

Chronicles
through
Malachi

TEACHER'S MANUAL

The
CHRONICLES
THROUGH
MALACHI AND JOB
Teacher's Manual

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Designed by
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veritas
PRESS

First Edition 2002
Copyright ©2002 Veritas Press
www.VeritasPress.com
(800) 922-5082
ISBN 1-930710-92-5

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Printed in the United States of America.

CHRONICLES THROUGH MALACHI AND JOB

How to use this Manual

We hope this guide will be helpful as you study Chronicles through Malachi and Job this year. You are about to take a journey through the past where you can see God's providence and discipline to his chosen people. Imagine being there when Hezekiah tore down the high places, or when Daniel and his friends were taken into bondage. God was faithful to His people through the years just as He is today. What a joy it is for young children to come to realize God's faithfulness as they learn from the past.

The *Veritas Press Bible Curriculum* was designed to be used as a tool for understanding the Scriptures and cannot be used apart from the Bible. The cards are meant to give students a smaller body of information that they can more easily assimilate. The answers to questions on the worksheets and tests can all be found on the cards, but we strongly recommend that each account is read in the Bible sometime during the week. The *Bible Reading* project is the first project for each card to encourage time spent directly in the Bible. This project reinforces the information on the card and also asks about details and facts that are not listed on the card. Teachers should encourage students to look for new information as they read from the Bible.

There are 32 events/people featured in the cards in this series. That is approximately one per week. A few of the cards have extra projects which may spread into the following week. The projects are only suggestions, so use your imagination and have fun with your group. You will note that the projects vary to appeal to different ages. You may choose the ones you think are appropriate for your group. If you are using this series for second grade or below, you may need to read some of it orally for the first six weeks; after that three times a week is usually enough. You will also want to sing the song daily for the first few weeks until it is memorized. Remember, the reason for the song is to help memorize the chronology of the events. It is also good to have the children recite events in proper order, rather than singing it after the song has been memorized. A sample school week might be planned as follows:

MONDAY: Sing the song (you may want to have a student come to the front of the room and hold up a flashcard as the class sings.) Present the new card. Read what it says on the back and discuss it. Allow different students to read it out loud if you can. Then allow the students to answer questions on the worksheet. The questions are based on information on the cards. If you are working with second grade or below, they may be asked to do this orally for the first part of the year.

TUESDAY: Sing the song. Return the graded worksheet and go over it allowing students to correct their answers. Read the account in the Bible and then complete the Bible Reading project.

WEDNESDAY: Sing the song. Orally review questions from the worksheet. Do one of the projects.

THURSDAY: Sing the song. Orally review questions from this card's worksheet and from previous events. Obviously you cannot review every question every day, so do a sampling. Assign different children different sources from the resource list on the card and allow them to look up the information and share it with the class.

FRIDAY: Give test. Use remaining time for class instruction and drill.

Having fun makes it easy to learn. Using the cards for games is one way. Ask the children to shuffle them and then see who can get their cards in order the fastest. Or have four to six students mix up their cards and then play Go Fish. This allows them to get familiar with the titles. Or you can go to a large room and see who can make their own timeline the fastest. A good way to drill questions in a classroom is to divide the children into two teams and ask questions in order. Teams receive a point for each right answer.

We have found one of the best ways to file and protect the cards is to laminate them, punch a hole in the top right corner, and keep them on a large ring. The children can add the newest card and also have the previous cards handy. Another idea is to laminate them, put Velcro strips on the card and on the wall,

CHRONICLES THROUGH MALACHI AND JOB

How to use this Manual

and start a timeline that children can put up and take down over and over again. An extra set of cards mounted at the end of the room for a reference timeline is a good idea too.

Each worksheet, test, or writing assignment should receive three grades: one each for Content, Grammar and Linguistics (Spelling).

CONTENT: On a scale of 1 to 15, a grade is given for completeness of the answer to a question. This grade is applied to their Bible grade. If your grading scale is different from 1 to 15, use yours.

