

Chapter 4: Ancient Israel

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Vocabulary
38	99–103	87–91	51, 55	<ul style="list-style-type: none"> Identify Abraham as the father of the nation of Israel Analyze the Abrahamic and Mosaic Covenants Trace the descendants of Abraham who received the promise Analyze the Jews' population growth and God's protection of them during their years in Egypt Describe the Exodus of the Israelites from Egypt Identify causes and effects of events in Israel's early history 	Abrahamic Covenant Passover Exodus Mosaic Covenant
39–40	104–5	92–93	51, 56	<ul style="list-style-type: none"> Examine the purpose for the tabernacle Analyze the construction of the tabernacle Participate in a team research project Make a model of and describe the purpose for the tabernacle's furnishings 	tabernacle
41	106–8	94–95	52, 57–58	<ul style="list-style-type: none"> Identify monotheism as the belief in one God Recognize the importance of God's covenants with Israel Identify the important times of worship held by the Israelites Recognize the significance of Passover Compare the New Testament observance of the Lord's Supper to Passover Explore aspects of Jewish culture 	monotheism atonement
42	109–13	96–100	52, 59–60, 241–51	<ul style="list-style-type: none"> Analyze the dealings between God and the Israelites Trace the developments that occurred when the Israelites entered the Promised Land Compare the region of Israel in ancient times with the modern region Analyze life under the leadership of judges and kings Analyze the Davidic Covenant 	Davidic Covenant
43	114	101	61	<ul style="list-style-type: none"> Identify the costs and benefits of a decision Record an analysis of historical decisions Apply costs and benefits analysis to personal decision making 	
44	115–18	102–5	52–53, 62	<ul style="list-style-type: none"> Trace the division of the Israelite kingdom Evaluate the leadership of Jeroboam Evaluate the kings of the southern tribes called Judah Trace events and their influence on the lives of the Israelites in captivity 	Diaspora New Covenant assimilate
45	119–23	106–9	53, 63– 64, 414	<ul style="list-style-type: none"> Examine a primary source cutting from the second book of Maccabees Trace the return of the Jews to Judea Describe life under the rule of the Greek Empire Analyze the importance of the Greek language Trace the events of the Maccabean Revolt 	Septuagint Gentile Hanukkah
46	124–27	110–13	53–54, 65–66	<ul style="list-style-type: none"> Analyze the conditions of the Jews under Roman rule Evaluate the influence of the life of Jesus Christ during the Roman rule Trace the changes in religious practices following the Jews' return from exile Reinforce map skills 	Messiah Judaism synagogue rabbi
47	128–30	114–16	54, 67	<ul style="list-style-type: none"> Trace the changes from the Herodian dynasty to Roman rule Trace the attempts by the Zealots to overthrow Roman rule Describe the destruction of Jerusalem Describe the fall of Masada 	legion
48	131		68	<ul style="list-style-type: none"> Recall concepts and terms for Chapter 4 	
49	131			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 4 by taking the test 	

A complete materials list for the chapter is provided on the Teacher's Toolkit CD.

Chapter 4



Ancient Israel

Chapter Overview

This chapter focuses on the history of ancient Israel from the call of Abraham to the destruction of Masada. Biblical accounts of the Exodus, the judges, the time of the kings, and the Babylonian captivity are emphasized. By studying the geography, the culture, and the history of ancient Israel, the student will be able to connect biblical history and current events in the Middle East. Special activities include being a part of a research team and identifying costs and benefits in decision making.



Web links—Check www.bjupress.com/resources for Web links that will enhance your lessons. Links have been carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it. Also be aware that links to some sites may become outdated, though efforts are made to keep them current.

Student Text pages 87–91
Activity Manual pages 51, 55

♦ Lesson 38 ♦

Objectives

- Identify Abraham as the father of the nation of Israel
- Analyze the Abrahamic and Mosaic Covenants
- Trace the descendants of Abraham who received the promise
- Analyze the Jews' population growth and God's protection of them during their years in Egypt
- Describe the Exodus of the Israelites from Egypt

Vocabulary

Abrahamic Covenant Exodus
Passover Mosaic Covenant

Materials

- Chapter 4 Organizer, AM p. 51
- Israel's Twelve Tribes, M 4.1
- Abrahamic Covenant, V 4.1
- Mosaic Covenant, V 4.2

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- Direct attention to page 87.
- The establishment of the nation of Israel is one of the most important events in the history of the world. The Israelites have influenced world events from ancient history to modern times. The Bible says that the nation of Israel will continue to be the central issue of future world events.
- What city is pictured? *Jerusalem*
- What famous landmarks do you recognize? *possible answers: the Dome of the Rock, the Eastern or Golden Gate, the walls of Jerusalem*
- What in the picture looks ancient? *possible answer: the stone walls below the city*
- What in the picture looks modern? *possible answers: the high-rise buildings, metal railings*
- What shows that some aspects of the ancient culture are still useful in the present? *the camel*
- Can you infer what the camel is used for? *The reins and stirrups suggest the camel is used for transportation.*

Teach for Understanding

Discussion

page 88

Guide the student in completing the appropriate section of the *Chapter 4 Organizer*.

► **Why is it important to study the history of Israel?**
God's purposes and actions in history are revealed more clearly in Israel's history than in that of any other nation. God's plan of redemption for all people centered on Israel.

► **What were the religious beliefs like in Abram's culture?** *The people worshiped many gods and idols.*

► **What is a covenant?** *a binding agreement*

Display the *Abrahamic Covenant* visual.

► **Describe the covenant God made with Abraham.**
God promised that He would make a great nation through Abraham. God would bless him and bring a blessing to many nations through him. [BAT: 8a Faith in God's promises]

► **God always remains true to His promises.**

► **How did Abraham's moving to Canaan show his belief in God?** *He gave up everything and went completely on faith without questioning God.*

💡 **What do you think it means when God declared Abraham to be righteous?** *God declared Abraham righteous, not because of his good deeds or obedience, but because of his trust in God's promises.*

💡 **What do you think it would be like living in a tent like the one in the picture? possible answers: hot, dusty, lack of electricity, no modern conveniences**

► **Sometimes when we think of Bible events, we think they happened together in a short period of time.**

🕒 **Examine the timeline on page 88. How many years passed between the Exodus and the time Saul became king?** *around 426 years*



Answers

1. Israel's history is recorded in the Bible. God's purposes and actions are revealed more clearly in Israel's history.
2. Israel was a special name given to Jacob by God.

- FOCUS**
1. How is the history of Israel different from the history of other nations?
 2. From where did the nation of Israel get its name?

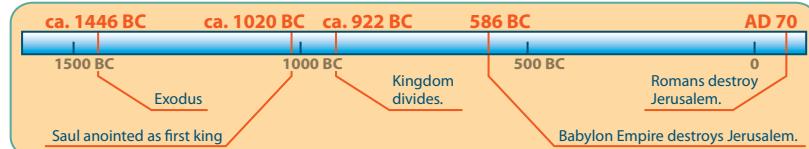
Israel's Beginning

The nation of Israel began like no other nation in the world. And its history is unlike the history of any other nation. Much of Israel's history was recorded in the Bible by prophets. God used them not only to tell what happened but often to reveal why those things happened. God's purposes and actions in history are revealed more clearly in Israel's history than in that of any other nation.

Around 2091 BC God revealed Himself to a man named Abram. Abram



Today in the Middle East, Bedouins dwell in tents just as Abraham did.



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Covenants—Four covenants will be presented in this chapter. Make a chart listing the name of the covenant, the person with whom it was made, and the promise it contained. Add information about each covenant as it is presented.

Blank organizers—A blank two-column organizer, as well as a variety of other blank organizers, is located on the Teacher's Toolkit CD.

lived in Ur of the Chaldeans. Ur was a developed city-state. The people there worshiped many gods and idols. Abram believed in the same gods as those people. But God chose to reveal Himself to Abram. God told Abram to leave Ur and to travel to wherever God showed him. Abram then believed in the one true God.

God gave Abram many promises and changed his name to **Abraham**. These promises are called the **Abrahamic Covenant**. In this *covenant*, or binding agreement, God promised Abraham that his descendants would become a great nation. God promised to bless Abraham. God told him that all the nations of the world would be blessed through him.

ABRAHAMIC COVENANT

Genesis 12:1–7

God promised Abraham that his offspring would become a great nation. They would live in the land that God gave them. Through Abraham God would bring a great blessing to all the families of the earth. Jesus, a descendant of Abraham, fulfilled this last promise.

Abraham showed that he believed God by doing what God said. He moved his family to Canaan, the land where God told him to go. Because Abraham believed God, God considered this former idolater to be a righteous man.



Learning names of modern countries

Challenge the student to learn and memorize the names and locations of the modern countries in the region covered in this chapter. Blank map outlines are provided on the CD.

Abraham and His Sons

The nation of Israel came into being because of God's promises. But it did not happen right away. The Abrahamic Covenant was not given to all of Abraham's descendants. God chose only Isaac among Abraham's sons, and among Isaac's sons, only Jacob was chosen. But God chose all of Jacob's twelve sons to inherit the promises. The twelve tribes of the nation of Israel would come from them. The nation would be called **Israel** because that was a special name that God had given Jacob.

The Israelites in Egypt

During Jacob's lifetime a great famine struck the entire ancient Near East. God had providentially moved Jacob's son, Joseph, to Egypt years before the famine. God enabled Joseph to interpret the pharaoh's dream, which predicted the famine. Joseph was then made a ruler in Egypt. He was the second-highest ruler of the land. Joseph oversaw the building of storehouses to prepare for the famine.

The map on this page may differ from the student's text. The map here (and on the Teacher's Toolkit CD) is more accurate.



When the famine struck, people from many nations went to Egypt for food. In this way Joseph was a blessing to many nations. Joseph's father and brothers and their families also came to Egypt. Joseph made sure that they were given a portion of good land to live in.



Joseph Sold into Bondage by His Brethren, Giovanni Battista Carlone, from the Bob Jones University Collection

Look at the men's clothing. Which are probably the wealthy men from the caravan, and which are the sons of Jacob?

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Discussion

page 89

- Why are the names of Jacob's sons important? *Most of the tribes of Israel were named after them.*
- ⊕ Display the *Israel's Twelve Tribes* map.
- Levi, as the priestly tribe, did not get any land, and Simeon was assimilated into Judah. The descendants of Joseph were split into two tribes named after his sons Ephraim and Manasseh.
- This map shows the areas promised to each tribe.
- How did Joseph end up in Egypt? *His brothers sold him as a slave.*
- 💡 We often think that nothing bad will happen to those who believe and trust God. Why do you think God allowed Joseph's brothers to sell him to traders?

God had a plan to bless the nation of Israel in Egypt through Joseph.

- We see the providence of God in Joseph's story. Divine providence is God's guidance of events, making them work according to His purpose and plan.
- ◄ What lesson can be learned from Joseph's experiences in Egypt? *possible answers: God is in control of every circumstance in our lives. God has a plan to work things out for good.*
- Read Joshua 1:9. God has promised us that He will not forsake us. [BAT: 8d Courage]
- ◄ How did Joseph's wisdom to store grain for the coming famine fulfill God's promise to Abraham that his descendants would bless all the nations of the earth? *Many nations were fed by the grain Joseph stored.*

► What godly qualities did Joseph demonstrate by making provision for his family who had treated him with cruelty? *possible answers: forgiveness, humility*

► Caption answer: *The men from the caravan are probably on the right, and the sons of Jacob are on the left.*

► Where is Joseph in the picture? *He is the boy near the dog.*

Discussion

page 90

- Why were the Egyptians afraid of the Israelites' population growth? *They were afraid the Israelites would become too powerful to control.*
- 💡 Why do you think the pharaoh thought making the Israelites slaves would stop their population growth? *possible answer: Slavery would keep them from becoming leaders. The hard life of a slave may have led to a high death rate.*
- How do we know the Israelites believed that God was able to deliver them? *They cried out to Him.*
- 💡 Why do you think the pharaoh's daughter had compassion on baby Moses? *possible answer: God planted it in her heart. It was part of God's plan.*
- How did Moses take the plight of the Israelites in his own hands? *He killed an Egyptian.*
- 📖 We should have control over our feelings. We should be careful not to act out of anger. [BAT: 3c Emotional control]
- Why did God have to use the plagues against Egypt? *God wanted the Egyptians, the Israelites, and the world to know that He is the Lord.*
- 📖 It makes some Bible readers uncomfortable to read that God hardened Pharaoh's heart. It is important to remember, however, that Pharaoh was not an innocent man. He was a sinner, and God was simply hardening him to do, despite tremendous pressure, what Pharaoh's sinful heart naturally would have done if it were not under pressure to give in. Romans 1 warns that God gives sinners who reject Him over to more, greater sin as a judgment, and God is perfectly just to do this.
- What event do the Israelites remember at Passover? *God's protecting them from death through the blood of a sacrificed lamb when God judged Egypt*

After about four hundred years, the families of Jacob and his sons had grown into a large nation. A pharaoh came to power who had not known Joseph. The Egyptians became concerned about the growth of the Israelites. Afraid that they would become too powerful, the pharaoh made the Israelites slaves. But they continued to grow in number. So the pharaoh commanded that all their male babies be killed.

The people of Israel cried out to God. He heard their cry and called on a man named **Moses** to deliver the Israelites. When he was a baby, Moses' mother had hid him from the pharaoh's executioners. The pharaoh's daughter discovered him and had compassion on him. She raised him as an Egyptian, but Moses knew he was an Israelite. Once when he saw an Egyptian taskmaster beating a fellow Israelite, Moses killed the taskmaster. Because of this, Moses fled from Egypt. Later, when God called him to return and lead the Israelites out of slavery, Moses made many excuses. He did not feel qualified. God made it clear to Moses that He would deliver His people and that He would use Moses to do it.

