



**Mennonite
Schools
Council**
Affiliated with the
Mennonite Church

High School Bible Curriculum

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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.
3. Activities from the *Serendipity Bible* (Grand Rapids: Zondervan, 1996)

4. Mennonite Central Committee (MCC) peace resources (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.

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>

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 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 10th 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).

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>

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

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>

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

Kauffman, J. Howard. "Childrearing." *Global Anabaptist Mennonite Encyclopedia Online*. 1989. Web. <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)
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