

THEME 4

New Testament Heroes

Despite our weaknesses, God uses us to invite others to join the kingdom. Many people in New Testament times responded to God's call with courage, faith, and obedience. Several faithful servants are included in the units that follow: **John the Baptist**, who prepared the way of the Lord; **the disciples**; **Simon Peter**; **Stephen**, the first martyr; and the apostle **Paul**.

Grade 3—Unit 8

The Coming of the Messiah

John the Baptist called people to prepare themselves for the coming of the Messiah. Many received this prophetic message and repented of their sins, participating in the symbolic act of baptism.

The Easter story reminds us of God’s powerful love shown to us through Jesus Christ. Jesus’ death and resurrection is good news.

God’s love for all people challenges us to invite others into the family of God. Our celebration of Easter moves beyond remembering the Easter story to inviting others into the family of God. God’s love for all people challenges us to sow seeds of love.

This unit should begin before Easter, using the John the Baptist lesson as well as the King of Kings lessons. The third lesson, Seeds of God’s Love, can be used during the week following Easter.

LESSONS

1. John the Baptist
2. King of Kings
3. Sowing Seeds of God’s Love, Part 1
4. Sowing Seeds of God’s Love, Part 2

Unit 8: The Coming of the Messiah

Unit Information

SUMMARY

Children will be introduced to John the Baptist through Bible reading and stories. They will hear the story of Jesus' baptism. Through scripture reading and webbing the life of John the Baptist, students will identify John as a great prophet.

The Easter story is a joyous message of love and new life. God's love came in the form of Jesus Christ, the Messiah and King of kings. Jesus' love was evident in his willingness to suffer and die for us. Jesus' resurrection provided hope for all who believed.

We continue the Easter story by planting the seeds of God's love.

KEY BIBLE TEXTS

Matthew 3

Matthew 3:16-17 (memory passage)

Matthew 11:1-19

Matthew 14:1-12

Luke 1:57-66

Luke 3:10-14

Luke 8:1-15

Luke 8:4-8 (main memory passage)

Luke 11:15 (main memory verse)

Luke 13:20, 21

Luke 19:28-40

John 3:16

John 18:1-19, 42

John 20:1-19

BIBLICAL BACKGROUND

The Story of John the Baptist

Ancient prophets spoke of the coming of the Messiah, who would rule the people with righteousness and justice. John the Baptist fit the description in Isaiah 40:3: "A voice of one calling: 'In the desert prepare the way of the Lord.'"

Like the Old Testament prophets, John the Baptist called people to repent and change their ways. He brought hope by proclaiming the coming of the Messiah. He urged people to prepare for the Messiah.

When people wanted to know how to get ready, John spoke about sharing, justice and mercy. He made specific suggestions that fit the situation of his hearers, and pronounced judgment on those who refused to listen.

John the Baptist lived in the desert wilderness of Judea, near the Jordan River. Matthew provides a description of the simple lifestyle of this man: "John's clothes were made of camel's hair, and he had a leather belt around his waist. His food was locusts and wild honey" (Matthew 3:4).

Matthew 3 gives the account of Jesus' baptism. Jesus came to John, asking to be baptized. At first, John replied that he was not worthy. He recognized that

Jesus had not sinned. For Jesus, however, baptism was not a symbol of repentance, but an acknowledgement of his obedience to God.

Later, John the Baptist, a discouraged prisoner in Herod's prison, began to question his earlier perceptions about Jesus. Was he indeed the Messiah? John sent his followers to ask Jesus if he indeed was the expected Messiah. Jesus responded with an answer that he knew John would understand. The signs and wonders performed by Jesus had been predicted by the prophets of long ago (Matthew 11). Jesus' words to the crowd praised John for his faithful obedience to God's call.

God's Love Changes Everything

God loved us so much that God sent Jesus to live among us, to teach and preach about the love of God, to suffer and to die. Jesus came to bring God's love to all people, talking about it in a way that people could understand. God's love through Jesus was even stronger than the grave.

Jesus came as King of Kings, and invited people to become members of God's kingdom. But this was not an earthly political kingdom. Jesus came to serve, rather than demanding that people serve him. Jesus was willing to give his life so that all people would turn back to God and put God first in their lives. His coming offers new life to all who believe.

Sowing Seeds of God's Love

In *Jesus: The Man Who Changed History*, Meryl Doney writes:

Jesus told the crowds that he had come to give them some good news. The kingdom of God (he sometimes called it the kingdom of heaven) had come. A kingdom is all the land and all the people ruled by a single king—even when the king goes out of the country.

When Jesus announced the beginning of God's kingdom he was talking about a people, rather than a country. All who are prepared to accept God as a king in his or her life can belong to God's kingdom, no matter who they are or where they live. Jesus used examples from everyday life to explain how the kingdom would come. (p. 4)

Jesus told parables to help people understand how the kingdom of God comes. Many parables are similes. Jesus' similes compare two things that, though unlike in many ways, both illustrate an aspect of God's kingdom. Jesus introduced these comparisons with the words "It is like . . ." or "The kingdom of heaven is like . . ." Doney restates the parable of yeast:

The kingdom of heaven is like a spoonful of yeast that you put in the bread mix. It bubbles away inside the dough and, very soon, the whole loaf is light and delicious. All because of that little bit of yeast. So the number of people who have God as their king is growing all the time, spreading quietly throughout the world, like the yeast in the dough. (p. 4)

When we share God's love, we spread the kingdom of God. Our love and kindness bubbles into others' lives, and the love of God will grow and grow and grow.

In the parable of the sower, Jesus compared people's ability to receive God's message to different kinds of soil. The kingdom of heaven is like the seeds scattered from a sower's pack. Some listeners are like a path. They are not prepared to hear. Consequently, the message makes no difference in their lives. Some, like

the rocky soil, are initially receptive but fall away when the message no longer holds an easy answer. Some listeners let their riches and worries choke out the message, like weeds invading a garden. Others, like the well-tilled soil, allow the good news to grow and change their lives.

The sower spread the seed whenever possible. God wants us to plant seeds in other people's hearts so they might believe. This may not seem glamorous, but in God's eyes we are being obedient servants. People around us are often planting seeds in our hearts. We can hear God's word and be ready to carefully listen.

