



## **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' Crucifixion

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

## Looking Back at Lesson 10

### Jesus and His Disciples in the Upper Room

Lk 22:1-6,14,15,19,20,31-34;  
Jn 13:1-30; 14:1-6; 17:9-26

*Aim:* How did Jesus show perfect love to his disciples in the upper room?

*Truth:* In the upper room Jesus served and cared for his disciples.

*Application:* Jesus' perfect love moves us to serve him and others in love and humility.

*Response:* We gladly serve and care for our fellow believers.

*Lesson Summary:* In the upper room Jesus washed his disciples' feet and instituted the Lord's Supper. He announced that one of them would betray him, thus giving Judas a chance to repent. Jesus also warned Peter that he would deny his Lord three times. Finally, Jesus prayed for his disciples and all believers before leaving for Gethsemane.

*Memory Treasures:* \*Matthew 26:41; 1 Corinthians 10:16; 1 Timothy 6:10a; \*The Eighth Commandment, \*Holy Communion, First; Hymn 111:1,2,5



How did Jesus suffer shame as he was crucified?



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.



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



- gall**—a bitter painkiller
- cast lots**—to determine a winner by chance



See Franzmann, *Bible History Commentary: New Testament*, Volume 2, pages 884-906; The People's Bible: Albrecht, *Matthew*, pages 413-418; Prange, *Luke*, pages 248-251; Baumler, *John*, pages 249 and 250.



Oh, my Savior, what a price you paid to redeem me from my sins! As the students and I think about your crucifixion, lead us to a greater appreciation of what you endured in your infinite love. May everything we do be our thank-you to you. Amen.



## WORSHIP

*Sing:* Sing “Stricken, Smitten, and Afflicted” (hymn 127:1–4), which tells some of what Jesus experienced while on the cross and its meaning for us.

*Pray:* Almighty God, we cannot understand your ways. Heavenly Father, you offered your Son for our salvation. Dear Jesus, you willingly suffered and died for us. Holy Spirit, you freely give us faith and salvation through Jesus. We thank and praise you, dearest God, for your great love. Amen.



Read the words on the student lesson:

I’m ashamed of you!

Ask the students, “Have you ever heard someone say these words to you or someone else? Why would someone say this?” [People might say this to someone

who did something terribly sinful.] Ask the students to name some people that have suffered public shame—shame that many people know about. [Students might name athletes caught using illegal drugs, government officials caught taking bribes, well-known people caught cheating on their spouses, etc.]

Point out that usually people suffer shame because of their own sinful actions, but not always. Ask when a person might suffer shame because of another person’s actions. [Examples: parents of a teenager who shoots someone, wife of a husband who has stolen money for his family and been put in jail.]



Today we will hear about Jesus suffering shame—not because of anything sinful he had done but because of our sins. As we study God’s Word, we’ll answer the question, **How did Jesus suffer shame as he was crucified?**

### Alternate Lesson Plan



*Sing:* Sing “Sweet the Moments, Rich in Blessing” (hymn 111:1,2,5) to prepare

to contemplate Jesus’ suffering and death on the cross.

*Pray:* O Lord our God, your love for us is miraculous and incredible! Help us pay close attention as we hear the details of your gift of salvation to us. Send us a special measure of the Holy Spirit to increase our love and understanding. Amen.



Ask, “What does it mean to be humbled or humiliated?” [To be brought down, shamed, opposite of proud and important.]

Explain that when Jesus agreed to be our Savior, he chose to be humbled. Even though he is God, Jesus became a lowly human. Jesus’ life on earth as a human being was a time of great humbling and humiliation for him.



Today we will see what that humiliation meant for Jesus and for us during his last

hours of life on earth. We’ll answer the question, **How did Jesus suffer shame as he was crucified?**



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

2. Have the students complete **God's Word 1**, item 2b. Then ask whether the sign was inaccurate or accurate, and why. *[Both. Inaccurate because sinless Jesus committed no crime and was not an earthly king. Accurate because Jesus, as true God, is the King over all things and all people.]*

3. Ask why the Jewish leaders wanted Jesus' sign changed. *[They rejected Jesus as their King and Savior.]*



### My Substitute

Have the students use a **thesaurus** to make a list of synonyms for *humiliation* (also see *humiliate*). *[Make a fool, put to shame, humble, crush, dishonor, embarrass, bring down.]*

Have each student finish the sentence starters using a different synonym in each sentence. (Past tense may be used.) Each sentence should tell (a) about Jesus suffering humiliation and (b) what it means for the student.

