



TEACHER'S GUIDE

GRADES 3-4
YEAR 1 | SPRING

Sunday School



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*I am the light of the world.
Whoever follows me will never walk in darkness,
but will have the light of life.*

John 8:12
(NIV 1984)



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Jesus Is Crucified **Mt 27:31b-44;**

Mk 15:20b-32; Lk 23:26-39; Jn 19:16-24



What did Jesus do to pay for the sins of the world?



Jesus willingly let himself be crucified to pay for the sins of the world.

Application: Jesus was crucified to pay for our sins also.

Response: We are very thankful that each of us can say, “Jesus died for me!”

Lesson Summary: At the order of Pilate, Jesus was led to Calvary and crucified. To the anger of his enemies, the soldiers nailed a sign above Jesus’ head that read “JESUS OF NAZARETH, THE KING OF THE JEWS.” In fulfillment of Scriptures, Jesus’ clothing was divided among the soldiers. Jesus was then mocked and insulted as he suffered for the sins of the world.



- * **John 3:16**
- * **Ephesians 1:7**
- * **The Second Article of the Apostles’ Creed** (explanation)



cast lots—a way of making a decision; similar to drawing straws or picking a name from a hat



See Franzmann, *Bible History Commentary: New Testament*, Volume 2, pages 884–906; The People’s Bible: Albrecht, *Matthew*, pages 414–418; Wicke, *Mark*, pages 221–225; Prange, *Luke*, pages 248–251; Baumler, *John*, pages 247–250.



Dear Savior, how far you went for me—all the way to Calvary! Your love is so great! Help my students and me see the seriousness of sin and the great love you showed in all you did to save us. Cause us all to grow in our love for you. Amen.

Looking Back at Lesson 10

In the Upper Room

Matthew 26:14–30; Mark 14:10–26; Luke 22:1–23; John 13:1–30

Aim: How did Jesus show love for his disciples before his suffering and death?

Truth: Jesus washed his disciples’ feet and gave them the Lord’s Supper.

Application: Jesus gave his body and blood for the forgiveness of our sins.

Response: Just as Jesus served us, we show our love for him by serving others.

Lesson Summary: Jesus celebrated the last Passover with his disciples. He showed his great love for them by humbly washing their feet. Then Jesus identified Judas as the one who would betray him. After Judas left to do so, Jesus gave the disciples his body and blood along with bread and wine. This was the first celebration of the Lord’s Supper.

Memory Treasures: *Matthew 26:41; Mark 10:45; Galatians 5:13b; *The Eighth Commandment (with explanation)

Alternate Lesson Plan



Sing: Sing “All Mankind Fell in Adam’s Fall” (hymn 378:1,4,5). This hymn reminds us that

just as sin came into the world through one man, Adam, we are saved by one Man, Jesus Christ.

Pray: Heavenly Father, thank you for sending your Son to save us. Help us treasure what he has done to rescue us sinners from sin. Amen.



Ask the children to tell what a person’s punishment might be for these offenses: taking a cookie without permission, not doing homework, lying to a parent, vandalism (destroying someone else’s property), stealing, and murder. *[The children’s answers will vary.]* Point out that the more serious the wrong action is, the greater the punishment is. Then tell the children to imagine what the punishment would be for doing every sin and every crime ever committed in the past, present, and future, throughout the world.



All the sins of the world deserve to be punished. God’s plan was for Jesus to take that punishment. Today you’ll hear **what Jesus did to pay for the sins of the world.**



WORSHIP

Sing: Sing “Oh, Perfect Life of Love” (hymn 138), which reminds us that Jesus saved us from our sins. He lived a perfect life and finished his work by dying on the cross.

Pray: Dear Savior, thank you for coming to earth to live a sinless life for us and then to die for our sins. Give us a strong faith that trusts in you and your sacrifice for our salvation. Amen.



Tell the children this make-believe story:

Imagine a man sitting on the ledge of a tall building. He wants to jump off and kill himself. Then a stranger runs up the stairs and comes to the window. The crowd below watches as the stranger reaches out to the man, but the man won’t come in. So the stranger begins climbing out onto the ledge to help him. Everyone whispers, “How far will the stranger go to save this man? The man has done nothing for him.” The stranger eventually grabs the man and pulls him to the window. But the only way the stranger can get the struggling man inside is to push him hard through the open window, and doing this could make the stranger fall to his death.

Ask the children what they think the stranger will do. *[Answers will vary.]* Then conclude the story as follows:

The stranger made his decision. He pushed the man inside and let himself fall to his death.



Jesus is a little like that stranger, and we are like the man on the ledge. Jesus gave his life to save us from our sins, even though we had done nothing for him. Today we’ll answer this important question: **What did Jesus do to pay for the sins of the world?**



Note: Remember there are To Do at Home activity options in a separate file on the Teacher’s Guide CD.



