



Gospels

TEACHER'S MANUAL

GOSPELS
Teacher's Manual

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Designed by
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PRESS

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GOSPELS

How to use this Manual

We hope this guide will be helpful as you study Gospels 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 Gabriel visited Mary or when Christ issued the Great Commission. 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, 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).

GOSPELS

How to use this Manual

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 Zacharias learns of John's birth? The Scripture reference for Zacharias learns of John's birth is Luke 1:5-25.* 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 Zacharias learns of John's birth is Luke 1:5-25.* 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.

GOSPELS

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ZACHARIAS LEARNS OF JOHN'S BIRTH

Worksheet

1. What is the Scripture reference for Zacharias learns of John's birth?

2. What is the date for Zacharias learns of John's birth?

3. What was Zacharias' job?

4. What was the problem of Zacharias and Elizabeth?

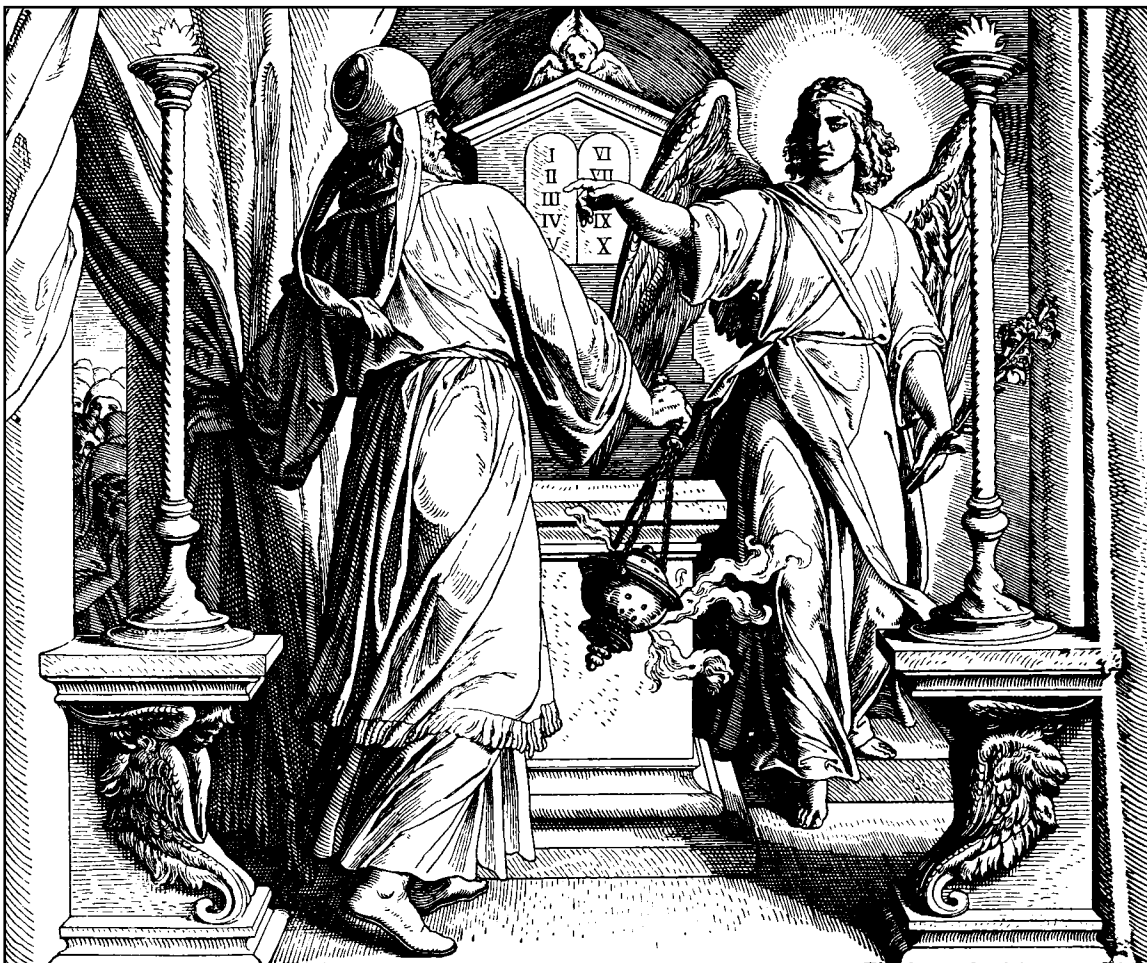
5. When was Zacharias confronted by an angel?

