

Adventures with GOD!

TWO TESTAMENTS AND A HISTORICAL BRIDGE (C.3.SPRING.7)

Biblical Reference	Psalms 19:7-9, The Deuterocanonical Books
Key Verse	Isaiah 40:8
Key Concept	The word of God is truth in my life. The more I study and read, the more God's word is written on my heart.
Educational Objectives	At the end of this lesson, children will be able to: <ol style="list-style-type: none"> 1. Name the other group of books that exists in addition to the Old and New Testaments 2. Identify the deuterocanonical books and where they came from 3. Explain how the deuterocanonical books can be used in our study of the Bible

Life Application

The arrival of Jesus signaled a change both in human history and in the relationship between humans and God. Not only does the Bible inform us about God, but it also transforms our lives. Through the study and reflection on God's word this trimester, children will learn the significance of the Bible in our lives, and how studying the Bible helps us to know God.

Possible Activities and Class Plan

Activity	Materials	Time
My GROW Adventure	GROW Adventure materials	5 minutes
Opening Prayer	Candle	1 minute
Bible Reading	Bible	5 minutes
Review	Bibles with and without the deuterocanonical books	10 minutes
Learning Centers		15 minutes
Bible Exploration	See instructions	15 minutes
My GROW Adventure	Review	5 minutes
Closing Prayer	Candle	1 minute

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INSTRUCTIONS

My GROW Adventure with God Weekly Review: As children enter, take time to have them reflect on their adventure with God booklets, and either discuss or use art materials to express their journey during the past week. You may wish to add any art work, written poems, prayers or songs to a GROW wall in the room. You can find my GROW Adventure with God materials at CovChurch.org/children/adventures-with-god.

Opening Prayer: Gather children around a candle. Light the candle, and explain that we are entering into a special time with God. Encourage the children to hold their hands out in front of them, palms up, as a sign they are ready to receive what God has for them today.

Prayer Example: Lord God, thank you for making us, for loving us, for forgiving us, and guiding us. We know you are here with us right now. As we enter into your word, the Bible, help us draw close to you, to understand and to listen to what you have to say to us. Amen

(For safety sake, you may wish to extinguish the candle after the prayer.)

Bible Reading: Explain that we read the Bible first to spend time with God. Children can remain with hands out stretched, palms up, to receive the word as it's being read. Alternatively they can be invited to draw what they hear. Read Psalm 19:7-9 twice and ask children to respond.

Question Examples: What did you notice in this passage? How does it make you feel? Was there anything you would ask God about that you didn't understand or was confusing? Is God saying anything to you though the passage?

Review: Use this time to review the books of the Old and New Testaments. Say the name of a book and have children name which book comes after it. As children memorize more books, they can move their name up the ladder. Also, it will be important before class to make sure you have a Bible or two that contain the deuterocanonical books. Pass out the Bibles with the deuterocanonical books, as well as the Bibles without them. Ask children to flip through the Bibles and see if they notice any differences. Listen to their answers, and if they ask about the books that are not on the list of the New Testament or Old Testament, simply tell them they're deuterocanonical books. Explain that the Learning Centers will focus on what these books are and how they can help us.



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Learning Centers: In the Learning Centers, children will learn different things about the Old and New Testament, the different versions of the Bible, and how the deuterocanonical books are a “historic bridge”. Prepare the materials and instructions at each center. Explain to children that they can choose which Learning Center to go to. When children are finished at each of their centers, invite them to come together and sit in a circle.

Bible Exploration: Prior to class, it would be good to spend time reading about the formation of the Christian Scriptures and the place of the deuterocanonical books. There are Bible handbooks and dictionaries that can be helpful such as *Eerdmans Dictionary of the Bible* or *HarperCollins Bible Dictionary*.

Spend time talking about what they have learned in their Learning Centers. Dialogue with children about the story of God’s people, Israel, found in the Old Testament. The Bible says that God chose these people to make God known to the whole world. God gave them laws to live by, yet time after time, they disobeyed. The saddest part was that the Israelites began to worship other gods. So God permitted them to be invaded by other nations and dispersed. Once, the Babylonians captured the Israelites and forced them to move to cities far away. The best way they could preserve their identity and remember their God was to write books that became the only connection between their present and former lives. These books contained memories of what it was like to live as God’s chosen people. Many of these books were preserved and are known today as the deuterocanonical books (which means second canon) and apocrypha (means hidden).

These writings were especially helpful for those who were living in exile, especially as they were written in Greek. But, many Jews who were not captured as slaves did not accept these books as Holy Scripture. However, those in exile began to include them as part of their liturgy (part of their worship to God). Through the years, there was more debate about whether or not these books belonged in the Bible or not. The Catholic Church and Eastern Orthodox church include these books between the Old and New Testament. Most Protestant Bibles do not consider these books to be part of the canon (those that are divinely inspired) and there are several reasons for that: they weren’t quoted by Jesus, the majority of the church fathers did not consider them to be divinely inspired, they were not included in the Hebrew canon (but they were in the Greek Old Testament the Septuagint), etc. However, just because they are not included does not mean they aren’t valuable for us. They give us helpful background on what

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life was like for the Jewish people. These are important books that teach us part of the history of God's people leading up to Jesus' coming to earth.

