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Introduction

The Memoria Press *Christian Studies Series* is a means of educating our children in the most magnificent and meaningful story ever told—the Bible. For this task, both the substance and form have been selected carefully. What is the substance of Christian Studies?

Beyond all other sacred or religious texts, the Bible contains the crucial narrative for all human history. Thus, more than just a great story, it is *the* story! Uniquely more than a mere book, the Bible remains God's personal self-disclosure of His will and ways to the world He created. From the first glorious moments in the Garden of Eden to the arresting visions of Saint John in Revelation, God has been calling out a people to bear His name. In following the story of that rescued people, we find the Salvation History of God, the story of redemption. The ultimate significance of Salvation History, however, is not found merely in the individual stories along the way, but rather in the amazing way the stories link together. In this way, we desire to tell *God's story* through the stories of Abraham, Moses, or David.

Therefore, to preserve the unity of the story, it is fitting that our students should encounter the text of the Bible in the storybook form of *The Golden Children's Bible*. *The Golden Children's Bible* is very close to a simplified Bible. It is not a retelling of Bible stories by a writer with a point of view or a writer whose personality or theology intrudes itself upon the story. The language of *The Golden Children's Bible* is based on the King James Bible, the poetic and literary version of Scripture; it communicates the sacredness of Holy Scripture in a way no other version does. The pictures in *The Golden Children's Bible* are also significant as a teaching tool. This dignified presentation of *The Golden Children's Bible* preserves the reverence we want our students to maintain for the Bible.

However, Memoria Press' *Christian Studies Series* will work well with any other Bible storybook that you may choose or, better yet, with the Bible itself.

With every story, the wonder and awe of the experience depends upon how well the story is told. So, how much more should we strive to engage the hearts and imaginations of our students when we tell the story of God's dealings with mankind? We have made it our goal to avoid trite, simplistic presentations of these magnificent stories. Rather, our task is to communicate effectively both the complexity and breadth of God's Salvation History. How can our students experience a deep sense of awe at the appearance of Jesus Christ, the fulfillment of all of God's promises, unless they feel the Old Testament groans of expectation and longing, such as those found in the period of the Judges or during the Exile? Therefore, we have developed this curriculum for that type of careful narrative approach.

In sum, we believe that our *Christian Studies Series* provides students with a solid foundation of biblical knowledge, which parents can use to enrich young lives in spiritual truths and form them in Christ-like character. Teachers, students, and parents, enjoy the wonder and majesty of God's unfolding story.

Teaching Guidelines

Background Summary

Bible stories have meaning and significance beyond the literal historic events. In order to help you convey the spiritual significance of each story and its place in Salvation History, we have included a section in each lesson of this guide called **Background and Summary**. Please take the time to read this section before you study the lesson. You will be richly rewarded and so will your children.

Read Story

Read *The Golden Children's Bible* selection; pages are at the top left-hand margin of each lesson. If you are using the Bible instead of, or in addition to, *The Golden Children's Bible*, the relevant chapters are at the top right-hand margin. Students should take turns reading aloud in class, with teacher assistance in pronunciation and word meanings. *The Golden Children's Bible*, in and of itself, is a valuable reading curriculum, containing elevated and poetic language, noble and uplifting stories, and advanced vocabulary.

There are THREE activities to reinforce important facts in each lesson, Facts to Know, Comprehension Questions, and Activities.

1. Facts to Know

The Facts to Know section highlights important people, places, events, or terms with concise definitions. Pronounce words for students and have them pronounce after you. Point out entries with unusual spelling. You may want to include some words on weekly spelling tests.

2. Comprehension Questions

It is not necessary to write a complete sentence for every question in the study guide. If time is limited, answer some questions orally or allow one-word answers. However, the process of composing and copying complete sentences, as described below, is a valuable composition lesson, so be sure to include this activity in your weekly lesson.

