



TEACHER'S GUIDE

GRADES 5-6
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' Burial and Resurrection

Mt 27:51-60; Mk 15:42-45; 16:1-3,6-8; Lk 23:47-52,55,56; 24:2-8; Jn 19:31-42

Looking Back at Lesson 11

Jesus' Crucifixion

Mt 27:31-35,38-44; Lk 23:36,37; Jn 19:19-24

Aim: How did Jesus suffer shame as he was crucified?

Truth: Jesus suffered the shame of rejection, humiliation, and mockery as he was crucified.

Application: Jesus suffered shame on the cross so that we would not suffer eternally in hell.

Response: Rather than being ashamed of Jesus, we thank and praise him for his great sacrifice for us.

Lesson Summary: As true man, Jesus already was exhausted and had to have help carrying his cross to Golgotha (Calvary). Jesus refused the painkiller offered to him as he endured the torture of crucifixion. On the cross Jesus was mocked, rejected, insulted, and ridiculed by Pilate's words, the Jewish leaders, the people, and the Roman soldiers.

Memory Treasures: Isaiah 53:6; *John 3:16; 2 Corinthians 5:21; *The Second Article of the Apostles' Creed



What did the events surrounding Jesus' death and resurrection prove?



The events surrounding Jesus' death and resurrection proved that he is God's Son and the Savior.

Application: Because Jesus is God's Son and our Savior, our redemption is sure.

Response: We praise and worship the Savior for redeeming us.

Lesson Summary: Three miraculous signs accompanied Jesus' death: the tearing of the temple curtain, an earthquake, and the resurrection of dead believers. Nicodemus and Joseph of Arimathea hurriedly buried Jesus' body. Early Sunday morning, the women went to the tomb and entered it because the stone already had been rolled away. Inside the tomb an angel announced that Jesus was not there: he had risen.



John 11:25,26a

Romans 8:1

*** The Second Article of the Apostles' Creed**



centurion—a Roman army officer in charge of one hundred soldiers



See Franzmann, *Bible History Commentary: New Testament*, Volume 2, pages 933-960 and 968-981; The People's Bible: Albrecht, *Matthew*, pages 424-436; Wicke, *Mark*, pages 225-234; Prange, *Luke*, pages 251-258; Baumler, *John*, pages 253-255.



Dear Lord, as I prepare to teach this lesson, fill me with an eagerness to tell the Good News to the students. As I think about your resurrection and the guarantee of my salvation, may I be filled with joy and thankfulness to you, my Savior. Amen.



WORSHIP

Sing: Sing a joyous hymn about Jesus' resurrection, "I Know That My Redeemer Lives" (hymn 152:1-3,7,8), in worship and praise to Jesus.

Pray: Father, Son, and Holy Spirit, as we hear about our Savior's death and resurrection, fill us with believing wonder and amazement to know that it was all for us. We do not deserve such grace and sacrifice, but your great love brought us the assurance of our forgiveness and eternal life through our Savior. Lead us to thank, praise, and worship you today and every day of our lives. Amen.



Who are you?

Ask, "If someone wanted to know who you are, how would you prove who you are?" [*Have someone identify you (vouch for who you are); older people can show their ID or driver's license; etc.*]

Ask why police departments use fingerprints to identify people. [*No two sets of fingerprints are alike, so they can be used to positively identify people no matter what other "proof" may have been offered.*]

Explain that while Jesus was on earth, he proclaimed that he was the promised Messiah—the Savior of all people. When Jesus was captured and crucified, he had no driver's license to prove who he was. Fingerprints were not used then, and even if they had been, they would not have shown that he was the Savior. So it seemed to most people that Jesus was not who he claimed to be. Further proof would be needed.



Today we will learn what happened after Jesus' death and answer the question, **What did the events surrounding Jesus' death and resurrection prove?**

Alternate Lesson Plan



Sing: Explain that *alleluia* means "praise the Lord." Sing those worshipful praises by joining in "Jesus Christ Is Risen Today" (hymn 157:1-4).

