Lesson at a Glance

ARCHAEOLOGY AND THE O.T.

EVIDENCES II
LESSON 3

LESSON TEXT

Joshua 3:14-17; Joshua 4:1-9

LESSON OBJECTIVES

- The students will locate three Bible passages describing places that have been proven to exist through archaeological digs.
- The students will name at least one archaeological find that supports the accuracy of the accounts recorded in the Old Testament.
- The students will explain how archaeological evidence supports the events of the Old Testament.

MATERIALS NEEDED

For each student:
- pencil or pen
- scissors
- envelope

For the teacher:
- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- extra Bibles
- 1 or 2 jigsaw puzzles (no more than 100 pieces each)
- pencil
- 1 interesting object (use as an artifact)

Reproducible Pages:
- Page A, 1 copy for each group of 2 or 3 students
- Page B, 1 copy for each student
- Page C, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
- Teacher Focus
- Teacher Tips

Preclass Activity: Jigsaw Puzzle

Starting Up
- Welcome and Singing
- Opening Prayer
- Victories
- Good News from the Kingdom

Getting into God's Word

Scripture Study

Story: What Is an Artifact?

Activity: Archaeology and the Old Testament

Getting It to Others

Scripture Memory: Joshua 4:21-22

Weekly Challenge and Snack Time

Conclusion

SCRIPTURE MEMORY VERSE

He said to the Israelites, "In the future when your descendants ask their fathers, 'What do these stones mean?' tell them, 'Israel crossed the Jordan on dry ground.'"

Joshua 4:21-22

GENERATION Next
Preteens

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GETTING READY

FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing the lesson. Read and meditate on Joshua 3:14-4:9. God planned to leave us things thousands of years ago that would help solidify our faith today. He sometimes did this by commanding his people to leave behind memorials. To this day, there are memorials all over the Middle East, proving that God's word is true.

The walls of Jericho, the furnace that Daniel's three friends endured, the tower of Babel, Hezekiah's tunnel, King Solomon's horse stables—these are all recent finds in the field of Middle Eastern archaeology. Each day, the solid evidence of the Bible is unearthed, silencing critics and making non-believers shudder.

This shows us all the more that God's word was perfectly created and written with great detail, so much so that archaeologists can use it as a handbook of discovery for ancient cultures. Truly, we stand on solid ground.

TEACHER TIPS

We as disciples can often be oblivious to all the archaeological proof concerning both the Old and New Testaments. There are literally hundreds of scriptures referring to the ancient way of life. There are also just as many archaeological finds to support these verses and thus, to solidify our faith. We must learn about all the evidence that God has so graciously left for us, and convince our kingdom kids of its importance.

In this lesson, you will first introduce the subject of archaeology, talking about how an archaeologist uses artifacts to learn about a culture or a people. You may want to get a simple primer on archaeology from the library that can answer some of the questions you and your students will have about this fascinating science. Also, if you know someone who is an archaeologist by profession or hobby, you may want to invite them in to speak to your class.

You should have read all of your students' Gratitude Journals by this time. Return the journals with the advice that the students keep them and reread them when they are feeling discouraged or ungrateful.

PRECLASS ACTIVITY

JIGSAW PUZZLE

The students will collectively put together a jigsaw puzzle, comparing how putting together the puzzle is similar to being an archaeologist. Discuss how much more difficult it would be to assemble the puzzle without the picture on the box and/or without half of the pieces. Which would be more difficult? What if many of the pieces are exactly the same shape and could fit in many different places? How would that affect the look of the finished puzzle? Archaeologists face challenges like these. That is why archaeology, unlike the Bible, depends on "interpretation" to piece together the truth. This is also why an interpretation may be accepted for many years, only to be discarded in light of new findings or interpretations.

MATERIALS USED

For the teacher:

- 1 or 2 jigsaw puzzles (no more than 100 pieces each)

INSTRUCTIONS

1. As the students arrive, instruct them to begin working on one of the puzzles.
2. As more students arrive, divide the students into teams of researchers to piece together only certain parts of the whole puzzle.