6. What did the angel tell Zacharias?

ZACHARIAS LEARNS OF JOHN'S BIRTH

Worksheet, Page 2

7. What happened to Zacharias since he did not believe the angel?



ZACHARIAS LEARNS OF JOHN'S BIRTH

Project 1—Bible Reading

Read Luke 1:5-25 and answer the following questions.

1. What did Gabriel tell Zacharias his future son could not drink?

2. What was Zacharias' son's ministry to accomplish (vs. 16, 17)?

3. When Zacharias came out of the temple, what did the people think had happened to him?

4. When Elizabeth conceived, what did she do for five months?

ZACHARIAS LEARNS OF JOHN'S BIRTH

Project 2

Angels play an important role in the births of John the Baptist and Jesus. There has been much speculation about angels. The following project will help students learn what the Bible says about angels. *Look up the verses below. Then find the statement on the right that is supported by the verse. Write the letters in the blank matching the statements to the verses.*

- | | |
|--------------------------|--|
| 1. _____ Matthew 26:53 | a. Angels don't marry. |
| 2. _____ John 20:12, 13 | b. Angels dwell in heaven. |
| 3. _____ Luke 20:36 | c. Angels protect Christians. |
| 4. _____ Matthew 22:30 | d. Angels don't die. |
| 5. _____ Revelation 5:11 | e. Angels minister to Christians. |
| 6. _____ Matthew 25:31 | f. They can manifest themselves in what appears to be a physical form. |
| 7. _____ Hebrews 1:14 | g. There are many angels. |
| 8. _____ Psalm 91:11 | h. They may be of some help to believers when they die. |
| 9. _____ Luke 16:22 | i. They will accompany Christ when he comes again. |