GRAMMAR: The child should answer the questions in a complete sentence in which they first restate the question. For example: *What is the Scripture reference for Elijah Destroys the Prophets of Baal? The Scripture reference for Elijah Destroys the Prophets of Baal is 1 Kings 18.* Initially in second grade the teacher may want to write a portion of the sentence on the board for the students to copy until they learn to do this correctly on their own. For example: *The Scripture reference for Elijah Destroys the Prophets of Baal is ____.* The students would then fill in the rest. As the weeks go by gradually wean them until they are able to do this on their own. Second graders adjust to this in about six weeks. Sentences should begin with a capital letter and end with an appropriate punctuation mark. As the year progresses you can grade more strictly for grammar. This grade should be applied to an application grade in grammar, but should not affect Bible content grades. We suggest application at twenty percent of the overall grade.

LINGUISTICS: The children should spell all words correctly. You should deduct for misspelled words once the rule for spelling a particular word has been mastered. For example: *I before e except after c.* Once this has been covered, a child's grade would be reduced if they spelled *priest* as *preist*. If they are using a Bible card to do their worksheet they should be taught that those words should be spelled correctly. This grade would be applied towards a linguistics application grade. Again we suggest twenty percent, but not to affect their Bible grade.

When you look at the tests you will see that there are not the same number of questions on each test or worksheet. We assign five points per question, with the listings of the chronology receiving two points per item listed. Partial credit may be counted because the questions are essay, and they may have portions correct.

Some students may ask why they are receiving three grades on each paper. We believe that it is important for a student to realize that grammar and linguistics matter in Bible class as well as in grammar class. All three contribute to help make students understood by others, and are thus intertwined.

CHURCHES: We have provided pages in the back of the manual for using with this program in a Sunday school setting. These pages should be photocopied for each student and folded horizontally to create small booklets. There is more material in these booklets than can be completed during an average Sunday school time period. This calls for flexibility and creativity on the part of the Teacher. Some may even want to spread the study of a card over several weeks to cover the event in sufficient detail. Projects in the body of this manual can be used to supplement or even replace what is contained in the booklets depending on the needs of the class. Teachers should encourage parents to have their children complete the booklets, listen to the Bible song and use the flashcards to review the information during the week to reinforce learning.

Finally we welcome your feedback and comments. We hope that his resource will enrich the education of those children entrusted to you, and will help them understand the comprehensive responsibility that God requires of them.

CHRONICLES THROUGH MALACHI AND JOB

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ELIJAH DESTROYS THE PROPHETS OF BAAL

Worksheet

1. What are the Scripture reference and date for Elijah Destroys the Prophets of Baal?

2. Why did Ahab want to kill Elijah?

3. Where did all of Israel gather together?

4. What were built on the mountain?

5. How many Baal and Asherah prophets were there?

6. What did the prophets of Baal do when their first attempts to get Baal to act did not work?

ELIJAH DESTROYS THE PROPHETS OF BAAL

Worksheet, Page 2

7. What did Elijah do to make it seem impossible for his sacrifice to be lit?

8. What did Elijah do to the prophets of Baal?



ELIJAH DESTROYS THE PROPHETS OF BAAL

Project 1—Bible Reading

Read in I Kings 18 about Elijah's victory on Mt. Carmel. Then answer the following questions using your Bible to help you.

1. How had Obadiah previously proved himself loyal to God? (It was in response to a wicked deed of Jezebel.)

2. In I Kings 18:21 Elijah asks the people an important question. This was the whole point of the contest on Mt. Carmel. What was Elijah's question?

3. List four reasons that Elijah mockingly suggested for why Baal had not lit his sacrifice.

4. Read the first four verses of chapter 19. Even after this great display of God's supremacy, what did Jezebel vow to do? What does Elijah do when he hears of Jezebel's plan?