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GETTING READY

STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses, and to be especially thankful for the chance to be together.

VICTORIES

Take time to have the students share about the challenges they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Would anyone like to share something they learned this week?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that God's kingdom is worldwide, and the victories of our brothers and sisters on other continents should inspire us and spur us on.

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GETTING INTO GOD'S WORD

SCRIPTURE STUDY

- *Let's begin by getting our Bibles and turning to Joshua 3:14.* (Ask for two volunteers to read Joshua 3:14-17 and Joshua 4:1-9.)
- *What was happening here? Does anyone know?* (Moses is dead. Joshua has taken over as the leader. The Israelites are finally ready to enter the Promised Land.)
- *Would you say that the parting of the Jordan River was a significant event in Israel's history? Why or why not?* (Yes, it was a significant event. God was showing that he was with the people and would fight for them to establish their nation—Israel. The parting of the Jordan showed God's presence with them just as did the parting of the Red Sea when the Israelites were first leaving Egypt.)
- *Why did God want them to put the rocks down on the other side of the Jordan?* (memorial, reminder, faith-builder)
- *What if a person living in this region today came upon twelve rocks that were piled on top of each other? Would that person definitely believe this story to be true? Why or why not?*
- *The archaeological evidence is not going to be our primary reason for believing, but it is another reason to strengthen our faith and an opportunity to show the world that the Bible is accurate and true.*

STORY

WHAT IS AN ARTIFACT?

The class will participate in an activity in which they will pretend to be archaeologists. They will look at one artifact from an "unknown" culture and determine certain things about that culture. In doing so, the students will draw a link between how an archaeologist acts as a detective (finding out about a certain culture by gathering clues) and how the Bible gives us many important clues already. The purpose is also for the students to understand that God wants modern-day Christians to have artifacts from the past proving the events in the Bible are true.

MATERIALS USED

For the teacher:

- pencil
- 1 interesting object (use as an artifact)

INSTRUCTIONS

1. Tell the class: *Doing a jigsaw puzzle is a lot like being a scientist. A scientist must find one clue at a time and put all the clues together to solve one big puzzle. One type of scientist is an archaeologist. Does anyone know what an archaeologist does? (*An archaeologist studies ancient peoples and cultures, usually digging into the ground to find artifacts that might help them in their study.) *What do you think an artifact is?* (an object produced by human workmanship, especially one of historical interest)
2. *Let's look at one object to see how an archaeologist might, from studying it, determine things about a culture.* (Hold up a pencil.)
3. *What can we determine about the people who used this artifact?* (Allow time for several responses. If they are having difficulty, prompt the students with such ideas as: This culture had knowledge of manufacturing and mining; it had a written language and a number system, etc. Encourage the students to be as thorough as possible.) *There are thousands upon thousands of finds that have been significant in uncovering the past. Even with these discoveries, one of the best sources of knowledge about ancient life and culture is the Bible. Hundreds of finds have been made showing the events of the Bible to be true.*
4. Hold up the interesting object ("artifact") you brought. *What can you determine about the people who used this artifact?* Lead a discussion along the same lines as the one in #3 above.

sample "artifact"

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ACTIVITY

ARCHAEOLOGY AND THE OLD TESTAMENT

Working in groups of two or three, the students will complete a worksheet that will match Biblical events with actual archaeological finds. This will help them to see that events in the Bible are not just stories, but events that actually occurred.

