

Gospels

Scripted Lesson Plans



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INTRODUCTION

The Veritas Press Bible Curriculum and History Curriculum were each written to stand alone and, at the same time, demonstrate an integrated understanding of both the Bible and history. Many times children think that things noted in the Bible are older than things not mentioned (or at least not emphasized) in Scripture. For example, children are prone to think that Jesus must have lived before the pyramids were built *because* we learn of Him from the Bible. Using this Bible and History curriculum will help eliminate such errors.

The history curriculum is specifically geared to having the children master a timeline in history, while learning many important facts along the way. Learning *who*, *what*, *where* and *when* is emphasized. *How* and *why* are not. That will come with older, more dialectally inclined students. While it may sound a bit odd to say this at first, it is not the purpose of the history curriculum to spend a great deal of time reading the Scriptures. That will be done extensively in the Bible curriculum. However, when studying an event that is also a biblically recorded event, it is important to note that it is found in the Bible and its biblical reference.

The Bible curriculum is specifically geared to having the children master the *who*, *what*, *where* and *when* of Scripture. It should cause the children to become intimately familiar with their Bible. It should *always* be the case that they read the biblical passages cited on the cards. The mastery of Scripture that is intended by this curriculum will provide them great benefit when they are older and more dialectically inclined. That will be the time to develop their theological understanding. For now we want to help you help them learn what's in the Bible and where.

Of course, this approach to history and Bible of getting the basics down first is exactly what classical Christian educators seek to do. Getting the *grammar* of Bible and *grammar* of history comes first, then we learn how events and circumstances are connected and, finally, we learn to articulate a position of what we believe and why. But first we must start with the basics—and that is what you will be doing.

GRADE BY GRADE

Below is the grade level recommendation for the Veritas Press Bible and History curriculum. Since this is content-related, it matters little what level is done at a given grade—the content can be learned at any level (after the student has the ability to read and write adequately). Ordinarily, one would do them at the grade level indicated below. This would be in chronological order for history and beginning to end (mostly) for the Bible, which also ends up substantially in chronological order.

However, we recognize the constraints in many homeschool situations due to having multiple children. Many times teaching the content-oriented disciplines like history and Bible with all the children together provides an important timesaving, if not necessary, efficiency. Each homeschool situation will have to plan out what to do when in order to have all children cover all the material.

You may have learned already that if you selected a certain history that you were forced to use the same “grade level” Bible or vice versa. This is necessary for several reasons. Most notably, it allowed for maximum integration of the material in the production of the lesson plans and that was deemed of great importance.

<u>Grade</u>	<u>Bible</u>	<u>History</u>
2 nd	Genesis through Joshua	Old Testament and Ancient Egypt
3 rd	Judges through Kings	New Testament, Greece and Rome
4 th	Chronicles through Malachi and Job	Middle Ages, Renaissance and Reformation
5 th	The Gospels	Explorers to 1815
6 th	Acts through Revelation	1815 to the Present

BEFORE YOU BEGIN

1. Watch the 16-minute video on the Veritas Press History and Bible Curriculum found on your Enhanced CD or at www.veritaspress.com.
2. Refer to the Veritas Press Scholars Lesson Plans, Lesson 1 for Books and Materials that will be needed to begin.
3. You are ready to begin.

ADDITIONAL THOUGHTS

Bible and History Overlap

It will quickly become obvious that the biblically recorded events of the Old Testament and Ancient Egypt and New Testament, Greece and Rome history series overlap with the five Bible series. Remember what we said above in the Introduction. The primary purposes of each curriculum are different.

However, when you come to an event in history that was previously studied in Bible, you might approach the topic and the children a bit differently. Encourage them to *remember* rather than *learn*. Consider adding some fun projects or even give them a bit of a break.

Testing

Tests are provided on the history and Bible enhanced CDs. They generally include writing out the chronology of events studied to date. There are 32 Bible events and 32 history events for the year. By the middle of the year testing on both Bible and history chronologies every week can get very time consuming. As the length builds you should consider having the child do the chronology portion of the test in a separate sitting. We strongly recommend testing both history and Bible chronologies every week.

