



**Mennonite  
Schools  
Council**

Affiliated with the  
Mennonite Church

# **High School Bible Curriculum**

*Written by Elam Peachey (1990)*

*Revised by Bronwyn Hestand (2010)*

## GENERAL INTRODUCTION

Mennonite schools offer students the opportunity to learn, grow and thrive in faith-infused communities that reflect Anabaptist values and beliefs. While each school is unique, these schools share a commitment to value-added education that promotes excellence and teaches students Jesus Christ's way of peace and reconciliation in the school, the church and all around the world.

The choice of Bible curriculum is critical for Mennonite schools. The following course outlines and resource lists are presented in support of Christ-centered understandings of faith. As Jeanine Bertsche Johnson says, “Most of all, we can continue to remind our students that God always loves them, seeks deeper relationship with them, empowers them through the Holy Spirit to follow the way of Jesus, and calls them to be agents of God’s reconciling love in the world. As our Vision: Healing and Hope statement says, ‘God calls us to be followers of Jesus Christ and, by the power of the Holy Spirit, to grow as communities of grace, joy, and peace so that God’s healing and hope flow through us to the world.’ ”

This curriculum was first written in 1990 by Elam Peachey as a project of what was then the Mennonite Secondary Education Council (MSEC). Written with support from Associated Mennonite Biblical Seminary and in consultation with the MSEC Bible teachers, a core curriculum was designed to bring an Anabaptist perspective to Bible instruction and to facilitate a more consistent Bible curriculum at the various Mennonite high schools. I am grateful to Elam for his enthusiastic support of the updating process.

This new “edition” maintains much of the original, but in an electronically accessible format. The course outlines themselves have been only slightly modified to recognize changes such as world politics, developing church history, or advances in science and technology. What has changed dramatically is the resource list. Many of the books listed in the 1990 version are no longer in print. Now, of course, many resources exist on the Internet. The activities listed have also been updated to emphasize growth on the Christian faith journey. The teacher will find suggestions for activities, journals and discussions that will challenge students to articulate what they believe and grow in faith in Christ.

This curriculum does not contain individual lesson plans or even specific suggestions of how to pace the course. Each school’s Bible department will need to write its own departmental objectives and set priorities. It is not expected that any teacher will “cover” all the material listed in the outlines. Instead, discernment of objectives as related to the local community, churches and history will be important. For example, Rockway Mennonite Collegiate

determined in 2007 that each course in their religious studies area would have these six elements: biblical grounding, spiritual disciplines, Anabaptist/Mennonite perspectives, connection with other faiths/cultures, ethical issues, and enduring questions. Other schools have created terminal projects such as presentations or faith-oriented “What I believe” speeches which are shared with family and friends at the end of the senior year.

Each course has an extensive resource listing. The list included in this introduction is intended to provide foundational understandings of Mennonite history and theology, especially for those who are new to teaching Bible in a Mennonite school. There are also several resources about youth ministry. Schools are encouraged to build and maintain a resource library for its Bible department. It should be noted that a new edition of the book, *Through Fire and Water*, was released in 2010 in support of the 11th grad course, “The People of God: Growth and Struggles of the Church in History.” The new edition includes a more sympathetic view of the medieval church period, a new chapter on the question of faith and ethnicity, more information about the North American Mennonite church from 1950 to the present, and new chapters on Mennonites in Asia, Africa and Latin America. Schools are encouraged to purchase copies of this book for student use. Another new book that is sure to be useful is John Roth’s book on Mennonite education. Though not yet titled, it is expected to be released in late 2010 or early 2011.

I would like to thank the Mennonite Schools Council (MSC) teachers who shared their perspectives on the curriculum and their resource ideas. Dale Shenk from Bethany Christian Schools; Ron Hertzler, Kirby King, Preston Bush and Rod Derstine from Christopher Dock Mennonite High School; and J.W. Sprunger, Timothy Yoder and Sheri Wenger from Lancaster Mennonite School graciously shared how their Bible curriculum has developed over the years. Their experience with high school students and faith development was invaluable. I also thank Steve Kriss and Marlene Frankenfield of Franconia Mennonite Conference for their input. Rachel Nussbaum Eby of Mennonite Education Agency (MEA) edited and reformatted the revised version.

Sharing of ideas, questions and resources between current teachers is strongly encouraged and can be facilitated online or at MSC events. In addition, the MEA website ([www.mennoniteeducation.org](http://www.mennoniteeducation.org)) is a source for many resources.

With prayers for teaching and learning that builds God’s kingdom,

*Bronwyn Histan*  
MSC Curriculum Coordinator

## TEXTBOOKS

Careful review of materials is necessary for alignment with the school's mission and the departmental goals.

**For the church history course, MSC has commissioned the revised edition of the following book:**

Nolt, Steven M., and Harry Loewen. *Through Fire and Water: An Overview of Mennonite History*. Rev. ed. Scottdale: Herald Press, 2010.

**For the senior level course, a peace and justice study such as the following is recommended:**

Roth, John D. *Choosing Against War: A Christian View*. Intercourse: Good Books, 2002.

**The following two books by St. Mary's Press may be useful:**

Newland, Mary Reed. *Written on Our Hearts: The Old Testament Story of God's Love*. 3rd ed. Winona: Saint Mary's Press, 2009.

Zanzig, Thomas. *Jesus of History, Christ of Faith*. Winona: Saint Mary's Press, 1999.

## GENERAL BIBLIOGRAPHY

Augsburger, Myron S. *The Fugitive: Menno Simons*. Scottdale: Herald Press, 2008.

Bass, Dorothy C., and Don Richter. *Way to Live: Christian Practices for Teens*. Nashville: Upper Room Books, 2002.

Bender, Harold S. *The Anabaptist Vision*. Scottdale: Herald Press, 1944.  
Also available online at [www.mcusa-archives.org](http://www.mcusa-archives.org)

Braght, Thieleman Jan van. *The Martyrs Mirror*. Scottdale: Herald Press, 1982.  
Images available online at [www.bethelks.edu/mla/holdings/scans/martyrsmirror](http://www.bethelks.edu/mla/holdings/scans/martyrsmirror)  
Text available online at [www.homecomers.org/mirror/contents.htm](http://www.homecomers.org/mirror/contents.htm)

*Confession of Faith in a Mennonite Perspective*. Scottdale: Herald Press, 1995.  
Also available online at [www.mennolink.org/doc/cof](http://www.mennolink.org/doc/cof)

Dean, Kenda Creasy. *Almost Christian: What the Faith of our Teenagers is Telling the American Church*. New York: Oxford University Press, 2010.

- . ed. *OMG: A Youth Ministry Handbook*. Nashville: Abingdon, 2010.
- and Ron Foster. *The God-Bearing Life: The Art of Soul Tending for Youth Ministry*. Nashville: Upper Room Books, 1998.
- Dunn, Richard R. *Shaping the Spiritual Life of Students: A Guide for Youth Workers, Teachers, Pastors and Youth Ministers*. Downers Grove: Intervarsity Press, 2001.
- Dyck, Cornelius J., ed. *An Introduction to Mennonite History*. 3rd ed. Scottdale: Herald Press, 1993.
- Fee, Gordon D., and Douglass Stuart. *How to Read the Bible for All It's Worth*. Grand Rapids: Zondervan, 2003.
- Herschberger, Michele. *God's Story, Our Story: Exploring Christian Faith and Life*. Scottdale: Herald Press, 2003.
- Jackson, Dave and Neta. *On Fire for Christ: Stories of Anabaptist Martyrs*. Scottdale: Herald Press, 1989.
- Kauffman, Richard. *Making Peace with Enemies: Ten Truths Christians Need to Know*. Scottdale: Faith & Life Resources, 2002.
- Kehrberg, Sarah, ed. *The Mennonite Handbook*. Scottdale: Herald Press, 2007.
- Nolt, Steven M., and Harry Loewen. *Through Fire and Water: An Overview of Mennonite History*. Rev. ed. Scottdale: Herald Press, 2010.
- Read the Book: A Reading Record for the Whole Bible*. Scottdale: Faith & Life Resources, 2006.
- Root, Andrew. *Revisiting Relational Youth Ministry*. Downers Grove: Inter-Varsity Press Books, 2007.
- Roth, John R. *Beliefs: Mennonite Faith and Practice*. Scottdale: Herald Press, 2005.
- . *Stories: How Mennonites Came to Be*. Scottdale: Herald Press, 2007.
- White, Julie Ellison. *Tent of Meeting: A 25-day Adventure with God*. Scottdale: Herald Press, 2004.





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## **High School Bible Curriculum**

*Written by Elam Peachey; revised by Bronwyn Hestand*

# **The People of God: A Story Begun**

**RECOMMENDED FOR GRADE 9  
SEMESTER COURSE**

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## OVERVIEW

“The People of God: A Story Begun” introduces the student to the story of God calling out and working with his people, from creation through the return from exile. The study is in chronological sequence but focuses on major Old Testament themes along the way. This course serves as a base for the 10<sup>th</sup> grade course, “The People of God: The Story Continued: Jesus and the Church.” The theme of God’s unfailing grace is suggested for emphasis throughout these two courses. In addition, the courses are linked since the various stories are seen as elements of one complete story—the way God reveals himself to us.

This outline does not define how the units are paced. It is suggested that the curriculum is developed with a sensitivity for growth in both content-knowledge and personal faith formation. Building in-depth understanding will mean that not all content is “covered.”

Grade nine presents specific opportunities and challenges in schools that begin with grade nine, or have large numbers of incoming students at this grade level. Biblical literacy may vary considerably. Pretests or other formative assessment strategies may help the teacher better understand the needs of the students. Learning groups, portfolios, assignment choices and other strategies for differentiated learning will be especially useful. In addition, the students may be coming from a number of other school settings. Activities that build a sense of community will help the school culture of learning, dialogue and support for faith development. Simulations and other “hands-on” activities are especially effective in engaging students of all backgrounds in the biblical story. Bible memory assignments can be very meaningful learning experiences with long-term rewards. Video clips of Old Testament stories can lead to interesting discussions of story themes, characters, alignment of video with Scripture and other topics. Journals and assessment activities can be useful in encouraging growth since students are asked to articulate elements of what they know, questions they have and what they believe.

See the Teacher Resources section of this course and the other courses for a variety of tools for teacher preparation, classroom activities and student assignments. The General Introduction to the curriculum also contains a foundational resource list for youth ministry and Mennonite faith perspectives.

The objectives of “The People of God: A Story Begun” relate to the following educational objectives of \_\_\_\_\_ : *(Fill in name of school and list relevant objectives.)*

## Unit 1: INTRODUCTION

This material can be addressed as a specific introductory unit or integrated in lessons throughout the semester as questions are raised by students.

### OBJECTIVES

Students will:

1. Understand the major events and time periods in the formation of the Old Testament text.
2. Know the major political powers and geography of the ancient Near East.

### CONTENT

1. Formation of the Old Testament
  - a. When and how it was written
  - b. Types of literature
2. Bible lands
  - a. Egypt
  - b. Palestine
  - c. Mesopotamia
  - d. Geography

### MATERIALS, ACTIVITIES AND RESOURCES

1. Complete a general knowledge pretest on the Old Testament.
2. Memorize the names of the Old Testament books and be able to classify them according to the type of literature.
3. Use online resources to understand the geography of the region. *Google maps* has Earth view to see maps in 3D and many other useful tools for understanding geography. (Google “Google Earth”)
4. Online tools (e.g., <http://scribblemaps.com>) may also be used to have students draw maps of the ancient Near East and identify the following:
  - a. Vicinity of Egypt, Palestine and Mesopotamia
  - b. Five to ten major cities
  - c. Four major rivers
  - d. General topography
5. Create a wall-sized timeline for the classroom.
6. Have students write their spiritual autobiographies. Refer to the Appendix for a sample assignment sheet.

## Unit 2: GENESIS

### OBJECTIVES

Students will:

1. Understand the creation accounts and what they teach about God and the purpose for humanity.
2. Examine the cause and nature of human sin and God's response.
3. Examine "the promise" and see how it was kept alive from generation to generation.

### CONTENT

1. Creation stories (Genesis 1, 2)
  - a. Compare the two creation accounts.
  - b. What does creation say about God?
  - c. What is God's purpose for humanity?
2. Sin enters the picture.
  - a. The Fall (Genesis 3)
    - i. People's good relationships with each other are broken by human sinfulness.
    - ii. People's good relations with the land are broken by human greed.
    - iii. People's good relations with God are broken by human pride.
  - b. Murder of Abel (Genesis 4)
  - c. The flood (Genesis 6-9)
  - d. Confusion at Babel (Genesis 11)
3. Formation of the promise (Genesis 12-50)
  - a. Abraham and Sarah
    - i. The meaning of faith
    - ii. The questioning of faith: Abraham tested with Isaac
    - iii. The ups and downs of faith
    - iv. Will our faith be passed along?
  - b. Isaac and Rebekah
  - c. Jacob and Rachel
    - i. Scheming and manipulation
  - d. Joseph and his brothers
    - i. Rebellion turned into salvation
    - ii. Faithfulness in the midst of temptation

## MATERIALS, ACTIVITIES AND RESOURCES

1. Complete selected readings from Genesis with study guides, quizzes or notes.
2. Create a diagram or artistic image of the Genesis 1 account of creation.
3. Trace on a map the journey of Abraham and his descendents from Mesopotamia to Egypt (e.g., <http://scribblemaps.com>).
4. Memorize Genesis 1:27 and Genesis 50:20.
5. See Teacher Resources for video titles.
6. Poem: Johnson, James Weldon. "Creation," *God's Trombones*. New York: Viking, 1927.
7. Have students create and present skits based on the Old Testament stories.
8. Activities from the *Serendipity Bible* (Grand Rapids: Zondervan, 1996)
9. Consider Article Five (Creation and Divine Providence) in the *Confession of Faith in a Mennonite Perspective*. Be aware of the non-creedal nature of the Mennonite Church. The Mennonite Church has traditionally spoken of confessions rather than creeds. A helpful statement on the Anabaptist/Mennonite emphasis regarding creeds is found in Paul M. Lederach's *A Third Way* (Herald Press, 1980), chapter 1. Also note the appendix by Lederach in "Affirming Our Faith In Word and Deed" ([www.gameo.org/encyclopedia/contents/A33.html](http://www.gameo.org/encyclopedia/contents/A33.html)).
10. Moyer, Joanne. *Earth Trek: Celebrating and Sustaining God's Creation*. Scottdale: Herald Press, 2004.

## Unit 3: EXODUS 1-19

### OBJECTIVES

Students will:

1. Become familiar with the Exodus story and the key events surrounding it.
2. See God as the initiator of revelation, deliverance and salvation for his people.
3. Grasp the significance of the Exodus event as salvation history.

### CONTENT

1. Moses (Exodus 2-6)
  - a. Moses' calling: missions and service
  - b. Meaning of Yahweh
  - c. God hears the cry of his people
2. Ten plagues and Passover
  - a. What is a miracle?
  - b. Salvation out of oppression
  - c. Meaning of Passover
3. Crossing the Red Sea
  - a. Song of Moses and Miriam
  - b. God fighting for his people
4. Route of the Exodus

### MATERIALS, ACTIVITIES AND RESOURCES

1. Complete selected readings from Exodus with study guides, quizzes or notes.
2. Know the significance and meaning of Passover symbols.
3. Write an essay on the meaning of salvation as revealed in Exodus.
4. Outline on a map the route of the Exodus (e.g., <http://scribblemaps.com>).
5. Prepare a newspaper or TV newscast (in small groups) on the Exodus. Students can easily create video via I-video and other technologies.
6. Have a guest do presentation on Passover meal (Seder).
7. Cardozo, Arlene R. *Jewish Family Celebrations*. New York: St. Martins Griffin, 1985.