Pray: Praise to you, O Lord! You have redeemed us, and we have your promise of eternal life in heaven! As we study your Word, keep our spiritual eyes, ears, and hearts open to hear and marvel at your wonderful gospel message. Alleluia! Amen.



Ask the students if they know who Sherlock Holmes is.

[*A fictional detective in mysteries written by Sir Arthur Conan Doyle.*]

Continue, "Some people like to read, hear, or watch mysteries. What is needed to solve fictional mysteries or real police cases?" [*Clues, eyewitnesses, forensics, evidence, confession.*] Explain that as proofs come together, a detective or investigator is able to solve a mystery or police case.



After Jesus' death, some people still needed proof of who he was. Today we will answer the question, **What did the events surrounding Jesus' death and resurrection prove?**



1. Have the students complete **God's Word 1**, item 1.

2. The students may work individually or in pairs. Direct them to look at **God's Word 1**, item 2 and quickly sketch their answers. (In pairs, each person sketches one of the scenes.)

3. Explain that coming to faith is a miracle because every unbeliever is an enemy of God. Ask who confessed at the cross that Jesus is the Son of God. [*The Roman centurion and his soldiers.*]

4. Before class write the statements from **God's Word 1**, item 4 onto five index cards (one per card). Read the statements aloud and post the cards throughout the room. Divide the Old Testament references among the students. Students silently read their references and then stand by the card that explains Jesus' fulfillment of that prophecy. [*See the answers for God's Word 1, item 4.*]



Matthew 27:51-60; Mark 15:42-45; Luke 23:47-52; John 19:31-42

1. A very thick curtain separated the temple's Holy Place from the Most Holy

Place. Once a year on the Day of Atonement, the high priest was allowed into the Most Holy Place. On that day he sacrificed animals for his and the people's sins to symbolize that the Savior would shed his blood to redeem sinners.

Imagine that shortly after the curtain was torn, you spoke with the high priest. He was very upset about the curtain. What could you have told him? Circle all correct answers.

- It's all right; God tore the curtain.
- You no longer need to offer sacrifices. Jesus is the promised Savior.
- Jesus' death on the cross was the perfect sacrifice for all people's sins.
- Jesus is the fulfillment of the Old Testament sacrifices, symbols, and promises.
- God tore the curtain to show that he accepted Jesus' sacrifice as payment for all sins.

[All sentences should be circled.]

2. What other amazing things happened in Jerusalem that day?

- [*An earthquake split open rocks.*]
- [*Many dead believers were raised to life.*]

3. We don't know if the Roman centurion and his soldiers had ever heard Jesus preach or seen him heal. Yet after seeing how Jesus died, what amazing confession did they make? [*They believed that Jesus was the innocent (righteous) Son of God.*]

4. Divide the following Bible references among the students for them to read silently. Then read each statement aloud, and have the students with the matching verse raise their hands. All students should then write the reference in the blank.

Write the Old Testament prophecy reference next to the statement that explains how Jesus fulfilled it.

Isaiah 53:5

Isaiah 53:9

Isaiah 53:10a


Numbers 9:12

Zechariah 12:10

- The soldiers did not break the bones in Jesus' legs because he already was dead. [*Numbers 9:12*]
- As true man, Jesus died. His was buried in the tomb owned by a wealthy believer. [*Isaiah 53:9*]

- Jesus suffered the punishment for our sins. [*Isaiah 53:5*]
- It was God’s will that Jesus suffered and died to save us. [*Isaiah 53:10a*]
- To be sure Jesus was dead, a Roman soldier pierced his side. [*Zechariah 12:10*]

Explain that there are more than three hundred Old Testament prophecies about the promised Savior. Jesus fulfilled every prophecy perfectly.

KEY POINT  When Jesus died, what proved that he is God’s Son, the Savior?

[*God*] gave miraculous signs as Scripture was [*fulfilled*] to prove Jesus is the promised Savior.

WORD GOD’S **TODAY** old and New Testament Believers

Old Testament believers were [*saved*] through faith in [*God’s*] promises and [*prophecies*] concerning the coming [*Savior/Messiah*], who would [*redeem/save*] all [*people/sinners*] from their sins.

