

## Using This Student Guide

This Student Guide is designed to accompany *Telling God's Story: Year One Instructor Text and Teaching Guide*, by Peter Enns (ISBN 978-1-933339-48-1). It expands on the lessons in that book, providing coloring pages, projects, games, and memory work. Some of these activities provide opportunities to put the lessons into practice; others help the student experience the customs, geography, clothing, or culture of the New Testament world; still others reveal the ways in which artists in different eras have depicted biblical stories. For each lesson in the *Instructor Text*, this *Student Guide* contains at least two activities (sometimes three or four), and a coloring page. In addition, a series of Memory Work activities runs throughout the entire year; by the end of the school year the student will have memorized the names of Jesus' twelve disciples and the books of the New Testament.

The directions for each activity contain a list of the necessary materials, but you will also find a comprehensive list of materials on page xi.

### A Typical Week in This Curriculum

Aim to complete one lesson per week. Each lesson in the *Instructor Text* opens with a brief word of explanation to the parent; this will help you in helping your children process the content of the lessons. You should spend a few moments reading the parent section ("What the Parent Should Know") from the *Instructor Text* the night before the lesson so you can ponder a bit; or if you prefer, read it right before the lesson so it is fresh in your mind—whatever works for you. The important thing is that you spend some time becoming familiar with the information so you can be of more help to your children. The purpose of these parent sections is to orient you to the biblical passage for that day. The parent sections are more detailed and complex than the scripted lessons; this will give you a broader handle on the issues surrounding the passage. It will also give you a greater vantage point from which to look at the lesson itself and, perhaps, to address questions that might come up.

Next, you may wish to read the scripted lesson from the *Instructor Text* to the student on the first day as he or she colors the coloring page for that lesson in the *Activity Book*, and then to complete projects on the second and third days. Alternately, you may read the scripted lesson on the first day, complete the coloring page on the second, and complete a chosen project on the third.

In a group setting that meets once a week, plan to read the scripted lesson as the students color and then to conclude the day's study with one of the projects or games especially suited for group or classroom use (see the list of these projects on page xvii).

### Photocopying and Distribution Policy

Additional copies of the student pages (coloring pages, mazes, craft templates, etc) are available as PDF downloads. To purchase them, visit our website, [www.olivebranchbooks.net](http://www.olivebranchbooks.net), click on

## History Project

### Make Roman Coins

*The ten silver coins the woman owned were probably Greek drachmas or the Roman equivalent, denarii (say deh NAR ee). Each one of these was about a day's wage for a laborer. In this project the student will make her own Roman denarii, and in the next project she will make a pouch to keep them in.*

#### Materials

- Scissors
- Gold or silver crayon or colored pencil
- Glue stick
- Sheet of cardboard (the back of a legal pad, or the front and back of a cereal box, for example)
- Model of Roman denarius coins (Student Page 9)

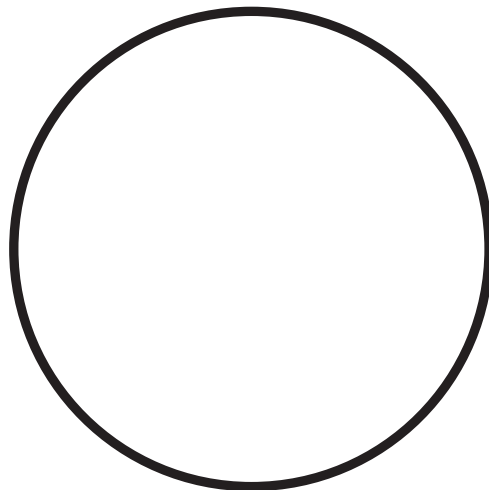
#### Directions

- 1 Color the ancient Roman coins on Student Page 9 a gold or silver shade, and cut them out. (If you want to use these same designs for the backs of the coins, photocopy the page first, and then cut out all ten. Actual denarius coins often had different designs on each side, but we've chosen simplicity over exactness here.)
- 2 Using the blank circle as a template, cut out five disks from the cardboard.
- 3 Use the glue stick to glue each paper "coin" to a cardboard disk. This will make it more durable than paper alone.
- 4 Now that you have five coins, you can use them with the next activity.

