

Reproducible  
Student  
Activity Pages

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Spring Quarter  
2021

Prophets Faithful  
to God's Covenant

# PROPHET OF DELIVERANCE

Lesson 1, Deuteronomy 18:15-22, NIV

## SIGNIFICANT EVENTS, SURPRISING LEADER

Background to today's text is the exodus from Egypt. Flip quickly through the three main sections of the book of Exodus and write one surprise to you in each space.

I. Redemption

(Exodus 1:1–18:27) \_\_\_\_\_

II. Morality

(Exodus 19:1–24:18) \_\_\_\_\_

III. Worship

(Exodus 25:1–40:38) \_\_\_\_\_

Why do these surprise you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## PROPHET TO COME, PROPHET WHO CAME

Look up these passages to determine the identity of the prophet of whom Moses spoke: Acts 3:17-26; John 1:45; 5:46.

1. The name of that prophet is \_\_\_\_\_

2. Considering the Old Testament offices of *Prophet*, *Priest*, and *King*, give one reason for each title's applying to this person.

Prophet \_\_\_\_\_

Priest \_\_\_\_\_

King \_\_\_\_\_

# PROPHET OF CONQUEST

Lesson 2, Joshua 5:13–6:5, 15-16, 20, NIV

## STRATEGIES AND TACTICS

Work with your study partner to discover the strategies and/or tactics in your assigned text. What was God's role? How important was the size of the attacking force? Jot notes below.

Abram vs. Various Kings (Genesis 14:11-16): \_\_\_\_\_

\_\_\_\_\_

Joshua vs. Ai (Joshua 8): \_\_\_\_\_

\_\_\_\_\_

Gideon vs. the Midianites (Judges 7:12-24): \_\_\_\_\_

\_\_\_\_\_

Jehoshaphat vs. Moab and Ammon (2 Chronicles 20:20-24): \_\_\_\_\_

\_\_\_\_\_

## DISCIPLINE DEFICIENCY

Take no more than one minute to give quick first impressions:

- In the **Most Christians** column, rank-order the five listed disciplines from 1 (meaning “most deficient, most improvement needed”) to 5 (meaning “least deficient, least needing improvement”)
- Then do the same for yourself in the **Me** column

	Most Christians	Me
Meditating on God's Word Daily (Psalm 119:11)		
Being Thankful (1 Thessalonians 5:18)		
Giving (1 Corinthians 16:2)		
Serving (John 13:14-15)		
Prayer (Romans 12:12)		

How will you work on your most deficient area in the week ahead? What role will this play in your increased obedience to the Lord? \_\_\_\_\_

# PROPHET OF WISDOM

Lesson 3, 2 Kings 22:14-20, NIV

## FIVE MILESTONES OF 1 AND 2 KINGS

The books of 1 and 2 Kings together can be said to record five major milestones, appearing below in alphabetical order. Without looking in your Bible, number them in chronological order from 1 to 5, with number 1 being the earliest.

- \_\_\_\_. Israel split
- \_\_\_\_. Judah exiled
- \_\_\_\_. Prophets warn
- \_\_\_\_. Solomon enthroned
- \_\_\_\_. Temple completed

## MANY SOURCES

Make entries in the four intersections as the column and row headers suggest. Use general categories (such as “newspapers”) rather than specific designations (such as “the Union City Gazette”).

	Unreliable Sources of Information	Reliable Sources of Information
In King Josiah’s day		
In our day		

In which quadrant do you differ most from the rest of the class? Why?

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# PROPHET OF COURAGE

*Lesson 4, 1 Kings 18:5-18, KJV*

## PROFILES IN COURAGE

Describe the courage of each person listed below.

Courageous person	How he or she demonstrated courage
Jesus (Luke 23:1-4, 26-46)	
Noah (Genesis 6, 7)	
Daniel (Daniel 6)	
Rahab (Joshua 2)	
Peter and John (Acts 4:1-31)	
Paul (Acts 22:30–23:11)	
Other examples (Hebrews 11)	

## A TALE OF THREE MEN

Complete the following chart from insights you find in 1 Kings 18:5-18.

