



**GOD
FREES AND
REDEEMS**

THE COMBINED TEACHER'S GUIDE

SPRING QUARTER 2022

MARCH • APRIL • MAY

Christian Education Department
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BASIC SUPPLIES

Bible dictionary	writing paper
Bible pictures and maps	DVD recorder/player
CD players	milk crates
chart paper	paper – letter, drawing,
Christian music – books, sheets, recordings	pencils, pens, markers
Christian videos and DVDs	poster boards
crayons	robes, scarves
digital camera	old clothing
digital camcorder	scissors, glue, paste
drawing paper	video player

The Teacher's Guide: Liberating Faith Studies

Spring Quarter

March 2022 – May 2022

Prepared by Rev. Dr. D. Melynda Clarke

Babylonian Captivity Ends

Lesson 1

March 6, 2022

Lesson Scripture: Ezra 1; 2:64-70

Focus Scripture: Ezra 1:1-8, 11; 2:64-70

Key Verse: As soon as they came to the house of the Lord in Jerusalem, some of the heads of families made freewill offerings for the house of God, to erect it on its site. Ezra 2:68

Key Term

- **Priesthood** – One especially consecrated to the service of a divinity and through whom worship, prayer, sacrifice, or other service is offered to the object of worship.

Lesson Goals: By the end of the lesson, students will be able to:

1. Illustrate God's continued faithfulness and restorative power.
2. Reveal God's purposeful acts of liberation.
3. Reinforce the responsibility of every believer to respond to God's divine plan.

Teaching Strategies

This quarter's Liberating Faith Studies will focus on the broad extension of God's liberating power that touches the lives of all of God's people. Unit I encompasses the significant events of the post-exilic Jews' emancipation from their 70-year oppressive state,

focusing on their departure from Babylon and their successful repair of the temple in Jerusalem. The use of commentaries and illustrative Bibles will increase students' understanding of the extensive work and resources required to conduct this massive renovation project. However, the effort can be compared to modern-day construction projects, contrasting the resources used today, illustrating the differences between sledgehammers and horses, with today's power tools and mechanical equipment. The undertaking took great effort on behalf of the men while also recognizing the tremendous investment made by King Cyrus of Persia, who supported the project. For teaching purposes, illustrate the physical efforts entailed and the emotional and spiritual commitment required to remain committed to this quest. Use this as an opportunity to promote current-day efforts to restore worship sites and spur enthusiasm to return to worship. Often the idea of returning to the traditions of the past will draw interest from older members. Teaching the history of the church motivates new people to be inspired to carry on the legacy of the past. Do not discount the potential reality that rebuilding is often a purposeful work, predestined by God, for an unknown reason. Being part of God's plan can create excitement and spur interest even by the broader community.

For Lesson 1, consider the following:

- Are there members who can provide pictures, articles, about your local church?
- Compare and contrast the actions of the Persian king with secular leaders who have supported efforts for church revitalization.
- How do progressive methods of worship align with the lesson today?

Questions

1. The rising trend of gentrification in urban cities has caused great despair in the African American community. How can African Americans regain ownership of these valuable plots of land and capital? What can be done to avoid the continued decline of African American home ownership, particularly in areas of increasing metropolitan growth?
2. Many AME churches throughout the world need restoration and repair. However, there is a growing decline in church attendance, as well as a movement towards alternative worship venues. What are some options for these local churches to consider?

Closing Devotions

Closing Hymn or Song of Praise: “I Don’t Know About Tomorrow”
– *AME Hymnal* #446

Closing Prayer: Dear Lord, we thank you for today. We are grateful for your faithfulness in our lives and every moment in time you have provided for us. There is no mountain too high or valley too low to prevent the outcome of your divine plan. Strengthen us in our journey and reinforce our faith with your presence, your love, and your power. These things we ask in the precious name of our Savior Jesus, the Christ. Amen.