ELIJAH DESTROYS THE PROPHETS OF BAAL

Project 2—Pop-up Book

Make a book with pop-up pages as part of an ongoing project during your study of the prophets. This project can be added to during the study of the following cards:

Elijah Confronts Ahab (Card 66)

Elijah is Taken to Heaven (Card 67)

Ministry and Miracles of Elisha (Card 68)

Obadiah Prophecies Against Edom (Card 69)

Jonah and the Great Fish (Card 72)

The Prophets of God (Card 75)

(Jeremiah, Ezekiel, and Malachi are also studied, but waiting to complete the book that long would drag the project out too long.)

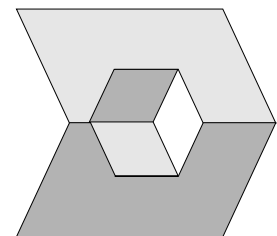
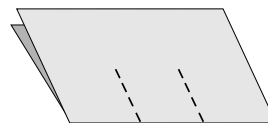
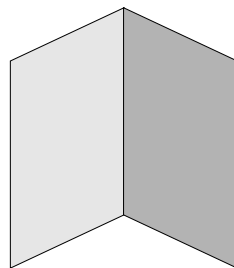
For each of these cards, the students will make a page for the book. After the last page is completed, the books will be assembled. Teachers need to check over/grade each page as it is completed. The instructor should either keep the pages for the student or instruct them as to how to safely hold onto their previous work.

How To Make Each Page

For each page, the student needs an 8.5"x5.5" piece of paper. Fold the paper in half so that the page size is 4.25"x5.5". Cut two parallel cuts about 3/4" apart in from the folded side; only cut in 3/4". Open the page. Begin to close the page, but as you do, take your finger and push the cut portion in and crease it inside the page. Now when you open the page halfway, the cut portion pops up and looks like a chair. On a separate sheet of paper, students can design and cut out a small picture. Holding the pop-up page open with the folded side horizontal, glue the small picture to the "leg" of the chair (not the "seat" of the chair).

The pop-up page will only be decorated on the two inner sides. No decoration on the outer sides will be seen

when the book is assembled. Students should write their names on each page on an outer side so they do not become lost or confused.



ELIJAH DESTROYS THE PROPHETS OF BAAL

Project 2, Page 2

Students can make very creative and unique books if given only the minimum requirements for what is to be written or drawn on each page. On The Judges page for example, you might require students to have on their page: the date, Scripture reference, the repeated cycle, and at least three examples of judges. Students may then decide what to make pop-up, what to illustrate, and what to simply write on the page. Remind them that they could have a name or Scripture reference pop-up; it does not have to always be a picture. In many cases students will chose to include more than the minimum requirements. Other possible requirements include making it colorful, using correct spelling, and/or using complete sentences.

Let the pop-up page sit open to dry thoroughly before storing.

Once students have learned how to make the pop-up pages once, the construction of future pages goes rather quickly and requires little instruction from the teacher. After students have made one or two pop-up pages, you may show them how to make more than one thing pop-up on a page. To make two pop-ups on a page, simply make two pairs of cuts, leaving about an inch between the two sets of cuts. Then you push through the two cut portions to make two “chairs”. It is not recommended that students put more than three pop-ups per page. And the pop-ups must be toward the center of the fold; they cannot be on the very top or bottom edge.

Assembly of the Pop-up Book

When students have made all of their pop-up pages, they should put them in chronological order with all of the folds together. Teachers should page through each book to check that no page is upside down. Students will put a small amount of glue on the back of the first page. Put the glue around the outer edges and along the fold only in between the cut out portions. Important! No glue should be put on the backs of the pop-up portions as this will not allow them the freedom to pop-up as the pages are turned. Put the front of the next page to the back of the previous page. Glue all of the pages together in this fashion. To make a cover, fold a piece of construction paper in half and set the pop-up pages inside. Cut the cover a little larger than the pop-up pages and glue the cover to the pages being sure to not put any glue near the pop-up portions. Students may finally decorate the cover of their books and enjoy sharing them with their friends and family.

