

# **THEME 4**

## **The New Testament Drama**

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The people of Judah came through the Exile a changed people. They had been cured of idolatry. The Exile had been a productive time, for it was during this time that the stories and writings of Israel's history were put together to form much of the Old Testament. The Law became a strong wall between Jew and non-Jew.

The New Testament tells the story of Jesus, the awaited Messiah, the new act of God in reconciling humankind to himself. But Jesus did not fulfill the expectations long held by many Jews. He did not win independence for the Jewish nation and reestablish the earthly domain of King David. Instead, the kingdom victory came through Jesus' suffering servanthood. Victory over evil came through Jesus' death and resurrection.

From the Gospels to Revelation, the New Testament testifies to this new act of God in and through Jesus Christ his son.

## Grade 5—Unit 9

# God Saves God’s People and Fulfills the Promise

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The Gospel of John was written so that we may believe Jesus Christ is the Son of God. Jesus was God’s new act of grace for the Hebrew people. The author, John (*presumed to be the apostle John*), is fully convinced that authentic belief is life-changing and life-giving. The text is written to encourage authentic faith and convince new believers. It is in that spirit that this unit is taught.

### LESSONS

1. Jesus as Tabernacle of Light, Water, and Bread
2. Jesus in the Temple
3. Jesus Is the Light of the World
4. Jesus Is Living Water
5. Jesus Is the Bread of Life
6. Who Is Christ to You? Part 1
7. Who Is Christ to You? Part 2
8. Christ’s Death and Resurrection
9. Hallelujah—The Lord is Risen! Preparation
10. Hallelujah—The Lord is Risen! Celebration

# Unit 9: God Saves God’s People and Fulfills the Promise

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## Unit Information

### SUMMARY

In Unit 9, students learn how Jesus, Son of God, became human and dwelt among us. The writer of John refers to Jesus as a “tabernacle” among the people. Students examine what it meant for Jews that Jesus “dwelt” among them, and what it means for him to dwell in us.

The writer of John uses the metaphors of light, water, and bread to show who Jesus was to the people. This unit’s lessons use stories of Jesus’ ministry to explore these metaphors. The students are then asked to reflect on who Jesus is to them personally and what their belief in him means for their lives. Students will watch the musical *Godspell* to experience one artist’s take on the parables of Jesus. They will then analyze the individual parables to determine what they, as followers of Christ, can deduct from each story.

The Easter story bears remarkable similarities to the Passover story. Students examine this relationship and Christ’s fulfillment of the Old Testament story. They also look at the death and resurrection of Christ through a more personalized lens by noting what Peter experienced during those events. Finally, the students plan and implement their own Easter celebration, called a “Hallelujah (*praise the Lord*) Celebration.” Included in this final study is a center in which students examine the history of five Easter hymns.

### KEY BIBLE TEXTS

Deuteronomy 17:14-20

Matthew 1

Luke 1–3:21

The book of John

### BIBLICAL BACKGROUND

#### **The Gospel of John: Its Writer and Purpose**

Most believe that the apostle John wrote the fourth Gospel, although the Gospel itself is anonymous. The author claims to have been an eyewitness, the disciple whom Jesus loved (John 21:20-24). Some scholars disagree and say that this is simply a literary device. Regardless, the Gospel of John reads like a narrative of an eyewitness who is filling in gaps in material already published, correcting occasional errors and adding material that previous writers either had not remembered or did not know about.

From the text, it is clear that John’s intended audience was a church in Asia Minor, possibly Ephesus. The writer was interested in encouraging authentic faith and convincing new believers. The intent of the early Christian community was definitely missional, and an assembly likely included people at various stages of belief.

The gospel of John assumes an understanding of the Old Testament scriptures, but explains Jewish practices. Therefore, its first readers must have been familiar

with the Old Testament stories, but not necessarily practicing Jews. It also assumes an audience unfamiliar with Hebrew and Aramaic because it translates such words.

The date of the book is somewhat uncertain. It was probably written in the first century, after A.D. 80. Because of a small papyrus fragment, we know of its existence and use during the first half of the second century in a provincial town along the Nile, far removed from its traditional first audience in Ephesus. This fragment measures only 2½ by 3½ inches, and contains only a few verses of the Gospel of John. It is, however, an extremely important little scrap of papyrus, for it is the oldest copy of any portion of the New Testament known to exist today.

### **The Gospel of John: Its Organization**

In this Gospel, the life of Jesus is organized around the Jewish festivals, key acts of God, and the holy places of the Old Testament. Jesus fulfills the meaning of the festivals and sacrifices of the Old Testament. For this reason, this Gospel fits especially well with the studies of the fifth grade Bible curriculum. Like John's first audience, students are acquainted with these concepts.

The text of John 1:14 is an example of an Old Testament connection that students study. It reads: "The Word became flesh and made his dwelling among us. We have seen his glory, the glory of the One and Only, who came from the Father, full of grace and truth." The Old Testament overtones are somewhat lost in the translation. Greek often forms verbs from nouns. The original Greek writer used the verb form of the noun "tabernacle." Quite literally it says, "The Word became flesh and tabernacled among us." The tabernacle was at the center of the encampment of Israelite tents in the wilderness. It was a place to meet God, and God was in their midst. So too, Jesus tabernacled among humans on earth. He made his dwelling in our midst, and we meet God through him.

Another Old Testament connection is extremely important. The Gospel of John repeatedly records Jesus' "I am . . ." statements. In Exodus 3:14, God reveals God's personal name to Moses as YHWH, which translates from Hebrew to English as I AM. Jesus echoed the words of Exodus 3:14 with I AM statements.

*For example:*

"I am the bread of life"—John 6:35

"I am the light of the world"—John 8:12

"I am the gate for the sheep"—John 10:7

"I am the good shepherd"—John 10:11

"I am the resurrection and the life"—John 11:25

"I am the way and the truth and the life"—John 14:6

"I am the true vine"—John 15:1

### **The Gospel of John: Its Symbolism**

The three central symbols or metaphors in the Gospel of John are water, bread, and light. Others include: blowing wind, the fruit-filled vine, and a shepherd and his flock.

The water that Jesus speaks of is *living* water. In Greek this may mean running water like a spring or stream, but Jesus invites us to capture its deeper meaning. He offers life-giving water—a water that quenches the thirst for God and gives new meaning to life (John 4). Jesus offers water that flows from within, empowering and energizing those who believe (John 7:37-38). Because of the questions asked by the Samaritan woman, we have an opportunity to more fully understand the

spiritual dimensions of living water. Though it is difficult for students to fully understand the importance of water in the desert land where Jesus ministered, they have at least experienced real thirst and the rejuvenation that a cold drink brings.

Just as the Israelites were fed in the wilderness with manna, Jesus fed the multitude with bread. Afterward, he described himself as the bread of life, the giver of eternal life, and the source of all true spiritual sustenance. Jesus insists that spiritual bread is a real necessity. John's Gospel does not record the words of the first communion, as the other Gospels do. But the passages about "bread of life" enrich our communion experiences.

The word "light" is used twenty times in the Gospel of John. It is used seven times in the prologue alone. Jesus uses light to describe his time of ministry, and it is connected with the concept of belief.

### **The Hallelujah Response to Christ's Death and Resurrection**

The word "hallelujah" is often spoken in worship as a response to the resurrection. It is an ancient response to the saving acts of God. The Songs of Ascents (Psalms 120-134) and the rest of the Great *Hallel* (Psalms 135-150) were sung by pilgrims coming to Jerusalem for the feasts. Seven of these psalms are framed by the words "Praise the Lord" or *Hallelu yah* in Hebrew. Today it is still an appropriate Easter response.

The hymns sung in our Easter services reflect the personal stories of many followers of Christ. Their stories are significant as they demonstrate different individuals' "hallelujah" response to Christ's death and resurrection.

This act was a new act of God, which once again showed God's grace to the Hebrew people. It was God's fulfillment of the Old Testament scriptures, and demonstrated God's presence and great provision in the life of God's people.

### **The Parables**

The parables of Jesus are related directly or indirectly to the Kingdom of God, and as such, possess a sense of urgency. According to most calculations, more than one-third of all the sayings attributed to Jesus in the synoptic Gospels are in parables. Particularly in Matthew's Gospel, both the literal and figurative center of the book are the parables of Jesus' teaching. Therefore, an understanding of the parables of Jesus should lead us directly to the center of Christ's message.

In addition, parables were a widely accepted method of teaching at the time of Jesus, especially among the rabbis. People tended to think in pictures and to remember and repeat stories, so Jesus used this method to appeal to his listeners. He also wanted people to arrive at the truth by themselves, to better own the truth they had discovered, rather than being told it, which the parables allowed. Jesus used the parables not only for teaching, but also for defense, and even offense, on occasion. He composed most of the parables on the spur of the moment, to communicate a main truth.

Ultimately, Jesus used the parables for several purposes. They clarified the meaning of his message or actions, as they were often spoken in the midst of controversy. They easily stirred the emotions. They also forced a decision because the listener quickly identified with a character or action and felt compelled to make a judgment. Each parable contained the same predictable pattern—encounter, reversal, and then decision. Finally, parables called for action, as they easily allowed the listener to infer what to do or not do in a given situation.