Moses returned to Egypt and told the pharaoh to let God's people go. But the pharaoh's heart was hardened, and he did not let them go. Because of the pharaoh's stubbornness, God unleashed ten plagues on Egypt. God wanted the Israelites, the Egyptians, and all people to know that He is the true God. The ten plagues ended with a final judgment on Egypt in which all the firstborn males in the land were killed. God had instructed the Israelites to spread the blood of a sacrificed lamb on each doorpost and lintel (the beam



above the door). This protected the Israelites from death when God judged Egypt. The Jews still remember this event during their holiday called **Passover**.

After the death of the pharaoh's firstborn, the ruler agreed to let the Israelites leave Egypt. This event in Israel's history is known as the **Exodus**. The Exodus took place about 1446 BC.

Moses, following God's direction, led the nation of Israel into the Sinai wilderness. The nation gathered at the base of Mount Sinai, and God declared that Israel was to be a nation set apart from all other nations. Israel was to point these nations to the true God. In this way Israel would be a blessing to them.

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Plagues—Remind the student about how particular the Egyptians were about cleanliness. Discuss how the student would have survived during the various plagues and how each would have made him feel.



The ten plagues—Review the events surrounding Moses, Pharaoh, and the plagues in Exodus 7–12. The following were the plagues:

1. water turned to blood
2. frogs
3. lice or gnats
4. flies
5. disease on cattle
6. boils
7. hail
8. locust
9. darkness
10. death of the firstborn

The Mosaic Covenant

At Mount Sinai God gave the nation of Israel His law through Moses. This law is known as the Mosaic law. God commanded the Israelites to obey His law. If they obeyed, God promised to bless Israel. All the other nations would know how good God is. But if the Israelites chose to disobey, God promised to punish the nation of Israel with famine, military defeat, and exile. These promises are called the **Mosaic Covenant**.

TEN COMMANDMENTS

In most ancient civilizations the king or the ruler made the laws. In ancient Israel God made the laws. The most well-known laws that God gave Israel are the Ten Commandments. They are recorded in Exodus 20. These laws have made a great



impact not only on Israel but also on other lands.

The United States is one such land. Though many of the Founding Fathers of the United States were not Christians, the society in which they lived was heavily

influenced by the Bible. As a result the law of God had a profound influence on the shaping of the United States. The U.S. Supreme Court building has several images of Moses and the stone tablets. Many American laws are based on the Ten Commandments.

In Deuteronomy 4 God told the Israelites that one of the reasons He gave them the law was so other nations could see the wisdom and righteousness of God. This purpose has been fulfilled as other nations have recognized the wisdom in the laws God gave Israel.

Moses (center) on the east pediment of the Supreme Court building

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Discuss the Ten Commandments box.

- How did God make the Israelites know how important it was for them to keep His law? *If they obeyed, they would be blessed; if they did not, they would be severely punished.*
- How would keeping God's law show other nations how good God is? *In obeying God's law, the nations would see a society work the way that it ought to work, and they would marvel at the wisdom of God, Who gave such wise laws.*
- ☛ Read Matthew 5:16. It is the responsibility of Christians today to be a light so that others will see their good works and glorify God. [BAT: 6c Spirit-filled]

MOSAIC COVENANT

Exodus 19:3–6

God gave Israel laws that told the people how to live to please Him. If they obeyed these laws, the nations around Israel would see the great and true God, and He promised to bless Israel. If the Israelites disobeyed, God promised to punish them. Israel's history under the Mosaic Covenant shows that it is impossible to please God with one's own efforts.

brings us to salvation. [Bible Promise: A. Liberty from Sin]

- Why would other nations be interested in enacting laws based on the commandments of God? *They could see the wisdom in them (Deut. 4:6–8).*
- ☞ Why do you think Moses is pictured in the middle of the sculptures of lawgivers? *to show the importance of the Ten Commandments*
- 💡 Why do you think the statue of Moses on the Supreme Court building is a controversy in the United States today? *There are many people today who do not want any biblical symbols on governmental property. Many people do not want to be reminded that God expects us to obey Him.*

Activity Manual

Study Skill—page 51

Demonstrate how to fold the organizer page for review.

Reinforcement—page 55



Memory journey game—Play a game in which each student names an item he would have taken on a journey if he had traveled with Abraham. The first student should name an item used in ancient times that begins with *A*; the next re-names the first item and adds an item that starts with *B*, and so on.

- Were the Israelites able to please God by keeping His law? *No, man is not able to please God through his own efforts and is unable to keep the Ten Commandments.*
- ☛ The Ten Commandments show us our sinfulness and our need of a Savior. Galatians 3:22–26 tells us the law

◆ Lessons 39–40 ◆

Objectives

- Examine the purpose for the tabernacle
- Analyze the construction of the tabernacle
- Participate in a team research project
- Make a model of and describe the purpose for the tabernacle's furnishings

Vocabulary

tabernacle

Materials

- Chapter 4 Organizer from Lesson 38
- Tabernacle Floor Plan, V 4.3
- research materials about the tabernacle's furnishings
- clay for each team of students
- sculpting tools, such as a plastic knife or a wooden skewer

Preview

Direct the student to read the Focus question before reading the Student Text pages for this lesson.

Introduction

Note: Two lesson days are allotted for this activity. On the first day discuss page 92, introduce the Exploring Together activity, and assign a due date. Provide a second day for the student to display the model and present the report.

- **What do you think life was like for the children your age during the time the Israelites lived in the wilderness? possible answers: They helped with family chores, learned at home, made their own toys, and did not have most of the conveniences of today, such as permanent houses, stores, plumbing, and electricity.**
- **How was the tabernacle different from your church today? Answers will vary. The tabernacle was portable. Its furnishings were symbolic. People made animal sacrifices there.**

Teach for Understanding

Discussion

page 92

Guide the student in completing the appropriate section of the *Chapter 4 Organizer*.

- **What was God's purpose for the tabernacle? It was a symbol of His presence and a reminder for the Israelites to have a relationship with Him and to worship the one true God.**
- **What are God's reminders to us today to have a relationship with Him? the Holy Spirit (within His people and the church) and the Bible [BAT: 3e Unity of Christ and the church]**

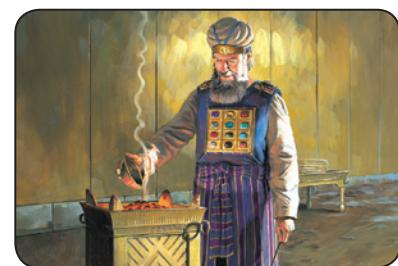
What was the symbol of God's presence with the Israelites?

**Worship in the Wilderness**

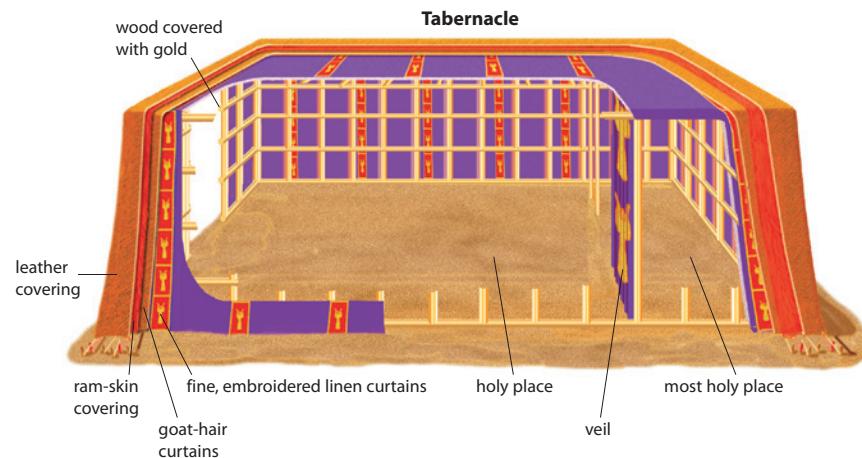
God told the Israelites to build a place for worship called the **tabernacle**. The tabernacle was a symbol of God's presence with His people. When Adam and Eve first sinned, God withdrew His presence. The Garden of Eden, a place of fellowship with God, was no longer accessible to people. By giving Israel a special symbol of His presence, God was giving them a very special gift.

Because the Israelites were still sinners, the priests sacrificed animals daily on the altar in the tabernacle to atone for their sins. Once each year, the high priest entered the most holy place to sprinkle blood on the ark of the covenant.

God Himself gave Moses the instructions for the materials, the size, and the placement of each part of the tabernacle. The workers took special care to follow God's plan as they built. The materials and the furnishings of the tabernacle symbolized God's holiness, justice, and other attributes. The tabernacle reminded the Israelites that God was providing a way for them to have a relationship with the one true God.



High priest offering incense in the Holy Place



92

FOCUS Answer

the tabernacle

- **What event caused God to remove His fellowship from people? the sin of Adam and Eve**
- **Why was it necessary for the Israelites to sacrifice animals? to atone for the sins of the people**
- **Why was it so important for the Israelites to take special care in furnishing the tabernacle? Each piece of furniture symbolized God's holiness, justice, or other attributes.**
- **Examine the diagram. What materials were used in the construction of the temple? ram skin, goat hair, wood, gold, linen, and leather**
- **Which of these materials would you find in your home? Answers will vary.**

Exploring Together

Working with a Research Team

A research team works together to find information about a topic. Their work often includes writing reports and making models to present their findings. In this activity you will work in a research team to write about one of the tabernacle furnishings. Then you will make a model of it. The Bible provides many details about the structure and furnishings of the tabernacle. The Bible is the best source to start with as you research.

1. You and your research team will need a Bible, a pencil, a ruler, paper, and materials to make your model.
2. Choose one of the tabernacle furnishings with your team.
3. Each person on the team should read the Bible passage about the furnishing. While reading, write down the details of the item's appearance, dimensions, purpose, and location in the tabernacle.
4. Compare notes with other team members and make a drawing of the furnishing based on the biblical description.
5. Work together to write the report and make the model.
6. Present the report and the model.



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Art of the furnishings—Art picturing the tabernacle furnishings has intentionally been omitted from this lesson. You may choose to provide some illustrations as part of the research materials for the Exploring Together activity.

Tabernacle vocabulary—The words used in the Bible to describe some of the furnishings may be difficult for the student to understand. You may choose to compile a list of vocabulary and definitions to aid understanding.



Comparing worship—Challenge the student to make a Venn diagram or another type of chart to compare the Israelites' worship in the wilderness with worship today.

Discussion

page 93

- Follow the instructions listed on Student Text page 93.

Discuss the procedure on page 93. Guide the students as they work in teams and use Activity Manual page 56 to choose a tabernacle furnishing to research and make a model of.

Provide reference materials for the teams to use as they research their chosen furnishings.

Set up the models in a museum-style display, placing the identification card next to each corresponding model. An alternative display option is to enlarge the *Tabernacle Floor Plan* visual and use it as a base to set the models on. Walls, people, and animals may also be added.

Activity Manual

Study Skill—page 56

This page provides practice in organizing notes from research.

Assessment

- ➊ Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.

◆ Lesson 41 ◆**Objectives**

- Identify monotheism as the belief in one God
- Recognize the importance of God's covenants with Israel
- Identify the important times of worship held by the Israelites
- Recognize the significance of Passover
- Compare the New Testament observance of the Lord's Supper to Passover

Vocabulary

monotheism atonement

Materials

- Chapter 4 Organizer, AM p. 52
- Seder Plate, V 4.4
- Ancient Jewish Clothing, V 4.5

Introduction

- God purposely established a complete system of worship and government for the nation of Israel. God was specific in what He expected of His people.
- The civilizations of Mesopotamia and Egypt believed in many gods. What is this belief called? **polytheism**

Teach for Understanding**Discussion**

page 94

Guide the student in completing the appropriate section of the *Chapter 4 Organizer*.

- How was the religion of the Israelites different from other nations? *They believed in only one God.*
- What is this belief called? **monotheism**
- How did the Israelites know they were a special, chosen nation? *by the Abrahamic Covenant*
- How did the Israelites know how God wanted them to live their lives? *by the Mosaic Covenant*
- How would the Israelites know that God would provide for their future? *through the Davidic Covenant and the New Covenant*
- What was the center of Israelite worship? *the tabernacle and later the temple*
- What did the high priest do after entering the holy of holies? *He sprinkled blood on the ark of the covenant to symbolize the forgiveness of the people's sins.*
- Why was it necessary for the priest to do this every year? *True atonement would not take place until Christ sacrificed Himself on the cross.*

What do the Jews call the important verse from the Bible that teaches there is only one God?

**Religion**

The defining characteristic of the Israelite religion as revealed by God is monotheism. **Monotheism** is the belief in one god. The Hebrew name for the one true God is **Yahweh**. The Bible is clear about there being only one God. The key text for this truth is Deuteronomy 6:4, which says, "Hear O Israel: the Lord our God is one Lord." Jews call this important verse the **Shema**.

God's covenants with His people were very important to the Israelite religion. The Abrahamic Covenant provided the basis for Israel as a special, chosen nation. The Mosaic Covenant provided the guidelines for national life. Later the Davidic Covenant and the New Covenant promised a future for Israel despite her disobedience.

The tabernacle, and afterward the temple, was the center of Israelite worship. Three times a year all the men of Israel traveled to the capital city of **Jerusalem** for the Feast of Unleavened Bread (Passover), the Feast of Weeks, and the Feast of Tabernacles (Exod. 23:14–19). The Day of Atonement was another important time of worship for the Israelites. **Atonement** means the restoration of the broken relationship between God and man. The Day of Atonement was the one day every year that the high priest could enter the most sacred room in the temple, the holy of holies. He

would sprinkle blood on top of the ark of the covenant. This act was a symbol of atonement for the people's sins. True atonement was made possible by Christ's sacrificial death on the cross.

Although many religious celebrations and ceremonies took place during the Old Testament period, most Israelites did not worship God as He commanded. The Israelites often abandoned the worship of Yahweh for the worship of the gods of other nations.

