

Adventure Number 51

Daniel 2

Time Line: Between the Old and New Testaments, a lot changed.



1) Study the Lesson (before class)

- Between the Old and New Testaments, the role of the local synagogue greatly increased.
- Between the Old and New Testaments, the language changed. The Jewish people now spoke Aramaic which was similar to their old language, Hebrew.
- Between the Old and New Testaments, a Greek translation of the Old Testament was made. The Greek version is called the Septuagint.
- Between the Old and New Testaments, a very strict sect of the Jews resisted the influence of the Greek and Roman cultures. They were called Pharisees. They accepted the authority of the Old Testament Scriptures as well as their oral traditions.
- Between the Old and New Testaments, another group of Jews became popular. They accepted only the books of Moses as authoritative and were much less resistant to Greek and Roman cultures. They were called Sadducees.
- Between the Old and New Testaments, there arose a group of Jewish enthusiasts who refused to pay taxes to Rome. They were called Zealots. Many were violent and murdered Jews who were loyal to Rome.
- Between the Old and New Testaments, a council called the Sanhedrin, now ruled the Jews as much as non-Jewish authorities would allow.
- Between the Old and New Testaments, crucifixion as a form of execution became popular under the Roman government. Other nations had used crucifixion, but now it was heavily used in the Roman empire.

Teacher Helps

The teacher's guide is divided into five key segments. Each part of the teaching process is important and all five should be followed for effective teaching. Chronological Bible teaching is a great way to evangelize and disciple children. As children come to know the stories of the Bible, they will understand the God of the Bible and how to respond to Him by faith.

Each of the five steps to teaching these lessons is a vital part of the lesson. Preparation before the lesson is extremely important and takes place in the days leading up to class. Then when class time starts, introduce the lesson with ideas or methods that will encourage students to become involved in the learning process. Teaching the story will take on several forms: through telling, through singing, through Scripture memory, and through activity. Be sure to review the lesson as well as previous lessons. Last, and probably most important, give your class something to apply or live out as a result of the lesson.



2) Begin the Lesson

Let's review the time line of the Old Testament.

- In order, what are these eras or time periods? (Beginnings of the World, Beginnings of a Nation, Possessing the Land, United Kingdom, Divided Kingdom, Taken from Home, Return to Home)
- Who are some of the people that we met in each time period?
 - 1) Beginnings of the World: Adam and Eve, Lucifer, Cain, and Abel, Noah, and pagan worshippers
 - 2) Beginnings of a Nation: Abraham, Sarah, Isaac, Rebekah, Jacob, Joseph, Moses, and Pharaoh
 - 3) Possessing the Land: Joshua, Gideon, and Samuel
 - 4) United Kingdom: Saul and David
 - 5) Divided Kingdom: Jeroboam, Elijah, and Elisha
 - 6) Taken from Home: Jeremiah, Daniel, and Ezekiel
 - 7) Return to Home: Ezra and Nehemiah
- What are some of the main themes from each of the eras?
 - 1) Beginnings of the World: God is powerful. People are to be His special friends. Sin entered the world. God punished sin.
 - 2) Beginnings of a Nation: God made special promises. God delivered His people from slavery.
 - 3) Possessing the Land: With God's help, the Jews entered the Promised Land. Israel failed to be loyal to God and God punished them.
 - 4) United Kingdom: God chose David to be a special king. God will one day appoint a man to be King forever.
 - 5) Divided Kingdom: The sins of Solomon led to the division of the nation.
 - 6) Taken from Home: God sent the Jews to Assyria and Babylon because of their disobedience.
 - 7) Return to Home: The Jews were allowed to return to Jerusalem to build the temple and rebuild the walls.

Teacher Helps

Begin the Lesson Activity: Ball Toss

Gather your class of children in a circle with a small ball. Have children take turns rolling the ball gently to each other. When a child catches the ball, have each child answer one part of the question. At this point, do not correct children if they give a wrong answer. Let each child participate that wants to and then roll the ball to another person in the class for the next question.



3) Teach the Lesson

What are some of the changes that have happened in your country over the last 100 years?

What are some of the changes that have happened in your country over the last 400 years?



