

A BIBLE SURVEY CURRICULUM FOR ALL AGES



BIBLE ORIENTATION

LAW & HISTORY



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BIBLE ORIENTATION: A BIBLE SURVEY CURRICULUM FOR ALL AGES; VOLUME 1: LAW AND HISTORY

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Introduction



GOALS

Grow Bible-smart adults and kids

- People who have a sense of ease and familiarity in using the Bible: reading it and finding information in it.
- People who understand the organization of the Bible: chapter and verse, order of books and categories of books.
- People who know the content of the Bible: main characters and stories, literary genres and themes.

Ultimately, the goal is that students will learn to know God and Jesus Christ, God's only Son, our Savior. And I pray they will continue to read and search the Bible their whole lives.



METHOD

Students use the Bible. To do what?

- Find verses—a lot!

The teacher asks questions and provides references to find answers. References should be assigned to specific students in turn to ensure that everyone participates.


Never locate a verse for a student! Adopt a hands-off policy: do not touch your student's Bible. The teacher may talk students through the process but students must find verses themselves.

- Read the Bible.

Initially students take turns reading out loud to answer questions. After the reading the teacher may give the specific answer or ask the question again to elicit the specific answer from the student.

After students become comfortable reading the Bible aloud, the teacher should encourage silent reading when the answer is straightforward. This will stimulate comprehension of biblical language.

- Find information.

 Worksheets generally should be completed individually, not as a group. Worksheets are opportunities for individuals to find information in the Bible at their own pace, without being hampered or intimidated by classmates. Not every student needs to finish every worksheet. The goal is not to pass a test: the goal is to develop skills.

-  Recite the order of books.

Start **every** class by reciting together from memory the books of the Bible already studied. (Prompts are found at the beginning of each book.) This gathers the attention of the class while reviewing the material. After a few classes, the teacher need not announce the recitation—just start reciting the books and students will join in.

For children, vary the method occasionally. Some possibilities: (1) alternate the boys with the girls, (2) change positions for each category (for example; sit for Law, stand for History, sit for Poetry, etc.) (3) go around the class with each child saying one name, or (4) ask for volunteers for solo recitation.

- Be flexible.

Activities are not equally effective for all ages. Adapt the curriculum for your class. For example, adults enjoy discussing the content of lessons. Try asking questions like “How can we apply this to our lives?” or “What impressed you in this book?” at the end of your adult class.

ORGANIZATION




- *Bible Orientation* is linear, not dated or graded.


This curriculum is appropriate for everyone with minimum grade 2 reading skills. A class hiatus does not require any adjustments. When you resume, simply continue where you left off.

- Start at the beginning and go to the end.


Bible Orientation covers books in the order they are found in the Bible, beginning with Genesis in Volume 1 and ending with Revelation in Volume 4. The order is crucial because lessons are cumulative: History lessons refer to the Law, and Poetry books look back to both History and Law, etc.

- There is a lesson for every book, all 66 of them.

Because Bible books vary in length, so do the lessons. Many lessons incorporate  worksheets and  activities. Some of the worksheets and activities are  optional. Omitting them can help you move along more quickly. *Bible Orientation* is a survey of the entire Bible so you don't want to stay on one book too long.

- All  worksheets have accompanying answer sheets. Some worksheets are designed specifically for the New International Version (NIV) or the New Living Translation (NLT). Version designations are located on the top line of worksheets.

- Both the Old and New Testaments are organized into 5 categories. Do one or more reviews at the end of each category. Children love sword drills but they are optional for adults.

-  Visuals are objects that symbolize the content of each book. These visual aids engage tactile learning and imagination particularly in children. Their use is optional.

FORMAT

Question and Answer

- Teacher's questions and comments are in regular type.

Questions are followed by Bible references for students to find answers. These references consist only of chapter and verse. The book is assumed to be the book under investigation unless otherwise indicated.