Written by: Rev. Dr. D. Melynda Clarke

Resources: The Holy Bible – New Revised Standard Version (NRSV), Bible Commentary, *AME Hymnal*, laptop, projector (or other means to share media for large groups), post-it notes, flip chart paper, white board (optional)

Freedom to Worship

Lesson 2

March 13, 2022

Lesson Scripture: Ezra 5; 6:1-12; 10:1-5

Focus Scripture: Ezra 6:1-12

Key Verse: “May the God who has established his name there overthrow any king or people that shall put forth a hand to alter this, or to destroy this house of God in Jerusalem.” Ezra 6:12a

Key Terms

- **Archives** – A part of the royal treasure-house (5:17), in which important state documents were kept.
- **Impale** – Pierce or transfix with a sharp instrument. Kill by fixing on a sharp stake.

Lesson Goals: By the end of the lesson, students will be able to:

1. Recognize that human intervention remains governed over God's predestined plan.
2. Revisit the importance of God's presence when facing life's challenges.
3. Remind each believer that every event in time works toward a fulfilment of God's plan.

Teaching Strategies

This lesson is designed to illustrate how barriers can intrude on an important goal or mission. This occurs at every level, whether personal goals, community efforts, national agendas, and indeed the church's mission to reach and save the lost. Despite the negative impact of other forces, believers are encouraged to continue the work. The efforts of critics to deter others may frequently be normalized, creating frustration, and eroding one's

faith. This lesson can be used to reassure believers that God is still in control. It illustrates how God's children recognized the opponents and plots targeted against their work, resulting in their further determination to proceed and God's divine favor that led to a positive resolve. Suggest to participants during this lesson to remain positive even when a class member may dwell on failures and setbacks of the past. Redirect the discussion towards testimonies that illustrate God's involvement. Remind them of a vital point of this lesson. God's promises are true. God will utilize resources and people that one would least expect. Remind students that over the course of time, God's plan will be revealed.

Teaching Tips:

1. Do not endorse any candidate or elected official. However, use this as an opportunity to identify elected officials and other leaders that have demonstrated their sensitivity to human rights issues and their support for the needs of the church and the greater community.

Questions

1. Consider the success of your church and/or ministry, not simply based on size and numbers, but the impact on your community. Discuss the possibilities of growth and development. Be prayerful and ask God for further clarity for the future.
2. What are possible opportunities to engage new people into joining ministry projects and programs?

Closing Devotions

Closing Hymn or Song of Praise: "He Has Done Great Things for Me" – *African American Heritage Hymnal* #507

Closing Prayer: God, It's us. We come knowing that all you ask

us to do is be faithful and available. That's all we need to know to renew our faith walk. The evidence will be carrying out your will, not ours. Enough said! Amen.

Written by: Jacquelyn Dupont Walker

Resources: The Holy Bible – New Revised Standard Version (NRSV), Bible Commentary, *African American Heritage Hymnal*, laptop, projector (or other means to share media for large groups), post-it notes, flip chart paper, white board (optional)

Celebrate Passover Liberation

Lesson 3

March 20, 2022

Lesson Scripture: Ezra 6:13-22; Leviticus 23:4-8

Focus Scripture: Ezra 6:13-22

Key Verse: The people of Israel, the priests and the Levites, and the rest of the returned exiles, celebrated the dedication of this house of God with joy. Ezra 6:16

Key Terms

- **Purified** – Refers to a certain rite in the external worship of God. Purification seeks to remove legal uncleanness so that the purified individual may resume normal activity in society. Found chiefly in the section of the priestly code known as the Laws of Purity (Lev. 11–16).
- **Ceremonially Clean** – Having a physical or moral blemish to make impure according to the laws, especially the dietary or ceremonial laws; shave all the hair from their heads, including the hair of the beard and eyebrows. They must also wash their clothes and bathe themselves in water (Lev. 14:8-9).

Lesson Goals: By the end of this lesson, students will be able to:

1. Inspire participants to recognize the importance of corporate worship.
2. Inspire members to freely give their talent, time, and treasure to the church.
3. Remind believers of the sanctity of worship.

Teaching Strategies

This lesson offers opportunities to teach about corporate worship in the local and connectional church. The illustration of both a grand celebration and the elaborate dedication of the temple can be compared to the dedication of a new church edifice or ministry facility. Use this as an opportunity to promote the efforts of any current or future building projects. Reflect on the importance of incorporating various forms and worship styles, including music, dance, and spoken word. Discuss the lists of active participants and assess how current ministries serve in similar capacities during worship and special events. Acknowledge that, in many ways, the contemporary New Testament church is a continuation of Old Testament worship styles and rituals.