## ESSENTIAL UNDERSTANDINGS

- To the Jewish people, the Messiah carried the idea of political and military triumph. They expected him to free Israel from the tyranny of the Roman Empire.
- The apostle John is presumed to be the writer of the fourth Gospel, even though the Gospel itself is anonymous. The author claims to have been an eyewitness, the disciple whom Jesus loved (John 21:20-24). It is the only Gospel that claims eyewitness accounts of the events it details.
- The Gospel of John assumes an understanding of Old Testament scriptures, but explains Jewish practices. It assumes an audience unfamiliar with Hebrew and Aramaic, because it translates such words. The intended audience seems to have been a Christian assembly.
- It appears that John was intending to encourage authentic faith and convince new believers.
- In John 1:14, the original Greek writing used the verb “tabernacle” rather than “dwelling.” It demonstrates that the tabernacle was a place to meet God. So too, through Jesus, we meet God.
- God dwells within us, and we have responsibilities as temples of God.
- Belief in Jesus includes following his example of loving service to others. We are capable of this when he dwells within us.
- Bread, water, and light are key symbols for who Jesus was in his time, and who he is to us today.
- Students are at different places in their faith journeys. Giving them time to reflect on who Christ was is important to their understanding of salvation history.
- Jesus is the Messiah, sent from God. He died on a cross to take away the sins of the world. He rose from the dead on the third day. In the life, death, and resurrection of Christ, the kingdom of God had broken into the world.
- “Hallelujah” is Hebrew for “Praise the Lord.”
- There are many similarities between the Passover of the Old Testament and the death and resurrection of Christ. Christ is the sacrificial lamb of the people.

## WORSHIP

**1. Defying Expectations** *(Focus: Many did not recognize Jesus as the Messiah, because they had too rigid an idea of what the Messiah would be like.)*

Open worship by singing HWB #178, “Come, thou long-expected Jesus.” Then read/recite together John 1:1-3, 10-12.

What is going on here? Why did “the world not know him?” Jesus fulfilled the prophecies, but not in the way the people expected. How did Jesus defy the people’s expectations? Suggest the expectations, and let students think of how Jesus did or did not fulfill that.

1. The people expected royalty.

—Jesus was born in a manger, to a poor carpenter.

—Jesus served others, rather than expecting to be served (*washing the disciples’ feet*).

—Jesus rode into Jerusalem on a donkey instead of a white horse.

2. The people expected perfection.

—By all appearances, Mary was an unwed mother.

—Jesus’ lineage was not perfect (*a lot of prostitutes and incest*).

3. The people expected the Messiah to be the perfect Jew.
  - Jesus healed on the Sabbath.
  - He gave answers that weren't typical.
4. The people expected someone rich and successful.
  - Jesus wasn't wealthy.
  - Jesus befriended women, tax collectors, and prostitutes.
5. The people expected a messianic revolution.
  - Jesus talked with people and taught them, instead of using military force.
  - Jesus had no desire to change the government—he wanted to change the people.

This list is by no means exhaustive, just something to get the class started.

The problem for the people, the reason “his own people did not accept him,” was that they were so stuck on what they had expected that they couldn't recognize the real thing when they saw it!

Do we do this? Do we ever make such a picture of God and the work of God that we can't recognize God in the world? Ask students if they ever had a prayer answered in a different way than they had envisioned. Be prepared to share a story of your own.

God is full of surprises. The biggest act in salvation history so far has been the sending of God's son, Jesus. The way God did that completely defied expectation. And it continues to be that way—God is bringing about salvation in ways that are beyond our comprehension.

Close by praying together that God will help you open our eyes and minds to see the mysterious and surprising ways that God is at work, and that God will help you be ready to be a part of that work.

**2. The Fulfillment of Salvation** (*Focus: God's work throughout history culminated in Christ, who is the turning point in history. Now we continue the work of building God's kingdom.*)

Gather all the students together, each of them bringing a piece of paper and a pen or pencil. Ask them to remember back through the year, to the different acts of God in salvation history. What did God do, before Jesus, to slowly restore right relationship? Go around the circle, passing the repaired pot, and ask each student to name something God did in history (*flooding the earth but saving Noah's family, the covenant with Abraham, teaching the Israelites in the wilderness, etc.*). Ask each student to write down what they have named after saying it and place the paper in the pot before passing it on.

Now talk about how all of these acts were setting the stage for Jesus. And now, finally, with Christ, we have the fulfillment (*not conclusion!*) of what God has been doing. What excitement, what relief! It was with the resurrection of Christ that the disciples began to comprehend that he was really the Messiah, the fulfillment of the covenant.

And this is where our work begins. Because of what God did in history, because of the salvation brought about through Christ's life and death, we now continue to help God in God's work in the world. Write, “We continue the work of the kingdom” on your piece of paper, and add it to the pot.

Sing together SJ #61, “How can we be silent.”

## **ASSESSING TEACHING / LEARNING**

Assessment is important throughout the unit, and teachers should use tools both to formally and informally assess student learning. Use the results of these assessments to modify lessons to further increase student understanding and mastery. Teachers should formally assess students using their own point system and grading scale on the various worksheets and activities in the lessons. In addition, the following tools are provided:

- Unit Review #1
- Unit Review #2
- Travel Log Evaluation

## **HOME EXTENSION IDEA**

*(To be shared with parents)*

Your child is exploring who he or she is in Christ. Ask your child to share with you what he/she is learning. Try to answer these questions yourself: Who is Jesus to you? What does Jesus mean to you? How does that impact your life and change who you are? Discuss these things as a family.

## **MEMORY PASSAGES**

\*John 3:16-17—main

\*John 7:37-38

\*John 1:1-3, 10-12 *(optional)*

John 20 *(Optional: You may wish to ask students to memorize a section of John 20.)*

\*These passages are provided in large format on pages 344-346, to be used as posters or overheads or to send home with students for memorizing.



*"For God so loved the world  
that he gave his one and only Son,  
that whoever believes in him  
shall not perish but have eternal life.  
For God did not send his Son  
into the world to condemn  
the world, but to save  
the world through him."*

*John 3:16-17*



On the last and greatest day of the Feast, Jesus stood and said in a loud voice,  
“If anyone is thirsty, let him come to me and drink. Whoever believes in me, as the Scripture has said, streams of living water will flow from within him.”

*John 7:37-38*

In the beginning was the Word,  
and the Word was with God,  
and the Word was God.  
He was with God in the beginning.  
Through him all things were made;  
without him nothing was made  
that has been made.

He was in the world, and though  
the world was made through him,  
the world did not recognize him.  
He came to that which was his own,  
but his own did not receive him.

Yet to all who received him,  
to those who believed in his name,  
he gave the right to become  
children of God.

John 1:1-3, 10-12

# God Saves God's People and Fulfills the Promise

## LESSON 1: JESUS AS TABERNACLE OF LIGHT, WATER, AND BREAD

### Objective

Students will review their Old Testament knowledge as they discover what it means for Jesus to be a “tabernacle.” Then, viewing Christ as the earthly dwelling of God, they will discover the metaphors of Christ as light, water, and bread.

### Key Concepts

- The apostle John is presumed to be the writer of the fourth Gospel, even though the Gospel itself is anonymous. The author claims to have been an eyewitness, the disciple whom Jesus loved (John 21:20-24). It is the only Gospel that claims eyewitness accounts of the events it details.
- The Gospel of John assumes an understanding of the Old Testament scriptures, but explains Jewish practices. It assumes an audience unfamiliar with Hebrew and Aramaic, because it translates such words. The intended audience seems to have been a Christian assembly.
- It appears that John was intending to encourage authentic faith and convince new believers.
- In John 1:14, the original Greek writing used the word “tabernacle” rather than “dwelling.” It demonstrates that the tabernacle was a place to meet God. So too, through Jesus, we meet God.

**Text:** John 1

**Estimated Lesson Time:** 40 minutes

### Materials

- Student Bibles
- Candle
- Cup of water
- Loaf of bread
- 12" x 18" construction paper
- “Order” and “Chaos” murals
- Student timelines

### Teacher Preparation

- Gather materials.
- Read John 1 to be familiar with the text.

### INTRODUCING THE LESSON

**Open this study of the Gospel of John** by introducing the first three ideas in the “Key Concepts” section above.

## LESSON STEPS

- 1. Write the word “tabernacle”** on the board, and ask students to add words or phrases that come to mind. They should recognize this word from their Old Testament studies of the Israelites in the wilderness.
- 2. Read John 1:14 together.** The original Greek writing used the word “tabernacle” rather than “dwelling.” How can this help us to understand who Jesus was? How is Jesus different from the tabernacle in the wilderness? How is he similar to it?
- 3. Show the candle, loaf of bread, and cup of water.** These are basic necessities of living and dwelling. Ask the students to predict what each of the items has to do with Jesus’ story. Students will likely predict that the stories of Jesus actually used the three objects. Take this time to quickly review those stories.
- 4. Metaphors for Jesus.** As Jesus dwelt with people on earth, they saw him in different ways. These three ways (*light, water, and bread*) are also powerful metaphors for who Jesus was. Ask students to divide their 12" x 18" sheets of construction paper into three equal parts by folding and then tracing the fold lines. On one part, have them draw bread, on the next draw water, and on the third light. Then they should use their concordance to locate places in the Gospel of John where these three words are used. In each of the three sections, have them write or illustrate several passages.
- 5. Look back at the “Order” mural.** Are there images of water, bread, or light in it? (*Chances are good that there will be.*) Are those images in the mural of “Chaos?” Christ came to bring order to God’s people. He came to bring them out of chaos and closer to God. John used these familiar items that are part of our everyday life as metaphors to explain who Christ is to us, as ordinary people.
- 6. Work on timelines.** On student Time Lines, write that Jesus lived and ministered on earth. Students could note this by writing out John 1:1-3, 10-12.

