

THEME 2

Jesus, the Servant King

In this theme, children will discover the servant nature of Jesus in his ministry on earth. The first unit begins with the Jewish people, living in bondage, longing for the promised Messiah. It then observes eight “Follower of God” characteristics in faithful men and women from the lineage of Jesus, ending with the fulfillment of the promise—the birth of Jesus.

The remaining units in this theme focus on the life and ministry of Jesus, first as a model of discipleship. Stories of Jesus’ baptism, his time of temptation, and his example of prayer when making decisions, lead into stories that show us he came to bring freedom to those who accept his gift. A quick look back into the Old Testament reveals the foretelling of Isaiah and Jeremiah of the suffering Savior. In the last unit, students will walk with Jesus and his disciples through the final weeks of his ministry and listen to his offer of eternal life.

Unit 6: Anticipation and Proclamation

Unit 7: The Messiah Is Born

Unit 8: Jesus Models Discipleship

Unit 9: Jesus Offers Freedom

Unit 10: Who Is Jesus?

Grade 4—Unit 6

Anticipation and Proclamation

In this unit, students will be introduced to prophecy and its fulfillment, especially as it relates to the coming of the Messiah, for whom the Jewish people were longing. They will study the history of the time and the words of the prophets, such as Isaiah.

LESSONS

1. We Need a Messiah!
2. Prophecy Fulfilled

Plan ahead:

Lesson 1—Optional game in Extend the Lesson could add a day.

Lesson 2—You will need a simple biblical costume for the prophet. Plan now for the quilt project described in Extend the Lesson.

Unit 6: Anticipation and Proclamation

Unit Information

SUMMARY

Just before the birth of Christ, life for the Jewish people was not pleasant. The Roman Empire ruled Palestine. Jews were heavily taxed by the Romans, as well as their own religious leaders. Most of the people lived in poverty. Out of these circumstances came a great desire for the promised Messiah. The people so longed for a king who would deliver them from their bondage that they often missed the prophecies that spoke of Jesus as a suffering savior. Therefore, Jesus was not recognized by many when he came as a baby in a manger.

KEY BIBLE TEXTS

Worship

Psalm 22; Matthew 27:32-46

Lesson 1

Isaiah 7:14; Isaiah 9:1-7; Isaiah 53

Memory texts: Isaiah 7:14; Isaiah 9:6; Isaiah 53:3-6

Lesson 2

Prophecy and fulfillment Scriptures (*see lesson text*)

Memory texts: Isaiah 9:6; Isaiah 53:3-6

BIBLICAL BACKGROUND

The Coming of the Messiah Foretold

This unit sets the stage for the coming of Christ. The political and religious oppression suffered by the Jewish people forms the backdrop for the Messiah's coming.

After the time of captivity and the destruction of Jerusalem, Israel had no real independence. First the Babylonians and then the Persians ruled the land that had once belonged to God's chosen people. Under Ezra and Nehemiah's leadership, some of the Jewish people returned to their homeland to rebuild the temple and the city of Jerusalem. Others remained in Babylon, and Judaism continued its struggle for survival.

The Persian Empire was destroyed by Alexander the Great in 333 BCE. He treated the Jews kindly and granted them generous favors, including the privilege of governing themselves. Alexander also showed respect for Jewish religious practices and exempted them from service in his army.

On Alexander's death, his empire was divided and a period of turmoil followed. The Egyptians and Syrians, in turn, claimed the land of Palestine and attempted to force their religious practices and customs on the people. Finally, the Jewish people rebelled under the leadership of Judas Maccabaeus. The following period of the Maccabees was a time of relative independence for the Jewish nation, although they were still under Syrian lordship.

The early Maccabean rulers guarded the integrity of the religious life of the Jews. Their successors, however, led the nation into a time of moral and spiritual decline. This paved the way for Roman intervention.

As a result of one of the quarrels which arose among the Jewish people and their leaders, the Roman general Pompey invaded Palestine. From that time on, rulers were established who would carry out the power of Rome. One of these puppet rulers was Herod the Great, whose reign was characterized by extravagance, oppression of the people, cruelty, and murder. No man or woman was thought to be safe during this time.