Teaching Tips:

1. Point out the similarities between the text and traditional church practices as it relates to the restoration of artifacts. Assist believers in understanding the various artifacts used in the modern church, including vestments, altar materials, candles, linen, and communion serving ware.
2. Discuss the excitement that must have been felt when the repairs to the temple were completed. Discuss how this applies to your local church projects.

Questions

The COVID-19 pandemic has isolated many believers from the

traditional in-person fellowships at worship, Bible study, and special worship events. Each church is looking at returning to in-person worship in their own unique way.

1. What are some of the unique ways your church and ministry groups have celebrated your love of Jesus Christ outside the church?
2. How has the alternative uses of virtual services and events informed your ministries?

Closing Devotions

Closing Hymn or Song of Praise: “How Great is Our God” by Chris Tomlin, Jesse Reeves, and Ed Cash

Closing Prayer: Oh God, help us to trust and praise you more in every season of our lives, especially as we focus on your resurrection. Amen.

Resources: The Holy Bible – New Revised Standard Version (NRSV), Bible Commentary, *AME Hymnal*, laptop, projector (or other means to share media for large groups), post-it notes, flip chart paper, white board (optional)

The Teacher's Guide: Senior Lessons

Spring Quarter

March 2022 – May 2022

Prepared by Faith M. Waters

Babylonian Captivity Ends

Lesson 1

March 6, 2022

Lesson Scripture: Ezra 1; 2:64-70

Focus Scripture: Ezra 1:1-8, 11; 2:64-70

Key Verse: “Thus says King Cyrus of Persia: The Lord, the God of heaven, has given me all the kingdoms of the earth, and he has charged me to build him a house at Jerusalem in Judah.”
Ezra 1:2

Words to Know

- **Herald** – an official messenger bringing news
- **Edict** – an official order or proclamation issued by a person in authority
- **Freewill Offerings** – The free will (or freewill) offering was a sacrifice regulated by God's standards in the Mosaic Law, but it was completely voluntary (Leviticus 23:38)
- **Vessels** – utensils, dishes
- **Exiled** – the state of being barred from one's native country, typically for political or punitive reasons
- **Cyrus** – pronounced: *Sires*
- **Nebuchadnezzar** – pronounced: *Neb(y)əkəd-'nezər*
- **Mithredath** – pronounced: *Mith'-re-dath*

- **Sheshbazzar** – pronounced: *Shesh-baz'-ar*

Lesson Goals: By the end of this lesson, students will be able to:

1. Understand how God provided the resources and people needed to rebuild the temple in Jerusalem.
2. Feel confident that God will provide the resources we need when we face challenging situations.
3. Witness to others about God's faithfulness in providing resources during personal challenging times.

Teaching Strategies

1. Discuss: "Is it possible for believers today to lose their identity as Christians?"
2. Discuss: "Do you believe reparations are due to African Americans for all the past and present atrocities they have experienced? Why? Why not?"
3. This is the first Sunday of Lent. Lent is the Christian season of spiritual preparation before Easter. Lent begins on Ash Wednesday. During Lent, many Christians observe a period of fasting, repentance, moderation, self-denial, and spiritual discipline. The purpose of the Lenten season is to set aside time for reflection on Jesus Christ. We are to consider Jesus' suffering and sacrifice, life, death, burial, and resurrection.
4. Research the Passover celebration and discuss its significance for Christians as we are engaged in the Lenten season and beyond.
5. Ezra's name means "help." His entire life was dedicated to serving God and God's people. Ezra had an in-depth knowledge of the word of God and obeyed it.
6. The fact that Ezra 1:1-3a repeats 2 Chronicles 36:22-23

supports the theory that the same person authored both books.