Sentence starters and examples of endings:

1. Jesus, true God, came to earth and . . . *[humbled himself to live as a human in order to be my Savior from sin].*



**Matthew 27:31-35,38;**  
**John 19:19-24**

1. Imagine you were in Jerusalem and saw what happened to Jesus.

Fill in the blanks as you tell your friend about ways Jesus was humiliated and treated as a common criminal.

"I saw the [Roman soldiers] make Jesus carry his [cross] through the streets of Jerusalem. Jesus was so exhausted that they [forced Simon to carry Jesus' cross for him]. At Golgotha, Jesus was [nailed] to a [cross] like a common criminal between [two robbers]. Then as Jesus [suffered] on the cross, Roman soldiers divided his [clothing (garment)] among them. They also [cast lots] for his [seamless garment/tunic/undergarment]."

2. Explain that it was a custom that a sign be nailed above each crucified criminal so the people would know what crime he had committed.

a. Jesus' sign was written in Aramaic (Hebrew) and in what two other languages?

[Latin] [Greek]

b. Sometimes our churches or jewelry have a crucifix (cross with Jesus on it) with the letters INRI. INRI represents the first letters of the Latin (Roman) words Pilate had written on Jesus' sign: Iesus Nazarus, Rex Iudaeorum. In English the words are:

((I)) (e) (s) (u) (s) of ((N)) (a) (z) (a) (r) (e) (t) (h) (the Nazarene),  
((K)) (i) (n) (d) of the ((J)) (e) (w) (s).

3. How did the Jewish leaders reject Jesus? *[They said Jesus was not their king and wanted the sign changed.]*

**KEY POINT** How was Jesus treated by the Jewish leaders and the Roman soldiers?

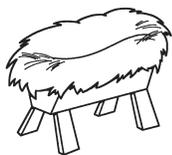
The Jewish leaders [rejected] Jesus as their king, and the soldiers treated him like a common [criminal].



Jesus endured great humiliations for us. Although Jesus lived a perfect life, he suffered so we could be saved! Explain how each of these humiliations was for you and your salvation. Select one of the phrases that follow to insert into each blank.

my Savior-King      to fulfill Scriptures

live and die for me      to pay for my sins



Humbled: Jesus was born as a human so he could [\[live and die for me\]](#).



Rejected: Jesus suffered in silence as [\[my Savior-King\]](#).



Condemned: Jesus endured the cross [\[to fulfill Scriptures\]](#) and [\[to pay for my sins\]](#).

Fill in your full name:

Jesus my Savior humbled himself and suffered humiliation for [\[student's name\]](#).

## WORD

**Matthew 27:39-44; Luke 23:36,37**

**4.** What did people who passed by want Jesus to prove? [\[That he really was the Son of God.\]](#)

**5.** Five other groups of people also insulted Jesus as he hung dying on the cross. Put an **X** by each of those persons or groups.

- chief priests
- Jesus' disciples
- Roman soldiers
- Pilate
- the elders
- two robbers
- teachers of the law (scribes)
- Simon of Cyrene
- children

2. On the cross, Jesus was rejected, . . . [\[shamed, dishonored, and put down as he suffered for my sins\]](#).



**4,5,6.** Tell each student to imagine that he or she was an innocent

bystander who heard what was said to Jesus. In two or three sentences, each student is to tell how Jesus was mocked and insulted. The students may refer to the Bible texts or **God's Word 2**, items 5 and 6 as needed. Students may share their writings with the class.

Teaching  
tip

In order for everyone to participate in answering a question, use a variety of techniques:

- When students answer a yes or no question or choose between two answers, each student raises the hand that represents his or her answer. Example: Raise right hand for yes and left hand for no.
- Use thumbs-up (true) or thumbs-down (false).
- For more than two choices, students can indicate their choices as follows: one finger = first choice, two fingers = second choice, three fingers = third choice, etc.