MATERIALS USED

For the student:
- pencil or pen

For the teacher:
- extra Bibles

Reproducible Pages:
- Page A, 1 copy for each group of 2 or 3 students

INSTRUCTIONS

1. Divide the students into groups of two or three students.
2. *Before we begin, I would like you to come up with an "archaeological" name for your group. For instance, "Raiders of the Lost Ark" or "Dirt Busters."* (Give the groups two minutes to decide on a name, then have each group share their name with the class before you begin.)
3. Hand out the worksheet face down—one per group. Make sure each group has a pen or pencil.
4. *Turn your paper over. You will notice nine newspaper headlines on the left side of your paper. These headlines describe archaeological finds that support different events in the Old Testament. As a group, you are to match the headlines with the appropriate verse.*
5. *Do not start until I tell you. When I say "go," work as a group to complete it quickly but accurately. Your groups will be competing against one another. When you think you have come up with the correct phrase, bring it to me to be checked. Be sure your group name is on the paper.*

- Keep in mind the order in which the groups finish. Once all worksheets have been completed, acknowledge (by using their names) which groups came in first, second and third.
- *Let's talk about how archaeology uncovers artifacts or places that support Old Testament events. Which ones did you find most interesting?* (Allow discussion.)
- *If you were speaking with someone who had a hard time believing that the Old Testament was true, how would you use what you have learned to try to persuade them otherwise?*

ANSWER KEY:

1. Genesis 11:1-9
2. 2 Kings 7:6
3. Daniel 5:1-6
4. 2 Kings 24:8
5. 2 Kings 20:20
6. Daniel 3:1-6
7. Joshua 6:20-21
8. Exodus 5:6-9

The phrase is "Bible = Truth."

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GETTING IT TO OTHERS

SCRIPTURE MEMORY

He said to the Israelites, "In the future when your descendants ask their fathers, 'What do these stones mean?' tell them, 'Israel crossed the Jordan on dry ground.'"
Joshua 4:21-22

MATERIALS USED

For the student:
- scissors
- envelope

Reproducible Pages:
- Page B, 1 copy for each student
- Page C, 1 copy for each student

INSTRUCTION

1. Give each student a copy of Reproducible Page B (Scripture Memory Puzzle).
2. Give each student a pair of scissors.
3. Instruct them to cut out their puzzles and mix up the pieces.
4. Have a race to determine who can put their puzzles together the quickest! Announce first-, second- and third-place winners.
5. After the race, give each student an envelope. Tell them: *Put your puzzle in the envelope. Don't lose it! You will use this in your family devotional this week. I will explain during snack time.*

WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

Discuss the following questions:
- *What would be the best way to help other people to understand what we just learned? Let's teach our families about Old Testament archaeology using your own artifact (puzzle).*
- *This is the challenge for the week: Ask your parents if you may use fifteen minutes of your family devotional this week to share your new convictions about how archaeological finds support the Old Testament.*
- *Your family will need to assemble the puzzle you created during class. As they are working on it, tell the story of the parting of the Jordan River as an event in Israel's history.*
- *Share about the twelve rocks that were left behind as a sign to future generations to remember what God did for them.*

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

- Ask your parents if you may use fifteen minutes of your family devotional this week to share your new convictions about how archaeological finds support the Old Testament.
- Have your family assemble the puzzle you created during class. As they are working on it, tell the story of the parting of the Jordan River as an event in Israel's history.

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Lesson at a Glance supplement

ARCHAEOLOGY AND THE O.T.

EVIDENCES II
LESSON 3
(SUPPLEMENT)

LESSON TEXT

Joshua 3:14-17; Joshua 4:1-9

LESSON OBJECTIVES

- The students will locate three Bible passages describing places that have been proven to exist through archaeological digs.
- The students will name at least one archaeological find that supports the accuracy of the accounts recorded in the Old Testament.
- The students will explain how archaeological evidence supports the events of the Old Testament.

MATERIALS NEEDED

For each student:
- pencil or pen

For the teacher:
- light-colored construction paper
- scissors
- glue
- beach ball (any soft ball)
- tape
- 1 pack of index cards, 3" x 5"
- 2 differently colored pens or markers
- paper
- pencils or pens
- extra Bibles

Reproducible Pages:
- Page D, 1 copy for each student
- Page E, 1 copy for the teacher (use to prepare questions)
- Page F, 1 copy for the teacher (use to prepare questions and for answer key)

LESSON PLAN

Getting Ready

Faithful Instruction
- Teacher Focus
- Teacher Tips

Preclass Activity: Bible Scramble

Starting Up
- Welcome and Singing
- Opening Prayer and Review
- Great News Sharing

Getting into God's Word

Scripture Study

Activity: Beach Ball Bible Bowl

Getting It to Others

Scripture Memory: Joshua 4:21-22

Weekly Challenge and Snack Time

Conclusion

SCRIPTURE MEMORY VERSE

He said to the Israelites, "In the future when your descendants ask their fathers, 'What do these stones mean?' tell them, 'Israel crossed the Jordan on dry ground.'"