To keep the class moving, routinely assign a series of references at one time, one per student. (You will see occasional prompts in the lessons.) This strategy has high efficiency impact on questions with more than one reference and on groups of questions, especially when references are from different chapters. When students have found their verses, ask the question again and repeat the references one at a time to get each answer.


When the same reference is repeated in succession, assign it only once. The same student can answer all questions generated by a single verse. Repeated references not needing to be assigned appear inside parentheses ().

- *Students' answers are in italics.*






A slash indicates whenever the NIV and NLT use different words. NIV words appear first, followed by a second slash and the NLT rendition: / words (NIV)/ words (NLT). Words following (NLT) are found in both versions.


Words in only one version appear inside angle brackets < > with the version indicated: <words (NIV)>.

- Gray boxes incorporate lesson items and provide directions. They are not spoken aloud unless specifically indicated by uppercase words such as “ASK” or “INSTRUCT”.

-  **VISUALS** are named on the right side of the page in bolded upper case at the moment of reveal. Until then the objects are hidden in a bag or box, adding suspense and mystery to your class.

Lists of all visuals for this volume are provided in appendices 1 and 2.

-  NOTES TO TEACHER are instructions for the teacher and are not shared with the class.
- The PREP box at the head of each book outlines all preparation that should be done before class.
 1. Make decisions regarding  optional activities or worksheets. When choosing between worksheets, you may assign different worksheets to different students according to their abilities.
 2. Copy the  worksheet pages cited, 1 copy per student. Choose either the NIV or NLT when worksheets are version specific.
 3. Provide extra materials if they are listed. Sometimes you will see a directive to read instructions or a  Note to Teacher.
 4. Gather  **VISUALS**. Objects must be small enough to fit into a bag or box. Lego and other building kits, craft and dollar stores, toys and ornaments are great sources. Objects are listed for every book but feel free to modify the lists. Visuals are intended to animate Scripture, not to be display-worthy, so do not hesitate to fashion them yourself. Comments in PREP boxes offer ideas for improvising or constructing obscure items.

Visuals are optional but their use or omission should be consistent. For this reason, the  does not accompany “Visuals” in the PREP box.

MATERIALS

- NIV or NLT Bible for each student
(Teaching the class is easier if all students have the same version.)
- Pencils
- On rare occasions colored pencils, paper, scissors and glue

What was the first man's name?

5:1 —*Adam*

What was his wife's name?

3:20 —*Eve*

God gave Adam one rule. What was it?

2:16-17 —*You can eat from every tree except the tree of the knowledge of good and evil.*

What was the punishment for breaking the rule?

2:17 —*you will die*

Who tempted the woman?

3:13 —*the serpent*

What happened?

3:6 —*the woman and her husband ate*

How did this change Adam and Eve's behavior?

3:8 —*they hid from the LORD God*

What will Eve's offspring do to the serpent? Finish this phrase, "He will..."

3:15 —*He will / crush (NIV)/ strike (NLT) your head*

From where were Adam and Eve banished?

3:23 —*Garden of Eden*

This sets the stage for the rest of the Bible.



APPLE

Main Characters in the book of Genesis

Find the name of a main character.

6:9 —*Noah*

What had the earth become?

6:11 —*corrupt and full of violence*

What did God tell Noah to do?

6:14 —*/ make an ark (NIV)/ Build a large boat (NLT)*

Why?

6:17 —*because God will send a flood*

What will the flood destroy?

7:4 —*/ every living creature I have made (NIV)/ all the living things I have created (NLT)*

After the flood, God made a promise called a covenant. What was it?

9:11 —*Never again will a flood destroy the earth.*

What is the sign of this covenant? We can see it.

9:13 —*rainbow*



ACTIVITY: Draw rainbows. (paper, colored pencils)

Find the main character.

22:1 —*Abraham*

What covenant promise did God make to Abraham?

22:17 —*Abraham would have countless descendants.*

What will happen through Abraham's / offspring (NIV)/ descendants (NLT)?