Hebrew Months

Number	Name	Days	Equivalent
1	Nisan	30	Mar.–Apr.
2	Iyar	29	Apr.–May
3	Sivan	30	May–June
4	Tammuz	29	June–July
5	Av	30	July–Aug.
6	Elul	29	Aug.–Sept.
7	Tishri	30	Sept.–Oct.
8	Heshvan	29 or 30	Oct.–Nov.
9	Kislev	29 or 30	Nov.–Dec.
10	Tevet	29	Dec.–Jan.
11	Shevat	30	Jan.–Feb.
12	Adar	29 or 30	Feb.–Mar.

The Hebrew religious calendar is a lunar calendar. How do the number of days compare to the calendar you use?

94 *The Focus question does not appear in all copies of the StudentText.*

- What is atonement? *the restoration of the broken relationship between God and man [BAT: 1b Repentance and Faith]*

- Why do you think most Israelites abandoned the worship of God? *possible answers: because of their sinful natures. They wanted to control their own lives. They wanted to be like the rest of the world.*

- Caption answer: *The Jewish months have 29–30 days, whereas most of the months on our calendar have 30–31 days.*

- Discuss what a lunar calendar is and make comparisons between the Jewish calendar and the Gregorian calendar that we commonly use.

**The prefixes mono and poly—**

Use a dictionary to define the prefixes **mono** and **poly** and discuss words that contain them.

FOCUS Answer

the Shema

Echoes from the Past

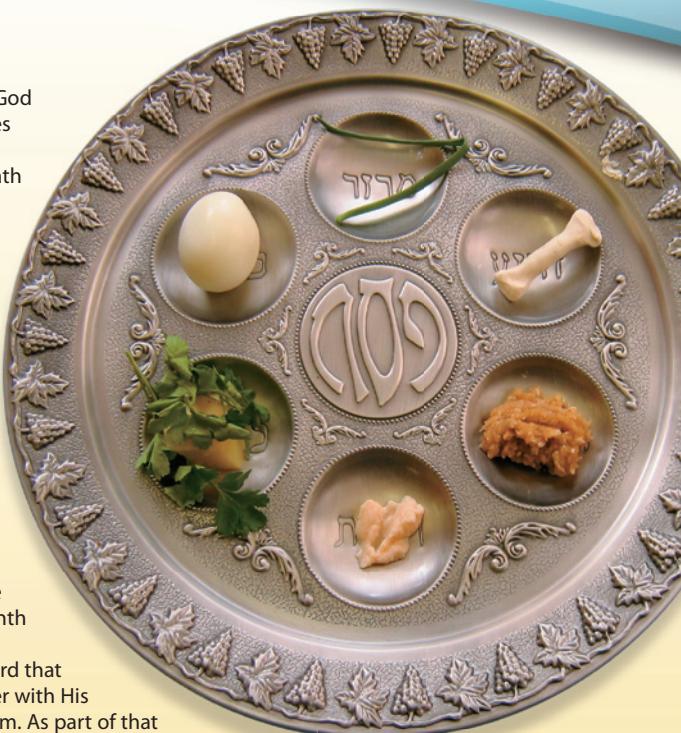
Passover

In Exodus 12:24–27 God commanded the Israelites to commemorate their deliverance from the death of the firstborn and from slavery in Egypt. Today the Jews still celebrate Passover each year to remember what God did for them.

Passover occurs in March or April. Leviticus 23:5 tells us that Passover is celebrated “in the fourteenth day of the first month.” The first month of the Jewish calendar is Nisan. It occurs at a different time of year than our first month of January.

All four Gospels record that Jesus celebrated Passover with His disciples in an upper room. As part of that Passover, Jesus broke bread and said, “This is my body.” And He took a cup of wine and said, “This is my blood.” With these words, Jesus established the Lord’s Supper that is observed by Christians. Christians recognize that Jesus is the fulfillment of the Passover lamb (1 Cor. 5:7). The shedding of His blood makes salvation possible for those who come to Him by faith. Like the Passover, the Lord’s Supper is an event that “echoes” God’s deliverance of His people.

The Passover feast is called the *seder* (SAY duhr). Each item of food has a symbolic meaning related to the first Passover in Egypt.



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Discussion

page 95

► Why did God command the Israelites to celebrate Passover each year? *so they would remember God's delivering them from the death of the firstborn and from slavery in Egypt*

► What is the Passover feast called? *the seder*

The seder is done in a particular order. *Seder* comes from a Hebrew word that means “order.” The leader of the seder reads from a book and answers questions from the children at the table, retelling the story of God’s leading the Israelites out of Egypt.

► When does the Bible say that Passover is celebrated? *the fourteenth day of the first month in the Jewish calendar*

► How did Jesus illustrate to the disciples that He was the real sacrifice for the sins of the world? *He broke the bread to represent His broken body. He served the wine to represent His blood sacrifice.*

The Bible uses the term *wine*. You may choose to discuss differences in the use of wine during Bible times and the present day.

You may choose to read and discuss John 1:29, 36; 1 Peter 1:18–19; and 1 Corinthians 5:7.

► Why is it important to believe that Jesus was the fulfillment of the Passover? *The shedding of His blood makes salvation possible for those who come to Him by faith.*

► How does Jesus’ sacrificial death echo the Passover? *Jesus’ blood is the final sacrifice providing remission of sins. Judgment*

on the sinner is passed over since the debt for sin was paid by Jesus (Matt. 26:28; Heb. 9:22; 10:18).

Display the *Seder Plate* visual and share the background information about the different foods.

► Why are the kinds of foods served at the seder significant? *Each item of food has a symbolic meaning of the life the Israelites experienced in Egypt during slavery.*

Background

Parsley—Parsley is symbolic of hyssop, the plant the Israelites used to apply a lamb’s blood on the doorpost and the lintel. The parsley is dipped in salt water to represent the tears that were shed during the people’s suffering.

Matzah (MAHT zuh)—Matzah, a flat, unleavened bread, represents the bread that was prepared when the Israelites had to leave Egypt quickly. There was no time for bread to rise (Deut. 16:3). Matzah is broken and part of it is hidden away to be found later during the meal.

Bitter herbs—Bitter herbs are symbolic of the bitterness of the Israelites’ slavery. The herbs are dipped in charoset, which stands for the sweet hope of freedom in the midst of enslavement.

Charoset (khah ROH set)—Charoset, a mixture of nuts, apples, wine, and spices, represents the mortar used by the Israelites in Egypt.

Wine—In the ancient world, the alcohol level in wine was lower than today. For daily consumption, people watered the wine down to about the strength of today’s nonalcoholic beer. This type of wine was typically drunk as the beverage to accompany a meal. In contemporary times, makers of alcoholic beverages often artificially increase the alcoholic content.

Charoset—You may choose to bring prepared charoset (*Charoset Recipe*, IA 4.1) to share, to make the recipe in class, or to distribute copies of the recipe for the students to try at home.

Singing—Part of the Passover celebration includes singing. The Bible tells us that Jesus and His disciples sang a hymn after sharing the Passover meal. One passage of a Passover song, if sung in English, would be familiar to you. The passage is Psalms 113–18 and is called the “*Hallel*” (hah LAYL), the word from which we get our word *hallelujah*, which means “Praise God!” Another song is “*Dayenu*” (die ay NOO), which tells of contentment with all the Lord has done for the Israelites.

Suggested book—*Through Jewish Eyes* by Craig Hartman is available from BJU Press. It presents Christian parallels in the beliefs and practices of Judaism while providing insight into Scripture.

Discussion**Activity Manual page 57**

- 💡 Why do you think God made laws that affected all aspects of the Jews' lives, including their clothing? *God wanted them to be different from the world to be a visible witness to the nations.* [BAT: 4b Purity]
- 📖 Why was it important for the children to obey their parents? *Obedience to their parents was commanded by God and pleasing to the Lord.* [BAT: 2a Authority]
- How was the structure of the family different from in modern times? *Extended family members were treated as part of the immediate family.*
- How do we know education was important to the Israelites? *Children were taught by their mothers for the first five years. After those years, both parents shared the education of their children.*
- Why were the boys given a different education from the girls? *The boys were to learn about the law and a trade. The girls were being prepared for domestic duties.*
- How were the boys prepared at a young age to assume religious responsibilities? *They attended religious instruction at the "house of the book."*
- How was the diet of an Israelite family different from your diet? *Answers will vary.*
- What does it mean when food is kosher? *The food is prepared according to Jewish dietary laws.*
- Kosher means "fit" or "proper."

Display and discuss the *Ancient Jewish Clothing* visual.

- How did people recognize the difference between men and women by the clothes they wore? *Sometimes a woman's tunic had embroidery around the neck. A woman's head covering was longer than a man's.*
- How was "girding up the loins" a practical custom? *It made it easier for people to work, run, and do other activities.*

Activity Manual

Study Skill—page 52
Expansion—page 57

This page introduces several aspects of ancient Jewish culture.

Bible Connection—page 58

This page encourages the student to explore Jewish culture in the Bible.

Culture in Ancient Israel

Name _____

Food

The Jewish law instructed the people on acceptable and unacceptable foods. For example, they could eat beef and lamb but not pork. They could eat scaly fish but not smooth-skinned fish. Bread made from wheat or barley was their main food. The people also ate vegetables, such as beans and lentils, and fruits, such as figs, olives, and grapes. Honey was used for sweetening.



Today food that is prepared according to Jewish dietary laws is called *kosher*. A symbol similar to one of these can be found on packaged foods that have been certified by the proper people.

Education

Mothers were responsible for both boys' and girls' education for the first years of their lives. Mothers continued to teach the girls their domestic duties throughout their childhood.

Fathers were responsible for teaching the boys about the law. They also taught their sons a trade. At the age of five, Jewish boys attended the "house of the book," which was connected to the synagogue. They learned Jewish law and read the writings of prophets like Isaiah and Jeremiah. They also studied other biblical books like Chronicles.



HERITAGE STUDIES 6
Activity Manual

Jewish Clothing

Men, women, and children all wore tunics. A tunic was much like a cloth sack with slits made in the corners for the arms and a V-shaped opening cut for the head. Sometimes a woman's tunic had embroidered edges around the neck opening. A tunic was tied around the waist with a girdle, which was a wide strip of leather or coarse cloth. When a man or woman needed freedom to run, to work, or to carry things, the hem of the tunic was lifted and tucked into the girdle. This was called "girding up the loins." When a person could afford it, a mantle or cloak was worn on top of the tunic. Simple sandals made out of leather were worn on the feet. Everyone wore a head covering, but a woman's head covering was longer than a man's and covered her hair.

A Jewish boy was recognized as entering manhood at thirteen years of age. Today Jewish boys celebrate their bar mitzvahs at this age.

Chapter 4; Lesson 41
Expansion | 57



Additional information on Jewish culture—Check www.bjupress.com/resources for possible Web links about Jewish culture.

- FOCUS**
- What happened when the Israelites did not trust God to help them take the land of Canaan?
 - What additional promises did God make to Israel's second king?

Dwelling in Canaan

God led the Israelites from Sinai to the edge of the land of Canaan. Along the way the people complained about God's care of them. They lacked faith, forgetting the mighty acts God had done in leading them out of Egypt. They did not believe God's promise to help them take the land from the Canaanites. Because they did not trust God, they wandered for forty years in the desert before entering the Promised Land.

Entering the Promised Land

Once in the Promised Land, the Israelites were to do what Adam had failed to do—exercise good and wise dominion over the land. But before the Israelites could live in the land, they had to conquer it. Because the people of Canaan were very wicked, God commanded the Israelites to purge them from the land.

Moses' successor, Joshua, led the Israelites to obey God and conquer Canaan. God showed the people that when they obeyed Him, He would bless them and do miraculous works on their behalf. When the people disobeyed God, He punished them with defeat.

God helped the Israelites by parting the **Jordan River**. He also caused the walls of Jericho to fall. Under Joshua's leadership, the people of Israel conquered the land.



Priests leading the people around Jericho, one of the Canaanite cities Israel defeated

96

◆ Lesson 42 ◆

Objectives

- Analyze the dealings between God and the Israelites
- Trace the developments that occurred when the Israelites entered the Promised Land
- Compare the region of Israel in ancient times with the modern region
- Analyze life under the leadership of judges and kings
- Analyze the Davidic Covenant

Vocabulary

Davidic Covenant

Materials

- Chapter 4 Organizer from Lesson 41
- Israel Then and Now, M 4.2
- Davidic Covenant, V 4.6

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- The actions and choices made by the Israelites as they lived in Canaan illustrate man's sinful nature. More importantly, we see God's patience as He asks people to turn to Him. We learn that man is hopeless without the mercy and the love of God.

Discuss how Christians today struggle with obedience to God in similar ways that the Israelites did because Christians still have an old sinful flesh that draws them toward selfishness (Gal. 5:17).

- What advantage do Christians today have in their walk with God that the ancient Israelites did not?

Christians have the completed Word of God. The Holy Spirit dwells within the Christian to give power over sin.
[BAT: 6c Spirit-filled]

Teach for Understanding

Discussion

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Guide the student in completing the appropriate section of the *Chapter 4 Organizer*.