Joshua 4:21-22

GENERATION NEXT
Preteens

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GETTING READY

(SUPPLEMENT)

FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing the lesson. Read and meditate on Joshua 3:14-4:9. God planned to leave us things thousands of years ago that would help solidify our faith today. He sometimes did this by commanding his people to leave behind memorials. To this day, there are memorials all over the Middle East proving that God's word is true.

This shows us all the more that God's word was perfectly created and written with great detail, so much so that archaeologists can use it as a handbook of discovery for ancient cultures. Truly, we stand on solid ground.

TEACHER TIPS

The students have learned about several archaeological finds that substantiate the corresponding events in the Old Testament. The activity in this lesson will allow the students to review what they learned in their Core Lesson with a fun and competitive game.

PRECLASS ACTIVITY

BIBLE SCRAMBLE

As the students unscramble the words on the worksheet, they will uncover their memory verse for the week.

MATERIALS USED

For each student:

- pencil or pen

Reproducible Pages:

- Page D, 1 copy for each student

INSTRUCTIONS

As the students arrive, give them each a copy of Reproducible Page D (Bible Scramble worksheet) and a pen or pencil. Have the students work individually to unscramble the words to discover a scripture, which is their memory verse. (DO NOT tell the students it is their memory verse.)

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GETTING READY

(SUPPLEMENT)

STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER AND REVIEW

- Begin by having one student pray in gratitude for all the evidence God gives us to show us that his word is true. Have the student also pray that each student will share about this evidence with his or her friends.
- Have one student recite the memory verse: Joshua 4:21-22.
- Have a student briefly review the previous lesson (Core Lesson).

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief so that as many as possible can share.

He said to the Israelites, “In the future when your descendants ask their fathers, ’What do these stones mean?’ tell them, ’Israel crossed the Jordan on dry ground.’”

JOSHUA 4:21-22

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GETTING INTO GOD'S WORD

(SUPPLEMENT)

SCRIPTURE STUDY

This session is meant to be a reinforcement of the Core Lesson. The best way to accomplish this is to ask the students to teach you what they learned. You can reinforce and re-emphasize certain points, and then move on to the activity, which should take up the bulk of the class time.

- *Get your Bibles and turn to Joshua 3:14-4:9. Let's begin reading in verse 14 and finish up in chapter 4, verse 9.* (Select two volunteers to share the reading.)
- *You read this same passage in your previous class. Can anyone share with me what you learned from these scriptures?* (Seek clarity and ask others to add information to get a group consensus.)
- *I understand that you learned about what an archaeologist does and how he or she examines evidence. Can someone share with me how they do this and give an example?* (Again, seek clarity by asking several students to add information.)

ACTIVITY

BEACH BALL BIBLE BOWL

Using a game called Beach Ball Bible Bowl, students will review the specifics about archaeology and the Old Testament that were discussed in the Core Lesson. There is a list of questions provided, each of them with a "point allowance." The questions consist of a review from the Core Lesson, and general Biblical and non-Biblical trivia. (If some of the questions seem too difficult for your students, feel free to change them and add some of your own questions. For example, popular music, sports and famous people are great topics for questions.)

MATERIALS USED

For the teacher:

- light-colored construction paper
- scissors
- glue
- beach ball (any soft ball)
- tape

Reproducible Pages:

- Page E, 1 copy for the teacher (use to prepare questions)
- Page F, 1 copy for the teacher (use to prepare questions and for answer key)

PREPARATION

1. Cut out pieces of construction paper measuring approximately 8½" x 5½". Be sure you have at least one piece of paper for every student. Make extras.
2. Cut out the questions on you copies of Reproducible Pages E and F.
3. On one side of the construction paper, glue one of the questions; on the opposite side, write the corresponding point allowance. The point allowances range from 10 (the easiest) to 50 (the most difficult). Do not write the answers on the construction paper.