ZACHARIAS LEARNS OF JOHN'S BIRTH

Test

1. What is the Scripture reference for Zacharias learns of John's birth?

2. What is the date for Zacharias learns of John's birth?

3. Who was Zacharias' wife?

4. What was the problem of Zacharias and his wife?

5. Who confronted Zacharias when he went into the Holy Place?

6. What was Zacharias told to name his son?

ZACHARIAS LEARNS OF JOHN'S BIRTH

Test, Page 2

7. What would be special about Zacharias' son?

8. Why did God make Zacharias unable to speak?

GABRIEL TELLS MARY OF THE INCARNATION

Worksheet

1. What is the Scripture reference for this card?

2. What is the date for this card?

3. What did Gabriel tell Mary?

4. Name two facts that made Mary an unlikely candidate to be the mother of the Christ.

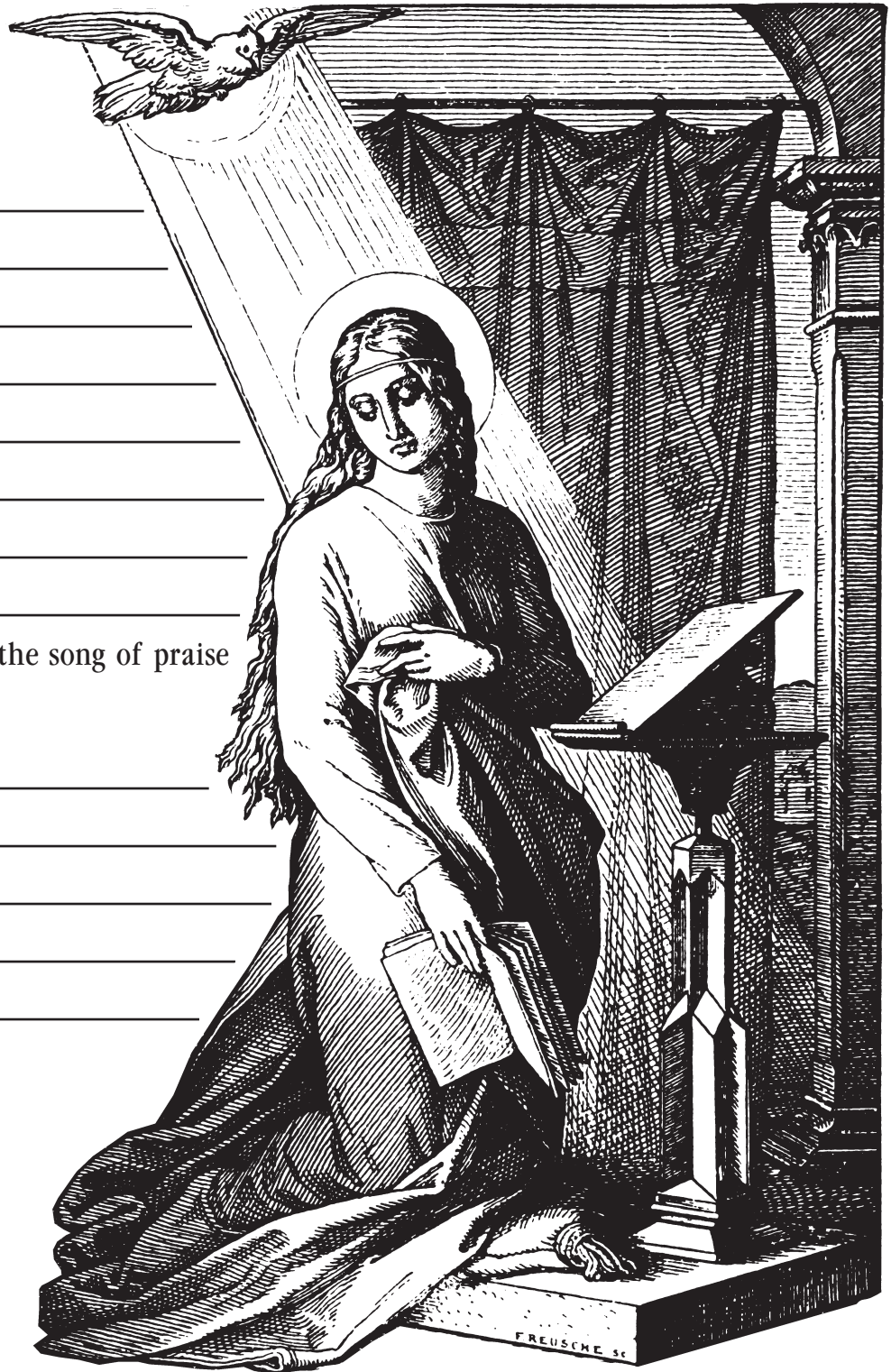
5. What did Mary say after Gabriel told her the shocking news?

GABRIEL TELLS MARY OF THE INCARNATION

Worksheet, Page 2

6. What happened when Mary visited Elizabeth?

7. What is the name of the song of praise which Mary spoke?



GABRIEL TELLS MARY OF THE INCARNATION

Project 1—Bible Reading

Read how Mary was told of the incarnation in Luke 1:26–56. Then complete the following word search. Be sure you know how each word relates to the story.