- What caused the Israelites to complain on their journey to the land of Canaan? *They lacked faith and forgot God's mighty works. They did not believe God's promise to help them take the land from the Canaanites.*

💡 Why do you think God wanted the Israelites to purge the wicked Canaanites from the land? *possible answers: to execute His judgment on the Canaanites through Israel, to prevent the Israelites from being influenced by ungodly people* [BAT: 1c Separation from the world]

- How did Joshua show the leadership God expected? *He led the Israelites to obey God and conquer Canaan.*

- What happened when the people disobeyed God? *They were punished with defeat.*

💡 Why do you think God used a miracle to conquer Jericho? *The people needed to depend on God rather than their own strength.*

Focus Answers

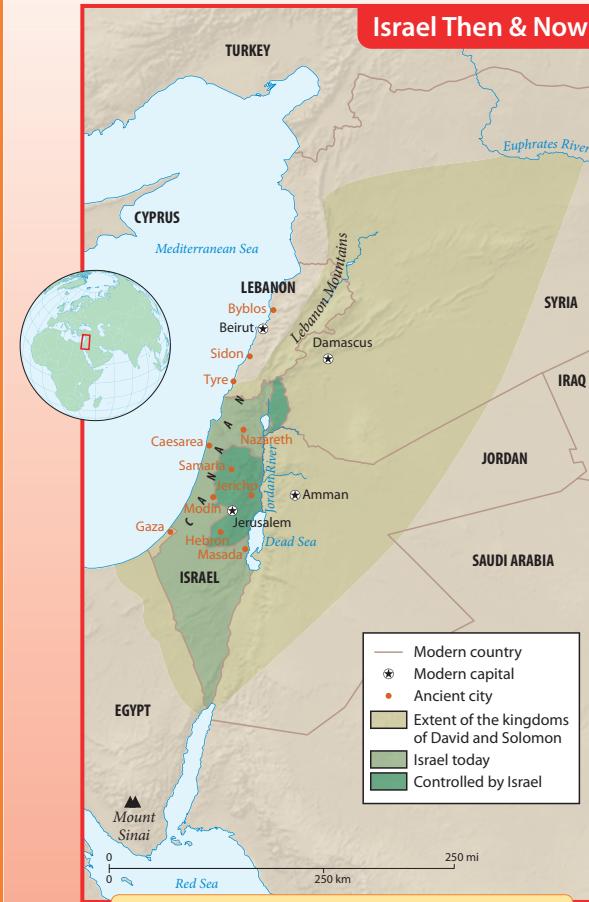
- They wandered in the wilderness for forty years.
- He would have a great name. His dynasty would last forever.

Discussion

page 97

- ❖ Display the Israel Then & Now map.
- ❖ What part of Canaan is not part of modern-day Israel? *Lebanon, Jordan, Syria, and the Gaza Strip*
- Why is the climate in Israel called temperate? *The winters are mild, and the summers are warm.*
- What is the drastic climatic difference between the north and the south? *The northern mountains have heavy rainfall, and the deserts in the south have very little.*
- What are the five major land regions? *plain, hills and valleys, mountains, plateau, and desert*
- What are some of the natural resources of the region? *petroleum, natural gas, and salt*
- ❖ How does the size of the kingdoms of David and Solomon compare to modern-day Israel? *Israel today is significantly smaller.*
- ❖ What kinds of terrain did the Israelites cover as they moved from Egypt through the Sinai Peninsula to the land of Canaan? *desert and mountains*

Israel



Location—Israel is located in the Middle East on the eastern shore of the Mediterranean Sea. The ancient territory of Canaan is now Israel, Lebanon, Jordan, and Syria.

Climate—The climate is temperate with mild winters and warm summers. Temperatures range from 48°F (9°C) in the winter to 90°F (32°C) in the summer. In the northern mountains annual precipitation may reach 40 inches (102 cm). In the southern deserts little or no rain falls.

Topography—Five major land regions run north to south. The lowland coastal plain lies along the Mediterranean Sea. Rolling hills and valleys lead to the Lebanon Mountains in the northeast. The valley of the Jordan River lies to the east of these hills, and farther east is a large plateau. The desert lies in the southeast.

Natural Resources—Modern Israel has few natural resources. Petroleum and natural gas are available. Salt is mined near the Dead Sea.

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Search and compare—Challenge the student to use a Bible, a concordance, or another resource to find Bible verses about Syria, Lebanon, and Egypt. Use the verses to answer the following questions.

- What relationship did each country have with Israel?
- What were the religious beliefs of the people and the government?
- How would you describe the political power of each nation as described in the Bible?

Extend the activity by directing the student to use encyclopedias, reference books, or the Internet to answer the same questions with information about modern Syria, Lebanon, and Egypt. The answers can be placed in a T-chart to compare the ancient and the modern governments.

Background

Capital of Israel—Jerusalem is Israel's official capital and is holy to three major world religions. The United Nations recognizes Tel Aviv as the unofficial capital. Tel Aviv is Israel's commercial and cultural center, making it Israel's financial capital.



Samuel anointing David as king

Judges and Kings

Although God enabled the Israelites to conquer the land of Canaan, the Israelites failed to obey. They allowed some of the people who lived there to remain. Furthermore, the Israelites did not exercise wise dominion over the land. They did not show the nations the greatness of their God by living according to His laws. Instead the Israelites became more and more like the wicked nations

around them. They began to worship the same gods and practice the same sins. In keeping with the Mosaic Covenant, God punished them by sending other nations to rule over parts of Israel. When the Israelites cried out for help, God sent deliverers. But each time the Israelites went back to doing evil and suffered defeat from their enemies.

For more than three hundred years, a pattern of disobedience and punishment followed by repentance and deliverance continued. Finally, the people of Israel began to believe that the problems with their enemies could be solved in only one way. They asked the last judge, **Samuel**, to give them a king like the other nations.

God warned the Israelites that a king would take their sons for his armies. The king would also take their daughters to work in his palace. He would take the people's land and crops to feed his servants and armies. Still the people wanted a king.

About 1020 BC God told Samuel to anoint **Saul** as Israel's first king. At first it seemed that Saul would defeat Israel's worst enemies, the Philistines. But Saul refused to obey God. Although Saul was king for many more years, he never led the Israelites to victory as the people had hoped.

Because Saul disobeyed God, **David** was chosen by God to replace Saul. Under King David the Philistine armies were finally defeated. David also captured the Canaanite city of Jerusalem and made it the capital. During his reign the nation of Israel more than doubled in size.

98

Discussion

page 98

- In what way did the Israelites fail to obey God when they conquered the land of Canaan? *They allowed some Canaanites to remain alive in the land. They did not exercise wise dominion over the land. They did not live according to God's laws.*
- In what way did the Israelites fail to show the nations the greatness of their God? *by not living according to His laws*
- Why did God punish the Israelites when they did not rid the land completely of the Canaanites? *The Israelites became more and more like the ungodly nations around them, even going as far as worshiping the same gods and practicing the same sins.*

- How did God use other nations to cause the Israelites to turn back to Him? *Nations ruled over them, and enemies defeated them.*
- How do we know that the Israelites did not recognize that their problems with other nations were due to their disobedience to God? *They thought they could end their problems by having a king.*
- 💡 Why were the people willing to give up so much to have a king? *They thought the king would give them peace, security, and victory over their enemies.*
- How did God show the Israelites that their choice for a king was the wrong one? *Saul was not able to defeat the Philistines.*

- What happened because Saul disobeyed God? *God chose David to replace Saul as king.*
- How did God bless David as king? *David defeated the Philistine armies, and the nation of Israel more than doubled in size.*
- ☒ Refer to the History TimeLine on Activity Manual pages 241–51.
- ☒ Who began settling around Babylon about the time Saul was anointed as king of Israel? *the Chaldeans*
- ☒ What dynasty rose in China during this time? *Chou*
- ☒ Who conquered Egypt during this time? *the Kushites*



Anointing

Anointing—*To anoint* means to pour or rub with oil or grease. Rubbing ointment on a wound is a type of anointing. Historically, anointing was performed on a variety of occasions. In the ancient desert areas of Rome, Greece, and Israel, dry skin was kept soft by anointing it with oil. Anointing with perfumed oils was part of burials in Egypt as well as Israel. Christ's body was anointed after His death. In Bible times a king was called "God's anointed." The king was usually anointed during a special ceremony. The first kings of Israel, Saul and David, were anointed by the prophet Samuel. In the New Testament *anointing* is also used to refer to the Holy Spirit's indwelling a believer.

Discussion

page 99

► Why did God continue to bless David even though he sinned? *He confessed his sin and repented and led the nation in worshiping the one true God.*

BOOK Christians do not need to feel that God can never use them after they sin. He will forgive when a Christian honestly confesses sin. [BAT: 1b Repentance and faith]

Direct attention to *The Phoenicians* box.

► Why was Phoenicia a successful civilization? *The people were prosperous traders, craftsmen, and businessmen.*

► Why was purple dye an important trade item? *It was popular with royalty and wealthy people.*

► This purple dye was called Tyrian purple.

► Why was the forest of Lebanon important? *The cedars were used in large construction projects.*

BOOK For what projects did David and Solomon use the cedars of Lebanon? *the palace and the temple in Jerusalem*

► Why was the development of the Phoenician alphabet important? *It was one of the first alphabets. Our modern English alphabet can be traced back to the Phoenician alphabet.*

BOOK How was biblical prophecy fulfilled through the city of Tyre? *Ezekiel warned that Tyre would be destroyed. In 571 BC Nebuchadnezzar destroyed the city.*

CAMERA Caption answer: *They were used to make a causeway to the remaining island city of Tyre.*

THE PHOENICIANS

Canaan contained several different civilizations. One was the Phoenicians. They were prosperous traders, craftsmen, and businessmen. Traders from other civilizations went to Phoenicia for one of its special products—a purple dye made from shellfish. People used this dye to color cloth. This purple cloth was very popular. It was worn only by royal or wealthy people.

The hills of Phoenicia were covered with forests. Many of the trees in these forests were the famous cedars of Lebanon. David used wood from these forests when he built his palace. Solomon also included Lebanon cedar in the construction of the temple in Jerusalem.

The Phoenicians' greatest achievement was the development of one of the first alphabets. In fact, our modern English

alphabet can be traced back to the Phoenician alphabet.

The leading city-state of Phoenicia was Tyre. It was located along the eastern coast of the Mediterranean Sea both on the mainland and on an island. Tyre grew wealthy and prosperous through trade. However, the prophet Ezekiel warned that Tyre would be destroyed. Nebuchadnezzar, the Babylonian king, destroyed the mainland section of Tyre in 571 BC. Years later the city's rubble was thrown into the sea to expand a causeway, or land bridge, to the remaining island city of Tyre. After this time it was never again a powerful city.

The ruins of Tyre

How were many of the stones used after Tyre was destroyed?



David was the king of God's special choosing. He would serve as a model for all the kings who followed him. David was not a perfect king. He did some very

bad things. But when confronted with his wrongdoing, David confessed his sin and repented. Most importantly, David led the nation in worshiping the true God.

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Producing Tyrian purple—Challenge the student to research and create a flow chart showing the production process of the purple dye from Tyre in ancient Phoenicia. Direct the student to relate the labor involved to the value of the dye.



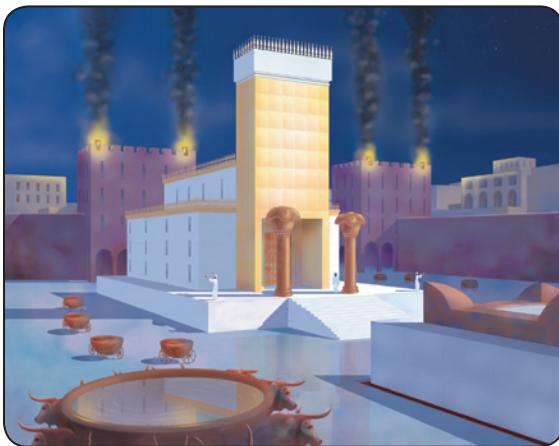
Trading in Tyre—Read Ezekiel 27. Create a chart identifying the merchandise that was traded throughout Tyre and the places those goods came from. Relate the effect of Tyre's destruction as foretold in Ezekiel 26 and 27:31–36 and the effect it would have had on the region's economy.

DAVIDIC COVENANT**2 Samuel 7:8–17**

God promised David that he would always have a legitimate heir to his throne. God would establish David's throne forever. Jesus, David's descendant, will rule from David's throne forever, fulfilling this promise.

Just as God had made special covenants with Abraham and with the Israelites, God made a covenant with David. In the **Davidic Covenant**, God promised that David would have a great name. David's dynasty would last forever, and God would be a father to the Davidic kings. If David's descendants disobeyed God, they would be punished. But God promised that He would fulfill all the promises of the Davidic Covenant in the end.

At David's death in 961 BC, his son Solomon became king. God gave



An artist's idea of how Solomon's temple may have looked

Solomon wisdom and understanding that no other man has ever known. Solomon built forts, palaces, and storehouses throughout Israel. His most impressive project was the temple in Jerusalem. It was built from huge stones and cedar timbers from the Lebanon Mountains. The temple's decorations were made from gold, ivory, and precious stones.

During Solomon's reign, the people of Israel had peace. Yet Solomon disobeyed God and married the daughters of foreign kings to make treaties, or peace agreements, with their countries.

Solomon had seven hundred wives. They included Ammonite, Phoenician, and Egyptian princesses. Each wife brought with her the false gods of her people. Even though Solomon worshiped the true God, he began to worship these false gods as well.

Although the kingdom was at peace, the people became discontent. They did not like the heavy burden laid on them by Solomon's building projects. God sent a prophet to tell Solomon of the future. He told Solomon that the peace in the kingdom would not last. The prophet said that after Solomon died, Israel would split into two kingdoms. However, God would keep His promise and permit David's dynasty to continue.

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Discussion**page 100**

Display the *Davidic Covenant* visual.

- **What did God promise David in the Davidic Covenant?** *David would always have a legitimate heir to his throne, and God would establish David's throne forever.*
 - **How will the second promise be fulfilled?** *Jesus will return to earth to rule and reign.*
 - **How did the Davidic Covenant secure the future of Israel?** *God promised that David's dynasty would last forever.*
 - **How was God going to continue to deal with the sins of Israel?** *He would continue to punish them.*
 - 💡 **Why do you think God was going to fulfill His promise to David even though the Israelite people continued to sin?** *God is*
- always true to keep His promises, and His plans are not limited by man.* [BAT: 8a Faith in God's promises]
- **How was the time of Solomon's reign described?** *as a time of peace*
 - **Why did Solomon marry the daughters of foreign kings?** *to make peace with their countries*
 - **How did the foreign princesses cause Solomon to sin?** *He began to worship their false gods.*
 - **Why were the people unhappy with Solomon?** *He placed a heavy burden on them by his building projects.*
 - **How do we know that Solomon's disobedience hurt the nation of Israel?** *God told him that the peace would not last and the kingdom would be split.*

Our sin affects those around us. Solomon's sin affected the nation of Israel.

