

405 – Lessons 8, 9

Facing the Music

LESSON 8 (Pages 22-24)



“He that covereth his sins shall not prosper: but whoso confesseth and forsaketh them shall have mercy” (Proverbs 28:13).

Objectives: The student will—

- work with the meaning of the glossary words
- guess the meaning of a figure of speech
- proofread for grammatical errors
- evaluate actions of story characters as being right or wrong according to the Bible
- give reasons for story characters’ actions
- discover from the story one thing that everyone finds hard to do

A boy, after hearing a story about five boys who faced the music, decides he needs to face the music too.

LESSON 9 (Pages 25-27)

Objectives: The student will—

- infer facts not stated
- evaluate statements to discern the true one
- recognize the results of covering wrongdoing
- recognize the results of confessing wrongdoing
- review the Section 2 glossary words
- learn and recite the story verse

Lesson Leads

- Call on different pupils to read the parts spoken by the boys, imitating their street lingo. Also impersonate the postmaster.
- Picture for the class the life of children in many cities where the street is the only handy place to play—what games would they invent?
- Keep the children aware of the basic story that is the framework of the longer story.
- Discuss the accident and its several angles, making an everyday application to each.

405-9, 10: Facing the Music; Quiz 2

- a. The first impulse of the boys was to run and thus avoid being blamed for the accident. *Pretending innocence or ignorance is the natural temptation whenever we have done something wrong, whether accidental or intentional.*
- b. The spilled letters, the broken lock, and the upset box were all consequences of the accident. *Accidents and deliberate misdeeds usually have more than one repercussion.*
- c. The suggestion to leave their names, at first sounded like a willingness to take the blame. But they admitted it really wasn't quite honest because they were pretty sure the postmaster couldn't catch them. *Making someone else responsible for finding us and proving our guilt is not honest.*
- d. The hardest but only completely right thing to do was what the boys did—go to the one in authority immediately and tell him everything they had done without making excuses or hiding anything. *Instantly reporting to teacher or parents the unfortunate result of a thoughtless deed is difficult, but the only honest thing to do.*
- e. Though the knocked-over mailbox was an accident, should the boys have been using it for their game? *The property of others in public places is not ours to play with or to use in any way we choose.*

Optional Activity

Instead of each child drawing a landscape for No. 21, do one on a large sheet of paper on the wall, letting all the children work on it.

The Story Verse

Make sure your pupils realize the difference between confessing sin and simply admitting it when confronted. Confessing and forsaking shows true sorrow. Telling the truth when questioned shows a fear of lying, but not necessarily a sorrow for the deed.

Lil' Buddy and his friends were praised instead of punished because they confessed what they had done even before the postmaster knew anything had happened.

Achan received no mercy because he covered his sin without any intention of confessing it. It did him no good to admit his guilt after being caught.

LESSON 10 (Pages 28; 47, 48)

405 – Quiz 2

The quiz tests concepts taught in Sections 1 and 2 of the LightUnit.

405 — Section 3

405 – Lessons 11, 12

Grandma’s Memory Table

LESSON 11 (Pages 29-31)



*“Remember the days of old, consider the years of many generations”
(Deuteronomy 32:7).*

Objectives: The student will—

- use the glossary words in several ways
- show understanding of main idea and summary
- state a personal lesson learned from the story
- demonstrate understanding of figures of speech and similes
- review personification

Shanna figures out a way to bring a spot of happiness into her aging grandma’s life.

LESSON 12 (Pages 32-34)

Objectives: The student will—

- identify degrees of importance
- match synonymous ideas
- write lessons taught by several Bible stories
- write about a pleasant or unpleasant experience
- learn and recite the story verse

Lesson Leads

- Have students scan the story for the place where Shanna began to sympathize with Grandma rather than criticize her.
- Have the children suggest reasons why Shanna’s grandma had come to live with them when she really didn’t want to.
- Discuss why Shanna thought Grandma should be glad she didn’t have to keep house anymore.
- Help the pupils visualize Grandma’s first home, making correct inferences from details given.

405-12: Grandma's Memory Table

- Enlarge on the concept that our analysis of a person or situation may be entirely wrong; that often we would feel pity instead of irritation if we knew how another person viewed his situation.
- When Shanna put her mind to helping Grandma, she soon found a way to do it. Make everyday applications of this principle.