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GETTING INTO GOD'S WORD

(SUPPLEMENT)

INSTRUCTIONS

1. Introduction to the game: *We are going to play a trivia game. Each member of your team will have a trivia question attached to him or her, with the point value facing outward. The two teams will face each other and, using the ball provided (use a beach ball or foam ball), will try to hit the arm or leg of someone on the other team.* Emphasize that any throws above the neck will cause a forfeit of the question. *The team having the ball thrown at them may NOT MOVE! Remember to position your team to protect the higher point questions.*
2. Divide the class into two teams.
3. Distribute the questions you prepared, ensuring that each team gets the same amount of points. Tape the questions to the students (point side up), and allow them to get into position following the diagram below:
4. Have a student from the starting team (Team A) throw the ball until he hits the leg or arm of a player from the opposing team (Team B), using up to three tries. Have the person who gets hit read his question to Team A—the team's players are to work together as a group to answer the question.
5. If Team A answers correctly, record the points scored. Play then passes to the other team.
6. If, however, Team A answers incorrectly or fails to give an answer, Team B will have the opportunity to answer the same question. Regardless of whether Team B answers correctly or not, it will then be Team B's turn to throw the ball.
7. The team that accumulates the most points, wins.
8. Please note that during the game, as players are hit and their questions are answered correctly, they will need to move to a row behind their still "active" team members. Although no longer a target for the opposing team, those players will be able to help their own team answer questions.
9. Before the end of class, bring the students back together to discuss the facts used in the game and to present the winners.

Team A Team B

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GETTING IT TO OTHERS

(SUPPLEMENT)

SCRIPTURE MEMORY

He said to the Israelites, "In the future when your descendants ask their fathers, 'What do these stones mean?' tell them, 'Israel crossed the Jordan on dry ground.'"
Joshua 4:21-22

MATERIALS USED

For the teacher:

- 1 pack of index cards, 3" x 5"
- 2 differently colored pens or markers
- paper
- pencils or pens

PREPARATION

1. On the first index card, write the first word of the memory verse (Joshua 4:21-22).
2. On the second card, write the second word of the memory verse.
3. Continue until you have written out all of the scripture on the index cards.
4. Write out the scripture again on another stack of cards, using the other colored marker or pen.

INSTRUCTIONS

1. Divide the class into two groups, and give each group one stack of the index cards with the memory verse written on them. (Make sure you shuffle the cards before you give them to the group.)
2. Have the two groups race to see who can put together their verse the fastest, without using their Bibles.
3. After the two groups have finished, shuffle each stack again, but this time, take out two cards from each pack. (Do not let the groups know which cards are missing.) Let them put the verse together again and write down the two cards they think are missing.
4. When the groups are finished, the group who has the right words written down will be the winner.
5. Replace the two cards you took out earlier, pull out three different cards, and play again.

WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you remind them of the challenge for the week.

Ask the students if they have been able to share yet in a family devotional. Then ask those who have completed this challenge to tell the remainder of the group how it went.

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

- Ask your parents if you may use fifteen minutes of your family devotional this week to share your new convictions about how archaeological finds support the Old Testament.
- Have your family assemble the puzzle you created during class. As they are working on it, tell the story of the parting of the Jordan River as an event in Israel's history.

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Name:_____

ARCHAEOLOGY AND THE OLD TESTAMENT

Directions: Match the newspaper headlines on the left to the scriptures on the right. Place the letters by the scriptures on the correct lines below to create a phrase.