Herod built lavish palaces and magnificent cities, for which the people paid with enormous sums of money and manual labor. Because of his wastefulness and cruelty, Herod the Great was probably one of the most hated rulers in Jewish history.

At the time of Christ's birth, the Jews were probably the most heavily taxed people in the world. They paid religious taxes that demanded one-tenth of their produce and animals. Taxes paid to Herod were based on a percentage of the crops grown. The Romans collected import and export taxes, in addition to taxes on goods such as water, meat, and salt. Rome also collected road and house taxes, in addition to a frontier tax paid on all goods transported through a town or state. The Jewish people, now under Roman rule, felt the burden of such heavy taxation.

The oppression of the Jewish people extended to their religious life as well. The Pharisaical philosophy was that the whole of life was religious. Therefore, they demanded ritualistic religious exercises that quickly became burdensome to the very people they were intended to purify. Tradition was extremely important in Jewish religious life.

It was into this climate that Jesus came. The Jewish people had been asking God for deliverance from Roman oppression. They expected a messiah who would deliver them from this oppression and set up an earthly kingdom. They remembered prophecies of his coming, and earnestly longed for freedom and justice that could only come from God. In their eagerness for the Messiah, the Jewish people overlooked the suffering servant motif that was also in the prophecies. Therefore, many failed to recognize the Messiah and his ministry of deliverance.

ESSENTIAL UNDERSTANDINGS

- The Jewish people looked forward to the coming of the Messiah.
- Old Testament prophecies told about a messiah who would be both a conquering king and a suffering servant.
- Many Jewish people overlooked prophecies that described the Messiah as a suffering servant.
- The Jewish people wanted a powerful king.
- Jesus was the promised Messiah who fulfilled many Old Testament prophecies.
- Many Jews did not recognize Jesus because of their own expectations.

WORSHIP

1. Decorate the worship center to display the concepts in this unit. A suggestion for the theme is "O Come, O Come Immanuel." Lesson 2 will provide student sketches and descriptions of the coming Messiah. You may want to include a chart of messianic prophecies and their New Testament fulfillments. Add to the chart as you progress through the unit.

2. Include the class Bible and prayer basket or jar in the setting. Prayers might include thanksgiving for faithful followers of God, such as Isaiah, even during difficult times.

3. Include Scriptures and hymns that enhance the theme of this unit. Here are some suggestions.

Music:

- “O Come, O Come, Immanuel” (#172, *Hymnal: A Worship Book*)
- Other Advent songs the students enjoy

Scripture:

- Psalm 22 and Matthew 27:32-46 are additional prophecy and fulfillment passages. Specifically, Psalm 22:1 is fulfilled in Matthew 27:46 and Psalm 22:17-18 is fulfilled in Matthew 27:35.
- Isaiah 9:6 and Isaiah 53:3-6, the memory texts for this unit, can be further explored and discussed.

Reading:

- “He was the Son of God” (#714, *Hymnal: A Worship Book*)

MEMORY PASSAGE

Isaiah 7:14, Isaiah 9:6, and Isaiah 53:3-6 are used in an important extension activity in Lesson 1. Lesson 2 includes a special activity that emphasizes the contrast between Isaiah 9:6 and Isaiah 53:3-6. Consider having your students memorize these important passages of Scripture.

TIME

If you choose the game in Lesson 1, you will want to extend the lesson over two days.

ASSESSING TEACHING / LEARNING

In this unit, you will have an opportunity to assess your students’ learning through games, question and answer discussions, art expression, written expression, and comprehension of Scripture. A unit assessment completes the unit.

Anticipation and Proclamation

LESSON 1: WE NEED A MESSIAH!

Objective

Students will experience the culture and times of the Jewish people just prior to the birth of Christ, through games, art, and written expression.

Key Concepts

- The Jews were politically, economically, and religiously oppressed, living in bondage to Roman authorities and Jewish religious leaders.
- Jewish people longed for deliverance from Roman oppression.
- The Jewish people believed the prophecies about a messiah, but they overlooked the “suffering savior” concept in favor of a “deliverer.”

