

### Additional Activities

#### 1. God Reigns

**Animal, Vegetable, Mineral** (10-15 minutes)

*This discussion activity will motivate kids to find out more about the Old Testament.*

Ask kids to select an animal, vegetable, or mineral that depicts their understanding of the Old Testament. Invite them to explain why they chose each item. Or, have students draw a picture of their choices. Encourage the children to discuss their overall thoughts and feelings about the Old Testament. During the conversation, explain that all of God's Word is inspired and useful to their spiritual growth. God reveals something about Himself on each page of the Bible. **During this quarter, we will see how the Old Testament fits together, helping it make more sense and come alive!**

#### 2. God Creates

**Does Noah's Ark Still Exist?** (20-40 minutes)

*This research activity excites kids about biblical archaeology.*

Throughout history, people have claimed to see Noah's Ark. Many books and CD's about Noah's Ark are available in church libraries and Bible bookstores. The Institute for Creation Research has many great resources on Noah's Ark, the Flood, and geological evidence of the Biblical account both of Creation and the Flood. Several of their videos are great discussion starters and come with questions and activities for students to do. Visit [www.icr.org](http://www.icr.org) for more information.

**Culture Shock** (10-15 minutes)

*This observation activity challenges children to think about the condition of humanity.*

Record a news broadcast or hand out newspapers. Have students look for evidence of the state of our culture today. **Are there any examples of what God said the condition of people is?** (See Genesis 8:21.)

**The Earth Ark** (20-30 minutes)

*This writing activity encourages kids to value creation.*

**Noah could be called the first environmentalist! He spent decades of his life building a zoo, and caring for, feeding, and protecting endangered animals! Today, many species of**

**animals are becoming extinct because of wasteful, greedy, or selfish management of God's creation. God preserved each type of animal we have today on the ark. God created them all "good" and made certain they were not wiped out in the flood. Even animals that we might deem useless, disgusting, or dangerous are important to God. Excess deforestation, destruction of natural habitat, hunting, and pollution all contribute to their extinction. Find out what animals are "threatened" or "endangered" in your state. Discover ways to protect them. Write a Christian declaration of why we want to preserve God's creation. Cite Bible references that include God's command to care for the earth, His love for all creation, rules for treating animals with respect and compassion, and the fact that God designed all creation to worship Him.**

**A Flood of Stories** (10 minutes)

*This research activity looks more closely at the great flood.*

**Scholars have collected 270 flood stories from different cultures around the world. Some are even believed to be older than the Biblical account! How would the dispersion after the Tower of Babel account for the many flood stories from around the world?** Research one of these stories as a class project and then have students compare and contrast it with the Bible's flood story. **Why would there be similarities? Why differences?**

**Story Reading** (15-20 minutes)

*This book activity brings Noah's story to life.*

Share the book Noah's Ark written and illustrated by Peter Spier. Since this author/illustrator tells the story of life in the ark primarily through pictures, encourage students to gather around as you page through the book. Or have several copies of the book available for students to look at in small groups.

**Creative Writing** (20-30 minutes)

*This writing activity encourages kids to put biblical stories into their own words.*

Write your own version of Noah's story or Adam and Eve's fall, or write a modern story that contains the same lessons. Then present it to a younger class.

## 3. Families Wander

**This Is Your Life, Abraham** (20 minutes)

*This drama activity highlights the events of Abraham's life.*

Break students into groups of three or four and have them act out a scene from Abraham's life. Suggested scenes are Abraham's call in Haran (Genesis 12:1-9), Abraham in Egypt (Genesis 12:10-21), Abraham rescues Lot (Genesis 14), the three visitors (Genesis 18:1-15), the birth of Isaac and banishment of Ishmael (Genesis 21:1-20), and Abraham's testing (Genesis 22:1-19). Each group may choose a narrator to read the verses or the actors may adlib their lines. Practice for a few minutes and then present their skits to the class.

**Family Trees** (20 minutes)

*This drawing activity encourages kids to consider their families.*

**Supplies:** drawing items

**Abraham's family tree is listed in Genesis 25. Actually, it is one branch of Jesus' family tree.** Discuss family trees in your class. According to the Bible, believers are the spiritual descendants of Abraham, and all those who have trusted in Christ belong to the family of God. Have students draw their own family trees. Consider having them also draw a "Family Faith Tree" portraying members who have been faithful to God and how God has blessed them. This will require them to gather information from home, and finishing or filling in the family trees later on. Be sensitive to adopted children, those from non-Christian homes, or kids from families where divorce has affected the family tree.

