

SECTION  
**2.1**

# Books of History



## Introduction Activity (5 Minutes)

### Option 1: Historical Order

**What You'll Need:** Paper, pen (optional: smartphone or tablet or computer with Internet connection)

**PREP:** Decide on four major world events that you think your kids would know about (e.g., Civil War, Titanic sinking, WWII, first man walking on the moon), and write the title of each event on a piece of paper.

**STEP 1:** Tell the kids about the four famous events in history, and for each one, ask kids to raise their hand if they know something about it. Call on four kids (one per event), and have them line up in front of the room, each holding the paper of the event they know about.

**STEP 2:** Ask each volunteer to talk about their event, and have the rest of the kids try to put the events in chronological order by having the volunteers stand in that order. (Optional: Check the order on your smartphone, tablet, or computer.)

**STEP 3:** Share these key concepts:

- Historical events help us understand what happened in our past.
- Learning about famous, historical events help us understand why the different countries and cultures of the world live and function as they do. It also gives us a better understanding as to why certain laws were made, and it helps us see where we have come from.
- The first 17 books in the Bible are called the Books of History. These books contain true facts and events from the beginning of time. They are a part of the history of mankind, and every detail contained in those books is true.

**STEP 4:** Transition to the main lesson by asking the Holy Spirit to help you and your kids understand the truths about the Books of History in the Old Testament.

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**Introduction Activity (5 Minutes)**

**Option 2: History According to Me**

**What You'll Need:** Nothing

**STEP 1:** Explain that this week they will be learning about the Books of History from the Old Testament. Before you get started, you want to tell them about something that happened. Then read the following story.

*On the Way Home*

*One day Sam and Erin were on their way home from the grocery store, when they saw a small dog hiding under a bush. They thought it might be hungry, so they gave it a dog treat, and took it home.*

**STEP 2:** Then ask the kids to help you fill in some blanks to your story.

A Place:

An adjective (describing word):

An animal:

An object:

An adjective (describing word):

A food:

Then, fill in your blanks below, and read the story out loud.

*On the Way Home*

*One day Sam and Erin were on their way home from \_\_\_\_\_, when they saw a \_\_\_\_\_ hiding under a \_\_\_\_\_. They thought it might be \_\_\_\_\_, so they gave it a \_\_\_\_\_, and took it home.*

Ask the following questions:

- Why was our version of the story not historically accurate?
- What would Sam and Erin think of our updated story?

- Why is it important to have an accurate account of history?

**STEP 3:** Share these concepts.

- We know certain events are true because people reported the facts as they saw them, and they were written down so others would have an accurate record.
- God's Word contains the history of our world, and especially God's people, the Israelites. We know every word in the Bible is true and accurate because God's Word is truth (John 17:17).

**STEP 4:** Transition to the main lesson by asking the Holy Spirit to help you and your kids understand the truths about the Books of History.

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## Main Lesson Activity (10 Minutes)

### Option 1: Old Testament History

**What You'll Need:** Bibles, paper, pens or pencils

**STEP 1:** Divide kids into three groups and assign one of the following historical events to each group:

The flood

The Tower of Babel

The Battle of Jericho

**STEP 2:** Give groups five minutes to come up with poses that represent their events. Tell kids that they will be doing a "mannequin display" of key points of their stories, where everyone freezes like a statue in a pose that creates a "snapshot" scene representing a moment.

**STEP 3:** After five minutes, have each group present their mannequin displays.

**STEP 4:** Share the concepts from the Main Lesson Teaching Outline in the Large Group Guide, and follow up with the Lesson Application questions and Sum It Up statements.

**STEP 4:** Close in prayer, thanking God for always keeping His promises.

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# God Is Truth



## Main Lesson Activity (10 Minutes)

### Option 2: Key Old Testament Historical Figures

**What You'll Need:** Computer, printer, Key Old Testament Historical Figures Handout, costumes (if possible)

**PREP:** Before large group, print the Old Testament Historical Figures Handout and cut apart the sections. Have costume options ready for use.

**STEP 1:** Ask for two volunteers and give each a section of the handout. Give them a few seconds to read it through, and choose something to wear as a costume. While they are doing this, explain to the group that they will be getting to know two characters from the Books of History.

**STEP 2:** Ask each volunteer to stand and read his or her section. After each section is read, ask the following questions.

- Why was that person an important part of Israel's history?
- How did God use circumstances in his or her life to help keep His promise to Israel?

**STEP 3:** Share the concepts from the Main Lesson Teaching Outline in the Large Group Guide, and follow up with the Lesson Application questions and Sum It Up statements.

### Notes:



# Key Old Testament Historical Figures

## Joseph

Hi, I'm Joseph. I'm a great grandson of Abraham. My 10 older brothers were often jealous of me because I had amazing dreams, and also because my dad made me a beautiful, colorful coat. Anyway, one day they sold me into slavery! I ended up in Egypt working for a powerful leader. My life wasn't always easy; I had to work hard. I was wrongly accused and ended up in jail! But I believed God's promises, and God was with me.

One night the leader of all Egypt, Pharaoh, had a dream. It bothered him, and no one could tell him what it meant. A former prisoner mentioned me, and Pharaoh had me interpret the dream. I was able to explain the meaning of the dream to him with God's help, and Pharaoh was so impressed that he made me second-in-command under him! Over the next years, I was able to save my family from a severe famine, and I was even able to have them come and live near me in Egypt. I was able to forgive my older brothers and to see my father again. God used my life in big ways to keep His promises to my people.

## Ruth

I'm Ruth. Some people may say I had a hard life. I was married to a good man who was an Israelite. I was not familiar with his people or his God. But then, my husband died and so did his brother AND his father. I was left with my mother-in-law and sister-in-law. I promised my sad mother-in-law that I would go wherever she went and that her God would be my God. I ended up returning with my mother-in-law to her people. We were very poor, and I had to work hard to provide food for us.

One day, as I was working in the field, the owner saw me and asked about me. He told his men to leave extra food for me. When I told my mother-in-law, she was thrilled. The owner, Boaz, was a relative, and there was a way that Boaz could help us! I did exactly what my mother-in-law told me to do, and Boaz came to our rescue. We were married and had a little baby boy named Obed. Even though there were sad, hard times in my life, God was always with me. And He even used me to help keep His promises to the Israelites through my great-grandson, King David.