Call on individual students to read a question and give an answer. When you have enough information from students or from consulting the text, write a complete one- or two-sentence answer on the board for students to copy. For third graders, copying from the board with accuracy can be a challenging exercise. Our teachers use different colored markers for answers and write three to four answers on the board before erasing and beginning over. In addition to reviewing the content of the story and understanding its significance, students learn much from copying answers from the board: spelling, composition, punctuation, accuracy, neatness, and vocabulary.

As students gain skill in answering questions, you can increase the difficulty of this section. First, continue to take oral answers for each question, but instead of composing a complete sentence for students to copy, write key words on the board, and guide students in the difficult art of composing complete and concise sentences.

3. Activities

Geography

The last question on the comprehension page is usually a map exercise. The map locations focus on Mesopotamia, The Holy Land, and Egypt. Surrounding bodies of water and land are also emphasized. Students often learn locations on small maps and fail to understand where the locations are in context. It is very important to use globes and world maps to make sure students know where Mesopotamia, The Holy Land, and Egypt are in relationship to Europe, Africa, Arabia, etc. Locations are repeated throughout the lessons.

Picture Review

The Teacher Manual includes a picture review section with answers for each lesson. The Picture Review can be done immediately after reading the story, along with the Comprehension Questions, or as a fun review at the end of the lesson. Finding details in pictures is enjoyable for students and helps to reinforce learning.

Other Activities

Other activities include art, drawing the temple, family trees, timelines, etc. Timelines and family trees are very difficult and should be done on the board by the teacher with input from students. Children love to draw and are inspired by the dramatic stories in the Bible. Our Memoria Press composition books are a useful resource for teachers. Students can copy their memory verse on the right-hand page and draw a picture on the left-hand page.

Memory Verse

Introduce the Memory Verse early in the week so students will have the whole week to master it. Read the memory verse to students and explain vocabulary, concepts, and significance.

There are no lines for answers in this section. In order to save time, answer questions orally, or allow students to jot down answers without complete sentences. Give maximum time to mastering the memory verse rather than writing neat answers, but be sure students understand the memory verse first.

Do not ask students to memorize the memory verse independently. Instead, use the *Disappearing Verse Technique* to teach each new verse in class. Write the verse on the board and recite the whole verse together several times. Break the verse down into small sections. Have students recite one section together, and then erase that section. Pointing to the “erased” section on the board, ask students, individually and then in unison, to recite what you erased. Repeat until the whole verse has been erased from the board. As a final exercise, students should stand and recite the verse as a class or independently with poise and perfection. Require students to learn the book of the memory verse but not the complete reference.

Memory verses in this study guide were carefully chosen because they convey vivid images of events and people in Salvation History. Because of their beauty, poetic qualities, and significance, they are memorable and are frequently alluded to in great literature. Many, in fact, are good art or composition prompts. Memory verses that are adult favorites, but more doctrinal and abstract, are not age-appropriate and have been avoided in this program.

Memory verses from the *Memoria Press Copybooks 1-3* have been included in Appendix I of this manual and the Student Text. The verses are numbered for easy reference. The first 27 verses correspond to stories in this text and will be referenced in the appropriate lesson.

Students who have learned these verses will enjoy reviewing them. A major goal of the *Memoria Press Christian Studies* program for K-6 is to review the memory verses on a regular schedule every year so that they enter the students’ permanent memory and become a life-long treasure. Students who have not used the *Copybooks* will enjoy exposure to them as well.

Review and Recitation

Every lesson should begin with a few minutes of “rapid-fire” review. Students like a *quick* review of what they already know. They love to answer questions that cover the whole range of learning for the year. It is a great motivation for them to learn more when they realize how much they have learned.

The Facts to Know easily translate into good quick review questions. Give the word in the left-hand column and ask, “who or what.” Or give the definition in the right-hand column and ask, “who or what.”

Picture Review can also be used during review time. Select pictures and ask, “who, what, or when.”

Memory Verses should be reviewed in a cumulative manner all year. Review each verse five weeks in a row after it is introduced, and then periodically thereafter. Give students the first word or two and see if they can complete the verse.

Bees and games are a motivational and fun way to review.