## EXTEND THE LESSON

*(This activity will extend the lesson to longer than 40 minutes.)*

- **Create murals.** Rather than asking each student to find passages for water, light, and bread, assign groups to find them and create new murals for each metaphor.

# God Saves God's People and Fulfills the Promise

## LESSON 2: JESUS IN THE TEMPLE

### Objective

Students will learn the story of Jesus in the temple, and understand the metaphor of our bodies as God's temple or dwelling place.

### Key Concepts

- In John 1:14, the original Greek writing used the word “tabernacle” rather than “dwelling.” It demonstrates that the tabernacle was a place to meet God. So too, through Jesus, we meet God.
- Jesus was misunderstood in the story of the temple.
- God dwells within us, and we have responsibilities as temples of God.

**Text:** John 2:13-22

**Estimated Lesson Time:** 40 minutes

### Materials

- Student Bibles
- Connection Cards (p. 351)
- Modeling clay
- Zip-close bags or plastic wrap (see lesson step #5)

### Teacher Preparation

- Gather materials, including enough modeling clay for each student to have a lump.
- Copy the Connection Cards onto card stock and cut them apart.

## INTRODUCING THE LESSON

**Review the previous lesson**, reminding students that John described Jesus as being a “tabernacle” among the people. When the Israelites lived in the wilderness, the tabernacle was a place to meet God. Jesus, too, was a way for the people to meet God.

In the last lesson, students also learned that light, water, and bread are metaphors for Jesus. As followers of Christ, we try to live our life as he did. In order to do that, we want to better understand his works and who he was. Explain that in the next four lessons, you will use stories of Jesus' life to examine being a “dwelling” of God, and understanding Jesus as light, water, and bread.

## LESSON STEPS

**1. Story background.** Explain that in Jesus' time animals and birds were offered as sacrifices to God. There was a market section in the temple where people who had come from a distance could buy animals. Any money offered in the temple had to be special temple coins, so regular money had to be exchanged for temple currency. Money market dealers and moneychangers cheated people. Some religious leaders were part of this moneymaking scheme.

**2. Read John 2:13-22**, asking for a student volunteer. Then discuss:

- Why was Jesus angry? We don't usually think of Jesus as being so forceful. How can we reconcile that image of him with this story?
- The Jews misunderstood Jesus. What did he say (verse 19)? What did the Jewish leaders think he meant (verse 20)? What had Jesus really meant (verses 21-22)?

**3. Distribute Connection Cards.** We, as followers of Christ, can make many connections with this story. Invite students to take turns reading the connection questions from their cards, and let them call on students to answer it as they lead that part of the discussion. *(See page 352 for possible answers to the questions.)*

**4. Sculpt “temples.”** Let each student choose a piece of clay—some may want a small piece, while others prefer a larger one. Invite them to sculpt or build out of clay a piece that represents themselves as a temple of the Lord.

When finished, the sculptures should be put into a sealed zip-close bag or wrapped in plastic wrap to so it stays soft and can be changed a bit in the next lesson.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 40 minutes.)*

- **Add to clay creations.** You may want to allow other times throughout the day for students to keep adding to their work.
- **Share about “temple” creations.** Some students may wish to share about their creations with the class. If so, try to find a time when this will fit into the day.

## Connection Cards

1) The Bible tells us that Christians are God's temple. What does that mean for our bodies?	6) What does it mean for our souls to be God's temple? How can we help our souls to be like temples?
2) What are actions that would not treat our bodies as God's temple?	7) How can we encourage others to be temples of God?
3) When is it easy to treat our bodies as temples?	8) What other words can we use to describe our bodies, minds, and souls if we are living for God?
4) When is it difficult to treat our bodies as temples?	9) Jesus was upset and drove out the people who were defiling the temple. Why would God feel displeased if we weren't treating ourselves like temples?
5) What does it mean for our minds to be God's temple? How can we nourish our minds and keep them healthy?	10) Do we always treat others like they are temples? How can we change that?

## Possible answers to Connection Card questions:

- 1) The Bible tells us that Christians are God's temple. What does that mean for our bodies?

*That we should take good care of our bodies.*

- 2) What are actions that would not treat our bodies as God's temple?

*Smoking, using drugs, refusing to eat properly—eating too much or too little*

- 3) When is it easy to treat our bodies as temples?

*When others around us are showing us good examples of how to treat our bodies.*

- 4) When is it difficult to treat our bodies as temples?

*When we're upset or bored we may eat too much or too little; when we feel peer pressure it may be difficult to treat our bodies well.*

- 5) What does it mean for our minds to be God's temple? How can we nourish our minds and keep them healthy?

*We are to love the Lord with all our minds. We are to think about things that God would want us to think about. By reading the Bible, studying with other devoted Christians, staying away from unhealthy magazines or other unhealthy reading, we can help our minds to be God's temple.*

- 6) What does it mean for our souls to be God's temple? How can we help our souls to be like temples?

*We are to love the Lord with all our souls. Spending time with God helps our souls, especially as we spend time in prayer.*

- 7) How can we encourage others to be temples of God?

*By being a good example, inviting others into our homes and churches*

- 8) What other words can we use to describe our bodies, minds, and souls if we are living for God?

*Our bodies are God's: temple, tabernacle, dwelling place*

- 9) Jesus was upset and drove out the people who were defiling the temple. Why would God feel displeased if we weren't treating ourselves like temples?

*If we are to be God's dwelling and we are created by God, then God wants us to be as wholesome as possible. It would sadden God if we didn't take care of ourselves.*

- 10) Do we always treat others like they are temples? How can we change that?

*Probably not. By seeing others as God's dwelling, we realize that we must treat them with kindness and respect.*

# God Saves God's People and Fulfills the Promise

## LESSON 3: JESUS IS THE LIGHT OF THE WORLD

### Objective

Students will learn the story of Jesus teaching Nicodemus, and recognize light as a metaphor for Jesus.

### Key Concepts

- Being born again means that we are made new in Christ. We are forgiven of our sins and receive the Holy Spirit. We commit to making choices that lead us toward light.
- Each of us must constantly make the choice of saying yes or no to following the way of Jesus.
- In explaining this to Nicodemus, Jesus revealed that whoever believed in God's only Son would not perish, but have eternal life. Christ came as a light to the world, to lead the world closer to God and to show the way to live truthfully in the Spirit.

**Texts:** John 3:1-21; John 3:16-17

**Estimated Lesson Time:** 40 minutes

### Materials

- Student Bibles
- Candles (1 for each student)
- Matches
- Sculptures and modeling clay from Lesson 2

### Teacher Preparation

- Gather materials.
- You may want to check Matthew, Mark, and Luke ahead of time for references to Christ as light.

### INTRODUCING THE LESSON

**Give each student a candle.** Light the candles, lower the lights, and ask students to identify what light means to us. *Answers might include: heat, sight, life (flame), cheerfulness (sun), openness, etc.* Keep candles burning through lesson step #1.

### LESSON STEPS

**1. Read John 3:1-21** together, then discuss the ideas in the “Key Concepts” section above. Ask students to again examine their candles and discuss that Christ is the Light of the world.

**2. One light and many.** Extinguish all the candles and then light them one by one. When someone is reborn into the light, it is similar to a candle being lit. The candle is no longer the same when it has a flame. The area around it is illuminated too. Have students light one another's candles and notice the change in the room. What happens when many lights are lit? How are we affected?

**3. Look at the other Gospels**—Matthew, Mark, and Luke—for references to Christ as light. You may want to let students complete this as individuals or as pairs. *OR*, you might want to assign groups to certain passages. The search will be most meaningful when students can work with others and have discussions as they work.

**4. Introduce John 3:16-17** as this unit’s first memory passage. You may wish to send memory work handouts home with the students.

**5. Complete clay sculptures.** Distribute the students’ clay sculpture pieces from the previous lesson. Discuss that as temples of God, we must hold the light of Christ in order to thrive and be complete. Christ completes us in our relationship with God.

Ask students to add to or change their sculptures to make them able to hold their candles. Some may be able to simply hollow a hole for the candle, while others may need to add pieces of clay. When the sculpture pieces are finished, allow them to dry. Students can keep their candles from the lesson for their sculptures.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 40 minutes.)*

• **Display finished sculptures** in the classroom or elsewhere in the school. Label them with one of these signs:

- We are temples of the Lord.
- We are God’s dwelling place.
- Christ dwells in us.

• **Look up these references** to see what happened to Nicodemus later: John 7:50-51 and John 19:38-39. *(Nicodemus stood up for Jesus, and later, after the crucifixion, believed in him and took care of Christ’s body.)*

• **Discuss being reborn.** If you are comfortable with the idea, this may be an ideal time to give students the opportunity to be reborn into a new relationship with God. If they are interested in accepting Christ, teachers could facilitate this type of prayer or discussion. Such an invitation may fit most appropriately in a worship session.

# God Saves God's People and Fulfills the Promise

## LESSON 4: JESUS IS LIVING WATER

### Objective

Students will learn the story of Jesus at the well with the Samaritan woman. They will discover the metaphor of Jesus as living water that forever quenches our thirst.