7. The oral proclamation of Cyrus' decree was written in Hebrew, the language of the Jews.
8. It was the custom of the conquerors to carry off the images of the gods of conquered cities. There was no image of the Lord, so Nebuchadnezzar seized the temple vessels.
9. The total of the returning exiles, we are told, was 42,360. The total doesn't match the sum of the individuals and groups counted in the list. The inventory of temple vessels names the items in varying ways because scholars differ on the meanings of these words. The total of all the items is not the sum of the individual items listed. The reason for this is uncertain.
10. Verse 66 mentions that the Jews had horses and mules as they traveled back home. Cyrus may have donated the horses, which were used by the nobility. Mules were often used by royalty and the wealthy. Also, verse 67 mentions donkeys which were used for carrying heavy loads, and women and children.
11. Ask the pastor if a trustee or church historian can take the class on tour around the church to discuss the special items such as altar cloths, offering plates, candles, candlesticks, Communion cups and platters, stained glass windows, crosses, etc. Ask them to share this information if they know who donated them, when they were purchased, special times they were used, etc. After the tour, ask, "How does the value of something change when we know its history?"
12. Zerubbabel led the first group of exiles who returned home to Israel. They started to rebuild the temple but were stopped by opposition from their enemies.

Resources: Journal notebooks

Freedom to Worship

Lesson 2

March 13, 2022

Lesson Scripture: Ezra 5; 6:1-12; 10:1-5

Focus Scripture: Ezra 6:1-12

Key Verse: “May the God who has established his name there overthrow any king or people that shall put forth a hand to alter this, or to destroy this house of God in Jerusalem.” Ezra 6:12a

Words to Know

- **Decree** – a law or statute that a king made that was published for all to know
- **Archives** – a collection of historical documents providing information about a group of people
- **Scroll** – an ancient book that was made of leather or papyrus rolled into a cylinder after having been written upon
- **Cubit** – an ancient measure of length, approximately equal to the distance from the elbow to the middle finger (around 18 inches)
- **Hewn** – to chop or cut something such as wood or stone with an axe, pick, or other tool
- **Tribute** – a tax or levy
- **Diligence** – careful and persistent work or effort
- **Ecbatana** – pronounced: *ehk-BAT-uh-nuh*

Lesson Goals: By the end of this lesson, students will be able to:

1. Explore the role of King Darius in the rebuilding of the temple in Jerusalem.

2. Be confident that God will provide all that is needed when the rebuilding is within God's plan.
3. Identify ways to help others in rebuilding.

Teaching Strategies

1. When discussing the opposition we encounter while helping others, ask, "Do you believe some plans fail because they are not God-ordained?" Discuss how we can discern the difference between God-ordained plans versus human plans.
2. The work on the temple had been stopped for over 20 years before Darius decreed the work to be completed. Meanwhile, the people had erected elaborate homes for themselves.
3. Have the class use their electronic devices to view an Old Testament map and locate Babylon, Jerusalem, the province of Media, and the city of Ecbatana. Note the distance between the locations. Today the city of Ecbatana is located in the Iranian city of Hamadan, but its remains have not been unearthed.
4. The measurements mentioned in 6:3 most likely were not the actual scale of the temple but a smaller building that the Persians were going to fund.
5. The daily synagogue services included prayers for the royal family (1 Tim. 2:1-2).
6. If anyone violated the decree, they risked severe punishment, including death.
7. **Ezra 10:1 – 5** – After the Israelites were released from captivity, they still tended to sin. A lot of intermarriages occurred between Jewish men and women from foreign lands. This included the priests and Levites. Marrying pagan women was an act of infidelity. Their wives caused them to worship

pagan gods along with the true God of Israel. Ezra prayed, confessed all sins, and wept before God in the temple. A large group of Israelites joined Ezra and wept severely, realizing the seriousness of their sins. They all made a covenant before God to send all those wives and children out from among them. The law required mothers to be given custody of all children when marriages ended in divorce.

8. Teach the class how to properly write a letter to government officials to solicit help with an issue based on the standard rules of contacting them. A Google search may aid in finding a template form.
9. This is the second Sunday of Lent. Encourage the class to write in their journal about what God is saying to them through this lesson.