Together review the names of the deuterocanonical books and what type of literature they contain, for example: 1 and 2 Maccabees and 1 Esther would be considered historical.

To finish this time, give each child a copy of the craft worksheet and allow them to color it and write the Key Verse on it.

Today's GROW Adventure with God Review:

G=God's Word: What is the story? (Give children an opportunity to express their understanding of the story).

R=Relationships: Is there anything in today's Bible story that shows us how we should or shouldn't share God's love with others? (Remind children that sometimes God uses the stories of the Bible to show us how we shouldn't act toward God or others. Give children a chance to consider how we might show God's love instead).

O=Outward Action: Is there anything in the Bible story that shows us how we should help or serve God or others? (Explore concrete ways the children could live this out in the coming week).

W=Worship: Is there anything in the Bible story that shows us how we should accept God's love for us and others? Ask: How do you feel about God? What would you like to say to God?

Closing Prayer: Gather children around the candle again. As you light the candle, explain that the flame is something that is present in the light and the darkness. In the same way, the candle reminds us that God is always with us. Is there anything anyone wishes to say to God? After children have responded, close the prayer time.

Prayer Example: Lord God, we thank you that you are always with us, and always love us. It's good to be with you. Thank you for what we have learned today. Thank you for being with us and for teaching us through the Bible. Help us to remember what you have taught us today and to live it out when we leave. Amen



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CENTER OF INVESTIGATION

The focus of this center will explore the Old and New Testament, along with the books found in some Bibles which are considered a historical bridge between the two testaments.

To begin, the teacher will hand out the worksheet, "Follow the route." Children can work on this individually.

When you're finished, look in your Bibles to find the last page of the Old Testament and the first page of the New Testament. Read the last few verses of the Old Testament and the first few verses of the New Testament. What do they say? How does the last book of the Old Testament end? How does the first book of the New Testament begin?

Look in a Bible that contains the deuterocanonical books and write the names of the books in this section on a piece of paper. Choose one of the books and read a section from it. What does it talk about?

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CENTER OF EXPERIMENTS

The theme of this center will explore the relationship between the Old and New Testament, and the deuterocanonical books to see how they are each valuable.

To begin, fill out the activity sheet, “Follow the route”, found on page 7.

Next, find a list of the deuterocanonical books in a Bible. Write down the names of the books on a sheet of paper. What do you observe? Do you recognize the names? What do you imagine is in the books?

Fill out the activity sheet “The two testaments and the historical bridge”, found on page 8.

On a large sheet of paper, write your ideas for why it is valuable for us to know about and read the deuterocanonical books.

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ACTIVITY

Follow the route

Find the route from Genesis to Matthew. Color in the spaces to follow the route. Start with the space that is highlighted with the arrow

Psalms	Micah	Nehemiah	Mark	1 Samuel	Zecharia h	Malachi	1 Corinthian s	1 Kings	2 Kings	Jonah
Jonah	Genesis	Romans	Habakkuk	Isaiah	Haggai	2 Chronicle s	Matthew	Luke	Acts	Revelatio n
Acts	Obadia h	1 Samuel	Hebrews	Zephaniah	Job	Ezra	Job	Galatians	1 Timothy	Joel
Romans	Amos	Isaiah	Proverbs	Psalms	Jude	Nehemia h	Isaiah	Song of Solomon	Luke	Haggai
Haggai	Job	Joel	Hosea	Joel	Ezekiel	Romans	Jeremiah	Mark	Ecclesiaste s	Proverbs
Nehemi ah	1 Samuel	Habakku k	Luke	Daniel	Amos	Lamentat ions	Jude	Revelation	Psalms	Habakku k
Amos	Isaiah	Psalms	Haggai	Nehemiah	Acts		Amos	Jude	Romans	Job
Micah	Genesis	Job	Isaiah	Revelation	Job	Jude	Revelation	1 Samuel	Joel	Ester
Acts	Exodus	2 Kings	1 Samuel	2 Chronicles	Ruth	1 Samuel	Isaiah	Joel	Nehemiah	Mark
Amos	Ruth	2 Samuel	Acts	2 Corinthian s	Judges	John	2 Samuel	Zephaniah	Ezra	Haggai
Micah	Exodus	Numbers	Job	Joshua	Isaiah	Micah	1 Chronicles	2 Chronicles	Habakkuk	Luke
Genesis	Roman s	1 Samuel	Deuter- onomy	Nehemiah	Haggai	1 Samuel	Habakkuk	Revelation	1 Samuel	Romans



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The two testaments and the historical bridge

The Old Testament														
The Pentateuch			Historical books			Poetic books			Major prophets			Minor prophets		
Deuterocanonical books														
The New Testament														
Gospels			The historic book			Paul's letters			General letters			The prophetic book		



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CENTER OF APPLICATION

Find the names of the Deuterocanonical books in the Bible.

Look through one of the books together. What do you observe? What does it say? What is it talking about? How does it compare to other Bible passages you have read?

Using a Bible concordance, and the help of a teacher, find a Bible verse in the Old Testament that is similar to a verse in one of the deuterocanonical books.

How does this help you learn about the Bible? How do other resources, like a concordance or the deuterocanonical books, help us study the Bible?

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ACTIVITY SHEET

Write the Key Verse on the scroll and color the picture.

