyrs?** (Hundreds of people become missionaries to spread the Gospel.)

Have the children turn in their Bibles to Revelation 2:10 and Matthew 5:11,12. **According to these verses, what rewards did John and Betty receive because of their persecution?**

Do Something About It...

*Objective:* Create a visual reminder to serve God.

Set out paper, pencils, and markers. Have students work together in groups of three or four to make a poster encouraging Christians to serve God. Display the posters around the room or down the hallway. Gather the children together and pray for each child by name to serve God during the week. Ask kids to volunteer to pray for missionaries to China and the Chinese Christians.

**Lesson 11—Ki-Poong Yi—1942, Cheju Island, Korea**

Read the story from page 72 of the DiscipleLand Teacher Guide.

*Big Idea:* God's message changes people's lives.

Discussion Questions:

**Who was stoning the missionary?** (Ki-Poong was throwing the stones to kill a missionary.) **What changed Ki-Poong to make him want to be a missionary himself?** (God changed his life when Ki-Poong heard the message of Jesus and became a Christian.) **Have you seen the changes God has made in someone's life?**

**Why was Ki-Poong becoming a missionary so unusual?** (He was the first Korean Protestant missionary.)

Read Acts 14:19 to the class. **How does this verse show another similarity between Paul and Ki-Poong?** (They both were stoned but didn't die.)

**During World War II what happened to Ki-Poong?** (The Japanese invaded, put him in jail, and tortured him.)

**What happened to Ki-Poong's work after his death?** (His work was the foundation for the modern Korean missionary movement.) Check online for current information about the South Korean church and Christianity. Discuss how God dramatically changed both Paul and Ki-Poong and used both their lives to spread the Gospel message around the world.

Do Something About It...

*Objective:* Create a visual reminder that God changes people's lives.

Draw a large Venn diagram on the board (two very large circles that overlap or have an area where they intercept). Write Paul above one circle and Ki-Poong above the other circle. Have the children write similarities between Paul and Ki-Poong in the center area where the two circles intercept. Let kids think of things that are unique to each man and write those in the large part of the circle beneath each man's name. Give the students paper and let them make Venn diagrams substituting their names for Ki-Poong. Allow time for the kids to fill in the circles and note the change that God made in each person's life. End by praying that God's change will be evident in each student's life. Let children take turns praying for missionaries to China and Chinese Christians.

## Lesson 12—The Auca Five—1956, Ecuador

Read the story from page 78 of the DiscipleLand Teacher Guide.

*Big Idea:* Believers around the world are one family through Christ.

### Discussion Questions:

**What was Operation Auca?** (Operation Auca was a plan five missionaries had to reach an unreached tribe in Ecuador.)

**Why do you think they were unreached?**

**What gave the missionary men hope that they might reach the Waodani?** (Three Waodani came out of the jungle to visit them.) **Was their next encounter with the Waodani people friendly also?** (No, the men were speared to death.)

**The jungle tribes always retaliated. If someone from another tribe killed a member of the Waodani tribe, then the Waodani tribe would go kill someone from the other tribe. Did the Americans retaliate and kill the Waodani people?** (No.)

**How did the Americans respond?** (One wife and a sister went to live with the people that killed the men.) **Do you think it was easy for the women to live with the ferocious and primitive people? Why did they go?**

**The Waodani had never seen God's love and forgiveness shown to them. What affect did it have on the Waodani people?** (Many of the Waodani tribe accepted Jesus as their Savior.)

One of the Waodani men who murdered the missionaries travels with Nate Saint and tells the story of how the love of Jesus changed the Waodani people. Check online for information about Mincaye and Nate Saint.

If possible, get a copy of the DVD "Torchlighters: The Jim Elliot Story" and watch the 30-minute movie together as a class ([www.visionvideo.com](http://www.visionvideo.com)). Also check out the free download study guide with questions, games, and activities available at the Vision Video website.

### Do Something About It...

*Objective:* Create a visual reminder that believers around the world are one family through Christ.

Set out paper, pencils, and markers. Have the students draw a picture including as many different people groups as they can. Students may want to work together in small groups to make a large poster showing that through Christ all believers are part of one big family—God's family. Pray with the children and ask God to help them feel love towards people from other ethnic groups. Ask for students to volunteer to pray for missionaries to Ecuador and Waodani Christians.