Older/Younger

In the Bible and history lesson plans you will see the phrases *For younger children* and *For older children*. When you see this, it is to alert you to the fact that this portion of the lesson is specifically written for younger children (second and third grades) or for older children (fourth through sixth grades). Choose whichever one is appropriate for your child to do. Unless otherwise stated the file is for all children, second through sixth grades. As you may recall, the resources varied depending on whether you were using the curriculum for older children, younger children or both. This was done to help match the level of the material with the advancing age (and abilities) of the children.

Using the Projects

We all know that occasionally we have weeks where everything seems to go wrong. The baby is sick, your husband had to go away on a business trip, and the washer broke, all in one week. When this happens, feel free to delete the projects for the lesson and just drill the cards, complete the worksheet and take the test. An occasional such occurrence will make little difference in the grand scheme of things.

There will be times when you want or need more. Become familiar with the additional projects in the Appendixes of the Teacher's Manuals. There are some wonderful games, activities, etc. that you may not want to miss.

Supplemental Writing Projects

There are occasional writing exercises, generally under the heading of Supplemental Writing Project. These are additional writing exercises you may wish to incorporate related to the history and Bible material. The teaching portion for the Institute for Excellence in Writing (IEW) is in the Grammar Lesson Plans file, and you may want to apply what you have learned from IEW to these lessons.

Not Before Second Grade

We do not recommend using this history or Bible curriculum before second grade, as the children are not yet ready to learn the material. It is pretty hard for a five- or six-year-old to understand the Unification of Upper and Lower

Egypt by Pharaoh Menes. Furthermore, much of the learning requires reading and writing abilities that are generally beyond their years. If you have younger children, let them color from a coloring book. There are many in the Veritas Press catalog that will allow these young ones to follow along. However, their participation in singing the timeline songs will prove very beneficial to them later.

Historical Literature

Within the lesson plans you will find the inclusion of a category called Historical Literature. The purpose for using this literature is to bring the time periods alive to your children. It has been separated into older and younger (as explained above), and you choose which is appropriate for your children.

Zacharias Learns of John's Birth

BOOKS

Bible
Gospels Card #97
Gospels Enhanced CD
Journey through the Bible

MATERIALS

Copy of Gospels Song Lyrics
Copy of Worksheet, pgs. 7 and 8 from the Enhanced CD

OBJECTIVE

To continue to familiarize the children with the essential facts of how Zacharias learns of John's birth.

TEACHING

HOOK: Say to the children, "We have much to look forward to because this is going to be an exciting year! God has many things to show us as we set out together on an adventure into the past. Wouldn't you have liked to live at the time when Jesus lived on Earth? That would have been great to walk everywhere you went, have no running water, live in houses with dirt floors, and have no video games to play! Of course, we don't think of those inconveniences; we think it would be great to see Jesus "in action". While we can't go back in time physically, we are able to "visit" Israel at the time of Christ because God was faithful to use godly men to record many of the events that happened in the first century. We will go with the shepherds to see the new baby in the stable, meet John the Baptist, see the miracles of Christ, walk with Him by the Sea of Galilee, hear Him teach the parables, meet the disciples, witness His brutal death on a cross, visit the empty tomb, sail with Paul on missionary journeys, and visit many different churches. In fact, we will probably know more about Jesus than if we had lived while He was on Earth.

However, these are not just stories about interesting people in history. The Apostle John tells us, "... these (events) are written that you might believe that Jesus is the Christ, the Son of God, and that believing you may have life in His name." (John 20:21, 22) As we "travel" to Israel this year and meet Jesus, remember there were many who met Jesus personally and did not believe who He was. We want to learn about His life in the past, so we will love Him today and look forward to meeting Him in the future!