## Unit 4: EXODUS 20-40, LEVITICUS AND NUMBERS

### OBJECTIVES

Students will:

1. Understand the conditional nature, the content and meaning of the Mosaic covenant.
2. Understand the concept of atonement.
3. Examine what it means to be a holy, set-apart people.
4. Understand sabbatical/jubilee years and God's concern for justice.
5. See God's faithfulness in covenant while his people rebelled.

### CONTENT

1. Mosaic covenant (Mt. Sinai)
  - a. Comparison of Noah and Abraham covenants
  - b. Non-stop rebellion of God's people
  - c. Law for righteousness and justice
2. Day of Atonement (Leviticus 16)
  - a. Spiritual health and wholeness of community
3. Holiness code (Leviticus 17-26)
  - a. Holiness: being set apart
  - b. Sabbatical/Jubilee years: justice
  - c. The tabernacle
4. Numbers
  - a. Yahweh's anger at Israel (Numbers 13-14)
  - b. Israel rebels against Moses (Numbers 11-14, 16)
  - c. Balaam's blessing (Numbers 22-24)
5. Archeology

### MATERIALS, ACTIVITIES AND RESOURCES

1. Complete selected readings from Exodus, Leviticus and Numbers with study guides, quizzes or notes.
2. Memorize Exodus 20:2-17.
3. Have students write paraphrases of the Ten Commandments for God's people today.
4. Have students discuss and/or attempt to live out (for a specific time period) what it means to keep the Sabbath.
5. Show portions of the 1956 *Ten Commandments* film. Discuss alignment between biblical text and the film.
6. Explore the layout of the tabernacle online or via other resources (e.g., [www.the-tabernacle-place.com/tabernacle\\_articles/print/basic\\_layout.aspx](http://www.the-tabernacle-place.com/tabernacle_articles/print/basic_layout.aspx)).

## Unit 5: BEGINNING OF NATIONHOOD

### OBJECTIVES

Students will:

1. Understand the nature of the settlement of Canaan including how the land was occupied and the divisions of the twelve tribes.
2. Study the role of judges and the rise of kingship.
3. Examine the kingship and personal lives of Saul and David.
4. See the glory of the monarchy as well as the abuses of power.
5. Understand God's provision for protection: "holy war."

### CONTENT

1. Settlement of the land (Joshua, Judges)
  - a. Twelve tribes
  - b. Twelve judges (Deborah, Samuel)
  - c. Could the settlement have been peaceful if the people had been obedient?
  - d. God's protection: "holy war"
  - e. No central government
2. Rise of kingship (I Samuel)
  - a. Samuel (I Samuel 1-7)
  - b. Saul (I Samuel 8-15)
  - c. David (I Samuel 16-31)
  - d. Clamor for central government
3. Kingdom united (II Samuel; I Kings 1-11)
  - a. Solomon
  - b. Abuse of centralized power
4. The theology and politics of Israel
  - a. The royal psalms
  - b. The songs of Zion

### MATERIALS, ACTIVITIES AND RESOURCES

1. Complete selected readings from Joshua, Judges, I and II Samuel, and I Kings 1-11, with study guides, quizzes or notes.
2. Draw a map of Palestine outlining the twelve tribes (e.g., <http://scribblemaps.com>).
3. Be able to outline basic biographical information on Deborah, Samuel, Saul, David and Solomon.
4. Memorize I Samuel 16:7b.
5. Note activities from the *Serendipity Bible* (Grand Rapids: Zondervan, 1996).

## Unit 6:      **PROPHETS AND POLITICS**

### **OBJECTIVES**

Students will:

1. Gain a broad understanding of the divided kingdoms of Israel and Judah, including their socio-economic, political and religious climates.
2. Examine the lives of Jehoshaphat and Hezekiah as two kings who attempted reform.
3. Examine the calling and prophetic ministry of several prophets including Elijah, Elisha, Amos, Micah, Isaiah and Ezekiel.
4. Study the nature of God’s covenant relationship with his people from the prophet Hosea.
5. Anticipate “the new covenant” as set forth by Jeremiah.

### **CONTENT**

1. Northern Kingdom (I Kings 12-22; II Kings 1-17; Hosea; Amos)
2. Southern Kingdom: (II Kings 18-25; Ezekiel 1-24; Obadiah; Micah; Nahum; Habakkuk; Zephaniah)
  - a. Socio-economic, political and religious climate
  - b. Kings for reform: Jehosophat and Hezekiah
  - c. Prophets of God: Elijah, Elisha, Amos, Micah, Isaiah and Ezekiel
3. Covenant relationship (Hosea)
  - a. God’s covenant relationship with his people
  - b. The meaning of covenant in human relationships
4. Covenant renewed
  - a. Josiah renews covenant.
  - b. Jeremiah sets forth a new covenant.

### **MATERIALS, ACTIVITIES AND RESOURCES**

1. Complete selected readings from I and II Kings and the prophets with study guides, quizzes or notes.
2. Draw a map of Palestine outlining the divided kingdom (e.g., <http://scribblemaps.com>).
3. Write an essay on the meaning of covenant as understood by the prophets.
4. Discuss the role of “covenants,” “contracts” and other pledges in today’s world.
5. Identify key information on each of the kings and prophets studied.



## Unit 7: OLD TRADITIONS/NEW VISIONS

### OBJECTIVES

Students will:

1. Examine the events that led to captivity.
2. Understand the lives and hopes of God's people in exile.
3. Study the role of prophets in proclaiming hope and restoration.
4. Become familiar with the events of restoration and rebuilding the temple.
5. Examine the prophetic roles of Ezra, Nehemiah and Jonah.
6. Understand the concept of God's nation as a global idea.

### CONTENT

1. Exile and rebirth (Isaiah 40-55; Ezekiel 25-39)
  - a. Life in exile
  - b. Rebirth of a people
  - c. Prophets proclaim hope
2. Restoration (Ezra; Nehemiah; Isaiah 56-66; Ezekiel 40-48; Joel; Jonah; Haggai; Zechariah; Malachi; Chronicles)
  - a. Temple restored
  - b. Covenant community restored
3. Hope for God's nation
  - a. A nation with land
  - b. A scattered nation - no land
  - c. An international people
  - d. Jesus: A Man for all nations

### MATERIALS, ACTIVITIES AND RESOURCES

1. Complete selected readings with study guides, quizzes or notes.
2. Consider the role of prophets in the church today.
3. Christine Sine has posted a YouTube video entitled *Jesus, a Man for all Nations* which includes images of Jesus from many cultures. Search YouTube for the Christine Sine video dated July 2007. **Always preview online videos before showing.**
4. Work with Mennonite Mission Network or other agencies to make connections with church workers in various countries. Skype or other services can be useful in setting up dialogue that enhances global understandings of the church. Time zone differences can be an obstacle to live conversation and should be a key part of planning.

## **Unit 8: ISRAEL PUTS ITS FAITH INTO THE BOOK**

### **OBJECTIVES**

Students will:

1. Understand how the Hebrews used their Scriptures on festival occasions.
2. Use the understanding gained in interpreting these Scriptures.
3. Identify the differences between the types of Scriptures: law, prophets and wisdom.
4. Gain insights into the meaning of suffering.
5. Understand the literary types of psalms and use this knowledge to help understand specific psalms.

### **CONTENT**

1. The festival scrolls (Song of Songs, Ruth, Lamentations, Ecclesiastes, Esther)
  - a. Song of Songs at Passover
  - b. Ruth and Pentecost
  - c. The laments
  - d. Esther and Purim
2. The treasury of wisdom
  - a. Proverbs
  - b. Job and the mystery of suffering
3. Insights into the human experience (Psalms)
  - a. Psalm types
  - b. Private and community use
  - c. To love and obey the law

### **MATERIALS, ACTIVITIES AND RESOURCES**

1. Complete selected readings with study guides, quizzes and class notes.
2. Note activities from the *Serendipity Bible* (Grand Rapids: Zondervan, 1996).
3. Read current events articles or blogs related to those suffering from war, disease, discrimination, natural disasters, etc.
4. Have students write their own psalms, laments and proverbs.
5. Create artwork to illustrate a Scripture passage from the readings suggested.

## TEACHER RESOURCES

Used copies of many of these resources are available online (e.g. [www.amazon.com](http://www.amazon.com)).

Barrett, Lois. *The Way God Fights*. Scottdale: Herald Press, 1987. Peace and Justice Series #1.

Cardozo, Arlene R. *Jewish Family Celebrations*. New York: St. Martin's Press, 1985.

*Creation Chronicles*. Ted and Lee. Third Way Media, 1999. DVD.

SCENES: The Creation, Cain & Abel, The Flood, The Tower of Babel, Abraham, Desert Song, The Golden Calf, Jericho, Samuel, Solomon, Jeremiah, WXP (Prophet Radio), Jonah, Advent

Available from <https://store.thirdwaymedia.org/p-205-creation-chronicles-dvd.aspx>

Drane, John. *Introducing the Old Testament*. Rev. ed. Minneapolis: Fortress Press, 2001.

Finkel, Donald L. *Teaching with Your Mouth Shut*. Portsmouth: Boynton/Cook, 2000.

*Global Anabaptist Mennonite Encyclopedia Online*. The Global Anabaptist Mennonite Encyclopedia Online (GAMEO). Web. <<http://www.gameo.org/encyclopedia>>

Harris, Stephen, and Robert Platzner. *The Old Testament: An Introduction to the Hebrew Bible* 2nd ed. Columbus: McGraw-Hill Higher Education, 2008.

Herschberger, Michele. *God's Story, Our Story: Exploring Christian Faith and Life*. Scottdale: Herald Press, 2003.

Jenkins, Simon. *The Bible from Scratch*. Oxford: Lion, 2009.

L'Engle, Madeline. *Sold Into Egypt: Joseph's Journey Into Human Being*. Wheaton: Shaw, 2000.

Lederach, Paul. *A Third Way*. Scottdale: Herald Press, 1980.

Miller, John W. *Meet the Prophets: A Beginner's Guide to the Books of the Biblical Prophets*. Mahwah: Paulist Press, 1987.

Moyer, Joanne. *Earth Trek: Celebrating and Sustaining God's Creation*. Scottdale: Herald Press, 2004.

Newland, Mary Reed. *Written on Our Hearts: The Old Testament Story of God's Love*. 3rd ed. Winona: Saint Mary's Press, 2009.

*Read the Book: A Reading Record for the Whole Bible*. Scottdale: Faith & Life Resources, 2006.

*The Revised Common Lectionary.* Vanderbilt Divinity Library. Web.  
<<http://lectionary.library.vanderbilt.edu>>

*Serendipity Bible: For Personal and Small Group Study.* Grand Rapids: Zondervan, 1996.

*The TNT Bible Collection.* Turner Classic Movies, 1994/1996/1997. DVD. Six-disc set includes "Jacob," "Joseph," "Abraham," "Samson and Delilah," "Moses" and "David." Twelve-disc set includes "Jeremiah," "Solomon," "Genesis," "Esther," "Paul the Apostle," "The Apocalypse," "Samson and Delilah," "Moses," "Joseph," "Jacob," "David" and "Abraham."

Wiesel, Elie. *Messengers of God.* New York: Simon and Schuster, 1985.

## APPENDIX

### **The People of God: A Story Begun**

#### Assignment: Spiritual Autobiography

Keep in mind that this assignment is intended to be of maximum value to **you**. The following questions should assist you in getting started.

#### MY STORY, MY HOPES AND MY DREAMS

1. When and where I was born
2. What my life was like before I went to school
3. My school days in elementary, middle and high school (to date)
4. The story of my learning to know about God
5. My response to Jesus Christ
6. My hopes and dreams for the future, and the part that Jesus and the church have in my hopes and dreams
7. Other interesting parts to my personal story, dreams and hopes





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# **The People of God: The Story Continued: Jesus and the Church**

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## OVERVIEW

“The People of God: The Story Continued: Jesus and the Church” continues themes introduced in the 9<sup>th</sup> grade course, “The People of God: A Story Begun.” The theme of God’s unfailing grace is suggested for emphasis throughout these two courses. In addition, the courses are linked since the various stories are seen as elements of one complete story, the way God reveals Himself to us. By the completion of this course, students will be familiar with the intertestamental period, Judaism, and the world of Jesus. They will study the life and teachings of Jesus Christ as a challenge for their own relationship with Christ.

This outline does not define how the units are paced. It is suggested that the curriculum is developed with a sensitivity for growth in both content-knowledge and personal faith formation. Building in-depth understanding will mean that not all content is “covered.”

Biblical literacy may vary considerably. Pretests or other formative assessment strategies may help the teacher better understand the needs of the students. Learning groups, portfolios, assignment choices and other strategies for differentiated learning will be especially useful. In addition, the students may be coming from a number of other school settings. Activities that build a sense of community will help the school culture of learning, dialogue and support for faith development. Simulations and other “hands-on” activities are especially effective in engaging students of all backgrounds in the biblical story. Bible memory assignments can be very meaningful learning experiences with long-term rewards. Video clips can lead to interesting discussion of story themes, characters, alignment of video with Scripture and other topics. Journals and assessment activities can be useful in encouraging growth since students are asked to articulate elements of what they know, questions they have and what they believe.

See the Teacher Resources section of this course and the other courses for a variety of tools for teacher preparation, classroom activities and student assignments. The General Introduction to the curriculum also contains a foundational resource list for youth ministry and Mennonite faith perspectives.

The objectives of “The People of God: The Story Continued: Jesus and the Church” relate to the following educational goals of \_\_\_\_\_ : *(Fill in name of school and list relevant objectives.)*

## UNIT 1: INTRODUCTION

### OBJECTIVES

The student will:

1. Understand the political, social, religious and cultural framework of the world of Jesus.
2. Become acquainted with Christian and non-Christian writers, and their views concerning Jesus and the Christian movement.
3. Be able to distinguish between the different audiences to whom the four gospels were written.
4. Understand the formation of the canon as a process that lasted several hundred years.
5. Articulate the Christian view of Jesus as Christ.

### CONTENT

1. Background information about Jesus
  - a. Non-Christian sources
    - i. Josephus, Jewish historian (intertestamental) and earliest non-Christian testimony
    - ii. Pliny the Younger, Roman administrator in Bithynia (CE 110)
    - iii. Tacitus, Roman historian
      1. Wrote after CE 110 about Christians at time of Nero (CE 64)
    - iv. Seutonius, Roman historian and lawyer (CE 120)
      2. Compiled biographies of several Roman emperors
      3. Mentioned expulsion of Jews from Rome under Claudius
  - b. Christian sources
    - i. Apocrypha: 15 pieces of religious literature not accepted in the canon but with historic value
    - ii. Letters of Paul
    - iii. Gospels: testimonies of faith, not biographies of Jesus
      1. Stages of information
        - a. Actual life and teaching of Jesus
        - b. Oral: preaching by apostles after Pentecost
        - c. Writing of oral traditions by evangelists
      2. Perspectives of four evangelists
        - a. Synoptic Gospels – similar, can more fully understand message when viewed side by side
          - i. Matthew: Written to Jews and emphasizes that Jesus is promised Messiah. Jesus as teacher.

- ii. Mark: Written to Gentiles, particularly Romans, emphasizes Jesus' humanity. Jesus as unrecognized Messiah.
  - iii. Luke: Gentile audience and stresses universality of the gospel (good news). Jesus as compassionate and concerned for sinners.
  - iv. John: More theological than historical and contains the teachings of Jesus. Jesus is seen as incarnate "Word of God."
- 2. Formation of the New Testament canon
  - a. Acceptance of Old Testament (CE 90)
  - b. Apostles' stories (CE 33-50)
  - c. Gospels and letters (CE 50-120)
  - d. Compiling list (CE 120-397)
    - i. Councils of Hippo (CE 393) and Carthage (CE 397) verified listing by Athanasius
- 3. Christology: "Who do you say that I am?"
  - a. Jesus (history), the Christ (faith)

#### **MATERIALS, ACTIVITIES AND RESOURCES**

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Metzger, Bruce M. *The New Testament: Its Background, Growth and Content*. Nashville: Abingdon Press, 1965. Chapter 4.
3. Diagram on the formation of the canon. (See pp. 408-409: Drane, John. *Introducing the New Testament*. New York: Harper and Row, 1986.)
4. Create a timeline for the intertestamental period through the life of Christ and the early church. Include references to the role of the Pharisees, Sadducees, Essenes and Zealots.
5. Introduce the formation of the New Testament canon in this unit. This may be more thoroughly explored in the 11<sup>th</sup> grade course, "The People of God: Growth and Struggles of the Church in History."