In the Garden of Eden, Adam and Eve made a choice to disobey God. What was the consequence of that choice? *They were cast out of the garden. They lost fellowship with God. Sin entered the world. People are now born with a sin nature.*

This decision resulted in the most severe consequence of any decision ever made by man. However, it also illustrates how great God's love is to us in that He chose to love us while we were sinners (Rom. 5:8).

Activity Manual**Study Skill—page 52****Review—pages 59–60**

This Study Guide reviews Lessons 38–42.

Assessment**Quiz 4A**

The quiz may be given anytime after completing this lesson.

Background

Biblical covenant—A biblical covenant may be defined as the agreement between two parties to their respective duties and promises, sealed by an oath and often symbolized by a ceremony. The marriage between a man and a woman is a perfect example of a biblical covenant.



Modern covenants—Many homeowners in a neighborhood form an association and make agreements about what they will and will not allow each other to do on their properties. These agreements are called covenants. Their purpose is to help neighbors get along peacefully and to protect property values.

Challenge the student to make a list of covenants that would promote peace in his neighborhood and protect the value of property. For example, one covenant might be that no structures can be built within ten feet of a property line. Encourage the student to consult any covenants in his neighborhood.

◆ Lesson 43 ◆

Objectives

- Identify the costs and benefits of a decision
- Record an analysis of historical decisions
- Apply costs and benefits analysis to personal decision making

Vocabulary

There are no vocabulary words to introduce.

Materials

- Identifying Costs and Benefits**, IA 4.2, for display and for each student
- Identifying Costs and Benefits (Key)**, IA 4.3

Introduction

Display *Identifying Costs and Benefits*.

Use the story of the “Three Little Pigs” to introduce the concepts of costs and benefits in decision making.

► **Each of the three little pigs made choices when building his house. The positive and negative effects of those choices can be called pros and cons or benefits and costs.**

Retell the story of the “Three Little Pigs” and discuss their choices. Guide the student in completing the T-chart on *Identifying Costs and Benefits*.

► **Can you think of a time when you made decisions and wished you would have planned more and taken more time? *Answers will vary.***

Teach for Understanding**Discussion**

page 101

► **How can analyzing the costs and the benefits of decisions made in history help you? *It helps you to better understand history. You can relate the decisions you make to decisions made in history and think about their costs and benefits.***

Group the students into pairs. Guide them in choosing a Bible account to analyze using the T-chart. As time permits, discuss the findings of each group.

► **The Israelites decided they wanted to have a king rather than to obey God. How did they know in advance what the outcome of their decision would be? *They were warned by God through the prophet Samuel.***

💡 **Why do you think Daniel or the other three Hebrews made their decision even though they did not know what the outcome would be? *possible answers: They knew God could deliver them. They***

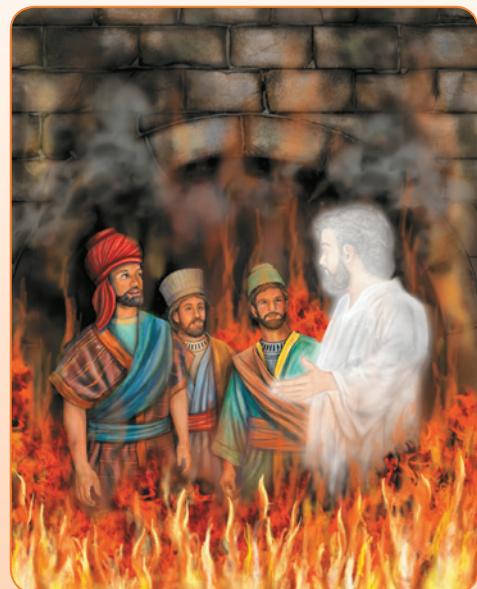
Identifying Costs and Benefits

Throughout history, man has made decisions. Each decision involves choosing between at least two things. As a decision is made aspects of each choice must be considered. We may call these rewards and consequences, pros and cons, or benefits and costs.

As a person makes a decision, he must look at the choices or options available. Looking at the costs and benefits of each option can help you better understand history. You can also relate the decisions to choices you have to make.

In this activity you and a partner will look at a decision that was made in the history of Israel. Together you will list costs and benefits of that decision. Then you will write about the decision and make a personal application.

- Get your Bible and the Activity Manual page.
- With your partner, choose a Bible account on the Activity Manual page.
- Read the Bible passages. Identify the people involved and the choice that was made. List the options with their costs and benefits on the T-chart.
- Write a paragraph summarizing the decision that was made. Include an application to your own life.



101

Assessment

► **Rubric—pages R 2–5**

Select one of the prepared rubrics or design a rubric to include your chosen criteria. You may choose to grade Activity Manual page 61 in place of using a rubric.



Additional practice—One of the events in the life of Joseph could be used if further instruction and practice are needed before the students begin their group work.

Activity Manual**Study Skill—page 61**

This activity introduces the student to cost-benefit analysis.

- FOCUS**
- What names were given to the two kingdoms?
 - What does it mean to be assimilated into another culture?

Kingdom Divided

At Solomon's death in 922 BC, the twelve tribes of Israel gathered and asked



Solomon's son *Rehoboam* if he would rule them more gently than his father. He denied their request. Rehoboam said that he would rule them more severely. This caused the kingdom to split. The ten northern tribes followed *Jeroboam*, one of Solomon's officials. They formed the Northern Kingdom. The two southern tribes, Judah and Benjamin, remained under Rehoboam's rule. They formed the Southern Kingdom.

The northern tribes kept the name *Israel*. Jeroboam established his capital at Samaria. To keep his people from returning to Jerusalem to worship, he made two golden calves and proclaimed them the gods of Israel. The Northern Kingdom of Israel experienced some times of great prosperity. But over the next two hundred years, none of its nineteen kings served the Lord. God continually sent prophets to bring messages of warning and judgment to the people. In 722 BC the judgment came. Israel was conquered by the Assyrian Empire and the people were carried away as captives.

The tribes of the Southern Kingdom took the name *Judah*. They kept the capital at Jerusalem. Judah's kings were all descendants of King David. A few of Judah's rulers lived righteously before God, but many were wicked. God sent prophets to warn Judah of coming judgment.

Teach for Understanding

Discussion

page 102

Guide the student in completing the appropriate section of the *Chapter 4 Organizer*.

Ⓐ Display the *Divided Kingdom* map.

► Why did Jeroboam make two golden calves for the people to worship? *He did not want them to return to Jerusalem to worship.*

► Why did God continually send prophets to take messages of warning and judgment to the people of the Northern Kingdom? *God in His mercy wanted the people to turn to Him.*

► Why was God displeased with the kings of the northern tribes? *None of them served the Lord.*

► Who took Israel captive? *the Assyrians*

💡 How do you think the people of Israel reacted when they were taken captive? *possible answers: Some probably blamed God or their king. Some probably turned to God and repented.*

► How were the kings of Judah different from the kings of Israel? *They were descendants of David. Some of the kings of Judah lived righteously before God.*

💡 Why did God send prophets to the people of Judah? *to warn the people of coming judgment*

FOCUS Answers

- The Northern Kingdom kept the name *Israel*. The Southern Kingdom took the name *Judah*.
- to be absorbed into, or made part of, the culture

102

◆ Lesson 44 ◆

Objectives

- Trace the division of the Israelite kingdom
- Evaluate the leadership of Jeroboam
- Evaluate the kings of the southern tribes called Judah
- Trace events and their influence on the lives of the Israelites in captivity

Vocabulary

Diaspora	assimilate
New Covenant	

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- A pattern of disobedience, punishment, and obedience continued throughout the history of the Israelite nation. Finally, God allowed serious destruction and captivity to make His people consider their ways.
- How does punishment from your parents affect how you act in the future?

Materials

- ⌚ Chapter 4 Organizer, AM pp. 52–53
- ⌚ Divided Kingdom, M 4.3
- ⌚ New Covenant, V 4.7

Discussion

page 103

- What event happened in 586 BC? *Nebuchadnezzar destroyed Jerusalem and took thousands of people to captivity in Babylon.*
- What is this time for the Israelites known as? *the Babylonian captivity*
- What was significant about the destruction of Jerusalem, the temple, and the captivity of the people? *It was prophesied to the people by the prophets.*
- ☒ Refer to the History TimeLine on Activity Manual pages 241–51. Guide the student in finding other events that happened about the time Jerusalem was destroyed.
- What is the scattering of the Israelites among many other nations called? *the Diaspora (or the Dispersion)*
- By what name did people begin to call the Israelites? *Jews*

Display the *New Covenant* visual.

- Whom did God later include in the New Covenant He had made with Israel and Judah? *the Gentiles*
- What did God promise in this covenant? *Jews and Gentiles alike would receive the Holy Spirit to change their hearts.*
- How did Jesus enact the New Covenant? *by His death on the Cross* [BAT: 1a Understanding Jesus Christ]
- How do Christians remember the New Covenant? *by partaking of the Lord's Supper*

In 586 BC King Nebuchadnezzar of the Chaldean (New Babylonian) Empire conquered Judah. He destroyed Jerusalem, including the temple. He also took over ten thousand people away to exile in Babylon. This time for the Israelites is known as the Babylonian captivity.

Many of those who were left behind fled to Egypt, Moab, or other countries. This scattering of the Israelites into many other nations is known as the Dispersion, or the **Diaspora** (dye AS pur uh). About this time the Israelites became known as the **Jews**.

God had told the Israelites that if they did not keep the Mosaic Covenant, they would be scattered among other nations. The prophets had warned the people that God would be true to His word. But the prophets also had good news. God would make a **New Covenant**

with His people. He would restore the Israelites to their land and change their hearts so they would love and obey Him.

NEW COVENANT*Jeremiah 31:31–40; 1 Corinthians 11:25*

God made the New Covenant with Israel and Judah. He later included the Gentiles in its most important promises. God promised to restore Israel and Judah from exile. He also promised Jews and Gentiles alike that those who are part of this covenant would receive the Holy Spirit. The Spirit would change their hearts from hard hearts to hearts that loved and wanted to obey God. God also promised that He would forgive His people of all their sins. Jesus enacted this covenant in His death and resurrection. A Christian remembers this covenant when he partakes of the Lord's Supper.



Daniel was one of the Jewish exiles in Babylon under the Persian Empire. He chose to obey God rather than man's law and spent a night in the den of lions.

103



Obedience to God or man—Read and discuss Acts 5. List possible laws a government could make that a Christian would have to disobey in order to obey God. Discuss governmental restrictions that have been placed on Christians in other countries.

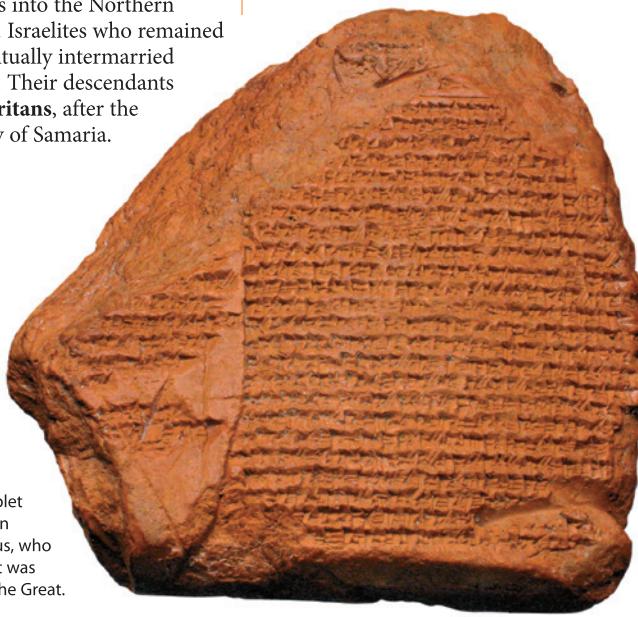
God's People in Exile

When an empire made war and conquered a nation, it often forced the ruling class and the wealthy to relocate. This was a way of controlling the captives. Generally the commoners left in the land would not rebel without their leaders. Both the Assyrians and the Chaldeans often relocated captives.

Life in the Assyrian Empire

The Assyrians relocated the wealthy and important people from the northern tribes of Israel to the eastern part of Assyria. These Israelites were **assimilated**, or absorbed, into the Assyrian culture. The Assyrians moved people from other conquered nations into the Northern Kingdom's region. Israelites who remained in the region eventually intermarried with these people. Their descendants were called **Samaritans**, after the former capital city of Samaria.

The Babylonian Chronicles are a series of clay tablets. They contain important events in Babylonian history. Each entry begins with the year and the name of the reigning king. This tablet describes the events in the reign of Nabonidus, who ruled Babylon when it was conquered by Cyrus the Great.



Life in the New Babylonian Empire

King Nebuchadnezzar relocated the southern tribes of Judah to Babylon. The Jews were allowed to retain their religion and cultural traditions. Some of the most important Jewish men were trained to serve in the government.

Life in the Persian Empire

In 539 BC the Persian army, under the leadership of Cyrus the Great, conquered Babylon. Cyrus allowed the Jews to return to Judea. Judea was the name given to the former Southern Kingdom of Judah. Some Jews returned, but many chose to stay in Babylon, where they had already made their homes.