New Testament believers are [*saved*] through faith in the truths taught in [*God’s*] Word. In it we learn about the miraculous [*signs*] and the [*fulfillment*] of Scripture that prove [*Jesus*] is the promised [*Savior/Messiah*], who [*redeemed/saved*] all [*people/sinners*] from their sins.

Complete this sentence: I know all my sins are forgiven because . . .

[*Jesus is my Savior. The punishment he suffered is full payment for my sins.*]



There’s a Reason

Ask these questions:

- TODAY**
- What if God had not given the miraculous signs when Jesus died? [*Jesus still is the Savior.*]
 - Why are we thankful that God inspired the gospel writers to record those facts? [*God’s Word helps us understand that Jesus is the Son of God, the Savior, who redeemed us.*]
 - Why are we thankful that Jesus fulfilled all the Old Testament prophecies about the Messiah? [*It is sure and certain proof that Jesus is the promised Savior.*]



5. Have the students look at **God's Word 2**, item 5.

Instead of writing the words, have them draw faces showing the emotions.

6. Have the students look at the lesson picture and write (or tell) what is happening. *[The women went to Jesus' tomb on Sunday morning to anoint his dead body. They found the stone rolled away and Jesus' body gone. Two angels gave them the good news message of Jesus' resurrection.]*

7. Have the students complete **God's Word 2**, item 7.

8. Ask how the women changed after hearing the angel's news. *[Instead of being sad, they were filled with amazement and joy.]*



Risen, Indeed!

Have the class read 1 Corinthians 15:17,18. Then

divide the class in half, and have each group brainstorm and then respond to one of the following:

- How things would be different if Christ had *not* risen *[Our faith would be useless—no good—and our sins would not be forgiven. We would spend eternity in hell.]*
- How we respond to Jesus' death and resurrection *[We want to thank and praise our Savior for salvation and eternal life in heaven.]*



Mark 16:1-3,6-8;
Luke 23:55,56; 24:2-8

5. How do you think Jesus' followers felt about his death? Write three words.

[Sad, upset, mournful, confused, worried, etc.]

6. What did the women discover at Jesus' tomb? Circle all correct answers.

Jesus' body	"men" inside	stone rolled away	no Jesus
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[Students should circle "men" inside, stone rolled away, and no Jesus.]

7. Who were the "men" in the tomb? Fill in the vertical boxes to answer. Why were they there? Answer the horizontal questions.

s	a	id?	<u>[He has risen!]</u>
	n		
	g		
Who s	e	nt them?	<u>[God]</u>
	l		
Who	s	e message?	<u>[God's]</u>

8. Imagine if Jesus' tomb had been empty and there had been no angels inside—his followers would have wondered what had happened to his body. How did God assure them of Jesus' resurrection? *[He sent his angels to proclaim Jesus' resurrection.]*

KEY POINT Three days after Jesus' death, what amazing event proved he is God's Son, the Savior?

Jesus' **[resurrection]** from the dead and the angel's **[news/message]** proved Jesus is God's Son, the Savior.

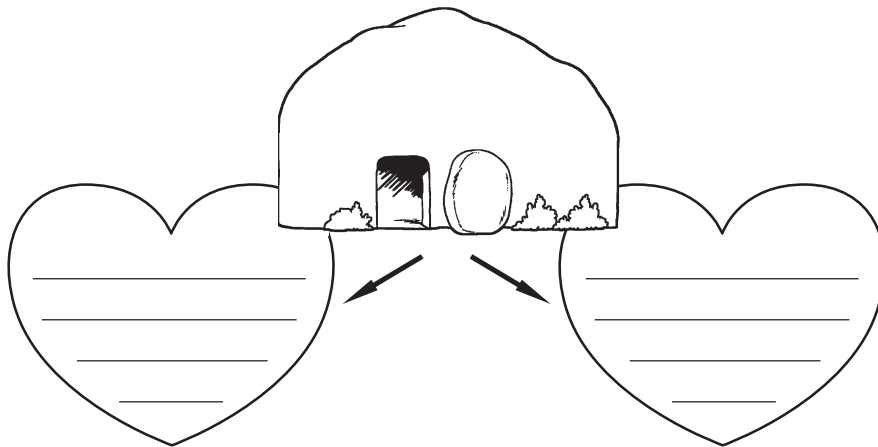


He's Risen!