22:18 —*all nations on earth will be blessed*



STAR and SAND



Worksheet Answers: The Twelve Tribes of Israel

Genesis 49

Write the name of the tribes, as revealed in the following verses. HINT: Verse 5 has 2 answers.

Verse 3: Reuben

Verse 5: Simeon Levi

Verse 8: Judah Verse 13: Zebulun

Verse 14: Issachar Verse 16: Dan

Verse 19: Gad Verse 20: Asher

Verse 21: Naphtali Verse 22: Joseph

Verse 27: Benjamin

Bonus: Unscramble these letters to find the names of the 12 tribes again.

TPIANLAH Naphtali IRACASHS Issachar

EBUNER Reuben HSARE Asher

ZULENBU Zebulun EJBMAINN Benjamin

DUHAJ Judah AND Dan

DGA Gad ENSMIO Simeon

EPJHOS Joseph EVIL Levi

Worksheet Answers: The Ten Commandments

Find the commandments in Exodus 20 and number them in order:

#1. Verse 3

#6. Verse 13

#2. Verses 4-5

#7. Verse 14

#3. Verse 7

#8. Verse 15

#4. Verses 8-11

#9. Verse 16

#5. Verse 12

#10. Verse 17

“I am the LORD your God...”

- # 8 Don't take and keep anything that isn't yours.
- # 5 Treat your mom and dad with respect.
- # 7 Don't cheat on your husband or wife.
- # 9 Don't tell lies about other people.
- # 2 Don't make your own gods, because you must not worship anyone or anything except God.
- # 10 Don't want other people's things.
- # 3 Don't say God's name unless you are talking about God or talking to God.
- # 6 Don't kill a person on purpose.
- # 4 Rest on the 7th day because it is the Sabbath, God's holy day.
- # 1 You must have only one God.

Numbers

P
R
E
P



Visuals: Cloud*, fire**, coriander seeds, grapes, snake on a pole, donkey

* Cotton batting glued onto blue paper.

** Cutouts of flame shapes glued together to approximate the cloud shape.



RECITE together the books of the Bible the class has studied:

—*Genesis, Exodus, Leviticus*

When does the Numbers account start?

1:1 —/ *the second year after (NIV)/ A year after (NLT) the Israelites left Egypt*

When does it end?

33:38 —*40 years after the Israelites left Egypt*

The book of Numbers is about the Israelites' journey out of Egypt.

A census of men able to fight is taken.

How many men were counted at the beginning?

1:46 —*603,550*

40 years later, how many men were left?

26:51 —*601,730*

The numbers at the beginning and the end are almost the same.

One tribe was left out of the count. Which one?

1:47 —*Levites*

They were the descendants from Jacob's son Levi.

The Levites wouldn't be in Israel's army because they had a different job. What was it?

1:50 —*They were in charge of the tabernacle.*

They were the worship leaders of the people.

What was the name of the book about worship?

—*Leviticus*

Do you see how that name comes from the word "Levites"?

During their journey, how were the Israelites led?

9:15 —*cloud by day, fire by night*

What did they eat?

11:7 —*manna*²

Who were the main leaders?

12:4 —*Moses, Aaron, Miriam*

Miriam and Aaron were Moses' sister and brother.



CLOUD and FIRE



CORIANDER SEED

2 The story of how manna was provided is found in Exodus 16:4-5. Read it if students don't know the story.

Worksheet Answers: Jesus Quotes from Deuteronomy (NLT)

Fill in chapter and verse numbers.

“You must not test the LORD your God.”

Matthew 4 : 7

Deuteronomy 6 : 16

“Everything you say may [The facts of the case must] be confirmed by [established by the testimony of] two or three witnesses.”

Matthew 18 : 16

Deuteronomy 19 : 15

“You must love the LORD your God with all your heart, all your soul and all your mind [strength].”

Matthew 22 : 37

Deuteronomy 6 : 5

“People do not live by bread alone, but [rather, we live] by every word that comes from the mouth of God [the LORD].”