HEADLINE:	SCRIPTURE:
1. Ancient Skyscraper Found, Over 20 Stories Tall!!	R—Joshua 6:20-21
2. Ancient Civilization Discovered—Hittites Were Real After All!	E—2 Kings 24:8
3. Belteshazzar's Existence Proven!	L—Daniel 5:1-6
4. Tablets Found in Babylon Mention Jehoiachin, King of Judah	B—Genesis 11:1-9
5. Hezekiah's Water Tunnel Found in Jerusalem!	I—2 Kings 7:6
6. Ancient Furnace Found: "Those Refusing to Worship Babylonian Gods Will Be Burned Alive"!	T—Daniel 3:1-6
7. City of Jericho Found—Walls Fallen Outward!!!	H—2 Kings 20:20
8. Ancient "Bricks of Straw" Found in Egypt, Proving Bible Teachings	U—Exodus 5:6-9

1	2	1	3	4	=	6	7	8	6	5
___	___	___	___	___		___	___	___	___	___

Core/Getting into God's Word/1 copy for each group of 2 or 3 students

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SCRIPTURE MEMORY PUZZLE

He said to the Israelites, "In the future when your descendants ask their fathers, 'What do these stones mean?' tell them, 'Israel crossed the Jordan on dry ground.'"
Joshua 4:21-22

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REPRODUCIBLE PAGE C

SCRIPTURE MEMORY VERSE

He said to the Israelites, "In the future when your descendants ask their fathers, 'What do these stones mean?' tell them, 'Israel crossed the Jordan on dry ground.'"

JOSHUA 4:21-22

WEEKLY CHALLENGE

- Ask your parents if you may use fifteen minutes of your family devotional this week to share your new convictions about how archaeological finds support the Old Testament.
- Have your family assemble the puzzle you created during class. As they are working on it, tell the story of the parting of the Jordan River as an event in Israel's history.

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REPRODUCIBLE PAGE D

BIBLE SCRAMBLE

Name: _____

Unscramble the words below and write them on your paper.
When you have found all of them, they will create a passage of scripture.
You may not use your Bible.

1) EH DASI _____

2) OT HET _____

3) RALTIESEIS _____

4) NI ETH _____

5) UURFTE _____

6) NWHE UORY _____

7) TSNADDNSCEEN KAS _____

8) EIHTR ERFTHAS _____

9) HTAW OD EHTSE _____

10) NEOSTS AEMN _____

11) LETL MEHT _____

12) SRILAE SCORSDE _____

13) HET DRJONA _____

14) VRIRE NO _____

15) YDR RUGDON _____

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BEACH BALL BIBLE BOWL QUESTIONS

1. *What is the term "third world" used to describe? 10 points*
   a) The Middle Ages
   b) Developing countries
   c) Communist countries

2. *In what Old Testament book is a very tall building described? 10 points*
   a) Genesis
   b) Exodus
   c) Leviticus
   d) Numbers

3. *How many books are in the Old Testament? 10 points*
   a) 33
   b) 10
   c) 25
   d) 39

4. *The city of Ur has been uncovered by archaeologists. Which Biblical character left Ur to settle in Canaan? 10 points*
   a) Joshua
   b) Abraham
   c) Samson
   d) Moses

5. *What is the staple food for more than half the world population? 10 points*
   a) corn
   b) rice
   c) potatoes

6. *What year did astronauts first land on the moon? 10 points*
   a) 1959
   b) 1969
   c) 1972

7. *The walls of Jericho were found fallen outward. Where in the Bible is this event recorded? 20 points*
   a) Revelation 6
   b) Malachi 6
   c) Joshua 6
   d) 2 Kings 6

8. *What is the most famous feature of Easter Island? 20 points*
   a) Volcanoes
   b) Giant stone statues
   c) Flightless birds

9. *An ancient furnace was found with the inscription "Those refusing to worship Babylonian Gods will be burned alive"! Where is this recorded in the Bible? 20 points*
   a) Daniel 3
   b) Isaiah 3
   c) 2 Kings 3
   d) 2 Chronicles 3

10. *Bricks of straw were found in Egypt, proving that people used such building materials in the past. Where in the Bible does it talk about the Israelites making bricks with straw? 20 points*
    a) Matthew 5
    b) Daniel 5
    c) Exodus 5
    d) Psalm 5