### Key Concepts

- Jesus, as living water, quenches our spiritual thirst and purifies our souls.
- Belief in Jesus includes following his example of loving service to others. We are capable of this when he dwells within us.
- The story of Jesus at the well is particularly significant because Jews did not typically associate with Samaritans.
- Jesus fulfills and reinterprets the events of the Old Testament, in this instance as he participates in the Feast of Tabernacles.

**Text:** John 4:7-26, 28-29; John 7:37-39

**Estimated Lesson Time:** 40 minutes

### Materials

- Student Bibles
- Pictures of deserts (or dry regions) from Internet, books, or magazines
- Water jar cutout (p. 357)
- Crayons, colored pencils, markers, etc.
- Travel logs
- For Extend the Lesson, option three: basin of water, towels

### Teacher Preparation

- Gather materials.
- Make copies of the water jar cutout, one per student.

### INTRODUCING THE LESSON

**Display desert pictures.** Ask students to identify similarities in the pictures—there is still life there, there is an absence of water, etc. Explain that today you will discuss water as a metaphor for Jesus.

### LESSON STEPS

**1. Introduce the story** by reviewing what you previously learned about the Assyrians. Samaria, the capital of Israel during this time, had fallen into the hands of the Assyrians. They had sent away all but the poorest of the Hebrew people and had resettled the land with Assyrian foreigners.

Although the Samaritan religion was similar to Judaism, the Jews of Jesus' time refused to associate with people who had mixed with foreigners and worshipped at a different place. Thus, many Jews refused to set foot in Samaria and would have taken a much longer route just to avoid entering the region. Jesus, however, chose to walk through Samaria on his journey. By doing this, he chose

to associate with the Samaritans, considered unclean by his peers. The story for today finds Jesus tired, hungry, and thirsty from his long walk. Jesus waits beside the well as his disciples go into the village to buy food.

**2. Read John 4:7-26 aloud** to discover what happened when Jesus encountered a Samaritan woman. Then discuss the following questions:

- What was the woman’s first surprise?
- What else surprised her about what Jesus said?
- What did she think Jesus meant by “living water?”
- What do you think Jesus meant?
- Did the woman believe in Jesus? (*Read John 4:28-29 to find out.*)

**3. Jesus as living water.** A little while later, Jesus was at the Feast of Tabernacles. Remind students that you celebrated this festival together, using a shelter in the classroom. During this time, Jewish people lived in booths, celebrating God’s goodness and looking forward to the time when God would draw everyone to God. Read what Jesus said at the Feast of Tabernacles in John 7:37-39. Ask: How might you have felt if you were there and heard Jesus say this? Would it have been easy to understand him and believe in him?

**4. Water and worship.** Briefly discuss ways our worship traditions include water, through baptism and footwashing. (*See “Extend the Lesson,” below, for further ideas.*)

**5. Sing together** “I heard the voice of Jesus say” from *Hymnal, A Worship Book*, #493.

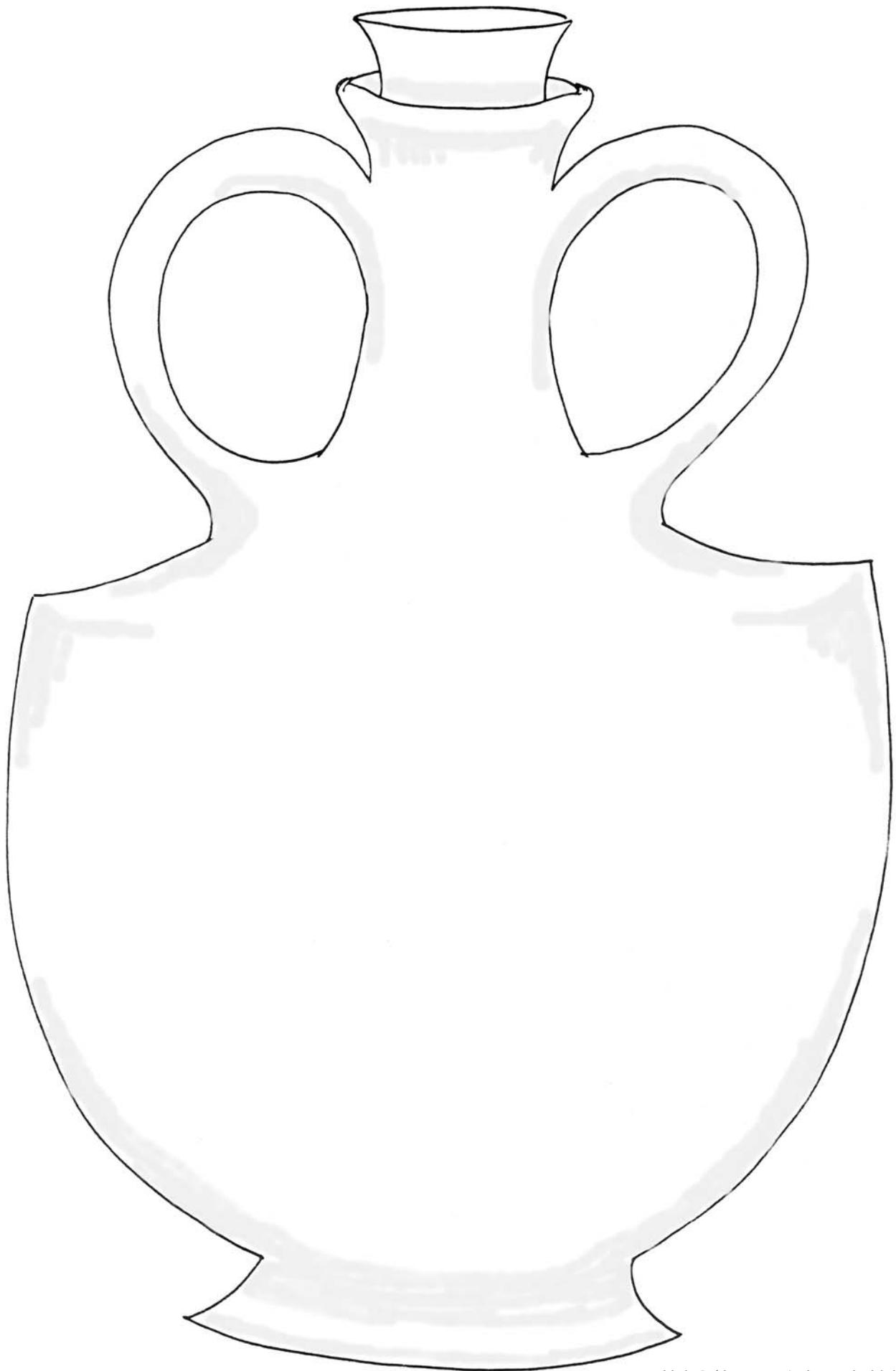
**6. Introduce John 7:37-38** as the second memory passage for this unit. Distribute the water jar cutouts, and invite students to color the jars and copy the memory passage on them. They can keep the cutouts to post in their own homes in an area where they experience water (*kitchen, dining room, bathroom, etc.*).

**7. Write in travel logs.** Students should write in the voice of the Samaritan woman on the following prompt: Why did you believe in Jesus as the Messiah?

## **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 40 minutes.)*

- **Discuss baptism further.** Invite a pastor or Bible teacher to the classroom to tell a bit about Anabaptist history. The guest could explain why it is important to us that we make a choice for Christ as informed believers, rather than as infants. He/she could also discuss the use of water and its significance in baptism. Other topics might include the methods of baptism used in our churches, and what baptism means for different people in our churches.
- **Jesus’ loving service.** Use this story to discuss the attitude of loving service Jesus displayed through his entire life on earth. In this story, he chose to associate with someone of a different group, which led to marvelous things for that group of people.
- **Have a footwashing service together.** This is probably most appropriate and meaningful when done in a worship setting.



# God Saves God's People and Fulfills the Promise

## LESSON 5: JESUS IS THE BREAD OF LIFE

### Objective

Students will review the story of the feeding of the five thousand. They will discover bread as a metaphor for Jesus.

### Key Concepts

- The people of Israel were hungry for a messiah. God heard their cries and sent Jesus to dwell among them.
- When we are spiritually hungry, God will provide the appropriate spiritual food.
- Bread and other grains sustain us. So too, a relationship with Jesus and following his ways as we pursue God sustains us. Jesus' dwelling in us is as much a crucial part of our daily existence as bread.

**Text:** John 6:25-39, 48-51

**Estimated Lesson Time:** 40 minutes

### Materials

- Student Bibles
- Bread machine
- Bread recipe and ingredients for baking bread
- "Bread of Life" responsive reading (p. 360)

### Teacher Preparation

- Gather materials.
- Make an overhead transparency *OR* copies for students of the responsive reading.

### INTRODUCING THE LESSON

**Make bread.** Lead the class in measuring the ingredients to make bread, and start the bread machine. Students will smell the bread rising and baking as they experience today's lesson.

Look together at the directions for making bread. They include allowing the bread to rise. Bread needs time to become whole and ready, just as we need time to grow in our relationship with Christ. Our love for God and service to God is not instant, but rather develops over time, with experience. Explain that today you will examine how Christ is our bread of life.

### LESSON STEPS

**1. Read John 6:25-39 silently**, to review the story of Jesus feeding the crowd of five thousand. Then discuss:

- What Old Testament story does this remind you of?
- Why did the people follow Jesus to the other side of the lake?
- Who was the true giver of the manna?