Books of the Old Testament

Students should be able to recite the books of the Bible in order and be familiar with the content of each book. The books of the Old Testament will be learned in *Christian Studies I* and reviewed in *II* and *III*. The books of the New Testament will be learned in *Christian Studies III*. Some children already know the books of the Bible from Sunday School, but many do not.

Canon of the Old Testament

In addition to the 39 books of the Hebrew Old Testament that are accepted by all Christian churches, there are seven “deuterocanonical” books, most likely written in Aramaic, that are included in Catholic and Eastern Orthodox Bibles. These books are found in historic bibles such as the Greek Septuagint and the Latin Vulgate, and even though they are considered apocryphal (disputed) by Protestants, they are important documents for the study of Israel and the church; for this reason, students should learn them. Latin students will encounter the deuterocanon when they begin Latin translation with the Vulgate.

Memoria Press products are designed to be used by all Trinitarian Christians. Our policy is to focus on the things that unite us and leave the divisive topics to be addressed by parents at home. If you are a homeschooler or are teaching in a religiously affiliated school, you may teach or omit these books in accordance with your beliefs. However, for teachers in a non-denominational school, the canon of Scripture presents a problem. Because grammar school children are not ready to deal with religious differences in a classroom setting, you should teach the 39 books of the Hebrew Bible in class and avoid discussion of differences in the Biblical canon. Thirty-nine books are quite enough to learn in one year and they fit the 5-12-5-5-12 scheme. Catholic and Eastern Orthodox families can teach the seven books of the Aramaic canon at home or they can wait until the 7th grade, where they are included in our 7th grade Christian Studies. At this time, students are advised to consult their parents or pastor about their status.

The deuterocanonical books are Tobit, Judith, I Maccabees, II Maccabees, Wisdom, Sirach, and Baruch.

Teaching Instructions for Books of the Bible

Write a selection of books on the board. Pronounce each one slowly, breaking it down into distinct exaggerated syllables. Have students repeat after you. Point out phonetic and non-phonetic spellings. Tell a little about each book and write out “subtitles” on the board to help students remember what each book is about. (The remaining subtitles will be added next year.) Lead the class in two or three oral recitations of the books. Make sure each student can pronounce each book. Then use the *Disappearing Verse Technique* as described in the Teaching Guidelines. Finish by asking students to write each book three times.

The books of the Hebrew Old Testament can be divided into five categories:

Law	5 books
History	12 books
Wisdom	5 books
Major Prophets	5 books
Minor Prophets	12 books

Teach students to remember 5-12-5-5-12 as you introduce each new section of books.

Law	Genesis, Exodus, Leviticus, Numbers, Deuteronomy
History	Joshua, Judges, Ruth, I II Samuel, I II Kings, I II Chronicles, Ezra, Nehemiah, Esther
Wisdom	Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon
Major Prophets	Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel
Minor Prophets	Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi

The books that are to be taught each week are listed in the teaching guidelines of each lesson, beginning in Lesson 6.

- Lesson 6: Genesis, Exodus, Leviticus, Numbers, Deuteronomy
- Lesson 7: Joshua, Judges, Ruth
- Lesson 8: I & II Samuel, I & II Kings, I & II Chronicles
- Lesson 9: Ezra, Nehemiah, Esther
- Lesson 13: Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon
- Lesson 16: Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel
- Lesson 18: Hosea, Joel, Amos, Obadiah
- Lesson 19: Jonah, Micah, Nahum, Habakkuk
- Lesson 20: Zephaniah, Haggai, Zechariah, Malachi

Lesson 1

Background and Summary

The first three chapters of Genesis are some of the most beautiful, poetic, and profound passages in the Bible.

The Bible is the only ancient work that describes the origin of the universe as the work of a creator God who is pre-existent to, and outside of, the material world. Genesis also gives the “how” of creation: God speaks it into existence. Both of these are profound insights that are unique to Scripture.

