

Lesson 120

Unit Review

A review of Lessons 111–119.

Studying God's Word

Lesson Review

Refer to the Exodus to Malachi Timeline as you review.

Refer to the Exodus to Malachi Timeline. We have been following what happened to the Jews who were taken away from Judah to live in Babylon. Even though the people were punished for their continued disobedience and sin against God, God hadn't abandoned them. He promised to bring them back to their land after 70 years in captivity. God used faithful and obedient people to lead, teach, and protect his people during the time of the captivity through their return to Judah.

Lesson 111

Slide #4

Refer to Lesson 111 Theme Poster. One of the Jews living in Babylon around the same time as Daniel was a priest named Ezekiel. Ezekiel was given a vision of God's glory. It was so amazing that it was hard for him to describe, but he used words like brightness, fire, lightning, gleaming metal, and even a rainbow! He was overwhelmed by the sight of the Lord on his throne, and he fell on his face in fear and worship.

About 150 years before Ezekiel's vision, the prophet Isaiah also saw the glory of God. Isaiah saw the Lord on his throne, high and lifted up. Above the throne, he saw seraphim. The seraphim are only mentioned here in Isaiah's vision. They are heavenly beings that worship God. These seraphim were praising God's holiness.

Refer to the Attributes of God Poster. Who will read the definition of holy from the Attributes of God Poster? Holy: cannot sin and hates all sin.

God is completely without sin—perfect in every way. Isaiah was overwhelmed by the presence of God. He realized his sinfulness and cried out, "Woe is me!"

The next person to see a vision of God's glory was a disciple and close friend of Jesus. Does anyone remember his name? John.

John recorded his vision of the Son of Man, Jesus, standing among seven golden lampstands in heaven. Jesus' appearance was very different in heaven than how he looked on earth. He wore a long robe with a golden sash around his chest. His hair was white like snow; his eyes were like flames of fire; and his voice sounded like the roar of many waters. His face was bright and shining like the sun.

What did John do when he saw and heard this amazing sight? He fell at Jesus' feet as though he were dead.

John was so afraid and in awe of what he was seeing and hearing that he fell at Jesus' feet. But Jesus told him not to fear. The visions that these men saw remind us that we must come before the Lord with humility, respect, and awe of his great glory and power.

Lesson 112

The next lesson was about a prophecy God gave Jeremiah about a new covenant. This message from God gave the exiled people hope as they were living far from home. The new covenant is also for us!

Slide #5

Refer to Lesson 112 Theme Poster. For a long time, God's people lived under the old covenant that God gave to Moses. The old covenant included many laws that the people could never fully obey and a sacrificial system that demanded animal sacrifices to be made over and over, day after day. The old covenant and all its laws, including the Ten Commandments written on tablets of stone, were impossible to keep.

Who sacrificed the animals in the old covenant? Priests.

Priests offered the animal sacrifices for the people in the old covenant. But they also had to offer sacrifices for their own sins because they couldn't keep all the laws either. They were sinners just like us!

But the new covenant offers one perfect sacrifice, Jesus Christ, who was without sin. His life, death, and resurrection offer everyone who will believe in him the promise of forgiveness of sins and eternal life.

Do we have to work or do anything good to receive the forgiveness Jesus offers? No.

The new covenant of salvation through Jesus is a gift of God received by grace through faith—not earned by works. When we believe in Jesus, our sins are forgiven, and God's law is written on our hearts. God gives us the desire to obey him and the Holy Spirit to help us obey.

Lesson 113

Slide #6

Refer to Lesson 113 Theme Poster. In this lesson, we saw how God used King Cyrus of Persia to fulfill his promise to the Israelites that they would return to Judah after 70 years of captivity. King Cyrus made a proclamation allowing the Israelites, also called Jews, to return to Jerusalem to rebuild the temple. Zerubbabel was the descendant of King David who led the group of nearly 50,000 Jews back to Judah. Under his direction, the people rebuilt the altar of God and laid the foundation of the temple.

But what happened to delay the work on the temple for over 20 years? The people in the land opposed the building and scared the people into stopping the work.

The other people who'd moved to Jerusalem after the Jews were taken away did not like them rebuilding the temple. They forced the Jews to stop building. But God worked out that situation, too, so that the king blessed their work and the temple was finally completed. The Jews celebrated with joy to see God's temple rebuilt.

What attribute of God do we see in this lesson? Faithful. God kept his promise to bring the Jews back to their land after 70 years of captivity.

Lesson 114

Refer to the Exodus to Malachi Timeline. Next, we looked at how God worked through people and events to protect the Jews still in exile. Remember that the Babylonians had conquered Judah and brought the people into Babylon to live. Years later, during the reign of King Belshazzar (and during Daniel's lifetime), the Medes and Persians conquered the Babylonians. Now Babylon was part of the Persian Empire. This is where Esther and her cousin Mordecai were living and where the events of the book of Esther took place.