## UNIT 2: WORLD OF JESUS

### OBJECTIVES

The student will:

1. Become familiar with Jewish history from the return of captivity (539 BCE) until the Christian era.
2. Describe the major geographical and political divisions of Palestine under Roman occupation.
3. Name and describe the four major Jewish parties in Jesus' day.
4. Distinguish between temple worship system and weekly synagogue assemblies.
5. Understand differences between Hebrew and Greek thought patterns.
6. Articulate how the church became God's special witness in the transition from Judaism to Christianity.

### CONTENT

1. Intertestamental period (400-4 BCE)
  - a. Brief review of history: Review the call of Abraham, rebuilding of the temple and details after Alexander the Great.
  - b. Significant literature
    - i. Septuagint (250 BCE): Greek translation of Old Testament
      1. Hebrew language dead
      2. Made Scripture available
    - ii. Apocrypha
    - iii. Writings of Josephus
2. Geography and culture
3. Political
  - a. Far-northern section ruled by Philip, south by Pilate, and Galilee ruled by Herod Antipas. (Most Jews lived in South Judea; Jesus spent most of his time in Galilee.)
4. Religious (Judaism)
  - a. Jewish parties
    - i. Pharisees
    - ii. Sadducees
    - iii. Essenes
    - iv. Zealots
  - b. Worship
    - i. Temple: focal point of national life and worship, symbol of unity of Jews, vast sacrificial system (The Wailing Wall is all that remains of Herod's temple.)

- ii. Synagogue: focal point of worship and education in each town, began as temporary structure, became main support of Jewish faith
- iii. “Shema” (Deuteronomy 6:4)
- iv. Consecrated life
  - 1. Daily prayer
  - 2. Weekly Sabbath
  - 3. Religious feasts: Passover, Pentecost and Festival of Tabernacles
  - 4. Relevant vocabulary
    - a. High Priest, head of temple worship
    - b. Chief Priest, head of one of many priestly families
    - c. Diaspora, Jewish communities scattered throughout Roman Empire
    - d. Sanhedrin, central governing council
- c. Hebrew thought pattern compared to Greek
  - i. Hebrew
    - 1. Linear
    - 2. Focus on community
    - 3. History written by prophets and people involved
    - 4. God at work among people
    - 5. Purposeful conclusion to life
    - 6. God’s creation is good.
  - ii. Greek
    - 1. Cyclical
    - 2. Self-centered
    - 3. History written by scholars
    - 4. Fate-controlled events
    - 5. Death ends all: nothing to nothing
    - 6. Hierarchy of evil to good (earth, plants, animals, slaves, women, man-body, soul, spirit, gods [evil and good])
- d. Transition from Judaism to Christianity
  - i. God’s special witness on earth passes from the godly remnant of the nation of Israel to the universal church.
  - ii. Risen Messiah and Jesus of Nazareth: When “rejection” was made official by the Sanhedrin, the Holy Ghost fell upon Gentiles, and apostles could accept universality of the church.

## MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999. Chapters 3-5.
2. Identify divisions on a blank map of Palestine (e.g., <http://scribblemaps.com>).
3. Memorize the "Shema" (Deuteronomy 6:4).
4. Describe High Priest, Chief Priest, Sanhedrin and Diaspora.
5. Drane, John. *Introducing the New Testament.*, San Francisco: Harper & Row, 1986. Chapter 1.
6. Kreider, Alan. *Journey Towards Holiness: A Way of Living for God's Nation*. Scottdale: Herald Press, 1987.
7. Bowman, Thorleif. *Hebrew Thought Compared to Greek*. New York: W.W. Norton, 1970.
8. Note that the Greek system of thought—being hierarchical—can, by extension, be used as a rationale for racism (animals, slaves, your race, my race, etc.).
9. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
10. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.
11. Google images of the Wailing Wall/Western Wall.
12. Images, routes and maps from the Jesus Trail ([www.jesustrail.com](http://www.jesustrail.com))

## UNIT 3: EARLY YEARS

### OBJECTIVES

Students will:

1. Articulate the difference between the first-century Jewish view of Messiah and the Christian Messianic understanding.
2. List and justify five titles attributed to Jesus.
3. Explain similarities and differences between the Matthew and Luke birth narratives.
4. Identify key events in the early life of Jesus.
5. Acknowledge that God's view of the body is good.

### CONTENT

1. Historical expectations of a Messiah
  - a. Study of Jewish concept of Messiah versus Jesus' concept
  - b. Note titles and descriptions
  - c. Contrast Old Testament prophecies that set the expectations for Messiah as suffering servant, warrior, etc.
2. Birth narrative
  - a. Genealogy: compare Matthew and Luke
  - b. Incarnation: God in bodily form (John 1)
  - c. Facts: biblical and traditional
    - i. Characters and dates
    - ii. Chronology of events (Matthew 1, 2; Luke 1, 2)
3. Youth
  - a. Nazareth - Bethlehem - Egypt - Nazareth (Luke 2:40-52)
  - b. In the temple
    - i. Age 12: entry into Jewish religious community
    - ii. Jesus grew (Luke 2:52)

### MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Memorize one of the Old Testament prophecies regarding the Messiah.
3. Define magi, incarnation and Emmanuel.
4. Explore traditions related to Advent.
5. Discuss the relationship of Jesus and his parents as compared to contemporary teen/parent relationships.

6. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
7. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.



## UNIT 4: PREPARATION FOR MINISTRY

### OBJECTIVES

Students will:

1. Describe similarities between the message of John the Baptist and the teaching of Jesus.
2. Identify key elements in the baptism of Jesus and explain the meaning and value of personal baptism.
3. Explore the relationship between Jesus' experiences and their own.

### CONTENT

1. John the Baptist, forerunner of Jesus (Luke 3)
  - a. Birth announced, background of Zechariah and Elizabeth (Luke 1:5-25)
  - b. Naming (Luke 1:57-80)
  - c. Early life and attire
  - d. John's baptism and teaching
    - i. Baptized for repentance: note variety of purification rites
    - ii. Message pointed to Jesus (Matthew 11:2-19; Luke 7:19-34)
  - e. Defense of ministry, identification of Jesus as Christ (John 1:19-34)
  - f. Arrest (Luke 3:19-20)
  - g. Death (Luke 9:7-9)
2. Baptism of Jesus - compare synoptic accounts
  - a. Anointing: Transition from carpentry to ministry
  - b. Preview of Christian baptism, identification with sinners
3. Revelation of God
  - a. Heavens opening = presence of God
  - b. Dove = messenger, sign of Holy Spirit, symbol of Israel
  - c. Voice = God gives approval (audible or inaudible?)
4. Temptation of Jesus
  - a. Experience in the wilderness gave understanding to identity and mission.
  - b. Underlying question: How should Jesus' power be used? (Look at meaning of three temptations.)
  - c. Conclusion: Jesus defeated the kinds of temptations that he would deal with throughout ministry.
  - d. What would have happened if Jesus had given into temptation? Could he have?

## **MATERIALS, ACTIVITIES AND RESOURCES**

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Discussion or assignment on the meaning of baptism which includes the significance of Jesus' baptism.
3. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
4. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.

## UNIT 5: JESUS' MINISTRY

### OBJECTIVES

Students will:

1. Distinguish between the Jewish political understanding and Jesus' understanding of the kingdom of God and articulate characteristics of the kingdom.
2. Explain the purpose of miracles and list examples.
3. Be familiar with Jesus' use of and the emphasis of parables with key focus on parables of the kingdom.
4. Be introduced to the inductive Bible study method.

### CONTENT

1. Core of Jesus' ministry: Kingdom of God - kingly rule or dominion of God, dynamic reign of God
  - a. Jewish viewpoint
    - i. Material and political
    - ii. Slogan of Jewish nationalism (emphasis on kingdom)
    - iii. Kingdom comes when the laws of God are faithfully kept
  - b. Jesus' new teaching
    - i. Sermon on the Plain (Luke 6:20-49)
      1. Four blessings and woes - compare to Beatitudes (Matthew 5:3-12)
      2. Commands relating to enemies and the overlooked
      3. Description of kingdom citizens (Matthew 5:36-45)
      4. Two foundations and destinies (Matthew 5:46-49)
    - ii. Three-fold character
      1. Kingdom is near (Mark 1:15)
      2. Pray for its coming (Luke 18:17)
      3. Disciples proclaim (Luke 9:2)
    - iii. Rules of God in heart and world
      1. Heart
        - a. Moral, not nationalistic
        - b. Spiritual, not material
        - c. Actual, not ideal
      2. World
        - a. Social, not individualistic
        - b. Universal, not local
        - c. Both present and future (Zechariah 14:9; Daniel 7:27)

- iv. Entrance to the unlikely
    - 1. Poor, not rich (Luke 6:20)
    - 2. Little children, not wise scribes (Matthew 18:1-6)
    - 3. Tax collectors and sinners, not Pharisees (Matthew 21:31)
    - 4. East and west, not just Jews (Matthew 8:11-12)
  - v. Requirements for entry
    - 1. Matthew 4:17-19, 5:20, 6:33, 7:21, 13:44-45, 19:21
    - 2. Luke 9:62
  - c. Use of concept in synoptic gospels
    - i. Matthew: Kingdom of heaven
    - ii. Luke: Kingdom of God
    - iii. Parables: Eleven times introduced by “Kingdom of heaven is like ...”
  - d. Summary
    - i. Entrance to those who repent and follow (Matthew 4:17, 19)
    - ii. Old Testament prophecies of the coming kingdom in the ministry of Jesus
    - iii. Dynamic at Pentecost
    - iv. Believers’ experience
    - v. Consummation in the future
2. Miracles
- a. Definition: God’s direct response to problems of evil and suffering in the world
  - b. Rationale
    - i. Signs and wonders (John) and mighty works (Synoptic gospels)
    - ii. Weapon against Satan
    - iii. Response to question: “Who do you say that I am?”
      - 1. Reveals glory as the Son of God
      - 2. Not for show or self-glory
  - c. Kinds of miracles
    - i. Nature (Matthew 8:23-26, 15:32-38; Luke 8:22-25; John 2:1-10)
    - ii. Healing (Matthew 8:2-3; Luke 5:12-16)
    - iii. Exorcism (Matthew 8:28-34; Mark 1:21-28, 5:1-20; Luke 4:31-37)
    - iv. Over death (Matthew 9:18-26; Luke 8:40-56; John 11:14-47)
  - d. Discussion
    - i. Were miracles intended primarily for the introduction of the gospel to a hostile and pagan culture, or should miracles be as commonplace today as they were in the first century?
    - ii. What miracles have you encountered or experienced?

### 3. Parables

- a. Definition: literal- throwing along side of (Greek) and anything like something else (Hebrew)
  - i. Brief or extended comparison - not an allegory where every detail has hidden meaning
  - ii. Calls for response
  - iii. One central point - may have several lessons but one main point
- b. Why Jesus used parables
  - i. Get attention of listeners
  - ii. Convey beliefs that would stick
  - iii. Stimulate and challenge a call for decision
  - iv. Show and tell of new life in old world
  - v. Coded message to those seeking entrance to the kingdom
- c. Parables and the kingdom of God
  - i. General themes
    1. Invasion of Satan's kingdom to release those in bondage
    2. Wickedness replaced by good
    3. Celebrate the beginning of a new age
    4. Coming of the kingdom calls for patience
    5. "In" group is up to God
  - ii. Examples
    1. Nearness of the kingdom: In what ways do these parables reflect God's judgment upon his people?
      - a. Wise and foolish maidens (Matthew 25:1-13)
      - b. Talents and pounds (Matthew 25:14-28)
    2. Inevitability of the kingdom: What kingdom characteristics are reflected by these parables?
      - a. Sower and seed (Matthew 13:1-9)
      - b. Mustard seed (Matthew 13:31-32)
      - c. Heaven (Matthew 13:33)
    3. Inclusiveness of the kingdom: How are these parables reflective of true kingdom citizens?
      - a. Pharisee and publican (Luke 18:10-14a)
      - b. Two sons (Matthew 21:28-31)
    4. Cost of discipleship: How do the saved differ from the unsaved?
      - a. Sheep and goats (Matthew 25:31-46)
    5. Supreme value of the kingdom: What do these parables teach us about the intrinsic value of the kingdom

- a. Hidden treasure (Matthew 13:44)
  - b. Precious pearl (Matthew 13:45-46)
- 6. Challenge of the kingdom (preparedness): What two important kingdom teachings are given in these parables?
  - a. Wedding garment (Matthew 22:11-13)
  - b. Servant's duty (Luke 17:7-10)
- 7. Climax of the kingdom: How do the love, mercy and forgiveness of God fit into the scheme of an ultimate judgment and final separation of good and evil?
  - a. Weeds (Matthew 13:24-30)
  - b. Net (Matthew 13:47-48)

### **MATERIALS, ACTIVITIES AND RESOURCES**

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. List and explain requirements for entry into the kingdom of God and qualities of kingdom members.
3. Define miracle and parable, and give examples of each.
4. Introduce and use inductive Bible study methods for study of the miracles and parables.
5. Write a summary statement of the meaning of kingdom of God.
6. Kreider, Alan. *Journey Towards Holiness: A Way of Living for God's Nation*. Scottdale: Herald Press, 1987. Chapter 10.
7. Drane, John. *Introducing the New Testament*. Rev. ed. Minneapolis: Fortress Press, 2001. Chapters 6-8.
8. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
9. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.

## UNIT 6: SALVATION AND DISCIPLESHIP

### OBJECTIVES

Students will:

1. Develop an understanding of salvation as a yielding of total self to the lordship of Christ.
2. Become familiar with persons and passages of Scripture dealing with salvation.
3. Be able to articulate the cost of discipleship and be challenged to faithfully practice the life of a disciple.

### CONTENT

1. Salvation
  - a. Christ's mission
    - i. Save people from sin (Matthew 1:21)
    - ii. Call the righteous (Luke 4:18-19, 5:31-32)
    - iii. Kingdom is at hand: repent or perish (Matthew 4:17; Luke 13:1-5)
  - b. Aspects of salvation
    - i. a. What must I do?
      1. Lawyer's question (Luke 10:25-29)
      2. Good Samaritan (Luke 10:30-37)
    - ii. Worthlessness of self-reformation
      1. Hear and obey (Luke 11:24-28; Matthew 12:43-45)
    - iii. New birth (John 3:1-21; Matthew 7:13-14; Luke 13:24)
    - iv. Confess Christ (Mark 8:38; Luke 12:8-9)
  - c. Salvation rejected
    - i. Rich young ruler (Mark 10:17-31; Luke 18:18-27)
    - ii. Great banquet (Matthew 19:16-30; Luke 14:15-24)
  - d. Who then can be saved?
    - i. Conversion of Zacchaeus (Luke 19:1-10)
    - ii. Rich man and Lazarus (Luke 16:19-31)
  - e. Joy in heaven over repentance
    - i. Lost sheep (Luke 15: 3-7)
    - ii. Lost coin (Luke 15:8-10)
    - iii. Lost son (Luke 15:11-32)

- f. Conclusion: salvation only through Christ
  - i. Only door (John 10:9)
  - ii. Only Savior (Acts 4:12)
  - iii. Grace is sufficient (Acts 5:31)
  - iv. Blood avails (Romans 5:9; I Thessalonians 5:9)
  - v. For the obedient (Luke 6:41-49; Hebrews 5:9)
  - vi. At his coming (Hebrews 9:28)
- 2. Discipleship
  - a. Follow me (Matthew 4:19-22; Luke 5:4-11)
    - i. Call of Levi (Luke 5:27-29)
  - a. Twelve sent forth (Matthew 10:1-10; Luke 9:1-6, 10:1-11)
  - b. Cost of discipleship (Matthew 16:24-27; Mark 8:34-38; Luke 9:23-26, 14:28-35)
  - c. Discipleship practiced (Luke 19:11-27)
    - i. Steadfastness (John 8:31)
    - ii. Fruitfulness (John 15:8)
  - d. Discipleship tested (Matthew 8:19-22, 10:37-39; Luke 9:57-62, 14:25-27)

#### **MATERIALS, ACTIVITIES AND RESOURCES**

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Inductive Bible study
3. Assign an essay describing salvation using the example of at least three persons who raised questions with Jesus, his response and the student's ultimate understanding of the situation.
4. Memorize selected passages of Scripture on salvation.
5. Share in either written or oral form a personal struggle with the cost of discipleship.
6. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
7. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.