Text: Isaiah 7:14; Isaiah 9:6; Isaiah 53:3-6

Estimated Lesson Time: 40-45 minutes (*May extend to a second 40-45 minute class period.*)

Materials

- Bibles
- “Journal accounts” of Jewish people (p. 205)
- “Isaiah Foretells Christ’s Coming” (pp. 206-207)
- Art materials: plain paper, writing paper, pens, colored pencils, thin markers, etc.
- Transparency/projection of memory texts (p. 208)
- For Extend the Lesson game: tokens (beans, buttons, etc.)—10 per student

Teacher Preparation

- Read the Bible passages and the Biblical Background (pp. 199-200) to gain an understanding of the period of history just before Jesus’ birth. Prepare to share this information with the students.
- Make copies of the “journal accounts” of Jewish people, one for each student. (*This activity will be done in groups, but it’s good for each student to have a copy as a resource.*)
- Place art and writing materials on a table or counter for easy access.
- Make a two-sided copy of “Isaiah Foretells the Coming of Christ” for each student.
- The Extend the Lesson game will take more than one day. If you choose to do this activity, prepare the game “Oppression from Taxation.” You will need to carefully plan how this will work in your classroom. Select several students to be tax collectors.

INTRODUCING THE LESSON

Remind the students that your last lesson left the children of Israel (*Judah*) in captivity in Babylon. Ask, “What do you think has been happening to the people?” Allow them to conjecture, but do not respond with rights and wrongs. Respond with comments like “That’s an interesting idea,” to help students feel “safe” in sharing their ideas.

LESSON STEPS

1. History. Share in your own words information from the Biblical Background that will bring the class up to date. Tell about the political, religious, and economic culture in which the Jewish people were trapped. Be sure to explain the last paragraph of the Biblical Background, so students understand what the Jews expected of a messiah. Tell them you have planned some activities that will help them understand the Jewish culture just before the birth of Christ.

2. Who were the Jews expecting? In this activity, students will read a fictional biography of a Jewish person in the time just before Jesus' birth. They are expected to work in a group to determine what kind of messiah the person was expecting, and then do an artist's sketch and a writer's description of this messiah.

- Begin by asking: What characteristics do you think the Jewish people were expecting in the Messiah? List their ideas on the board. Then explain that they are will meet some people that were looking for the Messiah. It is their responsibility to decide what type of messiah they were expecting.
- Divide the class into four groups and give each group a copy of the fictional journal accounts of Jewish people. Assign one reading to each group. The groups should read and discuss the account, and then do an artistic sketch and a written description of the Messiah that person was expecting. Each student in the group can do a sketch or description, or the group can ask one person to do each of these for the group.

3. Sharing time. Have each group describe their Jewish person, and then share what type of messiah that person expected, by presenting their sketches and descriptions. End the sharing by posing this question: What kind of messiah would you expect to come into our world today? Why?

Post the sketches and descriptions on a bulletin board for students to observe. They could also be used for discussion during worship time.

4. Memory texts. This unit contains three familiar memory texts: Isaiah 7:14, Isaiah 9:6, and Isaiah 53:3-6. Each is a prophecy about Jesus. Distribute the activity sheet, "Isaiah Foretells the Coming of Christ," and have students complete it. Assure them that there are a variety of ways to answer the questions, and that you are interested in their ideas. Explain that there will be a group discussion during worship one day where they can share their ideas and listen to other students' ideas.

Note: There is no answer key for this activity, since the questions are mostly subjective. You may wish to make a copy for yourself and complete it, to have an idea of what you would consider a reasonable answer. Consider making this a homework assignment, so students can discuss the questions with their parents and work at memorizing the passages.

5. Game (optional). The game "Oppression from Taxation" is outlined in Extend the Lesson (p. 204). If you choose not to play the game (*which requires an extra session*), you may want to create a short variation to play in class. Students could be given tokens and then have to pay taxes for random characteristics, such as having a pet at home, wearing shoes, having long/short hair, etc.

EXTEND THE LESSON

(This activity will extend the lesson to longer than 40-45 minutes.)