Gabriel
Betrothed
Blessed
Throne
Reign
Virgin
Impossible

Maidservant
Elizabeth
Barren
Leaped

I M P O S S I B L E V I R G I N
G B Q W E R A E L T Y U S A B L
A L H J K R L T S E P O I B S E
B E G F R D A R Z X S C V R B A
R W Y E T H R O N E Q S M I N P
I B N U S T A T R D N C E E Y E
A E G R G W R H T T E R B D V D
L T L E A D E E V E R G I N S T
B H V X B Z I D T B A R E N M A
E R J K R L G M A I D S E R V F
T O G H I M N I M P O S S I B P
R N R T E L I Z A B E T H E L M
O F U Y L F Q S W H T R J K L E
T Q I E D S M V L Y A B D T Y N
H M A I D S E R V A N T A B C S
B A R R E T N E V R E S D I A M

GABRIEL TELLS MARY OF THE INCARNATION

Project 2—Latin Translation

When Mary was told of her great part in God's plan to send a Messiah, she was a great example of godly submission. She sang a song of praise called the Magnificat. Test your knowledge of Latin by translating the Magnificat into English.

Magnificat anima mea Dominum

Et exultavit spiritus meus in Deo

salutari meo

Quia respexit humilitatem ancillae suae

ecce enim ex hoc beatam me dicent

omnes generationes

Quia fecit mihi magna qui potens est

et sanctum nomen eius

Et misericordia eius in progenies et

progenies timentibus eum

Fecit potentiam in brachio suo dispersit

superbos mente cordis sui

Deposuit potentes de sede et

exaltavit humiles

Esurientes implevit bonis

et divites dimisit inanes

Suscepit Israhel puerum suum

memorari misericordiae

Sicut locutus est ad patres nostros

Abraham et semini eius in saecula.

Gloria Patri, et Filio, et Spiritui Sancto

Sicut erat in principio, et nunc, et semper,

et in saecula saeculorum. Amen

GABRIEL TELLS MARY OF THE INCARNATION

Project 3—Bible Art Study

Fra Angelico was born Guido di Pietro in approximately 1395. He was “in the world but not of the world” as his work was that of a highly professional Florentine painter and a Dominican friar. For most of his religious career Angelico was based in San Domenico, Fiesole, where he served as the Prior beginning in 1450.

“The Annunciation” is from his most famous series of frescos, located in friar’s cells at San Marco (c. 1438–45). The paintings were intended to serve as aids in devotion to God.

Mary and Gabriel are easily identified in this picture, but who is the other figure? He is Saint Peter Martyr, a Dominican monk. He was martyred by an ax and therefore can be identified by the big gash in his head. Saint Peter Martyr was canonized in 1253, around two hundred years before this painting was made.

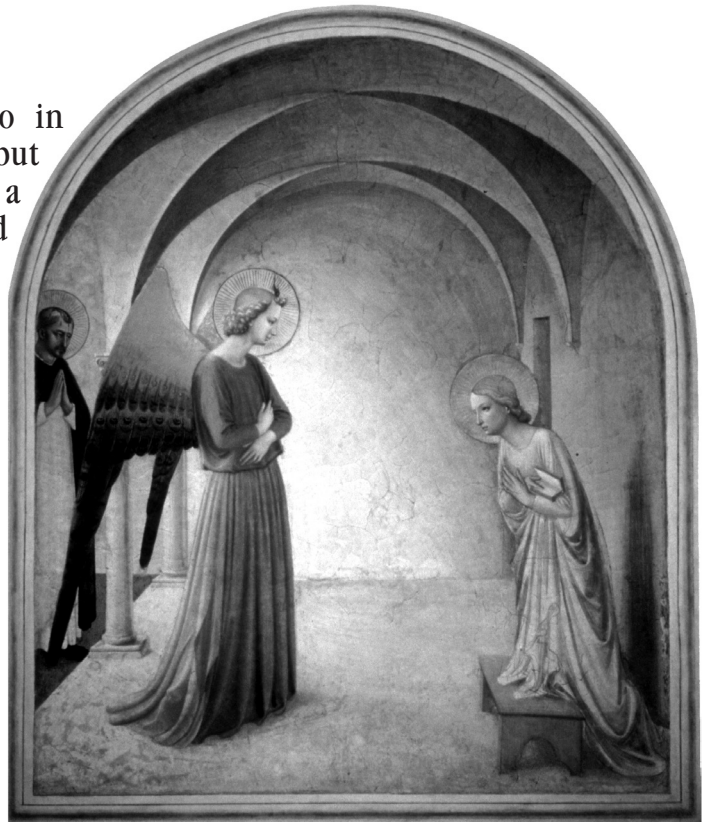
Fra Angelico died and was buried in Rome in 1455 after years of travelling extensively painting numerous altarpieces as well as frescos. His early paintings possess the Gothic look of an illuminated manuscript, but they also have a strong sense of perspective—the visual breakthrough of his day. He was beatified in 1984.