—The crowd misunderstood what Jesus had to offer them. What did they want from him? (*bread*)

—What did Jesus want to give them? (*living bread*)

**3. Read John 6:48-51.** How does Jesus describe living bread? How is Jesus like bread to us?

**4. Sing together** “I am the Bread of Life,” #472 in *Hymnal: A Worship Book*. If students are comfortable with it, let five different students sing the verses as a solo, with the class singing the refrain. *OR*, you could speak the verses, and all sing the refrain together.

**5. Read the responsive reading**, “Bread of Life.” Then eat bread together. **Note:** *The quickest bread made with a machine will finish baking in about two hours. You will either need to have another loaf already baked for this lesson step, or will need to do the responsive reading later in the day.*

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 40 minutes.)*

- **Have students write** their own responsive reading.
- **Learn about grains and breads.** These foods truly do sustain people all around the globe. Have students research how grains are used and breads made in different parts of the world.

# Bread of Life

**Leader:** As we share this loaf,  
we recall that Jesus is our Bread of Life  
the true manna from heaven  
who gives life to the world.

**Class:** I am the Bread of Life.

**Group 1:** Do not work for food that spoils  
but for food that endures to eternal life,  
which the Son of Man will give you.

**Class:** I am the Bread of Life.

**Group 2:** Then they asked him,  
“What must we do to do the works God requires?”  
Jesus answered,  
“The work of God is this:  
to believe in the one he has sent.”

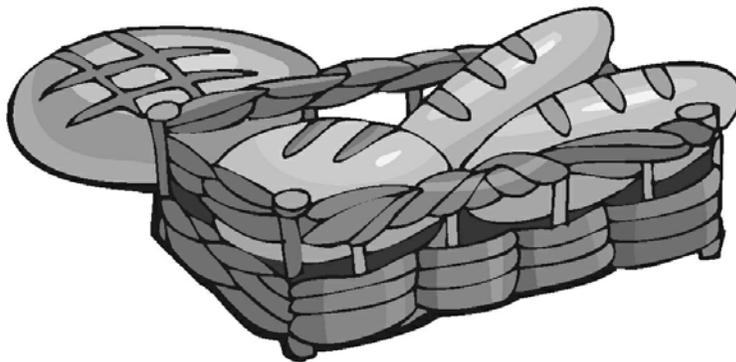
**Class:** I am the Bread of Life.

**Group 1:** . . . from now on, give us this bread.

**Class:** I am the Bread of Life.

**Group 2:** I am the Bread of Life.  
He who comes to me will never go hungry.  
He who believes in me will never be thirsty.

**Leader:** Jesus, as we eat of this loaf  
we remember that you alone  
satisfy our longing for God.



# God Saves God’s People and Fulfills the Promise

## LESSON 6: WHO IS CHRIST TO YOU? PART 1

### Objective

Students will review the stories of Jesus, reflect on him as bread, water, and light, and learn to know him through the parables.

### Key Concepts

- Jesus is the Messiah, sent from God.
- Bread, water, and light are key symbols for who Jesus was in his time, and who he is to us today.
- Students are at different places in their faith journeys. Giving them time to reflect on Christ is an important part of understanding salvation history.
- The parables of the New Testament allow us a greater glimpse of who Jesus was and what he taught.

**Text:** Passages from John

**Estimated Lesson Time:** 40 minutes

### Materials

- Travel logs
- DVD or VHS tape of the musical *Godspell* by Stephen Schwartz

### Teacher Preparation

- Find a DVD or VHS tape of *Godspell*. Many colleges and high schools—both public schools and Mennonite—have produced this show. You might contact them and ask for a video of their production. If none is available, you could substitute listening to a soundtrack. A DVD is also available commercially from Amazon.com.

## INTRODUCING THE LESSON

**Review the metaphors** from previous lessons of being a temple of God, and Christ as light, bread, and water.

## LESSON STEPS

**1. Write in travel logs.** Invite students to spend time in personal reflection on what they have learned and who Jesus is to them. Ask them to spend at least 30 minutes journaling in their travel logs. They should write in their own voices on the following prompt: We know that Jesus can be our light, bread of life, and living water. Who is he to you?

**2. Introduce the musical *Godspell*.** It is based on the Gospel according to Matthew, and uses many of Jesus’ parables to examine who he is. It’s important for students to remember that this is one artist’s interpretation of Jesus. It creatively brings many of the parables to life. The actual script for the musical allows

the director and actors to add a lot of their own interpretation to the story. When this popular musical is performed, it is rarely done the same way. Costumes, props, sets, lighting, and staging vary greatly from theater to theater.

**3. Begin watching the musical** on VHS or DVD. Students will finish watching the musical in the next class session.

### **EXTEND THE LESSON**

*(None)*

# God Saves God’s People and Fulfills the Promise

## LESSON 7: WHO IS CHRIST TO YOU? PART 2

### Objective

Students will continue to learn to know the message of living as followers of Christ through studying the parables.

### Key Concepts

- Jesus is the Messiah, sent from God.
- The parables of the New Testament give us a greater glimpse of who Jesus was and what he taught.
- Belief in Jesus includes following his example of loving service.

**Text:** Passages from John

**Estimated Lesson Time:** 40 minutes

### Materials

- DVD or VHS tape of the musical *Godspell*

### Teacher Preparation

- Read the Bible Background section on parables in the Unit Information section, page 340.

### INTRODUCING THE LESSON

**Discuss briefly** what students have seen so far in the musical *Godspell*—the characters of John the Baptist, Jesus, and the disciples. Talk about how Jesus told parables for specific purposes:

- to clarify meaning (*They were often spoken in the midst of controversy.*)
- to stir the emotions
- to force a decision (*The hearer usually quickly identifies with a character or action and thus feels compelled to make a judgment.*)
- to call for action (*The story clearly tells what should and shouldn’t be done.*)

### LESSON STEPS

#### 1. Finish watching the musical.

**2. Discuss the parables.** Divide students into discussion groups. In these groups, have them examine the question, “What do the parables mean for us?” They may wish to look back at the parables in Luke and the other Gospels for reference. Each parable contains the same predictable pattern—encounter, reversal, and then decision. Ask students to use this model as they search for meaning in the parables. (*You may wish to assign certain parables to each group, or allow them to choose for themselves.*)

**3. Share insights.** When done, groups should share their thoughts with the rest of the class. Guide the discussion to include the importance of serving God and

others rather than ourselves. Help students discover the practical implications of this for daily living.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 40 minutes.)*

- **Write individual covenants.** Have each student write a covenant with God outlining ways they wish to live as a follower of Christ. *OR*, the class could write a class covenant if you didn't already do this in Unit 3, Lesson 3.
- **Compare parables and fables.** If students have studied the literature genre of fables, have them compare and contrast fables with parables. The main difference is that a parable moves within the realm of the historically probable, where as a fable does not. Students could compare and contrast a specific fable with a specific parable as they examine the lesson within it, the characters, and the action.

Name \_\_\_\_\_

## Unit 9 Review #1

1. What is one reason Jesus may have cleared moneychangers and merchants from the temple?
2. When asked about his authority to clear the temple, Jesus said, "Destroy this temple and I will raise it again in three days." What did Jesus mean by his answer?
3. If we are followers of Christ, how are our bodies, minds, and spirits temples of the Lord?
4. John wrote that Jesus "tabernacled" among the people. Describe what this means.

Fill in the blanks with a short answer:

5. Jesus offered \_\_\_\_\_ to the Samaritan woman at the well.
6. Jesus satisfies our spiritual hunger because he is the \_\_\_\_\_.
7. John 1:12 says: "Yet to all who received him [Jesus], to those who believed in his name, he gave \_\_\_\_\_."
8. When we are born again, we are given \_\_\_\_\_.
9. Three key symbols in the Gospel of John for Jesus are: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
10. Jesus told \_\_\_\_\_ to help us better understand how to live as followers of Christ.

## Unit 9 Review #1: Answer Key

1. What is one reason Jesus may have cleared moneychangers and merchants from the temple?  
*Some of them were cheating people of money. Jesus couldn't stand this happening in the Lord's house.*
2. When asked about his authority to clear the temple, Jesus said, "Destroy this temple and I will raise it again in three days." What did Jesus mean by his answer?  
*Jesus was actually talking about his death and that he would rise three days later.*
3. If we are followers of Christ, how are our bodies, minds, and spirits temples of the Lord?  
*Answers will vary, but should reflect discussions from Lesson 4.*
4. John wrote that Jesus "tabernacled" among the people. Describe what this means.  
*The Hebrew word for "tabernacle" translates to "dwelling." The tabernacle was a place for people to meet God. Jesus dwelt among us as a place for people to meet God.*

Fill in the blanks with a short answer:

5. Jesus offered living water to the Samaritan woman at the well.
6. Jesus satisfies our spiritual hunger because he is the Bread of Life.
7. John 1:12 says: "Yet to all who received him [Jesus], to those who believed in his name, he gave eternal life."
8. When we are born again, we are given the Holy Spirit.
9. Three key symbols in the Gospel of John for Jesus are: light, water, and bread.
10. Jesus told parables to help us better understand how to live as followers of Christ.

# God Saves God’s People and Fulfills the Promise

## LESSON 8: CHRIST’S DEATH AND RESURRECTION

### Objective

Students will review the story of Christ’s death and resurrection. To personalize the story, they will examine what the disciples must have experienced with all five senses.