Matthew 4 : 4

Deuteronomy 8 : 3

“Honor your father and mother.”

Matthew 15 : 4

Deuteronomy 5 : 16

“You must worship [fear] the LORD your God and serve [him] only him.”

Matthew 4 : 10

Deuteronomy 6 : 13

[Deuteronomy words] that change in the Matthew version.

References to check: Matthew 4:4, 4:7, 4:10, 15:4, 18:16, 22:37

Deuteronomy 5:16, 6:5, 6:13, 6:16, 8:3, 19:15



Do ONE of the following:

WORKSHEET: “7 Cycles in Judges.”

WORKSHEET: “Spiral in Judges.”

CROSSWORD: “Name the Judges.”



NOTE TO TEACHER regarding “7 Cycles in Judges:”
Instruct students to begin every cycle with “People sin.”

Stories of the Judges

What kind of a weapon did Shamgar use?

3:31 —*ox goad*



OX GOAD

Who was only woman judge mentioned in the Bible?

4:4 —*Deborah*

To whom did God give the job of leading an army to face Sisera?

4:6 —*Barak*

What condition did Barak put on doing the job?

4:8 —*Deborah had to go with him.*

Deborah agreed to go, but who would get the honor of the victory?

4:9 —*a woman*

What was her name?

4:18 —*Jael*

How did Deborah tell her story?

5:1 —*Deborah and Barak sang a song.*

When God called Gideon, Gideon wasn't sure it actually was God.

What did he ask for?

6:17 —*a sign*

What signs did God give him?

6:20-21 —*fire*

6:37-38 —*wet fleece*

6:39-40 —*fleece again, dry this time*



FLEECE

Look at the size of Gideon's army.

He started with lots of soldiers. God said, “Too many. If soldiers are afraid, they can go home.”

How many went home?



NOTE TO TEACHER: Encourage students to read the verse silently and speak only the answer numbers.

7:3 —*22,000*

How many were left?

(7:3) —*10,000*

Then God directed a test to show who was ready for battle. How many men drank from their hands?

7:6 —*300*



What did Ruth say when Naomi told her to go back to her people and gods?

1:16 —*Where you go, I will go, where you / stay (NIV) / live (NLT) I will / stay (NIV) / live (NLT). Your people and God will be my people and God.*

So who is left in the story?

—*Naomi and Ruth*

Back in Judah a new character enters the story. Who is he?

2:1 —*Boaz*

Ruth meets Boaz as she gathers grain for food in a field. It was okay to go to a stranger's field to get grain after the harvest. Ruth was gathering only the leftovers. As it turned out, her gathering field belonged to Boaz.



NOTE TO TEACHER: Use or ignore as much of the next 3 paragraphs as seems appropriate for your class.

Cultural Customs in Ruth

In those days, women needed to be married in order to have a living; otherwise they would be so poor that they would become beggars like Ruth, who gathered leftover grain. For that reason, if a woman's husband died, God said that another man from the same family should look after the widow by marrying her.

The new husband needed to be from the same family as the first husband because marrying a widow involved more than just people; along with the widow came her first husband's land. The bridegroom didn't get the land for free: he had to buy the land. Only relatives of the original owner could marry the widow and buy the land to make sure the land stayed in the family. It was a package deal.

Sometimes the man most closely related to the widow chose not to marry her, and another man, not as close a relative, wanted to marry her. The second man could marry her and buy the land, if the first man gave up his rights.

* * *

Boaz was related to Naomi's family so he might have the right to marry Ruth, but another man was more closely related. Because marriage in those days always involved land, Boaz asked the closest relative if he wanted to buy the land. What was the answer?

4:6 —*No.*

What sign did the man give to Boaz to show his decision?

4:7-8 —*gave him his sandal*



SANDAL

What was another word Boaz used that means "buy"? HINT: it begins with "r."

4:4 —*redeem*

The word "redeem" means more than just to buy. It means "to buy back something that used to be yours." It also means "to rescue" or "to pay ransom."