Using the artwork on the back cover of this manual or the image on this sheet, discuss Fra Angelico’s “The Annunciation.”

1. What does it appear Mary was doing when Gabriel interrupted?

2. Why do you think Saint Peter Martyr is in the painting?

3. Where is the light coming from in this painting?



GABRIEL TELLS MARY OF THE INCARNATION

Project 4—The Annunciation

“The Annunciation” refers to the appearance of an angel to Mary. It is one of the most popular subjects in Christian art all the way back to paintings in the Catacombs. Obviously there is a great deal of variety in the representation of the Annunciation, but most share common elements. Some elements are apocryphal—not from the Gospels. For instance, one story has Mary spinning purple thread to be worked into a new veil for the Temple when the Angel arrived, therefore, many icons show Mary with a spindle in her left hand. In Byzantine and Russian icons Gabriel usually enters on the right, but in western paintings the angel comes in from the left side. This scene is usually in Mary’s home. Very often Mary holds a prayer book—as in Simone Martini’s work below—and seems to have been interrupted, or she is shown as kneeling in prayer as Gabriel appears. The presence of God is usually indicated by the Holy Spirit in the form of a dove or hand from which rays of light fall on Mary’s head. Other symbolic elements include the lily (purity), a flask of pure water (virginity), a peacock (immortality), a stork (piety), an olive branch (in Gabriel’s hand for peace), and an apple from the Fall.

Draw your version of The Annunciation, making sure that you include some of the elements discussed above.



GABRIEL TELLS MARY OF THE INCARNATION

Test

1. What is the Scripture reference for this card?

2. What is the date for this card?

3. Who brought some unusual news to Mary?

4. Reasons why Mary was an unlikely candidate to be the mother of the Christ:

A. She was from the town of _____ which was not a great town, nor was it the town in which the _____ was to be born.

B. She was _____. (approximate age)

C. She was not _____.

5. What did Mary say after Gabriel told her the shocking news?

6. What did the angel tell Mary about Elizabeth?

GABRIEL TELLS MARY OF THE INCARNATION

Test, Page 2

7. What happened when Mary visited Elizabeth?

8. What is the *Magnificat*?

BIRTH OF JOHN THE BAPTIST

Worksheet

1. What is the Scripture reference for this card?

2. What is the date for the birth of John the Baptist?

3. What did Elizabeth tell the people that the child should be named?

4. Why did the baby's name seem like a strange choice to the people?



BIRTH OF JOHN THE BAPTIST

Worksheet, Page 2

5. How did Zacharias communicate to the people what he wanted to name the child?

6. What happened when Zacharias told the people the name for the child?

7. What is the *Benedictus*?

8. What Old Testament prophesy would the child of Zacharias and Elizabeth fulfill?

BIRTH OF JOHN THE BAPTIST

Project 1—Bible Reading

Read about the birth of John the Baptist in Luke 1:57–80. Then using the Benedictus spoken by Zacharias, write a sentence explaining what each of the following words has to do with this event.

Visited

David

Enemies

Abraham

Serve

Prophet

Prepare

Remission

Dayspring

BIRTH OF JOHN THE BAPTIST

Project 2

Zacharias had been unable to speak since the angel Gabriel had announced his baby's birth to him. Zacharias asked for a writing tablet in order to write down a name for his son. On the tablet he wrote, "His name is John." After this he began to speak and praised God.

During this time paper was not commonly used, but instead they utilized stone, clay, wood, and wax tablets.