*Note to Instructor: If the student is curious about any of these, the five designs are (top row, left to right) Mark Antony, veiled because he is mourning for the dead Julius Caesar; Mark Antony, unshaven because he is in mourning; Livia, mother of the emperor Tiberius, holding an olive branch and flanked by Tiberius's title of PONTIF[ex] MAXIM[us]; (bottom row, left to right) the Temple of Jupiter, which Augustus Caesar built in Rome; a winged representation of Victory holding a clipeus virtutis or "shield of bravery" (an award for soldiers who had shown bravery in battle) and flanked by the initials SPQR (for Senatus Populusque Romanus, "The Senate and the People of Rome").*

# Make Roman Coins

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## Matthew 13:31-33



**Matthew 8:5-13**

- 3 For an added challenge when the student is finished, cut off the clue numbers at the top of each slip. Mix up the slips. See if the student can put the story back together in order.

## Art History Project

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### Picture Study of Tanner’s *The Annunciation*

*There are several paintings of the Annunciation (the angel announcing to Mary that she would be the mother of God’s son) done by famous artists. This activity focuses on a painting by Henry Ossawa Tanner. Search the Web, if you like, to see others by Botticelli, Fra Angelico, Caravaggio, Titian, and Leonardo da Vinci. Tanner lived hundreds of years after most of the artists we will talk about in this book, but he is notable for his large body of religious work and the fact that he was the first African-American artist to win international acclaim.*

#### Materials

- *The Annunciation* by Henry Ossawa Tanner (Student Page 219)

#### Directions

Show the student the painting on Student Page 219 as you tell about the artist and the painting and as you ask the following questions. You should definitely look at the color version too, if possible, at the Philadelphia Museum of Art website. Go to [www.philamuseum.org/collections/search.html](http://www.philamuseum.org/collections/search.html) and search for “Tanner Annunciation.” Encourage the student to answer the questions in complete sentences.

- 1 This painting is by Henry Ossawa Tanner, an American artist. It shows what Mr. Tanner thought it looked like when the angel appeared to Mary, to tell her that she was going to have a very special son, Jesus.
- 2 Can you point to Mary in this picture? To the angel?
- 3 What time of day do you think it is? (It is nighttime.)
- 4 Why do you think it is nighttime? (Mary is sitting on a bed, and it is dark in the room.)
- 5 What do you think Mary was doing just before the angel arrived? (She was sleeping.)
- 6 What does the angel look like? (The angel is brightly shining like a light or a fire.)
- 7 Look at the expression on Mary’s face. Does she look scared?
- 8 Would you be scared if an angel came to talk to you?

## Music Activity

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### “O Come, O Come, Emmanuel”

*Teach the students the song and the prophecies of Jesus it references.*

#### Materials (for each student)

- “O Come, O Come, Emmanuel” lyrics coloring sheets (Student Pages 221 and 222)
- Coloring supplies

OPTIONAL: Recording of “O Come, O Come, Emmanuel.” (A good recording can be found on the Robert Shaw Chamber Singers album *Songs of Angels: Christmas Hymns and Carols*, though it does not include all the verses listed below. Most modern recordings cut out at least two of these verses. YouTube also contains recordings of many choral and solo versions.)

## Directions (spoken to the student)

- 1 Today we are going to learn about a very old Christmas carol. The tune is composed of several simple old melodies strung together. *(Note to Instructor: These are called antiphons, and they are the sung response, usually in Gregorian chant, to a psalm or a part of the church service.)* The song was originally sung in the Latin language. It had the name “Veni Emmanuel.” We know it today as “O Come, O Come, Emmanuel.” Remember from the lesson that “Emmanuel” means “God with us.” That’s what happened when Jesus came; God came to be with us! This song tells of all the prophecies, from many years before Jesus, that looked forward to the time when he would come.
- 2 Color the picture by the first verse of the song. This verse reminds us of the prophecy in Isaiah 7:14, “Behold, a virgin shall conceive, and bear a son, and shall call his name Emmanuel.” The people of Israel had waited a long time for their Messiah to come and save them. *(Sing or play the recording of the first verse. It’s OK if there is no musical accompaniment. The original hymn was meant to be sung that way!)*

O come, O come, Emmanuel  
And ransom captive Israel  
That mourns in lonely exile here  
Until the Son of God appear  
Rejoice! Rejoice! Emmanuel  
Shall come to thee, O Israel.