ESSENTIAL UNDERSTANDINGS

- John the Baptist prepared people for the coming of the Messiah.
- Jesus was the promised Messiah.
- God loves us so much that he sent his Son, Jesus, so we could have eternal life.
- Jesus, as King, chose a servant role. He died for all people.
- Jesus often told parables to help the people understand God's love.
- We have opportunities each day to plant seeds of love and nurture their growth.
- Many people have planted seeds of love within our hearts.
- When we share God's love by doing good for others, love seems to grow and grow!

WORSHIP

John the Baptist

1. John called the people to repent. Talk about the meaning of repentance (being sorry for something and changing our ways).
2. Invite students to write about a specific behavior they would like to change. Have students bring these lists to the worship center. (Be sure they have not included their names.) Describe new behaviors as a new way of living. Reassure students of God's strength and forgiveness, then lead in a prayer of confession. Ask for God's help as everybody tries to change their old ways of doing things into a new way—God's way. Throw away the list of old behaviors and encourage a new beginning.
3. Invite a pastor to share about the symbolic meaning of baptism. Talk about what baptism means to the person being baptized. Discuss what baptism means to the congregation that participates in the ceremony.
4. Discuss baptism services in students' home congregations, and invite them to share their observations.

King of Kings

1. We are renewed by God's love, inspired to live a life of love and challenged to spread God's love to others. Begin each worship session with prayer. Ask God's love to fill each person. Pray that you will be able to share that love with others.
2. Share stories of people who have been changed by God's love. Use *They Loved Their Enemies* by Marian Hostetler and *Walking with Jesus* by Mary Clemens Meyer.

Sowing Seeds of God's Love

1. Memorize *The Quarreling Book* by Charlotte Zolotow. Adapt it to suit your needs, but keep the sequence the same. You can change names and circumstances to sound like people in your classroom.

Invite students to sit in a group on the floor, facing you. Place the correct

number of candles for the characters in your story on the table. Light each candle, then stand behind the candles so they are between you and the students.

Tell the story. Whenever a character in the story says something negative, snuff out one of the candles. When people begin saying good things, use the one remaining lit candle to light the candle that represents that character.

This easy dramatization of the story will hold students spellbound and help the story live in their memories for years to come. Be sure to observe good safety practices as you consider where to tell the story. Keep all curtains, paper, etc. away from candles. Make sure students are sitting away from the candles. This will minimize the chance of knocking a candle over or singeing hair. Place matches and candles in a safe place, away from students' reach, when you have completed the activity.

2. Continue sharing stories of people who have been changed by God's love from *They Loved Their Enemies* by Marian Hostetler and *Walking with Jesus* by Mary Clemens Meyer.

MEMORY PASSAGES

This unit offers a main memory verse passage, plus several bonus passages. These are provided in large format on pages 209-211, to be used as posters or overheads.

ASSESSING TEACHING / LEARNING

- The class or individual web of John the Baptist's life will serve as a way of assessing student understanding of the main events in his life.
- Worksheets and discussions will provide opportunities to assess student understanding of the stories in this unit.
- In this unit, you may want to introduce the children to the concordance. By observation, you may assess how well they understand the concordance's purpose.
- Students' understanding of Christ's role as servant and king may be evaluated by their participation in class discussion and the comparison/contrast chart.
- The four-panel illustration of the parable of the sower will provide opportunity to assess students' understanding of the different "soils."



As soon as Jesus was baptized
he went up out of the water.
At that moment heaven was opened,
and he saw the Spirit of God
descending like a dove
and lighting on him. And a
voice from heaven said,
"This is my Son, whom I love;
with him I am well pleased."

Matthew 3:16-17

While a large crowd was gathering and people were coming to Jesus from town after town, he told this parable:

"A farmer went out to sow his seed. As he was scattering the seed, some fell along the path; it was trampled on and the birds of the air ate it up. Some fell on rock, and when it came up, the plants withered because they had no moisture. Other seed fell among thorns, which grew up with it and choked the plants. Still other seed fell on good soil. It came up and yielded a crop, a hundred times more than was sown."

Luke 8:4-8

This is the meaning of the parable:
The seed is the word of God. Those along the path are the ones who hear, and then the devil comes and takes away the word from their hearts, so that they may not believe and be saved. Those on the rock are the ones who receive the word with joy when they hear it, but they have no root. They believe for a while, but in the time of testing they fall away. The seed that fell among thorns stands for those who hear, but as they go on their way they are choked by life's worries, riches and pleasures, and they do not mature. But the seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop.

Luke 8:11-15

The Coming of the Messiah

LESSON 1: JOHN THE BAPTIST

Objective

Students will recognize that John the Baptist called people to prepare themselves for the coming of the Messiah, and to repent and be baptized.

Key Concepts

- John the Baptist preached in a desert area of Palestine. People came from various cities in Palestine to hear his message.
- John the Baptist led many people to repentance and baptism. Baptism symbolizes our commitment to God and God's family.
- John the Baptist taught the people to change their ways by living in right relationship with God and others.
- Jesus considered John the Baptist a great prophet.
- John the Baptist suffered and died. He served God obediently and faithfully.

Texts: Matthew 3; Matthew 11:1-19; Matthew 14:1-12; Luke 1:57-66; Luke 3:10-14

Estimated Lesson Time: 45 minutes

Materials

- Bible
- *God Sends His Son* by Eve B. MacMaster
- "The World of Jesus' Day" map (p. 214)
- "Introducing John the Baptist" (p. 215)
- Chart paper
- For Extend the Lesson, option one: burlap squares, chalk, large blunt needles, white yarn
- For Extend the Lesson, option two: Hall of Faith card for John the Baptist, Faith Hero T-shirts, fabric crayons/markers
- For Extend the Lesson, option three: white construction-paper strips
- For Extend the Lesson, option four: several decks of Hall of Faith cards
- For Extend the Lesson, option five: Bible memory journals, stickers with a gardening theme (*optional*)

Teacher Preparation

- Make copies of "The World of Jesus' Day" and "Introducing John the Baptist," one for each student.

INTRODUCING THE LESSON

Where John the Baptist lived and preached. Ask a volunteer to share about a family vacation or other experience in a desert area. If no one has visited a desert, show pictures of desert areas. Distribute copies of the map. Help the class locate the Desert of Judea, the Jordan River, Jerusalem, and the Judean hills. Provide colored pencils for students to color the desert brown, the river blue and Judean hills green. Put a star by Jerusalem.