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



### Ashamed of Jesus?

Have the students look at “Jesus! and

Shall It Ever Be” (hymn 347:1,3,5). Ask:

- According to stanza 1, why would it be strange for us to be ashamed of Jesus? *[We are mortals—people who live for a short time and then die. He is eternal and the one whom angels praise.]*
- How is Jesus described in stanza 3? *[He is our dear friend, on whom our hopes of heaven depend.]*
- Also from stanza 3, what would be a reason for us to be shamed? *[If we were to revere (honor) his name no more.]*
- What does stanza 5 give as reasons for us to boast? *[That Jesus was slain for us and that he is not ashamed of us.]*

6. Have the students complete the first sentence, then pass the lesson to a next classmate who will complete the second sentence. Lessons move to a third classmate to complete the *first* blank of *c*. Continue passing around the lessons until all the blanks are filled. The lesson returns to the original students, who check it for accuracy.

Fill in the blanks with words that tell how the religious leaders mocked Jesus.

- He saved others, but *[he cannot save himself]*.
- He is the King *[of Israel]*.
- If he comes down *[from the cross, we'll believe in him]*.
- He trusts *[in God]*.
- So let God *[rescue/deliver him]*.

7. Why didn't Jesus use his almighty power to avoid suffering? Circle the correct answers.

- Jesus was too weak.
- Jesus was not always true God while on earth.
- Jesus wanted to finish his work to save us.
- Jesus chose to endure all this to redeem us.
- God the Father had taken away Jesus' power.
- Jesus wanted people to feel sorry for him.

*[Circle answers c and d.]*

**KEY POINT** How did others at the crucifixion make Jesus suffer humiliation?

Jesus suffered humiliation when the people *[mocked]* and *[insulted]* him.

### WORD GOD'S TODAY Not Ashamed of Jesus

The people who mocked Jesus acted as if he was someone to be ashamed of. But we Christians are not ashamed of Jesus. Think about this as you complete the sentences that follow.

If I were ashamed of Jesus, I'd . . .

- think he was *[foolish]* to let himself be tortured on the cross.
- tell my unbelieving friends that Jesus is *[an ordinary man]*.
- respond to this lesson by *[being glad it's over so that I can do something else]*.

Because I'm not ashamed of Jesus, I . . .

- think he was [\[loving\]](#) to let himself be tortured on the cross.
- tell my unbelieving friends that Jesus is [\[God's Son and our Savior\]](#).
- respond to this lesson by [\[thanking and praising Jesus\]](#).

**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.



Ask your parents to tell you how they feel each Lent when they contemplate Jesus' suffering and death.

## at Home

Student's initials: \_\_\_\_\_ Parent's initials: \_\_\_\_\_



On the board write "awful" and "awe-filled." Ask the students to explain the meaning for each word. [\[Awful: dreadful, horrible, terrible. Awe-filled: To be filled with wonder or amazement.\]](#)

Explain that we can use both words when talking about Jesus' suffering. We know that Jesus underwent *awful* humiliations while on the cross: they were dreadful, horrible, and terrible. Our thankfulness and praise to Jesus come from *awe-filled* hearts that appreciate his great sacrifice to save us: we are filled with wonder and amazement.

Close by praying the "Minister and Penitent" prayer on page 155 of the hymnal.



Have the students take home their lessons and tell their parents what they learned. Then together with their parents, they are to complete **God's Word Today 2**.



Show a **crucifix** (cross with Jesus on it) and an **empty cross**. Ask, "Which better represents Jesus' suffering on the cross, and why?" [\[The crucifix: It shows Jesus suffering and dying on the cross for our sins.\]](#) Explain that the humiliation and pain Jesus suffered on the cross can never be shown by a crucifix, a statue, a painting, or a movie. But although we can never understand the depth of his sufferings, we know that Jesus suffered for our sins.

Close by singing "Jesus! and Shall It Ever Be" (hymn 347:1,3,5).



## Memory Treasure Choices

Isaiah 53:6

★ John 3:16

2 Corinthians 5:21

### ★ 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, 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.

*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.

### Memory Treasures Exercises

- Draw a cross next to the reference of the passage called the gospel in a nutshell because it explains God's perfect plan for our salvation. [John 3:16.]
- Highlight the words from the explanation of the Second Article that say we were not redeemed (bought back) with earthly treasures but by Christ's sacrifice. [The second paragraph should be highlighted.]