- 3 Color in the picture next to the second verse. Jesus showed us God’s wisdom, the right way to live. Proverbs 2:6 says, “For the Lord gives wisdom; from his mouth come knowledge and understanding.” *(Play or sing this verse.)*

O come Thou wisdom from on high,  
Who orders all things mightily;  
To us the path of knowledge show,  
And teach us in her ways to go.  
Rejoice! Rejoice! Emmanuel  
Shall come to thee, O Israel.

- 4 Color in the picture next to the third verse. This verse talks about “the Rod of Jesse,” which comes from Isaiah 11:1. “There shall come forth a Rod from the stem of Jesse, and a Branch shall grow out of his roots.” What do the words “stem,” “branch,” and “roots” have in common? They are all part of a tree. Have you ever heard of a family tree? It’s a drawing that shows the names of children and their parents, their grandparents, their great-grandparents, and so on. You can see how people are related to each other across the generations. This is what the verse in Isaiah is talking about. Jesse was King David’s

father. The prophecy tells us that a descendant of Jesse, someone down his family tree, will be the one to save his people. (*Play or sing this verse.*)

O come, Thou Rod of Jesse, free  
Thine own from Satan's tyranny  
From depths of Hell Thy people save  
And give them victory o'er the grave  
Rejoice! Rejoice! Emmanuel  
Shall come to thee, O Israel.

- 5 Color in the picture next to the fourth verse. This verse talks about the prophecy that Zechariah made in Luke 1:78. Zechariah was John the Baptist's father. When John was a baby, his father prophesied that his son would prepare the way for the Messiah here on earth. Zechariah says, "The Dayspring from on high has visited us, to give light to those who sit in darkness." "Dayspring" means the first light of the morning, when the night is about to end. The Bible says that Jesus is like that. He is the light of the world. "Advent" means "arrival." (*Play or sing this verse.*)

O come, Thou Dayspring, come and cheer  
Our spirits by Thine advent here  
Disperse the gloomy clouds of night  
And death's dark shadows put to flight.  
Rejoice! Rejoice! Emmanuel  
Shall come to thee, O Israel.

- 6 Color in the picture next to the fifth verse. This verse talks about the "Key of David," which comes from the prophecy in Isaiah 22:22. "The key of the house of David I will lay on his shoulder. So he shall open, and no one shall shut; and he shall shut, and no one shall open." Jesus is like a key because he opens up the way for us to live with God. (*Play or sing this verse.*)

O come, Thou Key of David, come,  
And open wide our heavenly home;  
Make safe the way that leads on high,  
And close the path to misery.  
Rejoice! Rejoice! Emmanuel  
Shall come to thee, O Israel.

- 7 Color in the picture next to the sixth verse. This verse speaks about the time when God gave the Israelites his Law on Mount Sinai. The Israelites had been wandering the desert after the Lord had rescued them from the Egyptians. Moses went up the mountain; God spoke to him. Moses then brought God's Law to the people. (You can read Exodus 19 and 20 to set the scene; the laws themselves go up to chapter 32, but the Ten Commandments in Exodus 20:1–20 are the most important part.) (*Play or sing this verse.*)

O come, O come, Thou Lord of might,  
Who to Thy tribes, on Sinai's height,  
In ancient times did'st give the Law,



In cloud, and majesty and awe.  
Rejoice! Rejoice! Emmanuel  
Shall come to thee, O Israel.