Kidnappers ask for ransom money. What does ransom money buy?

—*freedom for the kidnapped people*

In the same way, Boaz could set Ruth free from poverty and buy the land for Ruth's children, children who would keep the family line going. Boaz could redeem Ruth.

Do the "Redeem" section on the worksheet.



This is a list of the 12 sons of Israel, who fathered 12 tribes.

Strike out the name of the tribe that will receive no land inheritance (Joshua 13:14).

Strike out a name that will be replaced by his sons' names (Joshua 16:4).

Write the 2 sons' names in the blanks.

Count the tribes now. How many get land? 12

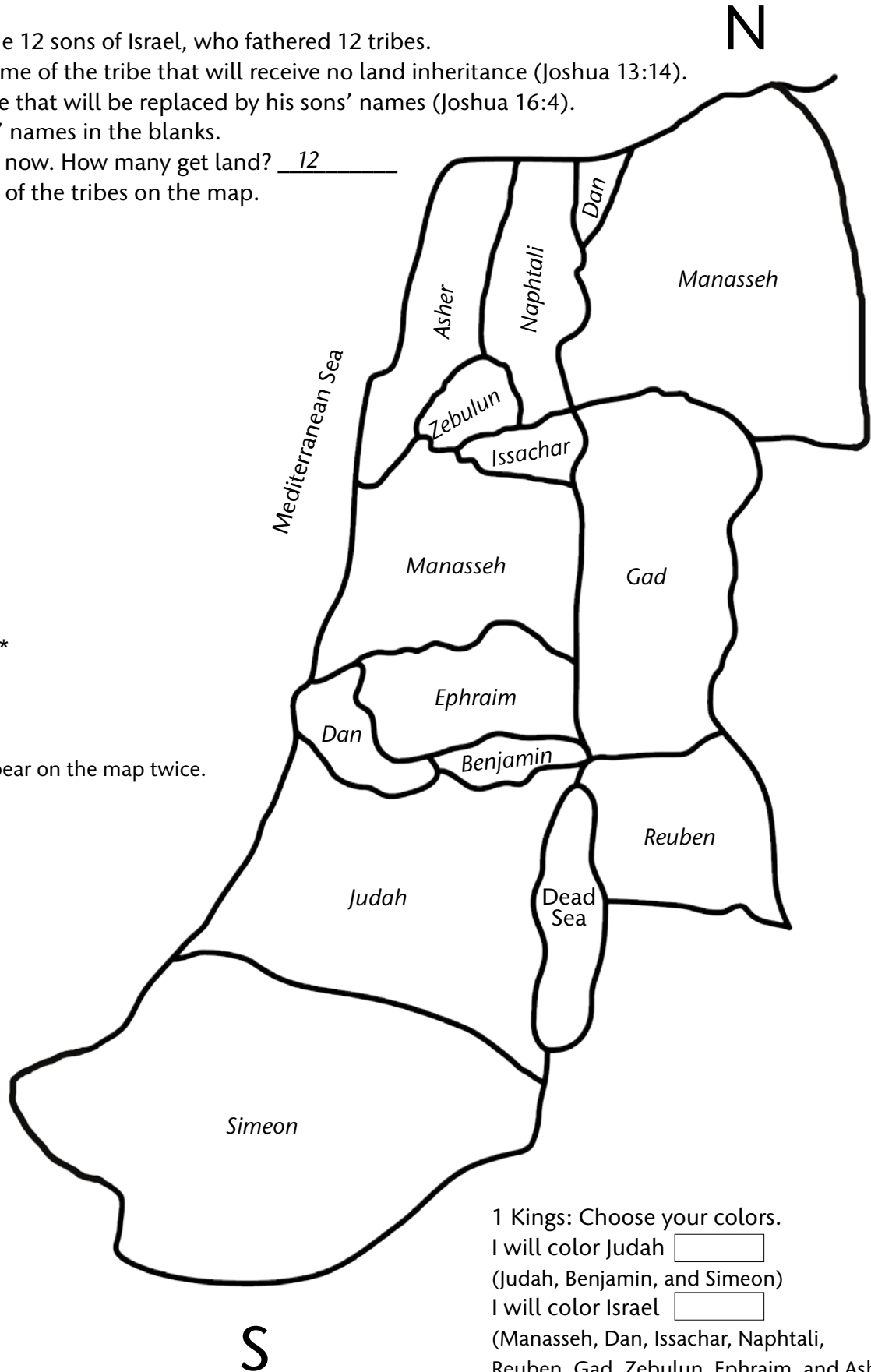
Write the names of the tribes on the map.

- Reuben
- Simeon
- ~~Levi~~
- Judah
- Zebulun
- Issachar
- Dan*
- Gad
- Asher
- Naphtali
- ~~Joseph~~
- Benjamin

Manasseh *

Ephraim

*These names appear on the map twice.



1 Kings: Choose your colors.

I will color Judah

(Judah, Benjamin, and Simeon)

I will color Israel

(Manasseh, Dan, Issachar, Naphtali,

Reuben, Gad, Zebulun, Ephraim, and Asher)

2 Chronicles

P



Activity: Review “O.T. Song” p. 110

R



Visuals: Music note, calf*, chest, hammer**, broom, cracker, scroll***

E

* A calf is the image of Baal, a false god.

** Any woodworking tool will do.

*** Tape each shorter side of a rectangular piece of paper to a pencil. Then roll the 2 pencils toward each other.

P



RECITE together the books of the Bible the class has studied:

—*Genesis, Exodus... 1 and 2 Chronicles*

2 Chronicles continues the story of 1 Chronicles.

Who was king after David?

1:1 —*Solomon*

2 Chronicles reviews Solomon’s greatest achievement.

Let’s follow his progress. Find what he did in the following verses:



REMINDER TO TEACHER: Assign series of references, 1 per student.

2:1—/ *gave orders (NIV)/ decided (NLT) to build a Temple*

3:1—*began to build the Temple*

5:1—*finished all his work on the Temple*

5:7 —*priests / carried (NIV)/ brought (NLT) the Ark of the Covenant into the Temple*

How did they celebrate?

5:13 —*made music and sang the “O.T. Song”*



ACTIVITY: Sing the “O.T. Song” p. 110, without dividing into parts.

What happened as they sang?

5:14 —*The / glory (NIV)/ glorious presence (NLT) of the LORD filled the Temple.*

Solomon prayed, and what 2 things happened?

7:1 —*Fire from heaven / consumed (NIV)/ burned up (NLT) the offerings and sacrifices.*

—*the / glory (NIV)/ glorious presence (NLT) of the LORD filled the Temple*

And what do you find again?

7:3 —*The “O.T. Song”*

Worksheet: Comprehensive History Review 1 (NIV) (Genesis-Esther)

Covenants

In the NAMES column, write names of people with whom God made covenants.

* God affirmed the covenant with these descendants.

Use letters on short blanks to match names with a COVENANT.

2 blanks indicate 2 answers. HINT: 1 letter will be used twice.

NAMES		COVENANTS
Genesis 9:8-9, 13	_____	a. Throne established forever
Genesis 15:5-6, 17:8	_____	b. Ten Commandments
Genesis 26:24-25	* _____	c. Countless offspring
Genesis 28:13-16	* _____	d. Rainbow
Exodus 34:28	_____	e. Homeland for Israelite people
2 Samuel 7:8, 10, 16	_____	

The Old Testament Song

Write the lyrics for the people's favorite song in the Old Testament:

It was sung by King _____ with _____ and his _____.
(1 Chronicles 16:7, 34)

It was sung by King _____ with all the _____.
(2 Chronicles 7:1, 3)

It was sung by King _____ with appointed _____.
(2 Chronicles 20:21)

It was sung by the _____ and the _____.
(Ezra 3:10-11)