### Key Concepts

- Jesus is the Messiah, sent from God. He died on a cross to take away the sins of the world. He rose from the dead on the third day.
- In the life, death, and resurrection of Christ, the kingdom of God broke into the world.

**Text:** John 13–20:23

**Estimated Lesson Time:** 40 minutes

### Materials

- Bible
- 12" x 18" sheets light-colored construction paper (1 per student)
- “Items Needed for Hallelujah Celebration” sheet (p. 369)
- Travel logs/timelines

### Teacher Preparation

- Gather materials.
- See option in lesson step #1.
- Make one copy for each student of “Items Needed for Easter Seder.”

### INTRODUCING THE LESSON

**Ask students to draw the outline** of a giant-sized hand on their sheets of construction paper. They can use their own hands as a guide, but make the outline much bigger. Then cut out the hand and pierce a hole through the palm.

Explain that they will use this hand cutout to organize their thoughts as they hear the story of Christ’s death and resurrection.

### LESSON STEPS

**1. Read John 13–20:23 aloud.** Before beginning, ask students to jot down notes of what Peter the disciple experiences in the story. They should write notes on one finger for each of the five senses—sight, hearing, touch, smell, and taste.

*Option: If it is helpful, you could pre-record the story and then model completing the notes along with the students as you listen.*

Notes might include:

- **Sight:** Jesus washing others’ feet; Judas leaving; the Pharisees carrying torches, lanterns, and weapons; Jesus being flogged; Jesus on the cross; tomb with strips of linen and burial cloth; Jesus’ appearance in the locked room

- **Hearing:** Jesus predicting his betrayal; Jesus comforting the disciples; Jesus praying for himself and for them; “Crucify him!”
- **Touch:** Jesus washing feet; the warm fire; strips of linen and burial cloth
- **Smell:** bread and wine; the fire
- **Taste:** bread and wine

**Note:** *The Gospel of John does not directly discuss the first communion of bread and wine, but because of students’ previous experience and knowledge, they should be able to deduct the point in the story at which the Last Supper takes place. Make sure you cover information on Unit 9 Review #2, if you plan to use it.*

**2. Discuss the resurrection.** Explain that it was the resurrection that convinced the disciples God was acting in history. In the life, death, and resurrection of Jesus, the kingdom of God had broken into the world. Nothing would ever be the same again. In his death, Christ expressed his ultimate love for us, the children of God. He also expressed his understanding that we, as humans, are tempted and must repent and be forgiven in order to have a whole and complete relationship with God. It is because of God’s forgiveness through Christ that we can live wholly and serve others.

**3. “I love you” hands.** Ask students to turn their hand cutouts over and fold down the middle and ring fingers to form the sign for “I love you” in sign language. The pierced “I love you” hands may be hung in the classroom as a reminder of Christ’s love for us in the crucifixion and resurrection. They also remind us of his charge to us to love God and one another.

**4. Travel logs and timelines.** Students should note Christ’s death and resurrection on their timelines. Ask them to write in their travel logs, in the voice of Peter, on the following prompt: What did you experience at Jesus’ death and resurrection?

**5. Distribute “Items Needed for Hallelujah Celebration,”** and assign students to bring one or two items each. Have them circle the items they are to bring for the next lesson.

## **EXTEND THE LESSON**

*(This activity will extend the lesson to longer than 40 minutes.)*

- **Memorize the resurrection story.** Invite students to memorize a part of the John 20 resurrection story.

# Items Needed for Hallelujah Celebration

We are planning a special celebration for Easter. Each student is asked to contribute some of the following ingredients for making a special bread. Would you be willing to provide the circled item(s)? If you can contribute the requested item, please send it with your child on \_\_\_\_\_. If you are unable to help at this time, please let me know, and we will make other arrangements. Thanks so much!

2 cups flour

2 cups cream

1 cup milk

2½ cups sugar

5 eggs

5 eggs

1 cup (2 sticks) butter

1 cup (2 sticks) butter

Small bottle lemon extract

2 cups cottage cheese

2 cups cottage cheese

2 tablespoons yeast

5 hard-cooked eggs

5 hard-cooked eggs

1 lemon

1 gallon milk or orange juice

Plastic cups for \_\_\_\_\_ people

Napkins for \_\_\_\_\_ people

1 large coffee or juice can (gallon size)

1 large coffee or juice can (gallon size)

1 large coffee or juice can (gallon size)

# God Saves God’s People and Fulfills the Promise

## LESSON 9: HALLELUJAH—THE LORD IS RISEN! PREPARATION

### Objective

Students will see similarities between the Passover *Seder* and the Easter celebration. They will prepare for and participate in a Hallelujah Celebration to remember and celebrate the meaning of Easter.

### Key Concepts

- Jesus is the Messiah, sent from God. He died on a cross to take away the sins of the world. He rose from the dead on the third day.
- In the life, death, and resurrection of Christ, the kingdom of God broke into the world.
- “Hallelujah” is Hebrew for “Praise the Lord.”
- There are many similarities between the Passover of the Old Testament and the death and resurrection of Christ. Christ is the sacrificial lamb of the people.

**Text:** John 19–21

**Estimated Lesson Time:** Two class periods of 40 minutes each

### Materials

- “Comparing the Passover and Easter” worksheet (p. 372)
- “How to Make a Hallelujah Banner” (p. 374)
- “Paska and Cheese Spread Recipes” (p. 375)
- Large sheet white chart paper or poster board
- Tissue paper, white glue
- “We Remember the Resurrection” (pp. 376-377)
- Items students brought for celebration
- Easter hymn origins sheets (pp. 378-382)

### Teacher Preparation

- Gather materials.
- Invite three adult volunteers to assist the class (*see lesson step #3*). **Note:** Making Paska bread will take several hours. The adult volunteer or supervisor will need to see this process through beyond the class session.
- Make one copy per student of “Comparing the Passover and Easter.”
- Make about four copies each of “How to Make a Hallelujah Banner” and “Paska and Cheese Spread Recipes.”
- Make one copy per student of “We Remember the Resurrection” and each of the Easter hymn origins sheets. (*OR, you may wish to make one set of Easter hymn sheets, and laminate them to put at a center.*)

### INTRODUCING THE LESSON

**Ask students to recount** the story of the first Passover, and following Passover celebrations of the Israelites they learned about in Theme 2.

## LESSON STEPS

**1. Distribute the “Comparing the Passover and Easter”** worksheet. Give students time to complete it.

**2. Write “Alleluia” and “Hallelujah” on the board.** Ask students to recount times and places they have heard these two words. They are Hebrew for “Praise the Lord.” Explain that you will have a Hallelujah Celebration in your classroom to praise the Lord for God’s provision, presence, and promise at Easter.

**3. Prepare for the celebration.** Divide the class into three groups. Ideally, each group will have an adult volunteer to assist them. The three groups will spend the rest of this class time and the following class session doing the following tasks:

### Group #1—Decorators

This group will decorate the room for the Hallelujah Celebration. They will make a HALLELUJAH banner (*see “How to Make a Hallelujah Banner” sheet*). They will also decorate the classroom in any other way they wish.

### Group #2—Planners

This group is responsible for planning the celebration and making it meaningful for the class. They should plan to include the “We Remember the Resurrection” reading. They should also choose songs and scripture passages. They might choose to write their own poem, song, or reading for the celebration.

### Group #3—Bakers

This group is responsible for baking the Paska and making the cheese spread. They should have copies of the “Paska and Cheese Spread Recipe.” When you are ready for the celebration, they will arrange and set the tables.

**Note:** *Making Paska bread will take several hours. The adult volunteer or supervisor will need to see this process through beyond the class session.*

## DAY 2

**1. Check with students on their progress** in preparing for the Hallelujah Celebration. Make sure they know that they need to finish during this class period.

**2. Prepare for the Hallelujah Celebration.** If students finish with their responsibilities before the end of the class period, they should spend time reviewing the Easter hymn origin pages. These are examples of other people’s responses to Christ’s resurrection. (*You may want to photocopy each Easter hymn page and laminate it, then create a center where students can look at them.*)

## EXTEND THE LESSON

*(These activities will extend the lesson to longer than 40 minutes.)*

- **Invite another class,** school staff, or parents to share in the Hallelujah Celebration with the class. Students could make personalized invitations and deliver them.
- **Easter hymn quiz.** Have students write quiz questions for each other about the information on the Easter hymn sheets.

Name: \_\_\_\_\_

## COMPARING THE PASSOVER AND EASTER

At the **Passover**, God delivered the \_\_\_\_\_ from the slavery of \_\_\_\_\_.

At **Easter**, by his death, \_\_\_\_\_ delivers all who trust him as Savior from the slavery of \_\_\_\_\_.

After Moses led the Israelites out of Egypt, they celebrated the Passover each year. At the Passover, each family sacrificed a \_\_\_\_\_ for forgiveness of their sins. In the crucifixion, \_\_\_\_\_, the \_\_\_\_\_, suffered and died for the sins of all the world.



At the Passover, the lamb that was offered must be \_\_\_\_\_, the best one the family had to offer. Jesus, the spotless Lamb of God, was the \_\_\_\_\_ best-loved \_\_\_\_\_.

If a \_\_\_\_\_ did not celebrate the \_\_\_\_\_, he or she was cut off from God and God's people. When a person does not believe in \_\_\_\_\_, he or she is unable to experience completeness with God.