- 8 Color in the picture next to the seventh verse. In this verse, Jesus is referred to as the “Desire of Nations.” This comes from Haggai 2:7, “‘I will shake all nations, and the desired of all the nations will come, and I will fill this house with glory,’ says the Lord almighty.” This verse also talks about Jesus bringing peace to the world. Isaiah 9:6 says, “For to us a child is born, to us a son is given . . . and He shall be called Wonderful Counselor, Mighty God, Everlasting Father, Prince of Peace.” Jesus will end the fighting and quarreling between people and between countries. (*Play or sing this verse.*)

O come, Desire of Nations, bind  
In one the hearts of all mankind;  
Bid envy, strife, and quarrels cease  
Fill all the world with heaven’s peace.  
Rejoice! Rejoice! Emmanuel  
Shall come to thee, O Israel.

- 9 Sing the whole song with the student, or at least enough that she learns the tune and the refrain “Rejoice! Rejoice! Emmanuel shall come to thee, O Israel.”

## Memory Work

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## Review the Books of the New Testament

### Directions

Say to the student: “You have learned all of the books of the New Testament! Let’s review them all to make sure they stay in your memory. The first five were Matthew, Mark, Luke, John, and Acts. Let’s say those together.”

*[Together]: Matthew, Mark, Luke, John, Acts.*

“Then we learned nine more books, the letters that Paul wrote to different groups of people. They were Romans, First and Second Corinthians, Galatians, Ephesians, Philippians, Colossians, First and Second Thessalonians. Let’s say those together.”

*[Together]: Romans, First and Second Corinthians, Galatians, Ephesians, Philippians, Colossians, First and Second Thessalonians.*

“Then we learned four more books, the letters Paul sent to specific people. Let’s say those together.”

*[Together]: First and Second Timothy, Titus, Philemon.*

# *The Annunciation* by Henry Ossawa Tanner

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Philadelphia Museum of Art/Art Resource, NY

# “O Come, O Come, Emmanuel”

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## VERSE 1

O come, O come, Emmanuel  
And ransom captive Israel  
That mourns in lonely exile here  
Until the Son of God appear  
Rejoice! Rejoice! Emmanuel  
Shall come to thee, O Israel.

## VERSE 2

O come Thou wisdom from on high,  
Who orderest all things mightily;  
To us the path of knowledge show,  
And teach us in her ways to go.  
Rejoice! Rejoice! Emmanuel  
Shall come to thee, O Israel.

## VERSE 3

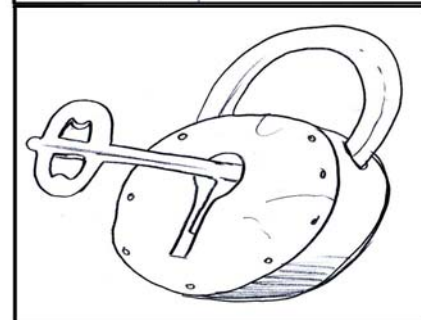
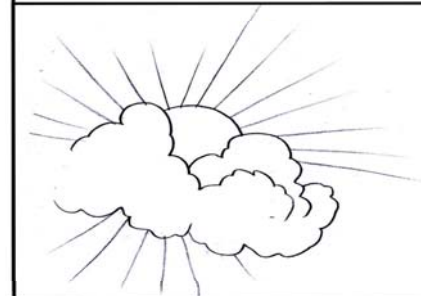
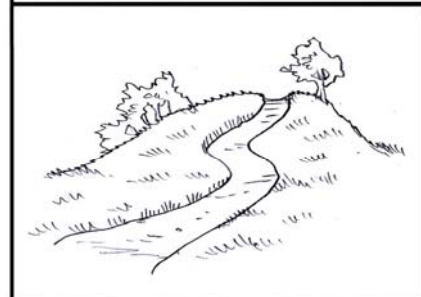
O come, Thou Rod of Jesse, free  
Thine own from Satan's tyranny  
From depths of Hell Thy people save  
And give them victory o'er the grave  
Rejoice! Rejoice! Emmanuel  
Shall come to thee, O Israel.