Tell the Story

Teacher Helps

The Jews were now back in their homeland. They were comfortable in their own homes. They did not have to live under the customs of other people from foreign countries anymore. The temple was rebuilt so that they could worship their Almighty God. The walls around Jerusalem were rebuilt and they had protection from intruders. There was anticipation that the promised King, the Messiah, would come. Many thought He would come as a victorious King, not a humble servant.

But 400 years went by and the King did not come. There were a lot of changes, but no King. So, over the course of this time, the language changed, the rulers changed, the method of worship in local synagogues changed, and the Jewish authorities changed. There was a new copy of the Scriptures that was translated in Egypt so that many people could read the Scriptures with their new language. Do not think that the Old Testament ended and immediately the New Testament began without any changes. Oh yes, there were lots of changes: politically, religiously, and even socially.

In the days of Daniel, he wrote about a vision of a kingdom. It was a dream that was given by God to King Nebuchadnezzar and Daniel was able to interpret that dream. The first kingdom was a gold head and represented the nation of Babylon. The second kingdom was represented by silver arms and chest and represented the Medo-Persian empire. The third kingdom was the Greek empire portrayed by a bronze belly and thighs. The last kingdom was the Roman empire shown by the iron legs and iron and clay feet.

All those empires had come and gone during this time, except for the Roman empire which was now ruling. God's promises to Daniel about 600 years earlier were coming true. The Babylonians ruled from 612 B.C. until 539 B.C. The Medo-Persians ruled after that from 539 B.C. until 332 B.C. After that came the Greek empire which ruled from 332 B.C. until 63 B.C. Last, the Roman empire succeeded the Greek empire in 63 B.C. and lasted until 476 A.D.

The dream that God had given King Nebuchadnezzar was a reality. God had kept His word, as He always does. The Roman empire was ruling over the Jews now as they looked for their King. They were not looking for a Roman king, they were looking for a Jewish King that would rule the world. Now, God would do another great thing. He would bring that King to the nation.

Tell the Story Activity: Facts About History

If history books are available to the teacher, they will verify the events of this story. Perhaps the teacher could bring a history book or two that would verify the order of these four kingdoms that were prophesied by Daniel six hundred years before the birth of Jesus Christ.



Memory Verse

Daniel 2:44 (ESV) - And in the days of those kings the God of heaven will set up a kingdom that shall never be destroyed.



Praise and Worship

Praise and Worship styles vary greatly around the world. It is the intent of this curriculum that praise and worship songs be selected that best fit the content of this lesson. Recommendations for praise and worship are given and this music can generally be located at www.itunes.com. However, the teacher can feel free to select a similar praise and worship song.

“Give Me Jesus” by Fernando Ortega is recommended for this lesson.



Bible Activity

How Well Can You See?

Bring in a large poster with a picture on it that the kids have not seen before in your class. Have another piece of paper (or cloth) that is large enough to completely cover the poster. Show the covered picture to the class. Ask the kids, **“Who thinks they know what this picture is?”** Let them guess.

Then take a pair of scissors and cut a small hole in the cover paper, about 1 inch in diameter. Ask again, **“Who thinks they know what this picture is?”** Let them guess.

Cut another small hole in a different spot. Ask again, **“Who thinks they know what this picture is?”** Let them guess. Is it easy or hard to tell what the picture looks like when we can only see a small part of it? It is hard, of course. That is how it was for God’s people during these 400 years, and even at the end; they could only see a very small part of the “big picture.” That’s when we have to rely on the things that we know for sure. How can we know for sure what God wants us to do, and what His plans for us are?

He has told us in His Word what He wants us to do and what His plans are.

Teacher Helps

Memory Verse Activity: Around the Class

Have the children sit in a circle while music is playing. Pass around a phrase of the memory verse. When the music stops, whoever is holding the phrase of the memory verse should try to quote the verse. Do this until all phrases are memorized. Then, do the same thing for the whole memory verse.



4) Review the Lesson

Volunteers from the class should list on a board or big piece of paper that everyone can see, the 5 Most Important Things To Know from this lesson.

For instance:

1. Daniel interpreted King Nebuchadnezzar's dream about 600 years before Jesus Christ was born.
2. There were 400 years of silence between the last Old Testament prophet and the birth of Jesus Christ.
3. There were lots of political, religious, and social changes between the end of the Old Testament and the beginning of the New Testament.
4. God always keeps His promises.
5. The Jews were expecting a victorious king, not a humble Servant.