	Obadiah	Elijah	Ahab
How he felt about each of the others	about Elijah:	about Obadiah:	about Obadiah:
	about Ahab:	about Ahab:	about Elijah:
How he responded to God's desires			
One word to describe him			

## MY PRAYER FOR COURAGE

Think about your life and the challenges to your faith you are experiencing. Jot down at least one way you wish to be more courageous for God. \_\_\_\_\_

# THE SUFFERING SERVANT

Lesson 5, Isaiah 53:4-11a, NIV

## SERVANT SONGS

The text for today's lesson is part of what are called the Servant Songs in the book of Isaiah. Complete the chart below for an overall view of these passages.

Servant Song	Passage in Isaiah	Servant's Tasks	Fulfilled in Jesus
I.	42:1-9		
II.	49:1-6		
III.	50:4-9		
IV.	52:13– 53:12		
V.	61:1-4		

Now go back and underline any items that appear more than once among your answers.

## SERVANT THANKS

Use the language of Isaiah 53 to write a prayer of thanksgiving and confession to God. Include not only the ideas but also the actual words of the Scripture in your prayer. Post it where you will see it daily in the week ahead.

*Dear God,*

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# THE FAITH-IN-ACTION PREACHER

*Lesson 6, Ezra 10:1-12, NIV*

## WHAT WOULD YOU SAY?

Ezra's bold action requires us to think carefully about why he did what he did. How would you answer someone who said the following?

1. "The remedy for this sin was too harsh!" \_\_\_\_\_  
\_\_\_\_\_

2. "Ezra acted beyond his level of authority!" \_\_\_\_\_  
\_\_\_\_\_

3. "The people were coerced into obeying the will of a dictator!" \_\_\_\_\_  
\_\_\_\_\_

Compare and contrast your answers with another class member.

## STINKIN' THINKIN'

Each of the following statements reflects a common attitude among some toward the problem of sin. How do the examples from today's passage refute the thinking behind each one? Jot your reactions in the space provided.

1. "What I did may be wrong, but I'm certainly not the first person to have done it! Cut me some slack!"  
\_\_\_\_\_  
\_\_\_\_\_

2. "Telling the truth about my sin would cause too much hardship and pain for others I love. I lie to protect them."  
\_\_\_\_\_  
\_\_\_\_\_

3. "Habits are habits, and sometimes they're impossible to break. Give me some time while I work on this."  
\_\_\_\_\_  
\_\_\_\_\_

4. "I've prayed about this, and I know God understands."  
\_\_\_\_\_  
\_\_\_\_\_

5. "Sin, sin, sin . . . all you Christians do is fret about sin! Why can't you just live and let live?"  
\_\_\_\_\_  
\_\_\_\_\_

6. "What I do in the privacy of my home is my business, and mine alone. You take care of your own relationship with God and let me worry about myself."  
\_\_\_\_\_  
\_\_\_\_\_

Put a star beside any sentence you may have spoken in the past or any sentence that reflects your thinking today. How does today's study help you change your thinking?

# THE RESTORING BUILDER

*Lesson 7, Nehemiah 2:11-20, NIV*

## IT'S A SECRET!

Read today's text, watching for statements of Nehemiah's decision to keep some things secret. In the space below, jot down the verse references or particular phrases that demonstrate that decision.

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1. In what circumstances is it appropriate, if ever, for church leaders to keep some things secret from their flock?

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2. In what circumstances is it appropriate, if ever, for parents to keep some things secret from their children?

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Compare and contrast your conclusions with those of your study partner.

## A TALE OF THREE ENEMIES

Read the texts below to discover the tactics of Sanballat, Tobiah, and Geshem—Nehemiah's enemies. Summarize those tactics in the spaces provided.

**Nehemiah 4:1-9**

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**Nehemiah 6:1-14**

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What methods did Nehemiah use to deal with his enemies?

Discuss with another class member how their tactics (1) changed over time and (2) are like and unlike opposition seen against the church today.



# THE NATION'S PLEA

Lesson 8, Lamentations 5, NIV

## THE J'S HAVE IT!

Jeremiah, probable writer of Lamentations, was associated with people and places that begin with the letter J. Circle those below.

Pick two places

Jericho

Jerusalem

Jezreel

Judah

Pick two people

Jehoiakim

Jonah

Jonathan

Josiah



## “IT IS WELL”

Sing the hymn below.



When peace, like a river, attendeth my way,  
When sorrows like sea billows roll;  
Whatever my lot, Thou has taught me to say,  
It is well, it is well, with my soul.

*[Refrain]*

*It is well, (it is well),  
With my soul, (with my soul);  
It is well, it is well, with my soul.*

—Horatio G. Spafford (1828–1888)

Do you know the tragic story of the writer, Horatio G. Spafford?