ELIJAH DESTROYS THE PROPHETS OF BAAL

Test

1. What are the Scripture reference and date for Elijah Destroys the Prophets of Baal?

2. What prediction did Elijah make that made Ahab angry?

3. Why did Obadiah think he would die?

4. How would the people know who was the true God from this event on Mt. Carmel?

5. How long did the prophets of Baal and Asherah pray?

6. Describe two things that the Baal prophets did to try to get Baal's attention.

ELIJAH DESTROYS THE PROPHETS OF BAAL

Test, Page 2

7. What did Elijah do to make it seem impossible for his sacrifice to be lit?

8. What happened when Elijah prayed to God?

9. What happened to the prophets of Baal?

10. What happened immediately after this event on Mt. Carmel?

(This hadn't happened for years.)

ELIJAH CONFRONTS AHAB

Worksheet

1. What are the Scripture reference and date for Elijah Confronts Ahab?

2. Why did Ahab want Naboth's vineyard?

3. What was Jezebel's plan?

4. What happened to Naboth?

5. Which prophet did God send to rebuke Ahab for his sin?

6. What was the punishment that Elijah told Ahab would come to him because of his sin?

ELIJAH CONFRONTS AHAB

Worksheet, Page 2

7. How did Ahab respond to the news about his punishment? List two things that he did.

8. How was the punishment changed because of Ahab's response to the news of the punishment?



*Ivory sculpture
from the palace
of Ahab*

ELIJAH CONFRONTS AHAB

Project 1—Bible Reading

Read about how Elijah confronted Ahab in I Kings 21. Then fill in the following outline:

I. Ahab's desire

A. Ahab wanted _____.

B. Ahab offered _____.

C. Ahab _____.

II. Jezebel's plan

A. Jezebel sent _____.

B. Naboth was _____.

C. Ahab took _____.

III Elijah's rebuke

A. God told _____.

B. Elijah told _____.

IV. Ahab's reaction

A. Ahab grieved _____.

B. Elijah told _____.

ELIJAH CONFRONTS AHAB

Project 2

Using the facts from the card, fill in the blanks:

Scripture reference:

Who:

What:

When:



THE PROPHET MEETS AHAB AND JEZEBEL.