LESSON STEPS

*With each step, refer to student maps from **Introducing the Lesson**.*

1. Introducing John the Baptist. Distribute the handouts from page 215 and read and discuss the information given about John the Baptist. Emphasize his call to prepare people for the coming of the Messiah. Do the crossword puzzle together or have students complete it on their own. **Answers:** 1. wild honey; 2. water; 3. baptized; 4. wilderness; 5. camel hair; 6. locusts; 7. Jordan; 8. leather belt.

2. Read “A Voice Crying in the Wilderness” from the book *God Sends His Son*. What special job had been given to John?

3. Read the story of Jesus’ baptism in Matthew 3:13-17. Explain that baptism is a sign of belonging and forgiveness of sins. Jesus’ baptism was a sign that he belonged to God. God’s special words in Matthew 3:17 confirmed that Jesus was God’s Son.

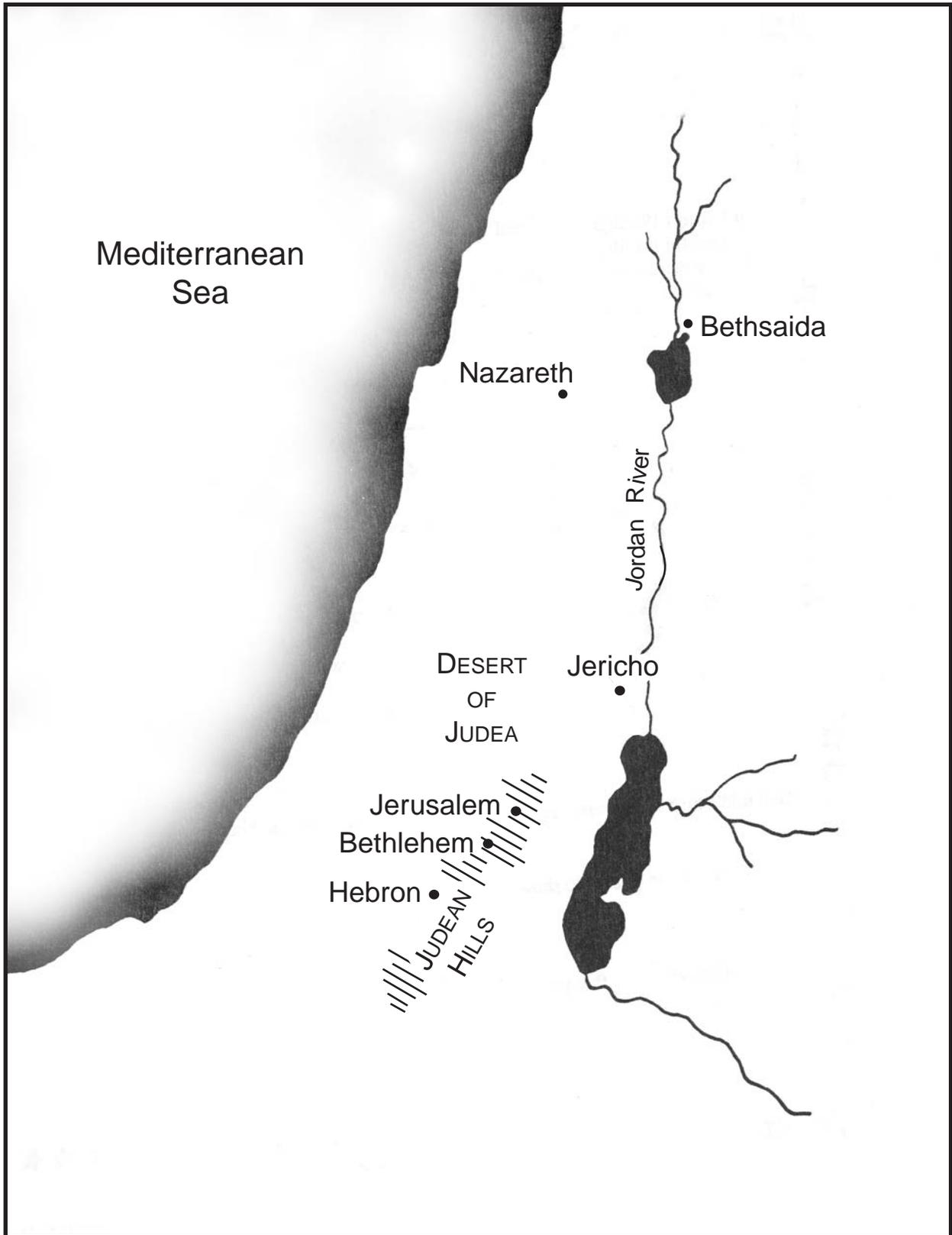
4. Read Matthew 11:1-11, which gives Jesus’ words about John the Baptist. Tell about John the Baptist’s death in Matthew 14:3-12. As a class, make a web of John the Baptist’s life on a large sheet of chart paper.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 45 minutes.)

- **Make needlework doves.** Invite students to design a descending dove on notebook paper. Distribute large blunt needles, white yarn, and squares of burlap. Have students cut out their paper doves and trace them onto the burlap squares with chalk. Stitch along the outline with yarn. *Option: Invite parent or grandparent volunteers to give assistance.*
- **Work on Faith Hero T-shirts.** Find John the Baptist’s Hall of Faith card; read and discuss it. Provide fabric crayons or markers for students to write John the Baptist’s name and draw a symbol from his life on their Faith Hero T-shirts.
- **Make cartoon strips.** Challenge students to tell the story of John the Baptist on a cartoon strip. Use white construction-paper strips. Mount the completed cartoon strips on colored construction paper.
- **Play “We Know the Facts!”** Divide class into groups of five students each. Have each group sit in a circle, around one set of Hall of Faith cards. Designate one child as the leader. At the signal to begin, the leader draws a card and must give one fact about the hero by looking at the illustrated side only. If the fact is correct, he/she may keep the card. (Students check the fact by turning the card over.) If the fact does not appear on the card, the card must be returned to the pile. Proceed clockwise around the circle and continue until all cards are gone. The first team to collect all the cards in the center wins. The leader yells “We know the facts!” to signal that the group has finished.
- **Bible memory journal.** Students may begin to add the Luke 8:4-8 memory work to the journals. Explain that this is a parable Jesus told. The parable has a meaning. Perhaps the people who listened to John the Baptist were one kind of soil. Wonder together about the people who were baptized by John the Baptist. Which kind of soil might they be? You may want to supply students with stickers that relate to gardening, for decorating the borders of the memory passage.