• **“Oppression from Taxation” game.** *(It will take time to organize this game. However, it is important to establish taxation rules. Choose tax collectors who can execute the job without angering or upsetting other students.)* Explain the game to the students and answer their questions. Tell them the game will begin after you have explained their other activities to them. The game will end during the next Bible class, when they will have an opportunity to discuss the experience.

How to play the game:

- Give each student 10 tokens and explain that these tokens represent their wages or allowance. Throughout the day, they will be taxed as the Jewish people were taxed. Assign several students to be the tax collectors. All students will pay the tax collectors the number of tokens established as the tax. The class will play this game from now until tomorrow’s Bible class. The game should be played only during class time, and not while students are at lunch, recess, etc.
- You or the class can decide on the amount of taxes to be paid. However, this must be clearly defined, to avoid arguments and misunderstandings. Suggestions should include the Levites’ tithe *(one-tenth of all earnings)*, taxes for certain goods and services *(ex: 1 token for each pencil sharpened or each piece of paper used)* and the frontier tax *(ex: 1 token paid whenever a student leaves or enters the room)*. Tax collectors should be assigned certain taxes to collect. They will need to be vigilant throughout the day.
- Students may soon discover that they are running out of tokens. Additional tokens may be earned by completing the activities that accompany this lesson. *(If students run out of tokens they may need to barter possessions, etc., for additional taxes. Try to make the game difficult enough that students feel the impact of the oppression and frustration of the Roman and religious taxation.)*

This is a two-part lesson, and Day 1 ends at this point.

On Day 2, bring the game to an end. Discuss the feelings the students experienced. Hopefully, they had a taste of oppression and why the Jewish people were so anxious for the promised Messiah.

Journal of David Bar Jonah, a poor Jewish farmer

Today was an awful day for my family! I wish I had never lived to see the day that we had our land taken away from us! It really happened because of the Roman government and their high taxes. I tell you, it took half of the harvest of our land to pay the taxes. Soon we had to borrow money to stay alive. Then the crops failed. Cephas the Saducee, from Jerusalem, was glad to let his manager loan us some money. And he was gladder still that we had a rough year. We simply couldn't pay our taxes or pay back the loan, so Cephas took our land.

For many months we have not had enough money to buy food and clothes. My wife and children have gathered just enough grain in the fields each day to make a small loaf of bread for supper.

Today they came and took away our land. I say Roman taxes took it! And that wealthy Cephas from Jerusalem is like a fox ready to grab a hen any time he has the chance. Some people are talking about the Messiah's coming. I wish he would come soon! Surely he will rid us of the Romans and restore the land to its rightful owners.



Journal of Simon, a Zealot

Our group of men is growing stronger each day. We now have a hiding place on the rocky hillside, and are storing weapons in a nearby cave.

Oh, it's wonderful to think of what will happen to the Romans when we decide to attack! We'll drive them out of this land, and they will never come back. All we have to do is wait for the Messiah, who will be our leader in the attack. Surely he will come soon, for we are ready and waiting for him!



Journal of Eli, a Pharisee

Who do these people think they are? They claim to be Jews, but they are so careless about keeping the law. Yesterday was the Sabbath, but I saw my neighbor lighting a fire in his home. That is breaking the Law! When I talked to him about it, he said his children were cold. Is keeping the children warm more important than following the Law? Of course not!

When the Messiah comes, he will show these people what is most important. If these people will not listen to us, at least they will listen to him!



Journal of Anna, a woman who trusts God

How wonderful to know that the Messiah is coming! Surely he will forgive our sins and teach us how to live for God.

It has been so long since the prophets came to speak to God's people! Many of the Jews are not following God's commands. Every day I pray that the Messiah will come soon. I pray that I will live to see him.



Isaiah Foretells Christ's Coming



Directions: Read each text. Then answer the questions carefully.

1. *Therefore the Lord himself will give you a sign: The virgin will be with child and will give birth to a son, and will call him Immanuel.* (Isaiah 7:14)

If the Jewish people read this prophecy carefully, they were looking for what?

Why is the name Immanuel important in this prophecy?

