

# Ruth Rewarded

UNIT  
5  
LESSON  
4

## Bible Reference

Ruth 4:13–22

## To the Teacher

Students should see how Ruth's faithfulness was rewarded through her marriage to Boaz and the birth of her first child, Obed. Students will also see Ruth's role in God's plan for Israel's kingly family, which began with her great-grandson David. Jesus would later descend from Ruth's family line, bringing salvation to all of God's people—Jews and Gentiles.

## Preparation/Materials

- \* Activity sheets 1 and 2, one per student

## Lesson Highlights

- \* Boaz married Ruth.
- \* Ruth gave birth to a son, Obed.
- \* Naomi's empty arms were filled.
- \* Boaz and Ruth were in the line of David.

## Background

Boaz was the son of Salmon, the husband of Rahab (from Jericho). Again, as with the Moabitess Ruth, God's desire for all nations to enter into covenant with him is evident. When Boaz married Ruth, they had a son named Obed, who later became the grandfather of King David.

The women of Bethlehem told Naomi that Ruth was better to her than seven sons. A perfect family in Israel was seven sons. In cultures where men were valued more than women, rich more than poor, this was high praise indeed.

## Lesson Steps



### Bridge

1. Have students discuss differences between themselves and their grandparents at their age. Would their grandparents have been surprised to know the things that their grandchildren would do?
2. Tell students that this story is about Ruth and Boaz, who would become the ancestors of some very important people. This means their story was more important than they ever knew.



### Scripture Link

1. Read Ruth 4:13–22.
2. Review with students how God turned sorrow into joy. Note what the women said to Naomi about Ruth. (See comments in Background.) The book that began with famine and death ends with plenty and new life. The baby born to Ruth and

Boaz would become the grandfather of David, from which Christ himself took human flesh, in another birth in Bethlehem.

3. The Book of Ruth, as well as being a simple love story, can be looked at as a picture of God's love for us. Boaz, the kinsman-redeemer, is like our Redeemer, Christ Jesus.
4. Distribute activity sheet 1. Work through the sheet together as a class, discussing how Jesus is our Redeemer.

### Jesus, Our Kinsman-Redeemer

Name \_\_\_\_\_

Look up the Scriptures and make a comparison.

Write what we learn about our Kinsman-Redeemer, Jesus Christ.

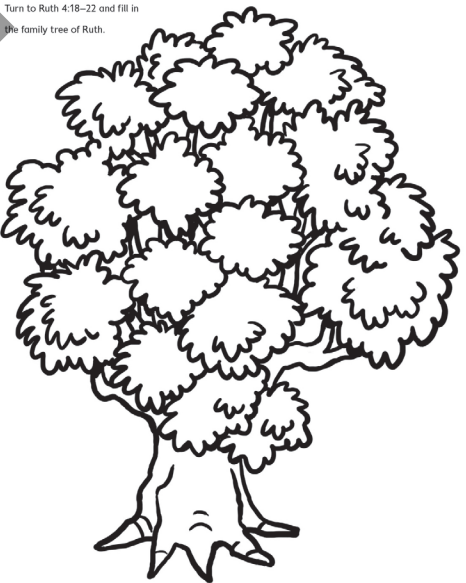
1. Ruth was a Moabitess, not an Israelite, and not under God's covenantal relationship.	Ephesians 2:12 <b>Before a person is saved, he or she is without hope and without God.</b>
2. Naomi accepted and loved her daughters-in-law, even though they weren't from Israel.	Romans 5:8 <b>While we were still sinners, Christ died for us.</b>
3. Boaz showed kindness to Ruth.	1 John 3:1 <b>God has lavished his love on us.</b>
4. Boaz covered Ruth with his garment.	Psalms 91:4 <b>God covers us with his faithfulness and protection.</b>
5. Boaz redeemed the parcel of land as the law demanded so that he might restore it to Naomi.	Galatians 4:4–5 <b>God redeemed us to be his children.</b>
6. Boaz publicly made a transaction to redeem Ruth.	John 12:32–33 <b>Jesus publicly died on the cross.</b>
7. Boaz had to pay the price in full.	1 Peter 1:18–19 <b>Jesus paid a much greater cost, his blood.</b>
8. Ruth was blessed because Boaz paid the price of redemption.	Colossians 1:12–14 <b>We have been brought into God's kingdom of light. Our sins are forgiven.</b>

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### Ruth's Family Tree

Name \_\_\_\_\_

Turn to Ruth 4:18–22 and fill in the family tree of Ruth.



