

Introduction to Bible 9

Course Content

“Behold the King!” is the title and guiding principle for CLE’s Sunrise Bible 9 course, which covers the Old Testament. We prefer “*the* King” over “*Your* King” because Jesus is king of *everything*. In fact, He always was King. He, along with God the Father and the Holy Spirit, created the earth and mankind and gave us life. All of the Old Testament points forward to the Redeemer that God promised to send as soon as man’s relationship with God was marred in the Garden of Eden.

This ninth-grade course teaches students to see the many glimpses of Christ in the Old Testament. The Old Testament was a “schoolmaster” leading to Christ. The Ten Commandments, the Law, the Psalms, and the prophets show us our sinfulness and need of Christ. However, the Scriptures cannot make holy. Only Christ, through His ultimate sacrifice and resurrection, can justify us before God and make us righteous.

This focus on Jesus Christ determined which Old Testament passages and accounts were emphasized in this course. Mostly, the Scripture readings are those that relate directly to the promised Redeemer. Of course, in order to connect the events and writings of the Old Testament, some Scriptures were included to fill in the background of events, make the setting clear, and show how the various books of the Old Testament fit into God’s plan of salvation that was finally revealed fully when He sent His Son to earth to die a human death for us.

We have attempted to build this course in such a way that the student’s heart—not just his intellect—will be engaged. Our goal is that the student who completes this Old Testament study will be led to the character of Christ, the express image of God Himself.

Bible Study Method

We want ninth graders to read the Bible for themselves. Along with the lesson commentary, the Bible is the text to be used in working through the exercises. The Scripture readings are not optional, but integral, to the completion of each lesson. We have based this course on the King James Version of the Bible, but the key concepts are universal in all reliable translations of the Word of God. Nearly every lesson defines archaic, obsolete, or often-misunderstood words and expressions found in the King James Version. It is our desire that students understand what they are reading and apply it to themselves, rather than mindlessly fill in blanks with the “correct religious words.”

In this Old Testament study, the students should be made aware that the Scripture readings skip around some, rather than follow a definite progression from Genesis through Malachi. This is because we have opted to follow the historical chronology of God’s people in the Old Testament, rather than the order in which the books are placed in a standard copy of the Bible.

Course Goals

1. The student will explore the connection between God’s plan in history and the stories, people, places, incidents, and commandments of the Old Testament.
2. The student will clearly see Jesus in the Old Testament, so that his knowledge of Jesus might lead him to become like Jesus.
3. The student will understand that the many parts of the Old Testament create one shadow, which is cast by Christ, the substance of that shadow. “Which are a shadow of things to come; but the body is of Christ” (Colossians 2:17).
4. The student will understand the Law and Ten Commandments as tools to show man his sinfulness and need of Jesus, not as a means to make him holy. The Old Testament Law was a primary way God revealed His character to people.

5. The student will understand that Jesus came to restore man's relationship with God, and ultimately to restore all that was lost in the Fall.
6. The student will be amazed at how our sovereign God works out His purposes through history. This will help him to grow in trust that God does not make mistakes in his life.
7. The student will apply the stories, warnings, and wisdom of the Old Testament to himself.
8. The student will gain knowledge of Old Testament chronology and learn the approximate dates of major events, using the time lines in various lessons.
9. The student will have a proper understanding of the kingdom of God (Matthew 6:33), and develop a passion for it.
10. The student will become intensely aware that central to history is the universal conflict between God and Satan—that Satan is always working to oppose God's people, but God preserves those who are His.
11. The student will gain new knowledge and joy in understanding how “the red thread of salvation” is woven through the entire Bible.
12. The student will gain new appreciation for God's mercy, shown by His persistence in extending mercy to His rebellious people and delivering them time after time when they repented.
13. The student will realize that when God speaks—whether promises of blessings or warnings of judgment—His Word is sure.
14. The student will accept and be able to use the Old Testament as the introduction, foundation, and authority for the revelation of Jesus Christ in the New Testament.

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.