2. *For to us a child is born, to us a son is given, and the government will be on his shoulders; And he will be called Wonderful Counselor, Mighty God, Everlasting Father, Prince of Peace.* (Isaiah 9:6)

If you were a Jewish person reading the prophecy that a boy child would be given, and the government would be on his shoulders, what would you think?

Four names were given for this child. What do these names tell about the type of person to expect? *Example:* "Wonderful Counselor" might mean someone who helps me understand things.

Wonderful Counselor: _____

Mighty God: _____

Everlasting Father: _____

Prince of Peace: _____

If you were a Jewish person reading the prophecy with these names, what would you think?

3. *He was despised and rejected by men, a man of sorrows, and familiar with suffering. Like one from whom men hide their faces he was despised, and we esteemed him not. Surely he took up our infirmities and carried our sorrows, yet we considered him stricken by God, smitten by him, and afflicted. But he was pierced for our transgressions, he was crushed for our iniquities; the punishment that brought us peace was upon him, and by his wounds we are healed. We all, like sheep, have gone astray, each of us has turned to his own way; and the Lord has laid on him the iniquity of us all.* (Isaiah 53:3-6)

In this passage, Isaiah prophesied some things about Jesus. In your own words, explain what he said:

Isaiah also said some things about us. Again in your own words, explain what he said.

If you were a Jewish person listening to the words of Isaiah, would this sound like the Messiah for which you were looking? Why or why not?

Isaiah 7:14

Therefore the Lord himself will give you a sign.
Look, the young woman is with child and shall bear a son,
and shall name him Immanuel.

Isaiah 9:6

For a child has been born for us,
a son given to us;
authority rests upon his shoulders;
and he is named
Wonderful Counselor, Mighty God,
Everlasting Father, Prince of Peace

Isaiah 53:3-6

He was despised and rejected by others;
a man of suffering and acquainted with infirmity;
and as one from whom others hide their faces
he was despised, and we held him of no account.

Surely he has borne our infirmities
and carried our diseases;
yet we accounted him stricken,
struck down by God, and afflicted.
But he was wounded for our transgressions,
crushed for our iniquities;
upon him was the punishment that made us whole,
and by his bruises we are healed.
All we like sheep have gone astray;
we have all turned to our own way,
and the LORD has laid on him
the iniquity of us all.

Anticipation and Proclamation

LESSON 2: PROPHECY FULFILLED

Objective

Students will explore passages of Scripture from the Old Testament that foretell the coming of the Messiah. They will recognize the fulfillment of these Scriptures in the New Testament.

Key Concepts

- Many Scriptures in the Old Testament point to the coming of Christ.
- The New Testament gospels explain the fulfillment of prophecy concerning Christ.
- Isaiah depicts Christ as a conquering king as well as a suffering savior.

Texts:

Old Testament

Psalm 2:6
Psalm 38:11
Psalm 41:9
Psalm 78:2
Psalm 132:11
Isaiah 7:14
Isaiah 35:5-6
Isaiah 40:3
Isaiah 50:6
Isaiah 53:7
Zechariah 9:9
Amos 8:9

New Testament

Matthew 27:37
Luke 23:49
John 13:21
Matthew 13:34
Matthew 1:1
Matthew 1:23
Matthew 9:35
Matthew 3:3
Matthew 26:67
Matthew 27:12
Matthew 21:6-9
Matthew 27:45

Memory Texts: Isaiah 9:6; Isaiah 53:3-6

Estimated Lesson Time: 40-45 minutes (*Extend the Lesson contains a quilt project that requires quite a bit of additional time.*)

Materials

- Bibles
- Dictionaries
- “Old Testament Prophecies” (p. 212)
- New Testament Fulfillment Cards (pp. 213-214)
- To make scroll: 2 new pencils or wooden dowels, ribbon, parchment paper (*optional*)
- Costume for prophet
- Transparencies/projections of Isaiah 9:6 and Isaiah 53:3-6 (Lesson 1, p. 208)
- For Extend the Lesson: materials to make quilt (see p. 211)

Teacher Preparation

- Write the following words on the board: *prophet, prophecy, foretell, fulfillment*
- Make a scroll from the “Old Testament Prophecies” sheet. Glue the paper onto two pencils, then roll the sides to the middle. Last, tie it with a ribbon. If you are able to enlarge the sheet, print it (*or glue it*) onto parchment paper, then glue it

to two dowels, roll, and tie with a ribbon. This takes extra time, but the scroll can be used in the coming years.

- Collect items for a prophet’s costume—a tunic and simple turban are sufficient. Select the student that will play the role of the prophet. This should be a good who can read clearly, with expression. Instruct the “prophet” not to read the New Testament references in italics.
- Make copies of the New Testament Cards, one set for each group of 3-4 students.
- You might consider making extra copies of the New Testament cards and Old Testament scroll, so that all students can have them for a resource. If you do this, do not hand them out until the activity has been completed.

INTRODUCING THE LESSON

Draw attention to the four words you have written on the board. Gather the students quickly into small buzz groups and ask them to write down their definition of each of the words. (*Allow 4 minutes.*) Call the class back together and ask them to share their definitions. Compile the ideas into workable definitions. Use dictionaries if there are questions or disagreements.

1. prophet—*one who tells something before it happens*
2. prophecy—*something that tells or warns what will happen in the future*
3. foretell—*to tell what will happen in the future*
4. fulfillment—*something foretold or prophesied that actually happens*

Talk about Samuel as a prophet and review his warning to the people. Remind the students of the fulfillment of this prophecy. Ask them to look at the Old Testament table of contents in their Bibles. Do they see the names of other prophets? What did these prophets foretell? Where might you look to find a fulfillment of prophecy? (*While there are other places, for the purpose of this unit, steer the students toward the New Testament.*)

LESSON STEPS

1. Reading the prophecy. Tell students that they are going on a “fulfillment of prophecy” search. A prophet will prophesy, and then they will search through a set of New Testament cards to see if that prophecy has been fulfilled.

Divide students into groups of three or four. Give each group one set of New Testament cards. They should spread these out so that everyone in the group has access to them.

Meanwhile, the prophet has put on the costume. He/she stands in front of the class and unrolls the scroll. The prophet reads the Old Testament prophecies, one at a time, as you write the reference on the board. When the groups find the fulfillment, they write the Old Testament reference on that card and remove it from their playing cards.

After reading the prophecy, check the answers with the students. (*This is a great opportunity to discuss comprehension skills such as contextual clues. Sometimes students miss small things in reading passages that make the difference between understanding and misunderstanding.*) If you are giving all students a copy of these cards and the scroll, hand them out now. Make sure all students have each prophecy matched to the correct fulfillment.

2. Discuss the prophecies with the students, asking these questions:

- Might any of these prophecies have been overlooked by Jews who were anxious for a powerful deliverer who would drive out the Romans?

- Do some of the prophecies seem opposite to the view held by Jewish religious leaders of that time?
- Do we ever overlook certain Scriptures that don't support our view of God? *(Consider steering this discussion toward our treatment of others and sharing of our wealth.)*

3. Compare and contrast. Make a simple T-chart on the board of the memory texts, with Isaiah 9:6 on one side and Isaiah 53:3-6 on the other side. Ask students to turn to Isaiah 9:6. Then ask them to tell you the words in this passage that describe Jesus. Chart their answers. Do the same for Isaiah 53:3-6.

Next, compare the two lists. *(Draw lines between items that are similar.)* Finally, discuss the difference between these two descriptions, asking students to think of a symbol that would define each one *(a crown for Isaiah 9:6 and a cross for Isaiah 53:3-6, etc.)*. Students should copy this chart and keep it in their notebooks or binders, along with other resources from this unit. This discussion leads into the activity described in Extend the Lesson.

EXTEND THE LESSON

(This activity will extend the lesson to longer than 40-45 minutes.)

- **Make a class quilt.** Have the class design and make a paper quilt that depicts the two symbols for Christ found in the Isaiah passages. The idea is for each student to make one appliqué-look patch and sign it. All the patches *(alternate the symbols)* will be put together on the large sheet of paper to create a beautiful wall hanging for your classroom. Be sure to include patches that have the Scriptures printed on them.