King Ahasuerus was looking for a new queen, and Esther was among the beautiful, young women taken to the palace. God granted her favor in the eyes of the servant in charge of the young women. When the time came for the king to choose a queen, he chose Esther!

Who remembers the name of the powerful man who got mad at Mordecai for not bowing down to him? Haman.

Haman was so furious that he decided he wanted to kill not only Mordecai but also his people—all the Jews living in Persia!

How did Haman plot to destroy the Jews? He tricked the king into making a law to destroy the Jews on a certain day.

Slide #7

Refer to Lesson 114 Theme Poster. Mordecai urged Esther to go before the king and plead for their lives. Esther knew it was dangerous to go before the king without being invited. She asked Mordecai and the Jews to fast for her, then she went before the king. The king was pleased with Esther and held out his scepter, offering her anything she asked for. Esther invited the king and Haman to a banquet. But she didn't tell the king what Haman planned yet. She waited until the second banquet, after the king had honored Mordecai for saving his life. Then she told him she was a Jew. She asked the king to spare her life and the lives of her people from Haman's evil plot.

The king was furious with Haman and had him hanged. Then he gave Mordecai and Esther permission to write another law that allowed the Jews to protect themselves from their enemies. God used Esther and Mordecai to save the Jews!

Lesson 115

The second return came during the reign of King Artaxerxes when he allowed Ezra the priest to lead more people back to Jerusalem. Ezra was skilled in the law of God and wanted to teach it to the people there.

But what sin did Ezra discover the Jews in Judah were committing, including the priests and leaders? The Jews had married people of the foreign nations around them, and they were worshipping their false gods.

Slide #8

Refer to Lesson 115 Theme Poster. The Jews disobeyed God's command to not marry foreign people who worshipped false gods. When they married these people from the lands around Judah, the non-Jewish people led them and their children into idolatry. Ezra prayed and asked for God's forgiveness and mercy. When the Jews heard his cry to God, they were convicted of their sinfulness and repented. They confessed their sin to God and separated themselves from the people of the land, including their foreign wives and children.

Lesson 116

Slide #9

Refer to Lesson 116 Theme Poster. The third group of Jews to return to Jerusalem was led by Nehemiah, who was cupbearer to King Artaxerxes. Nehemiah was sad when he heard that the Jews in Jerusalem were in trouble because the city walls were broken down, leaving the people open to enemy attack. The king gave him permission to return to Jerusalem, and Nehemiah organized the people to repair different sections of the wall. But just like the enemies in the land opposed Zerubbabel rebuilding the temple, there were enemies who didn't want to see the walls rebuilt. Sanballat, Tobiah, and Geshem caused trouble for Nehemiah and threatened to attack the Jews while they were spread out around the city working on the wall.

What plan did Nehemiah come up with to protect the Jews and continue the work? He had people ready with weapons to fight and armed workers on the wall. He used a trumpet call that would alert the Jews of an attack so they could gather to defend themselves.

Nehemiah and the Jews prayed for God's protection, and they also armed themselves to be ready for an attack. Their enemies didn't attack because the Jews were prepared. The work continued, and the walls were finished in just 52 days!

Lesson 117

God also gave Nehemiah the responsibility to govern the Jews in Jerusalem. He organized the rebuilding of the walls in spite of fierce opposition. His enemies tried to distract him from the work and discredit him as a leader.

What were some of the things his enemies did? They sent messengers to ask Nehemiah to come meet with them so they could harm him and take

him away from the work. They sent threatening letters. They tried to make him afraid and go hide in the temple.

But Nehemiah trusted in the Lord and avoided the traps they set for him.

Slide #10

Refer to Lesson 117 Theme Poster. Nehemiah also cared about the poor. He found out that wealthy Jews were causing other Jews to be in debt by charging extra interest and taking their land, food, and money. Things were so desperate that some Jews had to sell their children into slavery to pay what they owed and to get food. Nehemiah called all the wealthy Jewish nobles and officials to him and told them they were sinning and not fearing the Lord by the way they were treating their own people. The people listened to Nehemiah and promised to return everything they had taken.

Nehemiah also wanted to teach the people the law of God. At another gathering, Ezra read the law of God to all the people, and the Levites helped explain what it meant. The people wept when they understood how they'd sinned. But Nehemiah, Ezra, and the Levites told the people not to mourn. They had heard and responded correctly to the Lord. Now that they knew what God commanded and had confessed their sin, they could celebrate and worship God together with joy.

Lesson 118

Slide #11

Refer to Lesson 118 Theme Poster. In the last book of the Old Testament, we saw how God gave Malachi two messages: a message of warning for the priests who were sacrificing imperfect offerings and a message of hope that the Messiah would come.

What kinds of animals were the priests and the people offering on God's altar? Lame, blind, and sick.

God had commanded that the animal sacrifices be the best of the flock, animals without blemish. He could not bless the people when their hearts and actions were not right. Their attitude of worship was wrong to offer God what wasn't their best. God desires a broken and sorrowful heart toward sin.