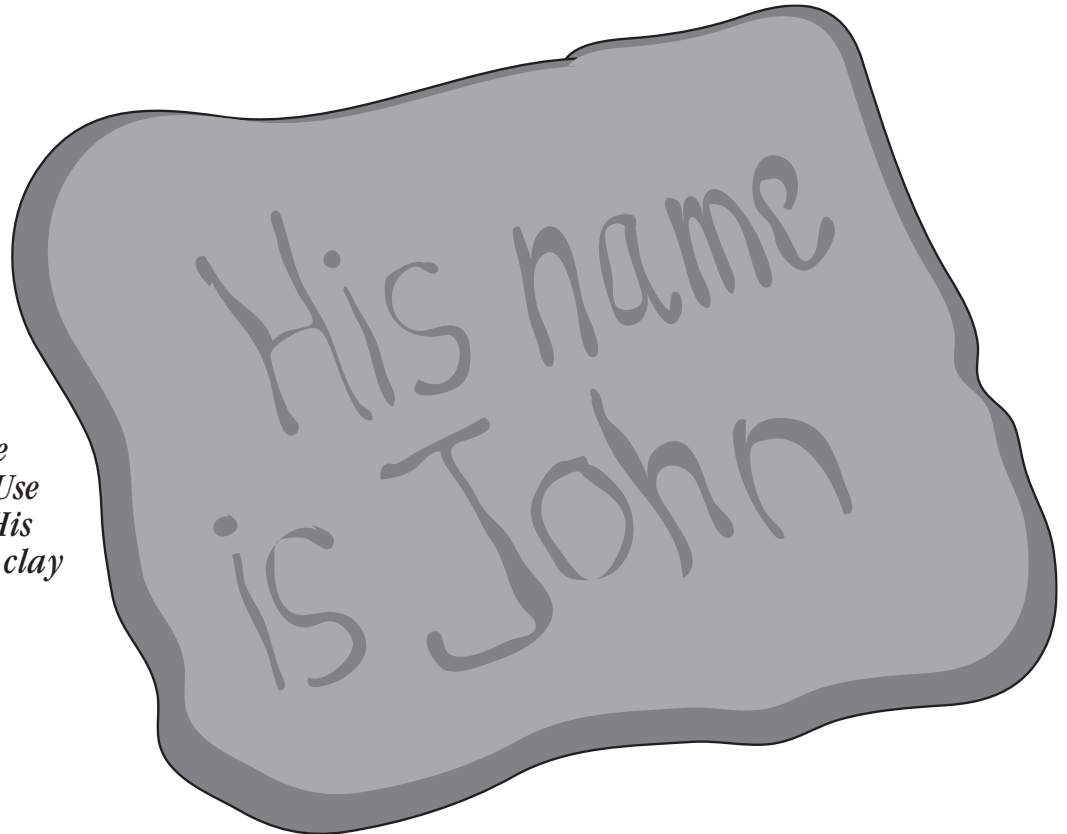
Supplies

Self-hardening clay

pencil

Directions

Give each student a ball of clay and have them form a tablet. Use a pencil and write "His name is John" in the clay before it dries.



BIRTH OF JOHN THE BAPTIST

Test

1. What is the Scripture reference for this card?

2. What is the date for the birth of John the Baptist?

3. Why did Elizabeth have to tell the people what the child should be named?

4. What was the custom in Zacharias' time for naming babies?

5. How did Zacharias communicate to the people what he wanted to name the child?

BIRTH OF JOHN THE BAPTIST

Test, Page 2

6. How did Zacharias get his voice back?

7. What is the song that Zacharias sang?

8. What Old Testament prophesy did the child of Zacharias and Elizabeth fulfill?

BIRTH OF CHRIST

Worksheet

1. What is the Scripture reference for the birth of Christ?

2. What is the date for the birth of Christ?

3. Whom did God send to Mary to tell her she would be the mother of Jesus?

4. To whom was Mary engaged to be married?

5. Why did Mary and Joseph go to Bethlehem?

6. Where did Mary give birth to Jesus?

BIRTH OF CHRIST

Worksheet

7. Who announced Jesus' birth to the shepherds?



BIRTH OF CHRIST

Project 1—Bible Reading

Read Matthew 1:18–24 and Luke 2:1–20. These accounts are quite different in their emphasis. Luke's gospel gives a thorough account of most of the facts and information about the birth. Write one sentence summarizing what (or who) Matthew focuses on most. Then write why you think Matthew focuses on that particular thing. (What fact about Jesus' birth was he trying to prove?)