## Lesson Activities

### 1. Review

#### CROSS-words

*Purpose:* Students will review the lesson by completing a crossword puzzle.

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

[Across: 2. KING, 7. PAINKILLER, 8. NAILS, 9. PERFECT, 11. TWO, 12. (LOTS), 13. SINS, 14. CRIMINAL, 16. CHIEF, 17. REDEEM, 18. LIFE.

Down: 1. SOLDIERS, 3. INRI, 4. GARMENTS, 5. SIMON, 6. LOVE, 7. PILATE, 10. GOLGOTHA, 14. CYRENE, 15. MOCKED.]

#### Time Capsule

*Purpose:* Students will work to create an imaginary time capsule for this Bible event.

*Procedure:* This activity may be completed as a class or in small groups. Ask what a time capsule is. Explain if they don't know. [A collection of things gathered at a certain time that will be buried or preserved until a much later time (perhaps

hundreds of years). At that time, the capsule will be opened and examined for historical information.]

Tell the students to imagine they were at the crucifixion of Jesus. Then each group is to compile a list of things they would put into an imaginary time capsule. The title for the time capsule should be “Jesus’ Suffering and Death.” After each item, the importance of each item should be given. (Example: Whip—Jesus suffered as the Roman soldiers flogged [scourged] him.)

Each time capsule also should include the reason for Jesus’ suffering and death. If time allows, let the groups share their time capsule ideas with the class.

## 2. Application

### Licensed to Tell

*Purpose:* Students will express the truth, application, and response in a unique way.

*Procedure:* Have the students complete **Copy Master 2**. The answers are as follows:

[Part One:

*He forgives, Praise God, Forgiven by Jesus Christ*

*Jesus Christ died for you, God is great, Jesus Christ is my Savior*

*Jesus Christ loves you, Jesus Christ is awesome, Grateful to Jesus Christ*

Part Two: Answers will vary. Possibilities: JCSAVDU, THANKJC, SAVDBYJC.]

*Option:* Students create other license plate messages for their classmates to “translate.”

## 3. Art

### The Fish

*Purpose:* Students will learn about the Christian fish symbol.

*Procedure:* Make one copy of **Copy Master 3** for each student. Explain that after his death, Jesus’ followers often were persecuted or martyred for their faith. Therefore, Christians used the fish symbol as a secret way to reveal themselves to one another while remaining unknown to their enemies. The fish symbol was chosen because the first letters of the Greek words for **J**esus **C**hrist, **S**on of **G**od, **S**avior, spell the Greek word for fish (see the copy master).

Direct the students to color and decorate their symbols using various art materials.

*Option:* Cut out the fish and mount on black paper.

### He Died for YOU!

*Purpose:* Students will design cards expressing what they have learned.

*Procedure:* Provide blank greeting cards or construction paper cut and folded to the size of greeting cards. Have each student design his or her own greeting card. On the cover the students should write “He Died for You” and draw a cross. Inside the card they are to explain what it means that Jesus died for us. (Example: Holy Jesus took the place of sinful humans and was punished on the cross for their sins.) Your church’s information may be written on the card’s back.

Brainstorm to determine places to leave the cards for others to find or ways to give them to others. When leaving the cards in public places, first ask for permission. *Option:* Your congregation may allow students to distribute them before or after a church service.

#### 4. Writing

##### Jesus' Cross

*Purpose:* Students will write about what Jesus did for them.

*Procedure:* Explain that the wood used for Jesus' cross was not smooth, sanded wood. Instead, the crosses were very thick and rough (similar to railroad ties). The crosses were reused many times to crucify others.

Give each student an 8½" x 11" plain white paper. Tell them to draw freehand a large cross, about 2 inches wide, so that it looks rough and imperfect. Inside the cross they should explain (1) how Jesus suffered on his cross and (2) why Jesus suffered and died. Around the margins they should write their expressions of thanks and praise.

#### 5. Memory Treasure

##### "I BELIEVE" Boxes

*Purpose:* Students will study the Second Article memory treasure.

*Procedure:* Have each student complete **Copy Master 4**. Answering the questions correctly will take the students through the following order of boxes: 1, 11, 15, 7, 3, 12, 6, 19.