**Debate** (20-35 minutes)

*This debate activity challenges children to think about concepts such as fairness, justice, and mercy.*

Split the class into two groups and have them debate the statement, "It isn't fair when bad things happen." Have half of the class support the statement by giving examples to show why they support it. Have the other half of the class try to show that the statement isn't true. Afterwards, discuss the debate. Which group had to rely on the Bible? Which group had to rely on experience?

## 4. Slaves Escape

**Reenact the Passover** (15-30 minutes)

*This demonstration introduces kids to the Passover. **Supplies:** water-soluble paint, Passover foods (optional)*

Put red, water-soluble paint on the classroom doorframe. To signify the night, turn off the lights in your room and then talk through what would have been happening. Include all the steps that the Israelites went through. Emphasize the symbolism of the foods. What was the significance of each one? The unleavened bread (lacking yeast) reminds us how quickly the Israelites had to leave Egypt. The lamb reminds us that a blood sacrifice was necessary and that God protects us as a shepherd protects his sheep. The bitter herbs serve as reminders of the Israelites' suffering in Egypt. When the death angel passes over, allow the kids to scream and wail.

**Who is "I AM"** (10 minutes)

*This discussion activity explains the meaning of God's most personal name.*

**The God of the Israelites had made Himself known. The people needed to know what to call Him.** Read Exodus 3:14-15. **What does God call Himself? Notice that the word "Lord" in the Bible is sometimes spelled "LORD." This spelling means the same as "I AM." In Hebrew, this word is pronounced "Yahweh." Bible scholars tell us that this means, "The One Who is Always Present." The people believed that His name was too holy to say out loud, so they called Him "the Name" or "Lord God."** Discuss what it means to them that God is "the One Who is Always Present."

**Death Toll** (10-15 minutes)

*This math activity highlights the difficulties the Israelites faced due to their disobedience.*

Bible scholars estimate there were 3 million Israelites traveling through the desert. Have the students figure out how many days there are in thirty-eight years ( $365 \times 38 = 13,870$ ). Then, have them figure out how many people had to die each day for all of them to be dead when they reached the Promised Land again ( $3,000,000 \div 13,870 = 216.3$ ). That means that every day for thirty-eight years there were more than 215 desert funerals! What a vivid reminder of the consequences of disobedience! The children who grew up in the desert saw 200 people buried every day of their lives until they entered the Promised Land.

## Eulogy (15-20 minutes)

*This writing activity pauses to think about Moses' life.* **Supplies:** pencils and paper

**The only one to attend Moses' funeral was the Lord. Pretend that you were there, too. What would you say? Working in pairs, write a eulogy** (a formal, praise-filled oration) **for Moses, based on what you know about his life.** Take turns reading them to the class.

## Needful Things (15-20 minutes)

*This discussion asks children to consider needs vs. wants.*

Ask kids to name all of the things they use in a day. Write them on the board. Then, ask which of these items they need to survive. Circle the ones they really need. To decide if it is a need or a want, ask, "Could I survive without this item?" What is Jesus' advice for dealing with the things we want and the things we need? (Read Matthew 6:31-33.) **God promises to provide for our needs, but not our greeds.**

## Songs of Praise (10 minutes)

*This writing activity encourages children to imitate Moses and Miriam in praising God.* **Supplies:** pencils and paper

Read Moses' and Miriam's songs of praise in Exodus 15:1-18, 21. **Think about how God has shown His power in your lives.** Have students write their own songs of praise.