Malachi also wrote that a messenger would come before the Messiah to prepare his way.

Who was this messenger who prepared people's hearts for Jesus? John the Baptist.

We read in the New Testament how the angel Gabriel appeared to Zechariah the priest and told him he and his wife, Elizabeth, would have a son who would come in the spirit and power of Elijah. When their son John grew up, he preached a message of repentance for sin to prepare people for Jesus' coming. God was faithful to fulfill his promise, but the period of

waiting between Malachi's prophecy and the angel's announcement of John's arrival took 400 years.

Lesson 119

Slide #12

Refer to Lesson 119 Theme Poster. During the period of 400 years without a new word from God, we learned how God guided the hearts of pagan rulers, directed the armies of great nations, and controlled events to prepare the world for Jesus. God gave Daniel a vision of some of the empires who would come, represented by a ram and a goat. The Medes and the Persians (the ram) were defeated by the Greeks (the goat). Alexander the Great conquered the known world and made Greek a common language. This would be the language of the New Testament. Two Jewish groups arose during this time of Greek rule: the Pharisees and the Sadducees.

Which group wanted to remain separate from Greek culture and keep their own Jewish way of life? Pharisees.

The Sadducees wanted to work with the Greeks to strengthen their nation while the Pharisees wanted nothing to do with them. The Pharisees wanted to keep God's law so much that they created extra laws for the people to obey. This eventually led to a focus on following rules rather than keeping the right heart attitude of humility and repentance toward God.

The fighting between these two Jewish groups opened the door for Rome to conquer them. Under the leadership of Caesar, Rome set about conquering the known world. As they went, they built roads and shipping ports. Travel and trade increased, allowing the movement of goods and ideas. It was in this connected world that Jesus was born and the gospel would be spread to both Jews and Gentiles.

The Jews had 400 years of waiting for another message from God. But during that time, they had the Old Testament scriptures to read and study. These years were not really "silent" because God was speaking through his Word—and he still speaks to us that way. That's why daily reading and studying the Bible are so important.

Review Game: Bible Baseball

Slide #13

Slide #14

Slide #15

Slide #16

Slide #17

Slide #18

Slide #19

Slide #20

Slide #21

Slide #22

Slide #23

[Slide #24](#)

[Slide #25](#)

[Slide #26](#)

[Slide #27](#)

[Slide #28](#)

[Slide #29](#)

[Slide #30](#)

[Slide #31](#)

[Slide #32](#)

[Slide #33](#)

We encourage you to play the following review game.

Materials

Review Questions

One die

Masking tape or chairs for bases

Instructions

Print one copy of the Review Questions. Set up three bases, home plate, and the pitcher's mound using masking tape or chairs arranged in a diamond with the pitcher's mound in the middle.

Divide the class into two teams. Have the first team line up at home plate. The other team may wait in their seats or stand along the "sideline."

The student at bat will roll the die to determine the "hit" based on the list below (which you may want to write on the board for easy reference). A walk means he can go to first base without answering a question. A foul ball means to roll again. Three foul balls in a row is a strike!

1=single

2=double

3=triple

4=home run

5=walk

6=foul ball

Once the hit is determined (#1-4), ask a review question from the pitcher's mound. If the student answers correctly, he can advance around the bases according to his roll. If he answers incorrectly, it is a strike for his team, and he goes to the back of the line. After three strikes, a team is out. Unless they strike out, allow all team members to come to bat once and then switch teams at bat.

Remember that the hits will move any team members who are already on base. For example, if a student is on second base and the next teammate rolls a double and answers a question correctly, the student on second goes to home plate and scores a run for the team while the batter goes to second base.

Keep the game moving by having students roll quickly when they come to bat and “run” the bases for each correct answer. Keep track of strikes and runs for each team. Play for a set number of innings or as time allows, repeating questions as necessary.

Limited License to Reproduce

A limited, non-exclusive, non-transferable, nonsublicensable license is hereby granted to a single local church or organization to print copies of the PDF materials in the Teacher Digital Resources if 1) you are the original purchaser; 2) you are using the copies for noncommercial purposes (such as for teaching in class) exclusively within your single local church or organization (multi-campus churches, and national/regional denominations are not covered under this license); and 3) you follow the instructions provided in the curriculum pertaining to the printable materials.

This license is for the specific purchaser of the product and does not include affiliated groups or organizations, or other churches or groups in the same denomination as the purchaser, not identified as the actual purchaser. There is no limit to the number of printed copies for use within the single local church or organization which is the actual purchaser. None of the material in this curriculum may be reproduced for any commercial promotion, advertising, or sale of a product or service, or to share with any other persons, churches, groups, or organizations.

The media (audio/video) portions are copyrighted and duplication is prohibited. This license is for materials in the Teacher Digital Resources only and does NOT include reproduction rights for pre-printed teacher books, student guides, student take home sheets, or posters, except on an emergency basis when purchased quantities are not sufficient for a given week.

Bible Version

Scripture quotations are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved.