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Features of a Bible 9 LightUnit

Scripture Readings

Almost every lesson includes one or several Scripture readings. These readings are not optional. Students will find answers to the questions directly following the readings from the Bible, rather than from their LightUnits. The Bible readings are part of the lesson material the student needs in order to learn the concepts that are later quizzed and tested.

By design, the Scripture readings in many lessons are scattered in several parts throughout the lesson. The Bible readings help provide a step-by-step learning experience, leading the student to personal understanding of the Bible itself, along with the commentary that more fully explains concepts emphasized in the lesson.

KJV Vocabulary

Many words in the KJV are no longer used today, or have different meanings now than they did in the 1600s. Therefore, faulty understandings can be acquired if students read the KJV with little knowledge of how our language has changed since then. The KJV vocabulary lists immediately following most Scripture readings are intended to aid students in understanding what they read. The definitions should help students obtain a fuller understanding of archaic and unfamiliar words and expressions not in common use in the English language today. These words are defined or paraphrased to give students the sense the original translators intended.

Students are not generally required to study these word lists for quizzes or tests. The words are given in the order they appear in the Scripture reading, rather than alphabetically.

The KJV vocabulary lists are specific only to the particular readings listed for the lesson. However, if a KJV vocabulary word has an important spiritual meaning that carries through the Bible (for example, *justification* or *prophecy*), it may be reviewed and tested along with other vocabulary words to be mastered.

Lesson Commentary

Following each Scripture reading and questions that can be answered directly from the Bible, are several paragraphs further explaining and expanding the concepts we want the students to grasp. These commentary sections are followed by more exercises based on the commentary content.

Words to Know

Occasionally a lesson will contain one or more boldface words that are defined in a small box on the same page, sometimes accompanied by their pronunciations. These words are reviewed and often quizzed and tested. Students are expected to study these words and their definitions before the quizzes, Self Check, and LightUnit Test.

Memory Work Focus

For each four-lesson section of a LightUnit, the students are required to memorize and work with a verse or two pertaining to the content of that section. They will be required to write these verses from memory for quizzes and tests.

Day 1—The memory selection is introduced. The student is required to copy it word for word and begin memorizing it. Sometimes questions following this feature help students understand the meaning of what they are memorizing.

Days 2, 3—The student fills in blanks for the memory selection. Sometimes more exercises will help students focus on the meaning of the portion.

Day 4—By Day 4, the student should have the memory work for that section fully mastered. Once again, the student is required to write the verse word for word, preferably from memory.

Review Work

Beginning with Lesson 2 in every LightUnit, a review section at the end of the lesson helps students review and retain the most important concepts from the previous lesson. They may look back at the exercises from the previous lesson to find answers for the review.

Quizzes

Lessons 5 and 10 are quiz lessons. Quizzes 1 and 2 are printed on perforated sheets at the end of each LightUnit. Before the teacher hands a new LightUnit to a student, these quizzes should be removed and stored by the teacher.

The student uses the checklists provided in Lessons 5 and 10 to study for the quizzes. When he is ready, he asks the teacher for the quiz. The teacher takes the student's LightUnit before handing him the quiz. Quizzes should be checked and scored by the teacher. The teacher may or may not choose to use quiz scores as part of the final grade.

Quiz 1 is based on the review sections of Lessons 2-4, plus the regular exercises in Lesson 4. Quiz 2 is based on the review sections of Lessons 6-9, plus the regular exercises in Lesson 9.

Lesson 15, Self Check

Lesson 15 reviews all the review sections from Lessons 2-14, plus the regular exercises in Lesson 14. It also reviews the three memory selections for the LightUnit. Before attempting the Self Check, students are allowed to study it, looking back to find the correct answers, and making sure they know the memory selections by heart. When the student feels he is ready for the Self Check, the teacher initials the circle at the beginning, and the student is on his honor to write answers without looking back in the LightUnit. He will score his work and correct any wrong answers. Studying the corrected Self Check is good preparation for the LightUnit Test, along with studying the review sections and Lesson 14. Teachers may or may not choose to use the Self Check score as part of the final LightUnit grade.

LightUnit Test

We recommend that students be given one day's class period to study for the LightUnit Test, using the check list provided in Lesson 16. The next day, the teacher will administer the test, which should have been removed from the center of the LightUnit at the same time the quizzes were removed. At no time should the student have access to the LightUnit Test until he is ready to take the test, and has handed his LightUnit in to the teacher. The teacher will score the test and find the average grade for the LightUnit, using the score box provided with Lesson 16 in the LightUnit.

A Note About Bible Helps

In many lessons, students will be directed to complete exercises using *Strong's Exhaustive Concordance of the Bible*,* either the paper copy or the electronic copy. They will also need *Baker's Bible Atlas; Revised Edition*.^{*} Ensure that your students are equipped with these helps and that they know how to use them. The first LightUnit in this course contains a two-page explanation about using *Strong's Concordance*, just before page 1. If your students are not familiar with these Bible helps, take time to go through these pages with them before they begin the course.

* Available from *Christian Light Publications*.

Introduction to the Teacher's Guide

Most ninth graders should be able to complete the Scripture readings and the LightUnit exercises with minimal help from the teacher. If a student practices good study habits and thinks for himself, he should not find the exercises and tests difficult. Therefore, this Teacher's Guide is not a handbook for helping students through the LightUnit exercises. Rather, it is meant to provide you, the teacher, with inspiration and ideas for making Bible classes more interesting and worthwhile without taxing your already crowded schedule.

This manual includes the following:

- a daily nugget of inspiration or exposition for the teacher from the Scripture passage the student will be reading
- ideas for memory work practice
- Bible culture insights to help deepen understanding of the Old Testament and the people who lived at that time
- helps for Teacher Check exercises
- more explanation and help for other exercises the student may find difficult.

Before Class

Lesson Objectives

Understanding the main aims of each lesson will help you direct students who have questions or need help in grasping the concepts. Even if you have no time to conduct a class with your students, this feature gives you a general idea of what they are studying.

Scripture Nugget for the Teacher

To be inspiring, the teacher needs to be inspired. For almost every lesson, a verse or two of the Scripture reading is reprinted in this section with explanations, encouragement, or tips for teaching effectively.

Helps for Teaching the Lesson

Point of Contact

This is a suggestion for demonstrating a truth, sparking a discussion, or explaining a hard concept to students. Hopefully, it will whet their appetite for the rest of the lesson.

Scripture Reading

This is the reading the students will be required to do from the Bible. It is not essential that you direct their Bible reading, but you may find that reading the passages aloud with the students and providing some oral discussion improves their understanding of the lesson and keeps you abreast of what they are learning in this course.

Understanding the Reading

This feature gives you one or more suggestions for helping to deepen students' understanding of the reading, or to highlight the important concepts from the reading.

Memory Work Focus

Even if you don't conduct a daily Bible class with your students, plan to spend a few minutes each day reviewing the memory selection with them. Varied suggestions for class practice will liven up the lesson and help students look forward to memorizing Scripture.

Exercise Alert

This feature alerts you to exercises the students may find difficult. It often includes Teacher Check exercises or other exercises where the student will not be able to find a word for word answer in the Bible or in his LightUnit. Instead, he will need to “connect the dots” on his own and come up with logical conclusions based on the concepts he is being taught. Many ninth graders will enjoy the personal challenge of such questions. Others will need your coaching to learn how to think “outside the box.” You, as the teacher,

can help timid, unsure students gain confidence in their ability to answer such questions by not insisting that their answers exactly mirror those in the Answer Key. Give them credit for good thinking whenever they exercise their minds and come up with valid ideas.

For Discussion

Occasionally one or more examples are given to stimulate class discussion in an area that will probably interest ninth graders. Help students see that their Bible knowledge is applicable to many areas of everyday life.

Enrichment

This occasional feature gives you and the students some background information—historical, cultural, geographical, or archaeological—to help enhance students’ understanding of the Scriptures and expand his faith in the validity and relevancy of the Bible.

You may read these items to the students, or you may summarize these facts in your own words. Occasionally, you may wish to provide students with photocopies of this material.

Bible 901

In the Beginning

King Jesus is the primary focus of this course. The goal is to help you see Jesus in the Old Testament as the promised Redeemer who would reconcile men to God and would reign as King in their lives. Even though mankind rejected God by choosing to disobey Him, God planned to redeem us through His Son Jesus.

This first LightUnit begins and ends with Jesus; He is the One through whom the heavens and the earth were created, He is the promised seed of Eve who crushed the deceiver's head, and He is the Redeemer in whom Job fixed his faith and hope.

Although man has free will and the devil is the prince of this world, God is over all and steadily works out His purposes according to "the counsel of his own will" (Ephesians 1:11). Neither man nor Satan can thwart Him. As darkness increases and evil prevails in our day, remember that God is no less sovereign now than He was in the beginning.

Overview

Section 1: Jesus, the Eternal Word

- Lesson 1 – Jesus
- Lesson 2 – How We Got the Scriptures
- Lesson 3 – The Relationship Between the Old and New Testaments
- Lesson 4 – Overview of the Old Testament
- Lesson 5 – Review and Quiz 1

Section 2: Beginnings

- Lesson 6 – Creation
- Lesson 7 – Man
- Lesson 8 – The Fall

- Lesson 9 – The Promise

- Lesson 10 – Review and Quiz 2

Section 3: From Abel to Job

- Lesson 11 – Man's Increasing Wickedness

- Lesson 12 – The Flood to Babel

- Lesson 13 – God and Satan Test Job's Faithfulness

- Lesson 14 – Job and His Friends Learn the Truth

- Lesson 15 – Self Check

- Lesson 16 – LightUnit Test

Section 1: Jesus the Eternal Word

In this section you will realize that something existed even before the beginning. You will meet the eternal One who inhabits eternity. As you scan the horizon of human history, you will discover that Jesus is central to history.

You will also meet the eternal Word and discover He is the Son! King Jesus revealed God and His plan in the Old Testament. That record was preserved over thousands of years. We hope you will learn to treasure the Old Testament even though you live in the New Testament era.

As you study, keep in mind the primary objective of beholding the King, the Son of God. May the yearning of your heart become, “We would see Jesus” (John 12:21).

MEMORY SELECTION FOR SECTION 1

For the prophecy came not in old time by the will of man: but holy men of God spake as they were moved by the Holy Ghost. 2 Peter 1:21

Lesson 1 Jesus

(pages 2–5)

Lesson Objectives

When the student has completed this lesson, he should

- Understand the key concept of this Bible course: to see Jesus in the Old Testament.
- Understand that Jesus is central to Scripture, history, and everything.

Scripture Nugget for the Teacher

“Giving thanks unto the Father . . . who hath delivered us from the power of darkness, and hath translated us into the kingdom of his dear Son: in whom we have redemption through his blood, even the forgiveness of sins” (Colossians 1:12-14).

If you have experienced that miraculous deliverance from darkness and experienced redemption and forgiveness, you can fully embrace the theme of this course. Share with your students your love for the Redeemer and what He has done for you.

Helps for Teaching the Lesson

Point of Contact

Ask for a volunteer to demonstrate the impossibility of stepping back in time from the original Zero Hour. Have him stand with his back pressed against the wall. Have the students imagine that he is standing on Zero Hour, with the events of

time on a time line in front of him. Can he step backwards into “before time”? Of course not. God, however, existed before time, in what we sometimes call “eternity past.”

Scripture Reading: Colossians 1:1-18

It is not essential for you to direct the students' Bible reading, but you may find that reading the passages aloud with the students and providing some oral discussion helps their understanding of the lesson and keeps you abreast of what they are learning in this course.

For Discussion

- From what did God deliver Christians (v. 13)? *(the power of darkness)*
- Into what did God translate, or transfer, Christians (v. 13)? *(the kingdom of His Son)*
- Who is being spoken of in verses 14 and 15? *(Jesus)*
- Explain: Jesus existed long before His mother. *(He was part of the Trinity in eternity past.)*
- Explain: Christ is also an Old Testament person. *(Jesus helped create the world, and God promised in the Old Testament that the Redeemer would come to earth.)*

Memory Work Focus

For the prophecy came not in old time by the will of man: but holy men of God spake as they were moved by the Holy Ghost. 2 Peter 1:21

Understanding the Verse: "The prophecy" could include all of the Old Testament. More specifically, it could mean the prophecies about the coming of the Messiah, Jesus.

- How does this verse refute the false idea that the Bible is merely human invention? *(It states that the Holy Spirit moved men to write it.)*
- What gave men authority to write God's Word? *(God, through His Holy Spirit)*

Memorization Tip: Have the class repeat the memory verse together several times.

Exercise Alert

Exercise 3. The students will need *Strong's Exhaustive Concordance* of the Bible for this exercise. Make sure this study help is provided; either the paper volume or the electronic form can be used. If any student is unfamiliar with this resource and doesn't know how to use it, give some help. Students will be using this resource occasionally throughout the course.

Before Lesson 1, two pages at the beginning of LightUnit 1 give an explanation of *Strong's Exhaustive Concordance* and how to understand and use it. You may find it beneficial to go over these pages with your class before they begin the course.

Exercise 4. You may need to ensure that students know how to find the etymology of a word.

Exercise 12. If students have difficulty with this type of multiple choice question, teach them how to use the process of elimination to find the correct answer. For example, *a* cannot be correct, because Lazarus was in the tomb four days before Jesus resurrected him from the dead.

Enrichment

Note to teacher: In this LightUnit, each Teacher Guide lesson includes information on how we got the Bible, how it was canonized and translated, and how we can be assured of its authenticity. The enrichment material for each lesson builds on the lesson before it. You may choose to share the enrichment material with the students each day, or save it up for the end of each section, perhaps sharing all of it before or after the quizzes and LightUnit Test.

How We Got the Bible, Part 1

God has always communicated with man. He first communicated orally, and His messages and the history of His people passed verbally from generation to generation. Because God wanted His messages kept for all time and for all people, He Himself chose certain men to write them down. For example,

Moses was commissioned to write Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Even though no one has discovered Moses' original handwritten texts, his writings have been preserved. How? Before the original manuscripts disappeared, they were carefully copied and passed down through the generations. God's Word has been preserved as He intended.

Nearly all Old Testament books are in Hebrew, the language of the Israelites. A few portions in the Old Testament are Aramaic, a language similar to Hebrew and commonly used after the Israelites were exiled to Babylon. Aramaic was still used during the time of Jesus, but all of the New Testament was originally written in Greek. Because Greek was a well-known language, the Gospel could be read and understood throughout the entire Mediterranean region.