## 5. Tribes Conquer

### Battle Strategies (20 minutes)

*This presentation activity excites kids about Joshua's victories.*

**Supplies:** poster board, Bible reference maps

Before class, draw (or trace) an outline of the Holy Land area on poster board. (Use an atlas, encyclopedia, or Bible reference book for examples.) Include main cities and geographical features. Explain to kids that military leaders still study Joshua's battle strategies. Encourage them to see how Joshua was so successful and find out how God helped him. Group children into pairs and assign one reading to each pair:

#### Central Campaign

- Joshua 6:15-27
- Joshua 8:1-29
- Joshua 10:7-11

#### Southern Campaign

- Joshua 10:28
- Joshua 10:29-30
- Joshua 10:31-32

- Joshua 10:33
- Joshua 10:34-35
- Joshua 10:36-3
- Joshua 10:28-29

#### Northern and Clean-up Campaigns

- Joshua 11:1-11
- Joshua 11:21-23

Allow five minutes for students to read their passage and prepare to present the battle strategy to the class. Have each pair pretend to be military leaders and present their battle campaign to the rest of the class (soldiers under their command). Leaders may want to use the map as they outline their battle strategy.

## Class Memorials (10-20 minutes)

*This group project ingrains Bible truth into children's lives.*

**Supplies:** various (see below)

Discuss together Biblical truths that your class has learned. Decide on one truth that you don't want to forget. Create a class memorial to remember this truth by:

- assembling a pile of stones
- displaying posters or pictures
- illustrating the Biblical truth
- making a time capsule to remind people in the future of God's work

## Hieroglyphic Records (15-20 minutes)

*This craft creates a visual story of Joshua's battles.* **Supplies:** clay, carving tools

Give each child a lump of clay. Have kids create a clay tablet or ancient urn or pot. Pretend to be people who faced Joshua in battle. Use pencils to carve pictures or hieroglyphics capturing the account of the battle onto the clay tablets or objects.

## 6. Leaders Judge

### Cartoon Strips (10-20 minutes)

*This drawing activity challenges students to tell the story of a Hebrew judge. **Supplies:** paper, pencils, markers*

Bring to class large pieces of drawing paper, pencils, and markers. Working in pairs, have kids choose a judge and draw a cartoon of his or her story. Post them in the classroom or hallway.

### The Truth About Ruth (15-20 minutes)

*This drama recreates the story of Ruth. **Supplies:** props, costumes (optional)*

Act out the Book of Ruth or rewrite it into a short play that can be performed for younger classes. It truly is a tender story of faith, commitment, and love. Discuss: **What is the main point of the story of Ruth? What evidence do you have of Ruth and Boaz's faith? How can we express our faith in simple and little ways?**

### Service Project (30-60 minutes)

*This service project actively involves kids in the lives of others.*

Arrange to visit a nursing home to talk with residents. As a class, write a list of things to talk about (some ideas are "What is your favorite Bible story?" "What is your favorite hymn?" "How have you seen God work in your life?") Be sure that students are ready to tell residents their own answers to those questions. Discuss the physical limitations of some residents, such as hearing and sight loss, mobility difficulties, etc. Tell children that a smile can go a long way if they seem to have trouble communicating.

## 7. Kings Rule

### Psalms of David (15 minutes)

*This small group discussion investigates David's psalms.*

Divide students into pairs or groups of three. Assign each pair or group one of the following Psalms by David: Psalm 23, 8, 31, 19, 103, 13, 18, 25, 27, 28, 55, 56. Allow them time to read. Ask each pair or group to tell what they learned about David and about God. Mention that as freely as David spoke to God, we can speak to God and know that He hears us.

### Friendship Poster (15-20 minutes)

*This craft activity prompts discussion about friendship. **Supplies:** poster board or newsprint*

Bring to class poster board or a roll of newsprint paper and markers. Review 1 Samuel 19-20. Discuss in what ways Jonathan and David were friends to each other. For more Bible verses about friendship, see Proverbs 17:17, 18:24, John 15:13-15. Compile a list of traits of friends. At the top of the poster board or paper, write "A FRIEND:". Have kids complete the poster or banner with words and pictures describing friends. Let them decorate as they wish. Hang the finished product in the classroom or in the hallway to share with others.

### Lamenting (15-20 minutes)

*This discussion emphasizes the grief David felt at his friend's death.*

Read David's lament of Saul and Jonathan's death in 2 Sam. 1:19-27. Ask your students if they have lost a family member, friend, or pet in death. How did they feel? Have them write their own laments, based on David's. They may read them aloud to the class if they like.

### Song Find (15-20 minutes)

*This research activity reveals how many songs and hymns are based on psalms. **Supplies:** hymnals, songbooks, Bibles*

Bring enough songbooks or hymnals to class for each child or pair of students. Have concordances and Bibles available. Announce that many songs and hymns are based on the Psalms. **Let's see how many we can identify. Look through the books for songs that you think are from Psalms. Use a concordance or your Bible to identify the Psalm. Write down your findings.** If you like, turn the activity into a race, seeing which child or pair can find the most.

### Kings and Poets (10-15 minutes)

*This dramatic reading activity compares the psalms to the historical accounts.*

Both David and Solomon wrote poetry based on events in their lives. Divide the class into pairs. One person should read the story of the event, and the other should read the Psalm. Suggested readings: 2 Samuel 15 & Psalm 3, 2 Samuel 11 & Psalm 51, 2 Samuel 10 & Psalm 60, 1 Kings 4:29-34 & Psalm 72. Ask what different information we get from the Psalm than the story. Which do your students prefer? Why?



## 8. Prophets Preach

### Mt. Carmel Miracle (10-15 minutes)

*This drama activity familiarizes kids with the contest between Elijah and the Priests of Baal.*

Narrate the story in 1 Kings 18:22-39 while the kids act it out. Choose one student to be Elijah; the rest will be priests of Baal. Their main line will be “O Baal, answer us!” (Practice this several times.) Tell the kids to listen to what you read and do their best to act out the part. **Welcome to Mount Carmel. The great prophet Elijah performed a dramatic miracle here, proving that the Lord is the one true God.** Read 1 Kings 18:22-40, pausing between verses to allow for action.

### Miracle or Magic? (10-15 minutes)

*This object lesson focuses on the true power of God’s miracles.*

Invite to class someone who can perform a simple magic trick or learn how to do one yourself. If the trick is very simple, teach it to the class, or show them how it’s done. After the trick, ask, **What’s the difference between magic and a miracle? What is the purpose of a miracle?** (to show God’s power, might, mercy, and judgment).

### Angel Cakes (30 minutes)

*This cooking activity connects to the story of Elijah.* **Supplies:** corm bread mix, honey, over, cooking supplies

Bring to class a corn bread mix, honey, any other necessary ingredients, measuring devices, jelly roll pan or cookie sheet, and utensils. Refer students to 1 Kings 19:5-8. The bread that the angel made was probably not like the bread we have. As a class, make your own “angel bread” by following the directions on the corn bread package, spreading it evenly onto a cookie sheet (follow directions on whether or not to grease the pan), and bake. Cut into slices, pour honey over the slices if desired, eat, enjoy, and be strengthened as Elijah was!

### Map Find (15-20 minutes)

*This map activity places the Bible passages in geographical context.* **Supplies:** Holy Land maps and Bibles.

Have students locate Mount Horeb, Mount Carmel, the Jordan River, Beer-sheba, Samaria, Jezreel, Aram, Moab, Jericho, Edom, Gilgal, Damascus, Megiddo, Jerusalem, Assyria, and Egypt on a map. If you have time, have kids find the reference to the places in 1 Kings 17—2 Kings 18.

## 9. Kingdoms Collapse

### Vote For Me! (15-20 minutes)

*This mock vote asks kids to consider the character qualities of Jeroboam and Rehoboam.* **Supplies:** paper ballots

Prepare a paper ballot with the names “Jeroboam” and “Rehoboam” on it. Consider and discuss the qualities of Jeroboam and Rehoboam, both of whom wanted to be kings (1 Kings 12-14). Then conduct a campaign, allowing students to speak in favor of one or the other. Have kids mark their ballots and turn them in. Count the ballots and declare the winner. **Based on what you know about the winner, would you vote for him to lead your country? Why or why not?**

### Guilty as Charged! (15-20 minutes)

*This mock trial emphasizes how Judah deserved God’s judgment.*

**Supplies:** Bibles

**Pretend you are a team of lawyers getting ready to bring a legal case against Judah. Read Jeremiah 5, Isaiah 1, and 2 Chronicles 36 and list the charges you would bring. Be able to provide the Scripture reference as evidence.** (You may wish to divide kids into three groups, one per Scripture reference.) When they are ready, they should write the charges on the board. If time allows, let students suggest a proper sentence based on their reading.

### Flowers of Hope (Service Project) (20-30 minutes)

*This hands-on activity provides opportunity for kids to encourage people in their community.* **Supplies:** Styrofoam cups, potting soil, and packs of small bedding plants (number depends on how many ill or shut-in people you will serve)

**God gave Jeremiah hope by telling him to buy a field. Someday, that land would be planted again. You can give hope to the ill, the suffering, or shut-ins in your community.** Have students write out Jeremiah 32:40 nicely on small pieces of paper and tape or glue them around the outside of the cups. Then have them put some potting soil in each cup, take one bedding plant (marigolds work well), and plant it in the cup. Water them. Arrange a time to deliver them—a flower in the hand of a smiling child will inspire the hope of those in need.

## Good Kings (15-20 minutes)

*This research activity familiarizes children with the kings of Judah.* **Supplies:** Bibles

Divide the class into groups of two or three. Assign each group one of the following verses: 1 Kings 15:9-24, 1 Kings 22:41-50, 2 Kings 11 & 12, 2 Kings 14:1-22, 2 Kings 15:1-7, 2 Kings 15:8-32, 2 Kings 22 & 23. Tell kids that each group will be reading about a good king. Ask them to read and report the king's name and what he did that showed him to be a godly person. When all are done, call for the reports, writing responses on the board.

## 10. Captives Endure

### Today's Exiles (15-20 minutes)

*This research activity helps kids realize that many people today live in exile or as outcasts from society.* **Supplies:** recent news magazines

Divide the class into teams of two or three and distribute magazines to each team. Ask kids to look for international news items about people who have been cast out of their homelands. Or, ask them to look for articles about people who are not welcome in mainstream society. Ask each group to report its findings. Close with prayer for people who live as outcasts today.

### Strangers (20 minutes)

*This imagination activity highlights the differences in cultures.*

Divide the class into two groups. Each group is a city (name them, if you like). Each city should spend about ten minutes writing rules that have to do with manners or how to act (rolling one's eyes means, "I'm happy to see you," for example), making up their own language for common words (such as "hello"), and how to dress ("wear red hair ribbons on Sunday," for example). After the rules are written, send half of group one to visit group two and half of group two to visit group one. The home city must follow its own rules and must not tell the visitors what the rules are. After another ten minutes, have the groups return to their home cities. Ask what the experience was like.

## Feast Day (30-60 minutes)

*This research activity shows kids what the Feast of Purim is like.*

What you need for this activity depends upon how detailed and interactive you can be. Research Purim and its traditions (or have students do their own research) and tell the class how Jews celebrate this event. Or invite a Jewish expert to tell about Purim. Include traditional foods and games associated with this holiday.

## Letter to Xerxes (20 minutes)

*This writing activity challenges children to put themselves in Esther's place.* **Supplies:** pencil and paper

Instruct kids to imagine that they are in the position of Esther, knowing of Haman's plan to exterminate her people. **If she had written a letter to the king instead of giving him a banquet, what might she have said to persuade the king to protect her people? Remember, the fate of all her relatives depends on her success.**

## Babylon Knowledge (15 minutes)

*This discussion activity teaches children about ancient cultures.*

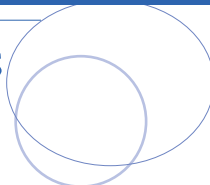
**Supplies:** photos of things related to ancient Babylon and Persia

Welcome children to Babylon. Explain the significance of the photos you brought, and then ask students to do the same. **What do we know about the way Babylonians lived?** (Aramaic was the common language, although people from many nations crossed paths there. That area of the world, set on the great Euphrates River, is known as the "Fertile Crescent," because of the land's productivity. Babylon was home to one of the world's ancient wonders, the Hanging Gardens. The setting would have seemed luxurious to the Judeans. Etc.)

## Star Power Collage (20-30 minutes)

*This craft challenges children to think of things that make people "stars" in God's eyes.* **Supplies:** poster board, old magazines, art supplies

Provide poster paper, art supplies, old magazines and catalogs, and scissors. Ask kids to make a collage of pictures (and words, if they like) entitled "Star Power." It should show the qualities of a true star, like Queen Esther. When finished, ask children to describe and explain their artwork. You may wish to give them a model. Idea: Fill a page with an outline of the Star of David and cut pictures to fit into each area of the star. Display it in the classroom or hallway.