104

Discussion

page 104

- Why did conquering nations force the ruling class to relocate? *to control the captives and remove possible leaders*
- How did the northern tribes of Israel change when they were relocated? *They became assimilated into the Assyrian culture.*
- Who were the Samaritans? *descendants of Israelites that were left in Israel and who intermarried with other conquered peoples who were moved there*
- 💡 What did King Nebuchadnezzar do that helped the Jews keep their identity while in Babylon? *He allowed the Jews to retain their religion and cultural traditions.*

- 💡 Identify some of the men Nebuchadnezzar chose to serve in government (e.g., Daniel, Shadrach, Meshach, and Abednego) and discuss the sovereignty of God in those choices.
- In what way was the defeat of Babylon by Cyrus the Great beneficial to the Jews? *Cyrus allowed Jews to return to Judea.*
- What was Judea's former name? *Judah*
- Why did some Jews decide not to return to Judah? *They had already made their homes in Babylon and had adjusted to a way of life.*
- 💡 What is the importance of finding clay tablets like the one on page 104? *possible answers: Historical information is recorded on them. The information can verify what we read in the Bible.*

Discussion

page 105

- How did King Xerxes' choice to marry Queen Esther affect the Jews? *The Jews could have been destroyed if she had not intervened on their behalf. If she had not been queen, she would not have been able to influence the king.*

 What do you think is the lesson behind the account of Haman plotting to kill Mordecai? *possible answers: "Be sure your sins will find you out." God will always keep His promises to preserve His people.*

- How do we know the Jews recognized the significance of their rescue from the hands of Haman? *They celebrate with a feast each year, commemorating Esther's heroic act and God's deliverance from the death plotted by Haman.*

- What is this feast known as? *Purim*

-  How does the relief on the tomb of King Xerxes indicate that he did not believe in the true God? *The relief shows the king praying before the altar of his god.*

Activity Manual

Study Skill—pages 52–53

Reinforcement—page 62



Later, King Xerxes (also known as Ahasuerus) ruled Persia. During his reign a palace official named Haman grew angry with one of the Jews named Mordecai. Haman decided to take revenge on Mordecai by plotting to kill all the Jews of Babylon. **Queen Esther**, who also was a Jew, heard about Haman's plan. She risked her life and went to the king. Queen Esther pleaded with him to save her people from destruction. King Xerxes gave the Jews permission to defend themselves from anyone who would try to hurt or kill them. He also ordered the execution of Haman.

After Haman's death the Jews held a great feast. They sent each other presents and gave gifts to the poor. This celebration became the holiday *Purim*. Purim is still celebrated today by Jews around the world.



This is thought to be the tomb of King Xerxes. The relief at the top (see detail above) shows Xerxes before the altar of his god.



WRITING **Write a news article**—Challenge the student to read Esther 8–9 and play the role of a reporter by writing about the events of the passage. Instruct him to write as if he has conducted interviews with Mordecai, Queen Esther, and Jews (passersby) on the street. The news article should include information and quotes from the interviews. You may choose to compile the news articles into a newspaper.

careers, dress, and entertainment [BAT: 1c Separation from the world]

Teach for Understanding

Discussion

page 106

Guide the student in completing the appropriate section of the *Chapter 4 Organizer*.

- How do we know the Jews were ready to follow God when they returned to their homeland after captivity? *They followed God's prophets in rebuilding the temple and the walls of Jerusalem.*
- How did the wars between the Persians and the Greeks affect the people of Judea? *The land of Judea came under the control of the Greeks.*
- Why was Judea caught between the rule of two kingdoms? *Judea was located between Egypt and Syria. When these two kingdoms fought, Judea was often under the rule of one or the other.*
- How did many Jews end up in Alexandria, Egypt? *They were relocated there by the Ptolemies.*
- Why was the spread of the Greek language an important event in the history of the Jews? *The Scriptures were translated into Greek.*
- How did the Septuagint help the Jews? *The scattered Jews who had lost their Hebrew language had a copy of the Scriptures that they could read.*
- How do we know the writers of the New Testament accepted the Septuagint translation? *They quoted it in their writings.*

FOCUS Answers

1. He tore down the city's walls, placed idols in the temple, and sacrificed pigs on the altar of God.
2. It commemorates the cleansing and rededication of the temple in Jerusalem.

106

◆ Lesson 45 ◆

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- The Jews returned to Judea after their years of captivity in Babylon. They restored the city of Jerusalem and the temple, but it was not long before the land was under the control of the Greek Empire. The Greek language and culture had a great influence on the future of the Jews.
- In what areas does the modern culture influence Christians today? *possible answers: devotion to the Lord, worship,*

Objectives

- Trace the return of the Jews to Judea
- Describe life under the rule of the Greek Empire
- Analyze the importance of the Greek language
- Trace the events of the Maccabean Revolt

Vocabulary

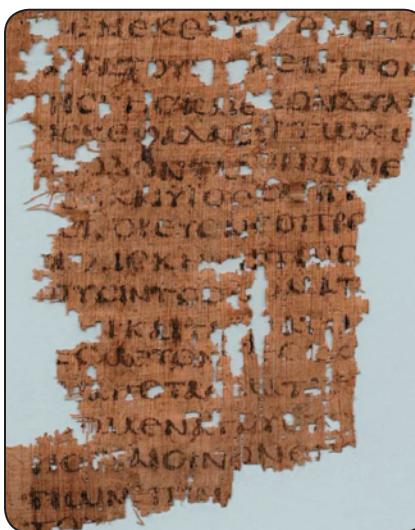
Septuagint	Hanukkah
Gentile	

Materials

- ⌚ Chapter 4 Organizer from Lesson 44
- ⌚ Knesset Menorah, V 4.8
- ⌚ Israel Then & Now from Lesson 42

relocated to Alexandria, Egypt. This created a thriving Jewish community in Alexandria.

By this time Greek had become a common language. It had spread under Alexander's leadership. Eventually the Old Testament Scriptures were translated into Greek. The Greek translation is called the **Septuagint** (SEP too uh jint). This was an important accomplishment. The Scriptures were now available to scattered Jews who had lost their Hebrew language and to the Gentiles. **Gentiles** was the name given to the Greeks and to other people who were not Jews. The New Testament writers often quoted from the Septuagint in their writings. Most of the Gentile Christians in the early church used the Septuagint.



A portion of Amos 2, from the Septuagint, on papyrus

Focus

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- The Jews returned to Judea after their years of captivity in Babylon. They restored the city of Jerusalem and the temple, but it was not long before the land was under the control of the Greek Empire. The Greek language and culture had a great influence on the future of the Jews.
- In what areas does the modern culture influence Christians today? *possible answers: devotion to the Lord, worship,*

Discussion

page 107

- **How did the Greek culture influence the Jews?** *Many Jews began to adopt the customs and the lifestyle of the Greeks.*
- **Why did some of the Jews insist on a strict observance of the law?** *They were concerned as many of the high priests appointed by Greek rulers promoted the sinful lifestyle of the Greeks more than the true worship of God.*

 Discuss how Christians are to obey the Bible but that they should not be proud and boastful about it. Believers should quietly observe God's Word, allowing others to see Christ through their actions. Christ was humble when He lived on earth, and we should strive to be like Him. [BAT: 7e Humility]

- **What did Antiochus IV do that was offensive to the Jews?** *He stole the treasures and sacred vessels from the temple. He tore down the city's walls. He sacrificed pigs on the altar of God and placed idols in the temple. He put up altars to false gods. He outlawed ownership of the Torah. He killed Jews who kept the Sabbath.*

 Caption answer: *He despised both the Jews and the Torah.*

Many of the Jews living under Greek rule began to adopt the customs and the lifestyle of the Greeks. The high priests, who were appointed by the Greek rulers, often promoted the sinful lifestyle of the Greeks more than the true worship of God. Some of the Jews were concerned about this. They began to insist on a strict, careful observance of the law in all its details.

In 176 BC the Seleucid king **Antiochus IV** (an TYE uh kus) became ruler of Judea. During his reign he personally entered the temple in Jerusalem and seized its treasures and sacred vessels. This was a great offense to the Jews.

Later, while Antiochus was fighting in Egypt, the Jews attempted to over-

throw his appointed leaders. When Antiochus returned from Egypt, he found Jerusalem at war.

Antiochus responded to this rebellion by tearing down the city's walls. He also placed idols in the temple and sacrificed pigs on the altar of God. He placed altars to false gods in many Jewish cities. Jews were put to death for keeping the Sabbath or owning a copy of the Torah. Antiochus thought that if the Jewish religion were destroyed, the Jews would become like Greeks and not revolt anymore.



Coin of Antiochus IV



Torah Scroll, Bowen Collection of Antiquities, Bob Jones University Museum & Gallery

An ancient Torah scroll
What did Antiochus think of the Jews and the Torah?

107



The name of God—The four Hebrew letters יהוה are called the Tetragrammaton and make up the Hebrew word for God. In English these letters are written *YHWH*. When the vowels that were probably originally present were added, the name for God was written *Yahweh* or *Yahveh*. Many religious Jews do not pronounce the Tetragrammaton. To them the name of God is so holy that it should not even be spoken. In the King James Version of the Bible, the Tetragrammaton was translated as *LORD* with all capital letters.

Jews of ancient times did not speak aloud the name of God. Instead they used *Adonai*, the word for "master." When Hebrew vowel markings were added to the text (ancient Hebrew was written without vowels) the vowel markings for *Adonai* were added to *YHWH*. Transliterated into English, the pronunciation of the

name of God is *Jehovah* or *Yehovah*. Jews still read it as *Adonai*. The word *Jehovah* is combined with many words in the Old Testament to indicate specific traits of God. *Jehovah* indicates the one "which is, and which was, and which is to come" and signifies the covenant relationship of God to His people. Other titles of God using the word *Jehovah* are *Jehovah-jireh* (*Jehovah will provide*), *Jehovah-rope* (*Jehovah will heal*), *Jehovah-shalom* (*Jehovah our peace*), *Jehovah-tsidkenu* (*Jehovah our righteousness*).

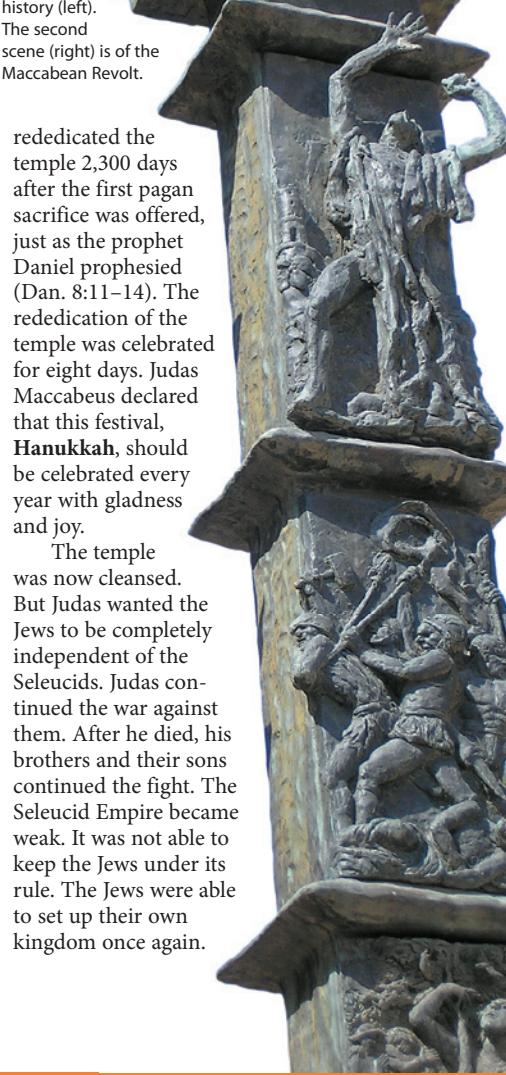
Most literature and translations from the mid-twentieth century on prefer *YHWH* or *Yahweh* to *Jehovah*.



Each relief on the Knesset Menorah in Jerusalem depicts a scene from Jewish history (left). The second scene (right) is of the Maccabean Revolt.

rededicated the temple 2,300 days after the first pagan sacrifice was offered, just as the prophet Daniel prophesied (Dan. 8:11–14). The rededication of the temple was celebrated for eight days. Judas Maccabeus declared that this festival, **Hanukkah**, should be celebrated every year with gladness and joy.

The temple was now cleansed. But Judas wanted the Jews to be completely independent of the Seleucids. Judas continued the war against them. After he died, his brothers and their sons continued the fight. The Seleucid Empire became weak. It was not able to keep the Jews under its rule. The Jews were able to set up their own kingdom once again.



Knesset Menorah—Challenge the student to research the history of the Knesset Menorah and present his findings.



Listening activity—“See, the Conqu’ring Hero Comes” was written by George Frideric Handel for the oratorio *Judas Maccabaeus*.

This song describes the struggle of the Maccabees against the foreign rule of Israel. It was written to honor an English general who, at the time, recently returned from a victorious military campaign. A recording of the song may be found on the Internet or through other sources.

The Maccabean Revolt

The Jews who strictly followed the books of the Law were not about to accept the destruction of their religion by Antiochus. Some Jews fled to the desert. In the small Judean town of Modin, some Jews began to rebel. A Jewish priest named Mattathias refused to worship the Greek idol that was placed in his town. He resisted by killing an official and destroying the altar.

Mattathias raised an army and began a revolt. But he soon died of old age. His son, Judah, took leadership of the revolt. He was also called **Judas Maccabeus**, or Judah the Hammer. He led surprise attacks throughout the countryside. Though the Seleucids had superior forces, Judas defeated them several times.

After securing his victory, Judas led his army to Jerusalem. They cleansed and

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Discussion

page 108

- Display the *Israel Then & Now* map.
- What is significant about the desert town of Modin? *Some Jews there planned a rebellion against Antiochus. The leader Mattathias raised an army and began a revolt.*
- Locate Modin on the *Israel Then & Now* map.
- How did Mattathias show his refusal to worship a Greek idol in his town? *He killed a Syrian official and destroyed the altar.*
- Why was Judas Maccabeus successful in his attacks against the Syrians? *He carried out surprise attacks.*

- Why was it important that the rededication of the temple took place exactly 2,300 days after the first pagan sacrifice was offered? *It fulfilled the prophecy of Daniel (Dan. 8:11–14).*
- Why is the festival of Hanukkah celebrated every year? *The Jews remember the cleansing and rededication of the temple.*
- Why were the Jews able to set up their own kingdom once again? *The Seleucid Empire became weak.*

Discussion

page 414

- The second book of Maccabees was written in Greek by an unknown author. It claims to be based on the writings of a man named Jason of Cyrene. It is a record of events that led up to Judas Maccabeus's defeat of a Syrian commander.
- How many men fought with Judas Maccabeus? *seven thousand*
- What did Maccabeus do to stir his troops to action? *He reminded them of God's help in the past.*
-  How might remembering God's help in the past inspire you to bravery? *Answers will vary but should include the ideas of the Lord's presence, His strength, and His faithfulness to His children.* [BAT: 8d Courage]
- From whom had the Lord delivered the Jews in the past? *Sennacherib*
- Did the army of Nicanor have more or fewer men than Maccabeus? *more*
- How was the army of Maccabeus able to defeat the army of Nicanor if they were outmanned? *The Jews had God, Who is invulnerable, as their protector. They followed laws established by God.*
- On what day was the temple purified? *the twenty-fifth day of Kislev*
- How long did the celebration last? *eight days*
-  What is this annual holiday called? *Hanukkah*

The Second Book of Maccabees

The following verses are excerpts from the second book of Maccabees. The first number is the chapter and the second number is the verse.