The World of Jesus' Day



Introducing John the Baptist

John's Parents

Elizabeth and Zechariah were sad, because they had no children. They had prayed and prayed to God for a child. Sometimes they wondered if God was listening. Finally, they gave up all hope of having children.

Then, one day, something incredible happened. Zechariah, who was a priest at the temple, was taking his turn at burning incense at the altar. (Only a priest could go to the altar, because it was a holy place.) There, at this quiet altar, an angel spoke to him. Zechariah was frightened, but the angel said, "Don't be afraid, Zechariah. I have good news for you. God has heard your prayers. You and Elizabeth will have a baby boy, and you will name him John. This child will be very special, for he will be God's helper. He has been chosen to prepare people for another Child of God who will come later."

Zechariah couldn't believe his ears! "How do I know this is true?" he cried. "How can I be sure this child will be born?"

"You will not be able to speak," replied the angel. "Because you did not believe me, you will not be able to speak a word until after your son is born." And so it was. Though Zechariah opened his mouth, no words came out. He had to write things down on a tablet. But at last the great day arrived.



The Birth of John the Baptist

Read Luke 1:57-66. The Bible says that all the people of Judea were talking about this and wondering who this child would be. What do you think? What special job would he do?

John the Baptist Preaches

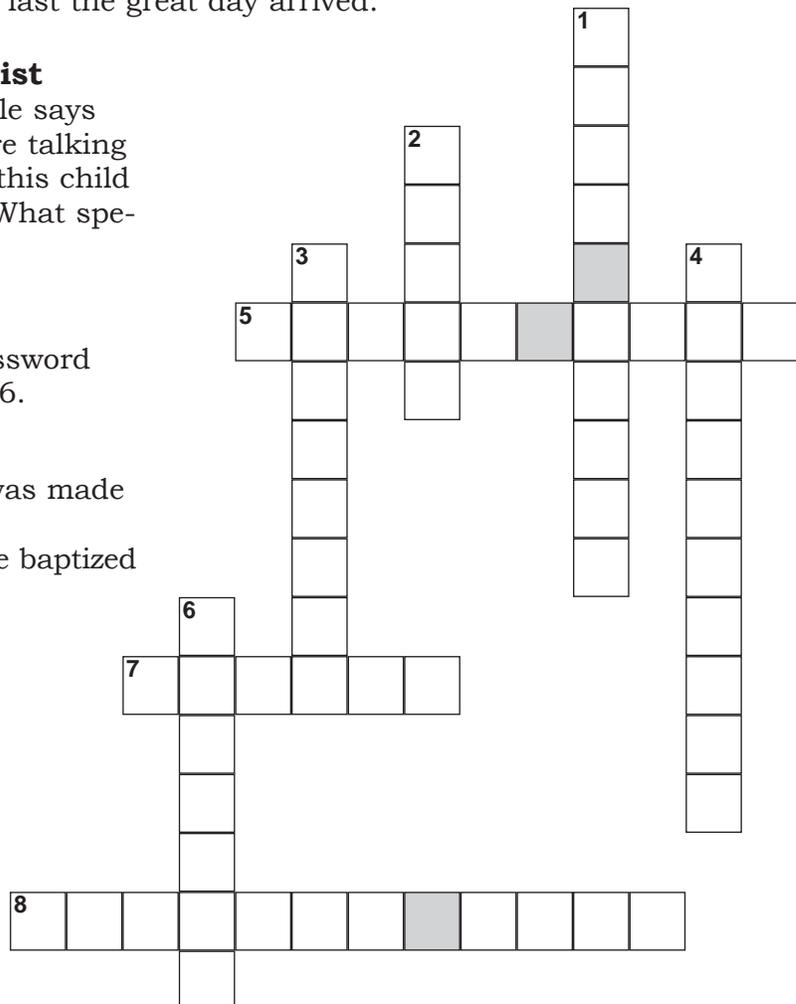
Find the answers to the crossword puzzle by reading Matthew 3:1-6.

Across

5. John the Baptist's clothing was made of _____.
7. River where people came to be baptized
8. John the Baptist wore this.

Down

1. John the Baptist ate _____.
2. He baptized with _____.
3. John _____ people.
4. John lived in the _____.
6. John also ate _____.



The Coming of the Messiah

LESSON 2: KING OF KINGS

Objective

Students will understand that God loves us so much that he sent his Son, Jesus, to die so we can have eternal life.

Key Concepts

- Jesus came to tell all people of God’s love.
- Jesus’ servanthood surprised many people who expected a warring, power-hungry Messiah.
- Because of God’s great love for us, Jesus was willing to suffer and die on the cross.
- Jesus’ resurrection brings the possibility of new life to all people.
- God’s love brings us new life after death.

Texts: Luke 19:28-38; John 18:1-19:42; John 3:16; John 20:1-18

Estimated Lesson Time: 45 minutes

Materials

- Story: “Your King is Coming” (p. 219)
- 9 candles, matches, candle snuffer, gong or bell
- Song: “Were You There?” (p. 220)
- *Once there Was a Tree* by Natalia Romanova
- For Extend the Lesson, option one: Bibles with concordances
- For Extend the Lesson, option two: chart paper, markers
- For Extend the Lesson, option three: bare branches, large pot, pebbles, bows and yarn, construction paper, scissors, bleach
- For Extend the Lesson, option four: “King of Kings Code Breaker” (p. 221)
- For Extend the Lesson, option five: Bible memory journals, stickers with a gardening theme (*optional*)

Teacher Preparation

- Prepare your room to be darkened for the *tenebrae* service, lesson step 1. Set up a table with nine candles.
- If using Extend the Lesson, option one, gather enough Bibles with concordances for every 1-2 students, *OR* ask them ahead of time to bring one from home.
- If using Extend the Lesson, option four, make copies of the “King of Kings Code Breaker,” one for each student.

INTRODUCING THE LESSON

Read the story “Your King Is Coming,” from page 219.