Resources: Journal notebooks

Celebrate Passover Liberation

Lesson 3

March 20, 2022

Lesson Scripture: Ezra 6:13-22; Leviticus 23:4-8

Focus Scripture: Ezra 6:13-22

Key Verse: The people of Israel, the priests and the Levites, and the rest of the returned exiles, celebrated the dedication of this house of God with joy. Ezra 6:16

Words to Know

- **Dedication** – an act or rite of setting apart a person or item for God's use
- **Passover** – a festival instituted to commemorate the passing over or sparing of the Hebrews in Egypt when God killed the

first born of the Egyptians

- **Purified** – the cleansing of the ceremonially unclean person by bathing the body and clothes of the person purified
- **Pollutions** – contamination from being in contact or exposed to the unclean
- **Tattenai** – pronounced: *tat' -e-ni*
- **Shethar-bozenai** – pronounced: *she'-thar-boz'-na-i*
- **Artaxerxes** – pronounced: *ar-taks-urk'-sez*

Lesson Goals: By the end of this lesson, students will be able to:

1. Examine the decrees of the three Persian kings and determine how each affected the lives of the people.
2. Feel the awe of the completion of a complex task.
3. Celebrate God's acts of liberation.

Teaching Strategies

1. Answers for **Real Talk, Faith Walk** question on the Seder: During the evening, your meal will have: four cups of wine; veggies dipped in saltwater; flat, dry cracker-like bread called matzah; bitter herbs, often horseradish (without additives); romaine lettuce, dipped into *charoset* (a paste of nuts, apples, pears, and wine); and a festive meal that may contain time-honored favorites, like chicken soup and gefilte fish.
2. If possible, set up a Seder for the class. Also share the meaning and connection with Holy Communion.
3. The Passover was instituted at the Exodus. It marked several new beginnings in the lives of God's people in addition to this first festival celebrated in the second temple. These include the people's entrance into the Promised Land (Joshua 5:1-12),

calls to national renewal under King Hezekiah (2 Chronicles 30) and King Josiah (2 Kings 23:21-25), and the Last Supper before Jesus' crucifixion (Matthew 26:17-30; Mark 14:12-16; Luke 22:7-13).

4. It took four years for the temple to be completed. This second temple's Most Holy Place was empty because the Ark of the Covenant had been misplaced or lost during the Babylonian invasion.
5. More information on Passover and the festival of unleavened bread is in Leviticus 23:4-8. Discuss with the class how they celebrate special holidays with their families. Most of the time, families observe certain rituals or customs during holidays. Discuss the importance of rituals and their symbolic meanings.
6. This is the third Sunday of Lent. Encourage the class to write in their journals about the lesson and what personal worship of God means to them.

Resources: Seder items; Holy Communion (juice and wafers)

The Teacher's Guide: Intermediate Lessons

Spring Quarter

March 2022 – May 2022

Prepared by Kabrina Bass

Babylonian Captivity Ends

Lesson 1

March 6, 2022

Lesson Scripture: Ezra 1; 2:64-70

Focus Scripture: Ezra 1:1-8, 11, 2:64-70

Key Verse: “Thus says King Cyrus of Persia: The Lord, the God of heaven, has given me all the kingdoms of the earth, and he has charged me to build him a house at Jerusalem in Judah.”

Ezra 1:2

Vocabulary

- **Nebuchadnezzar** (neh-buh-kad-NEZZ-zer) – Second king of the Neo-Babylonian Empire, who reigned for 43 years (605-562 B.C.) He succeeded his father, Nabopolassar.
- **Belshazzar** (bell-SHAZZ-zar) – The name means “Bel protect the king.” He was the last king of Babylon when the city and empire fell to the Medo-Persian Empire in 539 B.C.
- **Mithredath** (MYTH-reh-dath) – The treasurer of King Cyrus of Persia.
- **Sheshbazzar** (SHESH-bazz-zar) – The first governor of Judea appointed by Cyrus II. He returned the temple vessels and laid the temple foundation in 538 B.C.
- **Nethinims** (NEH-thee-neems) – “The given ones”; also called Nathinities; the temple assistants in ancient Jerusalem.

- **Zerubbabel** (zeh-ROO-bah-bell) – The governor of Judah following the Babylonian exile. He rebuilt the temple in Jerusalem.
- **Edict** (מִּכְתָּב) (mik-tab) – A written document, a royal enactment.

Lesson Goals: By the end of this lesson, students will be able to:

1. Explore how God provides when God's people face challenges.
2. Feel confident that God will provide the resources they need when they face challenging situations.
3. Share how God has provided for them when faced with challenging situations.