[2 Maccabees 8]

{8:16} But Maccabeus, calling together seven thousand who were with him, asked them not to be reconciled to the enemies. . . .
{8:19} Moreover, he reminded them also of the assistance of God which their parents had received; and how, under Sennacherib, one hundred and eighty-five thousand had perished;
{8:21} By these words, they were brought to constancy and were prepared to die for the laws and their nation.
{8:24} And, with the Almighty as their helper, they slew over nine thousand men. Furthermore, having wounded and disabled the greater part of the army of Nicanor, they forced them to take flight.
{8:29} And so, when these things were done, and supplication was made by all in common, they asked the merciful Lord to be reconciled to his servants unto the end.
{8:36} And he who had promised to pay a tribute to the Romans from the captives of Jerusalem, now professed that the Jews had God as their protector, and, for this reason, they were invulnerable, because they followed the laws established by him.

[2 Maccabees 10]

{10:2} Then he demolished the altars, which the foreigners had constructed in the streets, and likewise the shrines.
{10:3} And, having purged the temple, they made another altar. And, taking glowing stones from the fire, they began to offer sacrifices again after two years, and they set out incense, and lamps, and the bread of the Presence.
{10:5} Then, on the day that the temple had been polluted by the foreigners, it happened on the same day that the purification was accomplished, on the twenty-fifth day of the month, which was Kislev.
{10:6} And they celebrated for eight days with joy, . . .
{10:7} Because of this, they now preferred to carry boughs and green branches and palms, for him who had prospered the cleansing of his place.
{10:8} And they decreed a common precept and decree, that all the people of the Jews should keep those days every year.

The Sacred Bible: The Second Book of Maccabees, Catholic Public Domain Version, Original Edition. trans. and ed. Ronald L. Conte Jr.

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Background

The second book of Maccabees—The second book of Maccabees is a Jewish history written in the time between the Old and New Testaments. Some early church fathers, some medieval theologians, and all Protestants reject it as being part of the Bible. It is part of the Bible used by the Roman Catholic Church and the Eastern Orthodox Church. Some Protestant Bibles do include the book, but it is printed in a separate section for non-canonical books.

The descendants of Judas's brother, Simon, created a dynasty. But it did not last long. Its kings proved to be both ruthless and highly influenced by Greek culture. During this time two groups became important in Judea. They were the Pharisees and the Sadducees. The

Pharisees were Jews who continued to stress purity of life and obedience to the Torah. They opposed the current rulers. The **Sadducees** were also Jews, but they supported the current rulers. The Sadducees were more influential among the priests and the rulers of Judea.

HANUKKAH

Hanukkah (or Chanukah) is an eight-day holiday that appears on most calendars. It is also referred to as the Festival of Lights. This holiday commemorates the cleansing and rededication of the temple in Jerusalem by Judas Maccabeus and his army.

The most familiar symbol of this holiday is the menorah. The menorah is lit on each night of the festival. According to Jewish tradition, when the menorah was lit at the temple's rededication, there was only enough oil for the lamp to burn for one night. However, the lamp stayed lit for eight nights!

One of the activities during Hanukkah includes spinning a top called a dreidel (DRAYD il). Each of the four sides of the top has a Hebrew letter. They are the first letters of the Hebrew words for a "great miracle happened there."



Some menorahs use oil, while others use candles.



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Discussion

page 109

- **Describe the dynasty of Simon.** *The kings were ruthless and influenced by Greek culture.*
- **Why did the Pharisees oppose the rulers?** *The Pharisees stressed purity and obedience to the Torah, but the rulers were influenced by Greek culture.*
- **How were the Sadducees different from the Pharisees?** *The Sadducees supported the rulers.*
- **Why is Hanukkah sometimes called the Festival of Lights?** *The menorah is lit on each night of the festival.*
- **Why is the menorah an important symbol used during Hanukkah?** *Tradition says that when the menorah was lit at the temple's rededication, the lamp stayed lit*

for eight days even though the lamp had just enough oil for one night.

- **What do the Hebrew letters on a dreidel represent?** *the words for a "great miracle happened there"*

Activity Manual

Study Skill—page 53

Review—pages 63–64

This Study Guide reviews Lessons 44–45.

Assessment

Quiz 4B

The quiz assesses chapter content and may be given anytime after completing this lesson.



Dreidel—In Israel the dreidel has a different fourth letter that changes the meaning to a "great miracle happened here."

Menorah—The menorah in Solomon's temple and in the second temple had seven branches as instructions in Exodus 25 commanded. The modern Hanukkah menorah is often seen with nine branches because it commemorates the miracle that a day's worth of oil lasted eight days. Old menorahs were used with olive oil while more modern menorahs often use candles or are even electric.

Hanukkah customs—Challenge the student to research the use of the dreidel or the menorah or other Hanukkah customs. Refer to www.bjupress.com/resources for possible resources.

◆ Lesson 46 ◆**Objectives**

- Analyze the conditions of the Jews under Roman rule
- Evaluate the influence of the life of Jesus Christ during the Roman rule
- Trace the changes in religious practices following the Jews' return from exile

Vocabulary

Messiah	Judaism
synagogue	rabbi

Materials

Chapter 4 Organizer, AM pp. 53–54

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

The most significant changes in ancient history for the Jews took place under the rule of the Roman Empire. It was during this time that Jesus Christ was born and presented Himself as the Messiah. Also, the whole system of leadership and worship underwent major changes.

► **What do you think your ideas about Jesus would be if you saw Him in person the way the people of His time did?**

Teach for Understanding**Discussion**

page 110

Guide the student in completing the appropriate section of the *Chapter 4 Organizer*.

► **Why did the Jews dislike Herod, the king of Judea?**

He was ruthless. He was loyal to the Romans.

💡 **How did Herod's insecurity over losing his position affect his actions when he heard about the King of the Jews being born?** *He had all Bethlehem's male children who were two years old and under killed.*

► **Why did the belief that the Messiah would fix all the wrongs they suffered actually cause the Jews to reject Jesus as Messiah?** *They missed the true purpose of the Messiah. They misunderstood the timing of when Christ would fix all wrongs. They also thought themselves more righteous than they were. They failed to see the need for repentance and faith in Jesus as the Messiah Who suffered for their sins.*

► **How were the followers of Jesus able to recognize Jesus as the Messiah?** *They searched the Hebrew Scriptures and realized that the prophecies were fulfilled in the person of Jesus.* [BAT: 6a Bible study]

1. How did Jesus identify Himself to the Jews?
2. What is another name for the Jewish religion?

**Roman Rule**

By 200 BC the Roman Republic was the dominant power of the Italian peninsula and the western Mediterranean region. The republic continued to push eastward. It conquered what remained of the Seleucid Empire. Eventually the Roman Republic was ruled by the dictator Julius Caesar. Under his rule the Romans took control of Judea. In 63 BC Caesar made Herod king over Judea. The Jews did not like Herod. He was a ruthless king. Herod continually worried about the security of his throne, so he was willing to kill anyone he thought was a threat to him. The Romans liked Herod because he was a faithful ally of

the Roman Republic. They could depend on him to keep Judea under control. Eventually the Romans took over direct rule of Judea.

The Life of Jesus Christ

The Jews believed that the Messiah would be a descendant of David who would come to right all the wrongs they had suffered. During Herod's reign Jesus was born. He was a descendant of David and thus of the rightful royal line. The angels who announced His birth identified Him as the King of the Jews. Jesus identified Himself as the **Messiah**, or the **Christ**, Who was anointed to save His people.

Jesus performed many miracles and preached to the people that the kingdom of God was near. He taught that He was a man, yet also God. The followers of Jesus later examined the Hebrew Scriptures. They saw how the prophecies about God's delivering His people through a Messiah were fulfilled in the person of Jesus Christ.



Bethlehem, the city where Jesus was born

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Answers

- as the Messiah
- Judaism



Old Jerusalem surrounded by modern Jerusalem

The message of Jesus included an important element. He preached about the need of repentance. Like the ancient prophets, Jesus told the people that the root of all their problems was their sin. If they were to be included in the kingdom of God, they had to repent of their sins.

But the Jews did not recognize Jesus as their Messiah. Instead they rejected Him. The Pharisees and the Sadducees were rivals in Judea. But they conspired together to have Jesus executed for claiming to be the king of the Jews. They accused Jesus of being against Caesar. Jesus was brought before the Romans and crucified.

Those who followed Jesus grieved at His death. But three days later a great miracle happened. Jesus rose from the grave and appeared before His followers alive. All that happened was part of God's sovereign plan. Jesus' death was the payment before God the Father for

the sins of the world. Jesus had taken the penalty for sin that was deserved by all mankind. His death and resurrection made possible the salvation of all people who repent and trust Him for eternal life.

After Jesus ascended back into heaven, His followers continued to spread His message of salvation. They preached the gospel to the people of Israel and to people all over the world. In this way the Jews proved to be a blessing to all the nations, just as God promised Abraham.

One day Jesus will return to earth to rule from Jerusalem. This will be the final fulfillment of the Davidic Covenant. When He rules from earth, He will set all things right. Those who refuse to repent and submit to His lordship will be judged for all eternity. But those who have entered into His kingdom by faith will rule with Him for all eternity.

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Discussion

page 111

- Why did Jesus preach the need for repentance? *He knew that the root of man's problem was sin.*
- 💡 Why do you think the Pharisees and the Sadducees were willing to work together to get rid of Jesus? *They realized that Jesus would destroy their power. They were convicted by His words but did not want to repent.*
- Why was the death and the resurrection of Jesus necessary? *It was necessary to pay the penalty of man's sin. [BAT: 1a Understanding Jesus Christ]*

➤ God promised Abraham that the Jews would be a blessing to all nations. How was this promise fulfilled? *The followers of Jesus spread the gospel to the people of Israel and all over the world.*

➤ How will things change when Jesus returns and sets up His kingdom in Jerusalem? *He will set all things right. His kingdom will be forever. The wicked will be punished, but believers will rule with Him for eternity.*

Discussion

page 112

- What was a result of the Jewish exile to Babylon? *The worship of idols among the Jews ended for good.*
- What became the Jewish center of worship while the Jews were in exile? *the synagogue*
- 💡 Could the Jews worship at the synagogue in the same way they had at the temple? *No, they could pray and read Scripture but not offer sacrifices.*
- 💡 Why didn't they worship at the temple? *They were in Babylon. They were not in Jerusalem.*
- Why was it important for the Jews to rebuild the temple when they returned from exile? *to offer sacrifices once again*
- How did the Pharisees change Judaism? *They changed the focus from sacrifices to atone for sins to careful obedience to the law.*
- What is the purpose for the law of God? *to cause people to understand their sinfulness and to turn to the Messiah for salvation*
- Why was the keeping of the law not sufficient for salvation? *It is impossible to perfectly keep the law to please God.*

Discuss *The Talmud* box.

- What work did the Jews produce to preserve their beliefs of keeping the law? *the Talmud*
- What is a rabbi? *a Jewish religious teacher*



Ancient synagogue ruins in Bar'am, Israel

Religion After Exile

The punishment of the exile to Babylon cured the Jews from the sin of idolatry for good. To this day the Jewish religion of **Judaism** is a monotheistic religion. The loss of both the temple in Jerusalem and the ability to offer sacrifices there brought changes in Judaism. During the exile, when the Israelites had no temple, the synagogue became the center of Jewish worship instead. The **synagogue** was a place where the Jews could gather for prayer and Scripture reading.

When the Jews returned to Jerusalem after their exile in Babylon, they rebuilt the temple. It became known as the second temple. The Jews could offer sacrifices once again. The synagogue still remained a part of Jewish worship. Jesus taught in synagogues during His earthly ministry.

Later, after the Romans destroyed the second temple, Judaism underwent a further change. The Sadducees lost influence. However, the influence of the Pharisees became strong. The Pharisees practiced what is called rabbinic Judaism. In rabbinic Judaism, the focus is

no longer on sacrifices to atone for one's sin. The focus is on careful obedience to the law so that one lives a life that is as pleasing to God as possible.

However, God's purpose for the law is to cause people to turn to the Messiah for salvation. Paul described the problem in the book of Romans. He said that Israel had tried to keep the law but had been unsuccessful. The Jews were so focused on keeping the law to be acceptable to God that they had not recognized Jesus as the Messiah (Rom. 9:31–33).

THE TALMUD

Under rabbinic Judaism, the focus on the law resulted in the production of religious writings. In the first and second centuries AD, the **rabbis** (Jewish religious teachers) wrote down the interpretations of the Law. This writing is called the Mishnah. Later more traditions and stories about how the Law had been applied were recorded in the Gemara. Together, the Mishnah and the Gemara are called the Talmud. The Talmud was completed by the fifth century AD.