ELIJAH CONFRONTS AHAB

Test

1. What are the Scripture reference and date for Elijah Confronts Ahab?

2. What did Ahab want from Naboth? Why?

3. How did Ahab react when he could not buy what he wanted?

4. Who was Jezebel?

5. What wicked thing did Jezebel do?

ELIJAH CONFRONTS AHAB

Test, Page 2

6. Why did God send Elijah to Ahab?

7. What was the punishment that Ahab received?

8. Name two things that Ahab did when he heard about his punishment.

9. Ahab's punishment would not come until _____ because

ELIJAH TAKEN TO HEAVEN

Worksheet

1. What are the Scripture reference and date for Elijah Taken to Heaven?

2. To whom did Elijah go to say farewell?

3. Did Elisha listen when Elijah asked him to stay behind while Elijah made his farewell visit?

4. How did they get across the Jordan?

5. For what did Elisha ask Elijah?

6. How did Elijah answer Elisha's request?

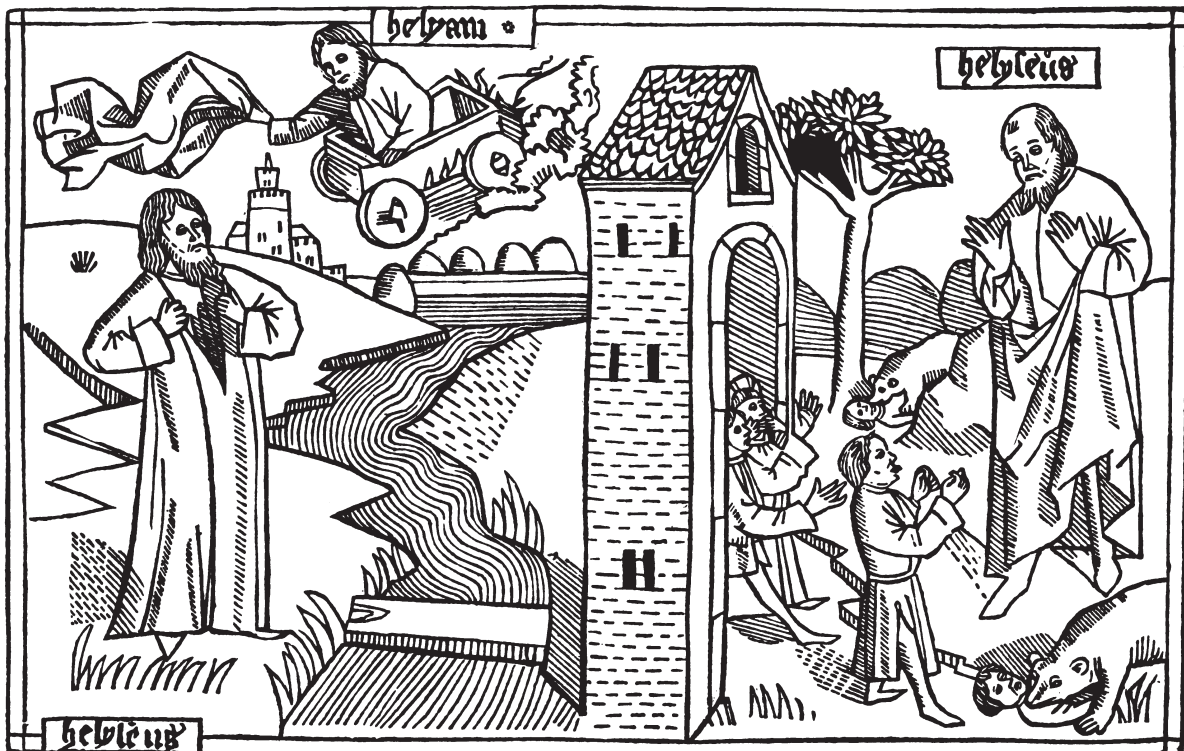
ELIJAH TAKEN TO HEAVEN

Worksheet, Page 2

7. How was Elijah taken up to heaven?

8. How did Elisha react to Elijah's being taken to heaven?

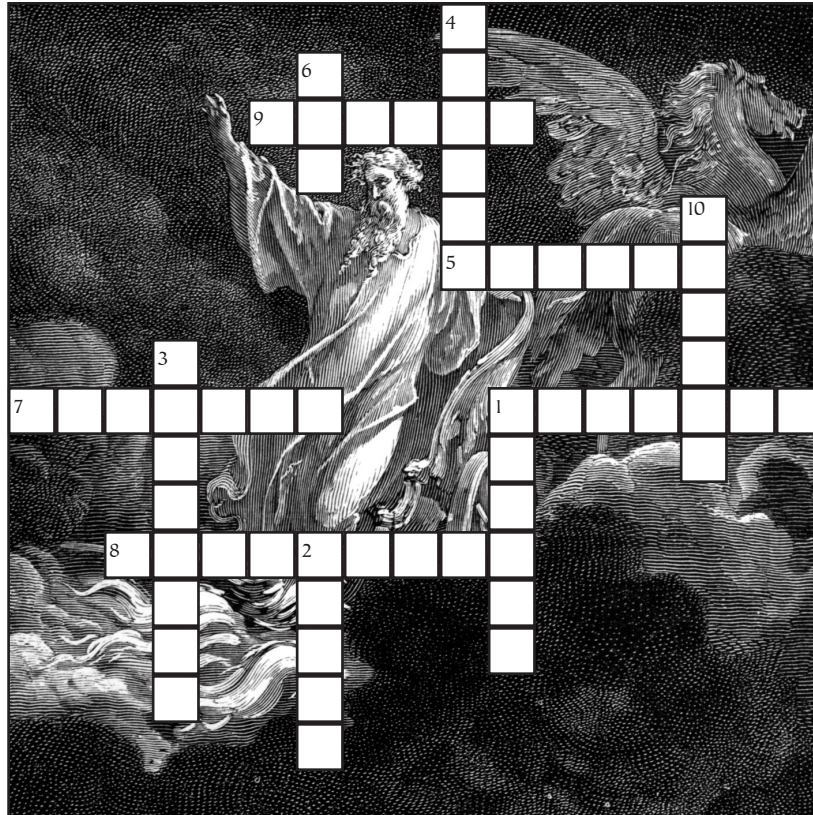
9. What miracle of Elijah did Elisha then do once Elijah was gone?