1. Introduce the children to the Gospels Song lyrics. Read through them together. Explain that the purpose of learning this song is to help them understand, in a fun way, the events they will be studying this year. Tell them that in a couple of weeks they will start to have weekly chronology tests where they will write out all the events they have learned up to that point in the year. The song will help them do well on these chronology tests.
2. Listen to the whole song together. Explain to them that today you will only be singing about the first twelve events but will move on to the rest later. Follow along with the lyrics when singing the song.
3. Ask the children to please take out their Bible cards. Have them turn to card #97. Give them a "tour" of the card by pointing out that each card has a title on the front. Also, draw their attention to the picture and the caption under the picture. That includes the Scripture reference for the event.
4. Instruct them to turn the cards over and have them point to the number in the top, right hand corner on the back. Explain that each card is numbered and that they are all arranged in order. Also, draw their attention to the

date on the back of the card at this time. Ask if anyone knows what the *c.* represents. Tell them that it is an abbreviation for the Latin word *circa* and is translated “around”. Instruct the children that the exact date is not known for many of the events they will study, but historical scholars have agreed that these are reliable approximate dates.

5. Skip down to the *Resources* box at the bottom. Explain to them that this box contains the titles of books that have more information about the card. Tell them that you will be reading these books on a regular basis. Hold up *Journey through the Bible*. Open to pg. 192, and show them how you found the page numbers next to where it says “*Journey through the Bible*” in the *Resources* box.

6. Finally, draw their attention to the big, yellow box in the middle of the back of the card. Explain to them that in this box is found all of the information that they will need to know about each card.

7. Now have the children take turns reading the story out loud. Once finished, ask them if they know what a “priest” is. Explain that the priests were given responsibility to care for the temple and perform daily sacrifices. Pgs. 72, 73, 192, and 193 in *Journey through the Bible* are a good resource for additional background information

8. Ask the children if they know what the “temple” is. Say that the temple was the place where the priests performed sacrifices for the Israelites. Explain that it was built in Jerusalem to replace the tabernacle that had been used while the Israelites wandered in the wilderness for 40 years. Show them the diagram on pg. 193 in *Journey through the Bible*. You may want to use this time as a quick review of the temple arrangement and furniture.

9. Ask the children what is meant by “righteous”. Say that Zacharias and Elizabeth had been faithful to obey and serve God throughout their lives. Point out that they were both well advanced in years.

10. Ask the children if they have ever been startled or surprised by someone or something? Listen to their stories. Use these examples to explain how it must have been for Zacharias when the angel appeared to him. He had probably done this job many times before. Point out that the altar of incense was in front of the veil that separated the Holy Place from the Holy of Holies. Remind them that pictures of angels had been sewn into the fabric with golden thread. Zacharias may have thought he was having an hallucination when the angel appeared to him. However, this was a real angel, and he had an important message for Zacharias.

11. Explain that Gabriel told Zacharias that Elizabeth was going to have a baby. Now this was not just any baby; this was the great prophet who had been foretold in Malachi 4:5, 6. Turn to the passage and have a child read the verses. This was very significant news! Gabriel also told him the name of the child, John.

12. Ask the children if they have ever been told something that seemed to be unbelievable. Get their input why it seemed to be doubtful. Explain that Zacharias had some good reasons to think Gabriel’s message seemed too far-fetched. Ask the children if they can think of any reasons Zacharias might give for not believing the angel. Direct the conversation to Elizabeth’s old age.

13. Explain that God expected Zacharias to believe the message. Since he did not believe, Zacharias would be unable to speak until the baby was born. Ask the children if they have ever been given a punishment they thought was unfair. Listen to responses. Ask if they think Zacharias was treated unfairly. Explain that Zacharias was a priest and should have been expecting Malachi’s prophecy to be fulfilled. Also, he should have remembered that Abraham and Sarah had a baby when they were very old.

14. Remind the children that they will learn many truths from studying God’s Word. He expects them to believe all of them and obey. The Apostle John wrote, “Now by this we know that we know Him (Jesus), if we keep His commandments.” (1 John 2:3) Furthermore, the Apostle Peter says that being diligent to follow the teachings of Jesus is the way to know Him better today and meet Him in the future. (2 Peter 1:1-11)

ASSIGNMENT

1. Complete the “Zacharias Learns of John’s Birth” Worksheet.

COMPLETED GRADED

ALERT: As often as possible, have the children answer each question in complete sentences, with capital letters where appropriate and ending with the correct punctuation. The more they practice this, the more proficient they become. Help the children understand that the reason for this is to help them become better writers. Explain to them that they will be receiving three grades on each paper, a comprehension grade (define “comprehension”: to make sure they understand what they’re learning), linguistics grade (spelling), and grammar grade (their correct use of words and punctuation). Look at the Before You Begin instructions for an explanation of how to grade.

Use the example below to help your children understand how to answer each question in complete sentences. If your children are not familiar with this type of questioning, take a weaning approach. On the first worksheet have the children answer the questions out loud and you write the answers down on another sheet of paper, then have the children copy the answers onto the worksheet. The following week give them the questions and the beginning of the answers, then let them finish the answers. For example, you would say, “What is the date given for Zacharias Learns of John’s Birth?” You would write down, “The date given for Zacharias Learns of John’s Birth...” and then let them finish the rest (“is c. 4 BC”). Continue in this manner until they can do it on their own. It usually takes three to four weeks for second graders or children who have not worked through this system before to master this technique.

Zacharias Learns of John's Birth

BOOKS

Bible
Gospels Cards (Card #97, "Zacharias Learns of John's Birth")
Gospels Enhanced CD

MATERIALS

Graded Worksheets
Copy of Gospels Song Lyrics
Copy of Project 1 – Bible Reading, (pg. 9 on the Enhanced CD)

OBJECTIVE

To continue to familiarize the children with the essential facts of how Zacharias learns of John's birth

TEACHING

REVIEW

Have the children take out their copy of the Gospels Song Lyrics. Sing through the first twelve events while following along with the lyrics.

INSTRUCTION

1. Look over the graded worksheet together with the children, correcting anything they missed.
2. Read through the biblical account found in Luke 1:1-5 with the children. With multiple children you may assign the parts of narrator, angel, Zacharias, and Elizabeth.
3. Complete Project 1-Bible Reading. You may ask the questions orally or have them written down.

ASSIGNMENT

None

Zacharias Learns of John's Birth

BOOKS

Bible
Gospels Cards (Card #97, "Zacharias Learns of John's Birth")
Gospels Enhanced CD

MATERIALS

Graded Worksheet
Copy of Gospels Song Lyrics
Copy of Project 2 – Angels, (pg. 10 on the Enhanced CD)

OBJECTIVE

To continue to familiarize the children with the essential facts of how Zacharias learns of John's birth

TEACHING

REVIEW

Have the children take out their copy of the Gospels Song Lyrics. Sing through the first twelve events while following along with the lyrics.

INSTRUCTION

1. Drill the worksheet questions with your children. Ask the following questions orally and allow them to answer orally and in complete sentences:

Question: What is the Scripture reference for Zacharias learns of John's birth?

Answer: Luke 1:5-25

Question: What is the date for Zacharias learns of John's birth?

Answer: c. 4 B.C.

Question: What was Zacharias' job?

Answer: a righteous priest of the Lord who served in the Temple

Question: What was the problem with Zacharias and Elizabeth?

Answer: they had no children

Question: When was Zacharias confronted by an angel?

Answer: when he went into the Holy Place to burn incense

Question: What did the angel tell Zacharias?

Answer: they would have a son who would come in the spirit and power of Elijah as prophesied in Malachi

Question: What happened to Elijah since he did not believe the angel?

Answer: he was unable to speak

2. Complete Project 2 –Angels. You may have the children look up the verses on their own. Using a Bible drill will make the project more fun. The following guidelines will help you run a fair and fun Bible drill:

Bible Drill:

Say: *Attention! Draw swords!* (children should hold their Bibles by the back binding and put them over their heads)

Say: *Matthew 26:53* (or whatever verse(s) you want them to find)

Children say: *Matthew 26:53* (they repeat the passage reference)

Say: *Charge!!* (children may bring their Bibles down and search for the passage.)

Call on the first student who stands (or jumps) after finding the passage and have him read the passage.

Award a point for finding the correct passage (if the incorrect passage was read, call on a new student)

Award another point for matching the statement to the passage on the project sheet.

Answers:

1. g
2. f
3. d
4. a
5. b or g
6. i
7. e
8. c
9. h

ASSIGNMENT

None

Zacharias Learns of John's Birth

BOOKS

Gospels Cards (Card #97, "Zacharias Learns of John's Birth")
Gospels Enhanced CD

MATERIALS

Graded Worksheet
Project 1 - Bible Reading
Project 2 - Angels
Copy of Gospels Song Lyrics

OBJECTIVE

Review and reinforce the essential facts of how Zacharias learns of John's birth

TEACHING

REVIEW

Have the children take out their copy of the Gospels Song Lyrics. Sing through the first twelve events while following along with the lyrics.

INSTRUCTION

1. In your next lesson, the children will be taking their test about how Zacharias learns of John's birth. Make sure they know the reference, date and the five facts on the back of the card.
2. Play a review game to reinforce the material. Focus primarily on the questions from the worksheet, but you may use the information from the projects to have a larger bank of questions.

ASSIGNMENT

Review card and worksheet for the test.

Zacharias Learns of John's Birth

BOOKS

Gospels Cards (Card #97, "Zacharias Learns of John's Birth")
Gospels Enhanced CD

MATERIALS

Copy of "Zacharias Learns of John's Birth" Test (pg. 11 on the CD)

OBJECTIVE

To have students show mastery of essential material concerning Zacharias learns of John's birth

TEACHING

1. Have the children take the test on the "Zacharias Learns of John's Birth." You should grade the test and go over it immediately, or go over it in your next class period.
2. If you still have time after the test, have the students read some of the additional resources listed in the resource section on the card.

ASSIGNMENT

None

Gabriel Tells Mary of the Incarnation

BOOKS

Bible
Gospels Cards (Card #98, “Gabriel Tells Mary of the Incarnation”)
Gospels Enhanced CD
Journey through the Bible

MATERIALS

3x5 note cards to write secret messages
Copy of Gospels Song Lyrics
Copy of “Gabriel Tells Mary of the Incarnation”
Worksheet (pgs. 13, 14 on the CD)

OBJECTIVE

To familiarize the children with the historical significance, context, and primary facts of when Gabriel told Mary of the Incarnation

TEACHING

REVIEW

Have the children take out their copy of the Gospel Song Lyrics. Sing through the first twelve events while following along with the lyrics.

PREPARATION FOR THE HOOK: Write a special message for each student on a note card (or use a piece of scrap paper). The message will tell the student that he is going to do something special. The event should seem a bit exciting, but it should be much too difficult for the age of the student to accomplish by himself. Some examples for a 10-12 year old are:

*Build a house
Drive a car from one city to the next
Go hunting on a safari
Prepare a 5-course meal for the President
Build a computer
Etc.*

HOOK: Ask the children if they have ever been asked to do something that seemed exciting, scary, and difficult all at the same time. Let them share their experiences. Hand out the special messages you prepared beforehand (see above). Tell the children to read the message to themselves, but they cannot tell anybody else the secret. Once all the children have read their message, go around and ask them how they feel about the secret. As they describe their emotions, see if other children can guess the special message. When all children have been given an opportunity to share, tell them that Mary was young when she was told a very important message.

INSTRUCTION

1. Ask the children to take out their Bible cards. Have them turn to card #98 entitled “Gabriel Tells Mary of the Incarnation.” Ask them if they know what the word “incarnation” means. Explain that is when a spiritual being or deity takes on the form of a human. When the word is capitalized, it refers to the birth of Jesus.

2. Have the children look at the picture on the front of the card. Ask the children what they think the picture represents. Point out the title of the painting and artist's name located underneath the picture. Explain that some of the pictures used on the cards are well-known works of art located in museums around the world. This painting resides in Florence, Italy. Ask the children if they are able to pick out Mary and Gabriel. (Mary is seated and Gabriel is kneeling; the two other people are St. Asano and St. Margaret). Have them look closely at the bird in the center of the picture. Ask them if they know what kind of bird it is and what it represents (a dove: the Holy Spirit).

3. Now turn to the card over and have the children take turns reading the story out loud. Once finished, ask the children if they know what a "virgin" is. Explain that a virgin is a young woman who has not yet had a baby. Remind the children how they felt when they were given the special message earlier. Help the children to understand that we know the end of the story and that everything worked out fine. However, since Mary was betrothed to Joseph, she could have been publicly shamed when others found out she was going to have a baby before officially marrying. Mary had great faith to believe Gabriel even though she was afraid. This was the same kind of faith God expected from Zacharias and expects from us.

4. Ask the children if they know what the "Messiah" is. Say that the Messiah was the One whom God promised to send to deliver His people. The prophets had written about Him, and the people of Israel had waited centuries for His coming. (pg. 190 in *Journey through the Bible* has a good chart) Point out that Mary's baby was not going to be just any ordinary baby. Sure, he would cry and need his diapers changed, but this would be God's Son. He was to be given the throne of David, and his kingdom would never end. While Mary may not have understood all the details, she believed God and humbly obeyed.

5. Point out that Mary's cousin was Elizabeth, the wife of Zacharias. Remind the children that six months had passed since Zacharias and Elizabeth had received the news of John's birth. Not only would their baby be the great messenger of the Lord, but he would also be the Messiah's cousin! The unborn John was excited about Mary's news and leaped inside his mother's womb. The Holy Spirit helps even little babies to know that Jesus is the Savior of the World.

6. Mary was so happy to hear the blessing from Elizabeth that she sang a song. Ask the children what English word looks and sounds a lot like *Magnificat*. (magnificent) Ask the children if they know why Mary's song has been given the name *Magnificat*? Have them turn to the Bible passage and see if they can locate a word that looks like *Magnificat*. (v. 46, magnifies) Explain that in the Latin Vulgate, the Latin translation of the Bible, the word *Magnificat*, that is translated "magnifies", is the first word of Mary's song. It was customary for songs from Scripture to be titled by the first word of the song.

ASSIGNMENT

1. Do the "Gabriel Tells Mary of the Incarnation" Worksheet.

COMPLETED GRADED

ALERT: You will need a supply of self-hardening clay for the Birth of John the Baptist project next week. Look at page 24 in the Teacher's Manual for details.

Gabriel Tells Mary of the Incarnation

BOOKS

Bible
Gospels Cards (Card #98, “Gabriel Tells Mary of the Incarnation”)
Gospels Enhanced CD

MATERIALS

Graded Worksheets
Copy of Gospels Song Lyrics
Copy of Project 1 – Bible Reading (pg. 15 on CD)

OBJECTIVE

Continue to familiarize the children with the essential facts of when Gabriel told Mary of the Incarnation

TEACHING

REVIEW

Have the children take out their copy of the Gospel Song Lyrics. Sing through the first twelve events while following along with the lyrics.

INSTRUCTION

1. Look over the graded worksheet together with the children, correcting anything that they missed.
2. Read through the biblical account found in Luke 1:26-56 with the children. With multiple children you may assign the parts of narrator, angel, Mary, and Elizabeth.
3. Complete Project 1 – Bible Reading.

ASSIGNMENT

None

Gabriel Tells Mary of the Incarnation

BOOKS

Bible
Gospels Cards (Card #98, “Gabriel Tells Mary of the Incarnation”)
Gospels Enhanced CD

MATERIALS

Graded Worksheets
Copy of Gospels Song Lyrics
Copy of Project 2 – Latin Translation (pg. 16 on CD)

OBJECTIVE

Continue to familiarize the children with the essential facts of when Gabriel told Mary of the Incarnation

TEACHING

REVIEW

Have the children take out their copy of the Gospel Song Lyrics. Sing through the first twelve events while following along with the lyrics.

INSTRUCTION

1. Drill the worksheet questions with your children. Ask the questions orally and allow them to answer orally and in complete sentences.

2. Complete Project 2 – Latin Translation. Attempt to translate literally from the Latin depending on your child’s experience in Latin. Younger students should recognize basic vocabulary words, and older students can reinforce their declining/conjugating skills. Different translations of the Bible (KJV, NKJV, NIV, ESV, NASB, etc.) may be used to demonstrate how different translators might produce diverse versions. If your familiarity with Latin is limited (and whose isn’t!), use the answer key on page 269 and see if the child is able to match the English and Latin words as he writes out the translation. For example,

Magnificat	=	magnifies
Anima	=	soul, spirit
Mea	=	“of me”, my
Dominum	=	Lord
Et	=	and
Exultavit	=	exalts, rejoices
Spiritus	=	spirit
Meus	=	“of me”, my
In	=	in
Deo	=	God

ASSIGNMENT

None