## UNIT 7: THE ESCHATON

**NOTE: MSC recommends this study for the grade 12 curriculum, “The People of God: Kingdom Living.” However, an introduction may be considered for the grade 10 course as it relates to New Testament studies.**

### OBJECTIVES

The students will:

1. Know the signs of the Parousia based on the synoptic accounts of the apocalypse.
2. Grow in understanding of the certainty of Christ’s return without establishing a specific time.
3. Be introduced to the three major views concerning the end times.

### CONTENT

1. Synoptic apocalypse (Matthew 24:4-36; Mark 13:5-37; Luke 21:8-36)
  - a. Signs of Parousia (Matthew 24:4-8; Mark 13:5-8; Luke 21:8-11)
  - b. Beginning of troubles (Matthew 24:9-14; Mark 13:9-13; Luke 21:12-19)
  - c. Desolating sacrilege (Matthew 24:15-22; Mark 13:14-20; Luke 21:20-24)
  - d. Parousia of Son of man (Matthew 24:26-36; Mark 13:24-37; Luke 17:23-24, 21:25-33; I Thessalonians 4:15-16)
  - e. Ending of discussion and watchfulness (Matthew 24:37-51; Mark 13:33-37; Luke 17:26-27, 30, 34-35)
    - i. Uncertainty of the time of the Parousia
    - ii. Days of Noah and Lot contrasted
    - iii. Need for watchfulness (Matthew 24:44-44)
    - iv. Faithful and wise servant (Matthew 24:45-51; Luke 12:42-46)
2. Three major views
  - a. Premillennial: Rapture and a thousand-year reign on earth
  - b. Amillennial: Spiritual reign
  - c. Postmillennial: Jesus will return when world is Christian

### MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary’s, 1999.
2. Clouse, Robert G. *The Meaning of the Millennium: Four Views*. Downers Grove: Inter-Varsity Press, 1977.
3. Identify the signs of the Parousia.
4. Give key elements of each view of the end times.
5. Dialogue between persons holding different viewpoints.

## UNIT 8: LAST MONTHS

### OBJECTIVES

Students will:

1. Understand the opposition against Jesus in the last months of his ministry on earth.
2. Articulate the attitude and elements of the character of Jesus (in contrast to other persons and groups) during the events surrounding the final week of his life.
3. Grasp a general flow of the events during the final days of Jesus and its impact on his followers then as well as Christians today.

### CONTENT

1. Raising of Lazarus
2. Plot to kill Jesus (John 11:45-54)
3. Anointing at Bethany - viewed differently by Jesus, Mary and Judas
4. Final week - triumphal entry and Last Supper

### MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Articulate the reasons that opposition against Jesus was solidified.
3. Inductive Bible study
4. List the flow of key events during the last week of Jesus' life and articulate its significance.
5. Create journal entries written from perspective of an onlooker during final week.
6. Participate in choric readings.
7. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
8. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.

## UNIT 9: DEATH AND RESURRECTION

### OBJECTIVES

Students will:

1. Travel with Jesus from the Last Supper to the resurrection, acknowledging events and feelings.
2. Articulate the differences of the changes brought to Jesus by the two courts and how justice is miscarried in each.
3. Express an understanding of Christ's resurrection as a key element in Christianity.

### CONTENT

1. Garden of Gethsemane
2. Peter's denial
3. Trials
  - a. Before government authorities
  - b. With religious authorities
4. Crucifixion and burial
5. Resurrection (I Corinthians 15:3-8)

### MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Inductive Bible study
3. Participate in role plays or discussions regarding the events of final week.
4. Write a news article or radio spots regarding the events of final week. Software such as Microsoft Publisher can be used to create realistic newspaper pages.
5. Written or oral report explaining the centrality of Christ's resurrection in Christianity.
6. Memorize Jesus' seven last statements on the cross.
7. Write a defense of Christianity to someone of another religion.
8. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
9. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.

## UNIT 10: POST RESURRECTION

### OBJECTIVES

Students will:

1. Articulate the persuasive arguments surrounding Jesus' resurrection.
2. Understand the role of the Holy Spirit as the continuation of Jesus' guidance of the church.

### CONTENT

1. Appearances (Luke 24:13-35)
  - a. More space and attention than empty tomb
2. Ascension (Luke 24:50-53)
  - a. Jesus goes to place of authority with God.
  - b. Disciples go from Bethany to Jerusalem and pray until Pentecost.
3. Introduction to Pentecost (Acts 2)

### MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Inductive Bible study
3. Persuasive essay confirming Christ's resurrection
4. Memorize Acts 2:22-24.
5. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
6. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.

## UNIT 11: THE CHURCH EMERGES

### OBJECTIVES

Students will:

1. Gain in understanding of the nature of the church through New Testament images and denominational statements.
2. See how community life within the church is related to our ability to show Christ to the world.
3. Feel more a part of their own congregation and of the global church.

### CONTENT

1. The onlookers by the trail (Hebrews 12:1-2)
2. God's people, race and nation (I Peter 2:9-11)
3. Salt and light (Matthew 5:13-16)
4. The body of Christ (Ephesians 4:11-15; I Corinthians 12:12-20, 27)
5. Paul's writings: Applying the gospel message in new settings
6. Other New Testament writings: Faith and hope face the world

### MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Inductive Bible study
3. Define the concepts of the "church gathered and the church scattered."
4. Explain three New Testament images of the church and relate these to their own denominational statements regarding the church.
5. Write a brief essay regarding relationships to the youth group, the congregational leadership, pastor(s), mentor, etc.
6. Drane, John. "Confronting the Ancient World," *Introducing the New Testament*. San Francisco: Harper & Row, 1986. Chapter 13.
7. *Briars in the Cotton Patch: The Story of Koinonia Farm*. PBS, 2003. DVD.

## TEACHER RESOURCES

Used copies of many of these resources are available online (e.g. [www.amazon.com](http://www.amazon.com)).

Achtemeier, Paul, Joel Green, and Mariann Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans, 2001.

Anderson, Bernhard W. *The Unfolding Drama of the Bible*. 4th ed. Minneapolis: Fortress Press, 2006.

Bowman, Thorleif. *Hebrew Thought Compared to Greek*. New York: W. W. Norton, 1970.

*Briars in the Cotton Patch: The Story of Koinonia Farm*. PBS, 2003. DVD.

Brown, Robert McAfee. *The Bible Speaks to You*. Louisville: Westminster John Knox Press, 1985.

Camery-Hoggart, Jerry. *Reading the Good Book Well: A Guide to Biblical Interpretation*. Nashville: Abingdon Press, 2007.

Clouse, Robert G. *The Meaning of the Millennium: Four Views*. Downers Grove: Inter-Varsity Press, 1977.

“Confession of Faith in a Mennonite Perspective.” *MennoLink*. Web. <[www.mennolink.org/doc/cof](http://www.mennolink.org/doc/cof)>

Drane, John. *Introducing the New Testament*. Rev. ed. Minneapolis: Fortress Press, 2001.

Finkel, Donald L. *Teaching with Your Mouth Shut*. Portsmouth: Boynton/Cook, 2000.

*From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.

Herschberger, Michele. *God’s Story, Our Story: Exploring Christian Faith and Life*. Scottdale: Herald Press, 2003.

*Jesus: The Complete Story*. BBC/Warner Bros, 2004. DVD.

*Jesus Trail*. Jesus Trail TM. Web. <[www.jesustrail.com](http://www.jesustrail.com)>

Kraybill, Donald B. *The Upside Down Kingdom*. Rev. ed. Scottdale: Herald Press, 1990.

Kreider, Alan. *Journey Towards Holiness: A Way of Living for God’s Nation*. Scottdale: Herald Press, 1987.

Metzgar, Bruce M. *The Canon of the New Testament: Its Origin, Development and Significance*. New York: Oxford University Press, 1997.

---. *The New Testament: Its Background, Growth and Content*. 3rd ed. Nashville: Abingdon Press, 2003.

*Tales from the Madhouse*. Vision Video, 2000. DVD.

*The Visual Bible: The Gospel of John*. Philip Saville. Gospel of John, Ltd., 2003. DVD.  
(various versions and gospels available)

Yancey, Philip. *The Jesus I Never Knew*. Nashville: Thomas Nelson, 1995.

Yoder, John Howard. *The Politics of Jesus*. 2nd ed. Grand Rapids: Eerdmans, 1994.

Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.







**Mennonite  
Schools  
Council**

Affiliated with the  
Mennonite Church

## **High School Bible Curriculum**

*Written by Elam Peachey; revised by Bronwyn Hestand*

# **The People of God: Growth and Struggles of the Church in History**

**RECOMMENDED FOR GRADE 11  
SEMESTER COURSE**

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## OVERVIEW

This course surveys 21 centuries of Christianity with a specific concentration on the growth of the Anabaptist perspective. As with any survey course, areas of focus and coordination with other related courses must be determined. This outline begins with a look at Acts and is followed by a study of the influence of early church fathers, Constantine, Augustine, the Crusades, powerful popes and the Renaissance. The Reformation, pietism, missions and deism are examined. Anabaptism's rise and spread into Holland, Moravia and finally the West are given attention. After a look at the growth of Anabaptism around the world in the 20<sup>th</sup> and 21<sup>st</sup> centuries, Anabaptism is compared with other Christian disciplines.

Mennonite Schools Council (MSC) has commissioned the text, *Through Fire and Water*, to support this course. The 2010 edition by Steve Nolt provides stories and information for all units, from the early church to the spread of Anabaptism around the world. Schools are encouraged to have copies available for student use.

This outline does not define how the units are paced. It is suggested that the curriculum is developed with a sensitivity for growth in both content-knowledge and personal faith formation. Building in-depth understanding will mean that not all content is "covered." Biblical literacy may vary considerably. Pretests or other formative assessment strategies may help the teacher better understand the needs of the students. Learning groups, portfolios, assignment choices and other strategies for differentiated learning will be especially useful. In addition, the students may be coming from a number of other school settings. Activities that build a sense of community will help the school culture of learning, dialogue and support for faith development. Simulations and other "hands-on" activities are especially effective in engaging students of all backgrounds in the biblical story. Bible memory assignments can be very meaningful learning experiences with long-term rewards. Video clips can lead to interesting discussion of story themes, characters, alignment of video with Scripture and other topics. Journals and assessment activities can be useful in encouraging growth since students are asked to articulate elements of what they know, questions they have and what they believe.

See the Teacher Resources section of this course and the other courses for a variety of tools for teacher preparation, classroom activities and student assignments. The General Introduction to the curriculum also contains a foundational resource list for youth ministry and Mennonite faith perspectives.

The objectives of “The People of God: Growth and Struggles of the Church in History” relate to the following educational objectives of \_\_\_\_\_ : *(Fill in name of school and list relevant objectives.)*

## UNIT 1: ACTS OF APOSTLES

### OBJECTIVES

Students will:

1. Understand the reasons for Jewish opposition to the church after Pentecost.
2. Identify details regarding Paul's first two missionary journeys.
3. Reflect on the conversion of Saul, the Ethiopian eunuch and Cornelius.
4. Take a modern issue facing the church and try to arrive at a consensus decision following the Acts 15 model.

### CONTENT

1. Pre-Pentecost
  - a. Jesus commissions the church (Matthew 16:13-28).
  - b. The structure of the book of Acts is based on Acts 1:8.
2. Pentecost, "the birthday of the church"
  - a. Jewish origins of Pentecost: the giving of the law
  - b. Christian celebration of Pentecost: the giving of the Spirit
  - c. Keys of Peter's sermon on the resurrection of Jesus
  - d. The Spirit empowers community (Acts 2:43-47, 4:32-5:11)
3. Post-Pentecost
  - a. Early witness in Jerusalem and Judea (Acts 3-4)
  - b. Persecution drives apostolic community to go out of Jerusalem (Acts 6-7)
  - c. Early witness in Samaria (Acts 8)
  - d. Conversion of Saul, "apostle to the Gentiles" (Acts 9)
  - e. Witness to the "ends of the earth"—Gentiles—begins (Acts 10-11)
  - f. Synopsis of Paul's journeys (present structure of Acts 13-28)
4. Characteristics of apostolic Christianity
  - a. Its diversity: Hebrews and Hellenists (Acts 6), "God-fearers" (Acts 10:2), "proselytes" (Acts 6:5) and "weak and strong" (Romans 14-15)
  - b. Early confessions (I Corinthians 12:3, 15:3-5)
  - c. Worship and hymns (Philippians 2:5-11)
  - d. Its leadership (Ephesians 4:11-12)
  - e. Decision-making (Acts 15)
5. Identities of the early church: brotherhood, ecclesial/church, body of Christ, saints, "the Way," etc.

## **MATERIALS, ACTIVITIES AND RESOURCES**

1. Nolt, Steven M., and Harry Loewen. *Through Fire and Water: An Overview of Mennonite History*. Rev. ed. Scottdale: Herald Press, 2010.
2. Book of Acts, chapters 3-19
3. Kraus, C. Norman, and Alan Kreider. *Community of the Spirit: How the Church is in the World*. Eugene: Wipf and Stock, 2008.
4. Articles from current Mennonite periodicals
5. Metzgar, Bruce M. *The Canon of the New Testament: Its Origin, Development and Significance*. New York: Oxford University Press, 1997.

## UNIT 2: EARLY CHURCH TO RENAISSANCE

### OBJECTIVES

Students will:

1. Explain dynamics of Christianity after CE 313.
2. Understand the teachings of Augustine.
3. Understand the rise and function of the papacy from New Testament times to Gregory I.
4. Understand the role of the Pope Hildebrand, Pope Innocent III, and the Crusades.
5. Compare the origin, spread and teaching of Christianity with Islam.

### CONTENT

1. The early church comes alive
  - a. Message: Jesus Christ, heresy, baptism, the rule of faith, and saving not forcing
  - b. Identity and lifestyle
    - i. Living like others, living differently
    - ii. Wealth
    - iii. Respect for life
    - iv. Prayer for authorities
  - c. Christian culture and counterculture
  - d. A dialogue with Justin Martyr, an early apologist
  - e. The story of the martyrdom of Polycarp
  - f. Some examples of early church worship
  - g. Christians in conflict
    - i. Roman views of Christians
    - ii. Christian views
    - iii. Martyrdom and suffering
    - iv. Responses to suffering
  - h. Early church and mission
    - i. Conversion
    - ii. Preaching and apologetics
    - iii. Life and suffering
    - iv. Prayer for healing and exorcism
  - i. Early church and worship
    - i. Gathering and order of service
    - ii. Honoring the poor
    - iii. Prayers: structured and free

- j. Towards the mass church
  - i. Worldliness of Christians
  - ii. Constantine's conversion
  - iii. Empire accommodates church (Edict of Milan, CE 313)
  - iv. Church accommodates empire (Synod of Arles, CE 314)
  - v. Legislation about Sunday (CE 321)
  - vi. Constantine superintends determination of doctrine (Nicene Creed, CE 325)
  - vii. Constantine despoils pagan temples
  - viii. "God's kingdom" come
  - ix. Mass worship
  - x. Justifying compulsion
- 2. Constantine, Augustine and Gregory I
  - a. Constantinian synthesis
  - b. Augustine's theology
  - c. Asceticism and monasticism
  - d. Rise of papacy
  - e. Gregory I
- 3. Islam, strong popes and Crusades
  - a. Rise and challenge of Islam
  - b. Charlemagne and his times
  - c. Hildebrand
  - d. Crusades
  - e. Innocent III
  - f. Albigenses and Waldenses
  - g. Franciscans and Dominicans
- 4. The Renaissance
  - a. Background
  - b. Influence on society
  - c. Humanism
  - d. Leaders and their works

#### **MATERIALS, ACTIVITIES AND RESOURCES**

1. Nolt, Steven M., and Harry Loewen. *Through Fire and Water: An Overview of Mennonite History*. Rev. ed. Scottdale: Herald Press, 2010.
2. Kuiper, B.K. *The Church in History*. Grand Rapids: Eerdmans, 1995.
3. Dyck, Cornelius J., ed. *An Introduction to Mennonite History*. 3rd ed. Scottdale: Herald Press, 1993.