Today, Jews celebrate with a meal called the \_\_\_\_\_, as a memorial to the first \_\_\_\_\_. We celebrated it in our studies earlier this year. At the \_\_\_\_\_, Jesus used \_\_\_\_\_ and \_\_\_\_\_ to declare himself as the fulfillment of the \_\_\_\_\_. Christians regularly celebrate \_\_\_\_\_, using bread and wine, to remember Christ's death and resurrection. We also celebrate communion to experience our \_\_\_\_\_ with one another as believers.

## Comparing the Passover and Easter—Answer Key

At the **Passover**, God delivered the Israelites from the slavery of Pharaoh. At **Easter**, by his death, Jesus delivers all who trust him as Savior from the slavery of sin.

After Moses led the Israelites out of Egypt, they celebrated the Passover each year. At the Passover, each family sacrificed a lamb for forgiveness of their sins. In the crucifixion, Jesus, the Lamb of God, suffered and died for the sins of all the world.

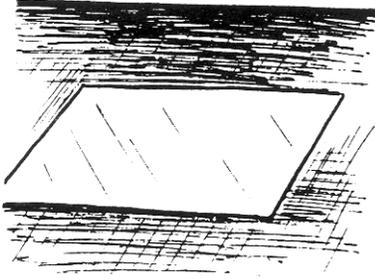
At the Passover, the lamb that was offered must be spotless, the best one the family had to offer. Jesus, the spotless Lamb of God, was the Father's best-loved Son.

If a Hebrew person did not celebrate the Passover, he or she was cut off from God and God's people. When a person does not believe in Jesus, he or she is unable to experience completeness with God.

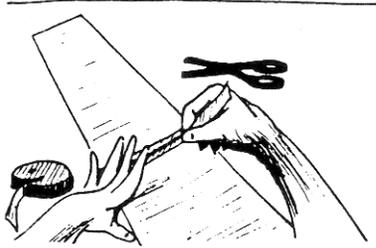
Today, Jews celebrate with a meal called the Seder, as a memorial to the first Passover. We celebrated it in our studies earlier this year. At the Last Supper, Jesus used bread and wine to declare himself as the fulfillment of the Passover. Christians regularly celebrate communion, using bread and wine, to remember Christ's death and resurrection. We also celebrate communion to experience our fellowship with one another as believers.

# How to Make a Hallelujah Banner

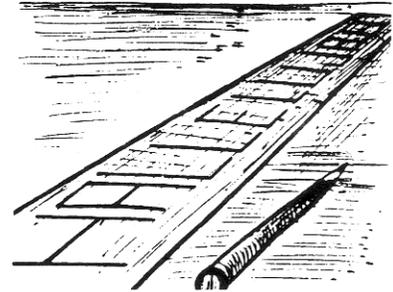
1. Get a large piece of white poster board.



2. Cut the poster board in half lengthwise and attach the ends together to make one large strip.



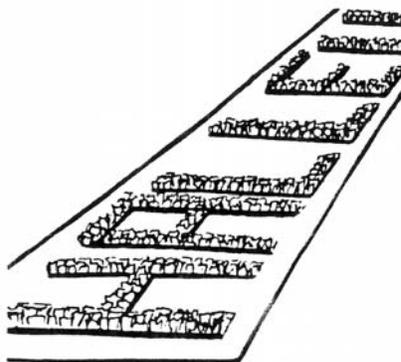
3. With pencil, write the word HALLELUJAH across the strip in large block letters. Be sure to fill up the strip as much as possible.



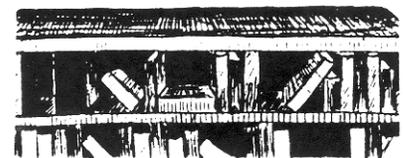
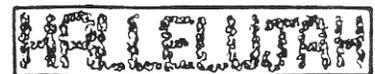
4. Give the lettering a textured look by gluing tissue paper squares (1-inch square) onto the letters. Set the eraser end of a pencil in the center of a square. Twist the tissue paper up and around the pencil end. Lift and dip into a bit of glue. Place on the letter outline.



5. Repeat until all the letters have been filled in. Think about how colors will contribute to the overall effect.



6. Place the banner where everyone can see it during the Hallelujah Celebration.



# Paska and Cheese Spread Recipes

(Paska is a Russian Easter bread.)



## *Paska*

**2 cups flour**  
**1 cup cream**  
**1 cup milk**  
**1½ cups sugar**

**10 eggs**  
**1 cup butter**  
**1 teaspoon lemon extract**  
**1½ packets dry yeast**

Dissolve yeast and 1 tablespoon sugar in ½ cup warm water. Scald milk and cream; while hot pour over the 2 cups flour.

When flour mixture has cooled, add beaten egg yolks that have been mixed with rest of sugar.

Add dissolved yeast and beaten egg whites. Add butter and enough flour to make a dough that no longer sticks to the fingers.

Let rise several hours or until doubled. Divide dough into 3 parts, putting each part into a gallon tin can. (*This gives the Paska its traditional shape.*) Let rise 2 hours and bake at 350° for 1 hour.

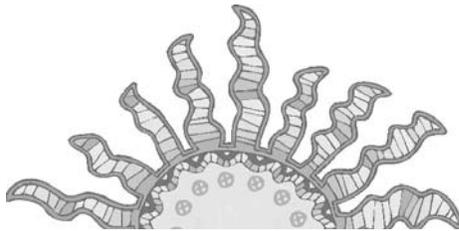
## *Cheese Spread*

**4 cups cottage cheese**  
**Yolks of 10 hard-cooked eggs**  
**1 cup cream**  
**1 cup butter**  
**1 cup sugar**  
**1 teaspoon grated lemon rind**

Press cheese and egg yolks through a sieve. Bring cream to a boil and then cool.

Cream together the butter and sugar and add the other ingredients. Mix thoroughly.

This is now ready to use as a spread when serving Paska.



## WE REMEMBER THE RESURRECTION

**Student 1:** What makes this week different from all other weeks?

**Teacher:** During this week, almost 2,000 years ago, Jesus was crucified. His friends took his body down from the cross and put it in a tomb. Three days after he was buried, while it was still dark, a woman named Mary Magdalene went to the tomb. The stone had been removed and Jesus' body was gone.

**Student 2:** What happened to Jesus' body?

**Teacher:** Mary thought someone had taken the body. Instead, she met Jesus. He was alive! Mary ran to tell the disciples.

**Student 3:** Who killed Jesus?

**Teacher:** The Roman authorities executed Jesus in the manner of the time, by hanging him up, nailed to a cross. In those days, some Jews led rebellions against the Roman rule in Palestine. Some important Jewish leaders made it look as if Jesus was one of these rebels. The leaders wanted to get rid of Jesus, because they were afraid of him.

**Student 4:** Why were the leaders afraid of him?

**Teacher:** For three years, Jesus had traveled throughout the countryside, teaching and healing people. Huge crowds came to him. Jesus taught the people about loving God and neighbors. He taught that neighbors included those who were considered outcasts. He gave hope to the poor and others that society had rejected. Jesus said he was bringing in God's kingdom. The religious leaders were wealthy. They didn't like Jesus' teaching, because it showed their selfishness. They were afraid of losing their positions of power if the poor people listened to Jesus.

**Student 5:** Were all the leaders opposed to Jesus?

**Teacher:** No, even some of the leaders came to Jesus, because they wanted to know about God's kingdom and be a part of it. Jewish people should never be blamed for Jesus' crucifixion. It was the choice of a few to stop a movement they feared. (Pause) So it was that Jesus died on a cross. Fear caused most of his followers to flee.

**Student 6:** Did God raise Jesus from the dead?

**Teacher:** Yes. Some of the disciples didn't believe it at first. But after Jesus appeared to them, they were overjoyed. One disciple, Thomas, said he wouldn't believe until he touched the nail wounds in Jesus' hands and feet. Jesus appeared again, and Thomas believed. Jesus could go through locked doors, and seems to have been different from before. Yet his disciples recognized him and knew he had risen from the dead.

**Student 7:** Why do we celebrate Holy Week and Easter?

**Teacher:** Jesus died and rose again. This center of the Christian faith has been passed down to us, and we believe it. The fact that God raised Jesus from the dead showed that Jesus is the Christ—the Son of God. It showed that the way Jesus lived, healed, taught, and loved the outcasts was the way of God's kingdom. By believing in Jesus and risking all to follow him, we too will join in the kingdom of God. By believing, we too will have eternal life in his name.

**Students:** The Lord is risen!

**Teacher:** The Lord is risen indeed!

*Sing "Christ the Lord is risen today."*

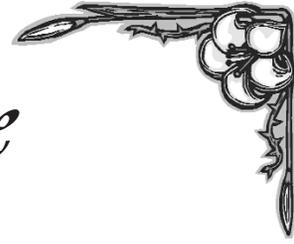
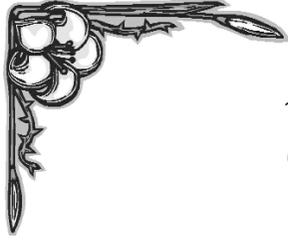


# *There Is a Green Hill Far Away*

## *Did you know?*

- The words to this song were written by Cecil Frances Alexander, who also wrote “Once in Royal David’s City.”
- Cecil was well known for her concern for the sick. She spent countless hours beside the sickbeds of people in her community—talking with them, reading to them, and praying with them.
- Cecil wrote this song while at the bedside of a sick girl who later recovered from her illness. The girl went through life feeling as though this hymn was especially hers.
- This hymn was first printed in *Hymns for Little Children*. Profits from selling the hymnal went to a school for children who could not speak or hear.
- The composer of the music, William Horsely, was the organist at an orphanage for 18 years.