As you tell the story, sketch parts of it on the board. You could sketch the wall of Jerusalem and Calvary. Draw Jesus' cross and the crosses of the criminals, each with a stick figure on it. Draw a clock showing 9:00 and a sign above Jesus' head. And draw stick figures with angry faces at the base of Jesus' cross, making fun of him.

After Jesus prayed in the Garden of Gethsemane, he was arrested and put on trial by the Jewish leaders. They then **took Jesus to Pontius Pilate**, the Roman ruler, hoping that Pilate would sentence him to death. **Pilate knew** that Jesus was **innocent** of all the charges that had been brought against him. But he **also knew** that the Jewish **leaders would cause** a great deal of **trouble** for him **if** he set **Jesus free**. So he **gave the order** that **Jesus** should be **crucified**.

Following Pilate's orders, the **Roman soldiers led Jesus** outside of the city walls to a place called **the Place of the Skull**. In **Aramaic**, the Jewish language, it was called **Golgotha**. In **Latin**, the language of the Romans, it was called **Calvary**. **Two criminals** who had been sentenced to die for robbery **were led out with Jesus**, and a **large crowd followed** behind him.

The soldiers **made Jesus carry the cross** on which he would be crucified. But **Jesus was weak** from the terrible beating he had received and from loss of sleep. He soon broke down under the weight of the cross and **could no longer carry it**. So the soldiers **grabbed** a man from Cyrene named **Simon** out of the crowd. They **forced him to carry** the cross the rest of the way.

When they **came to Calvary**, it was **nine o'clock on Friday morning**. The soldiers **nailed Jesus' hands and feet** to the cross. The two **criminals** were **crucified** with him, **one on his right side** and the **other on his left**.

Fastened **above Jesus' head** was a **sign** on which Pilate had written **"JESUS OF NAZARETH, THE KING OF THE JEWS."** The sign was to **tell** the people **why** Jesus was **being punished**. Since Calvary was near Jerusalem, **many people** came by and **read** the sign. The **Jewish leaders did not like** the way Pilate had worded the sign. They went to him and said, **"Don't write 'the King of the Jews,' but** that he **said** he is the king of the Jews."

But this time **Pilate remained firm**. He answered, **"What I have written, I have written**. The words will stay just as they are."

According to Roman custom, the **soldiers received** the **clothing** of those they crucified as part of their pay. So the **four soldiers** who had crucified Jesus **took his clothes** and **divided them**

Note: You'll need to use the story in the adjacent column.



Before class, enlarge a **picture of Jesus on the cross**, such as from **Copy Master 1**.

Write each of the following on a separate **paper rectangle**:

"Place of the Skull," "Golgotha," "Calvary," and "JESUS OF NAZARETH, THE KING OF THE JEWS."

Write each of the following quotations inside a separate **paper speech bubble**:

"If you really are the Son of God, come down from the cross."

"He saved others, but he can't save himself!"

"Let him come down from the cross. Then we'll believe in him!"

"He said he trusts in God. Well, let God save him now if he wants him."

"Aren't you the promised Savior? Then save yourself, and save us too!"

Distribute the papers among the students. When you say that Pilate ordered Jesus' crucifixion, attach the picture to the board. Tell the children holding rectangles and speech bubbles to listen for the words they are holding. When they hear those words, they should attach their papers to the board. (The first three rectangles should be placed under the cross. The

fourth goes on the cross, above Jesus' head. And the speech bubbles can go on both sides of Jesus, to show that people all around him mocked him.)



Give each student a blank sheet of paper and colored pencils or crayons.

As you tell the story, have the children sketch what happened, beginning with Jesus' being placed on the cross. They can use speech bubbles to show what people said.



(Optional: Prepare to display Copy Master 1.)

Say The soldiers made Jesus carry his cross to Calvary.

Ask What other heavy load did Jesus carry to Calvary? *[The heavy load of all the sins of the world.]*

Say As true man, Jesus was weak—too weak to carry his own cross.

Ask But as true God, what could Jesus have chosen to do instead of walking to Calvary? *[He could have used his power to get away so that he wouldn't be crucified.]* Why was Jesus willing to walk to his own death? *[He did this to pay for our sins. He loves us and knew that it was the only way we could be saved from the punishment of hell.]* Why is it important to you

among themselves. But his **inner robe** was made of a **single piece of cloth** and did not have any seams. The soldiers said to each other, "**Let's not rip it apart. We'll cast lots** to see who gets it." By doing this, the **soldiers fulfilled Psalm 22:18**, which predicted that they would divide some clothing and cast lots for other clothing.