11. *According to legend, where did a Minotaur live? 20 points*
    a) Mount Olympus
    b) Constantinople
    c) Crete

12. *Archaeologists discovered a tunnel in Jerusalem built in the time of Hezekiah, one of the kings of Judah. It was used to transport water into the city. 20 points*
    a) True
    b) False

13. *What happened to the Roman town of Pompeii, Italy in AD 79? 20 points*
    a) The Olympic Games
    b) The Emperor paid a visit.
    c) It was buried by volcanic ash.

14. *Tablets found in Jerusalem mention which King of Judah? 20 points*
    a) Jehoiachin
    b) Josiah
    c) Hezekiah

15. *For what purpose were leeches once used? 20 points*
    a) As dishes at a Roman banquet
    b) As a way to bleed patients
    c) As emblems of royal families

16. *Who was defeated at the battle of Waterloo? 30 points*
    a) Genghis Khan
    b) Duke of Wellington
    c) Napoleon Bonaparte

17. *Where do bananas come from originally? 30 points*
    a) South America
    b) Africa
    c) Indonesia

18. *Archaeologists have proven Beltezshazzar's existence. Who was he? 30 points*
    a) Priest
    b) Prophet
    c) Singer
    d) King

19. *How did Aztec priests sacrifice their victims? 30 points*
    a) By throwing them to the lions
    b) By burning them at the stake
    c) By ripping out their hearts

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20. *A furnace was found with the inscription "Those Refusing to Worship Babylonian Gods Will Be Burned Alive!" Where is this threat described in the Bible?* *30 points*
    a) Exodus 9
    b) 2 Chronicles 9
    c) Daniel 3
    d) Acts 9

21. *After the flood, what type of bird did Noah first send out from the ark?* *40 points*
    a) Crow
    b) Raven
    c) Dove
    d) Eagle

22. *How many men did Esau bring with him when he came to meet Jacob?* *40 points*
    a) 100
    b) 200
    c) 400
    d) 500

23. *In the Middle Ages, what did many people use to pay their rent?* *40 points*
    a) peppercorns
    b) gold dust
    c) sugar cubes

24. *How many children did Jacob have?* *40 points*
    a) 9
    b) 11
    c) 13
    d) 15

25. *In what year was "apartheid" introduced in South Africa?* *40 points*
    a) 1910
    b) 1949
    c) 1975

26. *Who unified his country under the slogan "Blood and Army"?* *40 points*
    a) Eamon D. Valera
    b) Benito Mussolini
    c) Otto von Bismarck

27. *How old was Sarah (wife of Abraham) when she died?* *40 points*
    a) 40
    b) 80
    c) 127
    d) 60

28. *What title did the Greeks give Hippocrates?* *40 points*
    a) Father of Medicine
    b) Father of Philosophy
    c) The Great Teacher

29. *When the seventh seal was opened in the book of Revelation, there was silence for:* *50 points*
    a) a minute
    b) a half hour
    c) an hour
    d) a year

30. *How many times is the word "the" used in the Bible?* *50 points*
    a) over 9,000
    b) over 11,000
    c) over 14,000
    d) over 20,000

31. *Which city is the capitol of India?* *50 points*
    a) Calcutta
    b) New Delhi
    c) Bombay

32. *What were the names of Nahor's two oldest sons?* *50 points*
    a) Uz and Buz
    b) Huz and Muz
    c) Buz and Muz
    d) Fuz and Suz

33. *In what year was Israel established as a state?* *50 points*
    a) 1810
    b) 1948
    c) 1650

Answer Key for Reproducible Pages E and F

1. b
2. a
3. d
4. b
5. b
6. b
7. c
8. b
9. a
10. c
11. c
12. a
13. c
14. a
15. b
16. c
17. c
18. b
19. c
20. c
21. b
22. c
23. a
24. c
25. b
26. c
27. c
28. a
29. b
30. d
31. b
32. a
33. b

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