## 11. Jews Return

### Prayer Journal (15-20 minutes)

*This writing activity challenges kids to record their prayers.*

**Supplies:** small notebooks

If possible, provide a small notebook for each student. (If not, ask students to bring their own.) Discuss what prayers they have memorized and what kinds of prayers they say on their own. Ask if they notice when a prayer is answered. Tell them to use their small notebooks to jot down the date and the prayer. Once a week, they should look back and see how their prayers have been answered and note that. Also, encourage them to copy prayers from other sources into their notebooks—to learn better how to pray. Write an appropriate sample prayer on the board to get them started.

### Building for God (20-30 minutes)

*This service project involves kids in the needs of others.*

Nehemiah gave each builder his own job. Discuss what jobs your class can do to help others who may not be able to do work themselves (raking or mowing lawns, washing windows, painting, etc.). Then decide on a time, get the necessary supplies, and “build”! Or choose a similar project to help “rebuild” a church building, home, or ministry center.

### Class Covenant (10-20 minutes)

*This large-group activity encourages children to dedicate themselves to God.*

Have students create a class covenant that captures their hearts and desires to dedicate themselves to God.

## 12. Jews Wait

### The Messiah (25-35 minutes)

*This music activity exposes kids to Handel’s Messiah. Supplies:* a recording of Handel’s Messiah or Young Messiah and equipment to play it.

Part 1 of the Messiah is taken largely from Isaiah. Ask students to read the text and then listen to the music: “Comfort Ye, My People” (Isaiah 40:1-3), “Every Valley” (Isaiah 40:4), “And the Glory of the Lord” (Isaiah 40:5), and “For Unto Us a Child is Born” (Isaiah 9:6).

### Visions (20-30 minutes)

*This drawing activity highlights Zechariah’s visions. Supplies:* paper, art supplies.

Put children in pairs and have them choose one of Zechariah’s eight visions to draw. (See Zechariah 1:7—6:15.) Also have them include the meaning of the vision. Then ask each pair to explain their drawing and the vision. Hang the posters in a public area to share with others.

### Good News/Bad News (15-20 minutes)

*This writing activity challenges children to put themselves in a prophet’s shoes.*

**The prophets often had a two-pronged message. On the one hand it was one of judgment and condemnation for the rebellion and sin of the people. On the other, it was one of hope and understanding. Write a proclamation to the people around you who do not have God in the center of their lives. What bad news do you think God might speak to these people today? What good news from God can bring them hope?**

### Bible-Times Meal (30-40 minutes)

*This snack exposes kids to Bible-times food. Supplies:* a Bible reference book, Mediterranean cookbook, selection of appropriate foods

Consult a reference book to learn what kinds of food people in Bible lands and times would eat. Bring pita bread, goat cheese (if your grocer carries it), grapes, dates, figs, and other cultural foods to share with the class, or have others bring in selected items from the list above.

### **Where in the World?** (15-20 minutes)

*This map activity relates the ancient world to the modern world.*

**Supplies:** current atlas, historical atlas

Show your class the expanse of the Roman Empire. Then help them determine the same area on a current map. Which countries previously belonged to the Roman Empire?

### **Who's Whom?** (30 minutes)

*This research activity challenges kids to learn more about the "Silent Era."* **Supplies:** ancient history reference materials, Internet access, encyclopedias.

Provide reference materials to any kids who may wish to research the major characters of the "Silent Years." Children who want a more in-depth look at some of the major characters of the time (Antiochus III & IV, Ptolemy, Alexander the Great, etc.) will enjoy diving into this research project. Schedule a time when your students can share their reports.

### **King of Hearts** (25 minutes)

This craft creates a reminder to stay faithful to Jesus. **Supplies:** art supplies, 8 1/2" x 11" poster paper.

Look back at your lists on how to prepare for a king and a baby from the "Baby or King?" *Spark Interest* activity. Discuss what we can do to prepare our hearts for Jesus. Ask each child to make a poster with the heading "KING OF HEARTS" that lists ways they will prepare their hearts for the coming Lord. Encourage children to hang the posters at home as a reminder to live out their vision of faithfulness while waiting for the Lord's return.