Many people watched as Jesus was crucified. **Some** of them were his **friends** who loved him. But **others** were his **enemies**, and they laughingly **shouted** at him, "**If you really are the Son of God, come down** from the cross."

The **Jewish leaders** were among Jesus' enemies who **made fun** of him. They said, "He **saved others**, but he **can't save himself!** Let him **come down** from the cross. **Then we'll believe in him!** He said he **trusts in God**. Well, **let God save him** now if he wants him."

The **soldiers also made fun** of Jesus. **Even the criminals** who had been crucified with Jesus **insulted him**, saying, "**Aren't you the promised Savior?** Then **save yourself**, and save **us too!**"

Jesus endured great pain and humiliation as he hung on the cross. He **suffered and died** willingly to pay **for the sins of the world**.



Do Tell the children to pretend that you are a child who is just learning about Jesus for the first time. You've heard today's story, and you have a lot of questions. You want the children to explain the things you don't understand. Ask them the following questions:

- Why did the Jewish leaders want Jesus to be put to death if he didn't do anything wrong? *[They were jealous of him, and they didn't believe in him as their Savior.]*
- Since Pilate knew Jesus was innocent, why would he order Jesus to be executed? *[Pilate was afraid that the Jewish leaders would make trouble for him with Caesar if he set Jesus free.]*
- Since Jesus is God, why didn't he have the strength to carry his cross? Can't God do everything? *[God can do anything. But Jesus is also true man, and he wasn't using his almighty power as God at that time. He let himself be hurt and weak so that he could die for our sins.]*

- But since Jesus is also God, it didn't really hurt him to be crucified, did it? *[But besides being true God, Jesus is also true man. While he was suffering for our sins, Jesus did not use his power as God to relieve his pain. The pain and suffering that Jesus endured hurt him as it would any of us. In fact, Jesus' suffering was even greater, since he was suffering the punishment for the sins of the whole world.]*
- The story says that when the soldiers divided Jesus' clothing, their action fulfilled Psalm 22:18. Why is that important? *[This was one of the Old Testament prophecies about the promised Savior. When it came true, it showed once again that Jesus is the promised Savior.]*
- Jesus' enemies dared him to prove that he is the Son of God by coming down from the cross. Why didn't he? *[It was God's plan for Jesus to die. This was the price that needed to be paid for the sins of the whole world. Jesus was willing to do this to save us, so that we can go to heaven.]*

Say Being put on trial for crimes he hadn't committed, being beaten, whipped, mocked, and crucified—isn't it amazing what Jesus went through to save us? Let's read a passage that tells us whether Jesus had a choice about doing or not doing this.

Do Have the children read John 10:17,18a. Ask what this passage shows. *[That Jesus made the choice to die for us. He was willing to give up his life to pay for our sins.]* Then, to stress that Jesus died for each child in your class, have the children repeat, "Jesus died for _____," and fill in the name of each child.

that Jesus died on the cross? *[If he hadn't done that, I would need to spend eternity in hell being punished for my sins.]*

Do To reinforce the idea that "Jesus died for me," have each child recite John 3:16, substituting her or his own name instead of "the world." This can also be done with Ephesians 1:7 by putting the child's name in place of "we."

Say The sign above Jesus' head said "JESUS OF NAZARETH, THE KING OF THE JEWS."

Ask How was this sign truthful? *[Jesus is the King of the Jews—and of all people. So it is correct for him to be called a king.]*

Say Jesus' enemies made fun of him as he hung on the cross.

Ask What effect did this have on Jesus? *[It made his suffering even worse.]*

Say Jesus stayed on the cross even though he could have come down.

Do Display the copy master, or draw a similar chart on the board. Have the children tell what it means for them that Jesus stayed on the cross. *[Possible answers:*

1. I am God's child.
2. My sins are forgiven.
3. I will go to heaven.
4. I will be happy forever.]



Say With one word, tell what was the price that needed to be paid for the world's sins. [*Death.*]

Ask What did Jesus do to pay for the sins of the world? [*Jesus willingly let himself be crucified to pay for the sins of the world.*]

Say Jesus was crucified to pay for our sins also. We are very thankful that each of us can say, "Jesus died for me!"

Do *Pray:* Dear Savior, you endured great pain and suffering for us. Thank you for saving us from the punishment for our sins. Amen.

If you don't have a bulletin board you can use in your Sunday school teaching area, consider purchasing a folding pattern board or display board. You can attach things to the board and easily store it from week to week.

Teaching
tip

CLOSE

Ask How does Jesus feel about all the people of the world, even though we are all sinners? [*He loves us.*]

What did Jesus do to pay for the sins of the world? [*Jesus willingly let himself be crucified to pay for the sins of the world.*]

How did Jesus' crucifixion help you and me? [*Jesus was crucified to pay for our sins also.*]

Say We are very thankful that each of us can say, "Jesus died for me!"