General Instructions for the Quarter

Introduction

Welcome everyone to the third quarter. **Explain:** The lessons for the quarter examine God's nature through the lenses of liberation and Christian freedom. **Instruct:** At the start of each class, we will spend a moment preparing for our lesson by listening to each other. We'll learn to *hear – here*. Have participants practice being present during the discussion and the lesson.

Instruct: If space allows, have the participants gather in a circle. If classes are virtual, review the ground rules of the virtual space. Explain the use of tools in the space, the chat room, or the reaction features if available. **Share:** How we are present in the space, everyone listens to each other without judgment, comments, or trying to fix it. Give everyone a turn but don't force participants to speak.

Invite: Ask participants to share what freedom means to them.

Teaching Strategies

Introduction

Invite: Participants to share, if they are comfortable, a time when they had to move to a new location. **Ask:** Why are moves difficult? What are some of the major changes in one's life when they move? **Introduce:** Today's lesson is about Israel returning to Jerusalem after being in Babylon for about 70 years. Imagine how things have changed in 70 years.

Bible Story

Ask: One male volunteer to read the words of King Cyrus; another volunteer to be the narrator of the story. **Instruct:** Everyone to listen to the story and to identify King Cyrus' instructions. **Share:** The total number of those returning from exiles was 42,360 plus all the things people had given them.

Life Application

Ask: What are some things which your family treasures, such as pictures, dishes, or towels? **Instruct:** Participants to ask their family the origin story of their treasurers.

Summary

Ask: Have you experienced a time when God stirred your heart to help someone else? How would you feel if someone provided you with everything you needed to rebuild your local sanctuary?

Close: Ask: Each participant to share one takeaway from the lesson.

Resources:

Puzzles: Fallen, Criss Cross, and hidden word puzzles

Video: *Building Together* - <https://youtu.be/dYUIALCBH-c>

Review: YouTube Video before class

Pinterest - https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/

Greek words pronounced - <https://forvo.com/languages/el/>

Freedom to Worship

Lesson 2

March 13, 2022

Lesson Scripture: Ezra 6:1-12

Focus Scripture: Ezra 6:1-12

Key Verse: “May the God who has established his name there overthrow any king or people that shall put forth a hand to alter this, or to destroy this house of God in Jerusalem.” Ezra 6:12a

Vocabulary

- **Achmetha** (ak-MEE-tha) – The ancient city mentioned by the scribe in Ezra; one of five capitals of Achaemenid Persia.
- **Tattenai** (tat-NIE) – A Persian governor.
- **Apharsachites** (ah-FAR-sah-kites) – A Persian officer of rank in the reign of Darius.
- **Aramaic** (air-ah-MAY-ik) – Language spoken of ancient Near East from 600 B.C.
- **Decree | Edict** – A written document, a royal enactment.
- **Tribute (בְּחֹל) (minchah)** – A gift or payment from a nation to a superior power.
- **Dunghill** – Earth dug out; an earth heap, then loose earth or dust.

Lesson Goals: By the end of the lesson, students will be able to:

1. Analyze how King Darius played a role in the rebuilding of the house of God at Jerusalem.
2. Affirm that God will provide all the resources and securities needed when the rebuilding is within God's plan.
3. Share ways to help others in rebuilding

Teaching Strategies

Introduction

Invite: Participants to share a commitment they made to someone. *Allow the class to discuss. There are no right or wrong answers.* **Ask:** Why is it important to keep a commitment? **Introduce:** Today's lesson is about King Darius, who succeeded King Cyrus and ensured that Cyrus' commitment to Israel was fulfilled.

Bible Story

Share: Share the succession of kings - King Darius was the third king of the Persian Empire (Cyrus and Cambyses came before him, while Xerxes came after him and Artaxerxes came after him). King Darius searched for records of a copy of King Cyrus' decree regarding the Jerusalem temple. The king consulted the royal records, located in the city of Ecbatana. Located in the mountains between the modern cities of Tehran and Baghdad, it was the summer residence of Persian kings. The document, written in Aramaic, the Persian legal language, was found on a scroll rather than the more typical clay tablet used for Persian records. **Ask:** For volunteers to read the verses. **Alternative:** Have participants collaborate to create a comic strip to illustrate the rebuilding of the temple. See **Activity Sheet**.