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## Student Activities

1. Distribute activity sheet 2, and turn to Ruth 4:18–22.
2. Have students fill in Ruth's family tree individually, and then review it as a class.
3. Ask students the following questions about the activity sheet.
  - “Who were some of Obed's descendants?” (They included Jesse and David.)
  - “What role would David's descendants play in Israel's history?” (They would serve as the kings and leaders of Israel.)

- “Who was the most important descendant of Ruth who was not listed?” (Jesus was a descendant of Ruth and Boaz.)
  - “What can we learn from the fact that Ruth was part of the family tree of King David and Jesus?” (Just like Ruth, we are adopted into God’s family. God had wonderful plans for Ruth’s life, even in the middle of tragedy. God also has wonderful plans for our lives. We can also learn how important it is to follow God and obey his commands.)
4. Discuss the fact that Ruth was from the land of Moab yet was a part of the line of Jesus Christ. Boaz was also the son of Salmon and Rahab, another non-Israelite. Their inclusion in the covenant is a sign that all nations have a place in God’s kingdom.
  5. Read Revelation 7:9. How can we have a part in bringing “every nation, tribe, people and language” into the kingdom of God? (Answers may include to learn about other countries, pray, send missionaries, and befriend people of other cultures.)
  6. Spend some time praying for another country or group to have the opportunity to hear and understand the gospel. Consider using a book such as *You Can Change the World* or *Window on the World* to help the class better pray for others.

## Enrichment

- \* **Devotional material.** Meditation 21 from *Wanna Trade?* by Carol Reinsma.
- \* **Music.** “Everywhere I Go,” “Trust and Obey,” and “The Servant Song” from *Songs for Life*.
- \* **Social studies.** Have students create a brief family tree for their own family. If possible, have students include pictures of their parents, grandparents, and great-grandparents.

# Psalms of David

UNIT  
10  
LESSON  
4

## Bible Reference

Psalms 3, 18, 34, 51, 57

## To the Teacher

Because students have spent time studying David's life, this lesson will look at some of David's psalms and put them in context. Students will see that the mighty warrior was also a poet who used the psalms to express his thoughts and emotions to both God and others. They can also have fun creating some metaphors that are meaningful to them.

## Preparation/Materials

- \* A picture of a warrior dressed in his armor
- \* Activity sheets 1 and 2, one each per student
- \* Crayons, markers, or colored pencils

## Lesson Highlights

- \* The psalms express various emotions.
- \* The context of some of the psalms are known.
- \* David describes God in ways that are meaningful to him.

## Background

Warren Wiersbe writes, "If anyone has the idea that the Psalms are only for the weak and fainthearted—because the Psalms are really poems—then let him be reminded that many of them were written by David, king of Israel, one of history's greatest warriors. And let him also be reminded that a good number of David's psalms were written when he was in tight spots as he sought to serve the Lord. The people who wrote the psalms knew how to turn tragedy into triumph, and that is a lesson we need to learn today. These writers were not sissies!" (*Meet Yourself in the Psalms*, 9). David wrote 73 of the 150 psalms at various times in his life and in a variety of situations.

## Lesson Steps

### Bridge



1. Show a picture of a warrior dressed in his armor. Ask students to guess his occupation. Ask if it would surprise them to learn that he was a poet.
2. Tell students that 73 of the 150 psalms were written by David, a mighty warrior.
3. Ask students to recall various situations in David's life that would have evoked different emotions. (Answers may include joy at the return of the ark of the covenant, fear as he ran from King Saul, shame as his sin with Bathsheba was exposed, and anger as he saw his enemies triumph.) David expressed these thoughts and feelings through poetry.
4. Explain that since students know the stories of David well, they can better understand the psalms as they look at the contexts in which they were written.



## Scripture Link

1. Distribute activity sheet 1. Go through the first two examples as a class; then assign the last three passages for students to do with a partner or small group.
2. Review the answers together. Applications may differ. Students may need guidance with this section.