4. Driver, John. *How Christians Made Peace With War*. Scottsdale: Herald Press, 1988.
5. Woodbridge, John D. *Great Leaders of the Christian Church*. Chicago: Moody Press, 1988.
6. Student research and debate

## **UNIT 3: REFORMATION AND SWISS ANABAPTISM**

### **OBJECTIVES**

Students will:

1. Discover the two movements using the label “Christian”: the State Church and so-called heretics.
2. Describe the seven sacraments.
3. Understand reasons for the Reformation.
4. Associate the major reformers with their viewpoints.
5. Understand the differences in thinking between State Church Christianity and Anabaptism.
6. Compare the Schleithem Confession of Faith and Zwingli.

### **CONTENT**

1. Pre-Reformation reformers
  - a. John Wycliffe
  - b. John Huss
2. Salvation by sacraments
  - a. Baptism
  - b. Confirmation
  - c. Confession of Sin
  - d. Eucharist
  - e. Extreme unction
  - f. Marriage
  - g. Ordination
3. Reasons for the Reformation
  - a. Reform abuses in the church
  - b. Wycliffe, Huss and Erasmus
  - c. Sacramentarians
  - d. Humanists
  - e. National opposition to Rome
4. The Reformers
  - a. Luther
  - b. Zwingli
  - c. Calvin

5. Swiss Reformation
  - a. Conrad Grebel
  - b. Felix Manz
  - c. George Blaurock
  - d. Schleithem Confession of Faith
6. The Counter-Reformation
  - a. Ignatius Loyola founds the Society of Jesus, the Jesuits.
  - b. Counter-Reformation or Catholic Reformation?
  - c. Catholic mystics
  - d. The Oratory of Divine Love
  - e. Pope Paul III's reform commission
  - f. Roman Inquisition and the Index
  - g. Council of Trent
  - h. Role of Calvinists and Jesuits in ideological warfare
  - i. Early beginnings of religious toleration: Erasmus, Anabaptists and Queen Elizabeth

#### **MATERIALS, ACTIVITIES AND RESOURCES**

1. Nolt, Steven M., and Harry Loewen. *Through Fire and Water: An Overview of Mennonite History*. Rev. ed. Scottdale: Herald Press, 2010.
2. Kuiper, B. K. *The Church in History*. Grand Rapids: Wm. E. Eerdmans, 1995.
3. Dyck, Cornelius J., ed. *Introduction to Mennonite History*. 3rd ed. Scottdale: Herald Press, 1993.
4. Schleithem Confession of Faith
5. Assign oral reports on characters such as Conrad Grebel and George Blaurock.
6. Dramatize events such as the trial of Michael Sattler.
7. *Luther*. Exploration Films. MGM Studios, 2007. DVD.
8. *The Radicals*. Sisters and Brothers Production. Vision Video, 1990. DVD.
9. Braght, Thieleman Jan van. *The Martyrs Mirror*. Scottdale: Herald Press, 1982.

Images available online

<http://www.bethelks.edu/mla/holdings/scans/martyrsmirror/>

Text available online <http://www.homecomers.org/mirror/contents.htm>

## **UNIT 4: HUTTERITES AND DUTCH ANABAPTISTS**

### **OBJECTIVES**

Students will:

1. Distinguish between the Hutterite and Swiss Brethren positions.
2. Understand dynamics of Hutterite history.
3. Understand the role of the Dutch Anabaptists.
4. Compare the life, times and teachings of Menno Simons with Jacob Hutter.
5. Understand the differences between Dutch Anabaptism and English Baptists.
6. Compare and contrast the Dordrecht and Schleithem Confessions of Faith.

### **CONTENT**

1. Hutterian Brethren
  - a. Tauferjagerin Tirol
  - b. Hubmaier at Nicolsburg
  - c. Hut vs. Hubmaier
  - d. Stabler vs. Schwertler
  - e. Jacob Hutter
  - f. Golden Age
  - g. Life in Bruderhof
  - h. Thirty Years' War
  - i. Transylvania and Russia
  - j. Migration to U.S. in 1874
  - k. Habaner
  - l. Schmiedleit, Dariusleit and Lehrleit
  - m. World War I
  - n. Land problems
  - o. Society of Brothers
2. Dutch Mennonites
  - a. Melchior Hoffman
  - b. Muenster
  - c. Obbenites
  - d. Menno Simons
  - e. State Church versus Anabaptists
  - f. Batenburgers, Jorists and Adam Pastor
  - g. Witness through suffering
  - h. English Anabaptists
  - i. Dordrecht Confession of Faith

3. Summary of the Anabaptist vision
  - a. Scripture alone
  - b. By the power of the Spirit
  - c. Following Christ in life
  - d. Love
  - e. Believers only
  - f. The rule of Christ: admonition
  - g. Mutual aid
  - h. The beginning of a vision

### **MATERIALS, ACTIVITIES AND RESOURCES**

1. Nolt, Steven M., and Harry Loewen. *Through Fire and Water: An Overview of Mennonite History*. Rev. ed. Scottdale: Herald Press, 2010.
2. Dyck, Cornelius J., ed. *An Introduction to Mennonite History*. 3rd ed. Scottdale: Herald Press, 1993.
3. Dordrecht Confession of faith
4. *Hutterites: To Care or Not to Care*. Ruth, John L. Shanachie Entertainment, 1993. DVD.
5. Bender, Harold S. *The Anabaptist Vision*. Scottdale: Herald Press, 1944.
6. Bragt, Thieleman Jan van. *The Martyrs Mirror*. Scottdale: Herald Press, 1982.

Images available at:

<http://www.bethelks.edu/mla/holdings/scans/martyrsmirror/>

Text available online <http://www.homecomers.org/mirror/contents.htm>

## UNIT 5: PURITANS, PIETISTS AND METHODISTS

### OBJECTIVES

Students will:

1. Compare Puritanism, Pietism and Methodists.
2. Compare England before and after John Wesley.
3. Compare the life teachings and times of Count Zinzendorf and John Wesley.

### CONTENT

1. Puritans
  - a. English Reformation
  - b. Puritan movement
  - c. Separatists
  - d. Civil war
  - e. Puritan domination
  - f. Restoration of the crown
2. Pietism
  - a. New movement in Lutheran church
  - b. Philip J. Spener
  - c. August Francke
  - d. Ecclesiolae in ecclesia
  - e. Unitas Fratrum
  - f. Count Van Zinzendorf
  - g. Herrnhut
  - h. Moravians and mission
3. Methodists
  - a. Wesley brothers
  - b. Four influences on John Wesley's life
  - c. Wesley and Moravians
  - d. Religious conditions in England
  - e. Wesley's message
  - f. Wesley's influence
  - g. George Whitefield

### MATERIALS, RESOURCES AND ACTIVITIES:

1. Nolt, Steven M., and Harry Loewen. *Through Fire and Water: An Overview of Mennonite History*. Rev. ed. Scottdale: Herald Press, 2010.
2. Kuiper, B.K. *The Church in History*. Grand Rapids: Eerdmans, 1995.

## **UNIT 6: RUSSIAN MENNONITES AND AMERICAN MIGRATION**

*Course content in Units 6-9 may be tailored to make connections with elements of the school's geography and history.*

### **OBJECTIVES**

Students will:

1. Distinguish between Prussian migration to Russia and Swiss German Russian migration to the U.S.
2. Understand similarities and differences between Mennonites and Quakers.
3. Describe Mennonite experiences in the American Revolution and Civil War.
4. Understand the impact of Funk, Coffman, Kauffman and Bender.
5. Describe dynamics of Mennonites and other Christians under democratic and totalitarian regimes.

### **CONTENT**

1. Mennonites in Russia
  - a. Catherine II's invitation
  - b. Chortitza colony
  - c. Molotschna colony
  - d. Amtrakt and Alexanderthal
  - e. Johann Carniers
  - f. Growth in Russia
  - g. Religious development
  - h. Economic and social progress, 1850-1920
  - i. Later developments
  - j. Present conditions
2. Migration to America
  - a. Germantown in 1683
  - b. Mennonite and Quaker relations
  - c. Origin and faith of Quakers
  - d. Black and Indian relations
  - e. Hans Herr
  - f. Groffdale - Weaverland
  - g. Local connections for North American schools
  - h. Mennonites in U.S. Revolution and Civil War
  - i. Arrival of Russian Mennonites

3. 19th- and 20th-century Mennonites
  - a. John F. Funk
  - b. John S. Coffman
  - c. Daniel Kauffman
  - d. Harold Bender
  - e. J.C. Wenger

#### **ACTIVITIES, RESOURCES AND MATERIALS**

1. Nolt, Steven M., and Harry Loewen. *Through Fire and Water: An Overview of Mennonite History*. Rev. ed. Scottdale: Herald Press, 2010.
2. Dyck, Cornelius J., ed. *An Introduction to Mennonite History*. 3rd ed. Scottdale: Herald Press, 1993.
3. Dyck, Peter and Elfrieda. *Up from the Rubble*. Scottdale: Herald Press, 1991.
4. Ruth, John L. *'Twas Seeding Time: A Mennonite View of the American Revolution*. Eugene: Wipf and Stock, 1999.
5. Horst, Sam. *Mennonites in the Confederacy*. Scottdale: Herald Press, 1967.
6. "American Civil War" *Global Anabaptist Mennonite Encyclopedia Online*. Web. <[www.gameo.org/encyclopedia/contents/A457.html](http://www.gameo.org/encyclopedia/contents/A457.html)>
7. Role plays on Mennonite migrations



## UNIT 7: AMISH AND BRETHREN IN CHRIST

Course content in Units 6-9 may be tailored to make connections with elements of the school's geography and history.

### OBJECTIVES

Students will:

1. Compare the beliefs of Anabaptist groups such as the Amish and Brethren in Christ.

### CONTENT

1. Amish
  - a. Jacob Ammon
  - b. Ammon's convictions
  - c. Split in 1693
  - d. Migration to U.S.
  - e. Old Order Amish
  - f. New Order Amish
  - g. Fellowship Amish
  - h. Beachy Amish
  - i. Amish life
2. Brethren/German Baptists
  - a. Radical Pietists
  - b. Schwarzenau
  - c. May 23, 1708
  - d. Early growth
  - e. Migration to U.S. in 1719
  - f. Peter Becker
  - g. Conrad Beissel
  - h. Brethren distinctives
  - i. Brethren schisms

### MATERIALS, RESOURCES AND ACTIVITIES

1. Nolt, Steven M., and Harry Loewen. *Through Fire and Water: An Overview of Mennonite History*. Rev. ed. Scottdale: Herald Press, 2010.
2. Dyck, Cornelius J., ed., *An Introduction to Mennonite History*. 3rd ed. Scottdale: Herald Press, 1993.
3. *The Amish: A People of Preservation*. Ruth, John L., and John A. Hostetler. Updated. PBS, 2000.

4. Don Kraybill has written a wide selection of books on the Amish. Information is available on Don's website: <http://users.etown.edu/k/kraybilld/books.htm>.

## **UNIT 8: RISE OF CHRISTIAN MISSIONS AND NORTH AMERICAN MENNONITES**

*Course content in Units 6-9 may be tailored to make connections with elements of the school's geography and history.*

### **OBJECTIVES**

Students will:

1. Distinguish between Catholic and Protestant missions.
2. Reflect on the Mennonite experience with the issues of the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries.
3. Differentiate between past and present Mennonite groups.
4. Examine the current vision and goals of the Mennonite Church.

### **CONTENT**

1. Rise of Christian missions
  - a. Reason for missions
  - b. Roman Catholic missions
  - c. Protestant missions
2. Mennonite struggles
  - a. Revivalism
  - b. Conservative schisms
  - c. Progressives
  - d. Old Orders
3. General Conference and Mennonite Church merger
4. Mennonites in North American environment
  - a. Economics
  - b. Language
  - c. Spirituality
5. Current "missional" emphasis of Mennonite Church USA
  - a. Definition from website: "As followers of Christ, our mission is to develop Christ-likeness in all of life. As a result of our call to follow Christ, Mennonite Church USA has adopted the following missional definition. It serves as a guide for churches, conferences and agencies as they seek to follow God's mission in the world."

- b. A missional church is:
    - i. Shaped by participating in the creative love and reconciling mission of God through Christ.
    - ii. Sent by God's Spirit as Jesus was sent, proclaiming God's presence and power in the world.
    - iii. Visibly Christ-like as it engages its culture.
    - iv. Willing to take risks through the power of the Holy Spirit in light of God's final victory in Christ.
  - c. "A congregation which practices the above [5b] will be guided in all of its life by a missional intention in worship, discernment, discipling believers, witness and its life together." - (See [www.mennoniteusa.org/Default.aspx?tabid=124](http://www.mennoniteusa.org/Default.aspx?tabid=124), "Pathways to a Missional Future." Mennonite Church USA. Web.)
6. Contemporary issues of the 20<sup>th</sup> and 21<sup>st</sup> centuries (See Unit 10 for additional info.)

#### **MATERIALS, ACTIVITIES AND RESOURCES**

1. Nolt, Steven M., and Harry Loewen. *Through Fire and Water: An Overview of Mennonite History*. Rev. ed. Scottdale: Herald Press, 2010.
2. Dyck, Cornelius J., ed., *An Introduction to Mennonite History*. 3rd ed. Scottdale: Herald Press, 1993.
3. Refer to the Mennonite Church USA Historical Committee website ([www.mcusa-archives.org](http://www.mcusa-archives.org)).
4. Check the Mennonite Mission Network website ([www.mennonitemission.net](http://www.mennonitemission.net)) for videos and resources on current mission topics.
5. Check Mennonite Church USA website ([www.mcusa.org](http://www.mcusa.org)) for information on current vision and work of the denomination.
6. Check Mennonite press outlets such as *The Mennonite* ([www.themennonite.org](http://www.themennonite.org)) and *Mennonite Weekly Review* ([www.mennoweekly.org](http://www.mennoweekly.org)) for articles and information about current issues. Archives can be searched to compare perspectives over time.

## UNIT 9: MENNONITES AROUND THE WORLD

Course content in Units 6-9 may be tailored to make connections with elements of the school's geography and history. Countries below had some of their region's largest membership as of 2009.

### OBJECTIVES

Students will:

1. Grow in understanding the relationships between culture/ethnicity and religion.
2. Survey the role of the Mennonite Church in Asia, Africa and Latin America.
3. Understand growth patterns in the Mennonite/Brethren in Christ Churches in various parts of the world.