Secondly, the origin of man and his relationship to the Creator and Creation are clearly defined: man is made in the image of God and is God’s representative in the creation; therefore man is given dominion over it. In addition, if man is God’s image, he must have reason and free will, which is illustrated by the forbidden fruit of the Tree of Knowledge of Good and Evil.

This is a long lesson. You may want to spend two weeks on it.

Selected Reading: Psalm 8

Lesson 1 (pp. 14-19)

The Creation

Facts to Know

Creation	God made everything “out of nothing”
ex nihilo	Latin for ‘out of nothing’
Garden of Eden	where God placed man to enjoy life
Mesopotamia	“land between the rivers” (Tigris and Euphrates Rivers)
Iraq	modern-day Mesopotamia
Tree of Knowledge of Good and Evil	tree in middle of Garden of Eden; God said not to eat of it
Euphrates	one of the four branches of the river flowing out of Eden
Imago Dei	Latin for “the image of God”

Memory Verse

Genesis 1:26-28

And God said, Let us make man in our image, after our likeness; and let them have dominion over the fish of the sea and over the fowl of the air and over all the earth. So God created man in His own image, in the image of God created He him; male and female created He them. And God blessed them, and God said unto them, Be fruitful, and multiply, and replenish the earth, and subdue it.

1. What is an image? How is man like God?
When you look in a mirror, you see an image (a representation) of yourself. Man is the image of God in creation. Man is like God in that he has 1) dominion and 2) reason.
2. What is dominion? Who has ultimate dominion over the earth? Who did God choose to rule the earth and all of the animals in it for Him?
Dominion means power or rule. God has ultimate dominion because He created the earth. Man, meaning humans, male and female, is to rule the earth in God’s place, promoting His will. (p. 15)
3. What command did God give to the man and woman after creating and blessing them? What does this command mean?
God said, “Be fruitful and multiply and fill the earth.” This command means to have children and fill the earth with people in order to rule it and bring it under the power of man, who is God’s representative on earth.

4

Vocabulary and Expressions

1. **ex nihilo** (ex nee il loh): *Latin*, out of nothing
2. **imago Dei** (ee mah goh day ee): *Latin*, image of God
3. **dominion**: power; rule, *from the Latin Dominus*, Lord or master
4. **fowl**: bird
5. **replenish**: to restock; to fill
6. **subdue**: to control; to tame

The Garden of Eden

Genesis 1-2

Comprehension Questions

1. What was Adam's responsibility in the Garden of Eden? Did he have to grow his own food?
God told Adam to "dress" (tend) and keep the garden. The plants and trees provided food freely, without cultivation or weeds. (pp. 15, 16)
2. Give the names of the two special trees in the middle of the garden.
The Tree of Life; the Tree of Knowledge of Good and Evil. (p. 16)
3. What was the difference between the two trees?
Adam and Eve could eat of the Tree of Life, for it provided food for eternal life. God told Adam and Eve to not eat of the Tree of Knowledge of Good and Evil, for if they did they would die. (p. 16)
4. Why did God bring all of the animals to Adam?
God brought the animals to Adam so he could name them and to see if any of them could be a companion for him. (p. 19)
5. How did God make woman?
God put man into a deep sleep, and then He took one of Adam's ribs and made Woman. (p. 19)
6. What did Adam say when God brought him the woman?
"This is now bone of my bones and flesh of my flesh. She shall be called Woman because she was taken out of Man."
7. Find on 1) globe or world map, and 2) Unit I Map A:
 Mesopotamia (Iraq) Euphrates River Tigris River
8. Memorize the 7 days of Creation.

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Activities

pp. 14-15 Identify the picture that represents each day of the Creation.

pp. 16-17 Describe the Garden of Eden. Identify what might be the Tree of Knowledge of Good and Evil.

pp. 18-19 Look at the picture of the Garden of Eden. Name the animals you see. What do you notice about the relationship between the animals?

The animals are peaceful. The lion and tiger do not attack the deer or the sheep. Adam may be naming the animals.

Memory Verse Review: #1-7 in Appendix. Give the first word or two of a verse and see how many students can complete it.