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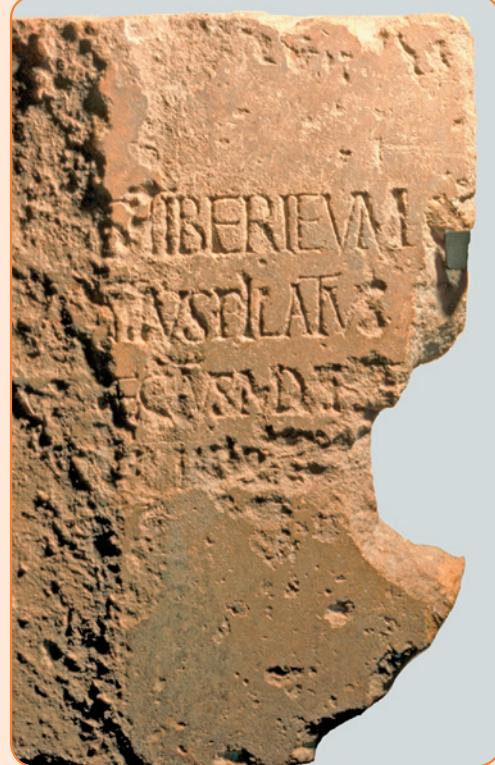
Additional pronunciation

Gemara (guh MAR uh)



CAESAREA MARITIMA

Caesarea (SEE zuh REE uh) Maritima was a port city located approximately sixty miles northwest of Jerusalem. King Herod employed Roman engineers to build the city and the harbor. The harbor had loading docks, storage areas, an inner harbor, and an outer harbor with a lighthouse. Caesarea Maritima became a main port for trade.



The harbor had been constructed over a geological fault line that runs along the coast of Israel. Seismic action and the sandy ocean floor caused the foundation to be unstable. There is also evidence that a tsunami struck the area sometime between the first and second centuries AD. Whether this tsunami only damaged the harbor or brought about its complete destruction is unknown. By the sixth century AD, the harbor lay in ruins below the ocean waves.

In June of 1961, Italian archaeologists led by Dr. Antonio Frova uncovered a limestone block at Caesarea Maritima. The block had an inscription that was part of a dedication to Tiberius Caesar from "Pontius Pilate, Prefect [governor] of Judea." The original artifact is now in Jerusalem in the Israel Museum.

The Bible says that, at the time of Jesus Christ, Pilate was the Roman governor of Judea. The limestone is one of the first artifacts discovered that states Pontius Pilate's actual name. It is also the first artifact to identify him as the Roman prefect who made his official residence in Caesarea.

The inscription of this limestone reads:
TIBERIEUM
(PON) TIUS PILATUS
(PRAEF) ECTUS JUDA (EAE)

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Discussion

page 113

Direct attention to the *Caesarea Maritima* box.

- **What was Caesarea Maritima?** *a main port for trade near Jerusalem*
- 💡 **What is a port city?** *a city with a harbor for ships to load and unload goods and passengers*
- **What caused the destruction of the harbor?** *an earthquake, the instability of the sandy ocean floor, and perhaps a tsunami*
- **Who discovered a limestone block from the city?** *Dr. Antonio Frova*
- 💡 **How long had the block been hidden?** *about 1,400 years (It was destroyed in the sixth century and uncovered in 1961.
1,961 – 500 = 1,461 years)*

➤ Why was the discovery of the limestone block important to biblical scholars? *It verifies the biblical account that Pontius Pilate was the Roman governor of Judea.*

Activity Manual

Study Skill—pages 53–54

Reinforcement—page 65

Map Skill—page 66

This page reinforces map skills through the use of a trade route map.

◆ Lesson 47 ◆**Objectives**

- Trace the changes from the Herodian dynasty to Roman rule
- Trace the attempts by the Zealots to overthrow Roman rule
- Describe the destruction of Jerusalem
- Describe the fall of Masada

Vocabulary

legion

Materials

- Chapter 4 Organizer from Lesson 46
- Model of Masada, V 4.9
- Present-Day Masada, V 4.10

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

As we read the events that led up to the destruction of Jerusalem and the fall of Masada, it is easy to be depressed. But God has revealed the future in the Bible, so we can be filled with hope and optimism. We are able to understand current and future events in history because of the promises made by God. [BAT: 5c Evangelism and missions]

Teach for Understanding**Discussion**

page 114

Guide the student in completing the appropriate section of the *Chapter 4 Organizer*.

- **How did Roman governors over Israel become wealthy?** *extortion*
- **What does extortion mean?** *to take money from the people, the illegal use of one's official position of power to obtain property or funds*
- **Why were the Zealots trying to overthrow the Roman government?** *because of the extortion and the brutality of the Romans*
- **How did the rebellion by the Jews demonstrate their determination to defeat Florus?** *They kept fighting in the face of beatings, robbery, and death.*
- **How did the Romans respond?** *A legion of soldiers was sent to fight.*
- **What is a legion?** *three to six thousand soldiers*
- **Were the Romans victorious?** *no*

- FOCUS**
1. What historian told about the destruction of the second temple?
 2. How did the Romans get into Masada?

Destruction of Jerusalem

During the time of Jesus, the rule of Israel began to shift from the Herodian dynasty to Roman rule. Eventually Roman governors ruled the entire region. The governors enriched themselves by taking money from the people. This extortion, combined with the brutality of the Romans, made the Jews yearn for freedom.

Some Jews, known as *Zealots*, were already plotting the overthrow of Rome by military action. But the rest of the people were not ready for such drastic action. That changed, however, when the Roman governor, Florus, took money from the temple treasury for himself. Two Jews responded by mocking the governor as a penniless beggar who needed to steal to get money. Florus responded by having his troops beat, rob, and even crucify Jews. The city erupted and Florus had a full-scale rebellion on his hands. He asked help from his superior and received an entire legion. A **legion** consisted of three to six thousand men. But a legion was not enough. The Romans were ambushed and suffered defeat.



Roman triumphal arch panel showing spoils from the Jerusalem temple

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FOCUS Answers

1. Josephus
2. by building a huge ramp

Josephus's Account of the Burning of the Temple

Translated by William Whiston

While the holy house was on fire, every thing was plundered that came to hand, and ten thousand of those that were caught were slain . . . but children, and old men . . . and priests were all slain in the same manner . . . and as well those that made supplication for their lives, as those that defended themselves by fighting. The flame was also carried a long way, and made an echo, together with the groans of those that were slain. . . .

And now the Romans, judging that it was in vain to spare what was round about the holy house, burnt all those places, as also the remains of the cloisters and the gates. . . .

. . . And now all the soldiers had such vast quantities of the spoils which they had gotten by plunder, that in Syria a pound weight of gold was sold for half its former value.

The Roman emperor at the time was Nero. He called on Vespasian, a successful veteran commander, to go to Judea. Vespasian took with him over three legions. Within a year Vespasian had conquered the surrounding country and was preparing to take Jerusalem. At this point, in AD 68, the Roman Empire plunged into civil war. This delayed Vespasian's assault on Jerusalem.

The Jews thought that God had intervened on their behalf. They thought that the Roman Empire would shatter and that Jerusalem and the Jews would be freed once again. But Jesus had already predicted what would happen. He said that when armies surrounded Jerusalem, the people should know that its destruction was about to happen. God

would pour out His wrath on His people. Many would be killed and those who remained would be scattered among the nations. Jerusalem itself would be "trodden down of the Gentiles, until the times of the Gentiles be fulfilled" (Luke 21:20–24).

Vespasian received word that an army won for him the position of emperor. He returned to Rome, leaving his son, Titus, in command of the Roman army in Judea.

In AD 70, Titus and the Roman army surrounded Jerusalem. For months they stayed in their camps and waited. The people of Jerusalem could not leave their city. No one could enter. The Romans continued to wait until the city suffered from famine. Then the Romans broke

down the walls and marched through Jerusalem. After about two months of difficult fighting, the city was firmly in the hands of the Romans.

During the destruction of Jerusalem, the second temple was set on fire and was completely destroyed. The Jewish historian **Josephus**, who was on the side of the Romans in this war, claimed that the destruction of the temple was an accident. Another Roman account says that Titus had ordered the temple's destruction in an effort to destroy the troublesome Jewish religion. In any event the prophecy of judgment recorded in Matthew 24:2 came true. Jesus said of the temple, "There shall not be left here one stone upon another, that shall not be thrown down."

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Discussion

page 115

- What was significant about AD 70? *It was when the destruction of Jerusalem occurred.*
- Who had prepared an assault on Jerusalem? *Vespasian, under the order of Nero*
- What delayed Vespasian's assault? *civil war in the Roman Empire*
- Why should the Jews have known they would be defeated and destroyed? *Jesus had foretold it.*
- Who did Vespasian put in charge of the assault on Jerusalem? *his son Titus*
- How long did the siege against Jerusalem last? *about two months*
- How was the destruction of the temple evidence of the deity of Jesus? *Jesus prophesied it in Matthew 24:2.*

Discuss Josephus's Account of the Burning of the Temple.

- Who was Josephus? *a Jewish historian that lived during the destruction of Jerusalem*
- How does the historical account of Josephus help us to understand how terrible a defeat the Jews endured? *The account gives vivid descriptions of the deaths and the destruction of the city.*

Discussion

page 116

Display the *Model of Masada* visual. Use it and the pictures on the page to discuss characteristics that made Masada a stronghold.

- Why did the Zealot Jews in the stronghold of Masada think they were safe? *They had plenty of provisions and were protected by a narrow, winding path that made an attack difficult.*
- Caption answer: *It was located on the top of a mountain with the only access being a winding, narrow path to the top. This prevented an attacking army from easily reaching the top.*
- How do we know the Romans were determined to crush the Jews at Masada? *The Romans spent three years building the ramp to reach them.*
- How did the Jews at Masada die? *They committed suicide.*
- Why do you think they committed suicide? *They did not want to be captured or defeated by the Romans.*
- The Romans soldiers were known for their brutality. People preferred death at the hands of their countrymen over death at the hands of the Romans. There were, however, a few survivors of Masada. One of the cisterns at Masada proved to be a safe haven for two women and five children. A cistern is an underground tank for rainwater.

Display the *Present-Day Masada* visual.

- At the destruction of Jerusalem, Israel ceased to exist as a nation for hundreds of years. When did it once again become an official nation? *in 1948*
- How has God shown His faithfulness to Israel? *God promises He will restore Israel to be a righteous nation that serves Him.*
- How do we know that Israel will be saved after Jesus returns? *Paul tells us in Romans 11:26–27.*
- How do we know that God will take away the sins of Israel? *It is God's covenant.*
- God entrusted Israel with the Old Testament, including the law, the covenants, promises of salvation, and finally, the Messiah Himself. In Romans 9:4–5, Paul described his people and the benefits received from God. In these ways the history of Israel is significant not only for Israel but also for the world.



Roman ramp leading to Masada

top prevented the attacking army from reaching them.

But the Romans did not give up. For three years they worked to move tons of earth to build a huge ramp. The ramp reached to the top of one of the walls of Masada. When the Jews inside saw that the Romans would break through, they committed mass suicide.

Israel ceased to exist as a nation in AD 70. However, throughout the centuries, the Jews maintained their identity as a people. In 1948 the nation of Israel was reborn. Although the Jewish people had rejected God's Messiah, God remained faithful to them. The apostle Paul, looking to the future, said, "And so all Israel shall be saved: as it is

written, There shall come out of Sion the Deliverer, and shall turn away ungodliness from Jacob: For this is my covenant unto them, when I shall take away their sins" (Rom. 11:26–27).

Masada

After the destruction of Jerusalem, three Jewish strongholds remained. The first two fell to the Romans by AD 72. The third stronghold, a mountaintop fortress called Masada, seemed impossible to capture. The Zealot Jews who had taken refuge there had plenty of food and water, and the winding narrow path to the



Masada
What characteristics made Masada a strong fortress?

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Activity Manual

Study Skill—page 54

Review—page 67

This *Study Guide* reviews Lesson 47.

Chapter 4 Summary

Name _____

Define these terms

assimilate	monotheism
atonement	rabbi
Diaspora	Septuagint
legion	

Locate these places

Egypt	Judah
Israel	Mediterranean Sea
Jerusalem	Samaria
Jordan River	

Tell about these people

Abraham	Moses
Antiochus IV	Queen Esther
David	Samaritans
Gentiles	Samuel
Josephus	Saul
Judas Maccabeus	Yahweh
Messiah	

Explain what happened

- ca. 1446 BC—Exodus
- 586 BC—start of the Babylonian captivity
- AD 70—destruction of Jerusalem by the Romans

Be able to . . .

- Write an essay describing what happened to Israel after Solomon's death
- Identify characteristics of these covenants: Abrahamic, Mosaic, Davidic, and New
- Summarize the time the Israelites spent in Egypt
- Identify one of the reasons God gave the Israelites the Ten Commandments
- Compare the temple, tabernacle, and synagogue
- Describe the Lord's Supper
- Describe these three Jewish holidays: Passover, Hanukkah, and Purim
- Explain what happened when the Israelites did not trust God to help them take the land of Canaan
- Explain why God sent other nations to rule over Israel
- Identify the greatest achievement of the Phoenicians
- Describe Solomon's most impressive building project
- Contrast the Pharisees with the Sadducees
- Describe the Maccabean revolt
- Explain the purpose of the death and resurrection of Jesus Christ
- Explain how God's promise to Abraham was fulfilled
- Explain Judaism, rabbinic Judaism, and the Talmud
- Describe the construction and destruction of Caesarea Maritima
- Identify the causes that led to the destruction of Jerusalem
- Describe the Zealots and what happened at Masada



The Israeli flag was adopted in 1948. In the center is the Star of David, a symbol often associated with the Jewish people.

♦ Lesson 48 ♦**Objective**

- Recall concepts and terms for Chapter 4

Introduction

Materials for the Chapter 4 Test will be taken from Activity Manual pages 59–60, 63–64, and 67. You may review any or all of the material during this lesson. The chapter organizers from Activity Manual pages 51–54 may help with review and study.

You may choose to review Chapter 4 by playing “Zealots and Romans” or a game from the Game Bank (G1–2 ☰).

Activity Manual**Chapter Review—page 68****Activity** **Zealots and Romans**

Divide the class into two teams. One team will be the Zealots, and the other will be the Romans. Decide which team will go first. Ask each team a question. Every time a team answers the question correctly, that team gets one point. The team with the most points wins.

♦ Lesson 49 ♦**Objective**

- Demonstrate knowledge of concepts from Chapter 4 by taking the test

Assessment**Tests—Chapter 4**