Life Application

Invite: Participants to think about civic engagement. **Explain:** Civic engagement involves "working to make a difference in the

civic life of one's community and developing the combination of knowledge, skills, values, and motivation to make that difference." **Ask:** How could you, with others in the congregation, collaborate with government officials to make a difference in your community?

Summary

Ask: Participants to share how they could feel more connected to God in worship. Encourage them to share their thoughts.

Resources

Puzzles: Fallen, Criss Cross, and hidden word puzzles

Video: *Teamwork Can Make the Dream Work* - <https://youtu.be/6fbE52YDEjU>

The Temple Was Rebuilt - <https://youtu.be/UkO0vuRzUhc>

Create a Comix - <https://www.makebeliefscomix.com/Comix/>

Review: *Teamwork Can Make the Dream Work*

Pinterest - https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/

Greek words pronounced - <https://forvo.com/languages/el/>

Celebrate Passover Liberation

Lesson 3

March 20, 2022

Lesson Scripture: Ezra 6:13-22; Leviticus 23:4-8

Focus Scripture: Ezra 6:13-22

Key Verse: The people of Israel, the priests and the Levites, and the rest of the returned exiles, celebrated the dedication of this house of God with joy. Ezra 6:16

Vocabulary

- **Captivity** – The deportation, exile, and widespread dispersion of the Northern Kingdom of Israel and the Southern Kingdom of Judah following the invasions of Assyria and Babylon.
- **Purified** – Be clean, pure.
- **Sin Offering** – Given for known and unknown sin for which there was no possible repayment.
- **Artaxerxes** (ar-tuh-ZURK-seez) – He who reigns through order - king of Persia.
- **Adar** – The twelfth month of the Israelite calendar.
- **Iddo** – A member of the family of Nebo in the postexilic (the time when the people were forced to leave their home for another country) Jewish community.
- **Persepolis** (per-SE-poe-liss) – Capital of Persia proper - the residence of the Persian court from the time of Darius.

Lesson Goals: By the end of the lesson, students will be able to:

1. Examine the decrees of Cyrus, Darius, and King Artaxerxes and determine how they affected the people of Israel, the priests, the Levites, and the returned exiles.
2. Experience awe after a difficult task.
3. Celebrate acts of liberation that God has done for them and their church.

Teaching Strategies

Introduction

Welcome participants to class. **Ask:** What are some of your family's celebrations? How do you prepare for a celebration? **Discuss:** Are there any celebrations you have taken for granted, maybe Christmas, Easter, or Mother/Father's day? You've got into a routine, and you just go through the motions? **Introduce:** Today, we

continue with Israel's story and how the governors helped. The temple is completed in today's lesson, and the celebration starts. **Ask:** How do you think Israel felt when they completed the temple? *Why? Allow participants to share their thoughts.*

Bible Story

Invite: Participants to read the printed scripture. **Instruct:** Participants to highlight the amount of the offerings brought to the celebration. **Discuss:** Which words stood out in the scripture? **Ask:** Why did they bring so much? *There's no right or wrong answer.* **Explain:** The unique role of the priests and Levites; Moses made a distinction between the duties of priests and Levites (Numbers 18). David organized both groups into rotating divisions that shared temple duties (1 Chronicles 23–26). Close discussion with, "The temple was completed five years after construction began and seventy-two years after the first temple's destruction."

Life Application

Explain: Many traditions were changed by the pandemic. In many places, people were unable to gather on the 1st Sunday or their Communion Sunday. **Ask:** Why is the celebration of the Lord's Supper, Communion, and Eucharist important? Why is it important to come together for Communion?

Summary

Ask: Are there ways we can come together for the Lord's Supper or Communion when we cannot physically gather? **Instruct:** Participants to reflect on how the local congregation prepares for worship. Then have them compare to how Israel prepared for their worship. **Ask:** What was similar? What was different? **Invite:** Participants to complete the "Parts of the Church" **Activity Sheet.** The answers are on Pinterest.

Resources

Puzzles: Fallen, Criss Cross, and hidden word puzzles

Video: *Celebration* - <https://youtu.be/8Lu41LulQos>

Pinterest - https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/

Greek words pronounced - <https://forvo.com/languages/el/>

The Teacher's Guide: Junior Lessons

Spring Quarter

March – May 2022

Prepared by Rev. Dr. Christal L. Bell

Free to Go Home

Lesson 1

March 6, 2022

Lesson Scripture: Ezra 1; 2:64-70

Focus Scripture: Ezra 1:1-8,11; 2:64-70

Key Verse: "All their neighbors aided them with silver vessels, with gold, with goods, with animals, and with valuable gifts, besides all that was freely offered." Ezra 1:6

Word Power!!!

- **Edict** – A law, command.
- **Permitted** – Formal permission.
- **Aided** – To give help or assistance.

Lesson Goals: By the end of the lesson, students will be able to:

1. Understand how God provided people and resources to rebuild the temple in Jerusalem.
2. Appreciate how God will provide the resources needed when they face challenging situations.
3. Celebrate God's help in our times of need.

Teaching Strategies

Answer Key

1. How would you feel if you had to help rebuild the temple?

- a. Give them encouragement to share their emotions and share your response as well.
 - b. If the students do not volunteer at first, share your thoughts to help them open up.
2. What is the name of the main character and the king in this story?
 - a. King Cyrus
 3. Share a time when you helped someone who was in need.
 - a. There is no wrong answer. Invite students to be descriptive in their responses.

Resources: Paper/pencils/crayons (for drawing activities), phone to take a picture of QR Code: What is one thing/activity you would be willing to give up for 40 days to spend time with God?



<https://www.menti.com/88xjtnyfrp>

Free to Talk to God

Lesson 2

March 13, 2022

Lesson Scripture: Ezra 6:1-12

Focus Scripture: Ezra 6:1-12

Key Verse: "Let the governor of the Jews and the elders of the Jews rebuild this house of God on its site." Ezra 6:7b

Word Power!!!

- **Decree** – An official order or law.
- **Archives** – Places where important historical documents are kept.
- **Perpetrator** – A person who participates in illegal activity.

Lesson Goals: By the end of the lesson, students will be able to:

1. Analyze how King Darius played a role in rebuilding the house of God at Jerusalem.
2. Affirm that God will provide all the resources and securities needed when the rebuilding is within God's plan.
3. Identify ways to welcome and help others

Teaching Strategies

Answer Key

1. Who is the new king of Persia in this passage?
 - a. King Darius is now the king of Persia.
2. The money needed to rebuild the temple would come from the royal treasury. **True or False.**
 - a. True.
3. Write three ways you can welcome a new student or neighbor.
 - a. Encourage the students to write and share at least one way they can welcome someone. Examples can be: invite them to have lunch, creating a card, etc.

Resources: Paper, pencils, crayons (for drawing activities)

Free to Celebrate Passover

Lesson 3

March 20, 2022

Lesson Scripture: Ezra 6:13-22; Leviticus 23:4-8

Focus Scripture: Ezra 6:13-22

Key Verse: “With joy, they celebrated the festival of unleavened bread seven days; for the Lord had made them joyful and had turned the heart of the king of Assyria to them, so that he aided them in the work on the house of God, the God of Israel.” Ezra 6:22

Word Power!!!

- **Prophecy** – Saying that something will happen in the future.
- **Passover** – A Jewish festival celebrating the liberation of the Israelites from the Egyptians.
- **Unleavened** – Bread made without yeast; it doesn't rise but is flat.

Lesson Goals: By the end of the lesson, students will be able to:

1. Experience awe after the rebuilding of the temple.
2. Understand the inclusiveness of the joyful renewal of the Passover.
3. Rejoice in how God provides for us.

Teaching Strategies

Answer Key

1. Find a calendar and write down when Easter is this year.
 - a. Easter is April 17, 2022.
2. Think about your favorite celebration; what are some of the

favorite traditions or food you have at the party?

- a. Share with students one of your favorite traditions/meals on a given holiday.
3. Write a poem of praise using the word “joy.” If time permits, share the poem with the class.
- a. Encourage students who want to share to do this with the class. Ask a student to share the poem that they wrote and use it as the closing prayer.

Resources: Paper, pencils, crayons, scissors, glue, card decorations