BIRTH OF CHRIST

Project 2

Fill in the column below to see the similarities between the births of Moses and Christ.



SLAVERY	<p><i>Ex. 1:13</i> The Israelites were slaves in _____.</p>	<p><i>Rom. 6:6</i> All men were slaves to _____ (before Christ set them free).</p>
AN ATTEMPT TO END THE THREAT	<p><i>Ex. 1:15-16</i> Pharaoh told the Hebrew midwives to kill the baby if _____</p>	<p><i>Mt. 2:7, 8</i> Herod tried to get the _____ to find the child for him.</p>
FIRST ESCAPE	<p><i>Ex. 1:17</i> The Hebrew _____</p>	<p><i>Mt. 2:12</i> The _____ did not tell _____ where the child was.</p>
AN EDICT BY THE RULER	<p><i>Ex. 1:22</i> Pharaoh decreed that _____</p>	<p><i>Mt. 2:16</i> Herod decreed that _____</p>
SECOND ESCAPE	<p><i>Ex. 2:5-10</i> Moses was saved by _____</p>	<p><i>Mt. 2:13</i> Jesus was saved when _____</p>

BIRTH OF CHRIST

Test

1. What is the Scripture reference for the birth of Christ?

2. What is the date for the birth of Christ?

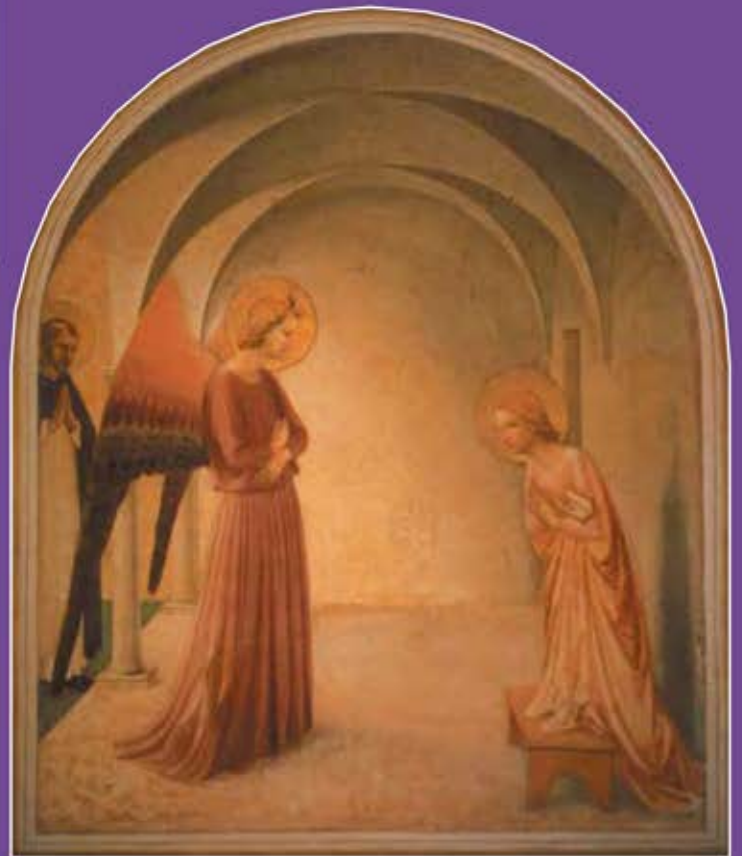
3. Who was Gabriel?

4. Who was Joseph?

5. Which Roman ruler declared that a census should be taken?

6. Where did Mary and Joseph go to be registered?

7. Why did Mary give birth to Jesus in a stable?



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