**CONTENT** (See Unit 10 for more resources regarding "global Christianity.")

1. African Mennonites
  - a. Mennonite beginning in Africa
  - b. Congo
  - c. Ethiopia
  - d. Tanzania
  - e. Zimbabwe
2. Asian Mennonites
  - a. Asian religions and culture
  - b. India
  - c. Indonesia
  - d. Vietnam
3. Mennonite churches in Latin America
  - a. Latin American culture
  - b. Mexico
  - c. Paraguay
  - d. Honduras

### MATERIALS, ACTIVITIES AND RESOURCES

1. Nolt, Steven M., and Harry Loewen. *Through Fire and Water: An Overview of Mennonite History*. Rev. ed. Scottdale: Herald Press, 2010.
2. Dyck, Cornelius J., ed. *An Introduction to Mennonite History*. 3rd ed. Scottdale: Herald Press, 1993.
3. The Mennonite World Conference website includes a map of church membership around the world:  
[www.mwc-cmm.org/en15/files/MWC%20Map%202009%20Oct%20FINAL.pdf](http://www.mwc-cmm.org/en15/files/MWC%20Map%202009%20Oct%20FINAL.pdf).

4. Refer to the current issue of the *Mennonite Yearbook and Directory* for statistics.
5. Resource speakers: Invite returned missionaries or mission staff personnel to speak to the class. Skype or other online phone/video connections can be used for live conversation with persons around the world.
6. Connections with local populations or congregations can be great resources.

## UNIT 10: CONTEMPORARY ISSUES IN CHRISTIANITY

### OBJECTIVES

Students will:

1. Understand the diverse viewpoints of different Christian disciplines and distinguish between Catholic, Protestants, Anabaptists and others.
2. Understand the difference between fundamentalists and liberals.
3. Become familiar with the rationalistic views of deism and distinguish deism from historic Christianity.
4. Differentiate between statements representing Christianity, Islam, Buddhism, Hinduism and Judaism.
5. Review Anabaptist principles.
6. Grow in understanding that we are a part of the people of God, the church in history.

### CONTENT

1. Review of major Christian groups
  - a. Protestant
    - i. Liberal-Fundamentalist controversy
      1. 19th-century scientific world view
        - a. Darwin
        - b. Freud
        - c. Marx
      2. Liberalism
        - a. Moral experience - heart of religion
        - b. Rauschenbush, father of social gospel
        - c. Genesis myth
        - d. Redefine miracles
        - e. Question of the deity of Christ
      3. Fundamentalists
        - a. Reaction to liberals
        - b. Charles Hodge and B.B. Warfield
        - c. Essentials of faith: deity of Christ and blood atonement
        - d. Evangelicals emerge from Fundamentalists
    - ii. Mainstream
    - iii. Evangelical

- b. Catholic
    - i. Theology
    - ii. Liturgy and sacraments
  - c. Orthodox Christian Church
    - i. Liturgy
    - ii. Icons
    - iii. Monasticism
  - d. Pentecostalism
2. Attacks on Christianity
- a. Enlightenment
  - b. Roots of Rationalism
    - i. Hugo Grotius
    - ii. Rene Descartes
    - iii. Newtonian physics
  - c. Deism
    - i. Universal
    - ii. God, the great architect
    - iii. Moral law
    - iv. Reason
    - v. High view of humanity
  - d. Unitarian church in 1774
    - i. Reject Trinity, miracles and atonement
3. World religions (*If world religions are not addressed in other areas of school curriculum, this may be a good placement.*)
- a. Islam
  - b. Hinduism
  - c. Buddhism
  - d. Judaism
4. Post-Christendom
- a. Post-modern values
  - b. Influence of technology
5. The rise of the global church - Refer to the following books:
- a. Jenkins, Phillip. *The Next Christendom: The Coming of Global Christianity*. New York: Oxford University Press USA, 2007.
  - b. Noll, Mark. *The New Shape of World Christianity*. Westmont, IL: Intervarsity Press, 2009.
  - c. Rah, Soong Chan. *The Next Evangelicalism*. ReadHowYouWant, 2009.



6. Review of Anabaptist beliefs
  - a. Believers' church
  - b. Repentance
  - c. Accountability
  - d. Discipleship
  - e. Peace, nonviolence and justice
  - f. Two-kingdom view
  - g. Mission and evangelism
  - h. No faith/no works dichotomy

### **MATERIALS, RESOURCES AND ACTIVITIES**

1. Nolt, Steven M., and Harry Loewen. *Through Fire and Water: An Overview of Mennonite History*. Rev. ed. Scottdale: Herald Press, 2010.
2. Dyck, Cornelius J., ed. *An Introduction to Mennonite History*. 3rd ed. Scottdale: Herald Press, 1993.
3. Klaassen, Walter. *Anabaptism: Neither Catholic Nor Protestant*. 3rd ed. Kitchener: Pandora Press, 2001.
4. Student reports/presentations: student choice of a person, religious theory/group or contemporary issue
5. Jenkins, Phillip. *The Next Christendom: The Coming of Global Christianity*. New York: Oxford University Press USA, 2007.
6. Kreider, Alan, Eleanor Kreider, and Paulus Widjaja. *A Culture of Peace: God's Vision for the Church*. Intercourse: Good Books, 2005.
7. Kreider, Alan. *Journey Towards Holiness: A Way of Living for God's Nation*. Scottdale: Herald Press, 1987.
8. Weaver, J. Denny. *Becoming Anabaptist: The Origin and Significance of Sixteenth Century Anabaptism*. 2nd ed. Scottdale: Herald Press, 2005.
9. Murray, Stuart. *Post-Christendom: Church and Mission in a Strange New World*. Carlisle: Paternoster Pub., 2004.
10. Noll, Mark. *The New Shape of World Christianity*. Westmont: Intervarsity Press, 2009.
11. Rah, Soong Chan. *The Next Evangelicalism*. ReadHowYouWant, 2009.
12. "Major religious groups" *Wikipedia*. Web.  
<[http://en.wikipedia.org/wiki/Major\\_religious\\_groups](http://en.wikipedia.org/wiki/Major_religious_groups)>
13. Kreider, Alan and Eleanor. "Worship and Mission after Christendom – Sample Chapter." *The Anabaptist Network*. Web. <[www.anabaptistnetwork.com/node/523](http://www.anabaptistnetwork.com/node/523)>
14. Yoder, John Howard. *The Royal Priesthood: Essays Ecclesiastical and Ecumenical*. Scottdale: Herald Press, 1994. An excerpt follows:

How then do we face de-Constantinization? If we meet it as just another turn of the inscrutable screw of providence, just one more chance to state the Constantinian position in new terms, then the judgment that has already begun will sweep us along in the collapse of the culture for which we boast that we are responsible. But if we have an ear to hear what the Spirit says to the churches, if we let ourselves be led out of the inferiority complex that the theologies of the Reformation have thus far imposed on free church thought, if we discover as brethren in a common cause the catacomb churches of East Germany and the Brüderschaften of West Germany, if we puncture the "American dream" and discover that even in the land of the God-trusting post office and the Bible-believing chaplaincy we are in the same essentially missionary situation, the same minority status as the church in Sri Lanka or Colombia; if we believe that the free church, and not the "free world," is the primary bearer of God's banner, the fullness of the One who fills all in all, if we face de-Constantinization not as just another dirty trick of destiny but as the overdue providential unveiling of a pernicious error; then it may be given to us, even in the twentieth century, to be the church. For what more could we ask?

## TEACHER RESOURCES

Used copies of many of these resources are available online (e.g. [www.amazon.com](http://www.amazon.com)).

Augsburger, Myron S. *The Fugitive: Menno Simons*. Scottdale: Herald Press, 2008.

Bender, Harold S. *The Anabaptist Vision*. Scottdale: Herald Press, 1944. Also available online at [www.mcusa-archives.org](http://www.mcusa-archives.org)

Braght, Thieleman Jan van. *The Martyrs Mirror*. Scottdale: Herald Press, 1982.

Images available online [www.bethelks.edu/mla/holdings/scans/martyrsmirror](http://www.bethelks.edu/mla/holdings/scans/martyrsmirror)

Text available online [www.homecomers.org/mirror/contents.htm](http://www.homecomers.org/mirror/contents.htm)

Camp, Lee. *Mere Discipleship: Radical Christianity in a Rebellious World*. Grand Rapids: Brazos Press, 2003.

*Christianity, the First Two Thousand Years*. A & E Home Video, 2001. DVD.

Drane, John. *Introducing the New Testament*. Rev. ed. Minneapolis: Fortress Press, 2001.

Drescher, John M. *Why I Am a Conscientious Objector*. Scottdale: Herald Press, 1982.

Driver, John. *How Christians Made Peace With War*. Scottdale: Herald Press, 1988.

Dyck, Cornelius J., ed. *An Introduction to Mennonite History*. 3rd ed. Scottdale: Herald Press, 1993.

Dyck, Peter and Elfrieda. *Up from the Rubble*. Scottdale: Herald Press, 1991.

*Eerdman's Handbook to the History of Christianity*. Grand Rapids: Eerdmans, 1977.

Finkel, Donald L. *Teaching with Your Mouth Shut*. Portsmouth: Boynton/Cook, 2000.

Herschberger, Michele. *God's Story, Our Story: Exploring Christian Faith and Life*. Scottdale: Herald Press, 2003.

Hess, J. Daniel. *Study Guide for Martyrs Mirror*. Herald Press. Web.

<[www.heraldpress.com/Studygds/martyrsmirror/MartyrsMirrorSG.pdf](http://www.heraldpress.com/Studygds/martyrsmirror/MartyrsMirrorSG.pdf)>

Hipps, Shane. *Flickering Pixels*. Grand Rapids: Zondervan, 2009.

Horst, Sam. *Mennonites in the Confederacy*. Scottdale: Herald Press, 1967.

- Jackson, Dave and Neta. *On Fire for Christ: Stories of Anabaptist Martyrs*. Scottdale: Herald Press, 1989.
- Jenkins, Phillip. *The Next Christendom: The Coming of Global Christianity*. New York: Oxford University Press, 2007.
- Kauffmann, Joel, and Don Yost. "Mennonite Church USA News: Readers Theater Scripts for Congregations." Mennonite Church USA. Web. <[www.mennoniteusa.org/Default.aspx?tabid=600&EntryID=53](http://www.mennoniteusa.org/Default.aspx?tabid=600&EntryID=53)>
- Kehrberg, Sarah, ed. *The Mennonite Handbook*. Scottdale: Herald Press, 2007.
- Klaassen, Walter. *Anabaptism: Neither Catholic Nor Protestant*. 3rd ed. Kitchener: Pandora Press, 2001.
- , ed. *Anabaptism in Outline: Selected Primary Sources*. Scottdale: Herald Press, 1981. Classics of the Radical Reformation Series. Also available at [www.mennolink.org](http://www.mennolink.org)
- Krahn, Cornelius. *Smith's Story of the Mennonites*. 5th ed. Eugene: Wipf and Stock, 2005.
- Kraus, C. Norman, and Alan Kreider. *Community of the Spirit: How the Church is in the World*. Eugene: Wipf and Stock, 2008.
- Kreider, Alan. *Journey Towards Holiness: A Way of Living for God's Nation*. Scottdale: Herald Press, 1987.
- Kreider, Alan, Eleanor Kreider, and Paulus Widjaja. *A Culture of Peace: God's Vision for the Church*. Intercourse: Good Books, 2005.
- Kreider, Robert, Nelleke Schiere, and Jacob Schiere. *Anabaptist Mennonite Timeline II: Living Echo of Menno Simons*. Newton: Faith and Life Press, 2009.
- Kuiper, B.K. *The Church in History*. Grand Rapids: Eerdmans, 1995.
- Metzgar, Bruce M. *The Canon of the New Testament: Its Origin, Development and Significance*. New York: Oxford University Press, 1997.
- Mennonite Church USA Historical Committee. Web. <[www.mcusa-archives.org](http://www.mcusa-archives.org)>
- "Mennonite World Conference Publications and CD." *Mennonite World Conference*. Web. <[www.mwc-cmm.org/MWC/publications.html](http://www.mwc-cmm.org/MWC/publications.html)>
- "Mennonite Youth: YMLT Tip Jar." *Mennonite Church USA*. Web. <[www.mennoniteusa.org/Home/Youth/TipJar/tabid/744/BlogID/9/Default.aspx](http://www.mennoniteusa.org/Home/Youth/TipJar/tabid/744/BlogID/9/Default.aspx)>

- Murray, Stuart. *Post-Christendom: Church and Mission in a Strange New World*. Carlisle: Paternoster, 2004.
- Noll, Mark. *The New Shape of World Christianity*. Westmont: Intervarsity Press, 2009.
- Nolt, Steven M., and Harry Loewen. *Through Fire and Water: An Overview of Mennonite History*. Rev. ed. Scottdale: Herald Press, 2010.
- Rah, Soong Chan. *The Next Evangelicalism*. ReadHowYouWant, 2009.
- Roth, John R. *Beliefs: Mennonite Faith and Practice*. Scottdale: Herald Press, 2005.
- . *Stories: How Mennonites Came to Be*. Scottdale: Herald Press, 2007.
- Ruth, John L. *'Twas Seeding Time: A Mennonite View of the American Revolution*. Eugene: Wipf and Stock, 1999.
- Shelley, Bruce L. *Church History in Plain Language*. 2nd ed. Nashville: Thomas Nelson, 1996.
- Snyder, C. Arnold. *Anabaptist History and Theology*. Rev. student ed. Kitchener: Pandora Press, 1997.
- . *Following in the Footsteps of Christ: The Anabaptist Tradition*. Maryknoll: Orbis Books, 2004.
- Steiner, Susan Clemmer. *Joining The Army That Sheds No Blood*. Scottdale: Herald Press, 1982.
- Tickle, Phyllis. *The Great Emergence: How Christianity Is Changing and Why*. Grand Rapids: Baker Books, 2008.
- Trial and Testimony of the Early Church*. Christian History Institute. Vision Video, 1994. DVD.
- Toews, Paul. "Clayton Kratz: Went to Russia, 1920." *Profiles of Mennonite Faith*. Web. [www.mbhistory.org/profiles/kratz.en.html](http://www.mbhistory.org/profiles/kratz.en.html)
- Weaver, J. Denny. *Becoming Anabaptist: The Origin and Significance of Sixteenth Century Anabaptism*. 2nd ed. Scottdale: Herald Press, 2005.
- Wink, Walter. *Jesus and Nonviolence: A Third Way*. Minneapolis: Fortress Press, 2003.
- Woodbridge, John D. *Great Leaders of the Christian Church*. Chicago: Moody Press, 1988.
- "Youth Peace Resources." *Peace and Justice Support Network of Mennonite Church USA*. Web. <http://peace.mennolink.org/youth.html>

## **FURTHER READING SUGGESTIONS from Steve Nolt, textbook writer**

### **A concise introduction to Mennonite history:**

Roth, John D. *Stories: How Mennonites Came to Be*. Scottdale: Herald Press, 2006.

### **A comprehensive reference source on Anabaptist-Mennonite history and theology:**

Dyck, Cornelius J., and Dennis D. Martin, eds. *Mennonite Encyclopedia*. Scottdale: Herald Press, 1955-1990. Five volumes.

Its contents, with some updates, are also available online at [www.gameo.org](http://www.gameo.org).

### **For more on 16th-century Anabaptism:**

Snyder, C. Arnold. *Following in the Footsteps of Christ: The Anabaptist Tradition*. Orbis Books, 2004.

Weaver, J. Denny. *Becoming Anabaptist: The Origin and Significance of Sixteenth-Century Anabaptism*. 2nd ed. Scottdale: Herald Press, 2005.

### **A concise summary of Anabaptist theology:**

Snyder, C. Arnold. *From Anabaptist Seed: Exploring the Historical Center of Anabaptist Teachings and Practices*. Intercourse: Good Books, 2008.

### **For some of the Anabaptists' own writings:**

Klaassen, Walter, ed. *Anabaptism in Outline*. Scottdale: Herald Press, 1981.

Dyck, C.J., ed., *Spiritual Life in Anabaptism*. Scottdale: Herald Press, 1995.

### **There are good books on almost every aspect of the North American Mennonite experience; a few recent examples are:**

Epp, Marlene. *Mennonite Women in Canada: A History*. University of Manitoba Press, 2008.