Across the empty tomb, write the angel's proclamation. *[He has risen!]*

In one heart, write what Jesus' empty tomb means for you. *[I can be sure that all my sins are forgiven by Jesus and that I'm going to heaven.]*

In the other heart, write how you want to respond to the good news of Jesus' resurrection. *[I want to thank, praise, and worship Jesus.]*



Aim: What did the events surrounding Jesus’ death and resurrection prove?

Truth: The events surrounding Jesus’ death and resurrection proved that he is God’s [Son] and the [Savior].

Application: Because Jesus is God’s Son and our Savior, our [redemption] is sure.

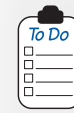
Response: We praise and worship the [Savior] for redeeming us.



at Home

Many people think Christmas, the celebration of Jesus’ birth, is the most important Christian holiday. However, if there were no Easter (Jesus’ resurrection day), Christmas would be meaningless. Discuss with your parent why the second statement is true. Then ask what his or her favorite Easter hymn is and write the title(s) here:

Student’s initials: _____ Parent’s initials: _____



Have the students work with their parents to research on the Internet the origin of the word *Easter*. They should discuss together why some churches refer to Easter Sunday as “Resurrection Sunday.” Ask the students to share their findings at your next class.



When you give an assignment and no one asks questions, don’t assume that everyone understands it. As students begin the assignment, walk around and check their progress.



Write on the board
“Seeing is believing.”

- Ask how that statement was *not* true for the women at Jesus’ tomb. [*Seeing Jesus’ dead body gone caused confusion because they didn’t know what had happened.*]
- Ask what moved the women to believe that Jesus was their risen Savior. [*Hearing the angel’s message from God that Jesus had risen.*]

Change the statement to “Hearing is believing.” Explain that through God’s Word, we too have heard the message and know that Jesus, God’s Son, is our Savior who redeemed us.

Conclude by singing the Verse of the Day (hymnal, page 40).

CLOSE

You will need an **empty cookie jar** (or another empty container).

Show the closed cookie jar. Ask, “What do you think is inside?” [*Cookies.*] “How would you know for sure if it’s empty?” [*Look inside.*]

Show the inside of it and say, “There *were* cookies in it, but now it’s empty. What do you think happened to them?” [*Various possibilities.*]

Remind the students that when the women went to Jesus’ tomb, he wasn’t there. But God made sure they knew why. Jesus had risen from the dead, and the angels told them the good news. They could be assured that Jesus was the promised Savior and their sins were forgiven. We too have those same wonderful assurances.

Conclude with a unison reading of the Second Article and its meaning.



Memory Treasure Choices

John 11:25,26a

died, and was buried. He descended into hell. The third day he rose again from the dead. He ascended into heaven and is seated at the right hand of God the Father almighty. From there he will come to judge the living and the dead.

Romans 8:1

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.

* **The Second Article of the Apostles’ Creed**

I believe in Jesus Christ, his only Son, our Lord, who was conceived by the Holy Spirit, born of the virgin Mary, suffered under Pontius Pilate, was crucified,

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.

Memory Treasures Exercises

- In the Second Article, highlight or underline in green the sentence that describes Jesus' resurrection. [*"The third day he rose again from the dead."*]
- In the article's explanation, highlight or underline in yellow all the sentences that describe what Jesus' death and resurrection mean for *you*. [*All of the second and third paragraphs.*]

Lesson Activities

1. Review

Break the Code

Purpose: Students will review the lesson facts.

Procedure: Have the students complete **Copy Master 1**. The answers are as follows:

[1. CURTAIN, 2. EARTHQUAKE, 3. BELIEVERS, 4. SON OF GOD, 5. JOSEPH, 6. STONE, 7. ANGEL, 8. EMPTY TOMB, 9. HE IS GOD'S SON AND OUR SAVIOR, 10. OUR REDEMPTION IS SURE.]

Panel Discussion

Purpose: Students will review the lesson from the perspective of people who were there.