LESSON STEPS

1. Hold a *tenebrae* service to experience the story of Jesus’ arrest and death. *Tenebrae* is a candlelight service in reverse. The service begins with all candles lighted. Readers then read sections of the passion story. After each section is read, one

candle is snuffed out, until the room is completely dark. Experience the darkness for about one minute. Then light one candle as a sign of hope of the coming resurrection. Worshipers leave in silence. Use the following readings from:

John 18:1-4	Jesus is arrested
John 18:15-18, 25-27	Peter's denials
John 18:28-32, 38b-40	Jesus is tried by Pilate
John 19:1-6	Jesus is sentenced to death
John 19:17-22	Jesus is crucified
John 19:23-24	Soldiers gamble for Jesus' cloak
John 19:25-27	Jesus cares for his mother
John 19:28-30	Jesus dies
<i>Song:</i>	<i>"Were You There?"</i>
John 19:38-42	Jesus' body is buried
John 3:16-17	God so loved the world

Choose 10 children to read the 10 passages. Select nine children to each snuff out one candle after a passage is read. This should be done very quietly and slowly, perhaps in stocking feet. A child will be needed to light the middle candle following the John 3:16-17 reading.

Following the service, a gong is sounded to represent the years that Christ lived. Several children could take turns sounding the gong. This service is most effective in a darkened room.

2. Read John 20:1-18, without comment, as students listen.

3. Read *Once There Was a Tree*, an old Russian folk tale. List the many uses of a tree, even after it is dead. Discuss the idea that death is not the end, but can be the beginning of new life.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 50 minutes.)

- **Look up "king."** Explain to students how to use a concordance. Have them look up the word "king" and find the references. Write any references from the four Gospels on the chalkboard. Have partners look up passages and read them to the class.
- **Make a comparison chart.** Some people recognized Jesus as King, while others did not. Why? How is Jesus different from the other kings of Israel? Make a comparison chart listing Israel's kings and Jesus, King of Kings on a large sheet of paper. Write down the characteristics of the kings. Do this as a class or individually.
- **Create a Tree of Hope** for the class worship center, from branches that appear to be dead. Cut branches from a tree or bush and put them in water. Add a couple of drops of bleach to keep the water pure. A tree stand or large leak-proof pot can help hold the branches upright. Small pebbles add weight and stabilize the pot.
 - Have each child make a sign of new life and resurrection for the tree. Include symbols and figures from the resurrection story.
 - Each of the Bible faith heroes studied so far trusted God in situations that looked hopeless. Remembering these faith heroes gives us hope. Make construction-paper figures of Bible heroes/heroines studied this year (Joshua, Samuel, David, Elijah, Elisha, Esther). Fasten to tree with yarn.
 - Add bows and other decorative items.

- **Complete the “King of Kings Code Breaker”** activity sheet from page 221.
Answers: 1. It is finished; 2. Zechariah; 3. Betrayed Jesus; 4. The stones will shout.
- **Bible memory journal.** Continue to add the Luke 8:4-8 memory work to the journals. Explain that in the next two lessons the class will learn the meaning of the parable. You may want to supply students with stickers that relate to gardening. They may enjoy using these to decorate the borders of their memory verse.

Your King Is Coming

The people of Jerusalem were excited. The rabbi Jesus was on his way from Galilee. He was coming to Jerusalem for the great feast of Passover, and a crowd of people was following him.

Some people wanted to make Jesus king. They believed he was God’s anointed ruler—the Messiah promised by God. This teacher, Jesus, had shown the power of God by healing the sick and driving out demons. He had opened the eyes of the blind and the ears of the deaf. He had even raised a man from the dead.

Perhaps, said the people, Jesus was the one the ancient prophets had said would come. Perhaps he was the leader who would save them from their enemies. Maybe he would drive out the Romans and set up the kingdom of God. Maybe he would be a great warrior like the ancient king, David.

As the people talked, Jesus and his disciples arrived at the towns of Bethphage and Bethany. They stood at the foot of the Mount of Olives, just outside Jerusalem.

Jesus sent two of his disciples ahead. “Go into the village you see over there,” he told them. “When you enter, you’ll find a young donkey tied up, one that no one has ever ridden. Untie it and bring it here. If anyone asks you why you’re taking it, just say, ‘The teacher needs it and will send it right back.’”

The disciples went to the village and found everything just as Jesus had said. The donkey was tied next to a doorway in the street. As they were untying it, some of the men standing there asked, “What are you doing? Why are you untying that colt?”

The disciples answered as Jesus had told them, then took the donkey back to him. Some of the followers spread their coats on the donkey’s back, and Jesus sat on it.

The words of the ancient prophet, Zechariah, were coming true. He said, “Don’t be afraid, daughter of Zion. Look! Your king is coming to you! He is humble and riding on a donkey, on a colt, the foal of a donkey.”

Jesus was coming to Zion (a nickname for



the city of Jerusalem), entering the city as a king. But he wasn’t the kind of king the people were expecting. Only later would people understand why Jesus came as a humble servant. Only later would they understand why he suffered, and who he really was.

As Jesus rode into the city, many people spread their coats on the road in front of him. Others spread branches they had cut from palm trees. When he reached the place where the road came down from the Mount of Olives, the crowd of his followers burst into song. They were so full of joy, they sang a loud song of praise to God.

“Long live the king!” shouted the people who walked in front of him.

“Hosanna!” cried the people walking behind him.

“God save him!” they all shouted. “God bless the coming kingdom of our ancestor, David! Hosanna! Glory to God in the highest heaven!”

Some religious leaders from Jerusalem heard these shouts and were annoyed. “Teacher,” they called to Jesus. “Tell your followers to be quiet!”

“I tell you the truth,” answered Jesus. “If my disciples keep quiet, the stones will shout!”

As he came near to the city, Jesus looked at it and cried. “O Jerusalem!” he said. “If only you understood the message of peace! But it is hidden from your eyes. The time is coming when enemies will surround this city, and your people will suffer—all because you did not recognize the time when God himself visited you!”

Were You There?

Traditional

F C7 Dm C7 F B^b F

Were you there when they cru - ci - fied my Lord? _____

Detailed description: This system shows the first line of music. The treble clef staff has a melody starting on a half note F, followed by quarter notes G, A, B, and C. The bass clef staff provides accompaniment with chords. The lyrics are 'Were you there when they cru - ci - fied my Lord?' with a blank line for a vocal flourish.