The Story Verse

In this discussion impress on your students the gratitude we should feel for the contributions people in the past have made that have brought us to the present.

The “days of old” and “years of many generations” encompass an overwhelming amount of information. You will need to select which of the following you have time to focus on:

- The preservation of the Bible—printing press
- Christian missionaries and martyrs
- Migration to the Western Hemisphere
- Writers of the Constitution that provides for the freedoms we enjoy
- The Christian school movement
- Science, inventions, history, government, and agriculture are other fields which offer a wealth of contributions from “days of old” and “years of many generations” which you could help your students remember.

405 – Lessons 13, 14

Not Worth a Quarrel

LESSON 13 (Pages 34-37)



“Why do ye not rather take wrong? why do ye not rather suffer yourselves to be defrauded?” (1 Corinthians 6:7).

Objectives: The student will—

- learn the pronunciations and meanings of the names in the story
- show understanding of some Biblical terms
- locate the story cities on the map
- plot the journeyings of Isaac

It wasn't fair—Isaac's men dug well after well, but the herdmen of Gerar kept taking them away from him. And Isaac just let them do it.

LESSON 14 (Pages 37-40)

Objectives: The student will—

- make intelligent comparisons between two time eras
- infer facts not stated
- learn a hard truth from the Bible story
- memorize, recite, and show an understanding of the story verse
- review the Section 3 glossary words

Lesson Leads

- Have the class read the story orally. Encourage them to read naturally, watching punctuation, and remembering how to recognize dialogue when there are no quotation marks.
- Identify Isaac as the son of Abraham whom he nearly killed in obedience to God's command, the father of Jacob and Esau, and Joseph's grandfather. Let the pupils supply this information.
- Supply the following background facts from the story in Genesis 26, using the map:
 - Isaac went west into the land of the Philistines because of a famine in his country and because God had forbidden him to go to Egypt (verses 1-3).
 - The Lord blessed Isaac so that he became very rich and powerful with flocks, herds, and a great number of servants (verses 12-13).
 - This made the Philistines jealous and afraid of him. Abimelech asked him to leave (verse 16).

405-14-17: Not Worth a Quarrel; Self Check; Review; LightUnit Test

- Discuss:
 - the actions of the Philistine herdsmen and Isaac’s reaction.
 - the way the Philistines followed him from place to place, waiting till he found water, then taking each well he dug.
 - how Isaac’s servants must have felt toward the Philistines and toward their master.
 - Isaac’s first reaction to Abimelech’s visit showed how the king had felt toward him when he drove him away, yet Isaac didn’t point that out to him.
 - Abimelech pretended he had been a good friend, never harming him, and even doing him good. Isaac didn’t remind him of the wells his herdsmen had stolen. He didn’t ask the king why he needed a promise of peace if they considered him such a good friend.
 - Were the Philistines treating Isaac fairly? Did Isaac eventually get his wells back as a reward for acting so peaceful? Why did Isaac act so weak? Couldn’t he see that giving in so easily just encouraged the Philistines to continue taking advantage of him?
- Emphasize that Isaac acted as he did because it was the godly way to treat enemies. It was the Scriptural way to react to meanness. The wells weren’t worth a quarrel. Abimelech would have gotten angry if Isaac had pointed out that he wasn’t telling the truth. It wasn’t worth a quarrel to have that satisfaction. Instead Isaac made a feast and complied with Abimelech’s request.

Isaac believed and accepted a hard truth: *Life is not fair*. God wants us to treat others fairly, but we won’t always be treated fairly.

Make everyday applications to this truth. Expect to be treated unfairly sometimes. Accepting inequality is God’s way to happiness. Demanding our rights or fighting for our share are perfect ways to start quarrels.

The Story Verse

The Bible does not tell us how to get people to treat us fairly. It does not tell us how to go about getting back what someone stole from us.

It tells us God is the Judge of all the earth who will eventually punish all evildoers. It also tells us that God claims the exclusive right to bring vengeance on anyone. He commands us not to take that right from Him by trying to get even with someone. He commands us to accept wrong treatment and even to let ourselves be cheated out of something.

Warn students that obeying the Lord in this area is extremely difficult because it is directly opposite of what we feel like doing.

LESSONS 15, 16, 17 (Pages 40-43)

405 – Self Check, Review, and LightUnit Test

Photocopy Alternate LightUnit Test 405 from Appendix F if a student needs to retake a test, or if for any other reason you need an alternate test.