Procedure: Have the class choose two to four students to be the Roman centurion and the soldier(s). Invite them to be guests on your classroom talk show. As they sit on chairs in the front of the room, the host (teacher) should walk around (perhaps with a microphone) to field questions for the centurion and soldier(s). Guide students as they ask what the Romans saw and felt at the crucifixion site as Jesus died.

2. Application

Acrostic

Purpose: Students will think of ways they can worship and praise their risen Savior as they develop an acrostic.

Procedure: Write vertically on the board "WORSHIP AND PRAISE." Challenge the students to think of one way they can worship and praise Jesus that begins with each letter you have written. Example of how to start:

Welcome people who come to our church.

Offer our best gifts to Jesus.

Remember to show love to others.

Sing joyful songs of praise.

Help others out of love for Jesus.

Invoke friends to Sunday school.

Pray prayers of praise to Jesus.

Option: Divide a large class into small groups, and have each group develop an acrostic.

3. Music

Praise We the Lord!

Purpose: Students will examine a hymn’s words and sing praises.

Procedure: Explain that *alleluia* means “Praise the Lord.” Have the students look at “Today in Triumph Christ Arose” (hymn 164). Using a pencil they are to write “Praise we the Lord” for the four syllables of each alleluia. Discuss the hymn stanzas as they apply to Jesus’ resurrection, our assurance of forgiveness and eternal life, and our praise to the Lord. Have them practice singing “Praise we the Lord” instead of the alleluias. Then sing the hymn with the “Praise we the Lord” phrases.

4. Art

The Nika Symbol

Purpose: Students will learn the meaning of a Christian symbol representing Jesus’ victory.

Procedure: Give each student a copy of **Copy Master 2**. Explain the symbol’s meaning: The *nika* symbol stands for “Jesus Christ the Victor.” IC and XC are the first and last Greek letters in Jesus (IC) and Christ (XC). *Nika* is the Greek word for Victor or Conqueror, reminding us how Jesus conquered death by his resurrection.

Have the students color the copy master with permanent markers. They should then dip their pictures in vegetable oil and lay them on paper towels to dry. The dry symbols may be hung in a window as decorations.

“Poster-tively”

Purpose: Students will create posters to declare Jesus’ resurrection and their praise.

Procedure: Give each student poster board or construction paper. They are to title their posters “Jesus Is Risen!” Then they are to create a scene from today’s Bible event, leaving space below it to write their own words of worship, praise, and thanks for the assurance that their sins are forgiven through Jesus. Post the pictures in a prominent location.

5. Writing

Hear—Here!

Purpose: Students will use homonyms to write about the Bible event and its importance.

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

[Part One: 1. I am God’s Son, and I died for you. Who am I? (Jesus). 2. We believe Jesus is our Savior. 3. Let us always thank and praise him for all he did for us. Part Two: Sentences will vary.]

If time allows let students share their homonym sentences with classmates.

It Was Like This

Purpose: Students will write about the events from the women’s perspective.

Procedure: Tell students to imagine they are one of the women in this Bible event. Each student is to write from the woman’s perspective how she felt or what she thought as she:

- saw Jesus die and be buried on Friday.
- was on the way to his tomb on Sunday.
- heard the angel’s message.
- remembered what Jesus said would happen to him.

6. Bible Study

Our Worries and God's Reassurance

Purpose: Students will learn to use a Bible concordance as they see how God takes care of all our worries, just as he took care of the worries of the women on the way to the tomb.

Procedure: Teach the students how to use a Bible concordance, and then have them complete **Copy Master 4**. If you have sufficient Bible concordances for the students to share, each student could be assigned this activity. Other possibilities: display the copy master and complete it as a class, or challenge individual students to complete the activity for extra credit. The answers are as follows:

[Proverbs 3:5

Psalm 50:15

Matthew 28:20

2 Thessalonians 3:3

Romans 4:25

Romans 10:9

John 3:16

Psalm 56:4,11

Isaiah 41:10

1 Thessalonians 4:14

Isaiah 25:8 and Revelation 7:17

1 Corinthians 15:55

Note: Also accept other passages that fit.]