Shearer, Tobin Miller. *Daily Demonstrators: The Civil Rights Movement in Mennonite Homes and Sanctuaries*. The Johns Hopkins University Press, 2010.

Heisey, M.J. *Peace and Persistence: Tracing the Brethren in Christ Peace Witness Through Three Generations*. The Kent State University Press, 2003.

### **Key studies of Russian Mennonite history:**

Urry, James. *None But Saints: The Transformation of Mennonite Life in Russia, 1789-1889*. Pandora, 1988.

Toews, John B. *Czars, Soviets, and Mennonites*. Scottdale: Faith & Life Press, 1982.

### **For more information on Mennonites and Brethren Christ around the world:**

See books in the Global Mennonite History Project, sponsored by Mennonite World Conference. Volumes on Asia and North America are forthcoming.

- *Anabaptist Songs in African Hearts: Africa*. Intercourse: Good Books, 2006.
- *Testing Faith and Tradition: Europe*. Intercourse: Good Books, 2006.
- *Mission and Migration: Latin America*. Intercourse: Good Books, 2010.

### **On the Web:**

Global Anabaptist Wiki (<http://anabaptistwiki.org>) includes entries on churches on all continents.

Mennonite World Conference's website ([www.mwc-cmm.org](http://www.mwc-cmm.org)) and its quarterly magazine *Courier* has current articles.

### **There are many fine books on the global Christian story more generally; recently published titles include:**

Tickle, Phyllis. *The Great Emergence: How Christianity Is Changing and Why*. Baker Books, 2008.

Marty, Martin E. *The Christian World: A Global History*. Modern Library, 2007.

Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. Rev. ed. Oxford University Press, 2007.







**Mennonite  
Schools  
Council**

Affiliated with the  
Mennonite Church

## **High School Bible Curriculum**

*Written by Elam Peachey; revised by Bronwyn Hestand*

# **The People of God: Kingdom Living**

**RECOMMENDED FOR GRADE 12  
SEMESTER COURSE**

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## OVERVIEW

This course ties together the four years of the Mennonite Schools Council (MSC) Bible curriculum. Recognizing that the Old Testament points to the coming of the kingdom of God in Jesus, the primary emphasis is on living in the kingdom now. The concept of “shalom” is used to address the way Christians can relate to a world of conflict. Students will grapple with values inherent in the Sermon on the Mount and God’s will for peace and justice. They are challenged to do critical biblical thinking related to kingdom living in the home, church and world. This outline does not define how the units are paced. It is suggested that the curriculum is developed with a sensitivity for growth in both content-knowledge and personal faith formation. Building in-depth understanding will mean that not all content is “covered.”

Biblical literacy may vary considerably. Pretests or other formative assessment strategies may help the teacher better understand the needs of the students. Learning groups, portfolios, assignment choices and other strategies for differentiated learning will be especially useful. In addition, the students may be coming from a number of other school settings. Activities that build a sense of community will help the school culture of learning, dialogue and support for faith development. Simulations and other “hands-on” activities are especially effective in engaging students of all backgrounds in the biblical story. Bible memory assignments can be very meaningful learning experiences with long-term rewards. Video clips can lead to interesting discussion of story themes, characters, alignment of video with Scripture and other topics. Journals and assessment activities can be useful in encouraging growth since students are asked to articulate elements of what they know, questions they have and what they believe.

See the Teacher Resources section of this course and the other courses for a variety of tools for teacher preparation, classroom activities and student assignments. The General Introduction to the curriculum also contains a foundational resource list for youth ministry and Mennonite faith perspectives.

The objectives of “The People of God: Kingdom Living Today” relate to the following educational goals of \_\_\_\_\_ : *(Fill in the name of school and list relevant goals.)*

## **Unit 1: A KINGDOM OF SHALOM: HISTORICAL AND BIBLICAL SETTING**

### **OBJECTIVES**

Students will:

1. Trace the development of peoplehood and the roots of kingdom in the Old Testament.
2. Understand that the kingdom has come with the Christ event.
3. Begin to anticipate the values of the kingdom.

### **CONTENT**

1. What is the Old Testament vision of shalom?
  - a. God's intent for humanity (Genesis 12)
  - b. Sin destroys (Genesis 3)
  - c. Promise to lack of hope (Genesis 4-11)
  - d. Call of Abraham (Genesis 12)
  - e. Judges - kings - kingdom divided - conquered
2. How do the prophets envision God's kingdom?
  - a. Prophets' message of justice, promise and covenant (Isaiah 5:8-13, 9:1-7, 11:1-9, 42:1-9; 53, 58, 59, 61)
3. In what way is the kingdom of Jesus "political"? "Modern scholarship is quite unanimous in the opinion that the kingdom of God was the central message of Jesus." - C.H. Dodd
  - a. Wise men who worship the king
  - b. John the Baptist and the kingdom
  - c. Baptism
  - d. Message : Repent, the kingdom is at hand.
  - e. Parables of the kingdom
  - f. Disciples' understanding (Mark 10:35-45)
  - g. Triumphal entry
  - h. Before-Pilate kind of kingdom
  - i. Authority (Matthew 28)
4. The kingdom coming

### **MATERIALS, ACTIVITIES AND RESOURCES**

1. Read Abraham's story from: Beuchner, Frederick. *Peculiar Treasures: A Biblical Who's Who*. New York: Harper One, 1993.
2. Write an Abraham story for today.
3. Explain the meaning of several parables of the kingdom.

## Unit 2: A NEW KINGDOM

### OBJECTIVES

Students will:

1. Articulate the requirements for membership in the kingdom of God and the responsibilities included with that membership.
2. Formulate the basic message of the Sermon on the Mount.
3. Understand the beatitudes as characteristics of one person.
4. Be able to summarize qualities of kingdom members.
5. Identify practical examples of Jesus' new way of living.
6. Grasp how attitude is the crux of decisions and behavior.
7. Perceive their role in the growth of the kingdom.

### CONTENT

1. Entrance (be born again)
  - a. Whole story of Nicodemus (John 3:3)
  - b. Matthew 5:20 - memorize
  - c. Matthew 16:24; Luke 14:33
2. Commissioning
  - a. Matthew 28:18-20 - memorize
  - b. Acts 1:7-8
3. Values
  - a. Sermon on the Mount
    - i. Collection of sayings
    - ii. Can't separate person from teachings
    - iii. Basic message: Transformation is needed to be a part of the kingdom.
  - b. Beatitudes: characteristics of one true follower
    - i. "Be - attitudes": behavior and attitudes
    - ii. Explain each beatitude
  - c. Responsibilities of "kids of the kingdom"
    - i. Salt and light (Matthew 5:13-16)
  - d. Promises, not laws (Matthew 5:17-20)
  - e. Jewish teachings revised by Jesus (Matthew 5:21-48)
    - i. Nonresistance
    - ii. Commitment in relationships
  - f. Piety and prayer (Matthew 6:1-18)
    - i. Lord's Prayer: "Absolute sincerity is the mark of the true Christian."
  - g. Property and anxiety (Matthew 6:19-34)

- h. Admonitions and warnings (Matthew 7)
      - i. Act upon the teachings
- 4. Growth: early churches
  - a. Acts 1:8 - memorize
  - b. Acts 5:12-16, 11:21, 20:28
  - c. Epistles are evidence that church grew and was comprised of real people.

#### **MATERIALS, ACTIVITIES AND RESOURCES**

1. Summarize the values from the Sermon on the Mount; discuss, reflect and tell stories about their personal impact.
2. Reflect on which Beatitudes speak personally and how they apply.
3. Connect the above Scriptures to concrete symbols or senses. For example, have students connect artwork, photographs, poems, music or foods to specific Beatitudes.
4. Compare qualities of salt and light and their relevance for Christians.
5. Choose a phrase of the Lord's Prayer for weekly reflection and write a summary of the experience.
6. Kraybill, Donald. *The Upside-down Kingdom*. Scottdale: Herald Press, 1978.
7. Refer to group study activities and discussion questions in the *Serendipity Bible* (Grand Rapids: Zondervan, 1996).

## Unit 3: GOD WILLS JUSTICE AND PEACE

### OBJECTIVES

Students will:

1. Be able to explain why justice is increasingly on the agenda of the church.
2. Apply biblical teachings on justice to current situations.
3. Be able to make a case for Christian nonresistance and/or a personal understanding of the response to conflict, using Scriptures and other resources.
4. Understand ways to be an active peacemaker.
5. Build their understanding of various Christian perspectives on peace and justice issues.

### CONTENT

1. Justice: Psalms 37:28, "For the Lord loves justice."
  - a. Isaiah 42:1-9
  - b. Have each class member describe an incident through which he/she became aware of a justice issue or Christian peacemaking.
  - c. Why the increased attention in church to justice?
    - i. Increasing involvement in secular structures
    - ii. Experience in mission and service (relief, development and justice)
    - iii. Moving beyond ethnic boundaries
    - iv. The global village increased understanding of poverty, injustice and its causes.
  - d. The Bible and justice
    - i. "To be a disciple is to be committed to the King and his kingdom of just relationships." – Waldron Scott
    - ii. Abraham was chosen to do righteousness and justice. (Genesis 18:19)
  - e. Old Testament authors emphasized that social justice reflects the character of God. (Psalms 33:5, 37:28, 99:4)
  - f. To do justice is more important than false worship. (Proverbs 21:3; Micah 6; Amos; Isaiah)
  - g. Israel was to express servant/justice to the nations
    - i. Isaiah 58
    - ii. Leviticus 25 - Jubilee economics
    - iii. Jeremiah 9:23-24
    - iv. Jeremiah 22:15-16 - to know of church is to do some justice
  - h. Servant songs give methods to do justice. Relate them to liberation theology and just war.

- i. Justice is in the message of Jesus.
  - i. John the Baptist: Announcement of the kingdom brings reversals
  - ii. Mary's song
  - iii. Luke 4:18-19
  - iv. Matthew 12:17-21
  - v. Matthew 23:23
  - vi. Rich man and Lazarus
  - vii. Great Commission
  - viii. There is an unjust relationship between heaven and earth. God through Christ justified the sinner to right relationships.  
 God - human / human - human / human - nature
- 2. Peacemaking
  - a. Prophets and hope for peace - Messiah
  - b. Kingdom comes with Jesus
  - c. Life and teachings of Jesus, including Sermon on the Mount
    - i. Disciples' misunderstanding (e.g., bring swords)
    - ii. Struggle in the garden
    - iii. Resistance and nonresistance in life of Christ
  - d. Definition of terms
    - i. Nonresistance
    - ii. Pacifism
    - iii. Nonviolent action
    - iv. Peacemaking
    - v. Meek
  - e. Are the teachings of Jesus binding now?
    - i. I John 2:6, etc.
  - f. Salvation described as making peace
    - i. Ephesians 2:11-22
  - g. Church history
    - i. First 300 years
    - ii. Just war theory
    - iii. Renewal groups: Anabaptist, Brethren and Quaker
  - h. Christian witness to the state for peace and justice
    - i. Because we live in a democracy
    - ii. Because we are already involved for self-interest reasons
    - iii. Because we love our neighbor
    - iv. For the integrity of the gospel
    - v. As a way to do preventive relief work



3. Earth stewardship
  - a. New Testament foundations for an environmental ethic
  - b. Eco-justice: A theology of ecology
  - c. Scriptural themes for ecological living
  - d. Peacemaking and the care of the creation
  - e. What can individuals do about the environment?

### **MATERIALS, ACTIVITIES AND RESOURCES**

1. Steiner, Susan Clemmer. *Joining the Army That Sheds No Blood*. Eugene: Wipf and Stock, 2009.
2. Discuss/assign a paper on the implications of Jubilee economics for the present time.
3. Paraphrase one of the prophets to speak to a specific issue today.
4. Investigate current justice movements internationally.
5. Memorize I John 2:6.
6. Make a list of practical peacemaking suggestions for you and your peers.
7. List current justice issues from the daily news. Google has a service called “Google Alerts” which can be used to track specific topics.
8. Envision peace in current conflict situations in the world. What are the causes, challenges and opportunities of the current events?
9. Write to your local political representative regarding a current situation of conflict.
10. Explain the biblical, legal and other meanings of “justice.”
11. Keep a daily journal reflecting on the class, the news and your life, with specific emphasis on peace and justice.
12. Complete Christian Peacemaker form (<http://co.mcc.org/us/co/form/peacemakerform.pdf>) or other document articulating personal beliefs about peacemaking.
13. Collaborate with the science department and their curriculum regarding environmental science.

## Unit 4: EXPERIENCING KINGDOM VALUES AT HOME

### OBJECTIVES

Students will:

1. Articulate values inherent to kingdom members.
2. Understand the centrality of the Sermon on the Mount and the fruits of the Spirit for relationships.
3. Perceive the family as a community within a broader community.
4. Assess relationships within his/her personal family unit.
5. Experience helpful tools with his/her families that enhance relationships.
6. Evaluate personal and family values in light of scriptural texts.

### CONTENT

1. Planting basic kingdom qualities
  - a. Review basic values
    - i. The family setting is first place where God's purpose for community is experienced and learned.
      1. "To be created in the image of God is to be created for fellowship with God ..." - Ross Bender
    - ii. Sermon on the Mount (Matthew 5-7): Review and summarize from previous unit.
    - iii. Fruits of the Spirit (Galatians 5:22 ff.)
      1. Connect with kingdom values
      2. Matthew 6:33
      3. Just by being together, family is a training ground for relationships.
  - b. Covenant and community
    - i. Marriage
      1. Analogy of church as bride of Christ (Ephesians 5:21-33)
      2. Foundation: relationship between husband and wife
      3. Part of a broader community
        - a. Weddings in church
        - b. One-parent families don't stand alone.
      4. Covenant within family requires responsibility.
        - a. Genuine faith of parents exemplified and taught (Deuteronomy 6:7)

- ii. Family
    - 1. New Testament uses family images to describe belonging (Luke 8:19-21)
    - 2. Two basic needs: to love and to be loved
- 2. Bearing fruit: Relationships - Family not only uses language but is language.
  - a. What do you see modeled?
    - i. Priorities in family
    - ii. What values are you taught and/or practice that conflict with society?
  - b. Qualities of relationships
    - i. Love and forgiveness
    - ii. Humility
      - 1. Showing respect to others
      - 2. Sharing needs
    - iii. Servanthood
    - iv. Responsibility and discipline
    - v. Understanding of roles
    - vi. Understanding environmental wholeness
  - c. Communication and conflict management
    - i. Active listening
    - ii. "I" messages
  - d. Scripture and roles
    - i. Finding our place in the family; living in harmony is possible because of new creation in Christ
    - ii. Colossians 3:5-14, 18-4:1
    - iii. Ephesians 5:21-6:9
    - iv. I Peter 2:11-3:22
- 3. Family's mission to the world (not inwardly focused)
  - a. Example of covenant
  - b. Extending boundaries of love
    - i. Active participation in community
    - ii. Active concern for peace in the world
  - c. Training for relationships
  - d. Justice and shopping

### **MATERIALS, ACTIVITIES AND RESOURCES**

- 1. Coordinate what is taught with courses such as "Family Living" or other Family and Consumer Sciences courses.

2. Compile a list of qualities of kingdom members and compare to a list of qualities desired in a spouse, sibling or friend. Are there differences?
3. Memorize Galatians 5:22-26.
4. Write an essay on the responsibility of the family to its members, the community and the larger world.
5. Complete assignments with student's family.
6. Identify 20 things important to family.
  - a. Each member, number according to priority/discuss
  - b. Symbols
  - c. Write goal for #1 priority.
  - d. Formulate how to meet goal
7. Role plays of family life

## Unit 5: LIVING THE KINGDOM WITH VOCATION

### OBJECTIVES

Students will:

1. Be able to articulate the impact of the kingdom of God on occupational choice.
2. Be able to articulate kingdom values on the job.
3. Be able to explain stewardship of money earned.
4. Understand that our vocation is to follow Christ in our occupation.