## VERSE 4

O come, Thou Dayspring, come and cheer  
Our spirits by Thine advent here  
Disperse the gloomy clouds of night  
And death's dark shadows put to flight.  
Rejoice! Rejoice! Emmanuel  
Shall come to thee, O Israel.

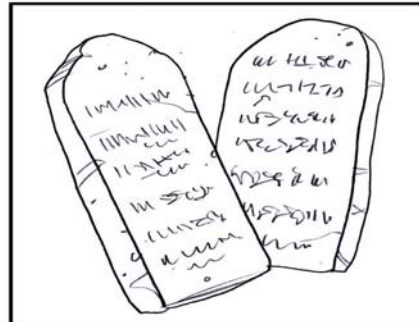
## VERSE 5

O come, Thou Key of David, come,  
And open wide our heavenly home;  
Make safe the way that leads on high,  
And close the path to misery.  
Rejoice! Rejoice! Emmanuel  
Shall come to thee, O Israel.



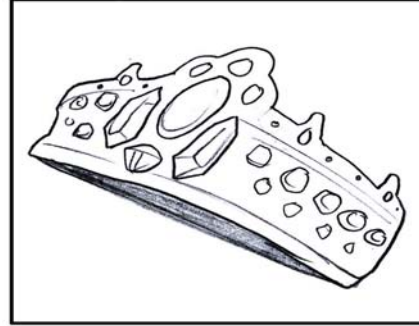
VERSE 6

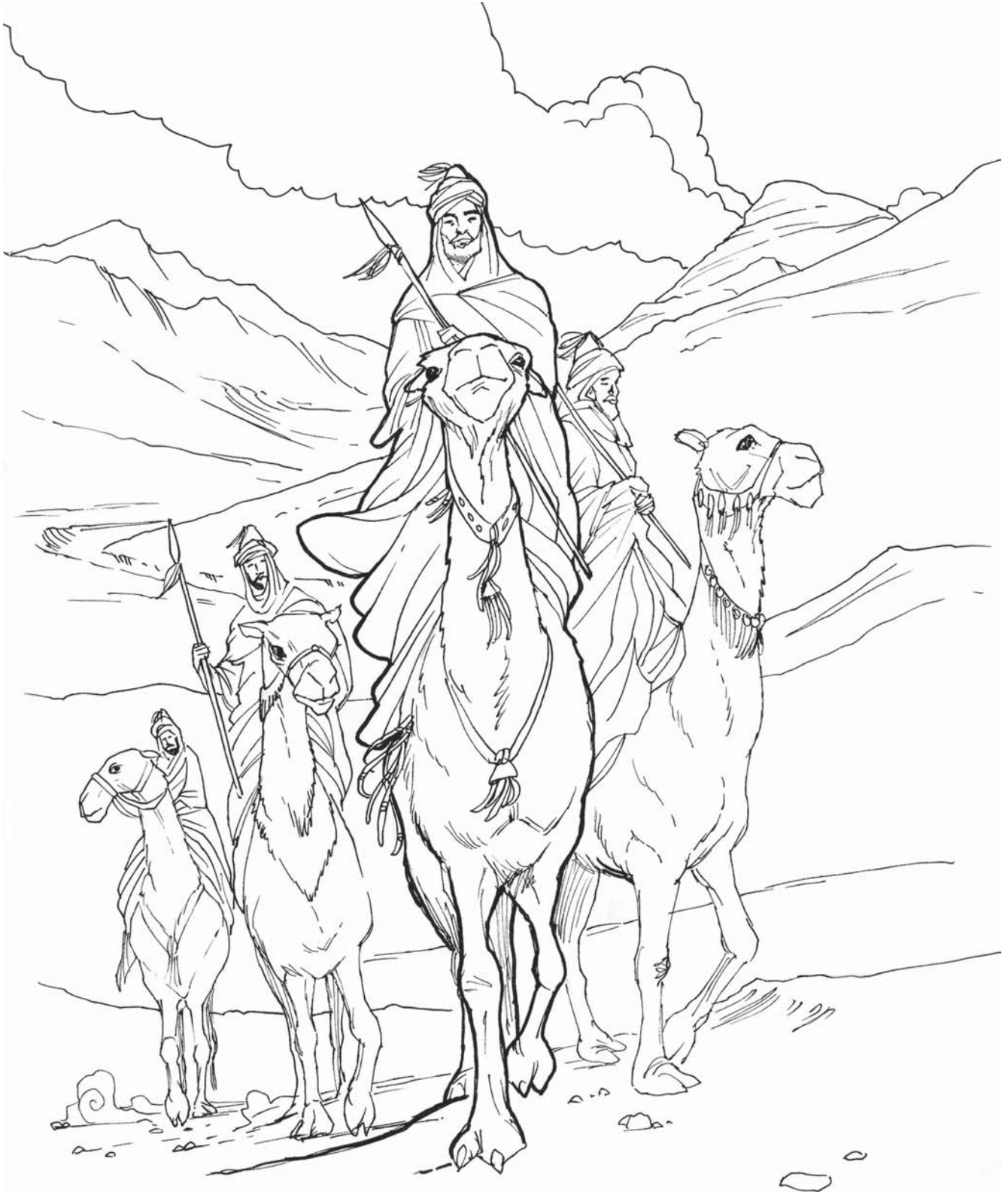
O come, O come, Thou Lord of might,  
Who to Thy tribes, on Sinai's height,  
In ancient times did'st give the Law,  
In cloud, and majesty and awe.  
Rejoice! Rejoice! Emmanuel  
Shall come to thee, O Israel.