### Psalms of David

Name \_\_\_\_\_

Look up the following Bible references. Write down the situation that David was in when he wrote the psalm. Read the passage. Note what can be learned from that passage in the space provided.

Reference	Situation	Application
<b>Psalm 3</b>	When David fled from his son Absalom.	Even in a very difficult situation, God is my shield. I can cry to him and he'll answer me. I can sleep soundly because of the Lord.
<b>Psalm 18</b> (Read verses 30–36, 46.)	When David was delivered from his enemies and King Saul.	My abilities are given by God. I need to praise God for answered prayer.
<b>Psalm 34</b> (Read verses 1–3, 17–21.)	When David pretended to be insane before Abimelech.	<b>When I am in trouble, God will deliver me. I may still have troubles, but God is with me. God hears my prayers.</b>
<b>Psalm 51</b> (Read verses 1–4, 7–12.)	When David was confronted by Nathan after committing adultery with Bathsheba.	<b>Sin makes one miserable. We can't hide our sin. God will cleanse us from sin.</b>
<b>Psalm 57</b>	When David had fled from Saul into a cave.	<b>God can save me in any situation. I can trust and praise God in the midst of trouble.</b>

UNIT 10 LESSON #1
27




## Student Activities

1. David described God in ways that were meaningful to him. When he called God his strong fortress in Psalm 18:2, David well knew what it took to capture a fortified city. He also knew the protection that a fortress provided when he was being attacked. In Psalm 23, David describes God as a shepherd. Each phrase of the psalm is meaningful to a shepherd. “He makes me lie down in green pastures,” for example, shows how the shepherd does what is best for his sheep. Sheep aren’t known for being intelligent. If they are very hungry, they will overeat until they become sick. If they are made to lie down, they may eat only what is within reach.


2. Distribute activity sheet 2. Have students think of other ways in which they could describe God. Read the examples on the activity sheet.
3. Have students share their ideas and pictures with the class.

**God is Like . . .** Name \_\_\_\_\_


In Psalm 23 David describes God as a shepherd caring for his sheep. He is David's fortress and shield in Psalm 18. Think of some other examples. Write and illustrate them below.



*The Lord is like Superman  
watching over the city of Metropolis.*



*The Lord takes care of me  
the way the water and I take care of my fish.*



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## Enrichment

- \* **Devotional material.** “It’s My Treat” or “Rub-A-Dub-Dub” from *Caution: More Dangerous Devotions*.
- \* **Music.** See Lesson 1.
- \* **Worship.** Have students plan a praise service with music and psalms. Students may want to plan a time of thanksgiving to God for all he has done throughout the school year. You may want to invite another class to join you for a time of thankful praise.
- \* **Writing.** Write a diary entry for David. Include a description of the situation he is in as well as verses from a psalm he actually wrote in that situation.



# God's Mercy and Promises

UNIT  
15  
LESSON  
3

## Bible Reference

Selected passages from the Book of Isaiah

## To the Teacher

Isaiah's message includes a confrontation of sin, a warning of coming judgment, and a description of God's mercy. In this lesson students will see God's love for his people through his many great promises. They will illustrate one expression of God's mercy in poster form.

## Preparation/Materials

- \* Activity sheet, one per student
- \* White paper, one large sheet per student
- \* Crayons, markers, or colored pencils
- \* Old magazines (optional)
- \* Scissors (optional)
- \* Glue (optional)

## Lesson Highlights

- \* Isaiah told the people about the joy and happiness of serving God.
- \* Although punishment was imminent, God was not finished with his people.

## Background

Although Jerusalem was not finally destroyed until 587 B.C., by Isaiah's time the nation had essentially reached the point of no return. The people had rejected God and were practicing moral degradation, social injustice, and religious hypocrisy. God still offered forgiveness but told of coming swift and terrible judgment on all who persisted in refusing to repent.

God's message through Isaiah did not stop there. The people were invited to look beyond the exile to a time of peace and blessing.

The Book of Isaiah contains a collection of visions and prophecies belonging to various periods of the prophet's life. In places there is a clear time sequence. In other passages, Isaiah's thoughts range freely over the whole span of time. God's judgment that Isaiah described sometimes refers specifically to Judah but at other times may be universal. His descriptions of blessings are similar. Isaiah speaks of the time period directly following the exile as well as the time of the Messiah and the time of God's eventual reign of perfect peace and justice.

The first 10 chapters of Isaiah give a remarkable alternation of imagery of light and darkness: not the good news without the bad news of humanity's sinfulness, but not the bad news without the good news of God's redeeming grace. Even through the depressing descriptions of the days of Ahaz, hope for the future is a theme.

Isaiah's preaching supplied a fresh look at the covenant. Isaiah reaffirmed the unconditional promises of the Davidic covenant and also reminded the people of the covenant's conditions. The people couldn't dodge punishment by ritual and sacrifice; however, punishment did not erase God's promises. Judah's humiliation was not God's failure. It was God's way to purify his people and thus clear the way for the fulfillment of the promises.

# Lesson Steps



## Bridge

1. Ask students about what they would consider effective discipline. Lead the discussion to include restoration and forgiveness.
2. Ask students to recall from the last lesson that Isaiah had to deliver a very difficult message: time was running out; punishment was at hand.
3. Explain that like a loving father, God was not giving up on his children. Although justice demanded a harsh sentence, God still loved his people. Isaiah had the privilege of giving words of hope to the people.



## Scripture Link

1. Distribute the activity sheet.
2. Work through the references together, summarizing each passage. (You may choose to assign students part of the page to finish individually or have students work in groups.)
3. Review answers together, stressing God's love and grace to his people.

### God's Mercy

Name \_\_\_\_\_

Read the following passages and write a one- or two-sentence summary. Some are done for you.

Isaiah 1:18	God offers forgiveness.
Isaiah 2:4	There will be peace.
Isaiah 9:6	The Messiah will come.
Isaiah 13-23	<u>God will punish Israel's enemies.</u>
Isaiah 32:1	A king will reign in righteousness.
Isaiah 35:10	The ransomed of the Lord will return to Zion.
Isaiah 40:11	God will be like a gentle shepherd.
Isaiah 40:31	God will renew their strength.
Isaiah 41:13-20	<u>The land will be renewed.</u>
Isaiah 43:2	God will be with them in trouble.
Isaiah 45:13	Jerusalem will be rebuilt and exiles freed.
Isaiah 51:3	<u>Thanksgiving and singing will come again from Zion.</u>
Isaiah 51:11	Gladness and joy will replace sorrow.
Isaiah 54:1-8	<u>The Lord will be merciful to her who was barren and desolate.</u>
Isaiah 54:9-17	<u>His covenant of peace ensures glory and permanence.</u>
Isaiah 55:7	God will pardon those who repent.
Isaiah 56:3	Foreigners will be included in God's salvation.
Isaiah 58:9-11	<u>If they call on the Lord, they will be well cared for and once again live in God's light.</u>
Isaiah 61:9	<u>Their descendants will be blessed.</u>
Isaiah 61:11	<u>God will make righteousness and praise spring up from the nations.</u>
Isaiah 62:12	<u>They will be God's holy people.</u>
Isaiah 65:17	God will create new heavens and a new earth.

Choose one passage from the list to illustrate in a poster. After reading the passage carefully, choose a key image or phrase. Include the verse somewhere on your picture.

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## Student Activities

1. Distribute large sheets of white paper. If you want students to make a collage instead of draw, provide old magazines.
2. Have students make a poster illustrating one of the passages from the activity sheet. They should read the entire passage before selecting a key image or phrase for their poster. They should include the verse somewhere on the picture.
3. Display the posters in the classroom as visible reminders of God's goodness and mercy for those who choose to follow him.
4. Read over the memory work, Isaiah 55:6–9. Read the passage together. If any students based their posters on a verse from this passage, point the posters out to the class.

“Seek the LORD while he may be found;  
call on him while he is near.

Let the wicked forsake his way  
and the evil man his thoughts.

Let him turn to the LORD, and he will have mercy on him,  
and to our God, for he will freely pardon.

‘For my thoughts are not your thoughts,  
neither are your ways my ways,’ declares the LORD.

‘As the heavens are higher than the earth,  
so are my ways higher than your ways  
and my thoughts than your thoughts’” (Isaiah 55:6–9).

## Enrichment

- \* **Music.** “There Is a Redeemer” or “I Will Call upon the Lord” from *Sing with Me*.
- \* **Writing.** Have students write a story about a situation in which someone their age was disciplined but experienced mercy as well.