5) Apply the Lesson

Anticipation is like waiting for something you really want. Sometimes, you have to wait a long time. The Jews anticipated or waited a long time for a king. List two or three things that you should be doing while waiting for God to do something special for you.

Time Line: Between the Old and New Testaments, a lot changed.

Teacher Helps

Review Activity: 5 Scribes

Have five different volunteers come to the front of the class to write one of the five most important things to know from this lesson. Ask the class why these are important.

Adventure Number 52

Luke 2:1-14

Matthew 1:1-2 and 18-25

Story Line: God's Son was born. His name was Jesus.



1) Study the Lesson (before class)

- Luke tells us the exact time of Jesus' birth. It was during the reign of Caesar Augustus. Roman emperors were thought to be gods so there is a great contrast between Caesar Augustus and Jesus, Who became a king.
- Jesus Christ is the main character in Matthew's presentation, and the opening verse connected Him back to two great covenants in Jewish history: the Davidic Covenant (2 Samuel 7) and the Abrahamic Covenant (Genesis 12 and 15).
- Both Joseph and Mary were in the royal line of ancestors.
- Jesus was born and placed in a manger, or a place where livestock fed.
- Because there was no room for Mary and Joseph in the hotel, Jesus was most likely born in a cave or a place where animals live.
- The appearance of the angel terrified the shepherds. The angel responded with a very calming message and told them not to be afraid. This was good news of great joy, Christ the Lord was just born.
- Detailing the genealogy of Jesus Christ was one of the most interesting ways that Matthew could begin a book for a Jewish audience. Because a person's family line proved his or her standing as one of God's chosen people, Matthew began by showing that Jesus was a descendant of Abraham, the father of all Jews, and a direct descendant of David, fulfilling Old Testament prophecies about the Messiah's line. The facts of this ancestry were carefully preserved. This is the first of many proofs recorded by Matthew to show that Jesus is the true Messiah.

Teacher Helps

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Timeline:

The Early Life of Jesus Christ



2) Begin the Lesson

Remind the class that you are learning the one story of the Bible. While there are many stories in the Bible, they are linked to one major theme or story in the Bible. It is a story of hope. So, to help your class know that story and be able to put all the lessons together, we are going to review the lessons from the past. Ask, **“What are the main events that we have studied in the Bible?”**

- God always existed and He is very powerful.
- God created the earth and everything in it.
- Lucifer, or Satan, deceived Adam and Eve. They sinned by disobeying God.
- God sent a worldwide flood that killed everybody on the earth. God spared Noah and his family because Noah was a righteous man.
- God made special promises to Abraham.
- Jacob wrestled with the angel of God and got a new name, Israel.
- Through special plagues and deliverance, God led the Israelites out of Egypt.
- God established a moral code called the Ten Commandments that the Israelites were to obey.
- With God’s help, Israel entered the Promised Land.
- God chose David to be king. He will one day send someone to be King forever.
- The kingdom was divided in two because of the sins of Solomon.
- Israel and Judah were exiled to Assyria and Babylon.
- The Jews returned from exile to rebuild the temple and the walls.



3) Teach the Lesson

Jesus Christ was born in a very special way. What are some things that you think you already know about the birth of Jesus?

There may be some misinformation about the birth of Jesus that comes out.

Teacher Helps

Begin the Lesson Activity: The Main Events

Review is a significant part of learning. Twelve events are listed here. Write each event on a slip of paper or poster board and have children put them in chronological order. Let them work together in small teams 2 or 3. Time how long it takes each team to put these events in the right order. Winner gets a prize.



Tell the Story

This is the story of the most miraculous birth in history. It all started when Mary's cousin, Elizabeth, became pregnant when she was very old. The angel of God told Mary about Elizabeth and the angel also told Mary that nothing was impossible with God. Mary travelled from Nazareth in the north to Judah in the south. It was a long journey but when she arrived, she found her cousin six months pregnant. At about this same time, the angel Gabriel appeared to Mary and told her that she would have a son and she should name Him, Jesus. They both praised God and were full of joy. Mary stayed for three months and then went back home.

Well, Mary was engaged to Joseph. Both of them were godly and had a virtuous relationship. When Joseph discovered that Mary was pregnant, Joseph did not want Mary to feel any disgrace so he thought of a plan that would protect Mary and yet he would not marry her since she was pregnant. But, an angel of God told Joseph that Mary was pregnant even though she never slept with any man. It was a very special way that Mary became pregnant. The angel told Joseph that God's Holy Spirit made Mary pregnant. He should name the child "Jesus" because He would save His people from their sins.

The time came for Mary to give birth to her baby. She must have felt very uncomfortable. Joseph and Mary had to make a long trip from Nazareth to Bethlehem. They had to register for a census in Bethlehem. When they got to Bethlehem, they discovered that there was no place for them to stay. All the hotels and hostels were full. That night, the time came for Mary to give birth to Jesus. It was a miraculous birth. Only the farm animals were there. God told some shepherds in nearby fields. A Savior had been born and it was good news for the whole world. A very large choir of angels sang praises to God. The shepherds were terrified but they went into the town of Bethlehem to find this Savior and sure enough, it was just like the angel told them. They found a baby wrapped in a swaddling clothes and lying in a box that cattle and horses ate from. They could not contain themselves. They told everybody about this special baby.

A long time later, scholars from the East came to bring gifts to this baby who was a king. A star led these scholars all the way from the east to this very special baby. They brought special gifts to Jesus as a symbol of their worship. The Messiah had been born. The angels knew it. Mary and Joseph knew it. The shepherds knew it. The scholars knew it. Soon, many people found out about this special baby. Truly, nothing was impossible for God.

Teacher Helps

Tell the Story Activity: Two Gospel Writers Tell the Story

Matthew and Luke tell the story of the birth of Jesus. Read both passages to your class. Discuss:

- What do these passages have in common?
- What is unique to each passage in the Bible?



Memory Verse

Luke 2:11 (ESV) - For unto you is born this day in the city of David a Savior, who is Christ the Lord.



Praise and Worship

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Bible Activity

A Very Special Announcement

Have you ever known a really big secret? A really happy secret? I remember one time being told that our family was going to have another baby! I was so excited, I could hardly wait to tell someone else the happy news! Well, what if you had just been told that a KING had been born!! And you had to decide who would be the very first people to hear about it! Who would you call? (let the children respond) Who do you think God decided to tell first about the birth of His very own Son, Jesus? Another king? The church leaders? The rulers of the government? No! He chose to tell a group of shepherds! Were they considered to be important, powerful people? Not in the eyes of the world. I often wonder if God told the shepherds first to help us understand that a person doesn't have to be rich or powerful in the eyes of this world to be important to Him.

Idea: have the children make signs and posters announcing the birth of Jesus.

Teacher Helps

Bible Memory Activity: Relay Race

Form two teams. Put the memory verse in large letters about ten yards away from the teams. Have children run to the memory verse and read the next word of the verse out loud so that everyone can hear. When each child has read his one word, go back to the team, touch the next person in line, and repeat the process until all words of the verse have been read.

Repeat this until everyone has memorized the verse.



4) Review the Lesson

Divide the class into two teams. Give the teams one minute to write down as many statements as they can about the birth of Jesus. Here are a few ideas:

- Jesus was born during the reign of Caesar Augustus.
- Matthew and Luke are the only two gospel writers that recorded the story of the birth of Jesus.
- Mary and Elizabeth were cousins.
- Joseph and Mary were godly.
- Joseph and Mary travelled to Bethlehem for a census.
- Jesus' first crib was a manger (a box from which horses or cattle ate).



5) Apply the Lesson

The anticipation was over. The arrival of the Messiah was here. When the scholars from the East came, they brought special gifts for the Lord Jesus.

Name one or two special gifts that you could give to someone this week.

Story Line: God's Son was born. His name was Jesus.

Teacher Helps

Review the Lesson Activity: One Minute List

The teacher should give two teams one minute each to list as many facts as they can about the lesson.

After the one minute has passed, compare lists and see who has more facts. Be sure that children remember that you are looking for facts.

Adventure Number 53

Matthew 1:1-16 and Luke 3:23-28

Story Line: The family history of Jesus includes Abraham and David.



1) Study the Lesson (before class)

- In Jewish family history, a linear genealogy shows the connection between a man and an important ancestor.
- An open linear genealogy shows the overall series of generational connections, but skips some generations. If all generations are presented, then the genealogy is closed.
- The word “father” sometimes means grandfather, great-grandfather, or another in-line descendant. The word “son” sometimes means just a descendant.
- The Matthew record was possibly given to trace the lineage of Jesus through Joseph, as his legal son. Luke probably traces the lineage of Jesus through Mary, as her physical son.
- The promises of God were given in the form of a covenant (a contract, or oath). They would be fulfilled through one Man, who must come from Abraham’s line. The genealogy in Matthew proves that Jesus comes from the covenant line. The second significant genealogical element is the relationship to David. Later in Israel’s history God promised to David that the Messiah would come through his family line.
- *“Luke is very careful. He says that Jesus was ‘supposed’ to be the son of Joseph (3:23). He was nothing of the kind. He was the long-awaited ‘seed of the woman’ (Gen. 3:14-15: the first prophecy of Scripture). Joseph, the husband of Mary, seems to have had his adoption of Jesus formally registered in the temple archives. When Joseph married Mary, the regal line through Solomon and the natural line through Nathan were united.”*

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Timeline:

The Early Life of Jesus Christ



2) Begin the Lesson

Lay out a game board for review that looks something like this:

Time Line	Story Line	Songs	Memory Verses
100 points	200 points	300 points	400 points
100 points	200 points	300 points	400 points
100 points	200 points	300 points	400 points
100 points	200 points	300 points	400 points
100 points	200 points	300 points	400 points

Go back for each of the last 10 lessons and let the children name the time line for each lesson (100 points), the story line for each lesson (200 points), the song for each lesson (300 points), and the memory verse for each lesson (400 points).

A prize should be given to the winning team. Usually, competition is a fun thing for the children. So, keep them all involved. Depending on the size of your class, you may want to limit each child to only 1 or 2 answers. The reason for this is that a few children will answer all the questions, if you let them.

There will be a total of 10,000 points, 1000 points for each lesson (100 for the time line, 200 for the story line, 300 for the song, and 400 for the memory verse).



3) Teach the Lesson

How many people can you name in your family genealogy?

How far back can you go?

What do you know about these people?

Jesus was a man born with a lot known about his family history. The records for Jesus' family history went back about 2000 years to Abraham. This lesson will give us some of the details about his family history and why it is so important.

Teacher Helps

Begin the Lesson Activity: Bible Jeopardy

Divide the class evenly into two teams. The teams could be:

- 1) whoever has the most brothers and sisters
- 2) whoever has the fewest brothers and sisters

This game will be continued with the review at end of the lesson.



Tell the Story

Teacher Helps

It all began about 4000 years before Jesus was born. Adam was created and was given the promise of a “Satan crusher.” It was the Bible’s first prophecy. Throughout the next 4000 years, many people were born and lots of generations came and went. However, one family line keenly stands out. It is the family history of Jesus which is tracked all the way back to Adam. Not only was the birth of Jesus Christ a miraculous event, it was a historical event of the greatest magnitude.

Two researchers detail the family history of Jesus Christ. They are Matthew and Luke. Matthew tracks the family history of Jesus through His legal heritage which went all the way back to Abraham. At the same time, the research of Luke led him all the way back to the human origin of Jesus’s family history, Adam.

This tracking of the family history of Jesus shows us the uniqueness of this Jesus. He was tracked by Luke all the way back to Adam. This tracking by Luke included such well known men as Abraham and David. Matthew tracked the legal heritage of Jesus to be a king. He also included Abraham and David. Jesus was uniquely qualified to be the “God-Man.” He was all God yet He was born of a woman. He was all Man yet God the Father was His true Father.

Throughout the years, no one else could make this claim. Jesus Christ had both legal rights to be the expected Messiah and He was also born with the humanity that enabled Him to identify with people like you and me. That is why He is called the “only begotten Son.” He was and is the unique Son of God. There was no one else like Him and there will never be another person like Him. That is why He is unique ... there is no one else like Him! Both Matthew and Luke, through their extensive research, lead us to the conclusion that Jesus Christ is the only One who could be the Savior of the world!

Jesus was called the “son of David.” This meant He was the One promised by God to be the Messiah. Being called the “son of David” meant He had the legal right to be the Messiah, or the Jewish King. His realm of authority was established by God the Father. Many would find fault with this “God-Man.” However, the heavenly Father was well pleased with Him. He was the long awaited “Satan crusher” that was promised 4000 years before His birth. The family history of Jesus Christ is important because it tells us about His unique relatives of many years ago.

Tell the Story Activity: Comparison

Compare Matthew 1:16 with Luke 3:23. What do these verses tell us about the uniqueness of Jesus Christ?

- Matthew 1:16 (ESV)
“And Jacob the father of Joseph the husband of Mary, of whom Jesus was born, who is called Christ.”
- Luke 3:23 (ESV)
“Jesus, when he began his ministry, was about thirty years of age, being the son (as was supposed) of Joseph.”

Luke is very careful to say that Jesus was the “supposed” son of Joseph. Matthew calls Him the Christ.



Memory Verse

Matthew 1:16 (ESV) - And Jacob the father of Joseph the husband of Mary, of whom Jesus was born, who is called Christ.



Praise and Worship

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Bible Activity

The Family History of Jesus

Ahead of time, prepare 13 strips of paper about 1 inch wide and 8 inches long. Write these names on the strips (1 name per piece of paper). Adam, Abraham, Isaac, Jacob, Judah, David, Joseph. On 5 strips of paper, write names of people your children would recognize, such as political figures, sports stars, or celebrities of another kind. The last strip of paper will have the name “Jesus Christ.” Tell the children: **“We are going to make a chain that links Jesus back to His ancestors who lived about 2,000 years earlier than him.”**

The goal is for the children identify the names that are part of the lineage of Jesus, and put them in one group (yes), and the ones that are not in the lineage of Jesus in another group (no). Mix up the papers and pick them up one by one. Read the names and have the kids say either “yes” or “no” for each one. Once they have been separated, then help the kids put them in chronological order (see list above). Loop each strip of paper together to form a chain. Last of all, bring out the paper that says “Jesus Christ”. Jesus is the final link of the chain. Tell about how Jesus is linked all the way back to Adam. You see, God had a plan from the very beginning to bring Jesus to the world to save them (us) from our sin.

Teacher Helps

Memory Verse Activity: The Telephone Game

Memorize this verse using The Telephone Game. Have your class form one line, then whisper into the ear of the first person in line a phrase of this verse, have that person repeat the phrase to the next person. Do this until all have quoted the first phrase. Then do the same thing with the second phrase, the third phrase, and so on until you have memorized the verse.



4) Review the Lesson

Continue your review game for points that you began at the start of the lesson.

- For 100 points, who were the two researchers of Jesus' family history? (Matthew and Luke)
- For 200 points, which writer tracks Jesus' legal right to be the Messiah? (Matthew)
- For 300 points, which writer tracks Jesus' human right to be the Messiah? (Luke)
- For 400 points, what two chapters of the Bible talk about the family history of Jesus? (Matthew 1 and Luke 3)
- Bonus question worth 500 points: What is the theme of this lesson? (The family history of Jesus includes Abraham and David.)



5) Apply the Lesson

Matthew and Luke were researchers. They researched the family history of Jesus. Give children the assignment of reading these verses. Then, after their research, let them decide who these verses are talking about.

- Micah 5:2 (written by Micah)
- Isaiah 53 (written by Isaiah)
- Psalm 22 (written by David)
- Genesis 3:15 (written by Moses)

Story Line: The family history of Jesus includes Abraham and David.

Teacher Helps

Review the Lesson Activity: Bible Jeopardy

This review activity is a continuation of the review game at the beginning of the lesson.

Apply the Lesson Activity: Assignment

Give the children of your class this assignment. It will be the first thing the class does next time they meet.

Adventure Number 54

Matthew 2:1-15 and Luke 2:22-38

Story Line: Early events in the life of Jesus marked Him as a very special Person.



1) Study the Lesson (before class)

- Simeon had been told by God that he would see the consolation of Israel. So, when Jesus was old enough, Mary and Joseph brought Him to the temple. When Simeon saw them, he took the baby Jesus in his arms and blessed Him. Simeon stated that he could now die in peace after this event.
- Anna was an elderly widow, 84-years-old. She had been a widow most of her life. She was called a prophet indicating that she was unusually close to God. She stayed at the temple regularly, worshipping, fasting, and praising God. Similar to Simeon, Anna knew that Jesus was the redemption of Israel. He was the promised Messiah.
- Because Anna and Simeon lived in a culture that valued older people, their prophecies carried even more significance.
- “The Law commanded a young bull or a lamb for parents who could afford such an offering. But the poor were allowed to bring two young birds. Joseph and Mary offered only the sacrifice of the poor.”
- Later, when Jesus was 12-years-old, His mother and father went again to the temple to worship, along with other people. At the temple, He began a highly sophisticated conversation with the scholars of the day in the temple. When His parents left the temple, they did not realize Jesus was not with this large group. Generally, women and children travelled in the front of a large group and men brought up the rear. Jesus could have travelled with either group as a 12-year-old boy.

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Each of the five steps to teaching these lessons is a vital part of the lesson. Preparation before the lesson is extremely important and takes place in the days leading up to class. Then when class time starts, introduce the lesson with ideas or methods that will encourage students to become involved in the learning process. Teaching the story will take on several forms: through telling, through singing, through Scripture memory, and through activity. Be sure to review the lesson as well as previous lessons. Last, and probably most important, give your class something to apply or live out as a result of the lesson.

Timeline:

The Early Life of Jesus Christ



2) Begin the Lesson

One of the goals for review is for children to see the Bible's big story. Today, we want to ask children to give us some of the recurring themes we see so far in that story. For instance, let children volunteer their answers, but you might use the following examples as recurring themes in the Bible's one big story:

God's Amazing Power:

- Creation
- Worldwide Flood
- Red Sea Crossing
- Entering the Promised Land

Animal Substitution:

- Adam and Eve
- Abraham and Isaac on Mount Moriah
- God's Provision for Forgiveness
- The Day of Atonement

Faith that Pleases God:

- Noah
- Abraham
- The Passover
- Ruth and Samuel
- King David

God Punishes Sin:

- Adam and Eve
- Unbelief at Kadesh Barnea
- Saul, Israel's First King
- King Solomon
- The Divided Kingdom

The Unique Person - Jesus Christ

- Prophecies about Jesus
- The Birth of Jesus
- Early Events in the Life of Jesus



3) Teach the Lesson

Matthew and Luke were researchers. They researched the family history of Jesus. As a review from the last lesson, ask kids what they found out about their research into who Micah, Isaiah, David, and Moses were writing about.

- Micah 5:2 (written by Micah)
- Isaiah 53 (written by Isaiah)
- Psalm 22 (written by David)
- Genesis 3:15 (written by Moses)

Teacher Helps

Begin the Lesson Activity: One Big Story

The teacher may want to give the class the topics such as: God's Amazing Power, Animal Substitution, Faith that Pleases God, God Punishes Sin, and the Unique Person - Jesus Christ. Then, let the children tell Biblical examples of those stories that we have previously studied.

The purpose of this activity is for children to see recurring themes in the Bible's one big story.

Teach the Lesson Activity: Assignment

Be sure kids have an opportunity to talk about completing their assignment from last week.



Tell the Story

Teacher Helps

Thirty-three days after Jesus was born, some very exciting events happened. Mary and Joseph travelled a very short distance from Bethlehem to Jerusalem where they went to the temple and made an offering. Mary and Joseph could not afford a sheep for an offering so they brought a pair of doves or pigeons for their offering.

So, when they came into the temple complex with baby Jesus, they were met by an old man. His name was Simeon. Somehow, the Lord had promised him that he would see the consolation of Israel before he died. Everybody knew what that meant ... it meant that he would see the Messiah before he died. The religious leaders of the day were not looking for the Messiah, but Simeon was. When Mary and Joseph came into the temple, they were simply going to bring their offering ... that was it. But, when Simeon met them, everything changed. Simeon recognized that this one-month-old baby was the Messiah. He had to have direct guidance from God to know this. Once Simeon recognized the Messiah, he immediately began praising God. He wrote a psalm in recognition of this event and Simeon even acknowledged that the Messiah would be for all people, not just the Jews. Mary and Joseph were amazed. They had come to the temple to bring an offering and now a complete stranger was recognizing their baby as the long awaited Messiah. Mary and Joseph knew who Jesus was but they didn't know that other people knew this.