Do Sing "O Lord, Our Lord" (hymnal, page 28). Point out phrases that remind us of Jesus' crucifixion, such as "You take away our sin" and "you washed us from our sins in your own blood."



Memory
Treasure
Choices

*** John 3:16**

Ephesians 1:7

*** The Second Article of the Apostles' Creed** (explanation)
I believe in Jesus Christ, . . .

What does this mean?

I believe that Jesus Christ, true God, begotten of the Father from eternity, and also true man, born of the virgin Mary, is my Lord.

He has redeemed me, a lost and condemned creature, purchased and won me from all sins, from death, and from the power of the devil, not with gold or silver but with his holy, precious blood and with his innocent suffering and death.

All this he did that I should be his own, and live under him in his kingdom, and serve him in everlasting righteousness, innocence, and blessedness, just as he has risen from death and lives and rules eternally.

This is most certainly true.

OPTIONAL
mid-
week
Lesson

- Use **Activity 1** under **Lesson Activities** to review the story.
- Begin by confessing your faith in Jesus as our Savior by reciting the Second Article memory treasure together.
- Use **Activity 2** to give the children the opportunity to express their feelings about what Jesus did for them.
- Close with “For Me”  (**Copy Master 2**). This song reminds each of us that we can say, “Jesus died for me.” (Explain that *taunted* and *mocked* are other words for “made fun of.”)

Lesson Activities

1. Review

Puzzle Time

Purpose: To review the lesson events while assembling puzzles.

Procedure: Print the student lesson picture from the Bible story pictures CD on heavy paper, or cut a large cross from construction paper. (Note: To make this activity easier for the students, draw lines on the cross to show the grain of the wood.) Cut the picture or cross into puzzle pieces (make sure you have at least as many pieces as you have students), and put a loop of tape or a small ball of sticky tack on the back of each piece. Then ask the children questions about the lesson. Give each child who answers correctly a puzzle piece to place on the board or a wall, until the children have reassembled the picture or cross.

2. Application

Jesus Died for Me

Purpose: To write about what Jesus did for us.

Procedure: Have the children write paragraphs entitled “Jesus Died for Me.” Encourage them to include their personal feelings about what Jesus did for them. Have them write the final drafts of their paragraphs inside crosses cut from construction paper. Share and display the resulting projects.

3. Music

“For Me”

Purpose: To sing a song that will remind the children that Jesus died *for them*.

Procedure: Sing “For Me”  (**Copy Master 2**), which reminds each of us that we can say, “Jesus died for me.”

4. Art

Cross Mosaics

Purpose: To make cross mosaics that will remind the children of Jesus' sacrifice for them.

Procedure: Collect eggshells, and dye them various colors using Easter egg dyes. Then have the children cut crosses out of poster board (or cut them out for them from heavy cardboard), and have the children glue the eggshells onto the crosses. The shells can be crushed and sprinkled on the crosses. Or they can be broken into larger pieces and glued onto the crosses piece by piece. When finished, each cross can be set into a clay base, or you could add yarn for hanging. A small bunch of artificial flowers may be added for decoration.

5. Review and Apply

Jesus Goes to the Cross

Purpose: To complete a word spiral that reviews what Jesus did to save us.

Procedure: Have each child complete **Copy Master 3**. The answers are as follows:

1. JESUS, 2. SKULL, 3. LOSS, 4. SOLDIERS,
5. SIGN, 6. NAZARETH, 7. HAVE,
8. ENEMIES, 9. SHOUTED, 10. DOWN,
11. NOW, 12. WANTS, 13. SAVE,
14. ENDURED, 15. DIED

Psalm 22 Prophecies (Challenge)

Purpose: To have the children learn how prophecies from Psalm 22 were fulfilled when Jesus was crucified and to have them express why it is important to them that Jesus suffered and died.

Procedure: Have each child complete **Copy Master 4**. The answers are as follows:

Part One: 1. Psalm 22:16b; 2. Psalm 22:18; 3. Psalm 22:7; 4. Psalm 22:8; 5. Psalm 22:15

Part Two: Answers will vary, but the children should express the thought that Jesus died for their sins so that they can go to heaven.

6. Other Ideas

INRI

Purpose: To learn about the Christian symbol INRI.

Procedure: Ask the children if they have ever seen a picture of Jesus on the cross with a sign above his head labeled "INRI." Display such a picture if available. Explain that INRI is an acronym for the following Latin words: *I*esus (Jesus), *N*azarenus (of Nazareth), *R*ex (King), *I*udaeorum (of the Jews). Have the children draw pictures of Jesus on the cross and include INRI signs.