F Dm C F C F B^b F C7 F

Were you there when they cru - ci - fied my Lord? OI _____

Detailed description: This system shows the second line of music. The treble clef staff continues the melody with notes G, A, B, and C. The bass clef staff continues the accompaniment. The lyrics are 'Were you there when they cru - ci - fied my Lord? OI' with a blank line for a vocal flourish.

B^b F Am C7 Dm Gm B^b F

Some-times it caus - es me to trem - ble, trem - ble, trem - ble. _____

Detailed description: This system shows the third line of music. The treble clef staff has a melody starting on a half note B^b, followed by quarter notes C, D, E, and F. The bass clef staff provides accompaniment with chords. The lyrics are 'Some-times it caus - es me to trem - ble, trem - ble, trem - ble.' with a blank line for a vocal flourish.

Dm B^b F C7 Dm C7 F

Were you there when they cru - ci - fied my Lord? _____

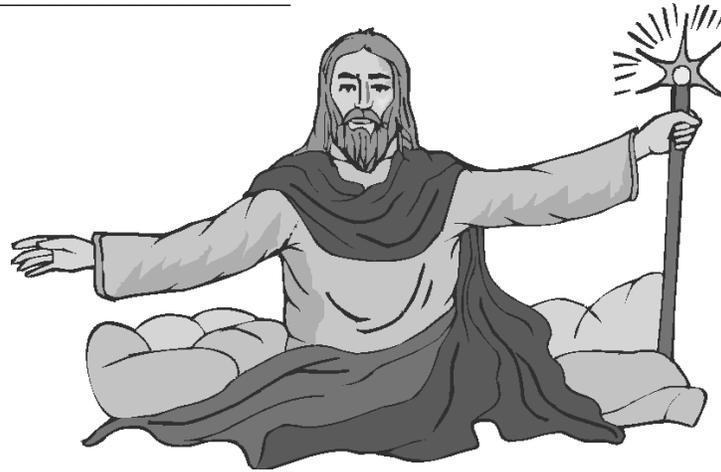
Detailed description: This system shows the fourth line of music. The treble clef staff has a melody starting on a half note Dm, followed by quarter notes E, F, and G. The bass clef staff provides accompaniment with chords. The lyrics are 'Were you there when they cru - ci - fied my Lord?' with a blank line for a vocal flourish.

2 they nailed him to the tree . . .

3 they laid him in the tomb . . .

4 he rose up from the grave . . .

Name _____



King of Kings Code Breaker

Use the code below to answer the questions.

I	✱	H	❖	T	✓	E	▲
S	◐	N	⊗	D	○	F	⊕
A	◆	J	✱	Z	■	R	†
C	✱	O	⊕	B	⊗	Y	★
W	♣	L	✕	U	‡		

1. What did Jesus say before he died?

✱ ✓ ✱ ◐ ⊕ ✱ ⊗ ✱ ◐ ❖ ▲ ○

2. Who prophesied of a king riding on a donkey?

■ ▲ ✱ ❖ ◆ † ✱ ◆ ❖

3. What did Judas do with a kiss?

⊗ ▲ ✓ † ◆ ★ ▲ ○ ✱ ▲ ◐ ‡ ◐

4. What will happen if Jesus' disciples keep quiet?

✓ ❖ ▲ ◐ ✓ ⊕ ⊗ ▲ ◐ ♣ ✱ ✕ ✕ ◐ ❖ ⊕ ‡ ✓

The Coming of the Messiah

LESSON 3: SEEDS OF GOD’S LOVE, PART 1

Objective

Using the parable of the sower, students will recognize that sowing seeds of love helps people receive God’s message.

Key Concepts

- God wants us to sow seeds of love in the name of Jesus.
- When we let the seeds of God’s love grow in us, we can change and grow as members of God’s family.
- The kingdom of God spreads to many people as we share God’s love.

Texts: Luke 8:1-15; Luke 13:20-21

Estimated Lesson Time: 45 minutes

Materials

- Bible
- Pitcher of water, packet of Kool Aid (presweetened), drinking glass
- Books: *The Parable of the Sower* by Helen Caswell; *The Mountain that Loved a Bird* by Alice McLerran and Eric Carle
- “Seeds of God’s Love” activity sheet (p. 224)
- For Extend the Lesson, option one: 8½- x 11-inch paper, glue, fasteners to make class book (key rings, yarn, or staples)
- For Extend the Lesson, option two: sunflower seeds, sesame seeds, raisins, chocolate chips, peanuts (or other snack foods), small plastic baggies

Teacher Preparation

- Practice the Kool Aid illustration for Introducing the Lesson.
- Make copies of the “Seeds of God’s Love” activity sheet, one per student

INTRODUCING THE LESSON

Kool Aid and the parable of the sower. To illustrate the parable of the sower, get out the pitcher of water, packet of Kool Aid, and drinking glass. Begin by saying, “All of you have heard of Kool Aid, and you probably know that all you need is Kool Aid and water to make a delicious drink.” Then follow these steps:

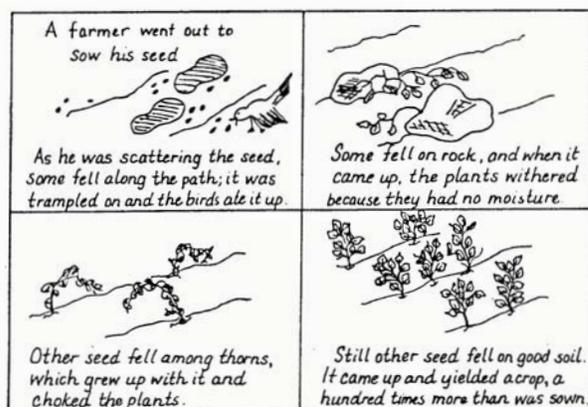
- Pour water in glass, sip it and say: “I have water and I have Kool Aid, but the water still tastes the same.” (*The Kool Aid is the Word of God and we are the pitchers. Without coming in contact with the Word, the message means nothing.*)
- “But that’s because I haven’t put them together. So now I’ll add the Kool Aid to the water (drop unopened package into water). Now I stir it. But it still tastes like water.” (*It is possible to hear the Word of God and not be changed.*)
- “Let’s try again. (Take out package, open it, dump contents into water. Stir. “Now it looks like we’re getting somewhere. We have what looks like a delicious, refreshing drink. Now, what if I spilled it all?” (*This would be like knowing we need to change but are afraid to do anything about it, or to trust in God.*)

- “Only when the Kool Aid and water are mixed and stay in the glass am I able to taste a delicious drink.” *(When the Kool Aid was made correctly and drunk, it fulfilled its purpose. When we receive the Word of God and believe it, it changes us and fulfills its purpose.)*

LESSON STEPS

1. Read *Parable of the Sower* by Helen Caswell, *OR* read the parable from Luke 8:1-15.

2. Do the “Seeds of God’s Love” activity sheet from page 224. Students will answer the questions and then create an illustrated story. Fold the activity sheet in half, placing short edges together. Crease. Make another vertical fold to create four panels. Have children make a series of four pictures to illustrate the parable of the sower and write a sentence description on each panel. (See sample below.)