ELIJAH TAKEN TO HEAVEN

Project 1—Bible Reading

Read in II Kings 2 about when Elijah was taken to Heaven. Then complete the crossword below.



Across

1. Elijah went to _____ to say farewell
5. Elisha asked for a _____ portion of Elijah's spirit
- 7 & 8. A _____ of fire appeared, and Elijah was taken up in a _____
9. Elijah dropped his _____ when he was taken up.

Down

1. They crossed over the _____ River
2. Elisha would not _____ Elijah
3. Fifty sons of the _____ watched on the other side of the river
4. Elijah _____ his mantle before he struck the water
6. Elisha _____ Elijah when he was taken up
10. Elisha knew there was no reason to _____ for Elijah

ELIJAH TAKEN TO HEAVEN

Test

1. What are the Scripture reference and date for Elijah Taken to Heaven?

2. Name one of the cities to which Elijah traveled to say farewell to his prophet friends.

3. Who refused to leave Elijah as he made his farewell journeys?

4. How did Elijah and Elisha get across the Jordan River?

5. For what did Elisha ask Elijah before he is taken up?

6. How would Elisha know if he would get his request?

ELIJAH TAKEN TO HEAVEN

Test, Page 2

7. How was Elijah taken up to heaven?

8. How did Elisha show his grief when Elijah was taken to heaven?

9. What miracle that was previously done by Elijah did Elisha do after Elijah was taken up?

MINISTRY AND MIRACLES OF ELISHA

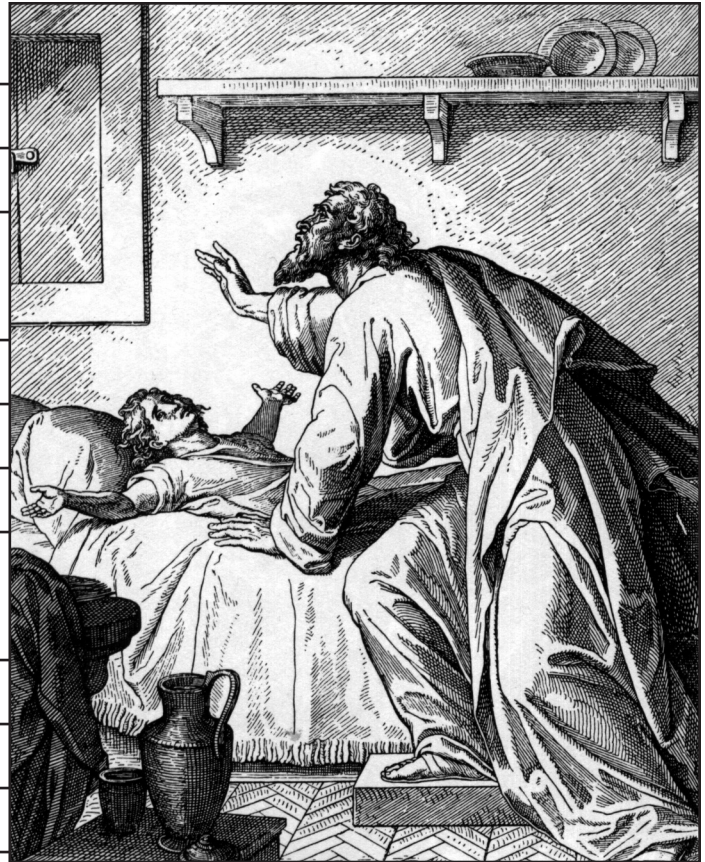
Worksheet

1. What are the Scripture reference and date for the Ministry and Miracles of Elisha?

2. What was the widow's problem?

3. What did Elisha tell her to do?

4. What did Elisha do?



5. What did the widow do with the jars of oil?

6. How did the Shunammite woman help Elisha?

MINISTRY AND MIRACLES OF ELISHA

Worksheet, Page 2

7. What did Elisha promise her because she had helped him?

8. What did the Shunammite woman do when her son died?

9. What did the prophets accidentally cook into the stew?

10. How did Elisha save the prophets?

11. What did Elisha tell Naaman to do?

12. How did Naaman react to Elisha's command? What changed his mind?

MINISTRY AND MIRACLES OF ELISHA

Worksheet, Page 3

13. What were the prophets doing at the Jordan River?

14. How did the axe head get on the bottom of the Jordan?

15. How did Elisha get the axe head back?

MINISTRY AND MIRACLES OF ELISHA

Project 1—Bible Reading

Read in II Kings 6:8-23 about another miracle which Elisha performed. Then write a paragraph explaining what happened.



MINISTRY AND MIRACLES OF ELISHA

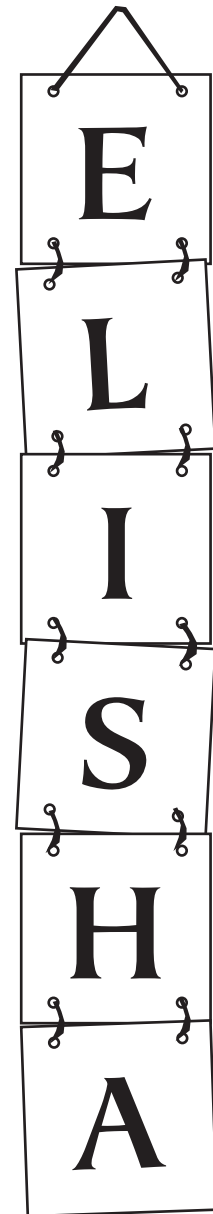
Project 2

Materials:

6 4"x4" squares of oaktag or cardboard
hole punch
markers/crayons
string (11 5-inch pieces per student)

Instructions:

Make a hanging banner depicting events from Elisha's life and ministry. On each piece of oaktag write a letter from Elisha's name. The squares will be connected from top to bottom to spell out Elisha. (If the oaktag or cardboard has writing or is too dark to write on, students should glue clean, light colored paper to both sides of each square.) On the back of each square students will draw a picture depicting one event from Elisha's life and ministry. At least three events must be from the card. Students will have to refer to II Kings 2-13 to find at least one event, as the card describes only five events. When the cards are completed on front and back, arrange them vertically to spell Elisha. Put hole punches at the top and bottom of each card. (The bottom card only needs a punch at the top.) Tie each end of a piece of string to the holes in order to connect the cards. Tie string to the top holes and hang the banner from the ceiling so it can spin.



MINISTRY AND MIRACLES OF ELISHA

Test

1. What are the Scripture reference and date for the ministry and miracles of Elisha?

2. What is the widow's problem in the story of the widow's oil?

3. What did Elisha tell her to do?

4. What did Elisha do?

5. What did Elisha promise the Shunammite woman for her help?

6. How did Elisha help the Shunammite woman when her son died?

7. What did the prophets accidentally cook into the stew?



Chronicles through Malachi Teacher's Manual
by Emily Fischer | Design by Ned Bustard
This book and its contents © 2002 Veritas Press

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ISBN 978-1-930710-92-4

US\$24.95



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