VERSE 7

O come Desire of Nations, bind  
In one the hearts of all mankind;  
Bid envy, strife, and quarrels cease  
Fill all the world with heaven's peace.  
Rejoice! Rejoice! Emmanuel  
Shall come to thee, O Israel.



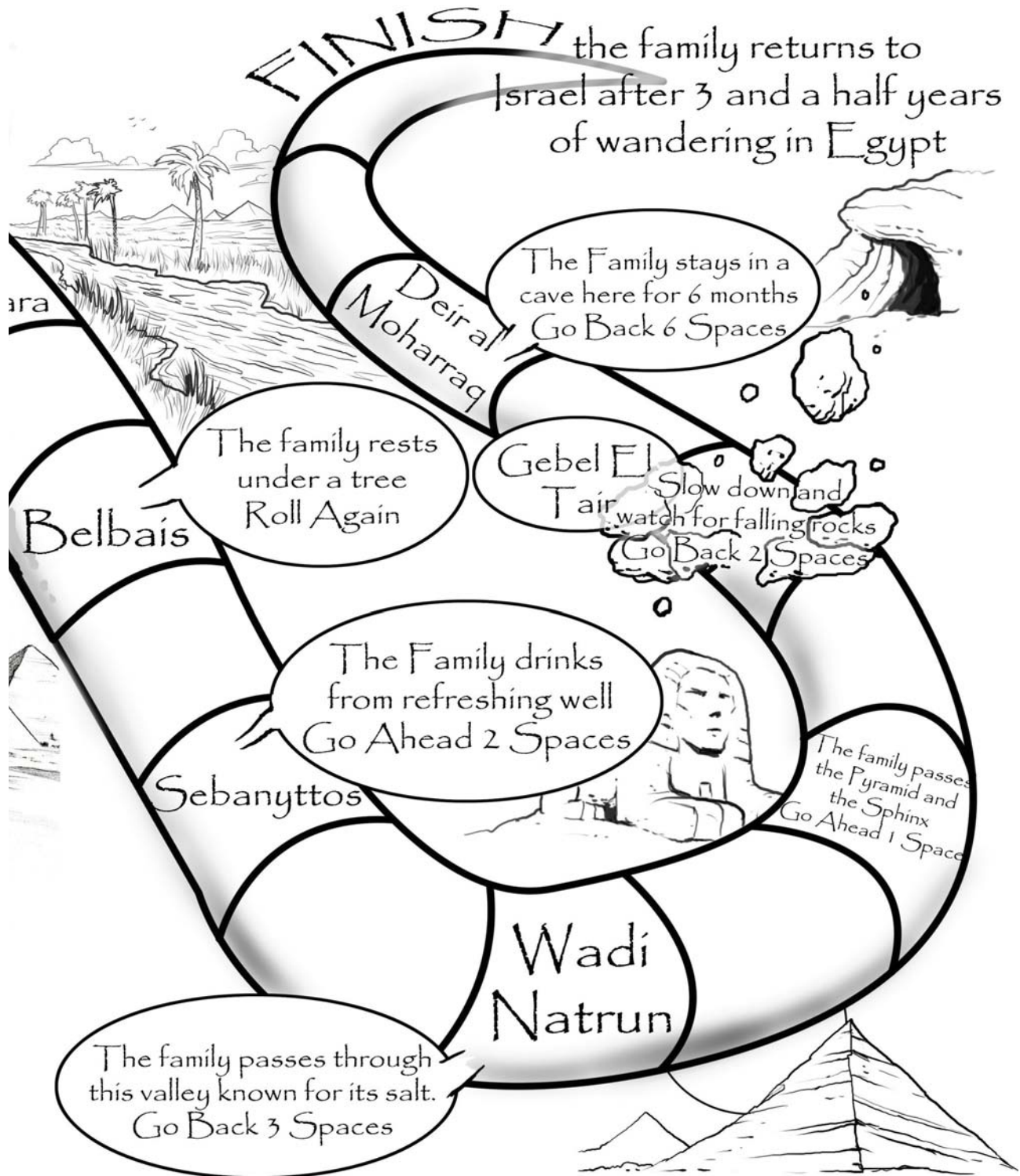


## Matthew 2:1-12

# Fleeing into Egypt



# Fleeing into Egypt





**Matthew 4:18-22**



## Service Activity

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### Show Hospitality

*Martha was right to be hospitable, even though she became too focused on whether Mary was doing her fair share of the work. In this activity, the student (or, ideally, a group of students) will practice hospitality like a good first-century (or twenty-first-century) host, and will learn the value of all kinds of service (actively preparing a home and meal, and personally listening to a guest).*

#### Materials

- Student Page 299
- Hospitality items: Something to drink, a snack, a cushion or pillow, a warm washcloth, dishes

#### Directions

- 1 Select one person (perhaps a neighbor, teacher, or friend from outside the class) to be the “guest.”
- 2 Cut out the cards on Student Page 299. (Use the blank cards to add additional tasks if you would like to make some up.)