The day got even more exciting for Joseph and Mary when an elderly lady named Anna recognized who Jesus was, the Messiah, and she also praised God for this gift from God. The consolation for Israel, the Messiah, had come. After hundreds of years of waiting, the Messiah was now here.

Jesus moved several times in his early life. From Bethlehem, his family moved to Egypt for several years and then they moved back to Nazareth. We don't know anything else about Jesus until he turned twelve-years-old. When he was twelve, His parents returned to the temple. Evidently, there was a large group. When it came time to leave the temple, Joseph and Mary both assumed that Jesus was with them. In those days, when a large group travelled, it was customary for women to go first and then for the men to come at the last. As a twelve-year-old boy, Jesus could have been with either group. So, when Mary and Joseph both realized that their son was not with them, they went back to the temple and found Him reasoning with the scholars of the day. The scholars were quite impressed with this twelve year-old-boy. Mary thought a lot about those early days with her son.

Tell the Story Activity: Tell a Wordless Story

The teacher should tell the class that Simeon and Anna were old and probably had a difficult time moving around. Instead of saying "Simeon" or "Anna," as the teacher tells the story, the teacher should hunch over (maybe with a cane) and let the kids say the name of "Simeon" or "Anna."



Memory Verse

Luke 2:52 (ESV) - And Jesus increased in wisdom and in stature and in favor with God and man.



Praise and Worship

Praise and Worship styles vary greatly around the world. It is the intent of this curriculum that praise and worship songs be selected that best fit the content of this lesson. Recommendations for praise and worship are given and this music can generally be located at www.itunes.com. However, the teacher can feel free to select a similar praise and worship song.

“Give Me Jesus” by Fernando Ortega is recommended for this lesson.



Bible Activity

My Father's Business

Start this activity by asking: **“What is your Father’s business?”** Explain that you want to know how many different careers are represented by our class. Ask for 3 or 4 volunteers to “act out” the career of their fathers. For example, a chef’s child could pretend to be cooking something, a computer specialist could pretend to sit at a desk working on a computer. As the child portrays the career of their father, the other children may try to guess what the career is. When someone correctly identifies the job, ask the child a few questions about their father’s career. Point out that they know more about this career because it is their family. Once all the jobs have been identified, ask this: Who was Jesus’ Father? (God). What is His business? (Teaching others the Bible, healing, loving, etc.) Where would you go to work on God’s business? (to church, or to people that don’t know the truth about God). When Jesus was 12 years old, He went to the Temple to ask questions of the men there that studied the Bible. He was always interested in “His Father’s business!” Let’s think of some things that would please our Heavenly Father and allow for responses. Let’s always be interested in doing our Heavenly Father’s business!

Teacher Helps

Memory Verse Activity: Graffiti

Graffiti can also be used to help children memorize this verse. Write each word of this verse on a separate piece of paper. Then have children put the words in order in groups of 2 or 3. When each group can put the verse together in order, they will probably have this verse memorized.



4) Review the Lesson

Review the lesson by groups and come up with 7 main ideas from this lesson.

- Joseph and Mary enter the temple.
- Joseph and Mary bring an offering of two doves or pigeons.
- Simeon recognizes the baby Jesus as the Messiah.
- Simeon praises God with a psalm.
- Anna recognizes the baby Jesus as the consolation of Israel.
- Jesus goes to the temple.
- Jesus remains at the temple to talk to the scholars of the day.



5) Apply the Lesson

The teacher should tell the class, **“Your family history is very important. You may not think that it is, but it is. The family history of Jesus goes back over 4,000 years. What is most impressive about that to you?”**

Tell one or two people what you know about the family history of Jesus. One way to do that would be to ask a friend or family member how many relatives they can name. Then, ask them how many family members of Jesus they could name.”

Story Line: Early events in the life of Jesus marked Him as a very special Person.

Teacher Helps

Review the Lesson Activity: Scripture Search

The teacher should have the class break up into groups of 2 or 3. Have each group of 2 or 3 write down or talk about the 7 main ideas in the lesson which are listed to your left. For younger children, or non-readers, the teacher should help them.