### CONTENT

1. Work
  - a. Vocation/occupation
    - i. To be a disciple of Jesus is our primary vocation regardless of how we earn our daily living. (Matthew 6:33)
    - ii. Look at the story of Aquila and Priscilla in regard to vocation and occupation.
  - b. Biblical view of work is good. (Genesis 1.) God as worker with women and men in his image who work to care for creation. Compare this view of work to the view of work in our society.
2. Talents are to be used. (Matthew 25)
  - a. What are my gifts?
  - b. What are the needs in the world?
  - c. Do my gifts and needs in the world give guidance to selecting my occupation?
  - d. What do you currently plan to do after high school?
  - e. How much do you know about the educational area and/or job you are currently considering? Where did you get the information?
  - f. What are you doing to keep your options open?
  - g. What do you want to accomplish with your life? How will the job you are considering enhance your goals?
  - h. Many people say you should spend at least one year of your life in service outside your home area. How do you respond to this?

### ACTIVITIES, MATERIALS AND RESOURCES

1. Consider extent of time spent in the work world—hours per year, number of years, etc.
2. List jobs in existence now that did not exist before 2000. What kinds of jobs will there be in the future? Information about jobs in the U.S. can be found at [www.bls.gov/emp/ep\\_data\\_occupational\\_data.htm](http://www.bls.gov/emp/ep_data_occupational_data.htm).
3. Activities from the *Serendipity Bible* (Grand Rapids: Zondervan, 1996)

4. Mennonite Central Committee (MCC) peace resources ([www.mcc.org](http://www.mcc.org))
5. Investigate peace-work opportunities available through MCC and other organizations.
6. Discuss jobs that promote values of the Kingdom of God.
7. Have students interview their parents regarding the student's giftedness.
8. Invite guest speakers representing variety of careers/jobs.
9. *Financial Foundations for Youth: Stewardship curriculum for High School Students* is available from MSC and MMA via [www.mennoniteeducation.org](http://www.mennoniteeducation.org).

## Unit 6: EXPANDING THE KINGDOM THROUGH THE CHURCH

### OBJECTIVES

Students will:

1. Articulate a definition of the church as a visible expression of the kingdom.
2. Understand the church as the context for accountability and decision-making.
3. Be challenged to actively participate in the community life of a local congregation.
4. Be challenged to understand the congregation rather than para-church agencies as the core of mission.

### CONTENT

“All that God intends the church to be and do must first be experienced in the local congregation.” - Lancaster Conference Constitution

1. The church as community
  - a. The church is the visible expression of the kingdom: entrance by repentance and baptism using Scripture such as:
    - i. Repentance (Romans 6:4)
    - ii. Faith (Mark 1:1-11)
    - iii. New life (Acts 2:38-42)
    - iv. Identification with Christ (Acts 19:1-6)
    - v. Suffering (Mark 10:38-40)
    - vi. Death and resurrection (Galatians 3:23-29)
    - vii. Participation in community (I Peter 3:13-22; I John 5:6-8; I Corinthians 12:12-13)
  - b. Article 11 of the *Confession of Faith in a Mennonite Perspective*
    - i. How does the congregation carry out its covenant with newly baptized members?
    - ii. Can one be baptized into the body of Christ without membership in a specific body that is a visible expression of the kingdom?
2. The church is the people of God.
  - a. Church as the new Israel (I Peter 2:4-12)
  - b. Accountability, giving and receiving counsel (Matthew 18)
  - c. Context for discernment
    - i. Gifts are for the good of the whole body. (I Corinthians 12:4-11)
    - ii. Early church found direction on issues, e.g., confronting the authorities (Acts 4:5) and extending the gospel to excluded persons (Acts 15).
    - iii. The Holy Spirit gives direction as believers bear each other’s burdens (Galatians 6:1-2).

- d. Requirements for faithful discernment
    - i. It is done in context of community.
    - ii. There is mutual accountability in the church.
    - iii. Believers gather around the open Scripture empowered by the Holy Spirit.
    - iv. We need to test views with others whose views are shaped by different experiences.
    - v. Discernment needs to be permeated with prayer.
  - e. The church practices mutual aid.
    - i. Discuss: Is it possible to label a community Christian unless there is mutual support and “bearing of one another’s burdens”?
    - ii. Discuss various scenarios such as: A new member of your congregation is refused a loan to buy a car needed for employment because the member has been in Voluntary Service and has no credit rating. What should the congregation do?
    - iii. Focus on the following Scriptures: Acts 2:43-47, 4:32-37; I Peter 5:1-11; Galatians 6:9-10.
  - f. Church finds unity in Christ and worships Christ.
    - i. I Corinthians 3; Ephesians 4:4-5; I Corinthians 1:14-31
    - ii. The Lord’s Supper is a symbol of covenant community.
    - iii. Unity is found in worship.
      - 1. What is the most important ingredient in worship for you?
      - 2. What is the difference between entertainment and worship?
      - 3. What is the focus of worship?
      - 4. What is expected of the worshiper?
    - iv. Have students interview someone 50 years old or older and ask them how worship has changed in their congregation.
3. The church is the core of mission.
- a. Mission is the central purpose of each congregation.
  - b. Discuss: Can a congregation claim to be authentic if it is not involved in mission/ evangelism?
  - c. Focus on the following Scripture: Matthew 28:16, 20; I Corinthians 9:19-23; Acts 2:42-47.



## **MATERIALS, ACTIVITIES AND RESOURCES**

1. Have the class plan several chapels that incorporates different forms and styles of worship.
2. Roth, John R. *Practices: Mennonite Worship and Witness*. Scottdale: Herald Press, 2009.
3. Shenk, Sarah Wenger. *Thank You for Asking: Conversing with Young Adults about the Future Church*. Scottdale: Herald Press, 2005.
4. Bender, Harold S. "Baptism." *Global Anabaptist Mennonite Encyclopedia Online*. 1955. Web. <[www.gameo.org/encyclopedia/contents/B3689.html](http://www.gameo.org/encyclopedia/contents/B3689.html)>

## Unit 7: IN BUT NOT OF THE WORLD

### OBJECTIVES

Students will:

1. Understand biblical nonconformity.
2. Understand nationalism, patriotism and kingdom living.
3. Challenge the success motif in contrast to the gospel of the kingdom.
4. Make current decisions in light of the coming kingdom.
5. Anticipate a new heaven and new earth.

### CONTENT

1. Conformity to Jesus as nonconformity to the world
  - a. Jesus' values: Sermon on the Mount as compared to society's value.
2. To live a nonconformed life requires renewal of the mind. Note the biblical emphasis on the mind rather than feelings (Romans 12:12).
3. Discuss the meaning of success in light of the cross. Discuss the difference between survival success and resurrection success.
  - a. Mark 10:17-31; I Corinthians 2:6-16
4. Mennonite/Anabaptist understandings of nonconformity
5. Nonconformity by Christian patriotism rather than nationalism
6. Living the future now (Acts 2:17)
7. The new heaven and the new earth (Revelation 21)

### MATERIALS, ACTIVITIES AND RESOURCES

1. "That which is admired as radical faithfulness 250 years ago is not so much admired when it is practiced in our own age." - Don Blosser. Write a response to this statement and include examples.
2. In small groups write a letter to teens encouraging them to be in but not of the world.
3. Interview someone 50 years old or older and ask them how they understand nonconformity now. How has this understanding changed over the years?
4. Guy F. Hershberger. *Recovery of the Anabaptist Vision*. Scottdale: Herald Press, 1957.
5. Richard MacMaster. *Land, Piety, and Peoplehood: The Establishment of Mennonites in America, 1683-1790*. Scottdale: Herald Press, 1985.
6. Ruth, John R. *Maintaining the Right Fellowship: A Narrative Account of Life in the Oldest Mennonite Community in North America*. Scottdale: Herald Press, 1984.
7. MCC videos. See [www.mcc.org](http://www.mcc.org) for current selection.
8. Stories of local congregations may provide more immediately relevant understandings of this concept. Check with local conference leaders and pastors for stories.

## Unit 8: THE COMING KINGDOM

See unit 7 outline in the 10<sup>th</sup> grade course, "The People of God: The Story Continued: Jesus and The Church."

### OBJECTIVES

Students will:

1. State how expectations for the future impact present living.
2. Explain the concept of "last days."
3. Be introduced to common terms related to Christ's second coming.
4. Articulate the connection between God's intention at creation and life in the kingdom of God.

### CONTENT

1. Living for the future
  - a. New age inaugurated at Pentecost
    - i. Began with Christ's first advent, ends with second advent
  - b. Salvation: first step to eternal life
    - i. Believers living "between the times"
    - ii. Here and now, not future reward for good behavior
  - c. Faith and suffering
    - i. How are they connected?
    - ii. Discuss "prosperity gospel" and those who promote it.
  - d. Power over sin
    - i. Scriptural metaphors for death:
      1. II Corinthians 5 - "tent"
      2. I Thessalonians 4:14 - "sleep"
      3. II Timothy 4:6 - "departure"
      4. I Corinthians 15:42-43 - "seed that falls"
    - ii. Death has lost its sting

2. A new heaven and a new earth
  - a. Common terms for Christ's second coming
    - i. "second coming" and "return of Christ" not found in New Testament
    - ii. Parousia(Greek) and adventus (Latin) - arrival
    - iii. rapture (Latin) - caught up
    - iv. epiphany - appearing
    - v. clouds - divine majesty and power
    - vi. "the day"
    - vii. "the coming"
  - b. Resurrection from the dead
    - i. Jewish opinion was that no one could raise the dead except God.
    - ii. Christ's resurrection is a sign that death is abolished.
    - iii. Resurrection of the body, not flesh
      1. Earthly bodies change to heavenly bodies and personality under complete control of Spirit.
  - c. Three major views: Marked by the binding of Satan and defeat of God's enemies
  - d. Premillennial
    - i. Rapture and a thousand-year reign on earth
  - e. Amillennial
    - ii. Spiritual reign
  - f. Postmillennial
    - iii. Jesus will return when world is Christian.
  - g. Heaven and hell
    - i. Heaven: where God dwells
    - ii. Biblical images
    - iii. Hell: Ungodly excluded forever from God's presence (Matthew 7:23; II Thessalonians 1:9)
3. Conclusion
  - a. Waiting for the blessed hope
    - i. Called to build the kingdom of God
      1. Recalling God's original purpose: harmony with world, God and others
    - ii. Present and future are secure in God
      1. Sets priorities for Christian living
      2. Makes earthly work meaningful and worthwhile
  - b. Trusting God with the unknowns

## **MATERIALS, ACTIVITIES AND RESOURCES**

1. Define Parousia, Advent and millennium.
2. Write a summary of how beliefs regarding the future impact present life.
3. Finger, Thomas N. *Christian Theology: An Eschatological Approach*. Scottdale: Herald Press, 1987.
4. Discuss topical themes on life-choices with books such as:  
Albom, Mitch. *Tuesdays with Morrie: An Old Man, a Young Man, and Life's Greatest Lesson*. New York: Broadway, 2002.

## TEACHER RESOURCES

Used copies of many of these resources are available online (e.g. [www.amazon.com](http://www.amazon.com)).

*Believers Church Bible Commentary Series*. Scottdale: Herald Press, 1987.

Bender, Harold S. "Baptism." *Global Anabaptist Mennonite Encyclopedia Online*. 1955. Web. <[www.gameo.org/encyclopedia/contents/B3689.html](http://www.gameo.org/encyclopedia/contents/B3689.html)>

Bender, Ross. *My Hope for the Mennonite Family*. Sermon text. 1989. Web. <<http://rossbender.org/hopefamily1.html>>

Burkholder, J.R. *On the Gospel of Peace and Becoming a Peace Church*. Web. <<http://peace.mennolink.org/articles/jrtheolo.html>>

Campbell, David. *If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else*. Allen: Tabor, 1974.

*Confession of Faith in a Mennonite Perspective*. Scottdale: Herald Press, 1995.  
Also available online at [www.mennolink.org/doc/cof](http://www.mennolink.org/doc/cof)

Finger, Thomas N. *Christian Theology: An Eschatological Approach*. Scottdale: Herald Press, 1987.

Finkel, Donald L. *Teaching with Your Mouth Shut*. Portsmouth: Boynton/Cook, 2000.

Fox, Matthew. *A Spirituality Named Compassion and the Healing of the Global Village, Humpty Dumpty and Us*. 2nd ed. San Francisco: Harper & Row, 1990.

*Global Anabaptist Mennonite Encyclopedia Online*. The Global Anabaptist Mennonite Encyclopedia Online (GAMEO). Web. <<http://www.gameo.org/encyclopedia>>

Hershberger, Guy F. *Recovery of the Anabaptist Vision*. 1957. Google. Web. <[http://books.google.com/books?id=v7oQ1iRpSL4C&printsec=frontcover&source=gbs\\_v2\\_summary\\_r&cad=0#v=onepage&q=&f=false](http://books.google.com/books?id=v7oQ1iRpSL4C&printsec=frontcover&source=gbs_v2_summary_r&cad=0#v=onepage&q=&f=false)>

Johns, Loren L. *Apocalypticism and Millennialism: A Select Bibliography for Research*. Web. <[www.ams.edu/ljohns/ApocMillBibliography.htm](http://www.ams.edu/ljohns/ApocMillBibliography.htm)>

Kauffman, J. Howard. "Childrearing." *Global Anabaptist Mennonite Encyclopedia Online*. 1989. Web. <[www.gameo.org/encyclopedia/contents/C4608ME.html](http://www.gameo.org/encyclopedia/contents/C4608ME.html)>

Koch, Carl. *Creating a Christian Lifestyle*. Winona: Saint Mary's Press, 1996.

- Kraybill, Donald. *The Upside Down Kingdom*. Scottdale: Herald Press, 1978.
- Kreider, Alan. *Journey Towards Holiness: A Way of Living for God's Nation*. Scottdale: Herald Press, 1987.
- Lederach, John Paul. *The Journey Toward Reconciliation*. Scottdale: Herald Press, 1999.
- Lewis, C. S. *Mere Christianity*. Collier Books; MacMillan, 1958.  
(audio files available via [www.YouTube.com](http://www.YouTube.com))
- Lind, Millard. *Yahweh Is a Warrior: The Theology of Warfare in Ancient Israel*. Scottdale: Herald Press, 1980.
- MacMaster, Richard. *Land, Piety, and Peoplehood: The Establishment of Mennonites in America, 1683-1790*. Scottdale: Herald Press, 1985.
- Roth, John D. *Choosing Against War: A Christian View*. Intercourse: Good Books, 2002.
- . *Practices: Mennonite Worship and Witness*. Scottdale: Herald Press, 2009.
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- . *Maintaining the Right Fellowship: A Narrative Account of Life in the Oldest Mennonite Community in North America*. Scottdale: Herald Press, 1984.
- Serendipity Bible: For Personal and Small Group Study*. Grand Rapids: Zondervan, 1996.
- Shenk, Sarah Wenger. *Thank You for Asking: Conversing with Young Adults about the Future Church*. Scottdale: Herald Press, 2005.
- Steiner, Susan Clemmer. *Joining the Army That Sheds No Blood*. Eugene: Wipf and Stock, 2009.
- Thermostat: How Can We Turn Toward Peace in Time of Fear?* Mennonite Church Canada, 2005.  
DVD. (Resource for youth on war, peace and Christian conscience can be ordered online:  
[www.mennonitechurch.ca/resourcecentre/ResourceView/14/6713](http://www.mennonitechurch.ca/resourcecentre/ResourceView/14/6713))
- "Why Peace?" *Peace and Justice Support Network of Mennonite Church USA*. Web.  
<<http://peace.mennolink.org/whypeace.html>>
- Wink, Walter. *Jesus and Nonviolence: A Third Way*. Minneapolis: Augsburg Fortress, 2003.
- Yancey, Philip. *What's So Amazing About Grace?* Grand Rapids: Zondervan, 2002.
- Yoder, John Howard. *What Would You Do?* Rev. ed. Scottdale: Herald Press, 1992.