- 3 Distribute the cards to everyone who is not the guest. One player should receive the “Sit and talk with your guest” card, and the others should all receive the various serving cards. (If only one student and one instructor are playing, then that student can do as many of the steps as you think you appropriate while the instructor sits and eats the snack.)
- 4 Follow the instructions on the cards. Everyone will end up busily getting things for the guest, except for one who gets to sit, eat and drink, and talk to the guest.
- 5 After the guest has had a nice “visit,” talk to the students about how both serving the guest and listening to what the guest had to say were important, even if the servers felt that they were doing all the work.

## Craft Project

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### Make a Martha, Mary, and Jesus Mini Puppet Theater

*Reenact the story from the lesson with these easy-to-make puppets.*

#### Materials (for each student)

- Jesus, Mary, and Martha cutouts (Student Page 301)
- Empty shoebox
- 2 craft sticks/Popsicle sticks
- Glue stick
- Scissors
- Coloring supplies (markers, colored pencils, or crayons)
- Small strip of cardstock (about 1" x 4")
- OPTIONAL: Wrapping paper, construction paper

# Show Hospitality

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1. Sit and talk with your guest	2. Fix a sleeping place
3. Pour juice	4. Put out cookies for 2 people
5. Offer a footwash	6. Bring hand sanitizer or a warm towel for hands.
7. Set the table	8. Clean up