# *When I Survey the Wondrous Cross*

## *Did you know?*

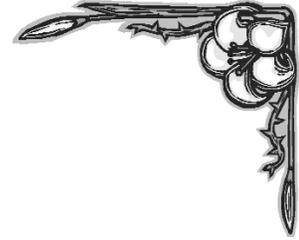
- This song has been around for over 200 years.
- Isaac Watts, the author of the words, loved to play with words as a child, and often created whimsical rhymes at odd times. Once, in the midst of family prayers, Isaac spied a mouse running up the bell rope. He thought of a little jingle:

“There was a mouse, for want of stairs,  
Ran up a rope to say his prayers!”

The rhyme delighted him so much that he began to giggle. His father was not pleased with a young son who giggled in the middle of prayers!

- Watts continued to enjoy poetry and words. By the time he was 20 years old, he knew four languages besides English. He could fluently speak and write Latin, Greek, Hebrew, and French.
- Isaac disliked the somber psalms his congregation sang during worship. In his early twenties, when he complained about the music, he was invited to see if he could write something better. His response to the challenge? At least 750 wonderful hymns! Look through your hymnals at church to see which of his hymns your congregation enjoys.



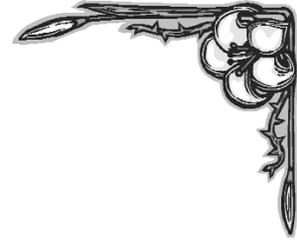


## *Christ Arose*

### *Did you know?*

- While meditating on Luke 24:6-8 one evening, Robert Lowry sat down at his pump organ and wrote the words and music to this beloved hymn.
- Lowry was a preacher who dearly loved music. He edited gospel song collections, but felt that his role as a pastor should always come first.
- This hymn was written during the Easter season of 1874.
- Christians of the early church greeted each other on Easter Sunday with a special greeting: “Hallelujah, he is risen!”



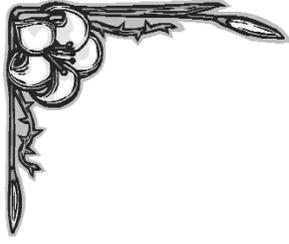


## *He Lives*

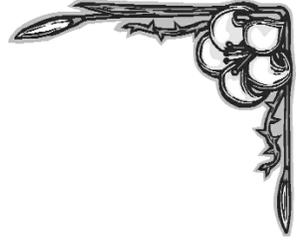
### *Did you know?*

- Alfred H. Ackley, who wrote this song, is believed to have written more than 1,000 songs!
- This song began with a question. During evangelistic meetings, a young Jewish man asked Preacher Ackley why people worshipped a dead Jew (*meaning Jesus*). Mr. Ackley responded to the man's sincere question by talking with him. "He lives!" he said. "I tell you, he is not dead, but lives here and now! Jesus Christ is more alive today than ever before. I can prove it by my own experience, as well as the testimony of countless thousands." Then he reread the resurrection stories from the Bible and preached a sermon on the topic. Afterward, this dedicated pastor sat down at the piano and wrote this hymn.
- This is the most recent Easter hymn included in this collection. It was written within the last 100 years.





# *Christ the Lord Is Risen Today*



## *Did you know?*

- This song was first sung in a deserted iron foundry in London, England. The foundry had been converted into a Christian meeting center.
- This hymn originally had eleven verses.
- The original title for this hymn was “Hymn for Easter Day.”
- Charles Wesley wrote the words to this song. Wesley was a famous preacher. He was one of the founders of what is now the Methodist Church.
- The “Alleluia” at the end was added to fit the tune. It is not part of what Wesley originally wrote.
- “Alleluia” or “Hallelujah” is a Hebrew word meaning “Praise the Lord.”
- According to Jerome (*who lived 300 years after Christ’s death and resurrection*), early Christians shook the ceilings with their “hallelujahs” during worship services.
- We don’t know who composed this music. It first appeared as a printed hymn in *Lyra Davidica*, a hymnal published in 1708.



# God Saves God's People and Fulfills the Promise

## LESSON 10: HALLELUJAH—THE LORD IS RISEN! CELEBRATION

### Objective

Students will see similarities between the Passover *Seder* and the Easter celebration. They will prepare for and participate in a Hallelujah Celebration to remember and celebrate the meaning of Easter.

### Key Concepts

- Jesus is the Messiah, sent from God. He died on a cross to take away the sins of the world. He rose from the dead on the third day.
- In the life, death, and resurrection of Christ, the kingdom of God broke into the world.
- “Hallelujah” is Hebrew for “Praise the Lord.”
- There are many similarities between the Passover of the Old Testament and the death and resurrection of Christ. Christ is the sacrificial lamb of the people.

**Text:** John 19–21

**Estimated Lesson Time:** Two class periods of 40 minutes each

### Materials

- Classroom should be decorated, including the Hallelujah banner
- Bread and cheese spread
- All other items created or brought by students for the celebration

### Teacher Preparation

- Gather materials.
- Prepare any tables and provide decorations for which students are not responsible.

### INTRODUCING THE LESSON

**Prepare for the celebration.** Give students as much time as necessary to finish setting up the items for the Hallelujah Celebration.

### LESSON STEPS

- 1. Celebrate Jesus' sacrifice.** Invite group #2, Planners, to lead the group in the Hallelujah Celebration.
- 2. Allow time to clean up!** Everyone can help in this part of the celebration.

### EXTEND THE LESSON

(None)

# Travel Log Evaluation

Name: \_\_\_\_\_

PROMPT	EVALUATION COMPONENT	POINTS
<b>Voice:</b> Samaritan woman <b>Prompt:</b> Why did you believe in Jesus as the Messiah?	Writing is thoughtful and best effort is given.	___/10
	Writing reflects understanding of the concepts.	___/20
<b>Voice:</b> Own <b>Prompt:</b> We know that Jesus can be our light, bread of life, and living water. Who is he to you?	Writing is thoughtful and best effort is given.	___/10
	Writing reflects understanding of the concepts.	___/20
<b>Voice:</b> Peter <b>Prompt:</b> What did you experience at Jesus' death and resurrection?	Writing is thoughtful and best effort is given.	___/10
	Writing reflects understanding of the concepts.	___/20
	<b>TOTAL</b>	___/90

Name \_\_\_\_\_

## Unit 9 Review #2

*Write the names of the people described below.*

1. The governor who gave in to the people's desire to crucify Jesus:

\_\_\_\_\_

2. The two men who claimed Jesus' body and prepared it for burial:

\_\_\_\_\_

3. The first person to see that the tomb was empty: \_\_\_\_\_

4. The disciple who would not believe Jesus was alive until he saw and touched the nail marks on Jesus and put his hand into the side of Jesus: \_\_\_\_\_

5. The disciple who betrayed Jesus following the Last Supper: \_\_\_\_\_

6. The disciple who denied Jesus three times: \_\_\_\_\_

*Answer the following questions using complete sentences.*

7. What was written on the cross of Jesus? Explain how it came to be written there.

8. What language is "Hallelujah" and what does it mean?

9. What similarities can be seen in the Passover tradition and the Easter story?

## Unit 9 Review #2, continued

*Place the name of the songwriter after each song. Your choices are:*

Charles Wesley

Cecil Frances Alexander

Alfred H. Ackley

Isaac Watts

Robert Lowry

10. "There is a Green Hill Far Away" \_\_\_\_\_

11. "When I Survey the Wondrous Cross" \_\_\_\_\_

12. "Christ Arose" \_\_\_\_\_

13. "He Lives" \_\_\_\_\_

14. "Christ the Lord Is Risen Today" \_\_\_\_\_

## Unit 9 Review #2: Answer Key

1. The governor who gave in to the people's desire to crucify Jesus:  
*Pontius Pilate*
2. The two men who claimed Jesus' body and prepared it for burial:  
*Joseph of Arimathea, Nicodemus*
3. The first person to see that the tomb was empty: *Mary Magdalene*
4. The disciple who would not believe Jesus was alive until he saw and touched the nail marks on Jesus and put his hand into the side of Jesus: *Thomas*
5. The disciple who betrayed Jesus following the Last Supper: *Judas*
6. The disciple who denied Jesus three times: *Peter*
7. What was written on the cross of Jesus? Explain how it came to be written there.  
*"Jesus of Nazareth, King of the Jews" was written on the cross. Pontius Pilate ordered it to be written there, against the wishes of the Jews.*
8. What language is "Hallelujah" and what does it mean?  
*"Hallelujah" is Hebrew for "Praise the Lord."*
9. What similarities can be seen in the Passover tradition and the Easter story?  
*The Hebrew people sacrificed a lamb as atonement for their sins. Jesus, the Son of God, was the sacrificial lamb for the sins of the world. People that did not recognize the Passover were disconnected from God and the people. Similarly, if we choose not to serve God and recognize Christ's gift of forgiveness, we cannot experience wholeness with God.*
10. "There is a Green Hill Far Away"                      *Cecil Frances Alexander*
11. "When I Survey the Wondrous Cross"                      *Isaac Watts*
12. "Christ Arose"    *Robert Lowry*
13. "He Lives"    *Alfred H. Ackley*
14. "Christ the Lord Is Risen Today"                      *Charles Wesley*