# SPEAKING TRUTH TO POWER

*Lesson 9, 1 Kings 22:15-23, 26-28, NIV*

## BEING TRUTHFUL TO POWER

### Scenario 1

A supervisor asks an employee to pad a bill to a client for services not performed. The supervisor notes that clients never check their invoices carefully. Thus they'll never notice that "we didn't do all this stuff." How should the Christian employee—who at age 59 is desperate to keep his job, health insurance, etc.—react?

### Scenario 2

A college freshman who is a Christian is working nights at a restaurant. He is about to throw out uneaten bread that has been on customers' tables, per health department rules. The boss stops him and says, "Just put the pieces that look like they haven't been touched back in the bread drawer; the health department won't catch us on this." How should the employee react?

## SPEAKING TRUTH WITH GRACE

### Scenario A

A Sunday school teacher is having lunch with a friend, who is a member of his class. The friend secretly believes the teacher should give up the class. For one, the teacher has made several statements that don't square with what the Bible teaches. Furthermore, the lessons seem poorly prepared. How does the friend broach this issue with the teacher, if at all? Should he first speak with a member of church leadership? Why, or why not?

### Scenario B

A church elder discovers that the senior minister has been viewing pornography on the church's computer. The elder knows that if this becomes public, several families will quit coming if the minister steps down, but several other families will leave if the minister doesn't resign. What should the elder say, and how and to whom should he say it? In what order should those people be informed—all elders first as a group, the minister first individually, etc.? Why?

### Scenario C

Four women who live on the same block are getting together for lunch. One of them, a Christian, is new to the neighborhood and eager to get things off to a good start as she makes friends. At some point, the neighbor who invited her to lunch says, "Well, my husband and I quit going to church years ago. We believe in God, of course, but church just doesn't seem necessary." How does the Christian respond?

# OFFERING HOPE FOR THE FUTURE

Lesson 10, Isaiah 29:13-24, NIV

## GOD'S "WOE TO" WARNINGS

Today's text is part of a section of sermons that warn of judgment. Browse these sermons quickly and list up to five words for each sermon that indicate their contents.

Isaiah 28	_____	_____	_____	_____	_____
Isaiah 29	_____	_____	_____	_____	_____
Isaiah 30	_____	_____	_____	_____	_____
Isaiah 31	_____	_____	_____	_____	_____
Isaiah 33	_____	_____	_____	_____	_____

How is the sermon in Isaiah 29 similar to and different from the others?

## SEARCHING FOR MEANING

Find the 16 words in the puzzle and then arrange them in a sentence in the space below.

**Word List**

DISEMPOWER  
 MEANINGLESS  
 REPETITIVE  
 RITUALS  
 TOWARD  
 MASSES  
 LEAD  
 LIFE  
 WANT  
 THEM  
 YOU  
 THE  
 IF  
 A  
 OF  
 TO

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

PUZZLE ANSWER \_\_\_\_\_

Jot down two or three examples of situations that support the premise of this sentence.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

# PREACHING DOOM

*Lesson 11, Jeremiah 38:14-23, NIV*

## FIXING FALSEHOODS

Each of the following statements is false in some way. You are to (1) cite the passage from today's text that contradicts the sentence below and (2) reword the sentence to fix the falsehood.

1. Zedekiah was firm in his decision to kill Jeremiah.

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2. Zedekiah and Jeremiah had no one-on-one conversations with each other.

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3. Jeremiah had complete trust in Zedekiah.

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4. Jeremiah encouraged Zedekiah to stand firm in resisting the foreign invaders of Jerusalem.

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5. Zedekiah's greatest fear was that the residents of Jerusalem who were not yet taken captive would think less of him.

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6. Jeremiah prophesied that Zedekiah would escape the Babylonians.

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## THREE CONFRONTATIONS

Work with one or two classmates to complete this chart.

Reference	Summary of what Zedekiah said	Summary of Jeremiah's response
Jeremiah 37		
Jeremiah 38:1-13		
Jeremiah 38:14-28		

# PREACHING TO THE EXILES

*Lesson 12, Ezekiel 18:1-9, 30-32, NIV*

## SINS OF THE FATHERS

Make a list of sins Ezekiel told his people to avoid as expressed in Ezekiel 18:5-9. (For comparison, see verses 10-13 and 15-17.) Use the following chart to help you think these through.