Ask each student to choose one of the symbols to design a patch. *(You will want to have approximately the same number of each.)* Supply a 9 x 9-inch square piece of construction paper for the background of each patch. Discuss how the various materials students can use to create their symbols on the background. Be sure they understand that the symbol needs to be large, covering much of the background.

Materials:

Standard 9 x 12 construction paper, your choice of colors

School glue

Variety of decorative materials, such as colored paper scraps, printed fabric scraps, buttons, sequins, glitter, wall paper scraps, etc.

Large sheet of paper *(butcher or roll paper)*

1 copy of each Scripture, Isaiah 9:6 and Isaiah 53:3-6 *(Make copies of p. 208 or have a student do the lettering.)*

Note: This is a major project. It is suggested that you discuss it and then assign it for homework. Students will have access to adult help and more materials at home. The end product should be spectacular!

Option: With the help of some parents, this project could become a mission project. Use the same theme, but finish the quilt as a genuine fabric quilt. You will need adults who can put the quilt together and then quilt it. It could then be sold at an MCC sale or school sale.

Old Testament Prophecies

Psalm 132:11

The Lord swore an oath to David . . . One of your descendants I will place on your throne.
(Matthew 1:1)

Isaiah 7:14

Therefore the Lord himself will give you a sign: The virgin will be with child and will give birth to a son, and will call him Immanuel. *(Matthew 1:23)*

Psalm 2:6

I have installed my King on Zion, my holy hill. *(Matthew 27:37)*

Isaiah 40:3

A voice of one calling: In the desert prepare the way for the Lord;
make straight in the wilderness a highway for our God. *(Matthew 3:3)*

Isaiah 35:5-6

Then will the eyes of the blind be opened and the ears of the deaf unstopped.
Then will the lame leap like a deer, and the mute tongue shout for joy. *(Matthew 9:35)*

Psalm 78:2

I will open my mouth in parables, I will utter hidden things. *(Matthew 13:34)*

Zechariah 9:9

Rejoice greatly, O Daughter of Zion! Shout, Daughter of Jerusalem!
See, your king comes to you . . . gentle and riding on a donkey,
on a colt, the foal of a donkey. *(Matthew 21:6-9)*

Psalm 41:9

Even my close friend, whom I trusted, he who shared my bread,
has lifted up his heel against me. *(Matthew 13:34)*

Isaiah 53:7

He was oppressed and afflicted, yet he did not open his mouth;
he was led like a lamb to the slaughter, and as a sheep before her shearers
is silent, so he did not open his mouth. *(Matthew 27:12)*

Isaiah 50:6

I offered my back to those who beat me, my cheeks to those who pulled out my beard;
I did not hide my face from mocking and spitting. *(Matthew 13:34)*

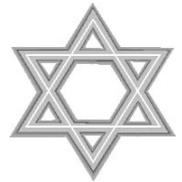
Psalm 38:11

My friends and companions avoid me because of my wounds;
my neighbors stay far away. *(Luke 23:49)*

Amos 8:9

“In that day,” declares the Sovereign Lord, “I will make the sun go down at noon
and darken the earth in broad daylight.” *(Matthew 27:45)*

New Testament Fulfillment Cards



A record
of the genealogy
of Jesus Christ
the son of David

Matthew 1:1

The virgin will be with child and will
give birth to a son, and they
will call him
Immanuel—
which means,
“God with us.”



Matthew 1:23



Above his
head they
placed the
written charge
against him: This is
Jesus, the King of the Jews.

Matthew 27:37

John the Baptist is
he who was
spoken of through
the prophet Isaiah:
“A voice of one
calling in the
desert, ‘Prepare the
way for the Lord,
make straight paths
for him.’”



Matthew 3:3



Jesus spoke all
these things to
the crowd in
parables; he did
not say
anything to
them without
using a parable.

Matthew 9:35

The disciples . . . brought the donkey and Jesus sat on it. The crowds that went ahead of him and those that followed shouted, Hosanna to the Son of David!

