

Lesson 73

God Blesses Ruth

God blessed Ruth's love and faith by giving her a husband, Boaz.

Studying God's Word

Don't forget! Review the Optional Supplements and determine where you can use them.

Introduction

Slide #3

Refer to Lesson 72 Theme Poster. The judge we learned about in our last lesson was Samson. He was a Nazirite set apart by God to help save the Israelites from the Philistines. God gave Samson supernatural strength. He was able to do many mighty things. But he sinned by letting a woman he loved become more important to him than God. When Samson told Delilah the secret to his strength, she betrayed him to the Philistines for money they promised to give her.

God left Samson, and he was captured, blinded, and imprisoned. When Samson was brought before a large crowd of Philistines, he prayed for strength one more time. God answered his prayer, and Samson pushed down the pillars of the building they were in, killing about 3,000 Philistines!

Refer to the Exodus to Malachi Timeline. Today we're going to look at another book of the Bible called the book of Ruth. The family we're going to read about lived during the same time as the judges. NOTE: According to the timeline, the lessons may seem out of order. We chose to cover Gideon and Samson first since they are both in the book of Judges. Ruth and Samuel were contemporaries but are found in different books.

We'll start today's lesson with a few words you'll need to know.

When a woman marries a man, what does she call her husband's mother?
Mother-in-law.

Slide #4

Slide #5

Slide #6

Show Family Picture #1. A mother-in-law is the mother of someone's husband or wife.

What does the husband's mother call the wife of her son? Daughter-in-law.

Show Family Picture #2. The wife is now a daughter because she has married into the family.

Show Family Picture #3. Last question: what is the word used for a woman whose husband has died? Widow.

So, you've probably guessed that we're going to talk about a widow and a daughter-in-law. But we're also going to talk about another very important word, redeem. To help us with that, I'm going to pass out a treat to each of you. But DO NOT open it. Leave it there in front of you.

Think of these treats as good things God blesses us with. What are some things God has given to us? Allow answers as you pass out treats to each student. Home, family, food, toys, etc.

Ruth's Choice

Slide #7

Slide #8

Slide #9

Refer to the Map of Moab. Let's begin with some background. There was a famine in Israel. Remember, a famine is when there's not enough food for everyone. Because of this famine, a man named Elimelech moved his family from Bethlehem to the country of Moab where there was more food.

Elimelech lived in Moab with his wife, Naomi, and two sons, Mahlon and Chilion. Life seemed to go pretty well for them in Moab, they had food and a place to live. But things started going bad when Elimelech died, leaving Naomi to live as a widow.

Refer to Family Picture #2. Later, Naomi's two sons met and married women from Moab. Chilion married Orpah, and Mahlon married Ruth.

Refer to the Family Picture #3. Then some years later, both of Naomi's sons died, too. Now Naomi was left alone with her two daughters-in-law, Orpah and Ruth, who were also widows!

Wow! It seemed like Naomi lost everything. And that means you will all lose your treats. But hang in there! There may be a way you can buy them back. Collect the treats and set aside.

This was a sad and scary time for these three women. It was very difficult to survive as a woman without a husband back then. Women couldn't go out and get a job to provide for themselves like they can now. But one day, Naomi heard that there was food again in Israel. So she decided to go back to her hometown of Bethlehem. She told Ruth and Orpah to go back to their families where they would be cared for. Orpah did as Naomi said, but Ruth did not want to leave Naomi alone.

Ruth 1:16–17

Slide #10

Refer to the Books of the Bible Poster. Turn in your Bibles to the book of Ruth, chapter 1, in the Old Testament. It is after Joshua and Judges.

Who will read Ruth 1:16–17? Assign readers.

Where did Ruth say she would go? Wherever Naomi went.

Ruth loved Naomi and promised to stay with her. Ruth also loved the true God—the same God Naomi worshipped.

How long did Ruth say she would stay with her mother-in-law? Look at verse 17. Until they died.

Ruth was faithful to Naomi. She was willing to leave her family, her people, and their false gods in Moab and make Naomi's people, the Israelites, her own. She trusted in the true God and believed he was faithful to care for them, and she stayed with Naomi.

Slide #11

Refer to the Map of Moab. So, Ruth traveled with Naomi back to Bethlehem in Judah. See their path here on the map? Show the path from Moab to Bethlehem.

When they got back to Bethlehem, these two women were poor and hungry. They didn't have any way to make a living—they were in big trouble! But Ruth was a hard worker and decided that she would go and pick up grain that was left after the workers harvested in the fields. Back then, that was how poor people could get food. The workers in the fields were supposed to leave some grain so that poor people could collect it. This was called "gleaning."

How many of you think Ruth and Naomi were on their own to survive?
Show of hands.

How many believe God was in control and had a plan to help them?
Show of hands.

Just as God planned it, Ruth ended up working in the field owned by a man named Boaz, who was a close relative of Naomi's husband, Elimelech. Remember that—it's important!

Boaz noticed Ruth and told his servants to leave more grain for her. Then Boaz spoke to Ruth and told her, "Don't go to anyone else's fields. Stay here in my fields to collect food so my workers can protect you and share their water with you."

Ruth was surprised and asked, "Why would someone like you show me such kindness, especially since I'm a foreigner from Moab?"

"Well," Boaz replied, "because I have heard about all that you've done to help Naomi." Then he prayed a blessing on Ruth, asking the Lord to reward and protect her.

Hey! Things are looking up, aren't they? Do you see how God sovereignly brought Boaz and Ruth together?

Refer to the Attributes of God Poster. Who remembers what sovereign means? God is in complete control of everything.

We will see that God would use Boaz to greatly bless Ruth and Naomi. God would reward them just as Boaz had prayed.

Pass out the Class Notes.

Let's start the Class Notes. We will read the sentences and the three possible answers together. You will have to circle the letter of the correct answer.

Slide #12

Slide #13

Slide #14

Who will read #1 for us? Choose a reader. A. Moab. Have students complete #1.

Who will read #2 about the women Naomi's sons married? Choose a reader. B. Ruth and Orpah. Have students complete #2.

And #3? What happened to Naomi's husband and sons? Choose a reader. B. Died. Have students complete #3.

Who will read #4? Choose a reader. C. Go back to their families. Have students complete #4.

And #5? What did Ruth choose to do? Choose a reader. A. Go with Naomi to Bethlehem. Have students complete #5.

Someone read #6. Whose field did Ruth end up working in? Choose a reader. B. Boaz. Have students complete #6.

Boaz's DecisionSlide #15

Show Lesson Theme Poster. Does anyone want to guess what happened after God brought Boaz and Ruth together? Allow guesses.

What was the important point I told you to remember about Boaz? He was a close relative of Naomi's husband.

Yes! Boaz was a relative of Naomi. Back in those days, the Israelite laws said that when a man died, his closest relative was responsible to see that the man's wife (widow) was cared for. This relative was called a redeemer. Let's learn what it means to redeem.

Pass out one Redeem Coupon to each student. Remember how you received treats earlier? Then what happened to them? They were taken away.

Right. But what do these coupons say on them? "Redeem for one treat." Hmm. What do you think that means? Allow discussion.

Slide #16

There are a couple meanings to this word redeem. The first meaning is "to buy something back."

Redeem: to buy something back; to free someone from trouble or distress. You could each buy back your treat by redeeming it with one of these coupons. Use your coupon as payment to buy back your treat. But don't eat it yet.

Allow students to turn in coupons for a treat.

Have students save their treats until the end of the lesson.

What about the second meaning? Besides buying something back, redeem also means to free someone from trouble or distress. Naomi and Ruth were in desperate need. Both of them were widows, so they had no husbands to protect them or provide for them!

Since Boaz was a close relative, he knew he could do something about this problem. First, Naomi's husband had some land, but she couldn't farm it by herself, and she had no money to pay anyone to do it. So Boaz redeemed Naomi's land. He bought it and would farm it to help provide for Naomi. Then he married Ruth and brought her and Naomi into his family, redeeming both of them out of their distress.

Ruth 4:13–14

Slide #17

Turn to Ruth chapter 4. Follow along and listen carefully as I read these verses. Read Ruth 4:13–14.

Did you get all that? There's a lot of important information packed into those verses.

Look at the first sentence in verse 13. What did Ruth become? Boaz's wife. God soon blessed Boaz's kindness and Ruth's faithfulness by giving them a child. Was it a boy or a girl? Look at the last word in that verse. A boy. In verse 14, the women of Bethlehem praised the Lord. What did they say? Naomi was not left without a what? A redeemer. Who was Naomi and Ruth's redeemer? Boaz.

Ruth 4:16–17

Slide #18

Verses 16 and 17 give us some interesting information about this family. Who will read those verses for us? Assign readers. In verse 16, what does it say Naomi became to Boaz and Ruth's child? His nurse.

Naomi was no longer afraid and alone. She had her daughter-in-law, Ruth, her relative Boaz, and now a precious baby to help care for! She would be the baby's grandmother!

What was the baby's name? Obed. This was a very special family. Look at the end of verse 17. Who was the grandson of Obed? David. How many of you have ever heard of David before? He's the one that fought Goliath. Show of hands.

Boaz and Ruth's son Obed grew up and had a son named Jesse, and Jesse was the father of David, who later became king of Israel!

Ruth was the great-grandmother of King David. And guess who they were related to? I'll give you a hint: we learn about his special birth in the New Testament. Jesus.

David was in the family line of Jesus Christ! And because Ruth was faithful to God, he blessed her in a very special way by including her in the line of Jesus, the promised Messiah.

Slide #19

Slide #20

Look at #7 on your Class Notes. What does it mean to redeem? Choose a reader. C. To buy something back or free someone from distress. Have students complete #7.

Who will read #8? Choose a reader. A. Redeemed Naomi and married Ruth. Have students complete #8.

What was the name of the child for #9? Choose a reader. B. Obed. Have students complete #9.

Who will read #10? Choose a reader. C. Great-grandmother of David. Have students complete #10.

Christ's SacrificeSlide #21

Refer to the Lesson Theme Poster. In the book of Ruth, we see that Boaz was a redeemer. He agreed to buy Naomi's land, work it, and provide for both her and Ruth because he was a close relative. This was the custom in those days. The closest relative would come and rescue, or redeem, his family from a bad situation. What a marvelous picture of Jesus, the one who redeems sinners!

There are many verses that describe Jesus as our Redeemer. But today, we'll look at one in the book of Ephesians.

Ephesians 1:7

Slide #22

Refer to the Books of the Bible Poster. Turn to Ephesians 1:7 in the New Testament. Who will read that? Choose a reader.

Who is this verse talking about when it says, "In him we have redemption"? Who is the "him"? Jesus.

How does this verse say Jesus redeemed us? Through what? Through his blood.

Jesus redeemed us—bought us back and rescued us from sin—with his own blood.

Look at the verse again. Because Jesus died for us, what do we receive? The forgiveness of our trespasses.

Trespasses is another word for sins. So this verse tells us that we are redeemed, or saved, from our sins because Jesus died in our place—he shed his blood for us on the cross. Notice the last part of that verse: Jesus redeemed us according to the riches of his grace.

Refer to the Attributes of God Poster. Who will read the definitions of gracious and merciful from the Attributes of God Poster? Choose volunteers to read. Gracious: gives great gifts to his children even when they are not deserved. Merciful: kind to those in misery; withholds deserved punishment.

It's not because of anything we did but because of God's grace and mercy that we are saved through Jesus Christ.

Application

Slide #23

Slide #24

Refer to the Map of Moab. Our lesson started during the time of the judges with a family of four leaving Israel because of a famine. Naomi experienced great sadness when she lost her husband and then her two sons. But God provided Ruth, her faithful daughter-in-law, to come with her back to Bethlehem.

Refer to the Lesson Theme Poster. When Naomi and Ruth were in trouble, Boaz saved them from the bad situation they were in—even though they had no way to pay him back. And because Naomi, Ruth, and Boaz were all faithful to God, he blessed their family with a baby—Obed, and their family line would one day include Jesus Christ.

Are you ready for a pop quiz?

First question: What did we call Boaz because he bought the land and rescued Ruth and Naomi from their terrible situation? A redeemer.

Next question: What do we call Jesus because he bought us back and rescued us from our terrible situation of being separated from God because of sin? Our Redeemer.

That's right! We are all sinners and have nothing to offer Jesus. We deserve only one thing—hell (separation from God)—because of our sins. But Jesus bought us back from sin. He paid the price when he died on the cross. Jesus is our Redeemer. He took the punishment for sin that we deserve and offers eternal life to everyone who trusts in him. Isn't that fabulous news? Let's eat our treats now and celebrate what Jesus did for us. Allow students to eat their treats.

Lesson Review

We encourage you to play a lesson review game.

Bible Baseball

Students will answer questions and run the bases!

Materials

Review Questions (included in lesson)
Three chairs set out for bases
Optional: gift wrap tube and a large balloon

Instructions

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

Box Toss

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

Materials

- Review Questions (included in lesson)
- Medium-sized cardboard box
- Scissors or knife
- Four beanbags
- Masking tape

Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

Materials

Review Questions (included in lesson)
One drawing area for each team (paper, white board, etc.)
Pencils or white board markers
One die

Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.

To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll.



They can draw according to the numbers below:

- 6 = body
- 5 = nose
- 4 = whiskers
- 3 = eyes
- 2 = ears
- 1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

Materials

Review Questions (included in lesson)
Masking tape
Red and black paper circles or other markers for each team

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

Materials

Review Questions (included in lesson)
Swimming noodles or rolled up newspapers
Rolled up socks
Masking tape
Ten sheets of paper
Markers

Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks

along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

Pick a Point

Answer the questions correctly to earn the right to pick a point.

Materials

Review Questions (included in lesson)
Small paper strips
Cup or basket

Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

Racetrack

Who will reach the checkered flag first? Teams will race to the finish by answering review questions.

Materials

Review Questions (included in lesson)
White board or chalkboard
Markers/chalk
Optional: paper cutouts for each team (cars, animals, circles, etc.),
tape/poster putty

Instructions

Print one copy of the Review Questions for your use. Draw a racetrack on the board. It may be as simple as a straight horizontal path or a curvy circle. Label "Start" and "Finish" (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1–10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track.

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each team at the Start, or use paper cutouts as

team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!

Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

Materials

- Review Questions (included in lesson)
- A deck of numbered cards, or numbers and "wild" written on index cards
- One beanbag
- Masking tape
- Two baskets or containers for cards

Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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