Verse	Sins Avoided	Effect of these sins on children of the parents who commit them	Examples of these sins today
5			
6			
7			
8			
9			

Now place a star beside the sin that has had a negative effect on you because of the way you saw it as a child among family members or others who influenced you.

In the space provided, jot three steps you have taken or could take to eliminate from your life the sin you marked above.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

# PREACHING TO ENEMIES

*Lesson 13, Jonah 3, NIV*

## WHAT DOES IT SAY?

Work with a partner to unscramble the words below.

NGAHEC PPNESHA NEWH ETH ANIP FO HET SUTATS OQU

---

SI TEARGER NHAT EHT NIPA FO A WNE TILAREY.

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Discuss with your partner how you have seen this sentence true in your life or in history. What does it tell you about why change is sometimes so difficult to achieve?

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## READ ALL ABOUT IT!

Pretend you are writing headlines for an internet news feed in Nineveh as the events recorded in today's text unfold. What headlines would you write for each of the following parts of the story?

Jonah 3:1-3

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Jonah 3:4

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Jonah 3:5

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Jonah 3:6-9

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Jonah 3:10

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## Lesson 1

**Significant Events, Surprising Leader:** Answers will vary.

**Prophet to Come, Prophet Who Came:** Answers will vary.

## Lesson 2

**Strategies and Tactics:** Answers will vary.

**Discipline Deficiency:** Answers will vary.

## Lesson 3

**Five Milestones of 1 and 2 Kings:** 1=Solomon enthroned. 2=Temple completed. 3=Israel split. 4=Prophets warn. 5=Judah exiled.

**Many Sources:** Answers will vary.

## Lesson 4

**Profiles in Courage:** Answers will vary.

**A Tale of Three Men:** Answers will vary.

## Lesson 5

**Servant Songs:** Answers will vary.

**Servant Thanks:** Answers will vary.

## Lesson 6

**What Would You Say?** Answers will vary.

**Stinkin' Thinkin':** Answers will vary.

## Lesson 7

**It's a Secret:** Answers will vary.

**A Tale of Three Enemies:** Answers will vary.

## Lesson 8

**The J's Have It!** Answers are in Jeremiah 1:1-3.

**"It Is Well"**

## Lesson 9

**Being Truthful to Power:**

**Scenario 1**—A good strategy is to get the boss to come to the conclusion on his own that his request is unwise. One possible way of achieving this is through use of questions. One might be to ask politely, "Boss, do you realize that if I would lie *for* you, I would also lie *to* you?"

**Scenario 2**—Asking a question as above, modified to the situation, could be a good approach. Another approach is to suggest an alternative. Example: "Here's an idea, boss: how about we use it for making the bread pudding, which won't violate the health department rules? That way it won't go to waste."

**Speaking Truth with Grace:**

**Scenario A**—Gently probing questions can result in the truth coming from the lips of the teacher rather than from

those of the inquisitor. One possibility is to ask simply, "How do you think the class is going?" The teacher may jump on that as an opportunity to express inadequacies, etc., which will serve to indicate which way the conversation should be directed.

**Scenario B**—One possible approach might be to present to a fellow elder or even to the senior minister himself this hypothetical question: "Suppose I discovered that a fellow Christian was using pornography, what should I do?" The tone and content of the reply will guide how the rest of the conversation might proceed.

**Scenario C**—Since future lunch gatherings are likely, a very low key approach might bring the best solution for the long-term. Rather than quickly pulling out a verbal Hebrews 10:25 and quoting it, an inquiry such as "I'd like to hear more about the journey that led you to that conclusion" may be better at keeping the lines of communication open. Consider how the old saying, "Seek first not to be understood, but to understand" applies.

## Lesson 10

**God's "Woe to" Warnings:** Answers will vary.

**Searching for Meaning:**

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

If you want to disempower the masses, lead them toward a life of meaningless, repetitive rituals."

## Lesson 11

**Fixing Falsehoods:** There are various ways to reword the sentences. The passages used to correct the falsehoods are 1—Jeremiah 38:16; 2—the entire text of the lesson; 3—Jeremiah 38:15; 4—Jeremiah 38:17; 5—Jeremiah 38:19; 6—Jeremiah 38:23.

**Three Confrontations:** Answers will vary.

## Lesson 12

**Sins of the Father:** Answers will vary.

## Lesson 13

**What Does It Say?** Change happens when the pain of the status quo is greater than the pain of a new reality.

**Read All About It!** Answers will vary