Matthew 21:6-9



After he had said this, Jesus was troubled in spirit and testified, "I tell you the truth, one of you is going to betray me."

John 13:21



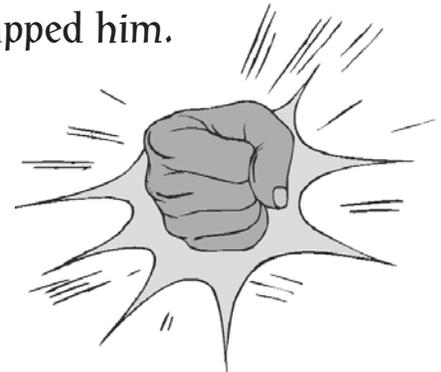
When he was accused by the chief priests and elders, he gave no answer.

Matthew 27:12



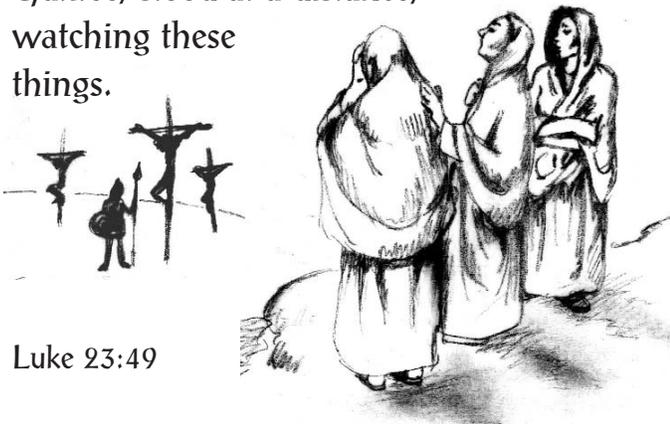
Then they spit in his face and struck him with their fists. Others slapped him.

Matthew 26:67



But all those who knew him, including the women who had followed him from Galilee, stood at a distance, watching these things.

Luke 23:49



From the sixth hour until the ninth hour DARKNESS came over the land.

Matthew 27:45

Anticipation and Proclamation

Unit 6 Assessment

Part 1

Place T for "True" and NT for "Not True" on the lines provided.

- _____ 1. Right before Jesus' birth, most Jewish people were wealthy.
- _____ 2. The Roman government ruled Palestine.
- _____ 3. The Jewish people often had to pay high taxes.
- _____ 4. The Jewish people were looking for a suffering savior.
- _____ 5. The Old Testament foretold Jesus' coming.
- _____ 6. All Jewish people believed that Jesus was the Messiah.
- _____ 7. The Jewish people were looking for a descendant of David to rule them.
- _____ 8. The Jewish people were looking for a baby to be born in a manger.
- _____ 9. Isaiah was a prophet who foretold the coming of the Messiah.

Part 2

Write short answers to the following questions.

10 and 11. Name two things the Old Testament foretold about Jesus.

12. Give a definition for each of these words:

prophet _____

prophecy _____

fulfillment _____

foretell _____

ANSWER KEY

Anticipation and Proclamation

Unit 6 Assessment

Part 1

Place T for "True" and NT for "Not True" on the lines provided.

- NT 1. Right before Jesus' birth, most Jewish people were wealthy.
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- T 5. The Old Testament foretold Jesus' coming.
- NT 6. All Jewish people believed that Jesus was the Messiah.
- T 7. The Jewish people were looking for a descendant of David to rule them.
- NT 8. The Jewish people were looking for a baby to be born in a manger.
- T 9. Isaiah was a prophet who foretold the coming of the Messiah.

Part 2

Write short answers to the following questions.

10 and 11. Name two things the Old Testament foretold about Jesus.

Possible answers: Born of a virgin; born in Bethlehem; son of David; child of hope; his name would be Immanuel; he would be called Wonderful, Counselor, Mighty God, Everlasting Father, Prince of Peace; despised and rejected by men; a man of sorrows

12. Give a definition for each of these words:

prophet One who tells something before it happens

prophecy Something that tells or warns what will happen in the future

fulfillment Something foretold or prophesied that actually happens

foretell To tell what will happen in the future