Answers to activity sheet:

1. B
2. D
3. A
4. C
5. The seed is the Word.
6. The good soil.

3. Read *The Mountain that Loved a Bird* by Alice McLerran and Eric Carle, then discuss it. The seeds dropped by the bird made a tremendous impact on the mountain. These seeds planted by the bird certainly gave new life to the mountain. How can we sow seeds of love and kindness to others? Can seeds of love and kindness that we share give new life to others?

EXTEND THE LESSON

(These activities will extend the lesson to longer than 45 minutes.)

- **Make a class book** of sowing seeds of love and kindness to others. Have each student write and illustrate an 8½- x 11-inch page showing how he/she can sow seeds of love and kindness to others. Glue pairs of pages back to back and then assemble them into a book. Bind pages together with key rings, yarn, or staples. Give the book a title as a class.

- **Sow seeds of love.** Make a gorp mix including sesame seeds, sunflower seeds, and other ingredients such as chocolate chips, raisins, peanuts, or anything else that would taste good. (Check ahead about food allergies and substitute ingredients if necessary.) Put the mix into small snack baggies to share with another class.

Name _____

Seeds of God's Love

Directions: Match the place where the farmer's seed landed to what happened to it.

- | | |
|-----------------------------------|---|
| _____ 1. Some landed on the path. | A. It grew up, but was choked out. |
| _____ 2. Some landed on rocks. | B. It got trampled and birds ate it. |
| _____ 3. Some fell among thorns. | C. It yielded a good crop. |
| _____ 4. Some fell on good soil. | D. It withered, because it had no moisture. |



Directions: Write the answers.

5. In the parable of the sower, what symbolizes the Word of God?

6. In the parable of the sower, what symbolizes people who hear God's Word and want to live according to it?

Directions: Use the back of this paper to make a picture story. Fold the paper in half, placing short edges together. Crease. Make another vertical fold. You will have four sections. Make four pictures in the sections to illustrate the parable of the sower. Write a sentence description for each picture.

The Coming of the Messiah

LESSON 4: SEEDS OF GOD’S LOVE, PART 2

Objective

Using the parable of the sower, students will recognize that sowing seeds of love helps people receive God’s message.

Key Concepts

- God wants us to sow seeds of love in the name of Jesus.
- When we let the seeds of God’s love grow in us, we can change and grow as members of God’s family.
- The kingdom of God spreads to many people as we share God’s love.

Texts: Luke 8:1-15; Luke 13:20-21

Estimated Lesson Time: 45 minutes

Materials

- Bibles
- Yeast, sugar, glass cup, warm water, wooden spoon
- *The Quarreling Book* by Charlotte Zolotow
- For Extend the Lesson, option one: “Sowing Seeds of Love” crossword puzzle (p. 227)
- For Extend the Lesson, option two: Bible memory journals, crayons/markers, stickers
- For Extend the Lesson, option three: “The Coming of the Messiah” unit review (pp. 228-229)

Teacher Preparation

- If using Extend the Lesson, option one, make one copy of the crossword puzzle per student.
- If using Extend the Lesson, option three, make copies of the unit review, one per student.

INTRODUCING THE LESSON

Yeast and the kingdom of heaven. The kingdom of God spreads to many people as we share God’s love. This is comparable to yeast working in yeast breads. Explain to students that in the following activities they will compare yeast with the kingdom of heaven.

LESSON STEPS

1. Thinking about yeast. As a class, write a list of everything students know about yeast. Then sprinkle a packet or tablespoon of yeast in warm water and add a teaspoon of sugar. Stir and watch what happens. What new descriptions could you add to your list describing yeast? What does yeast do when it is put in a bread recipe?

2. The parable of the yeast. Ask students to find and read the parable of the yeast in their Bibles (Luke 13:20-21). The kingdom of heaven means God’s kingdom or God’s family.

3. Discuss the parable. Ask: What did Jesus mean when he said, “The kingdom of heaven is like yeast?” Include this idea: Just as yeast grows in bread, so God’s family continues to grow as people hear and respond to God’s love.

4. Read *The Quarreling Book*. Describe how each person’s actions affected others. Ask, “Has anything like this ever happened in your family?” Invite children to share incidents. Then have them write family experiences in a journal entry.