### **Inter-testament Cookies** (10 minutes)

*This snack explains the political situation just before Jesus' time.* **Supplies:** graham crackers, canned frosting, knives, sprinkles

Good things were happening during this time, also. The historical order of ruling groups was this: Greeks, then Romans. Jews were involved all along the way, but the Hasmoneans (Maccabees) were especially important in the latter Greek and early Roman times. Explain that the Romans were famous for building roads and setting up a more or less peaceful governmental structure. Distribute a graham cracker to each child with instructions not to eat it yet. This represents the Roman road. Why were roads and political stability important? Distribute frosting and knives. While children spread frosting on their crackers, explain that this represents the Jewish influence. The Jews were in turmoil (the whirls of the frosting), but they trusted God (stuck to God like frosting), and hoped for the Messiah (sweet hope!). Next, distribute the sprinkles. This represents the language and culture that the Greeks scattered across the Mediterranean region. While kids are sprinkling, discuss how a common language and culture helped to pave the way for the Messiah. When finished, eat and consider God's great work!



## 13R. Review Questions

### SINGLES

Q: How many books are in the Bible? [DiscipleSkill]

A: The Bible has 66 books in all.

Q: Name one result of sin which humans have faced ever since Adam and Eve. [Lesson 2]

A: Adam and Eve were forced to leave the Garden of Eden. / The earth began to produce weeds that increased Adam's labor. / Bearing children would be very painful for Eve and all women. / All children would be born with a "sinful nature."

Q: Why was Joseph given a high position of authority in Egypt? [L3]

A: Joseph correctly interpreted the Pharaoh's dream.

Q: God's chosen people (the Israelites) became slaves in this nation. [L4]

A: The Pharaoh of Egypt enslaved the Israelites.

What food did God supply to the Israelites while they were in the desert? [L4]

A: God supplied manna, quail and water to feed His people.

Q: Who did God choose to lead the Israelites from slavery? [L4]

A: God chose Moses to free His people and lead them back to the land that God had promised to Abraham.

Q: How many years did Israel wander around in the wilderness? [L4]

A: After Israel rebelled, God caused them to wander in the wilderness for 40 years—until all the adults who had rebelled had died.

Q: How did the Lord deliver Jericho to the Israelites? [L5]

A: The Israelites marched around the city for six days, blowing trumpets, and on the seventh day the city walls fell down.

Q: Who led Israel across the Jordan River? [L5]

A: Joshua took over leadership of Israel after Moses' death. (Joshua 3)

Q: What was the main sin of the people of Judah? [L8]

A: The main sin was turning away from God and worshipping false gods.

Q: How does God use Esther to save the Jewish people? [L10]

A: God gave Esther courage to tell the king the truth about Haman. She risked her life to save her people.

### DOUBLES

Q: Who wrote the Book of Isaiah? [DiscipleSkill]

A: Isaiah wrote the Book of Isaiah.

Q: What is the 11th book of the Old Testament? [DiscipleSkill]

A: 1 Kings

Q: Name the first five books of the Old Testament. [DiscipleSkill]

A: Genesis, Exodus, Leviticus, Numbers, Deuteronomy.

Q: Name a book of the Bible that reveals what will happen in the future (prophecy). [DiscipleSkill]

A: Select from these: O.T. —Isaiah through Malachi, N. T. —Revelation

Q: Contrast Noah's life with that of other people of his day.

A: The people of Noah's day were exceedingly wicked, but Noah was righteous by faith and obeyed God. [L2]

Q: What was the first sin? [L2]

A: Adam and Eve sinned when they ate the forbidden fruit and chose to disobey God.

Q: Why did Joseph's brothers come to Egypt? [L3]

A: Jacob sent his sons to Egypt to buy grain to eat during the famine.

Q: How long did Moses live in Egypt? [L4]

A: Moses left Egypt at the age of 40. (Acts 17:23-24)

Q: Where were Moses and the people when God gave them the ten commandments? [L4]

They were camped at the base of Mt. Sinai. (Exodus 19:1-2)

Q: Why did God give His people the Law? [L4]

A: God's Law taught the people about God and holiness. (Leviticus 20:7-8)

Q: What body of water did the Israelites cross to leave Egypt? [L4]

A: The Israelites crossed the Red Sea.

Q: How did the twelve spies describe the land of Canaan? [L4]

A: Canaan was beautiful, with fertile fields and rich crops. Some of the people who occupied the land were very tall and fierce.

Q: Why was Joshua's army able to conquer enemies that were stronger, more numerous, and better equipped? [L5]

A: The Lord fought for Israel. Joshua obeyed God's orders exactly.

Q: Who was David's best human friend? [L7]  
A: Saul's son Jonathan became David's closest friend and protected David from his jealous father.

Q: Which prophet challenged Baal on Mt. Carmel and won? [L8]  
A: The prophet's name was Elijah.

Q: The ten Northern Tribes split from united Israel to become known as what country? [L9]  
A: The name of the country is Israel.

Q: The two southern Tribes split from united Israel to become known as what country? [L9]  
A: The name of the country is Judah.

Q: Where were God's people sent to live in exile? [L10]  
A: Exiles lived in Assyria and Babylon (or Persia).

Q: What does the name "Esther" mean? [L10]  
A: The name means "star."

## TRIPLES

Q: How many Old Testament history books are there? [DiscipleSkill]  
A: There are 17 Old Testament history books.

Q: Name the five Old Testament books of poetry. [DiscipleSkill]  
A: Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon

Q: Name the five Old Testament books called the "Major Prophets." [DiscipleSkill]  
A: Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel.

Q: Recite the memory verse: God Reigns, 1 Chronicles 29:11. [Lesson 1]

Q: How did God create the universe? [L2]  
A: God spoke the worlds into existence.

Q: How did God make Eve? [L3]  
A: He took a rib out of Adam's side and made it into Eve.

Q: Why are people special—different from every other living being? [L2]  
A: People are special because God created them "in the image of God." / People are also special because we alone have the ability to choose right and wrong.

Q: What did Noah's family do as soon as they got off the ark? [L2]  
A: They built an altar and worshiped the Lord. (Genesis 8:20)

Q: Recite the memory verse: God Creates, Genesis 1:27. [L2]

Q: Identify one of the promises that God made to Abraham. [L3]  
A: God promised to make Abraham a great nation. / God promised to bless Abraham and to make his name great. / God promised to bless all other nations through Abraham's family. / God promised to give Abraham's family a homeland. (Genesis 12)

Q: About how many years after Isaac's birth was Jesus born? [L3]  
A: Jesus came about 2,000 years after Abraham's time.

Q: Which son inherited God's covenant promise after Abraham died? [L3]  
A: Abraham's son Isaac received God's great promises to Abraham.

Q: Recite the memory verse: Families Wander, Genesis 17:7. [L3]

Q: Recite the memory verse: Slaves Escape, Exodus 6:6. [L4]

Q: Recite the memory verse: Tribes Conquer, Joshua 11:23. [L5]

Q: Why is the era of kings known as Israel's "golden age"? [L7]  
A: Israel reached its pinnacle of power, wealth, and influence.

Q: Why did the Israelites ask Samuel to appoint a king? [L7]  
A: Samuel's sons were wicked; other nations had kings; other judges took bribes and didn't walk with God.

Q: Which two men did Samuel anoint to be kings of Israel? [L7]  
A: Samuel first appointed Saul, then David to lead God's people.

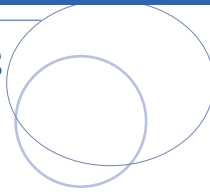
Q: Recite the memory verse: Kings Rule, 2 Samuel 8:15. [L7]

Q: Recite the memory verse: Prophets Preach, 2 Chronicles 36:15. [L8]

Q: Recite the memory verse: Kingdoms Collapse, 2 Kings 17:20. [L9]

Q: How long were the Jews in exile? [L10]  
A: Their exile lasted 70 years.

Q: Recite the memory verse: Captives Endure, Esther 4:14. [L10]



Q: Recite the memory verse: Jews Return, Ezra 1:3. [L11]

Q: Which Syrian ruler defiled the Temple? [L12]

A: Antiochus IV (Epiphanes) sacrificed a pig on the altar.

Q: What is the time period between the Old and New Testaments called? [L12]

A: The time between the Old and New Testaments is called the “inter-testamental period” or “400 Years of Silence.”

## HOME RUNS

Q: What did Ezra discover that many Jews living in Jerusalem had done? [Lesson 11]

A: Many men had disregarded God’s law by marrying foreign wives. (Ezra 10:1-2)