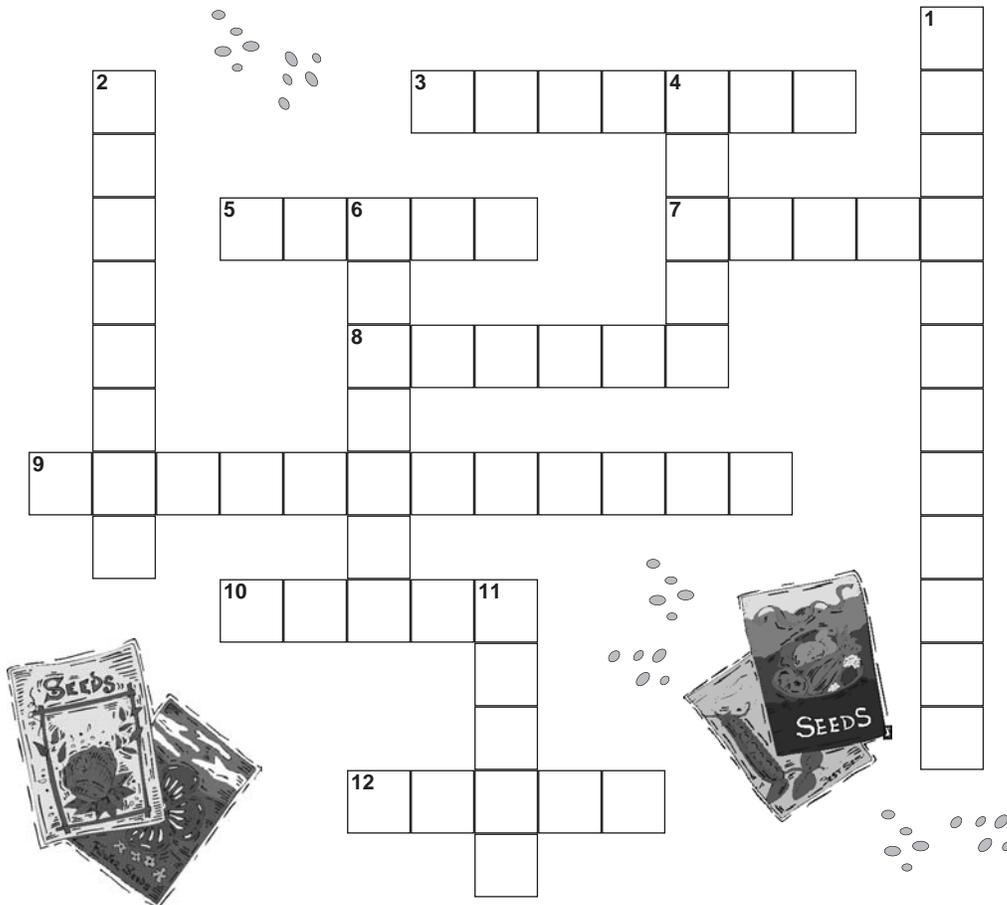
EXTEND THE LESSON

(These activities will extend the lesson to longer than 45 minutes.)

- **Complete the crossword puzzle**, “Sowing Seeds of Love” (p. 227). **Answers:** (Across) 3. parable; 5. yeast; 7. rocks; 8. thorns; 9. Kingdom of God; 10. Jesus. (Down) 1. perseverance; 2. good soil; 4. birds; 6. actions; 11. sower.
- **Bible memory journals.** Finish adding the meaning of the parable to the Bible memory work journals (Luke 8:11-15).
- **Complete the unit review** from pages 228-229. You may use this as an assessment, if you wish.

Name _____

Sowing Seeds of Love



Choose from these words to fill in the crossword puzzle:

ACTIONS
BIRDS
GOOD SOIL
JESUS

KINGDOM OF GOD
PARABLE
PERSEVERANCE
ROCKS

SEEDS
SOWER
THORNS
YEAST

Across

3. A story with a meaning
5. It makes bread rise.
7. They make the plants wither.
8. They choke the plants.
9. It is like yeast.
10. He told parables.

Down

1. What produces a crop?
2. It yields a crop.
4. What ate the seeds?
6. Our _____ affect others.
11. Someone who plants seeds.

Name _____

Unit 8 Review

The Coming of the Messiah



Directions: Circle the correct answers to the questions.

1. Zechariah learned that he would be having a son from:
 - a. a dream
 - b. an angel
 - c. a priest
2. Zechariah was told to name his son:
 - a. John
 - b. Moses
 - c. Matthew
3. John the Baptist lived in:
 - a. the wilderness
 - b. the Sinai Desert
 - c. the temple of God
4. John called the people to repent. *Repent* means to:
 - a. give food and clothing to the poor
 - b. be baptized
 - c. be sorry for the wrong you have done
5. When Jesus came and asked John to baptize him, John:
 - a. took him into the water
 - b. listened to the voice from heaven
 - c. told Jesus to baptize him instead
6. When Jesus was baptized, a dove rested on him and a voice from heaven said, "This is my _____ whom I love; with him I am well pleased."
 - a. Promised One
 - b. Son
 - c. Savior

Directions: Answer the following question with a sentence.

7. When someone decides to follow Jesus in all of life, why might that person want to be baptized with water?

8. Number the events from 1-8, in order of how they happened.

_____ Peter denied knowing Jesus three times.

_____ Jesus said, "It is finished."

_____ People shouted praises to God as Jesus rode through Zion.

_____ Jesus sent two disciples to find a young colt for him to ride.

_____ Zechariah prophesied of a king riding on a donkey.

_____ Pilate wanted to release Jesus, but the people wanted Barabbas released.

_____ Judas betrayed Jesus with a kiss.

_____ Jesus carried his cross to the Place of the Skull and was crucified.

Directions: Put a T if the sentence is true and an F if the sentence is false.

_____ 9. Mary Magdalene saw a gardener taking Jesus' body.

_____ 10. The disciples hurried to roll back the stone to look for Jesus.

_____ 11. Mary saw two angels sitting in the tomb.

_____ 12. Mary Magdalene did not recognize Jesus right away.

Directions: Answer each of these questions with a sentence.

13. What does the resurrection of Jesus mean to all people?

14. In Jesus' parable of the sower, what does the seed stand for?

15. In the parable of the sower, what does the good soil stand for?

The Coming of the Messiah—Answer Key

1. b, an angel
2. a, John
3. a, the wilderness
4. c, be sorry for the wrong you have done
5. c, told Jesus to baptize him instead
6. b, Son

7. When someone decides to follow Jesus in all of life, why might that person want to be baptized with water? *Answers will vary, but could include any of the following: baptism shows repentance, belonging to God, choosing to be a child of God.*

8.
 - (1) Zechariah prophesied of a king riding on a donkey.
 - (2) Jesus sent two disciples to find a young colt for him to ride.
 - (3) People shouted praises to God as Jesus rode through Zion.
 - (4) Judas betrayed Jesus with a kiss.
 - (5) Peter denied knowing Jesus three times.
 - (6) Pilate wanted to release Jesus, but the people wanted Barabbas released.
 - (7) Jesus carried his cross to the Place of the Skull and was crucified.
 - (8) Jesus said, "It is finished."

9. F
10. F
11. T
12. T

13. What does the resurrection of Jesus mean to all people? *If we accept his salvation, we can live in heaven with Jesus when we die.*
14. In Jesus' parable of the sower, what does the seed stand for? *The seed stands for the Word of God.*
15. In the parable of the sower, what does the good soil stand for? *The good soil stands for people who hear the Word of God and want to live according to it.*